

**2023 Annual Conference Session Descriptions
and Presenter Biographies**

**Reflect, Renew, Reimagine:
Strategies for Student
Success**



Featuring: Darryl Bellamy Jr as our 2023 Keynote



Monday, October 23rd- Virtual

11:00am - 11:50am ET: KEYNOTE SPEAKER
Darryl Bellamy Jr.- from FearlessInside

Thriving in Discomfort - How to Embrace Our Fears to Reimagine The Future

Darryl Bellamy Jr is an accomplished International Speaker and Author who empowers individuals to embrace discomfort and fear less. Based in Charlotte, North Carolina, Darryl brings a unique perspective as an entrepreneur, former student leader, and corporate America dropout. He has also earned distinction as a collector of over 60,000 fears from students and professionals.

Darryl's compelling speeches, including a memorable TEDx talk, resonate deeply with diverse audiences across 40 states and two countries. His thought-provoking insights have left a lasting impression on individuals of all ages. Notably, Darryl's contributions have been recognized through multiple awards, and he has been featured on various news programs, cementing his status as a sought-after speaker and esteemed thought leader.

Through his impactful messages and actionable strategies, Darryl continuously fuels transformation. He encourages individuals to unlock their discomfort, embrace courage, and serve purposefully. Darryl's dynamic presence, both on stage and in the lives of those he inspires, showcases his commitment to fostering lasting change.



1:00pm - 1:50pm ET:
Dr. Terri Stiles, Professor of English
Penn State Abington

Genuine Assessment: A Panel Discussion with Guest Students

Genuine assessment helps students succeed because instead of trying to trick them with multiple choice or T/F tests we ask them to show us what they know. A short review of the literature and classroom examples will be Shared. I will include 2-3 students who will talk about their genuine experiences in other classes. We will encourage the audience to share their genuine assessment ideas.

Dr. Terri Stiles holds a Ph.D. in Education, an M.A. in Education, a B.S. in Computer Science and a B.A. in Communications. She holds certificates in TESOL, LGBTQ+ Safe Spaces, Diversity and Equity, Wellness, Counseling Psychology, Excellence in College Teaching, and Online Teaching. She is on faculty at Penn State Abington and Montgomery County Community College.



3:00pm - 3:50pm ET:
Dr. Ritu Sharma, Professor of English
Purdue Global University

TriumphED: Elevating Student Success in the Digital Realm

Discover the key to student triumph in the digital realm with our transformative event, "TriumphED: Elevating Student Success in the Digital Realm". Join us to delve into the fusion of humanistic theories and Woodkowski's model, unraveling insights that amplify student motivation and revolutionize the learning experience. Through dynamic knowledge exchange, master facilitation techniques rooted in empathy, enthusiasm, expertise, and cultural responsiveness. Craft student-oriented pedagogical and andragogical strategies that chisel the path to success. Navigate the agenda, from defining humanizing education, igniting empathy, and harnessing expertise, to sparking clarity, embracing cultural responsiveness, and forging powerful connections for student success. Elevate learning—empower the future!

Sharma Bio:

Ritu Sharma, Ph.D., is a decorated professor at Purdue University. Through her education and work experience, she has integrated technology skills and has developed helpful teaching strategies to accelerate the understanding of the students and boost the results. She is the President of the Global Indigenous People Leadership Team. Also, she led as the NSCS faculty adviser for Purdue Chapter and won the Faculty Advisor of the Year award. She was nominated and published as the 2019 Top Educators in Ohio. Moreover, she was nominated as one of the Top Ten Best Online Professors in the USA in 2012. She has been the recipient of leadership and teaching awards and has been a keynote speaker at several national and international conferences. Dr. Sharma is working on her forthcoming book named Quest for Self.



Tuesday, October 24th- Virtual

11:00am - 11:50am ET:
Dr. Jason Caudill, Professor of Business
King University

Integrating Artificial Intelligence into Teaching

This session will present several different ways to integrate Artificial Intelligence (AI) services into education to improve student engagement and student success. The foundation will be on what to teach for AI literacy, an emerging focus that has grown out of information literacy. Beyond the literacy components, there will also be a presentation of different AI tools and how they can enhance the learning experience for students, using AI in a positive form.

Dr. Jason Caudill currently serves as a Professor of Business and Program Coordinator of the Bachelor of Business Administration program at King University in the U.S. His education includes a Doctorate of Management from Swiss Management Center, an MBA and PhD in Instructional Technology from the University of Tennessee, and a Graduate Certificate in Strategic Management from Harvard Extension School. His research spans topics of management, innovation, and online learning, and recent presentations include the AACE EdMedia + Innovate Learning Conference, the International Conference on Business, Management, and Economics, and the International Conference on Business, Management, and Governance.



