INSTRUCTIONAL PROFESSIONAL DEVELOPMENT (IPD) 2017-2018

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**
Lori Zatroch, Program Director, Plant Science and Landscape Technology
Melissa Resnick, Adjunct Faculty, Psychology
Jim Funai, Assistant Professor, Plant Science and Landscape Technology
Jaydip das Gupta, Lecturer, Biology
Dr. Michelle Hampton-Pickett, Professor, Business Administration
Dr. Kathryn McAtee, Professor, Business Administration
Stephanie Kasuboski, Assistant Professor, English as a Second Language

**Western Campus**
Catherine Bloor, Assistant Professor, Nuclear Medicine
Dr. Holly Clemens, Associate Professor, Sport and Exercise Studies
Stephanie Craig, Assistant Professor, Art
Dr. Margot Freer-Prokop, Associate Professor, Biology
Karen Goulandris, Assistant Professor, Early Childhood Education
Yasser Jahami, Associate Professor, Radiologic Technology
Karen Latterner, Clinical Preceptor, Radiography
Dr. Susan Lohwater, Associate Professor, English as a Second Language
Mary Skowronsikki, Program Manager, Respiratory Care
Dr. Emily Weglian, Professor, Anthropology
Melissa Zagata, Assistant Professor, English

**Metropolitan Campus**
Stacy Arsenault, Assistant Professor, Medical Lab Technology
Dr. Valerie Brown, Professor, Sociology
Dr. Rebecca Carte, Assistant Professor, Spanish
Nathaniel Gucik, Adjunct Faculty, Chemistry
Steven Kosztya, Lab Manager, Chemistry

**Westshore Campus**
Amelia Caldwell, Adjunct Faculty, Business
Dr. Anne Distler, Professor, Chemistry
Sara Fuller, Assistant Professor, English
Dr. Erica Stevenson, Biology
Michele Terlep, Adjunct Faculty, Biology
IPD Committee Members

**Eastern Campus**
Dwayne Keeney, Assistant Dean, Academic Affairs, Chair  
J. Michael Thomson, East Campus President, Resigned  
Denise McCory, Dean, Academic Affairs  
Trish Houlehan, Administrative Assistant, Campus President’s Office  
Fran Dittrich, Administrative Coordinator II, Academic Affairs  
Greg Malone, Associate Dean, Health Careers & Science  
Maricelly Bliss, Coordinator, Health Careers & Science  
Ellen Bratslavsky, Associate Professor, Psychology  
Lisa Donovan, Assistant Professor, Teacher Education  
Silvana Hrepic, Associate Professor, Spanish  
Christopher Kinsella, Assistant Professor, History  
Matthew Pierce, Assistant Professor, English as a Second Language  
Justin Miller, Assistant Professor, Philosophy  
Haidy Kamel, Associate Professor, Chemistry

**Metropolitan Campus**
Abigail Dohanos, Assistant Dean, Academic Affairs, Co-Chair  
Dr. Robert Shirilla, Assistant Professor, Sociology, Co-Chair  
Mary Haag, Assistant Professor, English as a Second Language  
Michael Kenney, Assistant Professor, Chemistry  
Christie Okocha, Professor, English  
Brenda Stotesbery, Assistant Professor, Mathematics  
Derrick Williams, Assistant Professor, Speech Communications

**Western Campus**
Miria Batig, Assistant Dean, Academic Affairs, Co-Chair  
Elaine Brunschwig, Professor, Biology  
Catherine Bloor, Assistant Professor, Nuclear Medicine  
Dr. Kathleen Catanese, Professor, Psychology  
Dr. Lois Hansen-Polcar, Professor, Chemistry  
Dr. Robert Johnson, Associate Professor, Counseling  
Kevin Kondik, Assistant Professor, Philosophy, Co-Chair  
Dr. Jim Lichniak, Assistant Professor, Physician Assistant  
Sarah Morgenstein, Assistant Professor, Visual Communications  
Debra Motley, Assistant Professor, American Sign Language

**Westshore Campus**
Chandra Arthur, Assistant Professor, Business  
Iryna Mahlay, Professor, Mathematics, Chair  
Dr. Thomasz Kowalczyk, Professor, Biology  
Bridget Kriner, Assistant Professor, English
Dr. Kathryn McAtee – Eastern Campus  
“Purchase of Bolster for Business Management Courses”

Incorporating holistic educational techniques can help students succeed in their education. These techniques consider the student as a learner and a member of his or her community. I am developing a pilot business course that will thread contemplative pedagogies such as breathing, stretches and meditation into the classroom. To make the learning environment more comfortable and conducive to various exercises, yoga bolsters are needed.

