Workshop Presentations/ Collaborative Activities Listed By Track/Theme

Please note: On this schedule, “M” indicates a Morning session, “AC” indicates an Afternoon Collaborative session, “AR” indicates an Afternoon Reflection session, “AW” is the Afternoon Wellness sampler, and “AGS” is the Afternoon Group Service Project. Some presentations/activities “fit” into more than one track, and are therefore listed in multiple categories.

Track A: Guided Pathways (Academic Affairs; Student Affairs; Operations/Business Services)

- M01: Bigfoot, Unicorns, and Aliens: Dispelling the Big Myths about Embedding Academic Support Services in Your Course
- M2: ESL Students: Who Are They, and What Do We Do With Them?
- AC7: Humanities Discipline Meeting

AC9: From STEM to STEAM: How Science, Technology, Engineering and Math Can Collaborate with Art and Humanities for a Symbiotic Relationship

Track B: TCC Reorganization (Change Management; New Processes and Structures)

- M3: Marketing Your Program
- M4: Change Management Overview for Employees
- M5: Using Blackboard Collaborate for Virtual Meetings
- M6: Adult Learning Theory: What We Learned at the Kellogg Institute
- AC2: Degree Works Demonstration
- AC5: New Student Orientation (NSO) Volunteer Training
- AC6: MathWays Meeting
- AC9: From STEM to STEAM: How Science, Technology, Engineering and Math Can Collaborate with Art and Humanities for a Symbiotic Relationship

AC10: Science Faculty: Interested in Exploring OpenStax free books?
AC12: Focus Group – Set Your Sights on Training and Development!

AR1: Academic and Student Affairs Collaboration: Building PATHWAYS to Success
AR3: Change Management: Applying the ADKAR Model

Track C: Faculty Department Chair/Program Directors

- M7: Facilitating Successful Meetings*

Track D: Teaching and Learning (Active Learning Strategies; Technology Integration/Innovation; WEAVE (Portfolio Creation); Social Justice, Diversity, and Inclusion Awareness); Cultivating Cultural Competency)

- M1: Bigfoot, Unicorns, and Aliens: Dispelling the Big Myths about Embedding Academic Support Services in Your Course
- M2: ESL Students: Who Are They, and What Do We Do With Them?
- M6: Adult Learning Theory: What We Learned at the Kellogg Institute
- M8: Ethics of Inclusion: Three Common Delusions
- M9: Bridges Out of Poverty: An Overview
- M10: WEAVE/Faculty Performance Portfolio
- M11: Diversity, Equity, and Inclusion: Leveraging Difference to Support Success
- M12: Service-Learning in Online Courses
- M13: Flipping Your Classroom
- M14: LGBTQ Awareness
- M15: PTSD in the Classroom
- M16: Training Your Talent: Examining and Incorporating Effective Training Techniques
- M22: Title IX: Through a Faculty Lens
- M23: HOW STUFF WORKS: Student Conduct
- M27: QPR: Question, Persuade, Refer - Suicide Prevention Gatekeeper Training
- AC4: Service-Learning Syllabus-Building Workshop
- AC6: MathWays Meeting*
- AC7: Humanities Discipline Meeting*
- AC8: English Discipline Meeting*
- AR2: Addressing: Conflict

Track E: Updates in the Office/Technical Training; Project Management

- M17: Project Tools for Success
- AC2: Degree Works Demonstration
Track F: Creativity (Creativity in Everyday Life; in Teaching; in the Workplace)
- M19: I Have My Best Ideas in the Shower: Demystifying Creativity
- M20: Crafting With Purpose
- M21: The Myth of Creativity
- AC1: Self-reliance in the modern age
- AC9: From STEM to STEAM: How Science, Technology, Engineering and Math Can Collaborate with Art and Humanities for a Symbiotic Relationship

Track G: Compliance/Readiness (Mandated Curricular Changes; Safety and Preparedness; Title IX; ADA)
- M22: Title IX: Through a Faculty Lens
- M23: HOW STUFF WORKS: Student Conduct
- AC6: MathWays Meeting*
- AC8: English Discipline Meeting*

Track H: Sustainability (Sustainable Development and Operations; Curriculum Integration)
- M24: STARS: Sustainability-Tracking-Assessment-Recording-System
- AC1: Self-reliance in the modern age

Track I: Navigating Personal and Professional Life (Personal Development; Health and Wellness; Respect in the Workplace/Conflict Resolution)
- M18: Put Your Strengths to Work
- M25: True to the Blue: What’s the Real Story on Respect at TCC?
- M26: The Process of Leaving: An Interactive Workshop
- M27: QPR: Question, Persuade, Refer - Suicide Prevention Gatekeeper Training
- AC12: Focus Group – Set Your Sights on Training and Development!
- AW9: Wellness: Financial Wellness
- AW10: Wellness: Bad Habits Be Gone
- AR2: Addressing Conflict
- AGS1: Group Service Project

Track J: Leadership (Leadership Skill-Building; Team-Building; Empowering Others)
- M16: Training Your Talent: Examining and Incorporating Effective Training Techniques
- M18: Put Your Strengths to Work
- AGS1: Group Service Project
Morning Breakout Sessions

M1: Bigfoot, Unicorns, and Aliens: Dispelling the Big Myths about Embedding Academic Support Services in Your Course

Have you ever thought that successfully integrating academic support services, such as the Library and Writing Center, into your courses was just a myth? Are you nervous that the reality might be scarier than you imagined? Please join Librarian, Lisa Haldeman, and Assistant Professor of Humanities, Margaret Lee, as they dispel the Bigfoot, Unicorn, and Alien myths of embedding these support services into your course. The process isn’t nearly as scary as you think!