1:00pm - 1:50pm ET:
 Dr. Kristin Distel, Ohio University
 Asst. Dir. of Academic Coaching & 1st Gen. Student Success

“You should go!”: Academic Coaching Success Sessions at Ohio University

This presentation will discuss the implementation of Ohio University’s Success Sessions—a new form of outreach designed for particularly challenging courses. To create a Success Session, two Academic Coaches, in cooperation with faculty, devise study skills tailored to the course. The Academic Coaches then hold one-hour information sessions with students to present tips on how to study, manage time, write study plans, and keep track of assignments. Success Sessions represent a new strategy for student engagement at Ohio University and a means of reimagining the ways in which students can connect with learning center services while simultaneously building faculty buy-in.

Dr. Kristin M. Distel holds a Ph.D. in English literature from Ohio University, where she wrote and defended her dissertation, *Gendered Shame, Female Subjectivity, and the Rise of the Eighteenth-Century Novel*. She has presented her critical work at The University of Oxford, The University of Manchester, the Sorbonne, and elsewhere, often on the subject of gendered shame, guilt, and trauma. Dr. Distel has recently published articles and book chapters on Toni Morrison, Theodore Roethke, Stella Gibbons, Kate Chopin, Larry Levis, Natasha Trethewey, Phillis Wheatley, Mather Byles, Samuel Richardson, Eliza Haywood, and Frances Burney. Her co-edited volume, a reissue of Sherwood Anderson’s *The Triumph of the Egg*, was published by Hastings College Press in Spring 2019. Her poems and creative nonfiction have appeared in *Brevity*, *Glass: A Journal of Poetry*, *JuxtaProse*, *Coldnoon*, *Complete Sentence*, *The Minetta Review*, *Rag Queen Periodical*, *Lehigh Valley Vanguard*, *Flyover Country Review*, *The Broken Plate*, *The Stockholm Review of Literature*, and elsewhere. She has served as an editor for *The University of Oxford*, *Harvard Divinity School*, and several literary journals and publications. Dr. Distel currently serves as the Assistant Director of Academic Coaching and First-Generation Student Success Programming at Ohio University.



3:00pm - 3:50pm ET:
Dr. Gwen Gray Schwartz, Dir. of Written & Oral Comm.
University of Mount Union

Emphasizing In-Person Connections

In-person class attendance has plummeted since the pandemic, and student communication development, a skill most desired by employers, has suffered. Attendees will consider three steps to encourage a return to engaged learning in person: reduced online content for in-person courses; adding oral, interactive exams; and positioning the classroom as a physical space designed specifically for daily oral and written interaction and activity. Anecdotal evidence suggests that students are showing up more when they know their presence in class will be missed rather than punished and when they’ll miss content that is not available online.

Gwen Gray Schwartz is a writing professor at the University of Mount Union, where she chairs the Department of Literature and Communication Arts. Gray Schwartz teaches first year seminars on fake news and solving mysteries (which she writes), an online senior gen ed class on being curious, and numerous writing courses including creative nonfiction and science writing.

Wednesday, October 25th- Virtual



11:00am - 11:50am ET:
Dr. Kristen Lindsay, Dir. of Institutional Research
Liz Sabel, Assoc. VP of Student Success
University of Findlay

Changing Our Retention Approach from Deficit to Strengths-Based

Our Student Success Champions initiative bridges student and academic affairs and aligns with UF’s strategic plan: Invite, Engage and Inspire. We endeavor to understand retention through building an authentic picture of the undergraduate experience. We want to determine our “sticky” factor (what keeps students striving for graduation). We use various surveys to collect direct student feedback. A formidable challenge is academic preparedness. Through our Preparedness Summits we challenge our colleagues’ tendency to bemoan the students we wish for and instead embrace the students we have. Incorporating the outcomes of our “stickiness” investigation and preparedness campaign, we are reimagining retention strategies.

Lindsay Bio:

Over my 25 years in higher education, I have successfully navigated positions in both student affairs and academic affairs at state, private, two-year, and four-year institutions. In previous roles I was responsible for various innovative programs: establishing an Academic Service Center, operationally merging academic advising and career development, launching a “deciding” living and learning community, and building a first-year experience program without additional funding or staff. I truly enjoy tackling new projects with creativity, collaboration and a positive attitude. My role at UF is my first fully dedicated IR&A position. From developing program specific satisfaction surveys to deploying institutional level campus completion plans for the Ohio Department of Higher Education, overseeing assessment plans that align with strategic goals is one of my favorite professional responsibilities. Other past project highlights include successfully managing a Title III Strengthening Institutions grant, developing a career-focused FYE program based on students’ Strong Interest Inventory results, and building a team-based, academic skill building initiative tailored to student-athletes’ self-reported needs. Whatever the functional area, I research best practices, make recommendations, and implement research and assessment to help colleagues make data-informed decisions to impact student success.

