

Sullivan University
FACULTY RETREAT

2018

**Building a Culture of
Teaching Excellence**

OCTOBER, 19, 2018
CHURCHILL DOWNS

 **Sullivan
University**

LUXOR



Agenda

October 19, 2018

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|-----------------------|---|
| 8:00 to 8:45 | Registration
<i>Millionaire's Row, 4th Floor</i> |
| 8:45 to 9:00 | Welcome & Opening Remarks
<i>Millionaire's Row, 4th Floor</i> |
| 9:00 to 10:00 | Session One
<i>Various Locations (see pg. 3)</i> |
| 10:15 to 11:15 | Session Two
<i>Various Locations (see pg. 3)</i> |
| 11:30 to 12:20 | Lunch
<i>Millionaire's Row, 4th Floor</i> |
| 12:20 to 12:55 | Keynote Address Jill Ferarri
<i>Millionaire's Row, 4th Floor</i> |
| 12:55 to 1:20 | Message from the
Chancellor and President
<i>Millionaire's Row, 4th Floor</i> |
| 1:30 to 4:20 | Breakout Tracks
<i>Various Locations (see pg. 4)</i> |

Sessions



	Stakes - Tavern	Stakes - Veranda	Stakes - Parlor	Trophy Room
Session One 9:00 – 10:00	Vocal Hygiene: Protecting Your Hidden Asset <i>Abby Helton</i>	Predictors of Online Student Success and What You Can Do About it <i>Sarah Nichter</i>	Blackboard: Building Meaningful Assessments in Online and Classroom Environments <i>Benjamin Stephens and Vinh Nguyen</i>	Mental Health in the Classroom: Dealing with Students in Crisis with Learning Differences and Mental Health Issues <i>Anthony Santamassino</i>
Session Two 10:15 – 11:15	Mindlessness to Mindfulness <i>Emily Esposito</i>	Use of Online Technologies to Enhance Faculty's In-Class Mobility and Support Group Active Learning Exercises <i>Amusa Adebayo</i>	Best Practices in Online Instruction and Motivation of Students and Classroom Management Strategies <i>Jelena Vucetic</i>	Developing Effective Self-Paced Learning Modules that Students Love: A Hands-On Workshop <i>Barbara Jolly and Peggy Muller</i>

Breakout Tracks



	1:30-2:20	2:30-3:20	3:30-4:20
DEAN / DIRECTOR BREAKOUT TRACK	<p>The Big Picture: A Vision for Academic Affairs <i>Dr. Diana Lawrence & Dr. Ken Moran</i></p> <p>LOCATION: Stakes-Veranda</p>	<p>Improving Assignment Designs through a Peer Review Process Leaders <i>Dr. Sarah Lawrence, Danielle Gleason & Sacha Pruitt</i></p> <p>LOCATION: Stakes-Veranda</p>	<p>QEP Supports Departmental Assessment Plans <i>Angela Riggs & Dr. Jeff Johnson</i></p> <p>LOCATION: Stakes-Veranda</p>
FACULTY BREAKOUT TRACK	<p>Faculty Expertise + Career Coach = Meaningful Career Focused Conversations <i>Angela Riggs</i></p> <p>LOCATION: Millionaire's Row</p>		<p>Using Technology to Bridge the Communication Gap <i>Scott Cordle, Joan Durso and Richard Rott</i></p> <p>LOCATION: Millionaire's Row</p>

Sessions Abstracts BY TIME



SESSION ONE: 9:00 - 10:00

Vocal Hygiene: *Protecting Your Hidden Asset*

Abby Helton

“Why is my throat so sore after teaching? It’s not like I’m a famous singer.” For many educators having a sore throat is par for the course when beginning a new term. What if this was a sign of a much larger issue, but you had no idea there was even a risk. In this experience based session, we explore the unfortunate side of a teaching career- vocal disorders. In addition to discussing vocal disorders, we will address how educators are affected, how gender factors in, and what can be done to protect yourself. We only get one set of vocal cords, so we may as well take good care of them!

OBJECTIVES:

- Discuss vocal disorders
- How vocal disorders affect educators
- How to protect your voice and vocal cords

Predictors of Online Student Success and What You Can Do About it

Sarah Nichter

The puzzle of predicting what factors make online students more successful has been the focus of many researchers, revealing a group of somewhat reliable predictors for student success such as prior experience in an online environment and individual characteristics. But what can an online instructor do about those? More than you think! This research-based presentation will highlight predictors that faculty can take an active roll in affecting to increase the success of their online students. Attendees will leave with specific strategies to incorporate in their online classes.

OBJECTIVES:

- To understand key factors for student success online
- To understand practices to implement in an online class
- To conceptualize new strategies to use in one’s own class



Blackboard:

Building Meaningful Assessments in Online and Classroom Environments

Benjamin Stephens and Vinh Nguyen

This professional development is a demonstration and training session to build meaningful assessments within Blackboard that will help guide instruction. These assessments can enhance learning in face to face classrooms and online environments. By using assessment driven instruction, faculty members can tailor their teaching to meet specific student needs. The focus of this training session will be finding student knowledge gaps, but we will briefly offer ideas for tailoring instruction based on assessment results.