Session Outcomes: Participants will learn about the process through which the presenters created this unique collaboration; discover the versatility of utilizing the micro-theme writing process for students; and explore ways that they can incorporate these research and writing strategies into their own courses.

Presenters: Lisa Haldeman, Outreach and Instruction Librarian, and Margaret Lee, Th.D., Assistant Professor of Humanities

Tracks: Guided Pathways Practices; Teaching and Learning

M2: ESL Students: Who Are They, and What Do We Do With Them?

What are the different kinds of ESL students at TCC? How do they meet their English proficiency requirements? What are their challenges? What is the ESL department, and what does it do? How can teachers help these students be successful? What does the future hold for these students at TCC? Come to this session for answers to these and other questions.

Session Outcomes: Participants will be able to identify TCC’s English proficiency requirements; recognize how English proficiency requirements impact students and their learning; match nonnative English speaking students to the appropriate resources for academic success; and identify how the ESL Department serves nonnative speakers and TCC.

Presenters: Thomas Rowe, Associate Professor of ESL, and Katherine Brockett, Assistant Professor of ESL

Tracks: Guided Pathways Practices; Teaching and Learning; Social Justice, Diversity, and Inclusion Awareness

M3: Marketing Your Program

Learn how to create marketing materials to promote your program.

Presenter: Kari Culp, Senior Director, Marketing and Communication, External Affairs

Tracks: TCC Reorganization; Creativity in the Workplace

M4: Change Management Overview for Employees

This session is designed for employees who do not supervise other staff and will provide an overview of change management principles and methods being utilized at TCC. Specifically, participants will learn about Prosci’s “ADKAR” model for change management, strategies for how they can best navigate institutional changes, and an overview of TCC’s approach to change management.

Session Outcomes: Participants will be able to explain the three phases of the change process and typical reactions to each phase; name and describe the five building blocks of ADKAR; and, articulate action steps to address their own barrier points.

Presenters: Lindsay White, Director of Project Management, and Kevin David, Ph.D., Provost and Associate VP for Institutional Effectiveness

Tracks: TCC Reorganization; Leadership: Team-Building and Empowering Others

M5: Using Blackboard Collaborate for Virtual Meetings

Wouldn’t it be nice to have a meeting where you did not have to leave your office to travel to another campus, or where you didn’t have to learn to use a PC presentation system in an unfamiliar room? Come give Blackboard Collaborate Ultra a try. This online communication tool is used to conduct meetings without the need to schedule meeting rooms and can eliminate unnecessary travel between campuses. Blackboard Collaborate Ultra is now very easy to use and does not need an application installed on a PC (such as Lync or Skype), making it useful for ad-hoc meetings for participants using a PC, Webcam or telephone.

Session Outcomes: Participants will learn how to schedule a web meeting using Collaborate; learn how to facilitate a web meeting using Collaborate; and learn how to share documents, Presentations and Live Screen in Collaborate.

Presenters: Randy Dominguez, Director of Online Learning, and Justin Edich, Instructional Technology Support Specialist, Online Learning

Tracks: TCC Reorganization; Creativity in the Workplace
Tracks: Updates in the Office: Technical Training; TCC Reorganization: New Processes

M6: Adult Learning Theory: What We Learned at the Kellogg Institute

The Kellogg Institute for Adult and Developmental Educators and Learning Skills Specialists is a professional development program for those who serve underprepared and underserved college students. Because of a generous donation, TCC was able to send a group of eight faculty to the Institute this summer (July 16-29), including two Math faculty members, one Science and Math staff member, and five English faculty members, representing Reading, Writing, and Academic Strategies. In this presentation, participants will discuss plans for the revision of developmental education efforts at the college.

Session Outcomes: Participants will be introduced to the Kellogg alumni recommendations for improving TCC’s approach to underprepared students; acknowledge the value of such a comprehensive developmental education program; and, recognize their role in supporting the majority of our students who are underprepared for college.

Presenters: Kasty France, Faculty Department Chair and Assistant Professor, English, Lori Coggins, Assistant Professor/Coordinator, Academic Strategies, Kayla Harding, Assistant Professor, Reading, Vickie Robison, Assistant Professor, Reading, Sydney Teel, Assistant Professor/Coordinator, Facet Center, Dean Muse, Mathematics Instructional Specialist and Director, Math and Science Tutoring Lab, Joyce Friske, Associate Professor, Mathematics, and Lance Phillips, Associate Professor, Mathematics

Track: TCC Reorganization: New Processes; Teaching and Learning: Social Justice, Diversity, and Inclusion Awareness

M7: Facilitating Successful Meetings*

Meetings can be powerful tools for problem solving, developing strategic direction, and producing results. Well-run meetings can enhance teamwork, improve results, and reduce stress. Too often, however, meetings seem to be wastes of time that do nothing to move the organization or initiative forward. If you find that you are struggling to create successful meetings, this is the workshop for you! Learn about meeting tools and other ways to make your meetings successful.