Sabel Bio:

Liz Sabel currently serves as the Associate Vice President of Student Success at The University of Findlay. With five years of experience at UF and a decade of previous experience in community colleges, Liz oversees various student support functions including academic support, advising, accommodations, career development, orientation and the Oiler Success Center. She is passionate about discovering opportunities to move the needle on students’ feeling of belonging and about building partnerships with colleagues across campus.



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1:00pm - 1:50pm ET:

Dr. Amy Wolfe, Assistant Professor of Early Childhood/Elementary Ed.
Lorna Buskirk, Educational Program Assistant
Karen Corcoran, Associate Professor of Instruction
Ohio University Chillicothe

Reflecting on the Pilot Year of A Test Preparation Program

This presentation describes the pilot year of a new preparation process developed to support Ohio University Chillicothe students in reducing test anxiety and increasing first-time pass rates on the Ohio Assessment for Educators (OAE) among teacher education students. As students returned post-pandemic, we identified a need for renewed connections and support for them to be successful on this high stakes exam. We will outline the process, describe lessons learned in our first year of implementation, and explore preliminary data on student test anxiety, self-efficacy, and use of an online test preparation software. We will describe next steps in our work.

Dr. Wolfe is program coordinator for Early Childhood and Elementary Education at Ohio University Chillicothe. Her research interests include child care workforce issues and best practices in teacher preparation

Mrs. Buskirk is the faculty and placement coordinator for Early and Middle Childhood Education at Ohio University Chillicothe.

Karen Corcoran is an Associate Professor at Ohio University. She's the Regional Coordinator of Professional Internships in Teaching and she Coordinates the Middle Childhood Education Program on the Ohio University Chillicothe Campus.



3:00pm - 3:50pm ET:
Jenna Guenther, Mathematics Coordinator
James Madison University

College Learning Environments Reimagined: The Need for Emotional Intelligence

With the importance of social-emotional wellness increasing on college campuses, those in student-facing roles must examine our current perspectives and practices in and out of the classroom to ensure holistic student support moving forward. If learning drives success, we must first acknowledge that emotions drive learning. The presenter will share her actions and reflections when initially implementing emotional intelligence theory in practice to support student learning and success in different spaces/contexts. She will also provide structure for attendees to reflect on their current practices and reimagine them to foster more emotionally intelligent (and thus successful) learning environments at their institutions.

Jenna Guenther is the Mathematics Coordinator for the Science and Math Learning Center in the Learning Centers at James Madison University (JMU). Jenna is an alumna of JMU having earned a Master of Arts in Teaching focused in secondary math and a Bachelor of Science in Mathematics. She is also currently pursuing a Master of Education in Mathematics from JMU. Jenna began her journey in higher education learning assistance as a peer math tutor in JMU's Science and Math Learning Center during her undergraduate career, then served as a graduate assistant for the same center, and ultimately transitioned to her faculty coordinator role.

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Thursday, October 27th- Virtual



11:00am - 11:50am ET:
 Dr. Rekha Sharma, Associate Professor
 Kent State University

Dr. Ben Hollis, Executive Director
 Kent State Online

Angry Words: Reimagining Grammar Instruction and Refreshing Skills through Gamification

This presentation will summarize the impact of a course redesign on student engagement in a five-week grammar review class combining face-to-face and online modalities. This scholarship of teaching and learning study utilizes a social cognitive theory framework to explore students’ perceptions of the subject matter, their skills, and several teaching methods and technological features. The researchers will reflect on usage data from the learning management system (i.e., quiz scores, completion of interactive exercises) as well as the results of a survey measuring students’ self-regulation, situational interest, self-efficacy, perceptions of grammatical ability, and perceptions of the usefulness of various course elements.

Dr. Rekha Sharma is an associate professor in the School of Communication Studies at Kent State University. She teaches a range of courses, including Public Communication in Society, Media Use & Effects, Freedom of Speech, Law of Mass Communication, Criticism of Public Discourse, Interviewing, Argumentation & Persuasive Communication, Communication & Influence, Communication Grammar Review, High Impact Professional Speaking, Foundations of Communication, Business & Professional Communication, Communication Theory, and Introduction to Human Communication. Her research addresses several types of political media (e.g., news, conspiracy theories, satire, social media, cartoons, films, advertising) as well as intersections of media and intercultural/global communication issues.

Dr. Ben Hollis has worked in educational technology and online learning for over 20 years. As Executive Director - Kent State Online, Ben serves the university as a key escalation point for online course development, training, and support. Ben works with a team of talented instructional designers and coordinates online learning support across Kent State's eight-campus system. He is also an instructor in the Educational Technology graduate program.