Jaydip das Gupta – Eastern Campus  
“Vernier pH Meter”

In biological chemistry, pH plays a big role. Becoming proficient at measuring pH of various solutions and buffers is an essential skill future nurses should obtain from BIO 1100. At the Eastern campus, we do not have a meter dedicated for students to gain hands on experiences. They use only pH paper, which provides a limited view of pH.

Jim Funai — Eastern Campus  
“Utilizing Flow Meters to Illustrate Hydrodynamics in Irrigation Technology”

One of the harder irrigation lessons to demonstrate in the classroom is the effects of hydraulic pressure in sprinkle performance; the math is quite complex. Using plans from a hands-on experience, I would like to build two working models, each with a different layout that will put the complexity of hydrodynamics into the hands of learners and demonstrate the concepts in real time. This allows students to follow the math and see the results on a series of pressure gauges.

Dr. Michelle Hampton Pickett – Eastern Campus  
“Avatar Development”

Decreasing the psychological distance felt between students and their instructor in an online learning environment may be accomplished by increasing the level of social interaction within the online setting. I would like to request a grant to renew my subscription to VOKI – the avatar creation software – to develop an avatar for my BADM 1020 course.

Stephanie Kasuboski – Eastern Campus  
“iPad for ESL Classroom Use”

Publisher-provided content for ESL courses continues to get larger and more complex. Loading files onto flash drives is no longer an efficient means to integrate these materials into the classroom. Using an iPad to access and store materials that can be brought into the classrooms, the ESL lab and my office to work with students can streamline this process.

Melissa Resnick – Eastern Campus  
“Using Technology and Interactive Community Building Activities in the Classroom”

This project will increase student engagement and completion by incorporating technology and interactive community building activities in my classroom. I will use multiple active learning techniques throughout the semester, including interactive activities and the use of manipulatives to help students think critically about course content. I will present my experiences at the Teaching, Techniques and Technology (3T) conference in Cincinnati.

Lori Zatroch – Eastern Campus  
“Utilizing Bluetooth Technology for Teaching and Training”

Instructors in PST courses currently compete with sound from equipment while teaching and training students. Students may be unable to hear and miss essential information. Instructors may struggle to hear questions or comments offered by students. Using helmets with built-in Bluetooth, students and instructors could easily communicate over the sounds of machinery. We hope to purchase two helmets that would allow the instructor and student operator to communicate without distraction or interruption.

Punya Basnayaka — Metro Campus  
“Advancing the Materials Testing Laboratory Workstation”

The purpose of this project is to purchase a metallurgical and materials microscope to support the enhancement of technology of the mechanical engineering lab and to provide applied demonstrations of several important materials testing and metallurgical concepts of materials related to microstructure for students taking MET 1300 Metallurgy and Engineering Materials course. The new microscope will allow lab
experiments and students projects to run smoothly and get hands on learning on state of the art technology, enhancing student success. In addition, the new resource can be utilized for all other parallel courses, as well as student capstone project conducted by other faculty.

Stacy Arsenault – Metro Campus
“Semen Analysis Module for the Medical Laboratory Technology”

Approved funding proposal requested to purchase the instructor resources, lab supplies, and microscope accessories necessary for the implementation of semen analysis testing into the curriculum for the Medical Laboratory Technology (MLT) program. The funding will allow students to use the Semen Analysis Module for Clinical Laboratory Science workbook to help train our students in these techniques and better prepare our students for clinical positions in body fluid testing and fertility testing. Therefore, IPD funds will result in more knowledgeable and experienced MLT students and provide a unique experience in their education. The implementation of this module into the MLT program will impact 27 students in spring of 2018 and 15 per year going forward.

Dr. Valerie Brown — Metro Campus
“Conference: CrimeCon 2018”

The purpose of attending the CrimeCon 2018 Conference is to expand Dr. Brown’s knowledge of popular mass and social media trending today that are relevant to criminology and related social science disciplines. Key activities will include attending presentations and events, networking to develop relationships and a resource list of experts in mass social media materials, strategically identify and attend sessions that have sociological, social psychological and social scientific foci, and gain greater experience to podcast technology and its uses. Attending this conference will be instrumental to planning the Metropolitan Campus Spring 2019 conference, Recognizing, Responding & Recovering from Violence.

