



# 27<sup>th</sup> Annual Conference

Association of Faculties for Advancement of Community College Teaching

## *Program of Peer Presentations*



## *Opening Doors for the Community College Student: Being an Agent of Change*

**January 5 and 6, 2017**

Hosted by Harford Community College  
401 Thomas Run Road  
Bel Air, MD 21015

*Revised Final Edition: January 3, 2017*



# 27<sup>th</sup> Annual Conference

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401 Thomas Run Road

Bel Air, MD 21015

*From your AFACCT Coordinator:*

Welcome to the 2017 annual AFACCT conference. Although this year's conference marks its 27<sup>th</sup> annual, AFACCT was actually founded in Maryland in 1984. AFACCT's conferences (including a few regional conferences) have served as venues for full- and adjunct community college faculty members from throughout Maryland and the region to join together for professional development. Supported by the Maryland Council of Community College Chief Academic Officers (M4CA0), AFACCT has provided an opportunity for faculty from Maryland's 16 community colleges to share their knowledge, research, expertise, and perhaps most importantly, their *camaraderie*.

As you browse through the descriptions of the 100+ peer presentations, panels, and poster displays, you will get a sense of what we are doing in our classes and what concerns us as professionals.

Thursday's keynote speaker is Professor Deb Poese, Director of the School of Education, Montgomery College-Rockville. Friday's keynote speaker is Tony Holland, Dean of Instructional Affairs at Wallace Community College in Dothan, Alabama.

On Thursday afternoon, the conference hosts the annual meeting of the Maryland Mathematics Association of Two-Year Colleges (MMATYC). History. For more information about MMATYC, contact Evan Evans at: [eevans@frederick.edu](mailto:eevans@frederick.edu)

The keynote speakers, peer presentations, panels, discipline meetings, and poster displays described in this program should give all faculty members -- beginning instructors as well as veteran professors -- some exciting new ideas for how to reinvigorate our teaching as we begin the new year and the spring semester 2017.

My thanks go to all the AFACCT campus representatives who sent the word out to their faculty colleagues about this very special AFACCT conference. And, of course, a special thanks to Heidi Neff, our AFACCT host at Harford Community College, who did a wonderful job of arranging for everything that goes into a conference of this size: room schedule, printing, and of course, the conference meals.

Best wishes for a successful academic year,

*George Mateja*, AFACCT Coordinator

***The Facts about AFACCT: Our Goals...***

The Association of Faculties for the Advancement of Community College Teaching is an association of and for Maryland community college faculty members. It was established in 1984 with the following goals:

- to provide opportunities for professional growth and development of members of Maryland community college faculty by the effective use of statewide resources;
- to foster and improve teaching excellence by promoting the sharing of ideas, instructional materials and strategies;
- to maximize the impact and effectiveness of available funds for professional development;
- to open new lines of communication among faculty members with similar disciplines and interests;
- to sponsor discipline and cross-discipline conferences;
- to publish a directory of faculty members in the Maryland Community Colleges; and to promote the exchange of faculty among Maryland Community colleges.

AFACCT's decisions are made by a Board of Representatives consisting of one voting member from each Maryland community college who serves as a liaison. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Council of Community College Chief Academic Officers (M4CAO).

- Registration, breakfasts, along with all peer presentations, will take place in Darlington Hall.
- Lunch will take place in the Aux Gym, Susquehanna Center
- The Keynote addresses take place in the Chesapeake Theater of the Chesapeake Center.

**AFACCT Conference 2017 Program of Presentations**

<b>The AFACCT Board of Representatives: 2016-2017</b>	
Visit the AFACCT website: <a href="http://www.afacct.csmd.edu">www.afacct.csmd.edu</a>	
Allegany	
Anne Arundel	Cathy Jones, Nursing, <a href="mailto:cjones3@aacc.edu">cjones3@aacc.edu</a> Margaret L. Wyatt, Nursing, <a href="mailto:mlwyatt@aacc.edu">mlwyatt@aacc.edu</a>
Baltimore City	Grace E. McNeal, Nursing, <a href="mailto:gmccneal@bcc.edu">gmccneal@bcc.edu</a>
Carroll	Alan Bogage, Library Director, English Adjunct, <a href="mailto:abogage@carrollcc.edu">abogage@carrollcc.edu</a>
Cecil	Brandie Bidy, Mathematics, <a href="mailto:bbidy@cecil.edu">bbidy@cecil.edu</a>
Chesapeake	Shannon Fleishman, Sociology, <a href="mailto:sfleishman@chesapeake.edu">sfleishman@chesapeake.edu</a>
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Baltimore County - Essex	Rosemarie Cramer, Management, <a href="mailto:rcramer@cabcmd.edu">rcramer@cabcmd.edu</a> John Cramer, Economics, <a href="mailto:jcramer@cabcmd.edu">jcramer@cabcmd.edu</a>
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Garrett	Jack DuBose, English, <a href="mailto:jack.dubose@garrettcollege.edu">jack.dubose@garrettcollege.edu</a>
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Harford	Heidi Neff Chuffo, Art+Design, (AFACCT Treasurer) <a href="mailto:HNeff@harford.edu">HNeff@harford.edu</a>
Howard	Frances Turner, Biology, Science, Engineering & Technology, <a href="mailto:fturner@howardcc.edu">fturner@howardcc.edu</a>
Montgomery – Rockville, Germantown, and Takoma Park/Silver Spring	Zeporia Smith, Education, <a href="mailto:Zeporia.smith@montgomerycollege.edu">Zeporia.smith@montgomerycollege.edu</a>
Prince George's	Michele Dickson, Nursing, <a href="mailto:DicksoMA@pgcc.edu">DicksoMA@pgcc.edu</a>
Southern Maryland	Richard J. Siciliano, Languages & Literature (AFACCT Assistant Coordinator, Webmaster), <a href="mailto:richs@csmd.edu">richs@csmd.edu</a> Joy Syring, Languages and Literature, <a href="mailto:jsyring@csmd.edu">jsyring@csmd.edu</a>
Wor-Wic	Deana Kenney, Nursing, <a href="mailto:dkenney@worwic.edu">dkenney@worwic.edu</a> Sarah Wray, Nursing, <a href="mailto:swray@worwic.edu">swray@worwic.edu</a>
Maryland Council of Community College Chief Academic Officers (M4CAO)	Mark McColloch, (M4CAO Liaison), Vice President of Instruction, The Community College of Baltimore County, <a href="mailto:mmccolloch@cabcmd.edu">mmccolloch@cabcmd.edu</a>

## AFACCT 2017 Conference Notes...

**Poster/PowerPoint/Web Site Displays:** Poster Sessions and Vendor displays are scheduled together in room 126. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 2) from 11:40 a.m. – 12:40 p.m., and again on Friday morning (Sessions 6) from 11:40 a.m. – 12:40 p.m.

**Meals:** Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering exceptional food service included in the cost of registration, with healthy choice options for both breakfasts and hot lunches.

**Meetings of Maryland Educational Organizations:** On both days, in conjunction with the AFACCT Conference, several Maryland organizations are holding meetings for their members:

- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will hold its annual business meeting during sessions 3 and 4 on Thursday, January 5, from 1:50 – 4:00 p.m. (Room 208). All mathematics instructors are invited. Contact Evan Evans (Frederick Community College), [eevans@frederick.edu](mailto:eevans@frederick.edu) for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet on Friday. Contact Eugenia Howell, Senior Administrative Assistant to Dr. Mark McColloch, Vice President of Instruction at The Community College of Baltimore County; [ehowell@cCBCMD.edu](mailto:ehowell@cCBCMD.edu); Phone: 443-840-1021.

**Hays-Heighe House at HCC:** A special reception and tour of the Hays-Heighe House at Harford Community College has been arranged just for the AFACCT conference on **Thursday, January 5 from 3:00-4:30 p.m.** The Hays-Heighe House is a dynamic educational facility and public history site that showcases elements of Harford County's diverse social and cultural history through exhibits, inclusive programming, and strategic partnerships. Our mission is to promote life-long learning, community engagement, critical thinking, and historical and cultural understanding within the context of local, national, and global issues.

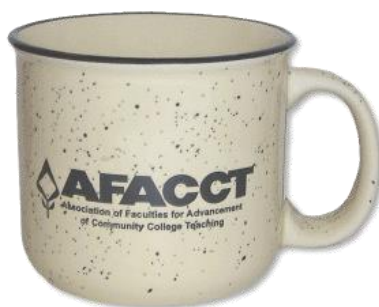


**Conference Giveaways and Door Prizes:** At every AFACCT conference, attendees stand a good chance of winning a door prize. For this year's conference, AFACCT is giving away theater tickets, golf outings, books, gift baskets representing a college's local treats, ball caps, clothing, and other merchandise from its member community colleges. Each day, winners are drawn at random from the list of attendees, and their names will be posted on the Information Board at the Conference Registration desk. Come and see if you are a winner, and pick up your prize before you leave for the day. Unclaimed prizes on Thursday will be re-entered for the Friday drawing. Some of the premium prizes are listed on the [Donor Page](#), are posted on the AFACCT website and published in this program.

**Presenter Gifts:** Each peer presenter and co-presenter is entitled to a special gift in appreciation for the work done to prepare their presentation. Visit the Registration Desk after your presentation.

**Conference Evaluation:** To enable the AFACCT Board of Representatives to continue to offer quality conferences, please fill out a conference evaluation, along with individual evaluations for each session you attend. At the end of the conference, hand in your evaluations at the Registration Desk and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better. *Please remember to put the full session number and the speaker's name on your evaluation form.*

**The AFACCT Mug:** What has become a welcomed custom at each annual conference is the coveted AFACCT beverage mug, suitable for hot coffee, tea, and even big enough for soup. Every conference attendee gets one, so ask for yours at the Registration Desk when you hand in your conference evaluation forms.



Vintage AFACCT mug, circa 1994

**AFACCT Conference 2017 Program of Presentations**

**A campus map of Harford Community College appears at the back of the printed program.**

**Parking**

Park in any available parking space. No parking permits are needed.

**Registration**

Entrance of Darlington Hall

**Presentations:**

Classrooms in Darlington Hall

**Vendors & Posters**

Room 126

**Breakfast:** Second floor foyer of Darlington Hall

**Lunch:** The Aux Gym in the Susquehanna Center

**Keynote Addresses**

Chesapeake Theater in the Chesapeake Center

*Elevators are in each building.*

**\*Coffee, tea, and water will be available in the second floor foyer above the registration area.**

## Conference Program at a Glance

**Thursday, January 5, 2017**

**8:00 a.m. - 9:30 a.m.**

**Registration in the Foyer of Darlington Hall**

**Breakfast: second floor lobby of Darlington Hall, above the registration area**

**Session 1 Presentations: 9:00 a.m. – 10:00 a.m.**

Session 1 Presentations 9:00 a.m. – 10:00 a.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
1.1	<i>Enhancing Student Success With A Nursing Student Support Program</i>	Burris, P. et al.	136
1.2	<i>Why You Should Be Using Spaced Repetition Software</i>	Ford, D.	202a
1.3	<i>Malaria, Sickle Cell Trait, and Human Evolution</i>	Fairchild, A.	202b
1.4	<i>Harness the Promise: Help Students Reach Their Potential</i>	Ratz, M.	202c
1.5	<i>Playing Criminals and Simulating Justice</i>	Thompson, R. et al.	208
1.6	<i>Frontline Retention Strategies for Black Women Learners</i>	Whitaker, C.	210
1.7	<i>Change the World through Community Service and Service Learning Experiences</i>	Main, M.	211
1.8	<i>Engaging Online Learners to Promote Success</i>	Hutton, L.	226a
1.9	<i>Walk this Way: Active Learning Strategies for Math Instruction</i>	King, S.	228
1.10	<i>Accelerated Learning in Mathematics – Moving Ahead</i>	Abromaitis, & Baranoski	121
1.11	<i>Helping Students Succeed: FYE across the STEM Curriculum</i>	Madden, J. & W. Rappazzo	348
1.12	<i>Uncomfortable Topics in the Classroom: What's So Hard About Admitting It's Hard?</i>	Spiegelman, J. & A. Diop	129

### General Session

**Thursday, January 5, 2017**

10:15 a.m. - 11:25 a.m.

Chesapeake Theater of the Chesapeake Center

- Welcome: George Mateja, AFACCT Coordinator, CCBC
- Welcome to HCC: Dr. Dianna Phillips, President, Harford Community College
- Introduction of keynote speaker: Zeporia Smith, AFACCT Representative, Montgomery College
- **Keynote address:** Debra Poese: *The Brain that Does the Work....*

**AFACCT Conference 2017 Program of Presentations**

<b>Session 2 Presentations</b> 11:40 a.m. – 12:40 p.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
2.1	<i>Military Medic to ADN Transition Program Development: The Road Unknown</i>		Bateman, J.	136
2.2	<i>Empowering Adjunct Faculty for Greater Student Success</i>		Bayar, M. & R. Roof-Ray	202a
2.3	<i>Hello, Strategies for Engagement</i>		Gambone, J. & J. Lara	202b
2.4	<i>Incorporating Service-Learning into the Graphic Design Classroom</i>		Schuster, J. & C. Doyle	202c
2.5	<i>Measuring Student Engagement</i>		Trueba, E. & E. Gorski	208
2.6	<i>A Process Strategy: Empower Students for Academic Success</i>		Wittig, D.	210
2.7	<i>Modified Flipped Classroom Teaching for Science Classes</i>		Sivalingam, S. & E. Gabbard	211
2.8	<i>Get Caught Up in Our ANets</i>		Mirbaha, C. et al.	226a
2.9	<del><i>What Have You Done for the Arts Lately?</i></del> --- <b>CANCELLED</b> ---		<del>Rock, R.</del>	228
2.10	<i>Designing Developmental Math for the Individual</i>		Cannon, G.	121
2.11	----- <i>Session closed-open space</i> -----		-----	348
2.12	<i>Undergraduate Research: NSF S-STEM Grant Has Students Digging Deeper</i>		Turner, P. et al.	129
<b>.....POSTER SESSION DISPLAYS.....</b>				
2.A	<i>Taking Cultural Anthropology to an Online Environment</i>		Donahue, J.	126
2.B	<i>Expanding the Use of Technology in Science Labs</i>		Ellis, D. et al	126
2.C	<i>Use of Multiple Technologies in Novel Gen'l Chem II Experiment</i>		Ellis, D. et al	126
2.D	<i>The ABC'S in removing Personal Protective Equipment (PPE).</i>		Wyatt, M.	126
2.E	<i>Incivility in the Workforce: How Can We All Get Along?</i>		Choudhary L. et al.	126
2.F	<i>Do Free Online Texts Stack Up? Cost Savings &amp; Academic Impacts?</i>		Grinath III, A & B. Madariag	126
2.G	<i>Expanding ADN Student Perspective of Hospice &amp; Palliative Care Nursing</i>		Haynie, K.	126
2.H	<i>Active Learning Strategies for Improving Innovative Thought &amp; Applied Knowledge</i>		Klinger, M.	126
2.I	<i>Mastering basic Laboratory Skills Through Hands-On Repetition.</i>		Kelman, L.	126
2.J	<i>Achieving Collegiate Excellence and Success (ACES): Using Hope to Build a Pathway to the Baccalaureate</i>		Robinson, D.	126
<b>Lunch: 12:45 p.m.–1:45 p.m.</b> In the Susquehanna Center		<b>During lunch, conference participants are invited to meet with colleagues in their disciplines.</b>		
<b>Session 3 Presentations</b> 1:50 –2:50 p.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
3.1	<i>Becoming a Better Educational Servant Leader: How to Encourage, Energize, and Empower Your Student</i>		Sylvester, J.	136
3.2	<i>Multi-Student Simultaneous Simulations in Nursing Education</i>		Farina, C	202a
3.3	<i>Promoting Mindfulness &amp; Engagement in the Service Learning Classroom</i>		MacDougall, E.	202b
3.4	<i>Facilitating Political Discourse Through Culturally Responsive Teaching</i>		Walsh, M. & S. Meers	202c
3.5	<i>MMATYC – Maryland Mathematical Association of Two-Year Colleges Annual Business Meeting</i>		Evans, E.	208
3.6	<i>Underrepresented Faculty in the College Classroom</i>		Bryant, M. et al.	210
3.7	<i>Designing Undergraduate Research Projects that Get Students Excited about Learning</i>		Fleishman, S. & K. Floyd	211
3.8	<i>5 Tools for the Successful Student's Toolbox</i>		Plumley, M. et al.	226a
3.9	<i>How OER Materials make Online and Face-to-Face Courses More Accessible for All</i>		Cedrone, A.	228
3.10	<i>Beyond Worksheets: An Introduction to High Quality Biology Resources</i>		Jones, K.	121
3.11	<i>Oars Against the Current: Using Technology to Improve Faculty Mentoring Faculty</i>		Wilson, J.	348
3.12	<i>Teaching Social Justice, Diversity &amp; Global Citizenship: Utilizing a "Save the World" Project Approach</i>		McMahon, D. & M. Guercio	129
<b>Session 4 Presentations</b> 3:00 p.m. – 4:00 p.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
4.1	<i>Effective Collaboration using Google Drive in Online Courses</i>		Comet, P. & W. Chin	136
4.2	<i>Writing Intensive Courses: How to Open Doors for a Community College Student</i>		Lane, M. & P. Rogers	202a
4.3	<i>Universal Course Design: Opening Doors for all our Students</i>		Mosser, E.	202b
4.4	<i>STEM Teaching Pathways: Building and Sustaining a Learning Assistant Program</i>		Schick, C. & D. Poese	202c



**AFACCT Conference 2017 Program of Presentations**

4.5	<i>MMATYC – Maryland Mathematical Association of Two-Year Colleges Annual Business Meeting</i>	Evans, E.	208
4.6	<i>Using Theatre to Explore Social Issues</i>	Hight, K.	210
4.7	<i>Self-Publish Your Own Open Educational Resource (OER) and Empower Your Students</i>	St. Ours, H.	211
4.8	<i>Sustaining A Multi-institutional Collaboration to Promote Successful Transfers for STEM Students</i>	LaCourse, W. & M. Sherer	226a
4.9	<i>Learning by Doing: A Multidisciplinary Roundtable Discussion on Engaging Community College Students in Research Early in their Academic Careers</i>	Madden, J. et al.	228
4.10	<i>How Did Attending MCCIEC's Forum In Havana, Cuba, Benefit Us?</i>	Vithlani, P. et al.	121
4.11	<i>Hays-Heighe House Reception and Tour (from 3:00-4:30 p.m.)</i>	Hays-Heighe House	
4.12	<i>CREATE: An Effective Cohort Model for Student Success</i>	Smith, Z & L. Lewis	129

**Friday, January 6, 2017  
Sessions 5: 9:00 a.m. - 10:00 a.m.**

**8:15 a.m. - 9:30 a.m. Registration and Breakfast are in Darlington Hall**

<b>Session 5 Presentations</b> Friday, 9:00-10:00 a.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
5.1	<i>Opening Doors to the State Legislature: Faculty Advisory Council of Maryland's Higher Education Commission: How It's Serving Community College Faculty</i>		Siciliano, R. & K. Kerr	136
5.2	<i>Access for All: Universal Design for Online Learning</i>		Barnhardt, S. & C. Gates	202a
5.3	<i>Creative Teaching Methods for a Multi-Generational Adult Learner Classroom</i>		Anderson, R.	202b
5.4	<i>Acceleration in Mathematics: Showcasing a Seasoned Model</i>		Kiefner, J. & D. Truskowski	202c
5.5	<i>Maintaining Online Student Participation through Work-related Advising ...</i>		Matos, F.	208
5.6	<i>Formative Assessment: Forming Learning While Informing Teaching</i>		Garrison, L.	210
5.7	<i>Diversity: One Class At A Time</i>		Gatling, L.	211
5.8	<i>Communications in Color: Promoting Critical Thinking with Social Media &amp; Mobile</i>		Mays, C.	226a
5.9	<i>Exploring Inquiry-based Science Lab Instruction</i>		Younkin, K.	228
5.10	<i>Get Better Evaluations and Build Success Toward Promotion: FacultyPortfolio.com</i>		Grimes, J. & T. Abramovitz	121
5.11	<i>Determining The Effectiveness of a Freshman Seminar Course on Student Retention, Academic Performance, and Graduation.</i>		McKoy, T.	348
5.12	<i>Personal Adaptive Learning Solutions (PALS) through Open Learning Initiative</i>		Burchill, R.	129

**General Session**

**Friday, January 6, 2017**  
10:15 a.m. - 11:25 a.m.

In the Chesapeake Theater of the  
Chesapeake Center

- Welcome and announcements by George Mateja, AFACCT Coordinator.
- Introducing the keynote speaker: George Mateja
- **Keynote address:** Tony Holland: *Opening Doors for the Community College Student: Being an Agent of Change*

