Thank you to the Central Indiana Region and many volunteers!

Website by: Stephanie Hopper, Online Technologies Coordinator, Central Indiana Region
Corporate College and Culinary Center (C4)
2620 N. Meridian St., Indianapolis, IN 46208

Conference Overview

Registration, Network, and Continental Breakfast............... 7:30 a.m.
Welcome and Introductions...................................... 8:15 a.m.
Chancellor, Central Indiana Region — Dr. Kathleen Lee
Provost and Senior Vice President - Dr. Mary Ostrye
Executive Director Retention and Completion — Dr. Rachel Boon
Chief Student Financial Resources Officer — Ben Burton
Vice President Academic Affairs — Dr. Russ Baker
Vice President Diversity/Equity/Inclusion — Dr. Ben Young
President Ivy Tech Community College — Thomas Snyder

Keynote Speaker — Arleen Arnsparger.................. 9:15 a.m. – 10:15 a.m.

Break and network............................................. 10:15 a.m. – 10:30 p.m.

Concurrent sessions I ...................................... 10:30 a.m. – 11:30 a.m.

Lunch and Lamkin Award Presentation............ 11:30 a.m. – 1:10 p.m.

Concurrent Sessions II...................................... 1:30 p.m. – 2:30 p.m.

Break and network............................................. 2:30 p.m. – 2:45 p.m.

Concurrent Sessions III................................... 2:45 p.m. – 3:45 p.m.

Closing Remarks and Prizes Awarded............. 3:45 p.m. – 4:15 p.m.
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<td>The Seven Laws of the Learner</td>
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<td>Collaboration: Improving the Virtual Classroom</td>
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<td>Incorporating Multimedia to Enhance Student Success</td>
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<td>C-Tools to Capture Classroom Conversations</td>
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<td>POGIL: Why Do It? How to Do It. You Do It. Survivors Ready? Connecting Course Content to Pop Culture</td>
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<td>Open Round Table Discussions</td>
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<td>Modeling Note-Taking and Fostering Student Engagement Through Interactive Journaling in Education Courses</td>
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<td>Living Life and Teaching on a Tightrope</td>
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<td>Doing Assessment as if Student Success Mattered Most</td>
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<td>Higher Education at a Non-Traditional Pace</td>
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<td>Foundations in the Industrial Technology Institutes</td>
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<td>From Caterpillar to Butterfly: Transforming Performance with Feedback</td>
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<td>Changing Lives: Our Extraordinary Opportunity as Educators</td>
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Retention Efforts Based in research  
Speaker: Dr. Rachel Boon, Executive Director of Retention and Completion  
A lot of retention efforts are underway at Ivy Tech as a core of our strategic plan: Focused on Student Success. A short summary with a few important notes for faculty will be shared.

Financial Aid News You Can Use  
Speaker: Ben Burton, Chief Student Financial Resources Officer  
To remain in good academic standing at the college, students must maintain a certain GPA, complete 67% or more of all attempted courses, and the credit hours attempted must be within 150% of the total credit hours required by the student’s declared program...understanding how these facts impact our students is essential.

BlackBoard: You Will Be Graded  
Speaker: Dr. Russ Baker, Vice President of Academic Affairs and University Transfer Division  
Ivy Tech expects all faculty to utilize Blackboard to supplement face-to-face course instruction. In this brief presentation, Russ Baker will introduce an Ivy Tech adjunct faculty member who will demonstrate how Blackboard can effectively support classroom instruction and course content.

Enhancing Diversity at Ivy Tech  
Speaker: Dr. Ben Young, Vice President Diversity/Equity/Inclusion  
Dr. Young will focus on the necessary elements required to build and enhance a diversity program at the system level. Attendees will learn about these elements and how they relate to the College’s stated vision, strategic initiative, and framework for student success. Specific examples will be offered for discussion and reaction.

2014 Adjunct Faculty Conference Tracks

Track 1: Completion - 21st Century Learner and Retention  
(Proposals for this track might include:  
Adjunct faculty’s role in retention & completion  
Building Student Engagement  
Learning styles  
Enhancing course syllabi)

Track 2: Collaboration - Student Success in Challenging Times  
(Proposals for this track might include:  
Best practices by discipline  
Technology to enhance teaching & learning  
Innovations in Higher Education- e.g. Flipped classroom, learning-centered teaching, competency-based  
Creative assessment tools)

Track 3: Connection - Teaching and Learning Strategies  
(Proposals for this track might include:  
Learning communities  
Classroom management  
Student learning outcomes  
Teaching methodologies/pedagogy)

Track 4: Community - Diversity and Global Awareness  
(Proposals for this track might include:  
Working with Under-resourced Learners  
Cultural Sensitivity & Personal Perceptions  
Multi-Generational Learners  
Leveraging employer groups and advisory boards to connect graduates to jobs)
Please follow these instructions for accessing the New Adjunct Faculty Orientation:

Log on to Campus Connect https://cc.ivytech.edu/

Select the “Employee Service” tab

Click on the “Ivy Tech Training Portal” link located in the “Training” channel

Select the “My Training” tab

Click on the “CBT’s and Webinar” tab and locate CBT - Adjunct Faculty Orientation

Click the “Launch” link next to the Adjunct Faculty Orientation module (you will need to scroll to the right on your screen)

Adjunct Orientation Available Now—Free and Online

What are the educational practices that are showing the greatest potential for improving community college students’ learning, persistence and completion? And what are the most important steps all faculty can take to support student success? We’ll learn from research, practice, and student and faculty voices. We’ll talk about steps colleges are taking to help more students achieve their educational goals and to provide the support faculty need to help students succeed.

Arleen Arnsparger is project manager of the Initiative on Student Success, Student Success BY THE NUMBERS (SSBTN), and Strengthening the Role of Part-Time Faculty at the Center for Community College Student Engagement (CCCSE) at The University of Texas at Austin. In her role leading the qualitative work of the Center, Arleen works with community colleges throughout the country, conducting focus groups with students, faculty and staff; and interviews with presidents. Arleen is co-author and producer of the book and companion video, Students Speak – Are We Listening? Starting Right in the Community College. Arleen previously served as a community college administrator; adjunct faculty in both two- and four-year institutions; and an education policy advisor, working with governors, state leaders, higher education systems and school districts throughout the country on education improvement.
The Seven Laws of the Learner
Room 108 A  Speaker: Emery “Jake” Gamble

Students learn best when teachers teach best. Based on the work of Bruce Wilkinson, this presentation will profile the seven universal laws of teaching and learning. Whether you’re a professional teacher, a parent, or a public servant, these principles will empower you to make a greater difference in the lives of those you influence. Revitalize Your Teaching by Mastering These Seven Time-Tested Principles: 1) Law of the Learner, 2)Law of Expectation, 3) Law of Application, 4) Law of Retention, 5) Law of Need, 6) Law of Equipping, 7) Law of Revival (Rejuvenation)

The 2020 Pracademic
Room 109 B  Speaker: Michael Wilson

The notion of integrating real-world assignments between the classroom learners and industry professionals is paramount. That in-service learning can become more meaningful if there is a potential and verifiable consequence abounds. Attributes in the approach include: College-Industry bridging techniques; Tacit experience for take-away knowledge for all; Boundary Collaboration, cross-discipline groupings; Integrating technology in speed-to-thought, global environments; How Learning Works with C-I for a win-win-win (student-campus-industry) structure.

POGIL: Why Do It? How to Do It. You Do It.
Room 108 B  Speaker: Jerry Sipe

Process Oriented Group Inquiry Learning (POGIL) is a group discovery learning method that seeks to increase student learning skills (e.g. analytical thinking, problem solving, reading, writing, oral communication, time management, et. al.) as they discover the concepts required by the course objectives. The educational theory that powers the method will be examined in a manner that will allow participants to apply it to their own classroom. The session will end with participants developing a POGIL learning cycle for their classroom. The session itself will serve as a model for a POGIL classroom.

Open Roundtable Discussions and Focus Group
Ball Room  Discussants: Arleen Arnsparger, Rachel Boon, Ben Burton, Russ Baker, Ben Young, Margaret Semmer, Joyce Wilkerson

Further the discussion from the plenary session or learn about participating in a focus group conversation about your teaching experiences at Ivy Tech. The conversation will focus on individual interests in advancement, barriers faced in trying to advance your careers as faculty members along with all the positive reasons why individuals choose to teach at Ivy Tech. This session is open to everyone (women and men in all disciplines). Researchers Semmer & Wilkerson are particularly interested in speaking with those who teach in the science, technology, engineering and math disciplines.

Teaching Techniques that Engage and Empower Students: AIAI/FTFD
Room 118  Speaker: Katherine Chartier

Two teaching techniques AIAI+ - Attention, Interact, Apply, Invite and FTFD- Fact, Think, Feel, Do will be presented, explained, and demonstrated. AIAI effectively structures lesson plans while FTFD is a questioning technique used throughout the lesson. Participants will Understand new methods for engaging students in the learning process, Apply new techniques across discipline, Integrate new techniques that promote higher level learning into existing teaching strategies.

Flipping the Classroom: Creating an Activity Focused Learning Environment
Room 119  Speaker: David Butts

If as a faculty member you have ever wanted to spend more time engaging students with application activities, providing them with active feedback, and increasing their chance for collaborative learning, then maybe flipping the classroom is for you! Flipping the classroom is an approach to teaching that uses in-class time for inquiry, application, and assessment. In this session, you will learn about the flipped classroom movement, see how to create a flipped session, and view a demonstration of what students might experience.