Session Outcomes: Participants will be able to identify skills needed to become successful facilitators; to construct agendas that will allow for meeting success; and to assess meeting effectiveness.

Presenter: Paula Settoon, Dean of Libraries and College Librarian

*Track: Faculty Department Chair/Program Directors only

M8: Ethics of Inclusion: Three Common Delusions

Please join us as we explore “Inclusion delusions,” such as: “Why can’t we all just get along?” “We must all be one big happy family!” “Inclusion cures everything!” “We are all really the same!” We want to begin a dialogue on the expectations about personal behavior that go along with a commitment to Inclusion. Unattainable expectations confuse good people and fragment efforts for change into factions organized around hurt feelings. We can reduce this drain on the energy necessary to work for justice by being clear about three delusions that are common, but mostly unconscious among advocates for Inclusion.

Session Outcomes: Participants will be able to define the terms “Diversity” and “Inclusion” and how they differ; to identify the expectations about personal behavior that go along with a commitment to Inclusion work; and to identify 3 common delusions that may occur in Inclusion work.

Presenters: Patricia Turner, Director Inclusion Programs Office of Diversity & Inclusion, and Lonni Williams, Director Education Access Center Office of Diversity & Inclusion

Track: Teaching and Learning: Social Justice Diversity and Inclusion Awareness

M9: Bridges Out of Poverty: An Overview

Colleen Ayres-Griffin of the Tulsa-based Community Service Council will provide an overview of the “Bridges out of Poverty” program that is designed to give educational, healthcare, and legal professionals the tools they need to better understand the challenges and strengths of those living and working in poverty.

Session Outcomes: Participants will gain a better understanding of this particular framework for how best (at the individual, community, and policy levels) to serve those in poverty.

Presenter: Colleen Ayres-Griffin, Senior Planner, Maternal & Child Health at Community Service Council

Track: Teaching and Learning: Social Justice Diversity, and Inclusion Awareness
M10: WEAVE/Faculty Performance Portfolio
This session provides an overview of the Faculty Portfolio Review process, including a discussion of both required portfolio content and current associated timelines. All faculty members and Academic Affairs administrators are welcome to attend.

Session Outcomes: Participants will gain a better understanding of the requirements of the new faculty portfolio review process, and will leave with a sense of “next steps” for their own portfolio creation efforts.

Presenter: Angela Sivadon, Ph.D., Program Director, Cardiovascular Technology

Track: Teaching and Learning: Portfolio Creation

M11: Diversity, Equity, and Inclusion:
Leveraging Difference to Support Success
The overall purpose of this workshop is to provide a space for faculty and staff to discuss, learn and practice concepts, tools and skills that create greater inclusion on campus. Facilitators will provide strategies and techniques designed to increase participants’ capacities to effectively infuse diversity, equity and inclusion into their daily work practices to maximize success for all.

Session Outcomes: Participants will be able to identify basic definitions, components and main principles of cultural competence; engage in authentic dialogue about issues of inclusion and marginalization on campus; be able to explain at least two to three techniques/strategies that can assist in the development or enhancement of cultural competency skills.

Presenters: Jan Clayton, Ed.D., Senior Student Affairs Officer, Associate Vice President, Student Affairs, and Eunice Tarver, Interim Provost and Associate Vice President, Diversity and Inclusion

Track: Teaching and Learning: Cultivating Cultural Competency; Social Justice, Diversity, and Inclusion Awareness

M12: Service-Learning in Online Courses
Service-Learning is a high-impact practice that might seem challenging in an online environment. But, it can be done! This session will present the positive outcomes of adding service-learning to an online course, ways to overcome barriers, and will discuss lessons learned along the way. The presenters will interact with the audience by in a Question and Answer format.

Session Outcomes: Participants will examine conditions that determine if service learning is appropriate; develop strategies for implementing service learning into an online course; and identify potential barriers and solutions for having a service learning component in an online course.

Presenters: Jennifer Campbell, Assistant Professor, and Coordinator, Online Learning, and Lynnda Brown, Assistant Professor and Coordinator, Online Learning

Tracks: Teaching and Learning: Active-Learning Strategies

M13: Flipping Your Classroom
This presentation will explore the limits of traditional, lecture-based methodologies and posit the flipped classroom model as a way to overcome many of the obstacles instructors face in trying to teach their students.

Session Outcomes: Participants will gain a better understanding of what a flipped classroom is, investigate the potential challenges in this type of teaching as well as ways to overcome them, learn what current research reveals about its effectiveness, examine an example of a lesson plan in a flipped classroom, and have the opportunity to discuss their own questions, concerns, and experiences with the flipped classroom with their colleagues.

Presenter: Rick Gilman, Ph.D., Assistant Professor, History

Track: Teaching and Learning: Active Learning Strategies

M14: LGBTQ Awareness
This session will serve as an introduction to topics pertaining to the LGBTQ community and a starting point for faculty and staff to support students who identify as LGBTQ. In this session, participants will learn about issues faced by the LGBTQ community, enhance communication skills in regards to homophobia and heterosexism and explore opportunities on becoming an ally.