**AFACCT Conference 2017 Program of Presentations**

<b>Session 6 Presentations</b> Friday, 11:40 a.m.-12:40 p.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
6.1	<i>Active learning: moving the student from theory to application</i>		Danner, M. & S. Galvan	136
6.2	<i>Interdisciplinary Assessment Techniques for Research-Based Projects: How Effective are we?</i>		Green, J. & S. Zell	202a
6.3	<i>A Foot In The Door: Morgan State Programs That Prepare Students For Health Research Careers.</i>		Jackman, K. et al.	202b
6.4	<i>Community College Faculty as Change Agents: The Importance of Cultural Intelligence</i>		Parsons, M. & N. Jones	202c
6.5	<i>Re-Envisioning Introductory Biology Labs: Progressive Attainment Of Inquiry-Based Lab Skills By Biology Students</i>		Lantz, V & A. Fairfield	208
6.6	<i>Integrating Open Educational Resources in Mathematics Courses</i>		Surgent, P. & C. Mirbaha	210
6.7	<i>Pathways to Success: Increasing Retention and Completion</i>		Mandl, D. & D. James	211
6.8	<i>NSF Engineering Scholars Program Activities Support Student Success and Achievement</i>		Rawhouser, M. & A. Marshall	226a
6.9	<i>The Exquisite Corpse: An Engagement Strategy to Rid Your Classroom of Zombies</i>		Dehn, M.	228
6.10	<i>Mask Ed Pedagogy and Engaging Students through the use of Simulation</i>		Hayman, H.	121
6.11	<i>Speak My Language. How Students can Apply Innovative, Interesting Approaches to learn German, Arabic, and Spanish</i>		James, K. et al.	348
6.12	<i>Strategies for Successfully Flipping the Mathematics Classroom</i>		Nicholls, S.	129
<b>.....POSTER DISPLAYS..... ROOM 126</b>				
6.A	<i>Taking Cultural Anthropology to an Online Environment</i>		Donahue, J.	126
6.B	<i>Expanding the Use of Technology in Science Labs</i>		Ellis, D. et al	126
6.C	<i>Use of Multiple Technologies in Novel Gen'l Chem II Experiment</i>		Ellis, D. et al	126
6.D	<i>The ABC'S in removing Personal Protective Equipment (PPE).</i>		Wyatt, M.	126
6.E	<i>Incivility in the Workforce: How can we all get along?</i>		Choudhary L. et al.	126
6.F	<i>Do Free Online Texts Stack Up? Cost Savings &amp; Academic Impacts?</i>		Grinath III, A & B. Madariag	126
6.G	<i>Expanding the ADN Student's Perspective of Hospice Palliative Care Nursing</i>		Haynie, K.	126
6.H	<i>Active Learning Strategies for Improving Innovative Thought and Applied Knowledge</i>		Klinger, M.	126
6.I	<i>Mastering Basic Laboratory Skills Through Hands-On Repetition.</i>		Kelman, L.	126
6.J	<i>Achieving Collegiate Excellence and Success (ACES): Using Hope to Build a Pathway to the Baccalaureate</i>		Robinson, D.	126

**LUNCH: 12:45 p.m. – 1:30 p.m.**

The Susquehanna Center

**During lunch, you are invited to meet with faculty colleagues from other colleges in your disciplines.**

<b>Session 7 Presentations</b> Friday, 1:40 –2:40 p.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
7.1	<i>Using REVEL to Re-Ignite Learning: Students Are Reading and Completing Their Work</i>		Grimes, J. & E. Blackert	136
7.2	<i>Engaging the Student Mind through Uncomfortable Learning Experiences</i>		Lee, S. et al.	202a
7.3	<i>Video Projects as a Means of Assessing Content Comprehension</i>		Luman, H. & M. Gore	202b
7.4	<i>Adding Service Learning Projects to Your STEM class with Help from V-LINC</i>		Ovelman, L. et al.	202c
7.5	<i>Community College Students as Agents of Global Change: Looking at Career Pathways</i>		Smith, D.	208
7.6	<i>Using Peer Reviews and Respondus Monitor to Ensure Web Class Quality</i>		Trauth, L. & S. Kabrhel	210
7.7	<i>Faculty Driven Professional Development for Change</i>		Mueller, C. & E. Mosser	211
7.8	<i>ACES: An Innovative &amp; Collaborative Partnership to Improve Student Success Rates</i>		Pabian, I. & A. Rodriguez	226a
7.9	<i>Fostering Mathematics (the "M" in STEM) Undergraduate Research with Community College Students</i>		Long, M	228
7.10	<i>Reaching All Learners: Getting the Most Out of Your Lecture Using Universal Design for Learning and Brain-Based Learning</i>		Dodson, Y	121
7.11	<i>Early College Academy, a Competitive Dual Enrollment Pathway</i>		Michaels M. et al.	348
7.12	<i>Teaching Them How to Be Students: The Sequel</i>		Riley, B.	129

**AFACTT Conference 2017 Program of Presentations**

Session 8 Presentations Friday, 2:55 –3:55 p.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
8.1	<i>Global Interfaces: Benefits of Introducing Non-Western Literature to US College Students</i>	Ghimire, B.	136
8.2	<i>Managing the Academic Life as a Single Person</i>	Peterson, S.	202a
8.3	<i>Ten “Top Tens” For Increasing Connection, Engagement, Interest, Persistence, and Success. (Panel Discussion)</i>	Miller, S et al.	202b
8.4	<i>Professional Learning Communities: Overcoming Classroom and Discipline Boundaries (Panel Discussion)</i>	Huddleston M. et al.	202c
8.5	<i>Experiential Learning: Linking the Classroom to the World</i>	Diaz, L.	208
8.6	<i>Open Your Culturally Responsive Teaching Toolbox</i>	Donahue J. & K. Rege	210
8.7	<i>Psychology and Statistics: How our Learning Community Helped Students Think Scientifically and Enjoy It</i>	Mosser E. & C. Jones	211
8.8	<i>From Nicaragua to Maryland: Incorporating a Fulbright Teaching Experience into Curriculum</i>	Fenyvesi, D.	226a
8.9	<i>Science Peer Mentoring at Anne Arundel Community College</i>	Santorelli, A. <i>et al.</i>	228
8.10	<i>Helping Child Care Providers to Start Their Own Business: A Course Design...</i>	Dodson, Y.	121
8.11	<i>-----Open space: No session -----</i>	-----	348
8.12	<i>The Development of an On-Campus Internship Program</i>	Dove. C. & B. Saunders	129

**For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.**

## Program of Peer Presentations

**Day 1: Thursday, January 5, 2017**  
**Sessions 1: 9:00 a.m. – 10:00 a.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.*

Session 1.1 (Room 136): 9:00 a.m. – 10:00 a.m.

**Pamela Ambush Burris**, Retention Specialist, Baltimore City Community College, [pambushburris@bccc.edu](mailto:pambushburris@bccc.edu); Co-presenters: **Scott Olden**, Dean, School of Nursing and Health Professions, BCCC, [solden@bccc.edu](mailto:solden@bccc.edu); **Dorothy Holley**, Associate Dean, School of Nursing and Health Professions, BCCC [dholley@bccc.edu](mailto:dholley@bccc.edu); **Alise Williams**, Nurse Transition Coach, School of Nursing and Health Professions, BCCC, [aewilliams@bccc.edu](mailto:aewilliams@bccc.edu).

### ***Nursing 4.0 Grant: Enhancing Student Success With a Nursing Student Support Program***

Baltimore City Community College (BCCC) is a two-year degree granting college serving ethnically diverse students in Baltimore, Maryland and is experiencing a low nursing graduation rate of 38%. BCCC School of Nursing proposes to increase the number of non-traditional, culturally diverse students by implementation of a comprehensive retention and success program, Nursing 4.0. Nursing 4.0 is a student success initiative of the Nurse Support Program II grant to facilitate sustainable outcomes in student retention and completion. The success strategies implemented and the outcomes will be discussed in this presentation. Attendees will be able to state the purpose of the Nursing 4.0 Grant, discuss the student success strategies implemented, and state the purpose of the S.T.E.P Initiative.

Session 1.2 (Room 202a) 9:00 a.m. – 10:00 a.m.

**Daniel Ford**, Assistant Professor, Harford Community College, [daford@harford.edu](mailto:daford@harford.edu).

### ***Why You and Your Students Should Be Using Spaced Repetition Software***

Educational psychology research indicates that practice testing and distributed practice are two study strategies that create durable learning. One underused method that incorporates both of these strategies is the use of spaced repetition software. This presentation will consist of a brief review of the literature that supports the use of spaced repetition software, a comparison of the available implementations, and information on

how to incorporate it into a course. Note that there is no good system for spaced repetition in math, and disciplines that are strongly math-based will benefit less from introducing spaced repetition software into their courses. Attendees of this session will learn about the advantages of spaced repetition software as an open educational resource, and how to incorporate it into their courses. *Note from the presenter:* For those who teach mathematics, there is no good system to employ spaced repetition in math. If your discipline is strongly math-based you will get less from this presentation.

Session 1.3 (Room 202b) 9:00 a.m. – 10:00 a.m.

**Alexandra Fairfield**, Professor, Chemical and Biological Sciences,  
Montgomery College, [alexandra.fairfield@montgomerycollege.edu](mailto:alexandra.fairfield@montgomerycollege.edu).

***Malaria, Sickle Cell Trait, and Human Evolution***

This workshop will introduce participants to a hands-on activity that teaches students about population genetics, the Hardy-Weinberg principle, and how natural selection, using Malaria as the model, alters the frequency distribution of heritable traits. This simulation of population genetics illustrates a classic example of evolution at work on the human population, and reinforces their understanding of the Hardy-Weinberg principle. The attendees will learn about activities developed by the Howard Hughes Medical Institute, will review the principles of evolution, and will learn how a lab using simple techniques and materials may be effective in teaching evolution.

Session 1.4 (Room 202c) 9:00 a.m. – 10:00 a.m.

**Matthew Ratz**, Adjunct Faculty, English & Reading, [mratz@montgomerycollege.edu](mailto:mratz@montgomerycollege.edu)

***Harness the Promise: Help Students Reach Their Potential***

The world is effective at making people feel small. Whether in a school, a work place, or a political landscape, forces are working to convince individuals of their lack of value. What results is a population who believe they have nothing to contribute and nothing to gain. Higher education proposes the exact opposite. We want our students to commit to meaningful fields of study, believing in their potential to make a difference and contribute something to their communities and their world. This session explores both the diminishing forces at work as well as what can be done to improve. Participants will leave this session having: understood that individuals' true potentials are not fully revealed through their academic experiences; learned several approaches to bolstering students' feelings of self-efficacy and overall value; and defined the concepts of phenomenological thinking, neuroplasticity, as well as andra- and heutagogy.

Session 1.5 (Room 208) 9:00 a.m. – 10:00 a.m.

**Robert C. Thompson**, Instructor of Theatre, Chesapeake College, [ρθompson@chesapeake.edu](mailto:ρθompson@chesapeake.edu); Co-presenter(s): **Bridget Lowrie**; Chesapeake College, Associate Professor of Criminal Justice, Chesapeake College, [blowrie@chesapeake.edu](mailto:blowrie@chesapeake.edu); **John Longest**, Program Director of Emergency Medical Services, Chesapeake College, [jlongest@chesapeake.edu](mailto:jlongest@chesapeake.edu).

*Playing Criminals and Simulating Justice*

The door slams open and criminal justice students flood into the staged apartment where theatre students play the roles of a gang of drug dealers packaging cocaine in the kitchen. EMS students follow to address the ensuing drug overdoses and heart attacks simulated in the back bedroom. Our panel discusses the Crime Scene Simulation Project, an embodied exploration exercise across three disciplines that introduces students to the high stakes interpersonal interactions that will typify their anticipated careers. Our particular project serves as a case study to consider the broader implications of embodied learning and cross-disciplinary engagements. The attendees will discuss the pedagogical opportunities presented by simulation for both practical career and general academic learning, and consider how cross-disciplinary projects can open up possibilities for simulations that engage students in a face-to-face encounter with the diverse range of techniques, practices, and encounters that arise in real-world situations.

Session 1.6 (Room 210) 9:00 – 10:00 a.m.

**Crystal Whitaker**, Instructor, Communications Studies, Howard Community College. [cwhitaker@howardcc.edu](mailto:cwhitaker@howardcc.edu).

*Unveiling the Cloak of Invisibility: Frontline Retention Strategies  
for Black Women Learners*

Community college instructors and black women learners have agreed that classroom engagement and overall retention rates are in decline. Black women learners have very different intrinsic motivations for attending and completing college, that often times go unnoticed and underappreciated. This presentation introduces strategies to increase engagement and how to become a front line defender for black women learners on campus. Attendees will discuss engagement experiences, complete a self-assessment, and create a strategy to implement in their classrooms

Session 1.7 (Room 211) 9:00 a.m. – 10:00 a.m.

**Melissa Main**, Assistant Director for Center for Student Engagement, Frederick Community College, [mmain@frederick.edu](mailto:mmain@frederick.edu).

***Change the World through Community Service and Service Learning Experiences***

What is all the hype about Service Learning and Community Service, and how do they relate to what I'm teaching? Is that a question you have asked yourself? If so, this presentation is for you. You will be led on the journey of the importance of Service Learning and Community Service, and why it is valuable in every field of study. Come learn the step by step process of incorporating it into your class, how to plan a service trip, and why reflection on the experience is so important. Attendees will: discuss avenues to incorporate Service Learning experiences into their classes, plan, organize and know how to execute a Service Trip for students of their institution; understand the importance of the reflection portion of Service Learning; and know how to ask reflective, thought-provoking questions for the benefit of student learning.

Session 1.8 (Room 226a) 9:00 a.m. – 10:00 a.m.

**Laura Hutton**, Associate Professor of Teacher Education, [lhutton@harford.edu](mailto:lhutton@harford.edu).

***Engaging Online Learners to Promote Success***

Students in online courses typically have lower rates of course completion than do students in face-to-face or hybrid courses. This is often due to lower rates of engagement with both course content and instructor. How can faculty better engage online students in order to foster their success? This presentation will cover a variety of methods related to both course structure and faculty-student interaction. Attendees will learn about the research on pedagogical factors related to increased success among online students, state ways to increase the frequency of student interaction with both content and instructor in an online course, and will discuss ways to create an online course which appeals to a variety of learning styles.

Session 1.9 (Room 228) 9:00 a.m. – 10:00 a.m.

**Supawan King**, Associate Professor, Harford Community College, [sking@harford.edu](mailto:sking@harford.edu).

***Walk this Way***

Many studies show students will learn more and enjoy the process when they are given the opportunity to be actively engaged in learning. To promote student learning and engagement in an active learning environment as well as make math more meaningful, hands-on activities can be incorporated into the traditional lecture. Whether you teach introductory or advanced mathematics you will be actively participating in some hands-

on activities and can take some of these back to your classrooms. The presenter will share some active learning strategies and activities to be incorporated into the math classrooms to promote student engagement and learning. Attendees will discuss their instructional strategies and participate in hands-on activities provided by the presenter to enable them to apply new ideas and activities in their classrooms.

Session 1.10 (Room 121) 9:00 a.m. – 10:00 a.m.

**Kate Abromaitis**, The Community College of Baltimore County, Assistant Professor of Mathematics, [sabromaitis@ccbcmd.edu](mailto:sabromaitis@ccbcmd.edu); Co-presenter: **Kathy Baranoski**, Assistant Professor, Mathematics, CCBC, [kbaranoski@ccbcmd.edu](mailto:kbaranoski@ccbcmd.edu),

*Accelerated Learning in Mathematics – Moving Ahead*

The presentation will be a discussion of successful techniques from CCBC's accelerated timeline and combined curriculum classes. Examples will be drawn from the school's Pre-Algebra/Introductory Algebra and Intermediate Algebra/College Algebra classes. The presenters will discuss: strategies for arranging and integrating a successful, combined curriculum; grading; activities for engaging students; special considerations when executing an accelerated curriculum; student profiles; and future considerations. Attendees will discuss techniques for student success in an accelerated math curriculum.

Session 1.11 (Room 348) 9:00 a.m. – 10:00 a.m.

**Jackie Madden**, Assistant Professor of Biology, Harford Community College, [jmadden@harford.edu](mailto:jmadden@harford.edu); Co-presenter: **Wendy Rappazzo**, Professor of Biology, Harford Community College; [wappazzo@harford.edu](mailto:wappazzo@harford.edu)

*Helping Students Succeed: FYE across the STEM Curriculum*

First-Year Experience (FYE) programs often require students participate in additional courses or seminars. Credit limits and student schedules can make implementation difficult. The FYE model adopted by HCC's STEM division embeds FYE skills in introductory courses to help students develop skills for success. Attendees will learn how HCC is implementing this model, about the use of an online learning modular system to deliver professional development materials regarding teaching and learning to full-time and adjunct faculty, and learn about embedding FYE skills into classes traditionally taken early in a student's academic career.



Session 1.12 (Room 129) 9:00 a.m. – 10:00 a.m.

**Jason Spiegelman**, Associate Professor of Psychology, The Community College of Baltimore County, [Jspiegelman@ccbcmd.edu](mailto:Jspiegelman@ccbcmd.edu); Co-presenter: **Alisa Diop**, Associate Professor of Psychology, CCBC, [ADiop@ccbcmd.edu](mailto:ADiop@ccbcmd.edu).

*Uncomfortable Topics in the Classroom:*

*What's So Hard About Admitting That It's Hard?*

The culturally diverse classroom may be difficult for students, but it is also a challenge for the instructor. Embracing that difficulty – avoiding the urge to brush off or hide from the discomfort – can help foster engagement and connection rather than distancing and marginalization. Many instructors view themselves as a "sage on the stage," and fall victim to the belief that they must know every answer. The fallacy that we must always be the leader in all circumstances creates an artificial prohibition against revealing areas of insecurity and discomfort that, if shared, could actually enhance engagement and connection to students. This session will be an interactive and collaborative sharing of times when cultural values of all types came up in the classroom. Attendees will explore how they can move against the natural tendency to hide and deflect in favor of honest and genuine exposure for (and with) the students; discuss the many positive classroom outcomes associated with enhanced student engagement as a result of revealing our own biases, insecurities, and "growing edges" with students in an open and honest spirit; and be provided with and asked to contribute examples of such organic classroom moments, and should come ready to share.



*"Doors" montage by Eileen Abel, College of Southern Maryland*



**Day 1: Keynote Address: 10:15-11:25 a.m.  
Chesapeake Theater of the Chesapeake  
Center**

Professor Deb Poese

Keynote address: Thursday, January 5, 2017

*Deb Poese, Director, School of Education  
Montgomery College-Rockville, Maryland  
[debra.poese@montgomerycollege.edu](mailto:debra.poese@montgomerycollege.edu)*

Deb Poese has been a member of the faculty of Montgomery College, Maryland, since 1984. Transitioning from high school mathematics teacher to college professor, she eventually served at Montgomery College as the chair of the Department of Mathematics and as interim Instructional Dean for Science, Engineering and Mathematics. Since 2007, she has been the Director of the School of Education at Montgomery College, a role in which she coordinates all programs college-wide related to recruiting, preparing and retraining P-12 teachers. She holds degrees in mathematics and education from Truman State University (formerly Northeast Missouri State University), as well as an M.A. in mathematics from the University of Maryland-College Park.

Professor Poese was recognized by the Maryland Council of Teachers of Mathematics as Outstanding College Professor for 1998. She has twice been honored with a Montgomery College Outstanding Faculty Service Award, and is a recipient of a NISOD Teaching Excellence Award. She is currently Principal Investigator on a National Science Foundation grant, *Montgomery College Noyce: Excellent Teachers for STEM* (MC NEXT STEM), a five-year grant through the Robert Noyce Teacher Scholarship program which seeks to recruit and prepare more secondary science and math teachers.

Deb has led workshops at both colleges and conferences in the context of general success strategies in mathematics classrooms or mathematics/success course learning communities. She has more than a decade of experience facilitating *On Course* professional development workshops as a consultant for Dr. Skip Downing's student success and faculty development initiatives.

**Day 1: Thursday, January 6, 2017**  
**Sessions 2: 11:40 a.m. – 12:40 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.*

Session 2.1 (Room 136) *11:40 a.m. – 12:40 p.m.*

**Jackie Bateman**, Associate Professor of Nursing, Montgomery College,  
[jacqueline.bateman@montgomerycollege.edu](mailto:jacqueline.bateman@montgomerycollege.edu)

***Military Medic to ADN Transition Program Development: The Road Unknown***

Montgomery College Nursing Program received a grant in 2013 to create a Military Transition program for Military Medics transitioning out of the Military. The Associates Degree-Nursing (ADN) already had an LPN to ADN program which runs every summer. The grant was used to adapt the summer program, giving the Military Medics (Navy NER-HM-004, Army 91WM6, or USAF4NO) credit for the courses taken relating to Nursing. Working within the constraints of Montgomery College, and the Nursing Program, a program was developed which allows them to transition to Medic to ADN within one year. Upon completion of this presentation the attendees will be able to explain the steps in the program development of a Military to ADN transition program and list the benefits and limitations of various levels of the Military Medic who attend and complete the Military Medic to ADN program.