Rebecca A. Carte — Metro Campus
“Breakout Education”

One major way to create Student Success and increase retention is to provide students with engaging ways to apply what they have learned with hands-on, interactive, problem-solving games. Based in gamification, Breakout EDU (similar to the “escape room” format) provides students the opportunity to collaborate, communicate by using logic and reason to work together and reach a goal. Breakout EDU kits may be used to play hundreds of different games across multiple disciplines.

Nathaniel Gucik and Steven Kosztya — Metro Campus
“GoPro Physics Experiments”

Approved funding proposal requested to purchase one GoPro Hero 6, accessories, and tablet to use in both physics courses and with the Physics and Astronomy Club. Activities conducted with this equipment can increase student learning by providing an avenue for Physics classes to investigate physical phenomena through slowing down video footage, enhance the student centered project environment, and enable outreach activities through the Physics and Astronomy Clubs. This purchase and associated activities have the ability to impact more than 70 students per term in PHYS 1210 and PHYS 1220.

Catherine Bloor — Western Campus
“Cs-137 (Celsium 137) Reference Rod Sources for Nuclear Medicine Laboratory”

The Nuclear Medicine laboratory's instruments are required to be maintained and compliant with ODH (Ohio Department of Health’s) standards. Our instrument called a Well Counter requires quality control procedures to be completed. This is accomplished with a Cs-137 rod. The Well Counter’s quality control procedures include daily incoming and outgoing radioactive packages, daily well counter efficiency and quarterly Chi-Square testing.

We currently have 4 student stations, 3 well counters, and only one Cs-137 rod source. (Mr. James Fisher is requesting a 4th well counter through another IPD proposal).

I am requesting #3 Cesium-137 rod sources for our Nuclear Laboratory to increase the effectiveness and efficiency in the two Nuclear Medicine Lab classes. (NMED 130L and NMED 230L)
Dr. Holly Clemens –Western Campus
“Adult CPR Manikins with Feedback Device”

On August 15, 2017, the AHA sent out a newsletter about new requirements for manikins. By January 31, 2019, the American Heart Association (AHA) will require the use of manikins with audio and/or visual feedback devises in all AHA courses that teach the skills of adult CPR (refer to handout). The feedback devices are required to provide participants with feedback on the rate and depth of compressions during CPR training. Without this required equipment, the college will not be able to conduct AHA CPR/AED classes at the college. Since the AHA announcement did not come until August 15, 2017, the Health Careers budget established for 2017-2018 did not include funds for the updated manikins.

HLTH 1310 and HLTH 1230 are credit courses that include adult CPR. Currently, these courses do not have manikins that meet the new requirement by the AHA. At the Western Campus, HLTH 1310 and EMT 1310 (Cardiopulmonary Resuscitation) are conducted concurrently. There are 6 of these concurrent classes offered per semester with a capacity of 12 students. This capacity number is required by AHA. In addition, we offer 3 of the HLTH 1230 classes per semester with a capacity of 15 students and provide CPR/AED training to many of our Health Career programs and non-credit programs. The goal, by 2019, is to meet the AHA requirements by having at least 12 adult manikins with the feedback devices. This will help establish a 1:1 participant to manikin ratio. This 1:1 ratio helps to provide more practice time for participants and enhance their skills in CPR. By receiving funding from this grant for 4 adult manikins with feedback devices, we will be working toward our goal of meeting the 2019 deadline set by the AHA.

Stephanie Craig – Western Campus
“Functional Ceramics Workshop 2018”

The Functional Ceramics Workshop, hosted in Wooster OH, is an annual workshop. Each year the workshop features three nationally known ceramists who lead demonstration sessions, panel discussions and presentations. The workshop is geared broadly for students, emerging artists, professional artists and educators. In addition, there is a comprehensive gallery exhibition concurrent with the workshop, which highlights ceramic artworks by several regional and national artists.

As a ceramics professor and practicing artist, I regularly attend this workshop for my own professional development. With this IPD grant, I will to cover the registration fee for two Tri-C students and one adjunct faculty to attend with me. The workshop experience is an outstanding opportunity for students to see, meet and learn from leading professional artists.