Session Outcomes: Participants will develop awareness of issues faced by people who identify as Lesbian, Gay, Bisexual, Transgender and Queer; enhance communication skills in regards to homophobia and heterosexism; and explore opportunities on becoming an ally.

Presenters: David Adams, Director of Student Life (M), and Kassey Steele, Director of Student Life (NE)

Tracks: Teaching and Learning: Cultivating Cultural Competency; Social Justice, Diversity, and Inclusion Awareness
M15: PTSD in the Classroom

Oklahoma ranks high in the number of Veterans suffering from PTSD, who often find it difficult to transition back to civilian life. Due to the G.I. Bill and other Veterans' benefits, many more Veterans are choosing to attend college. As a result, more Veteran students—and more Veteran students suffering from PTSD—are in our classrooms, often with instructors who have no pertinent training or experience. Here's your chance to learn how to recognize the signs of PTSD, and about specific strategies you can use in the classroom to address problems or issues that may emerge.

Session Outcomes: Participants will demonstrate recognition of the signs of PTSD, and how they differ from other elements of student behavior, by exploring scenarios and real-life situation; and will demonstrate through discussion an understanding of specific strategies appropriate for the classroom to address issues connected to PTSD.

Presenters: Beki Miller, Veterans Education and Training Director, Oklahoma Department of Veterans Affairs, and John Wilson, Veterans Mental Health Liaison, Oklahoma Department of Veterans Affairs

Track: Teaching and Learning: Cultivating Cultural Competency; Social Justice, Diversity, and Inclusion Awareness

M16: Training Your Talent: Examining and Incorporating Effective Training Techniques

This workshop will focus on how to identify training needs, building a training program and measuring its success. We will also cover critical topics such as selecting the right training method, pros and cons of different methods and how training impacts staff morale and performance.

Session Outcomes: Participants will be able to articulate the pros and cons of different training methods; select training methods appropriate for the task; and prepare a training plan for a specific task.

Presenter: Greg Anderson, Senior Academic Advisor

Tracks: Teaching and Learning; Development; Leadership: Team-Building

M17: Project Tools for Success

This session will review the basics of the Work Breakdown Structure (WBS), and review how the WBS aids the project manager and team in scheduling, cost, and risk identification and analysis. The session will also address the barriers and interdependencies involved in organizations that have multiple projects being performed simultaneously. Participants will be given the opportunity to participate in exercises designed to solidify the information presented.

Session Outcomes: Participants will be able 1) to identify three separate ways to facilitate the creation of the Work Breakdown Structure, and how it is used to facilitate buy-in from team members; and 2) to identify the management tools that assist in identifying project responsibilities, team member assignments, and team availability.

Presenter: Jim Maxson, Assistant Professor, Business and Information Services

Tracks: Technical Training: Project Management; Leadership

M18: Put Your Strengths to Work

Do you skip to work? Do you go home energized or drained? Do you find purpose in your work? Unfortunately, most of us have little sense of our talents and strengths, much less the ability to build our lives around them. Instead, guided by our parents, by our teachers, by our managers, and by psychology's fascination with pathology, we become experts in our weaknesses and spend our lives trying to repair these flaws, while our strengths lie dormant and neglected. In this workshop, we will explore the myths about strengths and weaknesses and how you can put your strengths to work every day in your job and in your life. Learn what skills you have and how to focus on those areas. How to get better at what you are good at and how to pair with others in areas that you are not.

Session Outcomes: Participants will learn why strengths aren't “what you are good at” and why weaknesses aren’t “what you are bad at”; how to use the four telltale signs to identify strengths; simple steps to take each week to push time at work toward those activities that strengthen and away from those that don’t; how to talk to your boss and your colleagues about your strengths without sounding like you’re bragging, and about your weaknesses without sounding like you’re whining; and, the fifteen-minute weekly ritual that will keep you on your "strengths path" your entire career.

Presenter: Joe Parli, Associate Professor of Chemistry

Tracks: Leadership; Navigating Personal and Professional Life: Personal Development; Health and Wellness

M19: I Have My Best Ideas in the Shower: Demystifying Creativity

In this participatory workshop, we’ll look at the myths surrounding creativity and discuss common
misconceptions about what it means to be a creative person. We’ll discover a few concrete ways you can adjust your daily routine to enhance your creativity and lower stress levels. The presentation will be interspersed with simple drawing exercises that will jumpstart your creativity and give you the tools to continue creating at home or at work.

**Session Outcomes:** Participants will understand the meaning of “flow” and how to achieve it; identify ways to build quiet time into their day; and complete simple abstract drawings.

**Presenter:** Annina Collier, Dean, Center for Creativity, and GKFF Endowed Chair

**Track:** Creativity: Creativity in Everyday Life and in the Workplace

M20: Crafting With Purpose

This session will guide you through the process of finding and making crafts with a positive message, quick turn-around time, and that are low cost that anyone (even craft-haters) can do for their team to boost morale, build team, and show appreciation! Even better, you will make and leave with an awesome craft that you can replicate in your workspace!