Session 2.2 (Room 202a) *11:40 a.m. – 12:40 p.m.*

**Manolya Bayar**, Associate Professor of Psychology, Harford Community College,  
[mbayar@harford.edu](mailto:mbayar@harford.edu); Co-presenter: **Regina Roof-Ray**; Assistant Professor of Psychology, Harford Community College, [rroofray@harford.edu](mailto:rroofray@harford.edu).

***Empowering Adjunct Faculty for Greater Student Success***

Adjunct faculty teach a significant portion of classes offered in community colleges so understanding their needs and frustrations within the college environment is essential for improving student success. Additionally, we need to assure that adjunct faculty understand and meet expectations for performance standards that full-time faculty are held within the classroom in order to effectively serve the needs of students. This session will present results from adjuncts surveyed across disciplines at Harford Community College and offer participants an opportunity to engage in a discussion regarding the above stated issues. Attendees will: develop an understanding of the concerns adjunct faculty face; discuss if and how adjunct faculty meet the performance expectations of their institutions; and brainstorm potential solutions to identified areas of concern.

Session 2.3 (Room 202b) 11:40 a.m. – 12:40 p.m.

**Jackie Gambone**, Associate Professor of Education, Anne Arundel Community College, [jdgambone@aacc.edu](mailto:jdgambone@aacc.edu). Co-presenter: **Jen Lara**, Professor of Education, Anne Arundel Community College, [jglara@aacc.edu](mailto:jglara@aacc.edu)

***Hello, Strategies***

Participants will engage in an interactive workshop experiencing and learning about many of the engagement strategies such as spinner activity, instalearn, twitter debrief activity, Starbursts, etc. and tangible tools that ***Hello Strategies, LLC*** brings to the classroom. Attendees will be introduced to a variety of educational, engagement strategies for the classroom, and learn to use several tangible engagement tools.

Session 2.4 (Room 202c) 11:40 a.m. – 12:40 p.m.

**Jennifer Schuster**, Assistant Professor of Visual Arts, Anne Arundel Community College, [jmschuster@aacc.edu](mailto:jmschuster@aacc.edu). Co-presenter: **Cathleen H. Doyle**, Director, Sarbanes Center for Public and Community Service, Anne Arundel Community College, [chdoyle@aacc.edu](mailto:chdoyle@aacc.edu).

***Incorporating Service-Learning into the Classroom: Creating Engaging Experiences for Students in the Graphic Design Classroom***

This presentation will cover the benefits of service-learning projects and how to successfully incorporate them into the classroom environment in an engaging way. Learn how the AACC Sarbanes Center partners with faculty to foster relationships between students and community partners. Learn about an actual project case study done in an AACC graphic design course, how the project was developed and fostered, the implementation process, student reflections and the final outcomes. Attendees will discuss the benefits of service-learning for the institution, the community partner and the students; how engaging students in real-world, meaningful projects, increases student performance and retention; the challenges of implementing group projects in the Community College classroom, and how to use technology to connect students outside of the classroom, and finally, how community partner relationships are fostered; and how these relationships benefit student portfolios and resumes as they apply for industry jobs or transfer to 4-year institutions.

Session 2.5 (Room 208) 11:40 a.m. – 12:40 p.m.

**Encarni Trueba**, Professor of Biology, The Community College of Baltimore County, [etrueba@ccbcmd.edu](mailto:etrueba@ccbcmd.edu). Co-presenter: **Ewa Gorski**, Professor of Biology, CCBC, [egorski@ccbcmd.edu](mailto:egorski@ccbcmd.edu).

***Measuring Student Engagement***

Student engagement is sometimes correlated with student success. However, if you are engaging your students with activities, speakers, fieldtrips, or critical thinking activities, how can you measure engagement? The presenters will share the outcomes of their projects focused on increasing students' motivation and engagement by making the course content relevant and authentic to the students. Attendees will learn to techniques to increase engagement, techniques to measure engagement, and correlate engagement with student success.

Session 2.6 (Room 210) 11:40 a.m. – 12:40 p.m

**Diane L. M. Wittig**, Learning Specialist, Carroll Community College, [dwittig@carrollcc.edu](mailto:dwittig@carrollcc.edu).

***A Process Strategy Guide: Empower Your Students for Academic Success***

Are you frustrated by your students not successfully managing their PowerPoints, online text-related resources, textbooks, lecture-setting notes, test preparation, and test taking, even though they put in a lot of hours and “work hard?” Would you like to have a process strategy guide to empower your students to be successful in your class? Participate in a classroom simulation, and leave as an agent of change with tools to use tomorrow that minimize teacher and student frustration and maximize student achievement in any discipline. By incorporating learning strategies related to PowerPoints, online text-related resources, textbooks, lecture setting notes, test preparation, and the test-taking process into their instructional repertoire, educators across academic disciplines will be able to support their students in becoming successful students in their classrooms. Attendees of this session will actively participate in a classroom simulation that utilizes a learning strategies instructional style; identify learning strategies that empower students to be successful in their academic classes; and compile ready-reference learning strategies resources to immediately utilize in any discipline classroom when instructing students as well as to share with colleagues so all educators can be agents of change.

Session 2.7 (Room 211) 11:40 a.m. – 12:40 p.m.

**Shyamala Sivalingam**, Assistant Professor of Chemistry, Anne Arundel Community College, [ssivalingam@aacc.edu](mailto:ssivalingam@aacc.edu). Co-presenter: **Elizabeth Gabbard**, Assistant Professor of Chemistry, Anne Arundel Community College [egabbard@aacc.edu](mailto:egabbard@aacc.edu).

***Modified Flipped Classroom Teaching for Science Classes***

Would you like to learn techniques and strategies to use in a science class, e.g., Chemistry, to increase student engagement and success? See how we modified the flipped classroom model in our classes to meet the needs of our diverse group of students. Interactive strategies will be shared with the group. The attendees will learn how to implement the flipped classroom model to meet your own class needs, and the best practices that could be adapted to science classes.

Session 2.8 (Room 226a) 11:40 a.m. – 12:40 p.m.

**Christine Mirbaha**, Professor of Mathematics, The Community College of Baltimore County, [cmirbaha@ccbcmd.edu](mailto:cmirbaha@ccbcmd.edu). Co-presenters: **Fary Sami**; Professor, Mathematics, Harford Community College, [fsami@harford.edu](mailto:fsami@harford.edu); **Judy King**, Adjunct Mathematics Faculty, NHTI-Concord's Community College (NH), [turkcay@comcast.net](mailto:turkcay@comcast.net); and **Steve Krevisky**, Professor of Mathematics, Middlesex Community College (CT), [skrevisky@mxcc@commnet.edu](mailto:skrevisky@mxcc@commnet.edu).

***Get Caught Up in Our ANets***

Are you interested in shaping the future of liberal arts mathematics? Are you incorporating international mathematics into your classroom? Are you a mathematics adjunct faculty member concerned with issues unique to adjunct positions? Do issues facing those in mathematics department leadership positions interest you? If you said yes to any of these, share your ideas with us and consider becoming involved with AMATYC ANets. During this session, the AMATYC ANet Leaders will provide an overview of each network. Then, attendees will break up by ANet for a participant-driven discussion of the issues pertinent to each group. Attendees will share ideas and concerns that are unique to their area of interest, network with other mathematics faculty members with similar pedagogical/career interests, and provide input on topics that the national organization (AMATYC) is currently addressing.

Session 2.9 (Room 228) 11:40 a.m. – 12:40 p.m. **CANCELLED**

~~**Rob Rock**, Adjunct Faculty – Art, Hagerstown Community College, [rerock@hagerstowncc.edu](mailto:rerock@hagerstowncc.edu).~~

***What Have You Done for the Arts Lately?***

Naturally, those of us in the arts disciplines believe in creating opportunities for the disadvantaged through increasing their world perspective through the arts. Unfortunately, at collegiate arts events we seldom see members of the STEM faculties. Colleges are moving away from arts [REDACTED] cultures around the world can be best understood through [REDACTED] the arts as a viable entity in the minds of the disadvantaged [REDACTED] career, but as a necessity that increases their world perspective, and helps them to continually grow? How can faculty from other departments help promote this? Attendees will learn the view from the arts faculty members' standpoints, and utilize their experience in teaching community college students; then discuss what we can do to pull various disciplines together to further aid disadvantaged students in seeing the advantages of the well-rounded education; and apply what is learned to create that experience for their students.

**SESSION CANCELLED**

Session 2.10 (Room 121) 11:40 a.m. – 12:40 p.m.

**Greta Holtackers Cannon**, Associate Professor of Mathematics, Howard Community College, [gholtackerscannon@howardcc.edu](mailto:gholtackerscannon@howardcc.edu).

***Designing Developmental Math for the Individual***

Imagine that your driver's seat was designed for the average adult and couldn't be adjusted. How would this affect your ability to drive well? The Howard Community College Developmental Math Team has set out to create a program designed to adjust to the individual needs of our students. Please join me in discussing our program structure and the changes we've made to create courses that are tailored to the unique experiences, knowledge base, and needs of our developmental math students. Attendees will: discuss how a program structure allows students to move at a pace that is appropriate for them; discuss the use of On-Demand Instruction in an emporium model; and compare and contrast our use of two computer software packages.

Session 2.11 (Room 348) 11:40 a.m. – 12:40 p.m.

***Open room: No Session***

Session 2.12 (Room 129) 11:40 a.m. – 12:40 p.m.

**Patricia Turner**, Professor, Science, Engineering and Technology, Howard Community College, [pturner@howardcc.edu](mailto:pturner@howardcc.edu). Co-presenters: **Kathy Lilly**, Associate Professor of Chemistry, Howard Community College, [klilly@howardcc.edu](mailto:klilly@howardcc.edu); **William Straube**, Associate Professor of Biology, Howard Community College, [wstraube@howardcc.edu](mailto:wstraube@howardcc.edu).

***Undergraduate Research: NSF S-STEM Grant Has Students Digging Deeper***

Howard Community College has implemented a new program for faculty mentored undergraduate research. Working in small teams, students gain academic credentials, acquire a deeper understanding of their field, and develop communication, teamwork, critical thinking and problem solving skills. Whether studying the dynamics of a variable length double pendulum system, developing wearable technologies, or determining the temperature, print orientation, and fill ratio dependence of 3D printed parts, students are beginning to understand the world better. This program will be described in detail and assessment data collected in the first year will be shared. Participants will discuss their experience with undergraduate research programs and identify benefits to students and faculty, barriers and ways to increase student and faculty participation. Attendees will learn about the HCC undergraduate program curriculum, implementation and outcomes; discuss barriers to implementing undergraduate research programs on their campuses and explore ways to reduce or eliminate those barriers: and explore ways to engage faculty and students in undergraduate research projects.

**Poster – PowerPoint - Website Displays**  
**Thursday, January 5, 2017**  
**11:40 a.m. – 12:40 p.m.**

**All Poster Sessions are scheduled together in Darlington Hall, room 126.** Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 2 (Thursday) from 11:40 a.m. – 12:40 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:40 p.m.

Session 2A: POSTER SESSION (Room 126) 11:40 a.m. – 12:40 p.m.

**John Donahue**, Instructor, Harford Community College, [jodonahue@harford.edu](mailto:jodonahue@harford.edu)

***Taking Cultural Anthropology to an Online Environment***

As more courses move into an online format, instructors find new ways to adapt traditional courses for online learners. In this poster display, I address some of the challenges and solutions that I have come up with in translating my cultural anthropology course to an online format. I will also explore some of the benefits, changes and drawbacks in using this format for an introduction to cultural anthropology course.



Attendees will explore some of the pros and cons of translating a cultural anthropology course to an online format, and examine ideas for taking their own social science courses to an online format.

Session 2B (Room 126): POSTER SESSION

**Debbie Ellis**, Associate Professor of Chemistry, Frederick Community College, [dellis@frederick.edu](mailto:dellis@frederick.edu). Co-presenters: **Lorrell Angelety**, Science Laboratory Technician, Chemistry, [langelety@frederick.edu](mailto:langelety@frederick.edu); **Emily Boward**, Science Laboratory Technician, [eboward@frederick.edu](mailto:eboward@frederick.edu); **Teresa Calzonetti**, Assistant Professor of Biology, [tcalonetti@frederick.edu](mailto:tcalonetti@frederick.edu); **Simone Dalmida**, Office Manager, Arts and Sciences, [sdalmida@frederick.edu](mailto:sdalmida@frederick.edu); **Alma Sue Diggs**, Science Laboratory Technician, [adiggs@frederick.edu](mailto:adiggs@frederick.edu); **Marc Frankenberry**, Associate Professor of Anatomy and Physiology and Department Chair, Science Department, [mfrankenberry@frederick.edu](mailto:mfrankenberry@frederick.edu); **Edith Hillard**, Science Lab Manager, [ehillard@frederick.edu](mailto:ehillard@frederick.edu); **Wen Nellis**, Assistant Professor of Chemistry, [wnellis@frederick.edu](mailto:wnellis@frederick.edu); **Patricia Sheppard**, Assistant Professor of Biology, [psheppard@frederick.edu](mailto:psheppard@frederick.edu); **Sharon Smith**, Office Manager, [shsmith@frederick.edu](mailto:shsmith@frederick.edu); **Perry Wood**, Assistant Professor of Physics, [pwood@frederick.edu](mailto:pwood@frederick.edu)

*Expanding the Use of Technology in Science Labs—A Frederick Community College Group Employee Development Plan*

This group project was designed to increase student access to modern technology in Frederick Community College science labs. Faculty, staff and an administrator collaborated to develop new protocols and modify existing ones to incorporate new instruments into science experiments and to promote student interest in STEM fields. To date this on-going project has streamlined the implementation of current and state-of-the-art technology in several anatomy & physiology, biology, microbiology and chemistry courses. The project has provided professional development opportunities including hands-on workshops for full-time and part-time faculty and staff. Attendees will learn how to team build and foster working relationships between faculty, staff and administration across multiple disciplines; and receive information about strategies for incorporating state-of-the-art technology into new and existing undergraduate science exercises and experiments.

Session 2C (Room 126): POSTER SESSION

**Debbie Ellis**, Associate Professor of Chemistry, Frederick Community College, [dellis@frederick.edu](mailto:dellis@frederick.edu). Co-presenters: **Emily Boward**, Science Laboratory Technician, [eboward@frederick.edu](mailto:eboward@frederick.edu); **Lorrell Angelety**, Science Laboratory Technician, [langelety@frederick.edu](mailto:langelety@frederick.edu); **Perry Wood**, Assistant Professor of Physics, [pwood@frederick.edu](mailto:pwood@frederick.edu); **Wen Nellis**, Assistant Professor of Chemistry, [wnellis@frederick.edu](mailto:wnellis@frederick.edu); **John Langer**, Adjunct Professor of Chemistry, [jlanger@frederick.edu](mailto:jlanger@frederick.edu); **August Lukow**, Adjunct Professor of Chemistry, [jlanger@frederick.edu](mailto:jlanger@frederick.edu); **Edith Hillard**, Science Lab Manager, [ehillard@frederick.edu](mailto:ehillard@frederick.edu)

***Use of Multiple Technologies in a Novel General Chemistry II Experiment:  
Providing a Real-Life Scientific Approach while Increasing Student Interest in  
Additional STEM Courses***

A novel General Chemistry II experiment has been designed by a team of Frederick Community College faculty, staff and an administrator to provide students with several educational opportunities at the end of their first year of chemistry. The experiment is designed to identify an unknown chemical using physical properties, and provides access to melting point machines, infrared spectrometers and mass spectra-equipment and data not always available in community college freshmen chemistry courses. The goals of this experiment are 1) to increase hands-on experience with, and understanding of, current technologies; 2) simulate the real-world use of multiple technologies to identify an unknown chemical; and 3) enhance interest in, and preparation for, additional STEM courses and fields. Attendees will 1) learn about a General Chemistry II experiment specifically designed to require the use of multiple experimental approaches to identify a chemical unknown; 2) discuss how the experimental design parallels that used to identify an unknown compound in scientific research labs and industry; and 3) be provided with qualitative data indicating that this experimental approach helps students transition more easily into the organic chemistry lab.

Session 2D: POSTER SESSION

**Margaret Wyatt**, Assistant Professor of Nursing, Anne Arundel Community College, [mlwyatt@aacc.edu](mailto:mlwyatt@aacc.edu)

***The ABCs in Removing Personal Protective Equipment (PPE)***

This poster presentation will walk a person through the proper procedure of removing PPE. It is all alphabetical when you break it down and so simple to remember with this ABC approach. The objective of this poster is to empower the simple application of the ABC order to remove PPE to prevent contamination from one patient to another.

Attendees will learn the difference between proper and improper PPE removal and how to apply the “ABC” order to remove PPE to prevent contamination in the hospital.

Session 2E (Room 126): POSTER SESSION

**Lena Choudhary**, Associate Professor of Nursing, Montgomery College, [lena.choudhary@montgomerycollege.edu](mailto:lena.choudhary@montgomerycollege.edu). Co-presenters: **Jasline Moreno**, Associate Professor of Nursing, Montgomery College [jasline.moreno@montgomerycollege.edu](mailto:jasline.moreno@montgomerycollege.edu); **Maureen Kinsella**, Associate Professor of Nursing, Anne Arundel Community College, [mmkinsella@aacc.edu](mailto:mmkinsella@aacc.edu).

***Incivility in the Workforce: How Can We All Get Along?***

Incivility or bullying in the workplace is rampant. Most of us deal with it by either avoiding the problem or by fighting back, neither of which is constructive. This presentation will provide you with tools developed to address incivility and conflict proactively. These tools are useful when dealing with the conflict amongst your colleagues as well as providing techniques to provide your students as they enter the workplace. Attendees will demonstrate the causes of incivility and the tools that can be used to address this issue, and formulate plans to implement tools and strategies to advocate for, lead and educate fellow colleagues in conflict management.

Session 2F (Room 126): POSTER SESSION

**Arthur C. Grinath III**, Professor of Economics, Montgomery College- Germantown, [arthur.grinath@montgomerycollege.edu](mailto:arthur.grinath@montgomerycollege.edu). Co-presenter: **Bruce Madariaga**, Professor of Economics, Montgomery College - Germantown, [bruce.madariaga@montgomerycollege.edu](mailto:bruce.madariaga@montgomerycollege.edu).

***Do Free Online Textbooks Stack Up? Cost Savings and Academic Impacts***

Affordability has become an important topic for colleges and the high cost of textbooks has become an especially important issue. This poster reports on an experiment performed within the principles of economics courses offered at the Germantown Campus of Montgomery College to assess the cost savings and academic impacts of switching from a leading hard copy economics textbook to the free OpenStax Principles of Economics textbook. Classes were surveyed using the traditional textbook and compared to classes surveyed using the free online textbook. Based on results, Montgomery College has adopted a free online textbook across all three campuses. Attendees will be aware of the availability of free, online textbooks, receive evidence that switching to a free online textbook can have positive academic impacts and provide substantial cost savings for students.

Session 2G (Room 126): POSTER SESSION

**Karin T. Haynie**, Assistant Professor of Nursing, Anne Arundel Community College, [khaynie@aacc.edu](mailto:khaynie@aacc.edu).

***Face to Face (F2F) with Hospice: Expanding the ADN Student's Perspective of Hospice and Palliative Care Nursing***

Introducing a difficult topic to associate degree nursing (ADN) students requires creativity and compassion. The two hour lecture format was determined to be inadequate in preparing students for their initial hospice experience in a medical-surgical clinical rotation. Combining information from End-of-Life Nursing Education Consortium (ELNEC), discussion with a local hospice/palliative care team, and touring a hospice inpatient care facility afforded students an opportunity to learn about hospice and palliative care in a positive educational experience. Attendees will learn about an interactive educational strategy in presenting a difficult topic to associate degree nursing (ADN) students, and discuss other potential educational strategies in introducing the topic of hospice and palliative care to ADN students.

Session 2H (Room 126): POSTER SESSION

**Mary Beth Klinger**, Professor of Business & Technology, College of Southern Maryland, [marybethk@csmd.edu](mailto:marybethk@csmd.edu).

***Incorporating Active Learning in the Classroom: Strategies for Improving Innovative Thought and Applied Knowledge***

This poster session will present a recent investigation on how to design, develop, and implement a meaningful interactive problem-based approach around a real-world issue in a business management course. The session identifies specific strategies and tangible examples to help engage students around real-world problems and develop necessary skills needed to identify innovative solutions. You will walk away from this poster presentation with a list of strategies that you can incorporate into your own class. Attendees will discover active learning strategies around a real-world community centered problem; discuss innovation and how to incorporate this thinking modality into your course; and consider flexibility in lesson design.

Session 2I (Room 126): POSTER SESSION

**Lori Kelman**, Professor of Biotechnology, Montgomery College, [Lori.Kelman@montgomerycollege.edu](mailto:Lori.Kelman@montgomerycollege.edu).