1:00pm - 1:50pm ET:
Leonard Geddes, Educator/Consultant
The LearnWell Projects

Freeing Students from Transition Traps

With 20+ years of observing students doing academic work in college, I have discovered an illuminating critical truth: it's the successes students had in high school that work against them in college, not their failures. This revelation has helped me develop new insights into how to seamlessly and successfully transition students into college. This presentation will share an overview of the hidden structural, functional, and cognitive traps that undermine students' academic work, strain teacher-student relationships, and impose artificial limits on their potential. Participants will gain a renewed spirit and new tools to guide students toward effective learning and high performance.

Leonard Geddes is the former Associate Dean of Students and Director of the Learning Commons at Lenoir-Rhyne University, NC. After years of successful work there, he founded The LearnWell Projects, an academic success organization devoted to making learning more visible, manageable, and effective. Currently, Mr. Geddes is a highly regarded higher education consultant and strategist.



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3:00pm - 3:50pm ET:
NOSS: OH October Book Club
Host: Dr. Ritu Sharma



The Checklist Manifesto

In his latest bestseller, Atul Gawande shows what the simple idea of the checklist reveals about the complexity of our lives and how we can deal with it.

The modern world has given us stupendous know-how. Yet avoidable failures continue to plague us in health care, government, the law, the financial industry—in almost every realm of organized activity. And the reason is simple: the volume and complexity of knowledge today has exceeded our ability as individuals to properly deliver it to people—consistently, correctly, safely. We train longer, specialize more, use ever-advancing technologies, and still we fail. Atul Gawande makes a compelling argument that we can do better, using the simplest of methods: the checklist. In riveting stories, he reveals what checklists can do, what they can't, and how they could bring about striking improvements in a variety of fields, from medicine and disaster recovery to professions and businesses of all kinds. And the insights are making a difference. Already, a simple surgical checklist from the World Health Organization designed by following the ideas described here has been adopted in more than twenty countries as a standard for care and has been heralded as “the biggest clinical invention in thirty years” (*The Independent*).



If you are a **virtual attendee**, the party stops here! For the **FULL** conference experience, view the in-person offerings below and register as a **FULL** conference attendee.



Friday, October 27th- In-Person

Kehoe Center
175 Mansfield Ave. Shelby, OH 44875

12-presentations, Catered Breakfast & Lunch, Musical Entertainment, Professional Photography, Silent Auction Items, Raffle Prizes and more!!





Concurrent Session I
9:40-10:30am

Dr. Marty Daniels, Coord. of Dev. Reading Programs
Kent State-Stark

Reflecting and Reimagining Belonging Strategies for Student Success

Kent State has initiated the Student Experience Project (with a focus on building a sense of student belonging) as a cohort on regional campuses to encourage and develop the students' sense of belonging in the college community. Instructors have examined and revised class syllabi for inclusion and diversity statements. Growth mindset conversations and strategies are a part of class instruction. Instructors are meeting weekly to share insights and experiences, which can then be shared with the larger college community. Several professional texts will be shared that also expand the concepts and strategies.

Working with students first in k-12 public education and now as full-time faculty for Kent State University, Dr. Marty Daniels has 48 years of educational experience working with at-risk and first-generation students. As a middle school classroom teacher, she worked with remedial reading students and taught language arts and history. She served as a peer mentor for six years, working with new middle school and high school teachers by providing feedback and assistance as they began a career. She led numerous in-service and professional development sessions for district educators around Northeast Ohio on classroom management and instructional strategies. She was a part of the Ohio Department of Education Lead Teachers as the Common Core objectives were introduced. When her youngest daughter started college, Marty decided to complete a long-standing goal and returned to the classroom herself to earn an EdD in Teacher Leadership through Walden University. This degree, as well as her Master's in Reading from the University of Akron, led to the opportunity to start to teach for Kent State University as an adjunct. When she retired from k-12 education, she became a full-time associate professor for Kent State University, teaching at the Stark Campus. She has the additional responsibilities of Coordinator for Developmental Reading Programs for Kent State. As a reading specialist, Marty has focused instruction on critical reading strategies and incorporated activities that are designed to strengthen student resilience and persistence. She has presented at local, state, and national conventions, including the Association of Supervision and Curriculum Development (ASCD) International Convention, Teaching Academic Survival and Success (TASS) International Convention, Association of Regional Campuses of Ohio (AURCO), Ohio Association of Developmental Education (OADE), and National Organization for Student Success (NOSS – Ohio). In addition, Marty works closely with the Stark County ASPIRE program to provide literacy instruction for underprepared Kent State students, to help them place into Kent coursework in pursuit of a degree.