**Session Outcomes:** Participants will know how to search for crafts that have a positive message, are low cost, and have a quick turn-around time to create; better know and understand how to use crafting as a mechanism for raising morale; and, leave with a craft that meets the criteria laid out in the session.

**Presenters:** Molly Farley, Director, Academic Advising, and Terri Alonso, Dean, Student Affairs

**Tracks:** Creativity: Creativity in the Workplace; Leadership: Team-Building

M21: The Myth of Creativity

Join Keynote Speaker, David Burkus, as he continues the conversation:

Why are some people consistently creative and others strikingly unoriginal? What holds people and teams back from reaching their creative capacity? The answer, it turns out, has to do with the myths that surround creativity and innovation. In this session, Burkus targets the various faulty beliefs we apply when trying to encourage creativity and offers well-researched facts in their place.

**Session Outcomes:** Participants will learn where our “flashes of insight” come from, and how to have more of them; what makes someone more or less creative than his/her peers; and why “experts” aren’t always the best sources of creative insight.

**Tracks:** Creativity; Teaching and Learning

M22: Title IX: Through a Faculty Lens

TCC Title IX Coordinator Heather Hancock will provide an overview and explanation of the law which protects individuals from discrimination on the basis of sex and gender. This workshop will cover information and guidance provided by the Office of Civil Rights (OCR), with a focus on the roles, rights, and responsibilities of faculty members.

**Session Outcomes:** Individuals will be able to describe their responsibility as a faculty member, and who to contact when learning of a possible Title IX violation; describe the OCR guidelines on Pregnancy and Parenting; and learn the latest guidance from the OCR about the Transgender population.

**Presenter:** Heather Hancock, Director, Emergency Operations and Title IX Coordinator

**Tracks:** Compliance and Readiness; Teaching and Learning: Cultivating Cultural Competency; Social Justice, Diversity, and Inclusion Awareness

M23: HOW STUFF WORKS: Student Conduct

Confused about what course of action to take in relation to student behavior? This session will focus on the fundamental purpose, policies, and processes related to student conduct. Topics to be covered include a brief Student Code of Conduct overview; the primary focus of the conduct process at TCC; fundamentals of meeting with students to facilitate a reported conduct violation; and processes for reporting, investigating, sanctioning, hearings and appeals.

**Session Outcomes:** Participants will be able to identify college resources related to student conduct and concerns; exhibit increased understanding of the various processes regarding student conduct; and, identify behavioral expectations for TCC students.

**Presenters:** Darin Behara, Dean of Student Life, and Lennette Lawless, Director of Judicial Affairs

**Tracks:** Compliance and Readiness; Teaching and Learning: Cultivating Cultural Competency

M24: STARS: Sustainability-Tracking-Assessment-Recording-System

STARS is a sustainable self-reporting system that invites colleges and universities to report on progress made in the implementation of sustainable ideas by combining great ideas of the past; and why “experts” aren’t always the best sources of creative insight.
practices, not just in academics, but also in student life, community engagement, and operational aspects of the academy. Presenters will discuss the 11 criteria that make up the academic component of STARS, and will seek feedback from participants on how we might address each for reporting purposes. We anticipate a lively and engaging discussion, so bring your ideas, opinions, and, yes, biases – all will be valued.

Session Outcomes: Participants will understand the 11 criteria making up the academic sub-component of the STARS program and be exposed to practical, real-life examples for each one; develop a global understanding of the academic report and its relationship to the overall STARS reporting program; begin the conversation on what it means for TCC to be sustainable in its academics, student life programs, community engagement initiatives, and in operations.

Presenters: Mike Limas, Ph.D., NEC-ACS Director, Rob Katz, Ph.D., Associate Professor, Humanities and Music, and Cindy Shanks, Dean, Engaged Learning

Track: Sustainability: Sustainable Operations at TCC

M25: True to the Blue: What’s the Real Story on Respect at TCC?

How do you define respect in the workplace? What does it look, feel, and sound like? Join me in an hour of thinking, laughing, dancing, acting, discussing and promoting respect in the workplace. This workshop will engage participants in the process of defining civility and professionalism in the context of higher education and discuss its role in leadership and in the classroom. Strategies for enhancing civility and professionalism will be developed.

Session Outcomes: Participants will discuss and define civility, professionalism, and respect in the workplace; create action plans to promote professionalism and civility; and, address incivility.

Presenter: Harriette Dudley, Ed. D., Associate Dean and GKFF Chair, Early Childhood Education

Tracks: Navigating Personal and Professional Life: Respect in the Workplace; Leadership: Team-Building and Empowering Others

M26: The Process of Leaving: An Interactive Workshop

The Process of Leaving Workshop allows participants to experience some of the difficulties that a victim of domestic violence goes through when he/she attempts to leave an abusive partner. Further, information will be given out on safety issues and resources for those trying to escape an abusive relationship.

Session Outcomes: Participants will gain a better understanding of the difficulties in leaving an abusive partner; gain some information on resources for victims of domestic violence; be better able to impact the amount of blaming directed at victims of domestic violence in relation to staying or leaving.