***Mastering Basic Laboratory Skills through Hands-On Repetition***

While lab classes expose students to basic methods, employers observe that few graduates demonstrate an understanding of standard techniques such as making solutions, micropipetting, using spectrophotometers, and running gels. Through repetition, Montgomery College (MC) biotech students have the chance to master SDS-PAGE, PCR, aseptic technique, and standard lab methods. Unlike traditional labs where each lab is different, MC biotech classes allow students to learn by repetition and by making mistakes, and are tested practically and theoretically throughout the program. Graduates have the chance to become fluent in lab math and master basic techniques, making them attractive candidates for lab work. Attendees will compare and contrast traditional laboratory exercises with the MC biotech method for learning basic lab skills and describe the philosophy of MC Biotech: *Learning through Doing, and Mastery through Repetition*.

Session 2J (Room 126): POSTER SESSION

**Damien Robinson**, Academic Coach, Montgomery College,  
[damien.robinson@montgomerycollege.edu](mailto:damien.robinson@montgomerycollege.edu).

***Achieving Collegiate Excellence and Success (ACES): Using Hope  
to Build a Pathway to the Baccalaureate***

Montgomery College's *Achieving Collegiate Excellence and Success* program has revolutionized the way that students access post-secondary education. The program is based on a unique partnership among Montgomery County Public Schools, Montgomery College and the Universities at Shady Grove. Underrepresented students have access to an Academic Coach and all resources needed to be academically and socially successful at the high school, community college and four-year college level. The program is also committed to exposing students to a myriad of culturally diverse experiences that not only teach them to be productive and caring individuals but it fosters a mindset that inspires to be change agents. Attendees will understand 1) how to build and maintain significant partnerships to increase student achievement; 2) how to situate their current resources to help students move toward degree completion; 3) the importance of creating a clear pathway that supports students in every aspect of the academic and social journeys.

**Lunch is served in the Aux Gym in the Susquehanna Center  
Thursday, 12:45 – 1:45 p.m.  
During lunch, conference participants are invited to meet with teaching  
colleagues.**

**Day 1: Thursday, January 5, 2017**  
**Sessions 3: 1:50 p.m. – 2:50 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.*

Session 3.1 (Room 136) 1:50 p.m. – 2:50 p.m.

**Jacob Sylvester**, Adjunct Faculty of Business Studies, Frederick Community College, [jsylvester@fcc.edu](mailto:jsylvester@fcc.edu).

***Becoming a Better Educational Servant Leader: How to Encourage, Energize, and Empower Your Students***

In today's student centered learning environment it is necessary for instructors to be more aware of the esteemed position they hold in the lives of their students. Furthermore, the question must be asked; how do instructors use their esteemed positions to transform the lives of their students? This presentation will include a discourse on how instructors can become better educational servant leaders in the classroom. Additionally, this presentation will explore how to better encourage, energize, and empower students while channeling an educational servant leadership philosophy. Attendees will learn how to better encourage students to help them achieve their educational goals, energize students to help them achieve their educational goal, and empower students to help them achieve their educational goals.

Session 3.2 (Room 202a) 1:50 p.m. – 2:50 p.m.

**Crystal Farina**, Director of Simulation for Health Professions, Associate Professor of Nursing, Chesapeake College, [cfarina@chesapeake.edu](mailto:cfarina@chesapeake.edu).

***Innovation in Simulation: Multi-student Simultaneous Simulations in Nursing Education***

This presentation will demonstrate an innovative approach to concept-based simulation using simultaneous multi-student simulation scenarios. Using eight moderate-fidelity patient simulators and an iBook to organize patient information, simultaneous scenarios are simulated on concepts such as oxygenation, abnormal cell growth, glucose metabolism, and mobility. Two students in each group (a total of 8 groups) provide care to a simulated patient hospitalized for a disease that fits into the concept. There is a pre-brief, with assignment prior to the care, the simulation scenario, and then a debrief using debriefing for good judgment with a scaffolding adaptation. Workload, student outcomes,

and perceptions will be shared. Attendees will 1) compare and contrast concept-based simulation to standard simulation techniques; 2) discuss the pros and cons of concept-based simulation; and 3) discuss the use of a scaffolding adaptation for debriefing with good judgment.

Session 3.3 (Room 202b) 1:50 p.m. – 2:50 p.m.

**Elaine MacDougall**, Adjunct Faculty of English, Carroll Community College, [emacdougall@carrollcc.edu](mailto:emacdougall@carrollcc.edu).

***Promoting Mindfulness and Engagement in the Service Learning Classroom***

This workshop will discuss the theme of finding long-term happiness through mindfulness and civic engagement in one's community. Ideas from the study of Positive Psychology, Mindfulness, Altruism, and Happiness will be analyzed as they apply to service learning in the classroom. Various strategies will be provided to faculty participants about how to incorporate service-learning into the curriculum, and we will explore the possibilities of tying in service to a variety of disciplines. A short mindfulness meditation will also be offered with the opportunity to reflect on the experience of the workshop through 'journaling,' as reflection is a key aspect of the service-learning classroom. Attendees will leave with new ideas about 1) incorporating service-learning in the classroom, 2) becoming active participants and advocates for social change and community engagement, and 3) focusing on self-awareness, long-term happiness, and mindfulness.

Session 3.4 (Room 202c) 1:50 p.m. – 2:50 p.m.

**Michael Walsh**, Chair of Communication Arts, The Community College of Baltimore County, [rwalsh@ccbcmd.edu](mailto:rwalsh@ccbcmd.edu). Co-presenter: **Shannon Meers**; Assistant Professor of Academic Literacy and Languages, CCBC, [smeers@ccbcmd.edu](mailto:smeers@ccbcmd.edu).

***Facilitating Political Discourse in the Classroom through Culturally Responsive Teaching***

Faculty looking to encourage political discourse among students will learn how to use culturally responsive pedagogy to facilitate class discussions. Approaches that incorporate techniques such as mindset, communication theory, and stereotype threat will be shared. This session is intended to be discussion-based and interactive. This session will include 1) an interactive activity and discussion; 2) insight into civil political discourse through the lens of culturally responsive pedagogy; 3) a group activity that can be replicated in classrooms; a discussion on proven learning activities that foster civil discourse; and 4: the opportunity for participants to create their own personalized plan of

action for implementing a political discourse activity. Participants will also receive a helpful handout listing helpful resources.

Session 3.5 (Room 208) *1:50 p.m. – 2:50 p.m.*

**Evan Evans**, Professor of Mathematics, Frederick Community College,  
[eevans@frederick.edu](mailto:eevans@frederick.edu)

***MMATYC – Maryland Mathematical Association of Two-Year Colleges Annual  
Business Meeting***

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required; all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections for many officers including the President-elect of MMATYC and representative delegate to AMATYC. Note that only members will be allowed to vote in the election. Several officers and other members will present updated information in their particular area. Attendees will gain insight on what our State Mathematical Association does and how they can get involved. ***This meeting continues into the next session in the same room.***

Session 3.6 (Room 210) *1:50 p.m. – 2:50 p.m.*

**Maria I. Bryant**, Professor of Sociology, College of Southern Maryland,  
[mariab@csmd.edu](mailto:mariab@csmd.edu). Co-presenters: **Suzette Wright**, Professor, College of Southern Maryland, [swright4@csmd.edu](mailto:swright4@csmd.edu); **Shaneeza Kazim**, Assistant Professor, College of Southern Maryland, [SKazim@csmd.edu](mailto:SKazim@csmd.edu).

***Underrepresented Faculty in the College Classroom***

This presentation examines the challenges faced by underrepresented faculty in the college classroom, focusing on classroom and institutional climate regarding academic culture, isolation, tokenism, and presumed incompetence. Strategies for managing challenging classrooms will be shared and participation will be encouraged to identify additional empowering strategies in the classroom. Handouts will be provided. Attendees will discuss demographic trends about underrepresented faculty in academia, explore challenges faced by underrepresented faculty in the college classroom, and clarify strategies for managing challenges in the classroom.

Session 3.7 (Room 211) *1:50 p.m. – 2:50 p.m.*

**Shannon Fleishman**, Assistant Professor of Sociology, Chesapeake College,  
[sfleishman@chesapeake.edu](mailto:sfleishman@chesapeake.edu). Co-presenter: **Kristy Floyd**, Library Sciences, Chesapeake College, [kfloyd@chesapeake.edu](mailto:kfloyd@chesapeake.edu).



***Designing Undergraduate Research Projects that Get Students Excited about Learning***

A sociologist enters the library... frustrated, she exclaims, "My student's aren't using scholarly sources and their citations are a mess." Her colleague, the librarian, gets her to take a deep breath and suggests they try something new. Months pass with the two collaborating on their new project. Then, one warm fall day, a sociologist and a librarian walk into a class... Fast forward two years and now our students are beating down the library doors, excited to start their semester-long projects. Come join us to learn more about how we've incorporated staged milestones, growth mindset thinking and mindfulness exercises to improve student engagement and learning. Attendees will learn about staged milestones as a means to improve final research papers; learn how to incorporate growth mindset thinking and mindfulness in designing research projects; and identify ways they might use staged milestones, growth mindset thinking and/or mindfulness in their own classes/assignments.

Session 3.8 (Room 226a) Panel Discussion: 1:50 p.m. – 2:50 p.m.

**Marlene Plumley**, Adjunct Faculty, Entrepreneurial Studies Institute, Anne Arundel Community College, [mbplumley@aacc.edu](mailto:mbplumley@aacc.edu). Co-presenters: **Brenda Dilts**, Adjunct Faculty, Anne Arundel Community College, [bldilts@aacc.edu](mailto:bldilts@aacc.edu); **LaTanya Eggleston**, Adjunct Faculty, Anne Arundel Community College, [keggleston@aacc.edu](mailto:keggleston@aacc.edu); **Kevin Logan**, Adjunct Faculty, Anne Arundel Community College, [kologan2@aacc.edu](mailto:kologan2@aacc.edu); **Moderator: Carlene Cassidy**, Chair of the Entrepreneurial Studies Institute, Anne Arundel Community College, [cmccassidy@aacc.edu](mailto:cmccassidy@aacc.edu)

***5 Tools for the Successful Student's Toolbox***

Corporate America has spoken; most students coming from higher academia lack time management, personal efficiency skills, and the ability to function effectively as teams. Being an agent of change means expanding a student's perspective by empowering them with the 5 Tools for the Successful Student's Toolbox which can be applied in both personal and professional environments to support student success and increase academic retention and completion rates. This panel discussion provides a model for teaching SMART goals, time management, study skills and team building and how to structure your curriculum around reinforcing these skills to build student success and confidence. Attendees will participate in exercises designed to build the framework for teaching goal setting, time management, study skills and team building, and discuss the application of this framework by identifying points of integration into their own curriculum, regardless of academic discipline.

Session 3.9 (Room 228) 1:50 p.m. – 2:50 p.m.

**Amy Cedrone**, Adjunct Faculty of Philosophy, Frederick Community College,  
[acedrone@frederick.edu](mailto:acedrone@frederick.edu).

***Using OER Materials Can Make Online and Face to Face Courses  
More Accessible for All***

Using OER materials in online and traditional face to face (f2f) courses can help students of all ability levels feel more personally empowered and able in courses. This presenter will describe her own experience with OER in her courses, followed by open discussion and sharing. Attendees will discuss, compare, and weigh different options for the use of OER in different disciplines.

Session 3.10 (Room 121) 1:50 p.m. – 2:50 p.m.

**Kathryn S. Jones**, Adjunct Faculty, Howard Community College,  
[kjones@howardcc.edu](mailto:kjones@howardcc.edu).

***Beyond Worksheets: An Introduction to High Quality Biology Resources***

Recently, different groups of scientists have teamed up with educators to provide free resources to support biology which include but are not limited to General Biology 1 and 2, Genetics, and Microbiology. The first part of this workshop will provide an overview of three websites containing ready-to-use materials to teach basic concepts as well as cutting-edge topics such as genomics and the microbiome. In the second half, attendees will participate in a demonstration of hands-on activities from one of these sites (BioInteractive) that teaches students about how mutations affect protein function and the cell cycle, using real-life examples of the study and treatment of cancer. Attendees will be introduced with three web sites (Science in the Classroom, Teach.Genetics, and BioInteractive) that contain materials generated by collaborations between scientists and educators.

Session 3.11 (Room 348) 1:50 p.m. – 2:50 p.m.

**John Wilson**, Professor, College of Southern Maryland, [johnw@csmd.edu](mailto:johnw@csmd.edu).

***Oars Against the Current: Using Technology to Improve Faculty Mentoring***

This presentation will begin with an overview of the College of Southern Maryland's faculty mentor program for new faculty members, which pairs experienced faculty mentors with newly-hired faculty with the goal of helping partners to develop their teaching skills and knowledge of the college's resources. You will then learn how technology can make it easier to improve the program. Finally, those involved in other mentor programs can share ideas for how we can all improve our mentoring programs.

Attendees will discuss how to improve faculty mentoring, describe best practices from their faculty mentoring program, and compare and contrast ways to gather and review feedback from those who use the program.

Session 3.12 (Room 129) 1:50 p.m. – 2:50 p.m.

**Diane S. McMahon**, Faculty Director and Service Learning and Civic Engagement and Sociology Instructor, Allegany College of Maryland, [DMcMahon@allegany.edu](mailto:DMcMahon@allegany.edu).

Co-presenter: **Mary Jo Guercio**, Director of Community Training and Development, CCAC-Allegheny Campus, Pittsburgh, PA, [mguercio@ccac.edu](mailto:mguercio@ccac.edu)

***Teaching Social Justice, Diversity and Global Citizenship:***

***Utilizing a "Save the World" Project Approach***

Learn how to facilitate a "Save the World Fair" project into diverse community college classes. The project assignment is designed to inspire students to pursue social justice topics that they are passionate about, while developing critical thinking and research skills related that surround global challenges. The project can include a final poster board competition where students have the opportunity to be recognized for outstanding work and win prizes for participation. Participants at this presentation will be encouraged to discuss how they might include this project into their own classes or community college activities. Attendees will learn how a "Save the World" project assignment has been utilized to invite students and teachers from different subject areas to showcase their work; discuss how they can create a culminating activity to showcase what their students have learned in class similar to this model; consider how they might develop student's critical thinking skills utilizing a "Save the World" project assignment; and learn how they can promote social justice, diversity, and global citizenship into their classes by engaging its challenges like global warming, war and conflict, world health, income inequality, etc.

**Day 1: Thursday, January 5, 2017**

**Sessions 4: 3:00 p.m. – 4:00 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.*

Session 4.1 (Room 136) 3:00 p.m. – 4:00 p.m.

**Paulette Comet**, Associate Professor, The Community College of Baltimore County, [pcomet@ccbcmd.edu](mailto:pcomet@ccbcmd.edu). Co-presenter: **Wendy Chin**, Assistant Professor, The Community College of Baltimore County, [wchin@ccbcmd.edu](mailto:wchin@ccbcmd.edu).

***Effective Collaboration using Google Drive in Online Courses***

Come to this session to learn the trials and errors of using Google Drive for Collaborative learning in an online environment. We will share with you the procedures and materials we give to our students. Google Drive is an excellent tool to use, but we found that we had to guide students to communicate and collaborate with each other. Attendees will leave this presentation with the following documents: Collaborative Learning wording in the syllabus, Team Contract, Google Drive Project, Self and Peer Evaluation, and Announcements.

Session 4.2 (Room 202a) 3:00 p.m. – 4:00 p.m.

**Melissa Lane**, Associate Professor of Criminal Justice Studies, The Community College of Baltimore County, [mlane2@ccbcmd.edu](mailto:mlane2@ccbcmd.edu). Co-presenter: **Paige Rogers**, Professor of English, The Community College of Baltimore County, [progers@ccbcmd.edu](mailto:progers@ccbcmd.edu).

***Writing Intensive Courses: How to Open Doors for a Community College Student***

This sessions will guide participants through the process of evolving a course into a “Writing Intensive” course. WID/WAC best practices will be highlighted as the presenters showcase a course which made the transformation, thus illustrating Writing-Intensive components. Attendees will be able to describe the components of a writing intensive course; understand the expectations of the professor in a writing intensive course; and apply the steps for transferring their present course into a writing intensive course.

Session 4.3 (Room 202b) 3:00 p.m. – 4:00 p.m.

**Elizabeth A. Mosser**, Assistant Professor of Psychology, Harford Community College, [emosser@harford.edu](mailto:emosser@harford.edu).

***Universal Course Design: Opening Doors for All our Students***

Our students have diverse interests and backgrounds as well as varied experiences related to the educational process, including study preferences, learning styles, and potentially disabilities. In this session, we will explore how universal design principles can be used to proactively address the needs of all our students. As a means for curriculum development, universal design offers a framework for conceptualizing student variability as well as a multitude of options for creating course work that is widely accessible, useful, and meaningful. Attendees will 1) discuss universal design principles as applied to educational settings and curriculum design, 2) be given the opportunity to self-assess their current use of universal design practices, and 3) brainstorm ways to incorporate universal design principles into future assignments, assessments, and activities.

Session 4.4 (Room 202c) 3:00 p.m. – 4:00 p.m.

**Carolyn Schick**, Learning Assistant Coordinator, Montgomery College,  
[Carolyn.Schick@montgomerycollege.edu](mailto:Carolyn.Schick@montgomerycollege.edu). Co-presenter: **Debra Poese**, Director, of  
School of Education, Montgomery College, [Debra.Poese@montgomerycollege.edu](mailto:Debra.Poese@montgomerycollege.edu).

***STEM Teaching Pathways: Building and Sustaining a Learning Assistant Program***

Learning Assistants (LAs) are recruited as support in STEM classrooms and laboratories, where they "try on teaching" and work with faculty mentors to enhance student engagement. In this community college model, students are also connected to LA programs and Noyce Scholar programs at partner four-year institutions. Come see how the LAs, their faculty mentors, and the field of STEM education all benefit from this collaboration. Attendees will 1) hear how LAs are recruited to assist in STEM classrooms and labs with an emphasis on faculty mentorship and reflection on teaching for the LAs, including viewing videos of Learning Assistants in action in various classrooms and labs; 2) discuss lessons learned in the adaptation of the LA model to the community college; and 3) have the opportunity for questions on all aspects of the program including funding, logistics, demographics and staff support for possible use in their own institutions.

Session 4.5 (Room 208) 3:00 p.m. – 4:00 p.m.

**Evan Evans**, Professor of Mathematics, Frederick Community College,  
[eevans@frederick.edu](mailto:eevans@frederick.edu)

***MMATYC – Maryland Mathematical Association of Two-Year Colleges  
Annual Business Meeting.***

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required; all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections for

many officers including the president-elect of MMATYC and representative delegate to AMATYC. Note that only members will be allowed to vote in the election. Several officers and other members will present updated information in their particular area. Attendees will gain insight on what our State Mathematical Association does and how they can get involved.

Session 4.6 (Room 210) 3:00 p.m. – 4:00 p.m.

**Keith Hight**, Coordinator for the Theatre and Dance, College of Southern Maryland, [hhight@csmd.edu](mailto:hhight@csmd.edu).

***Using Theatre to Explore Social Issues***

Cause Theatre is a unique style of production that is more than a performance; it promotes thoughtful and provocative discussion on current social topics. We have had the privilege of taking our Cause Theatre Productions into the classrooms and high schools as a means to open conversations and writing assignment. In this session we will explore how using cause theatre has helped in creating a “talkback” with social issues. This session will focus on today’s social issues and how the arts can help open those conversations in your classrooms. Attendees will learn how to explore social issues through a different median, 2) how the arts can incorporate social issues into a safer environment, and 3) how to use the arts to help start conversation exploring social issues.

Session 4.7 (Room 211) 3:00 p.m. – 4:00 p.m.

**Harry St. Ours**, Professor of Media Arts, Montgomery College, [harry.st-ours@montgomerycollege.edu](mailto:harry.st-ours@montgomerycollege.edu).

***Self-Publish Your Own Open Educational Resource (OER) and Empower Your Students***

You probably have a complete textbook worth of materials locked up in course lessons and syllabi, all ready to publish right now. Or perhaps you'd like to share those lecture notes and slideshow presentations that you've been working on for years. You know how useful open education resources (OERs) are for empowering your students, but you're not sure where to begin. Or, maybe you have the next Great American Novel languishing away in a drawer. So what are you waiting for? Learn how authors, educators, and students design, compile, and publish professional-level print and electronic books. Take control of your authoring and publishing life, and join me in a fast-paced session where we explore the exciting world of Self-Publishing for Educators. Attendees will learn how to leverage their expertise and share their passion by creating compelling, customized books without relying on impersonal publishers; discover how to create new resources,

remix existing and collaboratively-created content; and build a digital library that serves their unique needs, and explore how to find an audience beyond the classroom for their customized textbooks, professional publications, fiction, non-fiction and more.

Session 4.8 (Room 226a) 3:00 p.m. – 4:00 p.m.