Using Facebook to Teach Humanities
Room 121  Speaker: Timothy Jessen

This will be a hands-on seminar, illustrating the method from current use of the Facebook pages, as well as surveying the participants attending the workshop on various topics. Attendees will learn how to involve their students in contemporary issues (also could be used in courses such as History, Political Science, and others), thus encouraging discussion within the class, and enlarging their horizons and understandings.

Blackboard Collaborate as a Teaching Tool
Room 120  Speaker: Brittany Montgomery

The presentation will use Blackboard Collaborate as a teaching tool. This session will explain how Collaborate has been used to reach out to High School students in a rural Southern Indiana County. It will explain the tools of Collaborate, how to conduct a session and the pros and cons of using this teaching method. The format will be mostly lecture with some hands-on learning. Using some simple techniques that will be shared may assist students and faculty alike to climb down from the tightrope of life and stand on the solid ground of success. In this way, we, as faculty, can be competent role models for our students.
Additionally, this may save on the cost of note takers. The lecture and class discussion is captured allowing the student to revisit it at any time. This process will allow adjunct instructors to serve primarily deaf students in a much less intrusive manner. Serving primarily deaf students simultaneously at multiple locations. This presentation will demonstrate how to use Wimba Live to share a single interpreter based journaling can model current best practice, improve retention of information, encourage students in classroom discussion, and encourage note taking.

During this hands-on presentation, participants will learn how engaging in sensory based journaling can model current best practice, improve retention of information, engage students in classroom discussion, and encourage note taking.

This presentation will demonstrate how to use Winba Live to share a single interpreter serving primarily deaf students simultaneously at multiple locations. This process will allow adjunct instructors to serve primarily deaf students in a much less intrusive manner. The lecture and class discussion is captured allowing the student to revisit it at any time. Additionally, this may save on the cost of note takers.

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**From Caterpillar to Butterfly: Transforming Performance with Feedback**

*Room 108 A*  
*Speaker: Valerie Rice*

Students’ subpar grade on an assignment is to a higher grade on their next assignment as a caterpillar is to a butterfly. All that is missing is the metamorphosis. Discover the secrets to writing comments that move students toward excellence. Don’t miss this opportunity to learn all the strategies needed for improving student writing success rates as the presenter delivers the material in a fun and interactive manner.

**Catching Fire: Bring Hope to Students Through Diversity Awareness**

*Room 109 A*  
*Speaker: Sara Centeno*

Key points will include: Developing and maintaining positive and supportive relationships, Effective communication, Giving the respect you desire and finding the good and worth in each student, Understanding barriers to learning, and Higher standards=Higher student success. Objectives include Boosting student engagement and higher academic achievement and encouraging strong leadership that will make students enthusiastic about the future.

**Using Digital Badges as a Means to Validate Skills**

*Room 118*  
*Speaker: Dan Jones*

Using Digital Badges as a Means to Validate Skills will present an overview of learning theories used to support competency-based learning and to promote student engagement. There will be an opportunity to participate in a hands-on application demonstrating how to incorporate digital badges into a course using the Achievements tool in Blackboard.

**Communication Tools: In and Out of the Classroom**

*Room 119*  
*Speakers: Jarrod Dortch & David Butts*

In this ever evolving technology age, electronic mechanisms are valuable to the education process both in and out of the classroom. The proliferation of social media and technology will continue to change the way faculty interact, students engage, and faculty and students communicate in the learning environment. One advantage is software developers are providing many free and extremely effective tools to assist learning. Our presentation focuses on the ways emerging social media assist faculty/student interaction outside the classroom, interactive video lectures help students prepare for class, and in-class polling keeps students engaged in class.

**Blackboard IM: You Have Got to Try This for Your "Office"**

*Room 120*  
*Speaker: Katie Christensen*

As adjuncts, we do not have offices, yet we are a very crucial sect of Ivy Tech. How can we further benefit our students outside the classroom without spending countless hours on campus? Blackboard IM is your answer. Make it easier for students to get instantaneous help from you on your time. This presentation will feature the use of Blackboard IM as it applies to adjunct faculty and participants will get to practice with the interactive tools available. Some full time and adjunct faculty have already implemented this strategy and it is something you can start in your next class meeting.

**Writing That Makes Sense**

*Room 121*  
*Speaker: Nancy Riecken*

English Composition is one of the foundation courses for college students, yet it is one of the most difficult courses to teach and one of the most frightening and intimidating courses for students to take. This presentation lecture with handouts and discussion provides practical information for engaging students in writing processes that are meaningful to their lives, their communities, and their professional futures.