Presenters: Lori Gonzalez and Samantha Wade, TCC Partners – DVIS

Track: Navigating Personal and Professional Life: Health and Wellness; Conflict Resolution

M27: QPR: Question, Persuade, Refer - Suicide Prevention Gatekeeper Training

Oklahoma ranks 11th in the United States in the number of suicides completed, with 19 documented suicide deaths for every 100,000 people. The suicide rate in our state is approximately triple that of homicide, with Tulsa Co. having one of the highest suicide completion rates in the state. Muscogee (Creek) Nation Behavioral Health Suicide Prevention Programs offer QPR Suicide Prevention Gatekeeper Training, which assists professionals and non-professionals in learning to recognize and respond positively to individuals exhibiting suicide warning signs and behaviors. Like CPR, QPR operates from a “chain of survival” approach in which the gatekeeper learns to recognize early suicide warning signs, to Question their meaning to determine suicide intent or desire, Persuade the individual to accept or seek help, and Refer them to appropriate resources. The Muscogee (Creek) Nation Department of Health works to reduce the occurrence of suicide and suicidal behaviors among the at-risk youth population, and to promote systems-level change at the state and tribal level to embrace suicide prevention as a core strategy.

Session Outcomes: Participants will leave with increased knowledge and awareness regarding suicide; with the ability to recognize warning signs in potentially suicidal individuals, and the ability to ask whether a person is feeling suicidal and to refer them to treatment.

Presenters: Jill Sago, Prevention Specialist, Muscogee (Creek) Nation Department of Health, and Clint Sago, Academic Counselor, TCC-EOC

Track: Navigating Personal and Professional Life: Health and Wellness; Personal Development; Conflict Resolution
Afternoon Breakout Sessions

- Collaborative Activities
- Wellness Sampler
- Group Service Project
- Reflection Circles

Collaborative Activities/Workshops

AC1: Self-reliance in the modern age

Have you ever considered “homesteading”? Do you know what that might look like in your life? Come to this roundtable discussion about becoming more self-reliant in the modern age, from daily activities to whatever else the future may hold. Bring your ideas and experiences so that others can learn, and bring an open mind to see that self-reliance can be enjoyable. My own experiences are in gardening, farm animal care, hunting, fishing, blacksmithing, woodworking, cooking, clothing repair, and other odds and ends that pop up from time to time.

**Session Outcomes:** Participants will leave with a better understanding of a lifestyle of self-sufficiency, and hopefully will be inspired to give some aspect of “homesteading” a try.

**Facilitator:** Gerald Smith, Carpenter

**Track:** Sustainability; Creativity

AC2: Degree Works Demonstration

This presentation will provide a demo of Degree Works, the new degree audit and mapping system that was implemented in the fall of 2016. This software will release for faculty and student use in the spring of 2017. Join us for a demo and question and answer session about Degree Works.

**Session Outcomes:** Participants will know what Degree Works is and why we moved to the new audit system; and will know what Degree Works looks like and the features that it provides to students, advisors and faculty.

**Facilitator:** Kelly David, Senior Academic Advisor

**Track:** TCC Reorganization


Are you interested in helping to build/construct a handbook for Administrative Assistants—to literally brainstorm what would be in a “survival guide” for admins newly moved around in the reorg, and then to begin the actual process of building it? (Or helping to make tentative plans for building it?) If so, then please join your colleagues as we begin the process of doing just that!

**Session Outcomes:** Participants will contribute ideas to the creation of a “handbook” that can serve to both standardize and simplify our work.

**Facilitators:** Kris Everett, Administrative Assistant I, Science and Mathematics, and Melissa Thurston, Administrative Assistant II, Science and Mathematics

**Track:** TCC Reorganization; Updates in the Office

AC4: Service-Learning Syllabus-Building Workshop

Have you thought about incorporating service-learning into one of your courses but haven’t had the time to sit down and plan it out? Come to this workshop where you’ll have time to do just that! After briefly looking at a sample service-learning project, we’ll divide into small groups to brainstorm ideas for your own course. Then you’ll be given the bulk of the time to plan your course. If you can, bring your course learning outcomes. Computers will be available, as will a variety of service-learning resources. Experienced service-learning faculty will also be on-site to consult with.

**Session Outcomes:** Participants will discover resources that can help in planning a service-learning course; begin designing a service-learning project; and create a reflection activity that helps students connect the service with the course’s SLOs.

**Facilitators:** Kristen Marangoni, Ph.D., Assistant Professor, English, and Service-Learning Coordinator, Jeanne Urie, Assistant Professor, Communication Services, and Bryan Coppedge, Ph.D., Assistant Professor, Science and Mathematics

**Track:** Teaching and Learning: Active Learning Strategies

AC5: New Student Orientation (NSO) Volunteer Training

This session will provide training to better equip volunteers to assist students at New Student Orientation (NSO). The session will provide an overview of the student experience, a walk through of enrollment and the most commonly asked questions by students (and answers) at NSO.

**Session Outcomes:** Participants will know how to enroll in courses at TCC and things to consider when enrolling; how best to assist student as they sign in to the TCC systems for the first time; what questions are typically asked for students at NSOs and how to best answer those questions; and the structure of NSO and what the student experience
looks like during the first official interaction with the college.