**William R. LaCourse**, Dean and Professor of Chemistry, University of Maryland Baltimore County, [lacourse@umbc.edu](mailto:lacourse@umbc.edu). Co-presenter: **Maureen A. Sherer**, Professor of Chemistry, Anne Arundel Community College, [masherer@aacc.edu](mailto:masherer@aacc.edu)

***Sustaining a Multi-institutional Collaboration to Promote Successful Transfers for STEM Students***

The five-year faculty and staff collaboration between the University of Maryland Baltimore County, Anne Arundel Community College, The Community College of Baltimore County, Howard Community College, and Montgomery College is focused on sustaining successful STEM transfers achieved through curricular and co-curricular alignment, academic advising, and institutional awareness. Key outcomes include a comprehensive website rich with resources as well as adaptable curricular alignment tools developed to explore course content, pedagogy, and assessment, first in general chemistry and introductory calculus, and eventually in biology and physics. Participants will be encouraged to provide their viewpoints on this project, which has been grant-funded by The Bill and Melinda Gates Foundation. Attendees will learn details about the five-year, multi-institutional collaboration and its outcomes, explore how this process could be adapted for their institutions, and discuss, in small groups, how this process can be sustained and expanded beyond the five partner institutions.

Session 4.9 (Room 228) 3:00 p.m. – 4:00 p.m.

**Jackie Madden**, Assistant Professor of Biology, Harford Community College (HHC), [jmadden@harford.edu](mailto:jmadden@harford.edu). Co-presenters: **Andrew Adams**, Assistant Professor of Biology, HHC, [anadams@harford.edu](mailto:anadams@harford.edu); **Tami Imbierowicz**, Associate Professor of Biology, HHC, [timbiero@harford.edu](mailto:timbiero@harford.edu); **James Karmel**, Professor of History and Interim Assistant Dean of Behavioral and Social Sciences, HHC, [jkarmel@harford.edu](mailto:jkarmel@harford.edu); **Russ Seidel**, Associate Professor of Chemistry, HHC, [sseidel@harford.edu](mailto:sseidel@harford.edu).

***Learning by Doing: A Multidisciplinary Roundtable Discussion on Engaging Community College Students in Research Early in their Academic Careers***

Undergraduate research (UR) allows students to learn by doing, providing opportunities for novel discoveries, real-world problem-solving, and experience for the workforce. UR can be more inspiring, engaging, and instructive than some traditional approaches to

learning in the first two years of college. Faculty engagement in their own research and creative projects can also positively impact student efforts. Faculty from several disciplines will share their experiences as an introduction to a roundtable discussion about participants' experiences, implementation strategies, challenges, and sources of support and funding for encouraging research and creative field engagement at community colleges. Attendees will discuss the importance of engaging community college students in research early in their academic careers, the different modalities and strategies for implementation in a variety of disciplines at the community college, and the challenges and possible sources of support and funding for undergraduate research in the community college setting.

Session 4.10 (Room 121) 3:00 p.m. – 4:00 p.m.

**Parita P. Vithlani**, Assistant Professor of Behavioral and Social Science, Harford Community College (HCC), [pvithlani@harford.edu](mailto:pvithlani@harford.edu). Co-presenters: **Stephanie Hallock**, Professor of Political Science, HCC, [shallock@harford.edu](mailto:shallock@harford.edu); **Janet Gross**, Adjunct Faculty of English, Community College of Baltimore County, [jgross2@ccbcmd.edu](mailto:jgross2@ccbcmd.edu); **Lisa Feinman**, Assistant Professor of Mathematics, CCBC, [LFeinman@ccbcmd.edu](mailto:LFeinman@ccbcmd.edu); **Anne Shugars**, Assistant Professor of Economics, HCC, [ashugars@harford.edu](mailto:ashugars@harford.edu).

***How Did Attending MCCIEC's Forum in Havana, Cuba, Benefit Us?***

Participants from various community colleges across from Maryland attended Maryland Community College International Education Consortium's (MCCIEC) 2016 Forum "Effective On-Site Teaching for Global Awareness," which was held in Havana, Cuba earlier in 2016. This panel discussion focuses on the experiences and collaboration opportunities that the participants gained as a result of attending this consortium. Furthermore, the panelists will focus on some valuable lessons learned that they have been applying inside and outside of their classrooms. Lastly, they will share knowledge on how to initiate, recruit for, and implement, a travel abroad opportunity for the students at community college level. Attendees will gain knowledge of the various study abroad offerings from community colleges across the state of Maryland; explore the ways in which they could network and collaborate with various colleges to provide study abroad opportunities for their students; and gain an understanding of the various resources available to provide quality experiences for their students.

Session 4.11 (Room 348) 3:00 p.m. – 4:00 p.m.

**--Open room: no session ---**



Session 4.12 (Room 129) 3:00 p.m. – 4:00 p.m.

**Zeporia N. Smith**, Professor of Education and CREATE Program Coordinator, Montgomery College, [zeporia.smith@montgomerycollege.edu](mailto:zeporia.smith@montgomerycollege.edu). Co-presenter: **Lisa B. Lewis**, Professor, CREATE Program Assistant, Montgomery College, [lisa.lewis@montgomerycollege.edu](mailto:lisa.lewis@montgomerycollege.edu)

***CREATE: An Effective Cohort Model for Student Success***

The presenters will discuss recent success creating and effectively running a cohort program for culturally and linguistically diverse students at Montgomery College. The presenters will provide data that indicates the effectiveness of the cohort program and related interventions. The pros and cons of a cohort program in a community college will be discussed. Attendees will analyze the pros and cons of a cohort program for their discipline or college, identify pragmatic steps to creating a successful cohort program, and analyze how the cohort model supports the retention and persistence of culturally and linguistically diverse learners in the community college.

SPECIAL Session 4.13 (Hays-Heighe House) 3:00 p.m. – 4:30 p.m.

***Reception and Tour of the Hays-Heighe House at Harford Community College***

The Hays-Heighe House at HCC is a dynamic educational facility and public history site that showcases elements of Harford County's diverse social and cultural history through exhibits, inclusive programming, and strategic partnerships. Our mission is to promote life-long learning, community engagement, critical thinking, and historical and cultural understanding within the context of local, national, and global issues. AFACCT conference goers are invited to visit the house and enjoy the reception. Apple cider and pretzels will be served.



**Day 2: Friday, January 6, 2017**

**Sessions 5: 9:00 a.m. - 10:00 a.m.**

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

**Breakfast:** second floor foyer of Darlington Hall, above the registration area  
**\*Coffee, tea, and water will be available in the second floor foyer of Darlington Hall above the registration area.**

Session 5.1 (Room 136) 9:00 a.m. – 10:00 a.m.

**Richard J. Siciliano**, Professor of English, College of Southern Maryland,  
[richs@csmd.edu](mailto:richs@csmd.edu). Co-presenter: **Kenneth Kerr**, Professor of English, Frederick  
Community College, [kkerr@frederick.edu](mailto:kkerr@frederick.edu)

***Opening Doors to the Legislature: The Faculty Advisory Council of Maryland's  
Higher Education Commission and How It's Serving Community College Faculty***

This presentation will show how the Faculty Advisory Council of the Maryland Higher Education Commission (FAC-MHEC) has made progress for decades as an advocate and a voice for faculty members at the state level. The FAC consists of elected faculty representatives from all segments of Maryland higher education: community colleges, 4-year public and private colleges and universities, and career schools. The presenters are FAC representatives of Maryland's non-metropolitan community colleges (including Allegany, Carroll, Cecil, Chesapeake, College of Southern Maryland, Frederick, Garrett, Hagerstown, Harford, and Wor-Wic Community College). They will review how the FAC contributed to the latest update of the State Plan for Higher Education, and how it is now involved with implementing the plan. They will give an overview of some of the resources that FAC has been providing for faculty and policy makers, including online directories of faculty senate/college senate officers, faculty development centers, and online resources on such issues as intellectual property policies, the Maryland's textbook law, and tenure policies at Maryland higher education institutions. Participants will 1) learn the purpose and scope of the FAC-MHEC, 2) locate and navigate the website of the FAC, 3) demonstrate how to access the resources kept on the [FAC-MHEC website](#), 4) get to know their college's faculty representative on the FAC, 5) explain how they might contact the FAC with concerns that would affect them as higher education faculty, 6) act as resources for their own institutions to update and edit the information currently kept on

the FAC website, and 7) explain how they can become involved in influencing decisions about policies that affect all higher education faculty members in the state.

Session 5.2 (Room 202a) 9:00 a.m. – 10:00 a.m.

**Sarah Barnhardt**, Associate Professor of Academic Literacy and Languages, The Community College of Baltimore County, [sbarnhardt@ccbcmd.edu](mailto:sbarnhardt@ccbcmd.edu). Co-presenter: **Chester Gates**, Adjunct Faculty, CCBC, [cgates@ccbcmd.edu](mailto:cgates@ccbcmd.edu)

***Access for All: Universal Design for Online Learning***

Online courses provide students a level of accessibility that can easily take cultural differences, as well as physical and cognitive differences, into account during design and implementation. Using the principles of Universal Design, instructors can create an online classroom presence which bridges multiple differences within a class. The session focuses on the use of varied modalities for learner expression and engagement and information representation. Participants receive easy tips for better design functionality in terms of graphics, navigation, and sequence. Attendees will engage in examining and comparing different course design elements and will apply the principles of Universal Design to online course scenarios.

Session 5.3 (Room 202b) 9:00 a.m. – 10:00 a.m.

**Robin B Anderson**, Program Director of Massage Therapy, The Community College of Baltimore County, [randerson2@ccbcmd.edu](mailto:randerson2@ccbcmd.edu).

***Creative Teaching Methods for a Multi-Generational Adult Learner Classroom***

Adult learners in the community college setting span anywhere from 17 to 65 years of age. It is often challenging for instructors to be equally engaging to all students in the classroom due to their generational differences. This has caused many instructors to rethink how we teach certain contentious topics (such as ethics in health care fields) so that the learning environment keeps all students comfortably and equitably engaged in learning together, despite their differences. This workshop will suggest methods that can help to bridge the gap between the decades to help instructors address even the most challenging of topics. Attendees will discuss the challenges of teaching varying age demographic groups and compare generational differences in how each group approaches learning; and explore examples of challenging topics and methods of learning techniques used in and out of the classroom to improve multi-generational adult learner engagement.

Session 5.4 (Room 202c) 9:00 a.m. – 10:00 a.m.

**Jesse Kiefner**, Director of the Accelerated Mathematics Program, The Community College of Baltimore County, [jkiefner@cCBCmd.edu](mailto:jkiefner@cCBCmd.edu). Co-presenter: **Danielle Truszkowski**; Assistant Director of the Accelerated Mathematics Program, CCBC, [dtruszkowski@cCBCmd.edu](mailto:dtruszkowski@cCBCmd.edu).

***Acceleration in Mathematics: Showcasing a Seasoned Model***

Since 2009, the Community College of Baltimore County has offered cohort-style accelerated mathematics courses. The latest data show that students in accelerated mathematics courses have higher rates of course completion, retention, and degree attainment. Attend this session to learn about course structure, current data, faculty training, scaling, and student engagement activities for accelerated mathematics courses. Attendees will discuss how the CCBC accelerated mathematics model can be adapted to fit their institution; and explore resources provided by CCBC to develop an accelerated model.

Session 5.5 (Room 208) 9:00 a.m. – 10:00 a.m.

**Fredrick Matos**, Adjunct Professor, Anne Arundel Community College, [FMatos@aacc.edu](mailto:FMatos@aacc.edu).

***Maintaining Online Student Participation through Work-related Advising and Assistance***

In an effort to increase student engagement in an online con-credit course, Radio Frequency Spectrum Management, advising and assistance with job-related issues are employed throughout the 12-week course. Attendees of this session will discuss the characteristics of the "advising and assistance" techniques for student engagement, share approaches that worked, and brainstorm new and/or innovative methods for implementation in their classes and beyond.

Session 5.6 (Room 210) 9:00 a.m. – 10:00 a.m.

**Lena Garrison**, Assistant Professor of Biology, Carroll Community College, [lgarrison@carrollcc.edu](mailto:lgarrison@carrollcc.edu).

***Formative Assessment: Forming Learning While Informing Teaching***

In this interactive session, participants will explore how Formative Assessment Classroom Techniques (FACTS) promote active student learning and inform instruction. Participants will engage in formative assessment activities to demonstrate how these techniques can elicit students' existing ideas, support self-discovery, promote inquiry and support critical thinking. Specific examples will be shared from biology courses.

Through a combination of presentation and interactive group activities, participants of this session will be able to: define formative assessment; describe how classroom formative assessments promotes student learning and engagement; explain several formative assessment strategies; and explore how formative assessment can guide instruction.

Session 5.7 (Room 211) 9:00 a.m. – 10:00 a.m.

**LaTasha Gatling**, Professor, College of Southern Maryland, [lcatling@gmail.com](mailto:lcatling@gmail.com).

***Diversity: One Class at a Time***

When we think of diversity at the college or university level we think of the Office of Diversity. In essence to diversify any college/university or higher education institution, diversity starts within the classroom. There are more opportunities for students and faculty to learn about diversity in the classroom than many believe. How can you change your everyday classroom into an opportunity for your students to learn about diversity and become students of diversity? Learn methods to incorporate diversity into your classroom and college/university. Attendees will discuss what is diversity on the college/university campus; their role as instructors in creating an environment that is conducive to diversity in their everyday classroom/lecture; and methods to help their students embrace diversity in their everyday life.

Session 5.8 (Room 226a) 9:00 a.m. – 10:00 a.m.

**Chelsea Mays**, Adjunct Faculty of Communications, College of Southern Maryland, phone: 240-839-8050

***Communications in Color: Promoting Critical Thinking  
With the Use of Social Media and Mobile Devices***

With 88 percent of Millennials sometimes, or never, trusting the media, and three in four not trusting the federal government, it is important for young adults to trust someone. Currently, young adults have chosen to trust that they themselves and social media are their greatest tool for communicating, influencing, entertaining, and creating new stars. With this in mind, we will explore the use of two untapped assets, social media and mobile devices, to engage students in and out of the classroom. Attendees will compare and contrast the pros and cons of using social media to engage students, discuss the outcomes of leaving the classroom to assist in learning, and assess the use of mobile devices to assist in instruction.

Session 5.9 (Room 228) 9:00 a.m. – 10:00 a.m.

**Kerri Younkin**, Adjunct Faculty, Harford Community College, [kyounkin@harford.edu](mailto:kyounkin@harford.edu).

***Exploring Inquiry-based Science Lab Instruction***

Inquiry-based (IB) instruction often enters the discussion when designing or redesigning science classes to improve student engagement, learning and retention in STEM. But what defines IB instruction? How does it look in a college science class? How do you implement IB programs, and what are the benefits of IB instruction? During this presentation, participants will explore these ideas, hear first-hand experience about implementing IB instruction and student reactions to IB instruction, and participate in discussion. Attendees will be able to identify and differentiate between the four levels of inquiry-based instruction, describe scaffolds to support inquiry-based learning, and participate in a discussion on the challenges and ways to overcome the challenges to implementing inquiry-based instruction and programs.

Session 5.10 (Room 121) 9:00 a.m. – 10:00 a.m.

**Jonathan Grimes**, Professor of Behavioral Sciences, The Community College of Baltimore County, [jgrimes@ccbcmd.edu](mailto:jgrimes@ccbcmd.edu). Co-presenter: **Todd Abramovitz**; Professor, CCBC, [tabramovitz@ccbcmd.edu](mailto:tabramovitz@ccbcmd.edu).

***Get Better Evaluations and Build Success toward Promotion: FacultyPortfolio.com***

The presenters have developed a program to aid faculty in organization of materials specifically to improve their evaluations. Since the presenters want faculty to have the best chance possible to further their professional status, they will gather information about evaluation methods used at the attendee schools. Attendees will have the chance to review the FacultyPortfolio program and seek clarification, and will be led through a gap assessment exercise to allow for self-evaluation. Those interested in the program will be guided through account creation.

Session 5.11 (Room 348) 9:00 a.m. – 10:00 a.m.

**Tyrone McKoy**, Community College of Baltimore County, Associate Professor of Mathematics, [tmckoy@ccbcmd.edu](mailto:tmckoy@ccbcmd.edu).

***Determining the Effectiveness of a Freshman Seminar Course on Student Retention, Academic Performance, and Graduation***

The impact of freshman seminar courses has been widely studied nationwide for many decades. However the rigor of some studies have caused the findings to be questioned, and often non-generalizable. This session will present the beginning stages of dissertation research that will utilize statistical regression estimation through a difference-in-

differences methodology in an attempt to determine the causal impact of such a course at a Maryland community college. Attendees will learn about the history of freshman seminar courses and research concerning them; understand the significance of such research and policy influences and ramifications; be shown the foundation for the proposed research and understand the fundamental assumptions and requirements.

Session 5.12 (Room 129) 9:00 a.m. – 10:00 a.m.

**Russell Edward Burchill**, Adjunct Faculty of Computer Science and CPAM Project Manager, Anne Arundel Community College, [reburchill@aacc.edu](mailto:reburchill@aacc.edu).

***Personal Adaptive Learning Solutions (PALS) through Open Learning Initiative***

As instructors, we feel we do well to know our students and adjust coursework accordingly. The balance between meeting objectives and revisiting coursework is often difficult within each section. Colleges have moved to a heavy reliance of Learning Management Systems (LMS) and each has a unique set of tools that helps to manage this balance with Learner Analytics. PALS can enhance students' metacognition while offering the instructor the opportunity to find educational gaps to inform instruction. This PALS is a part of Cyber Pathways across Maryland (CPAM) TAACCCT grant and is hosted on Carnegie Melon's Open Learning Initiative (OLI) platform. Participants will engage in a brief technology lesson and self-assess the available technology and tools, with the remainder of time demonstrating common analytic tools.

**For last-minute cancellations and room changes, check the bulletin board at the registration desk and/or the room schedules posted on each presentation room door.**



**Day 2 Keynote Address 10:15-11:25 a.m.  
Chesapeake Theater of the Chesapeake Center**



Tony Holland

Keynote address: Friday, January 6, 2017

*Tony Holland, Dean of Instructional Affairs*

*Wallace Community College*

Before assuming the position of Dean of Instructional Affairs at Wallace Community College in Dothan, Alabama, Tony Holland served 22 years as a chemistry instructor at WCCD. He also served over 10 years as Division Director for Natural Sciences and has performed over 50 chemical magic shows for elementary schools and community organizations. Mr. Holland's 31+ years in the field of education includes over ten years of coaching basketball at the high school and community college level, with the first five years of this career teaching high school chemistry and physics.

The college-wide [I-CAN \(\*Improvement, Constant and Never-ending\*\)](#) instructional initiative, which was implemented immediately upon his assuming the dean position, provided the transformation needed to significantly improve student learning and success at WCCD, while also closing the socio-economic student achievement gap and increasing degree attainment. The I-CAN initiative was selected as a Bellwether Finalist in 2015 and an AACC Awards of Excellence Finalist in 2016, both in the area of faculty innovation. This program also resulted in ten articles (two of which were published in CC Weekly) and over 30 presentations at state and national conferences.

Tony's keynote address on the Conference theme shows how the learning environment can be transformed through a faculty-driven holistic approach. Easily reproducible instructional and support strategies can be used to build the momentum needed to create a data-driven environment conducive to self-motivation, creativity, innovation, and taking



proactive risks, while establishing a sustainable culture of accountability and appreciation for all faculty.

Before entering a career in education Mr. Holland was the Cadet Commander of Army ROTC program in 1980 at the University of Alabama, earning the Nation's highest award for a military cadet, the George C. Marshall Leadership Award. Serving four years as a U.S. Army paratrooper, his first tour of duty as a commissioned officer was with the United Nations Command Security Battalion on the North-South Korean border. He also served as the youngest U.S. Army company commander while stationed in Korea in 1982.

Mr. Holland's mantra for his career has been "One can make progress or excuses, but not both at the same time."

He is married and has two children and four grandchildren.

**Day 2: January 6, 2017**  
**Sessions 6: 11:40 a.m. – 12:40 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

Session 6.1 (Room 136) 11:40 a.m. - 12:40 p.m.

**Madelyn Danner**, Professor of Nursing, Harford Community College, [mdanner@harford.edu](mailto:mdanner@harford.edu). Co-presenter: **Sonia Galvan**; Assistant Professor of Nursing; HCC; [sgalvan@harford.edu](mailto:sgalvan@harford.edu).

***Active Learning: Moving the Student from Theory to Application***

Knowing “that” (theory) is not the same as knowing “how” (practice). To improve students' ability to transfer classroom content into real life applications, a variety of active learning techniques have been added into the traditional lecture. Specific examples of classroom and clinical lab changes will be provided. Data from one course supporting the effectiveness of these changes on improved learning outcomes will also be presented. During this session the presenters will summarize the ways in which active learning is supported by brain-based research; provide an overview of practical ways to increase faculty-student interaction using specific examples of active learning; and present outcomes analysis of increasing faculty-student interaction in a medical-surgical nursing course. Attendees will come away with ideas for alternative ways to present content that could result in increased student success without sweeping changes or complete revisions of your course.

Session 6.2 (Room 202a) 11:40 a.m. - 12:40 p.m.