Margot Freer-Prokop — Western Campus
“Biochemical Models for Biology”

BIO 1500 (Principles of Biology I) is majors level biology course that is taken by students interested in both majoring in Biology as well as some allied health fields. We spend a lot of time in this course learning about how the structures of biologically important molecules are important to their function in living organisms. Many students struggle with these abstract concepts and would benefit from hands-on activities. 3D Molecular Designs offers a variety of molecular model kits which allow students to explore these molecular concepts in a hands-on way. These kits can be used in either lecture or in lab. My goal is to purchase kits that explore the chemical properties of water and protein folding for a class of 48 students (4-6 students/group).

Karen Goulandris — Western Campus
“Professionalism – Kim Tice Speaker from Ohio AEYC”

The Early Childhood Education Program would like to bring the Executive Director of the Ohio Association for the Education of Young Children (Ohio AEYC) to speak to the early childhood education students on the topic of how joining/belonging to a professional organization increases job satisfaction and elevates professionalism.

Students in Early Childhood Education teacher preparation programs need to develop skills in identifying and using professional resources. This is one of the standards for graduates of Associate degree programs in early childhood education. The Tri-C Early Childhood Education (ECED) program would like to bring in Kim Tice, the executive director of the Ohio Association for the Education of Young Children. Ms. Tice has served successfully as the executive director of Ohio AEYC for 15 years. She has a wealth of experience.
in connecting early childhood professionals through conferences, leadership meetings, workshops, and retreats. Ms. Tice has also represented Ohio professionals at the national level through National Association for the Education of Young Children (NAEYC) events.

Younger generations are rediscovering the benefits of professional organizations and NAEYC and Ohio AEYC have worked to reorganize their structure to accommodate the growing needs of the next generation of early childhood professionals. The faculty of the Early Childhood Education program have an obligation to inform students of the network of connections and professional affiliations available to them as they move on from Tri-C and continue their pathway of becoming professional educators.

Yasser Jahami — Western Campus
“Disarticulated Skull Model”

The cranial and facial bones of the skull have always been a challenging topic for students to master. Their joints, structures and details are vague and complex to understand when one is examining the skull as a whole. There are numerous foramina (tiny holes) nestled within the 22 bones. These holes play a critical role in vascular and neurological anatomy.

To aid the students in understanding the above, this disarticulated skull model will serve as an exceptional learning tool enabling students to physically examine each bone of the skull individually and learn the anatomical details. Furthermore, this skull model is ideal for hands-on studying that serves kinesthetic learners in particular.

Having solid knowledge of skull anatomy will not only benefit students/graduates practicing diagnostic radiography, but will contribute to their understanding of sectional anatomy should they pursue interventional radiology, computed tomography and/or magnetic resonance imaging in the future.

Karen Latterner — Western Campus
“2018 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 2018 meeting will be held in Cincinnati, Ohio this year.

The IPD grant would allow registration for eight students engaged in competing in the Quiz Bowl. Their registration also includes attendance at numerous educational sessions. The grant would also afford them lodging at the hotel where the conference is held.

Dr. Susan Lohwater — Western Campus
“Student Registration Fees for the 12th International Conference on Conflict Resolution Education”

The IPD funds will be used to sponsor six students at the 12th International Conference on Conflict Resolution Education, which will be held in Cleveland in 2018. The students will attend sessions on conflict resolution presented by people from all over the world. The sessions include workshops and theoretical discussions.

Emily Weglian — Western Campus
“Annual Enrichment of the Biological Anthropology Skeletal Collection”

The proceeds from this grant will be used to purchase materials for lab exercises for ANTH 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. The Human Evolution Course still lacks some basic and vital specimens to give students the most complete experience in learning about living and extinct humans, and our primate relatives. Materials are used every Fall and Spring Semester in the ANTH 1210 Human Evolution lab, as well as in professional development activities with other faculty. This year, I want to purchase some new skeletal materials (A. aethiopius, H. erectus from Dminisi, and a modern human from Herto) as well as one small digital slide caliper for use on more delicate specimens in the lab. All of the materials in this collection are and will be utilized in the ANTH 1210 Human Evolution course. They will be utilized in any future course offerings for Biological Anthropology and will be used for professional development possibilities for faculty.
Melissa Zagata — Western Campus
“Honors/Common Reading Program Speaker – Spring 2018”

The Honors Program strives to not only provide students with a worthwhile and high quality education within the classroom; it also encourages student participation in cultural events and service activities as well in order to create a more balanced and well-rounded individual. During the spring semester, the Honors Program at West traditionally invites a speaker from the outside 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 in general) because of the unique challenges that they may face in a community college environment. Past spring speakers have ranged from Scott Fedor, a quadriplegic and motivational speaker who works to raise awareness and support for those with spinal cord injuries, to Liz Ferro, founder of Girls with Sole, a Cleveland-based non-profit organization that focuses on providing girls from at-risk backgrounds with opportunities to engage in fitness activities like running and yoga to help build their self-esteem and to make them feel empowered.