**Facilitator:** Gregory Hope, Career Placement Advisor

**Track:** TCC Reorganization

**AC6: MathWays Meeting***

*This is a working session for Math Faculty only.
This is a working session for mathematics faculty to meet in a PreCalculus team, Quantitative Reasoning team, or Implementation team.

**Session Outcomes:** Participants will have completed SLOs for Corequisite courses, core materials selected for Quantitative Reasoning/Corequisite and PreCalculus/Corequisite, and started the conversation about how to schedule the gateway math courses in Fall 2017.

**Facilitator:** Diane Trimble, Associate Professor of Mathematics; Math Faculty Department Chair

**Track:** Teaching and Learning; Compliance/Readiness

**AC7: Humanities Discipline Meeting***

*This is a working session for Humanities faculty only.

**Session Outcomes:** Participants will finalize the missing PLOs; discuss the Humanities course list; discuss the mapping timeline; and, set upcoming semester priorities.

**Facilitators:** Tracy Skopek, Ph.D., Dean, Liberal Arts and Communication, and Alexa Larson-Thorisch, Ph.D., Associate Professor of Humanities, Social Sciences Faculty Department Chair.

**Tracks:** Teaching and Learning; Guided Pathways

**AC8: English Discipline Meeting***

*This is a working session for English faculty only.

**Session Outcomes:** Participants will review and decide between the two math options offered for their pathway; 2) discuss and vote on 3-4 pressing issues for both Pathways mapping and current degree change; and, 3) discuss (and possibly vote on) a common handbook for all Composition students across the college. There may be other items to work on, depending on time.

**Facilitator:** Pam Kannady, Associate Professor, English, English Department Faculty Chair for Composition

**Tracks:** Teaching and Learning; Compliance/Readiness

**AC9: From STEM to STEAM: How Science, Technology, Engineering and Math Can Collaborate with Art and Humanities for a Symbiotic Relationship**

I’m interested in building on a previously STEM-funded project (PIPESTEMS), and expanding it to “PIPESTEAMS,” which will take advantage of the strengths of each field (STEM and the Arts, including English and the Humanities), in order to create a multidiscipline program that encompasses both sets of strengths. Through “STEAM,” students are able to tackle the same issue from different perspectives and in the process both enlighten and learn from each other. A good example of such an implementation is sustainability from policy to practice, and how the two can be integrated. I would like the forum to discuss if this idea is feasible, and to get suggestions from participants about a possible cohort. The biggest group of students in the first grant was from engineering, followed by biotechnology students; one or both could be part of a new “STEAM” cohort.

**Session Outcomes:** Participants will contribute to a framework for a grant proposal that builds on a previously STEM-funded project (PIPESTEMS), and expand it to “PIPESTEAMS,” which will be used to fund a cohort of students whose progress can be tracked.

**Facilitator:** Patrick Idwasi, Ph.D., Assistant Professor, Science and Mathematics

**Tracks:** Guided Pathways; TCC Reorganization; Creativity

**AC10: Science Faculty: Interested in Exploring OpenStax free books??**

If your answer to the above question is yes, take some time during this session to collaborate with colleagues and to consider whether OpenStax books and partnered online homework systems could be a good fit for your classes! I can provide information about my own experiences with OpenStax books, and answer a lot of questions about their pros, cons, and about some of the homework partner systems.

**Facilitator:** Jennifer Kneafsey, Associate Professor, Science and Mathematics

**Tracks:** TCC Reorganization

**AC11: WEAVE/Faculty Performance Portfolio**

This session provides an overview of the Faculty Portfolio Review process, including a discussion of both required portfolio content and current associated timelines. All faculty members and
Academic Affairs administrators are welcome to attend. All faculty members and Academic Affairs administrators are welcome to attend.

**Session Outcomes:** Participants will gain a better understanding of the requirements of the new faculty portfolio review process, and will leave with a sense of “next steps” for their own portfolio creation efforts.

**Facilitators:** Joe Schicke, Assistant Professor, English, Faculty Development Coordinator, Angela Sivadon, Ph.D., Program Director, Cardiovascular Technology, and Cindy Shanks, Dean, Engaged Learning

**Track:** Teaching and Learning: Portfolio Creation

**AC12: Focus Group – Set Your Sights on Training and Development!**

Interested in employee growth and development? Be an active participant in the rollout of our soon-to-be released, on-demand learning system. We’ll take a peek at the new system, brainstorm best practices for the inaugural rollout and hear your recommendations for methods to engage employees in various stages of their careers.

**Session Outcomes:** Participants will leave with new insight into the future of staff development at TCC, and will have the opportunity to share insights about how development differs across the lifespan of an employee.

**Facilitator:** Deborah Benton, Manager Employee Relations

**Track:** TCC Reorganization; Navigating Personal and Professional Development

**Reflection Circles**

**AR1: Academic and Student Affairs Collaboration: Building PATHWAYS to Success**

When developing strong, guided pathways for our students, it is important that Academic and Student Affairs find ways to work seamlessly. This round table discussion will focus upon identifying barriers between Academic and Student Affairs that impact the implementation of “Guided Pathways” and student learning. Participants will also be asked to engage in critical thought to brainstorm ways Academic and Student Affairs can work collaboratively to remove those barriers.