**Jeremy Green**, Public Services Librarian, Carroll Community College, [jgreen@carrollcc.edu](mailto:jgreen@carrollcc.edu). Co-presenter: **Stacy Zell**, Assistant Professor of Biology, Carroll Community College, [szell@carrollcc.edu](mailto:szell@carrollcc.edu).

***Interdisciplinary Assessment Techniques for Research-Based Projects:***

***How Effective Are We?***

In this session, we will focus on specific techniques and considerations for examining the effectiveness of student research in face-to-face and online settings. Instructors who seek interdisciplinary connections with librarians to boost the quality of student research projects will gain specific strategies and resources to examine student research habits and skills. Participants will have an opportunity to develop a plan for increasing

interdisciplinary support for student research assessment outcomes. In this session attendees will: 1) gain familiarity with interdisciplinary assessment goals; 2) receive materials for working on interdisciplinary research projects with an emphasis on assessment; and 3) discuss potential challenges to successful interdisciplinary project completion as well as strategies to improve successful outcomes.

Session 6.3 (Room 202b): **Panel Discussion:** 11:40 a.m. - 12:40 p.m.

**Kevon-Mark Jackman**, ASCEND Center for Biomedical Research, Morgan State University (MSU), [kejac23@gmail.com](mailto:kejac23@gmail.com). Co-presenter: **Shamara Murphy**, ASCEND Student Research Center (SRC) Coordinator, Morgan State University, [shamara.murphy@morgan.edu](mailto:shamara.murphy@morgan.edu); **Hamidah Famuditimi**, ASCEND Scholar, PGCC transfer student to MSU (Political Science and Biology), [hafam1@morgan.edu](mailto:hafam1@morgan.edu)

***A Foot in the Door: Morgan State University Programs that Prepare Students for Health Research Careers***

Two programs at Morgan State (MSU) – ASCEND and NIGMS-RISE – help prepare students for doctoral programs and to become health researchers. ASCEND Center for Biomedical Research offers intensive biomedical research training, scholarships, and grant funding to select STEM and social science community college students who transfer to MSU. ASCEND uses an entrepreneurship-based training model that encourages students to identify their own health research topic and then conduct their own research, while providing them with the financial support and multi-institutional mentorship required for success. The NIGMS-RISE program also provides support, but uses a traditional apprenticeship training model. Attendees will learn about two MSU programs to increase diversity in the biomedical research workforce; learn about the program’s benefits for their students; and hear from transfer students about their experiences in the programs.

Session 6.4 (Room 202c) 11:40 a.m. - 12:40 p.m.

**Michael H. Parsons**, Visiting Professor, Morgan State University, [michael.parsons@morgan.edu](mailto:michael.parsons@morgan.edu). Co-presenter: **Natalie Jones**, Professional Development and Teacher Specialist, Ann Arundel Board of Education, [nakindj@yahoo.com](mailto:nakindj@yahoo.com).

***Community College Faculty as Change Agents:***

***The Importance of Cultural Intelligence***

Community colleges are engaging ever more diverse students. Faculty, to be effective change agents, must use cross-cultural intelligence strategies that assist them in developing connections with their diverse clients. The presenters will define cultural

intelligence (CI) and provide effective examples of its application. Participants will be encouraged to provide examples from their teaching practice. Upon completion of the presentation, participants will be able to: define cultural intelligence; provide examples of CI that have proven effective in a teaching/learning environment; describe strategies for evaluating the impact of CI on student learning; and analyze the relationship between CI and community college student engagement.

Session 6.5 (Room 208) 11:40 a.m. - 12:40 p.m.

**Valerie A. Lantz**, Associate Professor of Biology, Montgomery College, [valerie.lantz@montgomerycollege.edu](mailto:valerie.lantz@montgomerycollege.edu). Co-presenter: **Alexandra Fairfield**, Professor of Biology, Montgomery College, [alexandra.farifield@montgomerycollege.edu](mailto:alexandra.farifield@montgomerycollege.edu).

***Re-Envisioning Introductory Biology Labs: Progressive Attainment of Inquiry-Based Lab Skills by Biology Students***

This workshop will explain our transition from “cookbook” biology labs where students were not intellectually engaged and knew the expected outcome before doing the experiment to Inquiry Based Labs (IBL) that require students to do more critical thinking and develop an understanding of the scientific process. We will discuss the evolution of our current Inquiry Based Labs in our introductory BIOL 150 laboratory (Principles of Biology I) and how many of these same approaches are being applied to the subsequent course BIOL 151 (Principles of Biology II) to reinforce and build on the skills learned in the prerequisite course. Attendees will learn how to change introductory STEM labs to include more critical thinking and data analysis; and to redesign laboratories in a collaborative faculty-driven, student-centered process.

Session 6.6 (Room 210) 11:40 a.m. - 12:40 p.m.

**Pete Surgent**, Associate Professor of Mathematics, The Community College of Baltimore County, [psurgent@ccbcmd.edu](mailto:psurgent@ccbcmd.edu). Co-presenter: **Christine Mirbaha**, Professor of Mathematics, CCBC, [cmirbaha@ccbcmd.edu](mailto:cmirbaha@ccbcmd.edu)

***Integrating Open Educational Resources in Mathematics Courses***

Are you interested in reducing student costs? Attend this session to learn about how the Community College of Baltimore County replaced traditional publisher-based textbooks with free, open source materials in developmental and credit-level mathematics courses. Participants will be provided best practices and resources to begin adoption of open educational resources at their institution. Attendees will: 1) differentiate between various open source licenses; 2) discuss how free materials can be integrated at their institution; and 3) explore open source math materials available online.

Session 6.7 (Room 211) 11:40 a.m. - 12:40 p.m.

**Donna Mandl**, Professor of Legal Studies, The Community College of Baltimore County, [dmandl@ccbcmd.edu](mailto:dmandl@ccbcmd.edu). Co-presenter: **Danielle James**, Assistant Professor, CCBC, [djames@ccbcmd.edu](mailto:djames@ccbcmd.edu).

***Pathways to Success***

This presentation will discuss The Community College of Baltimore County's (CCBC) Pathways model and how it is being used to increase student success, retention and completion. The presenters will discuss CCBC's Start Smart orientation, comprehensive advising, high impact practices and other innovative measures CCBC is using to achieve the program's goals. Attendees will participate in an interactive discussion of the Pathways initiative followed by a Q&A session. Attendees will discuss the Pathways model at CCBC and its potential application at similar institutions; analyze the benefits of high impact practices and other Pathways activities; and examine CCBC's progress to date and discuss future steps.

Session 6.8 (Room 226a) 11:40 a.m. - 12:40 p.m.

**Marjorie Rawhouser**, Associate Professor of Engineering, Anne Arundel Community College, [marawhouser@aacc.edu](mailto:marawhouser@aacc.edu). Co-presenter: **Alycia Marshall**, Professor of Mathematics, Principal Investigator: Engineering Scholars Program, Anne Arundel Community College, [aamarshall@aacc.edu](mailto:aamarshall@aacc.edu)

***NSF Engineering Scholars Program Activities Support Student Success and Achievement***

Anne Arundel Community College has used an NSF-funded multi-year scholarship program to provide financial and other support to engineering and engineering technology students. The program, formally named the Engineering Scholars Program: Increasing Access and Diversity, targets underrepresented groups, but anyone with financial need is eligible. Besides financial assistance, the program provides mentorship, organized study and tutoring sessions, invited engineering seminar speakers, and field trips to four-year schools and local industries. Now in its sixth year, the program has successfully served 80 scholarship students. Many program activities have been expanded to include non-scholarship students in cases where there is no additional cost incurred. Attendees will discuss how to set up and maintain a meaningful mentoring program for students, ways to expand student engagement in their departments and programs and ways to leverage resources to expand small program to more students.

Session 6.9 (Room 228) 11:40 a.m. - 12:40 p.m.

**Mickey Dehn**, Assistant Professor of Biology, Anne Arundel Community College,  
[mdehn1@aacc.edu](mailto:mdehn1@aacc.edu).

***The Exquisite Corpse: An Engagement Strategy  
That Will Rid Your Classroom of Zombies***

The “exquisite corpse” is a game of cooperative illustration popularized by the Surrealist art movement of the 1920s. This game has been adapted as a way to facilitate big picture learning of a multi-step process and keep all students engaged and accountable to each other during a group activity. Examples will be shared from Human Anatomy and Physiology and participants will workshop how this strategy can be applied to other disciplines. Attendees will learn the elements needed to create an effective exquisite corpse activity and draft a design of an exquisite corpse activity that they could potentially use in their own classroom.

Session 6.10 (Room 121) 11:40 a.m. - 12:40 p.m.

**Holly Hayman**, Assistant Professor of Nursing, Chesapeake College,  
[hhayman@chesapeake.edu](mailto:hhayman@chesapeake.edu).

***Mask Ed Pedagogy and Engaging Students through the use of Simulation***

Attendees will be introduced to the Mask Ed pedagogy, developed by Kerry Reid-Searl at CQ University Australia, a high fidelity form of simulation which utilizes silicone props and fictional characters to create patient scenarios that will engage students and foster learning. The Mask Ed pedagogy requires the educator to use their area of expertise to guide student learning based upon the developed scenarios. The integration of Mask Ed into the curriculum, in both the lecture and simulation setting, will be discussed. The Mask Ed pedagogy may be utilized in any healthcare course or curriculum. Attendees will identify various methods of engaging students through the use of simulation, describe the pedagogy of Mask Ed for simulation, and discuss methods of integrating Mask Ed into nursing curriculum.

Session 6.11 (Room 348), Panel Discussion: 11:40 a.m. - 12:40 p.m.

**Katherine James**, Professor of World Languages, Montgomery College,  
[katherine.james@montgomerycollege.edu](mailto:katherine.james@montgomerycollege.edu). Co-presenter: **Stacey Elder**, Professor of  
World Languages, Montgomery College, [Stacey.elder@montgomerycollege.edu](mailto:Stacey.elder@montgomerycollege.edu); **Siham  
Eldadah**, Professor of World Languages, Montgomery College,  
[siham.eldadah@montgomerycollege.edu](mailto:siham.eldadah@montgomerycollege.edu).

***Speak My Language. How Students Can Apply Innovative, Interesting Approaches Consistent With 21st Century Methods to Learn German, Arabic, and Spanish***

Twenty-first century students recognize that it is important to master more than one language, and many colleges and universities require world language credits. Learning a language other than one's own can be very challenging and requires participation in four skill areas: listening, speaking, reading, and writing. In response to the theme of increasing student engagement, this panel of professors will share ideas, incentives, and methods for the teaching and learning of three languages--German, Arabic, and Spanish--to keep students actively involved while they enjoy developing and strengthening their skills in this important arena. Audience participation will be encouraged as well. Attendees will be able to implement fresh ideas in the instruction of world languages, discuss how 21st century approaches can keep students engaged, and enhance the richness of the presentations by sharing their own ideas and approaches for world language instruction.

Session 6.12 (Room 129) 11:40 a.m. - 12:40 p.m.

**Stacey Nicholls**, Associate Professor of Mathematics, Anne Arundel Community College, [sonicholls@aacc.edu](mailto:sonicholls@aacc.edu).

***Tips for Successfully Flipping the Mathematics Classroom***

Anne Arundel Community College's Mathematics Department offers a 5-week, hybrid Accelerated Intermediate Algebra course for well-prepared students, which is taught in a "flipped classroom" format. Students utilize technology outside of class and provide an active exchange of ideas in the classroom to solve problems. This active learning model is highly successful when participants initially take responsibility for their own learning. Learn about AACC's model for flipping Intermediate Algebra and the tools required for successfully flipping any mathematics class. Attendees will learn about AACC's flipped classroom model for MAT 013A: Accelerated Intermediate Algebra and the strategies used to engage students in the course; learn how the flipped classroom model can be implemented in other mathematics courses; and learn the dos and don'ts of flipped instruction.

**PowerPoint–Poster–Website Displays: Room 126**  
**Friday, January 6, 2017**  
**11:40 a.m. –12:40 p.m.**

The following displays are repeated from Session 2: Thursday, 11:40 a.m. –12:40 p.m. The poster sessions are scheduled together in Darlington Hall, room 126. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters.

Session 6A: POSTER SESSION (Room 126) 11:40 a.m. – 12:40 p.m.

**John Donahue**, Instructor, Harford Community College, [jodonahue@harford.edu](mailto:jodonahue@harford.edu)

***Taking Cultural Anthropology to an Online Environment***

As more courses move into an online format, instructors find new ways to adapt traditional courses for online learners. In this poster display, I address some of the challenges and solutions that I have come up with in translating my cultural anthropology course to an online format. I will also explore some of the benefits, changes and drawbacks in using this format for an introduction to cultural anthropology course. Attendees will explore some of the pros and cons of translating a cultural anthropology course to an online format, and examine ideas for taking their own social science courses to an online format.

Session 6B (Room 126): POSTER SESSION

**Debbie Ellis**, Associate Professor of Chemistry, Frederick Community College, [dellis@frederick.edu](mailto:dellis@frederick.edu). Co-presenters: **Lorrell Angelety**, Science Laboratory Technician, Chemistry, [langelety@frederick.edu](mailto:langelety@frederick.edu); **Emily Boward**, Science Laboratory Technician, [eboward@frederick.edu](mailto:eboward@frederick.edu); **Teresa Calzonetti**, Assistant Professor of Biology, [tcalonetti@frederick.edu](mailto:tcalonetti@frederick.edu); **Simone Dalmida**, Office Manager, Arts and Sciences, [sdalmida@frederick.edu](mailto:sdalmida@frederick.edu); **Alma Sue Diggs**, Science Laboratory Technician, [adiggs@frederick.edu](mailto:adiggs@frederick.edu); **Marc Frankenberry**, Associate Professor of Anatomy and Physiology and Department Chair, Science Department, [mfrankenberry@frederick.edu](mailto:mfrankenberry@frederick.edu); **Edith Hillard**, Science Lab Manager, [ehillard@frederick.edu](mailto:ehillard@frederick.edu); **Wen Nellis**, Assistant



Professor of Chemistry, [wneillis@frederick.edu](mailto:wneillis@frederick.edu); **Patricia Sheppard**, Assistant Professor of Biology, [psheppard@frederick.edu](mailto:psheppard@frederick.edu), **Sharon Smith**, Office Manager, [shsmith@frederick.edu](mailto:shsmith@frederick.edu); **Perry Wood**, Assistant Professor of Physics, [pwood@frederick.edu](mailto:pwood@frederick.edu)

*Expanding the Use of Technology in Science Labs:*

*A Frederick Community College Group-Employee Development Plan*

This group project was designed to increase student access to modern technology in Frederick Community College science labs. Faculty, staff and an administrator collaborated to develop new protocols and modify existing ones to incorporate new instruments into science experiments and to promote student interest in STEM fields. To date this on-going project has streamlined the implementation of current and state-of-the-art technology in several anatomy & physiology, biology, microbiology and chemistry courses. The project has provided professional development opportunities including hands-on workshops for full-time and part-time faculty and staff. Attendees will learn how to team build and foster working relationships between faculty, staff and administration across multiple disciplines; and receive information about strategies for incorporating state-of-the-art technology into new and existing undergraduate science exercises and experiments.

Session 6C (Room 126): POSTER SESSION

**Debbie Ellis**, Associate Professor of Chemistry, Frederick Community College, [dellis@frederick.edu](mailto:dellis@frederick.edu). Co-presenters: **Emily Boward**, Science Laboratory Technician, [eboward@frederick.edu](mailto:eboward@frederick.edu); **Lorrell Angelety**, Science Laboratory Technician, [langelety@frederick.edu](mailto:langelety@frederick.edu); **Perry Wood**, Assistant Professor of Physics, [pwood@frederick.edu](mailto:pwood@frederick.edu); **Wen Nellis**, Assistant Professor of Chemistry, [wneillis@frederick.edu](mailto:wneillis@frederick.edu); **John Langer**, Adjunct Professor of Chemistry, [jlanger@frederick.edu](mailto:jlanger@frederick.edu); **August Lukow**, Adjunct Professor of Chemistry, [jlanger@frederick.edu](mailto:jlanger@frederick.edu); **Edith Hillard**, Science Lab Manager, [ehillard@frederick.edu](mailto:ehillard@frederick.edu)

*Use of Multiple Technologies in a Novel General Chemistry II Experiment:  
Providing a Real-Life Scientific Approach while Increasing Student Interest in  
Additional STEM Courses*

A novel General Chemistry II experiment has been designed by a team of Frederick Community College faculty, staff and an administrator to provide students with several educational opportunities at the end of their first year of chemistry. The experiment is designed to identify an unknown chemical using physical properties, and provides access to melting point machines, infrared spectrometers and mass spectra-equipment and data

not always available in community college freshmen chemistry courses. The goals of this experiment are 1) to increase hands-on experience with, and understanding of, current technologies; 2) simulate the real-world use of multiple technologies to identify an unknown chemical; and 3) enhance interest in, and preparation for, additional STEM courses and fields. Attendees will 1) learn about a General Chemistry II experiment specifically designed to require the use of multiple experimental approaches to identify a chemical unknown; 2) discuss how the experimental design parallels that used to identify an unknown compound in scientific research labs and industry; and 3) be provided with qualitative data indicating that this experimental approach helps students transition more easily into the organic chemistry lab.

Session 6D: POSTER SESSION

**Margaret Wyatt**, Assistant Professor of Nursing, Anne Arundel Community College, [mlwyatt@aacc.edu](mailto:mlwyatt@aacc.edu)

***The ABCs in Removing Personal Protective Equipment (PPE).***

This poster presentation will walk a person through the proper procedure of removing PPE. It is all alphabetical when you break it down and so simple to remember with this ABC approach. The objective of this poster is to empower the simple application of the ABC order to remove PPE to prevent contamination from one patient to another. Attendees will learn the difference between proper and improper PPE removal and how to apply the “ABC” order to remove PPE to prevent contamination in the hospital.

Session 6E (Room 126): POSTER SESSION

**Lena Choudhary**, Associate Professor of Nursing, Montgomery College, [lena.choudhary@montgomerycollege.edu](mailto:lena.choudhary@montgomerycollege.edu). Co-presenters: **Jasline Moreno**, Associate Professor of Nursing, Montgomery College [jasline.moreno@montgomerycollege.edu](mailto:jasline.moreno@montgomerycollege.edu); **Maureen Kinsella**, Associate Professor of Nursing, Anne Arundel Community College, [mmkinsella@aacc.edu](mailto:mmkinsella@aacc.edu).

***Incivility in the Workforce: How Can We All Get Along?***

Incivility or bullying in the workplace is rampant. Most of us deal with it by either avoiding the problem or by fighting back, neither of which is constructive. This presentation will provide you with tools developed to address incivility and conflict proactively. These tools are useful when dealing with the conflict amongst your colleagues as well as providing techniques to provide your students as they enter the workplace. Attendees will demonstrate the causes of incivility and the tools that can be

used to address this issue, and formulate plans to implement tools and strategies to advocate for, lead and educate fellow colleagues in conflict management.

Session 6F (Room 126): POSTER SESSION

**Arthur C. Grinath III**, Professor of Economics, Montgomery College-Germantown, [arthur.grinath@montgomerycollege.edu](mailto:arthur.grinath@montgomerycollege.edu). Co-presenter: Bruce Madariaga, Professor of Economics, Montgomery College - Germantown, [bruce.madariaga@montgomerycollege.edu](mailto:bruce.madariaga@montgomerycollege.edu).

***Do Free Online Textbooks Stack Up? Cost Savings and Academic Impacts***

Affordability has become an important topic for colleges and the high cost of textbooks has become an especially important issue. This poster reports on an experiment performed within the principles of economics courses offered at the Germantown Campus of Montgomery College to assess the cost savings and academic impacts of switching from a leading hard-copy economics textbook to the free *OpenStax Principles of Economics* textbook. Classes were surveyed using the traditional textbook and compared to classes surveyed using the free online textbook. Based on results, Montgomery College has adopted a free online textbook across all three campuses. Attendees will be aware of the availability of free online textbooks, and evidence will be presented that switching to a free online textbook can have positive academic impacts and provide substantial cost savings for students.

Session 6G (Room 126): POSTER SESSION

**Karin T. Haynie**, Assistant Professor of Nursing, Anne Arundel Community College, [khaynie@aacc.edu](mailto:khaynie@aacc.edu).

***Face to Face (F2F) with Hospice: Expanding the ADN Student's Perspective of Hospice and Palliative Care Nursing***

Introducing a difficult topic to associate degree nursing (ADN) students requires creativity and compassion. The two-hour lecture format was determined to be inadequate in preparing students for their initial hospice experience in a medical-surgical clinical rotation. Combining information from End-of-Life Nursing Education Consortium (ELNEC), discussion with a local hospice/palliative care team, and touring a hospice inpatient care facility afforded students an opportunity to learn about hospice and palliative care in a positive educational experience. Attendees will learn about an interactive educational strategy in presenting a difficult topic to associate degree nursing (ADN) students, and discuss other potential educational strategies in introducing the topic of hospice and palliative care to ADN students.