Terry Filicko, Professor Political Science/FYEX
 Dr. Rob Derr, Associate Prof. English
 Brielle Ward, Asst. Prof. Early Childhood Ed.
 Clark State College

Reflections on & a “Reimagining of the First Year Experience Course”

At Clark State, faculty were challenged to rework the First Year Experience/ College Success course in spring, 2023. In this presentation, we'll share how different groups at the college reflected on the strengths and weaknesses of the FYE/College Success course, leading to a reimagining of what the course can be. We'll present an overview of significant shifts in how we think about the course goals and what the new version of the course looks like. We will invite discussion from others about challenges and successes in this vital course.

Terry Filicko is a professor in the School of Arts and Sciences at Clark State College where she teaches Political Science and College Success. She grew up outside of Philadelphia PA and received her undergraduate degree in Political Science from Villanova University. She received her Masters degree in Political Science from Duke University. Terry currently resides in Columbus OH.

Dr. Rob Derr has been teaching at Clark State College since 2019 and has taught English at the college level for the past 17 years. At Clark State College, Derr serves as an Associate Professor of English and the English and Developmental English Coordinator. He earned a Doctorate in Education with concentrations in Higher Education Leadership and Continuous Improvement from Concordia University – Wisconsin. His M.A. and B.A. are both in English and are from East Carolina University.

Brielle has been with Clark State College since 2019. She is the Co-Coordinator/Faculty of the Early Childhood Education and Teacher Transfer Program. She also serves as a Co-Chair of the Clark State College Assessment Committee.



Dr. Brian Cafarella, Professor of Mathematics
Sinclair Comm. College

Direct Instruction or Inquiry-based Instruction in Math

For over 30 years, there has been a debate in math education. Are students better served by direct instruction or does inquiry-based instruction (group-based learning) foster better learning? Advocates of direct instruction assert that students benefit more from a scaffolding approach to where they can receive thorough instruction and can be assessed in small increments. Advocates of inquiry-based instruction stress that this method promotes more student engagement, critical thinking, and learning retention. In this presentation, we will explore the advantages and drawbacks from each school of thought to find a balance to best serve community college math students.

Brian has been working in the field of mathematics for 25 years. He enjoys working with community college students, and enjoys research. Brian’s research focuses on best practices for community college students. Brian’s articles have focused on implementing best practices in developmental math and various math pathways for community college students. Additionally, he was the recipient of the Article of the Year Award for his article, “*Acceleration and Compression in Developmental Mathematics: Faculty Viewpoints*” in the Journal of Developmental Education. His first book, “*Breaking Barriers: Student Success in Community College Mathematics*” focuses on students' endeavors through community college math through their eventual success in a college-level math course. His second book, “*Community College Mathematics: Past, Present, and Future*” examines the trends, initiatives, and mandates throughout the rich history of community college math.

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Shawneen Bixler, Disability Specialist
University of Akron



Common Faculty Misconceptions About Students with Disabilities

As a faculty member turned Disability Specialist, I came to my new role confident that I was well-versed in student accommodations and believed that I was unbiased in my treatment of students with various disabilities. I have since drawn back the curtain and become aware of what I didn't know. In this session I will present research on faculty attitudes and perceptions of students with disabilities and share insights gained since working as a Disability Specialist. Attendees will reflect on their own possible biases about students with disabilities, which will hopefully lead to a renewal of positive attitudes and allow the attendee to revise (reimagine) any negative biases.

Shawn Bixler is a Disability Specialist at the University of Akron. She previously worked as the Acting Director of the Department of Developmental Programs and has spent over 20 years teaching in the field of developmental education. When the University eliminated her entire department as a result of the pandemic, she pivoted to the field of disability services, and hopes to share what she has learned from her transition.



Concurrent Session II
10:45-11:35am



Abbie Twyford Wilson, Dir. of Student Activities
 Ashlea Kennedy, Student Activities Coord.
 Eastern Gateway Comm. College

Community Minus Campus: Creating Communities in Virtual Spaces

Since campus closures in the wake of COVID-19 in spring of 2020, colleges today are finding they need to rethink how they serve a more remote student body. How do you build community when there is no physical campus? Campus programming departments still face the challenge of engaging with students in the meaningful ways they had in the past. As Eastern Gateway Community College’s online population grew and campuses remained closed, virtual programming and community building became vital to supporting co-curricular success. To remain responsive to the needs of a diverse population, online offerings have continued even as campuses reopened.