This upcoming spring semester, the Honors Program is teaming up with the Common Reading Program to host a speaker from the Ohio Innocence Project in conjunction with our Common Reading Book Just Mercy. The Ohio Innocence Project’s mission as stated on their website is to "exonerate the wrongly convicted through DNA testing and reform the criminal justice system to prevent further injustice." We have contacted the OIP and are in the process of booking an exoneree and their lawyer who will share their experience with our students and with the larger community.

Dr. Anne Distler — Westshore Campus
“Science on the Go”

The need for students in the STEM fields is increasing with demand for employment in these fields. In order to attract students to the sciences, opportunities must be created to engage with science in a fun and interactive way, both in and out of the classroom. In order to create portable, interactive science experiments, a mobile laboratory cart was purchased with an integrated sink, water supply, power supply, and benchtop. Currently, the cart is on display in the Westshore Health Careers and Sciences Atrium. The cart has a series of interactive experiments for students and community members to demonstrate a variety of scientific concepts in a fun and engaging way. To further the interaction, an iPad and stand will be purchased to use in a kiosk format. The iPad will have videos loaded to explain the experiments. Students will be able to select the experiment of interest and learn more about the scientific concepts behind the laboratory activity.

Amelia Caldwell — Westshore Campus
“Engaging Students through Tools of the Trade: Technology in Business”

This grant will fund webcams and headphones with microphones for loan to students for WebEx and other remote meeting assignments that students complete as part of BADM 1050 and other business classes. BADM classes I have helped facilitate since fall 2016 have used loaner webcams and headphones (set of eight), with the assistance of TLC staff, to determine feasibility of larger implementation. Based upon feedback from students on effectiveness of these tools, it is now desired to scale this project from optional to require course assignments that need these tools applied usage.

Sara Fuller — Westshore Campus
“It’s All a Game: Transforming College English Courses into Gamified Experiences to Enhance Student Success”

By utilizing the GradeCraft software, I will transform my English classes into Gamified experiences. This platform will allow me to build several pathways for students to meet the standards of the course. These pathways will allow students to challenge themselves, fail, and allow them to try again. By encouraging academic risk-taking, students will be able to grow further as independent learners. By allowing multiple pathways, this program will use game theory to keep students engaged and working towards earning their college credit.

Dr. Erica Stevenson, Biology - Westshore Campus
“Creating Multimedia Resources for Microbiology Blended Courses”

Microbiology is predominantly taught face-to-face due to the constraints of needing extensive laboratory materials. For the first time, the Westshore campus will offer Microbiology in the blended modality, and it must be engaging and concise. It is difficult to deliver a traditional lecture in a web-based format that promotes...
active learning using only a desktop computer. The intent of this grant proposal is to purchase a pen tablet and headset, which would allow for the creation of annotated and narrated lectures. Drawings or notes overlaid on PowerPoint slides during face-to-face lectures make complicated processes, such as protein synthesis, metabolic mechanisms, and microbial population growth become more tangible. These lectures are readily recorded using available software and incorporated into a Blackboard course site. This allows students to view the videos at their convenience. Further, using a system such as Playposit to integrate thought or recall questions with automatic feedback, the videos become an interactive web-based activity.

**Michele Terlep — Westshore Campus**

“Anatomical and Physiological Tablet with Response”

Students in online classes struggle with engagement and frequently need consistent help outside of the lessons. Many students struggle with anatomical and physiological (med term) concepts and topics. To maximize student learning and instructor availability, the use of an easily transported tablet with a stylus can increase and reinforce learning with direct, touchscreen stylus responses. The use of alternative learning locations can also help keep the students interested and having fun with the material. Since these teacher/student interactions can be spontaneous, mobile technology can facilitate these sessions. A portable laptop digital tablet and keyboard combination can convert alternative spaces into a mini-classroom.