Session 6H (Room 126): POSTER SESSION

**Mary Beth Klinger**, Professor of Business & Technology, College of Southern Maryland, [marybethk@csmd.edu](mailto:marybethk@csmd.edu).

***Incorporating Active Learning in the Classroom:***

***Strategies for Improving Innovative Thought and Applied Knowledge***

This poster session will present a recent investigation on how to design, develop, and implement a meaningful interactive problem-based approach around a real-world issue in a business management course. The session identifies specific strategies and tangible examples to help engage students around real-world problems and develop necessary skills needed to identify innovative solutions. You will walk away from this poster presentation with a list of strategies that you can incorporate into your own class. Attendees will discover active learning strategies around a real-world community centered problem; discuss innovation and how to incorporate this thinking modality into your course; and consider flexibility in lesson design.

Session 6I (Room 126): POSTER SESSION

**Lori Kelman**, Professor of Biotechnology, Montgomery College, [Lori.Kelman@montgomerycollege.edu](mailto:Lori.Kelman@montgomerycollege.edu).

***Mastering Basic Laboratory Skills through Hands-On Repetition***

While lab classes expose students to basic methods, employers observe that few graduates demonstrate an understanding of standard techniques such as making solutions, micropipetting, using spectrophotometers, and running gels. Through repetition, Montgomery College (MC) biotech students have the chance to master SDS-PAGE, PCR, aseptic technique, and standard lab methods. Unlike traditional labs where each lab is different, MC biotech classes allow students to learn by repetition and by making mistakes, and are tested practically and theoretically throughout the program. Graduates have the chance to become fluent in lab math and master basic techniques, making them attractive candidates for lab work. Attendees will compare and contrast traditional laboratory exercises with the MC biotech method for learning basic lab skills and describe the philosophy of MC Biotech: “*learning through doing, and mastery through repetition*”

Session 6J (Room 126): POSTER SESSION

**Damien Robinson**, Academic Coach, Montgomery College,  
[damien.robinson@montgomerycollege.edu](mailto:damien.robinson@montgomerycollege.edu).

***Achieving Collegiate Excellence and Success (ACES):  
Using Hope to Build a Pathway to the Baccalaureate***

Montgomery College's Achieving Collegiate Excellence and Success program has revolutionized the way that students access post-secondary education. The program is based on a unique partnership among Montgomery County Public Schools, Montgomery College and the Universities at Shady Grove. Underrepresented students have access to an Academic Coach and all resources needed to be academically and socially successful at the high school, community college and four-year college level. The program is also committed to exposing students to a myriad of culturally diverse experiences that not only teach them to be productive and caring individuals but it fosters a mindset that inspires to be change agents. Attendees will understand 1) how to build and maintain significant partnerships to increase student achievement; 2) how to situate their current resources to help students move toward degree completion; 3) the importance of creating a clear pathway that supports students in every aspect of the academic and social journeys.

**Friday, 12:45 – 1:30 p.m.**

**Lunch is served in the Aux Gym in the Susquehanna Center**

During lunch, conference participants are invited to meet with colleagues in their academic disciplines.

**Day 2: January 6, 2017**  
**Sessions 7: 1:40 – 2:40 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

Session 7.1 (Room 136) 1:40 p.m. - 2:40 p.m.

**Jonathan Grimes**, Professor of Behavioral Sciences, Community College of Baltimore County, [jgrimes@ccbcmd.edu](mailto:jgrimes@ccbcmd.edu). Co-presenter: **Elizabeth Blackert**; Senior Publisher's Representative, Pearson Humanities and Social Sciences, [elizabeth.blackert@pearson.com](mailto:elizabeth.blackert@pearson.com).

***Using REVEL to Re-Ignite Learning:***

***Students Are Reading and Completing Their Work***

Despite our best efforts and creativity, students have still not been using their texts effectively. REVEL is a text/program that incorporates formative assessment within the chapters in smaller chunks. Using the information from the program allows the course and other learning opportunities to be structured to extend the learning. Attendees will observe how using smaller reading/activity chunks has affected instruction, and will discuss their course content and how REVEL could be applied in their classes.

Session 7.2 (Room 202a) **Panel Discussion** 1:40 p.m. - 2:40 p.m.

**Sylvia Lee**, Associate Professor of English, Howard Community College, [slee3@howardcc.edu](mailto:slee3@howardcc.edu). Co-presenters: **Juliette Ludeker**, Associate Professor, English, Howard Community College, [jludeker@howardcc.edu](mailto:jludeker@howardcc.edu), **Rick Leith**, Associate Professor, English, Howard Community College, [rleith@howardcc.edu](mailto:rleith@howardcc.edu), **Kofi Adisa**, Instructor, English, Howard Community College, [kadisa@howardcc.edu](mailto:kadisa@howardcc.edu).

***The Foot in the Door: Engaging the Student Mind through Uncomfortable (but Meaningful) Learning Experiences***

This panel of presenters will discuss research-based practices to engage students through rigorous and meaningful learning experiences that might challenge student expectations by asking them to come out of their comfort zones. Using the context of a required college composition course, panelists will share some high-impact practices such as service learning and collaborative projects, along with strategies that encourage instructors to "problematize" assignments and approach content rhetorically, ultimately preparing students for future success not just within the community college, but beyond

its doors. Participants of any discipline should be able to take away strategies and ideas to increase both engagement and academic rigor in their classes. Attendees will discuss practical strategies to engage and challenge students to think critically; discuss and apply strategies to their own disciplines or courses; and compare a variety of practices to increase academic rigor and engage students.

Session 7.3 (Room 202b) 1:40 p.m. - 2:40 p.m.

**Heather Luman**, Adjunct Faculty of Mathematics, The Community College of Baltimore County, [hhuman@ccbcmd.edu](mailto:hhuman@ccbcmd.edu). Co-presenter: **Mary Elizabeth Gore**, Assistant Professor of Mathematics, The Community College of Baltimore County, [mgore@ccbcmd.edu](mailto:mgore@ccbcmd.edu).

***Video Projects as a Means of Assessing Content Comprehension***

Video projects are a unique and valuable way of assessing comprehension. Video projects unequivocally demonstrate students' understanding of course material while concomitantly reducing the risk of plagiarism. Video projects allow students to apply their specific interests to the topics being covered in class. This allows teachers to learn more about students as individuals and allows students to attach new information to a previously existing knowledge structure. Attendees will learn the importance of using project proposals and grading rubrics; providing concrete examples of video projects; and making room for creativity within the video project.

Session 7.4 (Room 202c) **Panel Discussion:** 1:40 p.m. - 2:40 p.m.

**Lisa Ovelman**, Instructor, Harford Community College, [lovelman@harford.edu](mailto:lovelman@harford.edu). Co-presenter(s): **Angela Tyler**, Volunteer Services Manager, V-LINC, [atyler@v-linc.org](mailto:atyler@v-linc.org); **Paul Oxenberg**, Retired Engineer, Volunteer with V-LINC, [poxenberg@comcast.net](mailto:poxenberg@comcast.net); **David Antol**, Coordinator for Applied Technology Programs, Harford Community College, BCAT division, [dantol@harford.edu](mailto:dantol@harford.edu).

***Adding Service Learning Projects to your STEM Class with the Help of V-LINC***

Do you want to incorporate a service learning project into your STEM curriculum? This session will share information regarding a local non-profit organization, V-LINC, that partners with educational institutions to create technological solutions to improve the independence and quality of life for individuals of all ages with disabilities. Students, volunteers and faculty who have completed projects will be present to discuss their projects, V-LINC, and the importance of using technology (including 3D printing) and STEM skills to give back to the community. Attendees will hear testimony from students and faculty of the positive effects of incorporating a service learning project into their

class, meet representatives from the local non-profit organization V-LINC, be given contact information, and be encouraged to get involved.

Session 7.5 (Room 208) 1:40 p.m. - 2:40 p.m.

**David J. Smith**, Adjunct Faculty of Conflict Resolution, George Mason University, [davidjsmith@fulbrightmail.org](mailto:davidjsmith@fulbrightmail.org).

***Community College Students as Agents of Global Change:  
Looking at Career Pathways***

Studies show that today's millennials are more globally aware than once thought. However, community college students often struggle to find "pathways" to apply their interests and passion. This session will explore potential career and personal pathways for students coming from 2-year institutions who are often economically and socially disadvantaged. The presenter will pull examples from his book [\*Peace Jobs: A Student's Guide to Starting a Career Working for Peace\*](#) (Information Age Publishing, 2016). At the completion of this presentation, attendees will learn how millennials are globally aware; typical pathways for community college students; and be provided with advice and recommendations that can be made to students regardless of their field of study or background.

Session 7.6 (Room 210) 1:40 p.m. - 2:40 p.m.

**Laura Trauth**, Associate Professor of Social Science, The Community College of Baltimore County, [ltrauth@ccbcmd.edu](mailto:ltrauth@ccbcmd.edu). Co-presenter: **Stephen Kabrhel**, Department Chair of Physical Science, CCBC, [SKabrhel@ccbcmd.edu](mailto:SKabrhel@ccbcmd.edu).

***Using Peer Reviews and Respondus Monitor to Ensure Web Class Quality***

The Community College of Baltimore County has developed a two-pronged approach to increasing student success in our online courses. We developed an online readiness course for new web learners and we use an internal review process to ensure quality in our online courses. We will demonstrate both of these tools and discuss how we implemented them, as well as the benefits and pitfalls of the process. Attendees will learn how they might implement a solution for students making their first foray into distance education; discuss the benefits students are reporting from participating in the course; learn the obstacles one faces when designing and deploying an internal review system and assess the steps one needs to minimize the obstacles in implementing a similar process.



Session 7.7 (Room 211) 1:40 p.m. - 2:40 p.m.

**Carol Mueller**, Mathematics, Harford Community College, [cmueller@harford.edu](mailto:cmueller@harford.edu). Co-presenter: **Elizabeth Mosser**, Assistant Professor of Psychology, Harford Community College, [emosser@harford.edu](mailto:emosser@harford.edu)

***Faculty Driven Professional Development for Change***

Three years ago our institution moved to faculty-led in-house professional development. Benefits include exposure to cutting edge technology and progressive pedagogies vetted by our faculty. From developing five-year goals, to setting up a strategic plan we are moving toward an innovative system of ensuring that faculty can be change agents for student success. Utilizing what we know about learning, we are organizing development offerings into units and tracks of topics. Pioneering new presentation methods including TED style talks and discussion based information sharing sessions to engage faculty in the programs while honoring their knowledge of content and teaching processes. Attendees will learn how to design a faculty-led professional development program, brainstorm relevant tracks and themes for their own professional development, and explore sample professional development presentation methods.

Session 7.8 (Room 226a) 1:40 p.m. - 2:40 p.m.

**Brad Pabian**, ACES Academic Coach, Student Services, Montgomery College, [brad.pabian@montgomerycollege.edu](mailto:brad.pabian@montgomerycollege.edu). Co-presenter: **Andrea Rodriguez**, Student Services, ACES Academic Coach, Montgomery College, [andrea.rodriguez@montgomerycollege.edu](mailto:andrea.rodriguez@montgomerycollege.edu).

***ACES: An Innovative & Collaborative Partnership to Improve Student Success Rates***  
Come experience ACES; an innovative collaboration between a public school system, a community college, and a consortium of Universities. "Become" an ACES student and see how one community college is leading the way to increase student success rates of first generation, under-represented minority, and low-income students. Attendees will personally experience the trajectory of an ACES student through bachelor's degree completion, and learn new ways to collaborate across a variety educational systems from K-12 to community college to 4-year colleges/universities

Session 7.9 (Room 228) 1:40 p.m. - 2:40 p.m.

**Mike Long**, Associate Professor and Co-Chair of Mathematics, Howard Community College, [mlong@howardcc.edu](mailto:mlong@howardcc.edu).

***Fostering Mathematics (the "M" in STEM) Undergraduate Research with Community College Students***

When considering undergraduate research in mathematics at the community college level, one has to immediately wonder if students are ready for such a challenge and the answer is yes. In this session, sources of mathematics research questions, strategies for interesting and engaging students in mathematics research, and ideas for carrying out the research will be discussed in this interactive session. Participants will also hear from students (by video) about their personal research experiences working with the presenter. Participants will learn about sources of possible mathematics research questions and strategies to engage students during the research process.

Session 7.10 (Room 121) 1:40 p.m. - 2:40 p.m.

**Yvette Dodson**, Early Childhood Education, College of Southern Maryland,  
[ydodson@csm.edu](mailto:ydodson@csm.edu).

***Reaching All Learners: Getting the Most Out of Your Lecture  
Using Universal Design for Learning and Brain-Based Learning***

Universal Design for Learning was designed by the University of Vermont to help instructors reach and teach all students with a variety of learning differences using multiple strategies that are built into lecture design. Learn evidence based strategies that will improve student engagement, content retention, and immediate instructor assessment (formative assessment) to reach a variety of students, and work smarter and not harder. Attendees will identify components of Universal Design for Learning, explain why certain Lecture and formats are effective, incorporate a few immediate and simple ideas to their current lecture format that will increase effectiveness, and locate current evidence based research application resources.

Session 7.11 (Room 348) 1:40 p.m. - 2:40 p.m.

**Mary Michaels**, Director of the Early College Academy, Cecil College,  
[mmichaels@cecil.edu](mailto:mmichaels@cecil.edu). Co-presenters: **Diane Lane**, Vice President of Student Services and Institutional Effectiveness, Cecil College, [dlane@cecil.edu](mailto:dlane@cecil.edu); **Diana Gischel**, Director of Advising, Cecil College and Adjunct Business and Speech Instructor, Cecil College, [dgischel@cecil.edu](mailto:dgischel@cecil.edu).

***Early College Academy, a Competitive Dual Enrollment Pathway***

Oxford Area School District and Cecil College, in partnership, established an Early College Academy that enables our students the opportunity to receive a high school diploma and an associate degree concurrently. Students, through a cohort approach, are scheduled for courses that will fulfill the requirements of both the high school and the college. The Early College Academy provides students with career awareness, college

level study and community support while they pursue the initial steps of their postsecondary education before high school completion. It is a true collaboration and partnership, a School-to-Career Connection, for the advancement of students. Attendees will 1) discuss an overview of the Early College Academy program; 2) describe its cost effective plan for students, progressively rigorous curriculum, and implemented student supports that allow students to be competitive after high school.

Session 7.12 (Room 129) 1:40 p.m. - 2:40 p.m.

**Brian Riley**, Associate Professor of English, Anne Arundel Community College, [bpriley@aacc.edu](mailto:bpriley@aacc.edu).

***Teaching Them How to Be Students: The Sequel***

Though some of our incoming students may strike us as lazy or disengaged, the truth is that many feel out of place, are afraid of failing, or are simply unaware of the habits needed for college success. Picking up where we left off at last year's conference, this session will focus on practical strategies for improving students' attitudes toward learning and increasing their chances of success. Attendees will be invited to voice their own concerns, collaborate on possible solutions, and share activities and assignments.

Attendees will reflect on possible reasons for students' seeming lack of engagement with the learning process; discuss habits and attitudes students need for college success; and learn and share practical classroom activities that help students develop these habits and attitudes.

**Day 2: January 6, 2017**  
**Sessions 8: 2:55-3:55 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

Session 8.1 (Room 136) 2:55 p.m. - 3:55 p.m.

**Bishnu Ghimire**, Assistant Professor of Languages and Literature, College of Southern Maryland, [bishnu\\_ghi@yahoo.com](mailto:bishnu_ghi@yahoo.com).

***Global Interfaces: Benefits of Introducing Non-Western Literature to U.S. College Students***

This presentation advocates for the inclusion of World Literature as an effective strategy for fostering a global perspective in college students. As representations of Non-Western

cultural artifacts, a carefully selected array of literary readings from around the world does not only create a sturdy background for higher studies in broader Humanities, but also holds a promise for providing our students with a broader, inclusive basis for growing up into global citizenship. The attendees will discuss how to design a World Literature course that fosters a genuine curiosity toward cultural differences; explore how a well-conceived World Literature course can facilitate the growth of our students' critical thinking skills; and debate the real life significance of a World Literature course in the context of changing political-cultural landscape.

Session 8.2 (Room 202a) 2:55 p.m. - 3:55 p.m.

**Stacey Peterson**, Professor of Communication Studies, Montgomery College,  
[stacey.peterson@montgomerycollege.edu](mailto:stacey.peterson@montgomerycollege.edu).

***Managing the Academic Life as a Single Person***

As a faculty member, managing the teaching, service, and professional development responsibilities of the academy is demanding. Juggling the joys and tasks of daily life is also challenging. Then try doing it when you're single. This presentation will discuss this growing phenomenon and offer some tips and issues to consider in an attempt to provide a healthy work/life balance. Attendees will discuss and analyze the single, no dependents, female academic as a growing trend, discuss the difference in academic and personal responsibilities for a person living this experience, and identify tips to help successfully manage these responsibilities.

Session 8.3 (Room 202b) **Panel Discussion:** 2:55 p.m. - 3:55 p.m.

**Sarah Miller**, Assistant Professor and Coordinator of Mathematics, the Community College of Baltimore County, [smiller10@ccbcmd.edu](mailto:smiller10@ccbcmd.edu). Co-presenters: **Abedellahi Aw**, Assistant Professor of Mathematics, CCBC, [aaw@ccbcmd.edu](mailto:aaw@ccbcmd.edu); **Kayla Ewart**, Assistant Professor of Mathematics, CCBC, [kewart@ccbcmd.edu](mailto:kewart@ccbcmd.edu).

***Ten "Top Tens" For Increasing Connection, Engagement, Interest, Persistence, and Success***

Come and work with other session participants to create ten **top ten** lists for increasing student to instructor connections, student to student connections, student to institution connections, and student to major connections. 'Top ten' lists will also be created for promoting student persistence, homework completion, attendance, class participation, and use of institutional resources. This lively, interactive session will also explore 'top tens' for keeping students interested and for keeping class time exciting. Session presenters will also contribute an item to each 'top ten'. Participants will be provided with the

complete set of all 'top tens' created within the session. Attendees will be able to walk away from this session with ten lists of great techniques to try in their own classroom.

Session 8.4 (Room 202c) **Panel Discussion**: 2:55 p.m. - 3:55 p.m.

**Miriam Huddleston**, Assistant Professor of Business, Education, Computing and Applied Technology, Harford Community College, [mhuddleston@harford.edu](mailto:mhuddleston@harford.edu).  
Co-presenters: **Jeff Ball** (Moderator), Assistant Professor, HCC, [jeball@harford.edu](mailto:jeball@harford.edu);  
**Sherry Massoni**; BECAT Faculty, HCC, [smassoni@harford.edu](mailto:smassoni@harford.edu); **David Antol**;  
Engineering Technology Program Coordinator, HCC, [dantol@harford.edu](mailto:dantol@harford.edu); **Stephanie Hallock**, Interim Assistant Dean and Professor of Behavioral & Social Sciences, HCC, [shallock@harford.edu](mailto:shallock@harford.edu)

***Professional Learning Communities: Overcoming Classroom  
and Discipline Boundaries***

Panel members will share their successes and failures in regards to professional learning communities. Members have collaborated on activities, projects and programs across classrooms and disciplines to include Political Science, Engineering Technology, Nursing, Advertising, Office System and many more. Over the FY16 school year, a professional learning community (PLC) was created at Harford Community College (HCC) that consisted of faculty and staff from various departments and divisions. Best practices and engagement activities were shared among group members, which then resulted in numerous collaboration opportunities on interdisciplinary activities and projects. Panel members will now share their successes and failures and will include reactions from students who participated. Attendees will learn innovative ideas to create cross-discipline learning communities, discuss other interdisciplinary designs that promote student and faculty engagement, and will apply relevant strategies in their respective classrooms.

Session 8.5 (Room 208) 2:55 p.m. - 3:55 p.m.

**Lora Diaz**, Assistant Professor of English, Frederick Community College, [ldiaz@frederick.edu](mailto:ldiaz@frederick.edu).

***Experiential Learning: Linking the Classroom to the World***

Do you struggle with students who seem disconnected to significant subject matter? This session will present ways to engage students more deeply in course content through experiential learning and active involvement in issues of social justice. Meaningful projects are created that help students see the human face in the issues and the common need behind life circumstances that may be beyond a student's personal experience or

understanding. We will discuss ways to partner with community organizations for experiential and service learning on and off campus, an involvement that fosters inquiry, deeper research and helps students investigate solutions to issues of social justice. Learn how to bring service learning into the classroom itself, creating an environment of collaboration, investigative research, and problem solving through activities that link the student to implications beyond the immediate subject. Attendees will discuss in class, on campus, and off campus ways of actively involving students in service learning to promote an understanding of civic ethics; learn how to use experiential learning as a tool for investigative research; and learn how to apply experiential/service learning to class activities and assignments that develop critical thinking and problem solving skills.

Session 8.6 (Room 210) 2:55 p.m. - 3:55 p.m.

**John Donahue**, Faculty, Sociology and Anthropology, Harford Community College, [jodonahue@harford.edu](mailto:jodonahue@harford.edu). Co-presenter: **Karen Rege**, Director for eLearning and Instructional Resources, Harford Community College, [krege@harford.edu](mailto:krege@harford.edu).