Abbie Twyford Wilson is the Director of Student Activities for Eastern Gateway Community College. While she is based out of Youngstown, she serves students in Steubenville and across the country with the college's online program. Her work allows her build communities with students who otherwise would have never met and provide them with a well-rounded college experience. She is passionate about student leadership development and advises the Student Government Association and the Student Ambassador leadership development program. Outside of the college, she regularly volunteers with the United Way of Youngstown and the Mahoning Valley. When she is not working, Abbie spends her time with her husband, Brian, their twin boys, Leo and Miles, and toy poodle, Indiana.

Ashlea Kennedy is the Student Activities Coordinator at Eastern Gateway Community College, based at the Steubenville Campus. Most of her programming, however, takes place online with students across the country. She has enjoyed connecting with many students through advising the Book Club and Active Minds chapter, as well as through themed bingo and trivia nights. She loves that her job gives her the flexibility and freedom to pursue her own career goals while achieving an excellent work-life balance. She enjoys hiking, especially with her toddler Theo, watching hockey games, and cooking!



Dawn Hundley, Director of Student Success
Kris LoFrumento, Prog. Coord. of Student Success
University of Cincinnati- Clermont

Start Smart: Start College on the Right Foot & Find the Pace & Path that Will Lead to Success

Find out how UC Clermont, as an open access institution, is meeting incoming students where they are and developing individual success plans for those entering college with a \leq 2.4 HS GPA while focusing on 4 primary areas: academic success, financial wellness, engagement & belonging, and health & wellness.

Dawn is a graduate of UC Clermont and the University of Cincinnati. Dawn came to higher education from county government and found her true passion. As an advocate for open-access education, she is a staunch believer in the transformative power of education for all individuals, regardless of their background or circumstances. Dawn actively collaborates with faculty, staff, and community partners to create a campus environment that embraces diversity, equity, and inclusion. Students appreciate her approachable demeanor, active listening skills, and genuine desire to understand each student's unique journey as well as engaging in REAL TALK with students. This approach allows Dawn to tailor interventions and resources to meet the specific needs of students, fostering a sense of belonging and support.

LoFrumento Bio:

As the Program Coordinator in the Office of Student Success at UC Clermont Kris works on their Start Smart program -identifying the most at risk students, working with them on college processes and ways to be successful as they get started. Kris also works with communicating Student Success resources to all new students and am available for their many questions as they navigate this new space. She is the primary coordinator of the newly launched student peer mentoring program connecting our returning students with new students so they have a colleague they are able to lean on. My deep desire to help every student reach their own goals motivates me every day This year, Kris is fortunate to be able to also serve on the UC Clermont staff council as chairperson. Outside of the office, you might find her with a cup of coffee and a book and most likely at least one of the family dogs nearby. Or at a high school football game cheering on her youngest son, a HS senior or at one of the Ohio state schools visiting her older son in his college environment. Kris and Mark, her partner, reside in his hometown and enjoy life in the country with close access to the city..



Dr. Tim Catalano, Associate Prof. of English
Marietta College

Reimagining Reflective Writing in the Developmental Classroom

This presentation reviews the history and components of reflective writing, with an emphasis on the benefits documented for students and instructors (developing a sense of connection among material in courses, documenting growth in understanding course content, increasing retention of course content, avoiding AI reliance). Participants are provided with sample reflective writing assignments, as well as rubrics I use to assess a student's reflective writing and document the growth in learning mentioned above. The audience is asked to reimagine how reflective writing could fit in with their pedagogical goals.

Tim Catalano teaches developmental writing at Marietta College.



Hawkes Learning Specialist
Hawkes

Utilizing Neuroeducation & Microlearning to Support Student Success

Discover how educators can utilize emerging neuroeducation trends and microlearning to support student success. We'll also demonstrate how Hawkes' self-paced modules offer a unique mastery-based solution that utilizes microlearning in bite-sized chunks to build steady student success. Win one of THREE \$25 Gift Cards!

Concurrent Session III
1-1:50pm



Dr. Eric Taylor, Associate Professor
 Dr. Francisco Torres, Assistant Professor
 Dr. Hayley Arnold, Associate Professor
 Kent State University

Building a Faculty Community of Transformation for Student Success

Student success in higher education, especially for our most marginalized students, requires that students feel seen, heard, and able to make the experience theirs. As we work to reimagine student engagement and sense of belonging, this presentation will discuss findings from a self-study of faculty and administration at Kent State University implementing communities of transformation to increase student belonging. Through the lenses of hope, love, transformation, and equity for all, these communities allow faculty to create meaningful connections, strengthen their own sense of belonging, and receive support as they implement transformative practices designed to nurture student belonging and success.

Dr. Taylor has been teaching courses in earth and related sciences at Kent State University (at the regional Stark campus) for 11 years now after completing his graduate degrees at The Ohio State University. Eric was born and raised in Utah south of Salt Lake City next to the Wasatch mountains where he spent many hours hiking, biking, and getting sticker bushes stuck in all sorts of places. Eric loves geology, nature, and the mind-blowing beauty, grandeur, and complexity of our planet. Eric serves on the board for AURCO while his academic interests center around geology education, minerals, and geological hazards.