Specifically, this training will focus on the creation of question pools inside Blackboard. During this presentation we will create questions and enter them into Blackboard using a specific procedure with naming conventions and pre-defined tags. We will also discuss maximizing feedback to learners through appropriate question rationales. We will also discuss how to reuse these instructor-created questions in mixed reviews. Finally, we will look at controlling the students' abilities to unlock these formative assessments using the adaptive release function to maximize students' self-paced learning.

OBJECTIVES:

- Define clear procedures for implementation of question banks for maximized usability
- Write reusable assessment questions in Blackboard
- Deploy assessments that are self-paced or paced by the instructor using the adaptive release feature in Blackboard

Mental Health in the Classroom:

Dealing with Students in Crisis with Learning Differences and Mental Health Issues

Anthony Santamassino

Increasingly I have students come to me for counseling and consultation regarding learning differences and/or mental health issues that interfere with their academic progress and performance in the classroom. Instructors often get impatient with their inquiries or lack of understanding of the presented material. This is not intended to be an indictment of the instructor, but a guide for instructors regarding learning differences, stress related issues, and other mental health challenges that the student may be facing. What we hope to do here is help instructors be mindful of the outside influences, stressors, and challenges faced by the student, to recognize the signs of learning differences, whether or not they are "officially documented," to respond with emotional first aid when a student begins to "meltdown" in class, to understand that students who are habitually tardy, or do not complete assignments, or seem hostile, may be exhibiting signs that are cries for help in dealing with life.

Our students are often non-traditional, they may be older and returning to school. They may be veterans with PTSD issues. They may have learning differences and challenges. Often, they do not have the support of their families, who think they are wasting time and money.

OBJECTIVES:

- Attendees will learn to identify key signs of learning differences that may be causing a student issues
- Attendees will learn response alternatives to engage a student and encourage successful progress toward a degree, thereby improving retention
- Attendees will learn active listening skills to validate student feelings and concerns

SESSION TWO: 10:15-11:15

Mindlessness to Mindfulness

Emily Esposito

When you perform multiple tasks at once, your brain tends to shift into autopilot. Multi-tasking denies essential pauses in our mental space and contributes to increased levels of faculty and student burnout. Mindfulness is defined as a mental state achieved by focusing one's present awareness on thoughts, emotions, or experiences. This session will focus on identifying personalized areas to incorporate mindfulness techniques into your everyday activities to increase efficiency, develop intentionality, manage stress, relieve anxiety and irritability, as well as cultivate positive relationships.

OBJECTIVES:

- Attendees will define mindfulness and its potential benefits
- Attendees will use tools to develop a personalized plan of mindfulness to manage stress and minimize anxiety
- Attendees will envision using mindfulness strategies in instructional activities for the benefit of both faculty and students



Use of Online Technologies to Enhance Faculty's In-Class Mobility and Support Group Active Learning Exercises

Amusa Adebayo

Modern-day classrooms comprise of students of diverse demographics, backgrounds, and learning personalities. Effectively engaging them requires careful design of learning contents, enriched with technology tools and active learning exercises. Proctoring during small groups' active learning exercises require professors to move back and forth in order to provide the needed attention to group discussions and still project onto the white board for entire class information. Fortunately, some online tools such as the TeamViewer® (and SplashTop®) enable in-class faculty mobility, and Socrative® real-time assessment tool enables near instantaneous gauging of individual student's preparation for, and contribution to, the group active learning exercises. The use of TeamViewer® to enhance class presentation and improve connectivity with students, and Socrative® for monitoring student learning from such events will be demonstrated.

OBJECTIVES:

- Attendees will apply TeamViewer® and Socrative® technology tools to class discussions and active learning exercises
- Attendees will enhance their mobility during lectures and group active learning activities using TeamViewer platform
- Attendees will implement real-time, indirect monitoring of individual student's contribution to, and potential benefit from, group active learning exercises using Socrative® real-time assessment tool

Best Practices in Online Instruction and Motivation of Students and Classroom Management Strategies

Jelena Vucetic

As a facilitator of adult learners, I incorporate the following values: - Development of the Whole Person – My approach to facilitating learning for adults is focused on the whole person: head, heart, and hands; intellect, sensibility, and skills. The goal is to facilitate development of learners' leadership skills whose compassion and concern for others inspires them to contribute to the common good. - Academic Challenge – I focus on providing academic challenge to my students through the disciplined search for knowledge and the joy of discovery and understanding. In my classes, students have an opportunity to strengthen their skills in critical reading and thinking, speaking and writing, research and scholarship, as well as in the use of information technologies. Through open, friendly discussions, partnership in a collaborative process of learning and discovery is always strongly encouraged. - Integration – My teaching style focuses on developing students' skills to integrate new learning with prior knowledge and personal experiences. My students are always encouraged to be life-long learners, and to continuously seek for improvement, timeliness and excellence in their skills. - Ethical Inquiry and Reflection – My teaching style is based on continuous challenge of students to examine the ethical aspect of their decision-making, as well as critical reflection on values. - Concern for Social Justice – I challenge my students to develop the analytical skills necessary to understand relationships of power and privilege in the contemporary society. I encourage them to develop respect for diversity, and a special concern for the poor and the oppressed. - Global Awareness – I encourage my students to appreciate the diversity of persons and cultures, the complexity of relationships in the new and evolving international order, and the impact of humans on the natural environment. - Leadership – I challenge my students to strengthen their personal leadership skills as well as their abilities to listen and to engage in dialogue in diverse settings.