**Session Outcomes:** Participants will be able to identify barriers between Academic and Student Affairs that need to be removed in order to facilitate seamless “Guided Pathways”; to identify key “Guided Pathways” personnel in both areas; and through critical thought, be able to identify collaborative projects between Academic and Student Affairs that can be implemented within the next year.

**Facilitators:** Cheryl Stanley, Assistant Director, Office of Student Assessment, José Dela Cruz, Dean of Student Affairs, and Scott Mannas, Assessment Specialist

**AR2: Addressing Conflict**

Main Question for the Session: What strategies do you use for addressing conflict in your position?

**Session Outcomes:** Participants will identify strategies for addressing different levels of conflicts; increase their awareness of the significance of addressing conflicts; and recognize the power of a community in discussing and reflecting together.

**Facilitator:** Nina Dulabaum, Ph.D., Assistant Professor of Psychology

**Track:** Navigating Personal and Professional Life

**AR3: Change Management: Applying the ADKAR Model**

(Note: This session is for those who attended the “Change Management” workshop in Breakout Session #1)

This session is designed for employees who do not supervise other staff and will provide an overview of change management principles and methods being utilized at TCC. Participants will learn about the change process, Prosci’s “ADKAR” model for change management, and receive an overview of TCC’s approach to change management.

**Session Outcomes:** Participants will be able to explain the three phases of the change process and typical reactions to each phase; to name and describe the five building blocks of ADKAR; and will have a better understanding of reactions to change and how to identify the successful building blocks of change at the individual level.

**Facilitators:** Lindsay White, Director of Project Management, and Kevin David, Ph.D., Provost and Associate VP for Institutional Effectiveness

**Tracks:** TCC Reorganization: Change Management
Wellness Sampler Platter (select 5)

AW1: Active Stress Relief with Kenda Morgan and Steven Hill
Melt away your stress with some light stretching, desk exercises, and yoga poses!

AW2: Active Stress Relief with Heather Boyes and Rhett Henderson
Melt away your stress with some light stretching, desk exercises, and yoga poses!

AW3: Inactive Stress Relief with Randii Harrald and Steven Smith
Come pet some friendly therapy dogs while sipping some tea! Research suggest that therapy dogs have been shown to help reduce anxiety and blood pressure, as well as release mood-boosting endorphins.

AW4: Inactive Stress Relief with Amy Leach and David Adams
Free chair massages, need I say more? Enjoy a quick massage and do a little coloring for added stress relief! Who knew that coloring could be considered a great relaxation tool? Here’s your excuse to act like a kid again. (enrollment limited)

AW5: Cardio with David Welch and Brad Sullivan
If you’re new to running or just need a refresher on proper form, join us for an informative session on the do’s and don’ts of running. You will also receive a Couch-to-5K training guide to help you get started.

AW6: Strength Training with Josh Dutton and Natalie Lachowicz
Looking to tone up with little to no equipment? This class session will allow you to get a little strength training session in (or you can take some good notes)! Our presenters will demonstrate a routine that can be done basically anywhere.

AW7: Nutrition and Gardening with Patty Smith and Sarah Wagner
This room will have great information on the nutritional value of garden crops, and on the benefits of gardening, including a discussion of the calories and energy potentially expended by engaging in this practice! There will also be free healthy snacks and tips to makeover your favorite holiday dishes.

AW8: Safety with Captain Daggs
If you’ve ever been interested in self-defense, look no further. We have our expert, Captain Daggs on hand to show you some basic moves to stay safe this holiday season.

AW9: Financial Wellness with Greg Ruley
Our Voya rep will be available to address how to save for retirement, plus he’ll talk about their Behavioral Finance Institute for Innovation, which uses behavioral inputs to help improve retirement savings.

AW10: Bad Habits Be Gone with Wayne Loucks
Looking to finally kick that habit? Whether that’s sugar, nicotine, stress—you name it—our presenter will give you some great pointers on how to kick-start your motivation toward eliminating whatever ails you, or keeps you from realizing your best “you.”

Wellness Sampler Contacts: Amy Leach, Assistant Director of Student Life, and Randii Harrald, Fitness Specialist, Student Life

Tracks: Navigating Personal and Professional Life

Group Service Project

AGS1: Group Service Project
Join with your colleagues in paying it forward! During this session, we’ll box up donations delivered on campus during the latter half of October, and at Professional Development Day itself. Reminder: all mittens and gloves (new or gently used) will be donated to the Day Center for the Homeless in Tulsa, new or gently used children’s books will be donated to Tulsa Public Schools, and non-perishable food items (and nonfood items, below) will be donated to TCC Food Pantries at NEC and SEC and to the Community Food Bank of NE OK. (Nonfood items such as toothpaste, shampoo, soap, laundry detergent, and other basic necessities will also be accepted at all locations.) Don’t forget: we’re striving for 100% participation by TCC employees. Many thanks in advance for your generosity, and for helping on November 8th to get things ready for delivery.

Group Service Project Contact: Cindy Shanks, Dean, Engaged Learning

Track: Leadership; Navigating Personal and Professional Life