Francisco L. Torres is a Puerto Rican Assistant Professor in the School of Teaching, Learning and Curriculum Studies. He received his PhD in Literacy from the University of Colorado Boulder. His research focuses on how children/youth, especially Latinx children, take up and complicate the connections among social justice, popular culture, and current events that matter to them. At its core, Torres' work is theoretically driven by decoloniality, translanguaging, and revolutionary love. His work has appeared in Language Arts, Journal of Literacy Research, Research in the Teaching of English, English Journal, The ALAN Review, English Teaching: Practice and Critique, and the book Engaging with Multicultural YA Literature in the Secondary Classroom. He has been awarded the 2023 EHHS Diversity Award, 2020-2022 Cultivating New Voices NCTE Fellowship, and the 2019 English Language Arts Teacher Educators (ELATE) Geneva Smitherman Cultural Diversity Grant.

Arnold Bio:

Dr. Hayley Arnold is an associate professor in the Speech Pathology and Audiology program at Kent State University. Her research focuses on developmental stuttering, but she also teaches courses related to speech sound disorders and provides instruction in the university's in-house clinic.



Dr. Amy Osborne, Assistant Prof. of Mathematics
Antioch College

Reflections on Mathematics Success During the Pandemic: Findings and Future Implications

This causal-comparative study considered course modality, course of enrollment, and term of study as is related to mathematics course success. Additionally, the research considered race, gender, first-gen status, and socio-economic factors and their relationship to success.

Amy Osborne holds a Ph.D. in Interdisciplinary Studies with a concentration in education, an M.S. in mathematics with a concentration in statistics, an M.S. in Psychology with a focus on cognition and instruction, and a B.S in mathematics and physics. She has over twenty-five years in higher education, with her most recent appointment at Antioch in 2018. Amy's research interests are at the intersection of cognitive psychology and the science of learning. Additionally, she is interested in the relationship of cognitive and affective variables to learning mathematics, particularly with first-generation and underrepresented college students. Her passion for teaching extends beyond Antioch where she has been found to teach students of all ages in areas such as glass-blowing and sustainable apiculture. When not teaching she can be found spending time with her family, cooking, or working in the apiary.



Dr. Tatiana Gorbunova, Associate Prof. of English
Brittany Coomes, Instructor in English
Clark State Community College

To CHAT or not to CHAT to be Successful

Since its release in November of last year, ChatGPT has quickly found its way into education, reshaping the foundations of thinking, learning, and writing. While students are experimenting with it, educators are sounding an alarm that AI will end education as we know it and make creativity and hard work obsolete. Since AI is here to stay, composition instructors, in particular, are actively seeking avenues to integrate a “responsible use” of ChatGPT within their curricular. This involves reimagining assignments in manners that not only uphold academic integrity but also foster higher academic success rates when it comes to composition (and other) courses.

Tatiana Gorbunova is an associate professor of English at Clark State College in Springfield, Ohio. Tatiana is in her third year at Clark State where she has been teaching Developmental Reading, Developmental Writing, and Composition courses and advising students. Prior to Clark State, Tatiana taught Composition, Reading, ESL, Educational Psychology, Educational Technology, and Leadership Issues at Owens Community College and at The University of Toledo. After 21 years in the profession, having worked in several colleges in Eastern Europe and in the US, it has been a wonderful journey of experimentation and discovery. Tatiana takes a holistic approach and has been “holding my students’ hands” until they graduate, learning from them and with them, staying up late to grade essays and prepare for classes, finding ways of incorporating my hobbies of nature exploration, photography, technology, and mosaic-making into my classes, and enjoying the feeling of immense satisfaction when I see my students walk across the stage at graduation, holding their diploma in their hands and celebrating their successes. Tatiana cannot see herself in any other role but an educator who makes an impact on their students’ academic and even personal lives and has fun seeing them grow as individuals and learners. Tatiana is looking forward to a fun conference and meeting everyone in Shelby soon!

Brittany Coomes teaches English at Clark State College.



Kathy Buttermore, Dir. of Academic Achievement Ret.
Walsh University

Retention Initiatives

This will be an interactive discussion of retention initiatives. The presentation will begin with The Sliders Initiative, which earned the 2021 NOSS Outstanding Program of Promise Award. The focus will be to generate strategies that address the various issues students experience: choice of major, financial aid, time management, study skills, etc. Each participant will develop and refine initiatives to apply at their educational institutions.