***Open Your Culturally Responsive Teaching Toolbox***

As our student bodies become more culturally diverse, teaching with a culturally responsive mindset is critical for the community college classroom. This workshop will give attendees a chance to share ideas related to culturally responsive teaching through discussion and activities. Participants will walk away with a toolkit of tips and examples of hands-on activities and assignments for their own classrooms. By the end of the workshop, participants will explore the definition of culturally responsive teaching, discuss the aspects of learning affected by culturally responsive teaching, and gather ideas for classroom activities and assignments.

Session 8.7 (Room 211) 2:55 p.m. - 3:55 p.m.

**Elizabeth A. Mosser**, Assistant Professor of Psychology, Harford Community College, [emosser@harford.edu](mailto:emosser@harford.edu). Co-presenter: **Chris Jones**, Professor of Mathematics, Harford Community College, [CJones@Harford.edu](mailto:CJones@Harford.edu).

***Psychology and Statistics: How our Learning Community Helped Students Think Scientifically and Enjoy It***

Students often question the utility of course concepts; they ask, “When am I ever going to use this?” They can also be too eager to agree with any presentation of ‘research’ no matter the veracity of the claim. To address these concerns, we linked our Psychology and Statistics courses during the spring 2016 semester and engaged students in joint activities aimed at increasing their scientific literacy through the application of statistical

concepts to psychological phenomena. Learning Communities (LCs) such as this have been shown to have a positive effect on student engagement, persistence, and retention. We are excited to share our process for designing and executing this LC. Attendees will discuss some of the main concerns common to all faculty, namely how to encourage the application and appreciation of course material on the part of our students; be exposed to the process of designing and executing an interdisciplinary learning community; and learn about the benefits of this form of curriculum, and brainstorm ways of increasing scientific literacy

Session 8.8 (Room 226a) 2:55 p.m. - 3:55 p.m.

**Dan Fenyvesi**, Adjunct Faculty, Hospitality Management, Montgomery College, [dfenyvesi@hotmail.com](mailto:dfenyvesi@hotmail.com).

*From Nicaragua to Maryland:*

*Incorporating a Fulbright Teaching Experience into the Curriculum*

Under a Fulbright, the presenter spent a year as a nutrition professor at a University in Nicaragua. He will discuss his experience in Nicaragua, how it influenced how he teaches diverse student populations here in the United States, and how the curriculum he is developing was inspired by his experience. The presentation will include a 15-minute documentary short focused on obesity (an emerging epidemic in Latin America) made in Nicaragua. Attendees will learn about the benefits of overseas teaching experiences, will develop strategies for increasing participation from diverse student populations, and will learn some of the challenges of the developing world, which is relevant to our students and/or their families.

Session 8.9 (Room 228) 2:55 p.m. - 3:55 p.m.

**Anthony Santorelli**, Assistant Professor of Physical Sciences, Anne Arundel Community College, [asantorelli@aacc.edu](mailto:asantorelli@aacc.edu). Co-presentees: **Jason Barbour**, Professor of Physical Science, Anne Arundel Community College, [jbarbour@aacc.edu](mailto:jbarbour@aacc.edu); **Robert Carp**, Assistant Professor of Chemistry, Anne Arundel Community College, [rtcarp@aacc.edu](mailto:rtcarp@aacc.edu); **Kirsten Casey**, Department Chair of Physical Science and Professor of Chemistry, Anne Arundel Community College, [kacasey@aacc.edu](mailto:kacasey@aacc.edu).

*Science Peer Mentoring at Anne Arundel Community College*

The Science Department at Anne Arundel Community College initiated a Peer Mentoring program in 2013, consisting of three to four full-time faculty covering several disciplines. The main goals of this program are to develop relationships with adjunct faculty so that they feel connected to full-time faculty, to offer one-on-one professional development

opportunities within the department, and to establish a dialogue regarding best teaching practices and resources. The logistics, successes, and challenges of the program at AACC will be discussed. Attendees will apply aspects of peer mentoring to their own disciplines, describe reasons for developing a peer mentoring program in their programs and departments at their respective institutions, and will discuss the benefits of peer mentoring with their colleagues as well as the costs and difficulties that they may face.

Session 8.10 (Room 121) 2:55 p.m. - 3:55 p.m.

**Yvette Dodson**, Adjunct Faculty, Early Childhood Education, College of Southern Maryland, [ydodson@csmd.edu](mailto:ydodson@csmd.edu).

***Helping Child Care Providers to Start Their Own Business: A Course Design for Family Child Care Pre-service Using Quality Rating Scales***

Creating quality educational experiences for all young children is one of our best gifts we can give the next generation. Learn how this 24 hour pre-service class gives family child care providers the tools to start their own business. Using current, research based practices, resources and quality rating scales from Johns Hopkins and other leading institutions, attendees participate in learning to create an environment to serve all children, especially those most at risk; including those who receive subsidies, have disabilities and other health care needs. Come see the unique design that leaves students motivated and equips providers to serve their community with quality programs. Attendees will identify current, researched based practices in early childhood programs and how to use nationally recognized quality rating scales and systems to develop meaningful learning experiences for work force development in early childhood education.

Session 8.11 (Room 348) 2:55 p.m. - 3:55 p.m.

**--Open room: No session--**

Session 8.12 (Room 129) 2:55 p.m. - 3:55 p.m.

**Cynthia A. Dove**, Associate Professor of Biotechnology, Hagerstown Community College, [cadove@hagerstowncc.edu](mailto:cadove@hagerstowncc.edu). Co-presenter: **Bonnie Saunders**, Coordinator of Internship and Job Services, Hagerstown Community College, [basaunders@hagerstowncc.edu](mailto:basaunders@hagerstowncc.edu)

***The Development of an On-Campus Internship Program***

Learn how an on-campus biotechnology internship program was developed. Innova-Bio MD provides a unique opportunity for students to gain hands-on, real world experience



with regional employers. The presenters will share how employer partnerships are developed as well as how resources for the program are obtained. Student reflections on the experience as well as assessment procedures will be provided. Come prepared to discuss internship opportunities at your institution. Attendees will learn how the on campus internship program, Innova-Bio MD, was developed and is sustained at Hagerstown Community college, learn about resources available to develop a similar program, and how to develop employer partnerships, and discuss internship programs at their institutions to learn more about what is occurring at community colleges.



## AFACCT 2017 Conference Donors and Sponsors

On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives thanks the following theatres, publishers, businesses, and community colleges for their generous support of the 27<sup>th</sup> Annual AFACCT Conference, January 5 and 6, 2017.

### Theatres

- **[Arena Stage](#)**, 1101 Sixth Street SW, Washington-District of Columbia 20024
  - Two tickets to the production of [Roe](#), January 12-30, 2017, by Lisa Loomer, directed by Bill Rauch; Co-production with Oregon Shakespeare Festival and Berkeley Repertory Theatre, Kreeger Theater
  
- **[Baltimore Symphony Orchestra](#)**
  - Two tickets to the concert on February 4, 2017 (Bruckner's Symphony No. 4) or February 26, 2017 (Mendelssohn's Symphony No. 4)
  
- **Carroll Community College**, Westminster, MD
  - Tickets to theater performances at the Scott Center for the Arts, on the campus of Carroll Community College, Westminster, Maryland
  
- **Chesapeake Shakespeare Company**, 7 South Calvert Street, Baltimore, MD 21202
  - Two tickets for two for basic seating at any performance.
  
- **[College of Southern Maryland, Fine Arts Center](#)**, La Plata:
  - Several two-ticket sets for performances during the 2017 Spring Program: For more information, contact the [CSM Box Office](#) at <http://csmd.edu/Arts/Boxoffice/>
  
- **[Community Theatre of the Community College of Baltimore County](#)**
  - Two season ticket subscriptions to the 2017 Summer Season of CCBC-Essex's [Cockpit in Court Summer Theatre](#)
  - Family 4-pack of tickets to "Shrek, the Musical"

- **Harford Community College, the Amoss Center.**
- **Olney Theatre Center, 2001 Olney-Sandy Spring Road, Olney, MD 20832**
  - Two tickets to “Fickle: A Fancy French Farce” (March 1-26, 2017)
- **Toby's, the Dinner Theatre of Columbia**
  - One free dinner and show
- **Weinberg Center for the Arts, 20 West Patrick Street, Frederick, MD 21701**
  - Two tickets LIVE! Series event
- **Wooley Mammoth Theatre Company, 641 D Street NW, Washington DC 20004**
  - Two tickets to any single performance of a production during our 2016-2017 season, excluding Saturday nights and special performances. These shows include *Collective Rage: A Play in Five Boops*, *Kiss*, *Black Side of the Moon*, *Baby Screams Miracle*, *Pike Street*, and *Hir*. Show dates and times are available on our website: [www.woollymammoth.net](http://www.woollymammoth.net). The 2016-2017 Season runs through June 30, 2017. Reservations must be made through the Woolly Mammoth Box Office and scheduled at least 72 hours prior to show date.

## Museums

- **The Chesapeake Bay Maritime Museum**: Situated on 18 waterfront acres in the historic town of St. Michaels, Maryland: <http://www.cbmm.org/>
  - Four general day passes.
- **Evergreen Museum and Library**, 4545 N. Charles Street, The Johns Hopkins University, Baltimore, MD 21210. Housed in a former Gilded Age mansion surrounded by Italian-style gardens, Evergreen Museum & Library is at once an intimate collection of fine and decorative arts, rare books and manuscripts assembled by two generations of the philanthropic Garrett family, and a vibrant, inspirational venue for contemporary artists:  
<http://www.museums.jhu.edu/evergreen.php?section=main>
  - Two complementary passes for two

- **Jewish Museum of Maryland**: 15 Lloyd Street, Baltimore, MD 21202, t 410-732-6400 The Jewish Museum of Maryland is America's leading museum of regional Jewish history, culture and community, located in downtown Baltimore. The Museum interprets the Jewish experience in America, with special attention to Jewish life in the state of Maryland. <http://jewishmuseummd.org/>
  - Four complementary guest passes

## Sports Package

### Aberdeen IronBirds,

- Two tickets to a 2017 IronBirds game
- Gift bag of IronBirds giveaways

## Maryland Community Colleges

These community colleges have donated assorted gift baskets and other items as door prizes, provided by their marketing departments, student services, bookstores, and others.

- Carroll Community College
- The Community College of Baltimore County (Catonsville, Dundalk, Essex)
- College of Southern Maryland
- Hagerstown Community College
- Harford Community College



***AFACCT 27<sup>th</sup> Annual Conference: January 5 and 6, 2017***

**FAQs: “Frequently Asked Questions and Answers”**

**Harford Community College**

401 Thomas Run Road, Bel Air, Maryland 21015.

For campus information, call 443-412-2000.

***Q: Can I get Internet access on Harford Community College campus?***

**A:** Yes, the campus of Harford Community College offers wireless Internet access in all open areas. However, it is not always reliable and presenters should be aware they may need to rely on networked Internet connections in the classrooms where they are presenting. To connect, select **HCCWireless** and log in as a guest. Then, check the user agreement box. The Computer Technology Services Department will have networked Internet access available for presenters in each classroom at the podium computers. If you have trouble connecting, call the HELP desk: **443-412-2256**, or in any campus presentation room, call extension **2256**.

***Q: I want to go to several presentations addressing similar topics. Can AFACCT schedule the Program of Presentations so it divides similar presentations into different sessions so that times don't conflict with one another?***

**A:** While we make every attempt to create the best possible schedule, some things make this difficult. When presenters submit their proposals, many ask for specific times and dates to give their presentations. In addition, during the annual MMATYC (Maryland Mathematics Association...) meeting (a two-session time slot in the afternoon of Thursday, January 5), we make every effort not to schedule mathematics-related presentations during that time, unless it is requested, since most mathematics presenters will be attending this meeting. That means other disciplines are scheduled during that time-slot. Once all these special date/time requests are filled in on our timetable, there is little flexibility for scheduling similar topics at different times.

**Q: “Are there vegetarian options at lunch?”**

**A:** AFACCT’s menus have always been selected to accommodate those who prefer a vegetarian diet. However, there may be conference goers who have other dietary restrictions that we cannot accommodate. This year, as in the past, the food catering service permits us two choices for each meal: one vegetarian and one non-vegetarian selection. Please note, however, there are no purely vegan options. To help you plan your particular dietary requirements, the following is the menu for the AFACCT ’17 conference:

- *Thursday Breakfast*– Breakfast Sandwich (with or without meat), hash browns, fruit salad, coffee, tea, water and juice.
- *Thursday lunch* –Lasagna (beef or vegetarian), Caesar salad, garlic bread and assorted cakes beverages.
- *Friday Breakfast*—Fresh fruit plate, assortment of muffins, Greek yogurt with granola, coffee, tea, water and juice.
- *Friday lunch* – Spicy chicken or vegetarian fajitas, refried beans, Spanish rice, along with assorted desserts and beverages.

**Q: When I register online, will I receive confirmation of registration?**

**A:** “Registration Confirmation” is sent to the email address you typed in as soon as you clicked “Submit.” (To make sure the email address is correct, we ask that you reenter it, just in case). The email receipt shows when you registered, the days you registered for, and the amount due. If you did not see that receipt in your email inbox, then it’s possible the receipt was blocked by your computer system’s *Spam* filter. We have noticed that some college email systems (with ‘*edu*’ in the email address) are blocking this receipt. Go to the “junk” box of your email system’s spam filter and check to see if it is there, release it from the junk box, and then save and print the receipt. Or, you may request a registration receipt at the conference information desk. If you have questions about your registration, send an email to the AFACCT Coordinator, George Mateja at [gmateja@ccbcmd.edu](mailto:gmateja@ccbcmd.edu) or call him at his office: 443-840-3012

**Q: Where do I park at the conference? Do I need to get a parking sticker?**

**A:** Parking should not be problem at Harford Community College: you do not need a parking permit or sticker, and there is more than ample parking. The Conference Registration/Information desk in Darlington Hall (DH). All peer presentations are in Darlington Hall. The Keynote speakers are scheduled in the Chesapeake Theater in the

Chesapeake Building (C). The luncheons will both be in the Susquehanna Building (S). A campus map can be found at this link: <https://www.harford.edu/about/campus-tours-and-events/campus-map.aspx>

***Q: What's the purpose of the Conference Evaluation? Does anyone ever read them?***

**A:** The evaluations you fill out do matter. These assessments of the conference activities enable the AFACCT Board of Representatives to continue to offer quality conferences. Therefore, you are encouraged to complete them for every session you attend, including the keynote addresses. To plan for the next conference, we look first at the recommendations you make and try to accommodate all your carefully thought-out advice, and then try to fix the problems you reveal to us. Additionally, every presenter is given a copy of the evaluation results for his/her presentation, so your feedback is especially valuable to those who devoted their time and energy in giving their presentations. But you must remember to hand in those evaluations at the Registration Desk (and pick up your AFACCT mug as a token of our appreciation). Please remember to put the full session number and the speaker's name on your evaluation form. Otherwise, your evaluation cannot be counted.



*Collect them all. They make great holiday gifts.*

## Final Notes and Reminders

**Presenters:** Remember to pick up your gift from the AFACCT Registration table after your presentation. Accept it with the thanks from AFACCT and all your grateful colleagues for sharing your ideas.

**Conference Attendees:** Complete a conference evaluation along with session evaluations and receive your official AFACCT mug. It's yours as a token of our appreciation for having attended this, the 27<sup>th</sup> annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

**AFACCT '17 Conference Proceedings:** All presenters are invited to submit their presentation manuscripts (along with a PowerPoint slideshow) for publication in the *27th Annual AFACCT Conference '17 Proceedings*. After giving your presentation, go to the Registration Desk and pick up a copy of *Guidelines for Proceedings*, and then contact Richard J. Siciliano, AFACCT Assistant Coordinator: [richs@csmd.edu](mailto:richs@csmd.edu) to submit an electronic copy of your presentation for publication in *Conference '17 Proceedings*. This past year's [AFACCT Conference 2016 Proceedings](#) are available for download on the [AFACCT website](#).

**AFACCT Conference 2018:** Mark your calendars and plan to attend our next AFACCT conference on January 11 and 12, 2018, at **Anne Arundel Community College**, Arnold, MD. The theme of the 28<sup>th</sup> conference is yet to be determined; therefore, your suggestions are welcome. Contact your [AFACCT campus representative](#) with your suggestion. Full details about the conference will be published on the [AFACCT website](#): <http://www.afacct.csmd.edu>

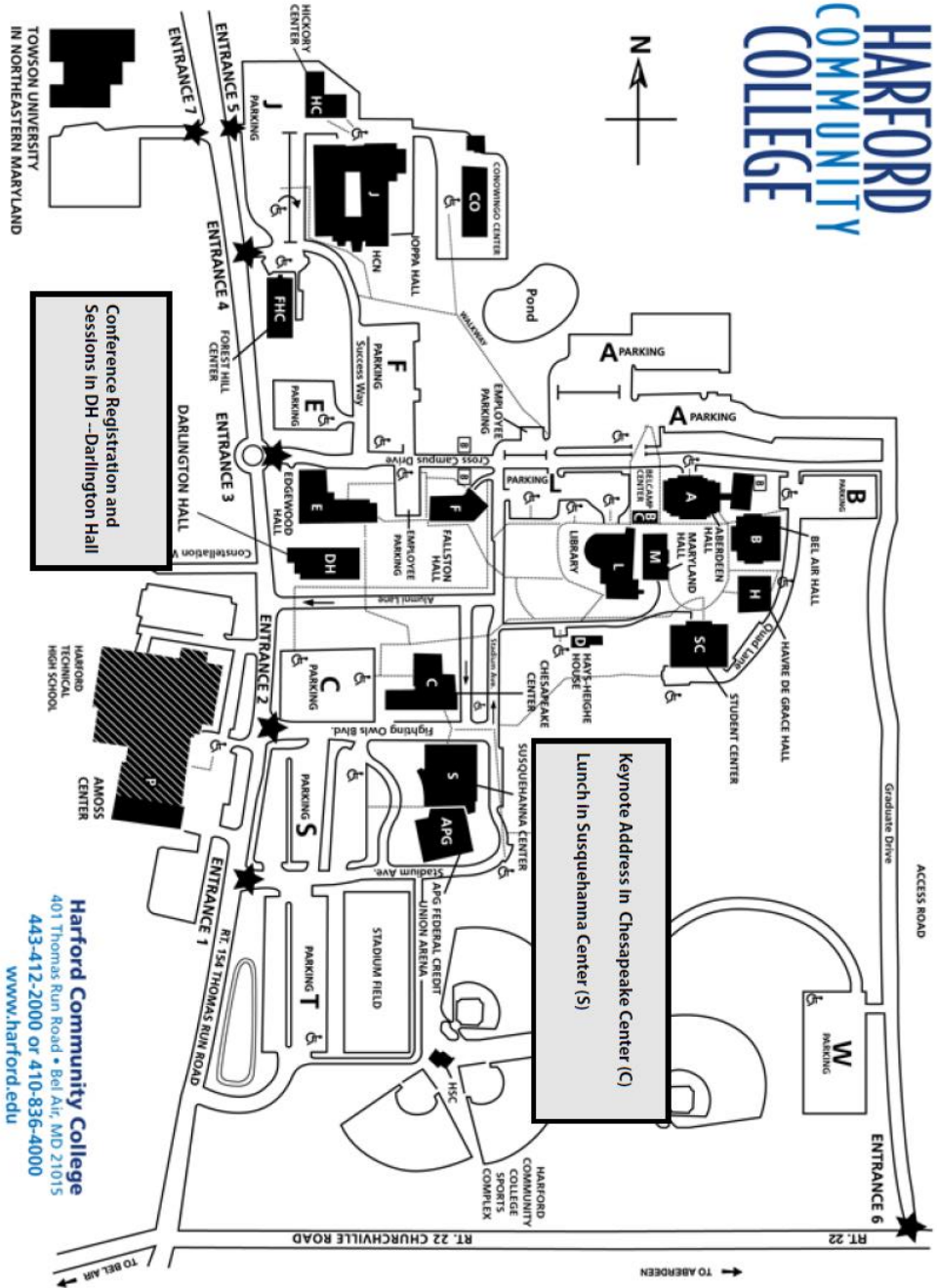


*For your session notes:*

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**Harford Community College**  
 401 Thomas Run Road • Bel Air, MD 21015  
 443-412-2000 OR 410-836-4000  
[www.harford.edu](http://www.harford.edu)

**BUILDING INDEX**

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- Accessible Parking
- Public Transportation Stop
- Main Entrances
- Parking in reserved spaces will result in a fine (\$50 – \$150).

**Directions to HCC and University Center Northeastern Maryland**

Take Interstate 95 North or South to exit 85, Aberdeen. Take Rt. 22 West. The University Center is located 100 yards beyond the interchanges.

To proceed to HCC continue travelling west on Rt. 22 toward the University Center. Turn right on Thomas Run Road. The College campus is on the right.

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