Professor Kathleen Buttermore’s experience covers serving as the Writing Center Director, and she is a Professional Associate Professor of English at Walsh University. As the Director of Academic Achievement, she works with retention efforts for students, who are on academic probation, as well as the new Sliders Initiative. Kathleen is well-known to the OADE, now NOSS Ohio, membership. She represented OADE on the Ohio Governor’s K – College Articulation Task Force, 2002 – 2004 and served as OADE President 2003 – 2004. For five years, Kathleen was OADE’s Conference Chairs, and was NADE’s Conference Chair for its national conference in Columbus, Ohio in 2010. Kathleen is married to Daniel Buttermore, and in May 2021, they will celebrate their 25th wedding anniversary.



Ready to Register? We have multiple tiers* that are sure to fit your PD budget!

Register NOW!

*Institutional bundles of registrations are available, please contact James to arrange registration and payment.

NOSS: OH is proud to announce our Fall 2023 scholarship winners: Olivia Raubenolt and Ayla Deck! Olivia and Ayla will be joining us Friday, October 27th to receive their awards and participate in the student panel discussion led by Dr. Mensah.



Dr. Obosu-Mensah was born at Oyoko in the Eastern Region of Ghana, West Africa. After his initial education in Ghana, he acquired his Master's degree in Sociology at the

University of Bergen in Norway. Later on, he completed his Ph.D. (Sociology) at the University of Toronto, Canada

Presently, he is a Professor of Sociology, and International Studies at Lorain County Community College, Elyria, OH. In the US, he has also taught at Western Kentucky University, Bowling Green, KY, Central Michigan University (Global Campus), and at Lane College, Jackson, TN.

Our in-person meals is proudly catered by:

Gertz Culinary

CATERING AND PERSONAL CHEF SERVICES

Background musical entertainment by Alla Breve



Photography for the conference provided by:
















NOSS: OH Executive Board:

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Member-at-Large: Mirela Pashaj



Friday, October 27th, Kehoe Center In-person Schedule of Events

	<p style="text-align: center;">Track 1</p> <p style="text-align: center;">Sense of Belonging</p>	<p style="text-align: center;">Track 2</p> <p style="text-align: center;">First Year Experience</p>	<p style="text-align: center;">Track 3</p> <p style="text-align: center;">Math & Writing</p>	<p style="text-align: center;">Track 4</p> <p style="text-align: center;">Institution & Student Support</p>
<p>Concurrent Session I</p> <p style="text-align: center;">9:40 -10:30a</p>	<div style="text-align: center;">  <p>Dr. Marty Daniels Kent State-Stark <i>Reflecting and Reimagining Belonging Strategies for Student Success</i></p> </div>	<div style="text-align: center;">  <p>Terry Filicko, Dr. Rob Derr, & Brielle Ward Clark State <i>Reflections on & a "Reimagining of the First Year Experience Course"</i></p> </div>	<div style="text-align: center;">  <p>Dr. Brian Cafarella Sinclair. College <i>Direct Instruction or Inquiry-based Instruction in Math</i></p> </div>	<div style="text-align: center;">  <p>Shawneen Bixler Akron University <i>Common Faculty Misconceptions About Students with Disabilities</i></p> </div>
<p>Concurrent Session 2</p> <p style="text-align: center;">10:45 -11:35a</p>	<div style="text-align: center;">  <p>Abbie Twyford Wilson Ashlea Kennedy Eastern Gateway CC <i>Community Minus Campus: Creating Communities in Virtual Spaces</i></p> </div>	<div style="text-align: center;">  <p>Kris LoFrumento Dawn Hundley UC- Clermont <i>Start Smart: Start College on the Right Foot & Find the Pace & Path that Will Lead to Success</i></p> </div>	<div style="text-align: center;">  <p>Dr. Tim Catalano Marietta College <i>Reimagining Reflective Writing in the Developmental Classroom</i></p> </div>	<div style="text-align: center;">  <p>Hawkes Learning Hawkes <i>Utilizing Neuroeducation & Microlearning to Support Student Success</i></p> </div>
<p>Concurrent Session 3</p> <p style="text-align: center;">1-1:50p</p>	<div style="text-align: center;">  <p>Dr. Francisco Torres Dr. Eric Taylor Dr. Hayley Arnold Kent State University <i>Building a Faculty Community of Transformation for Student Success</i></p> </div>	<div style="text-align: center;">  <p>Dr. Amy Osborne Antioch College <i>Reflections on Mathematics Success During the Pandemic: Findings and Future Implications</i></p> </div>	<div style="text-align: center;">  <p>Dr. Tatiana Gorbunova Brittany Coomes Clark State <i>To CHAT or not to CHAT to be Successful</i></p> </div>	<div style="text-align: center;">  <p>Kathy Buttermore Walsh University <i>Retention Initiatives</i></p> </div>