OBJECTIVES:

- Attendees will learn about the development of the whole person
- Attendees will reflect upon academic challenge
- Attendees will explore relevance and application of knowledge to real-life situations

Developing Effective Self-Paced Learning Modules that Students Love:

A Hands-On Workshop

Barbara Jolly and Peggy Muller

Most students don't learn best from a PowerPoint with lots of words on screen. Students like technology-based interactive learning tools. Both the presenters' research and experience has shown that assessment performance also improves using tech-based learning tools. This session will be a hands-on workshop to try out available software used to build self-paced technology-enhanced learning modules. Learners will leave with a framework for building a short self-paced learning module that could be used in one of their classes. Learners should bring a laptop or tablet, if they have one. Paper-based guides will be available, but to fully participate, learners will want to download a free trial version of one, or more, software tools. We know our students learn by doing. Let's learn by doing, too.

OBJECTIVES:

- Attendees will identify a topic in their area of expertise where a self-paced learning module would enhance student learning.
- Attendees will develop an outline for a short self-paced learning module.
- Attendees will create at least one frame for short interactive technology-based learning module

Presenters



Amusa S. Adebayo received his Bachelor of Pharmacy (B. Pharm) in 1989, and his Master of Science in Pharmaceutics in 1995 from the Faculty of Pharmacy, and his Master of Business

Administration (MBA) in 1999 from the Faculty of Administration of the Obafemi Awolowo University (Nigeria). He received his Ph.D. in 2001 from the University of Ibadan (Nigeria). Following a twelve-year tenure as an Associate faculty in Pharmaceutics and head of the Drug Production Unit of the Faculty of Pharmacy, he joined the University of Technology, Jamaica, where he led the establishment of the first graduate program (M.Phil. Pharmaceutics) in the College of Health and Applied Sciences in 2006. Dr. Adebayo had impressive leadership and administrative experiences at the UTech (Jamaica), where he was head of the School of Pharmacy and Health Sciences, and later head of the new School of Pharmacy between 2007 and 2009. He worked as senior lecturer in pharmaceutics at the University of the West Indies, Trinidad and Tobago between January 2010 and July 2011 before joining the Roosevelt University

College of Pharmacy as an inaugural faculty in Biopharmaceutics and Pharmacokinetics in 2011.

He was recognized with the President's Research Initiative award at the UTech Jamaica in 2005 and the Biggest Heart Award by the RUCOP students Class of 2016.

Dr. Adebayo is a member of the American Association of Pharmaceutical Sciences, the American Association of Colleges of Pharmacy (AACP), the American Association of Pharmaceutical Scientists (AAPS), the International Academy of Compounding Pharmacists (IACP) and the International Pharmaceutical Federation (FIP).

He is married with three children.



Jill Ferrari, Event Keynote Speaker, is the Program Director for Medical Assisting at the Lexington campus. She has been with the university since 1997, initially as an adjunct faculty member for the first year, and then

became full-time. She has been a part of the Medical Assisting program from the inception with the initial accreditation in 1998. She

became Program Director in 2003. In addition to maintaining accreditation for the program, Mrs. Ferrari has been active on both the state and national level with medical assisting. She has been on the KSMA (Kentucky Society of Medical Assistants) Board of Directors for many years and has been in charge of the Educator Forum. She has been a site surveyor for MAERB (Medical Assisting Educational Review Board) for the past six years in which she has completed multiple accredited program evaluations for other schools just like ours which has given her insight to best practices across the country. She recently applied and was selected to be a new board member for MAERB beginning January 2019. Mrs. Ferrari was also recently named 2018 Instructor of the Year by the Kentucky Association of Career Colleges and Schools (KACCS).





Abby Helton is an Assistant Professor who has been with Sullivan University since March 2013. Currently she serves as the Program Director of the College of Accounting and Finance-Lexington.

Abby received her Master of Science in Accounting from the University of Kentucky and is a licensed CPA. Her areas of academic interest include tax, fraud, and forensics. Abby enjoys music and spending time with her family.



Emily Esposito is a native of Louisville who received a BS from Bellarmine University (2001), MS from University of Louisville (2006) and later awarded a Ph.D. in Pharmacology and Toxicology

(2008). Dr. Esposito is an associate professor of pharmacology and has been with the Sullivan family since 2010. In 2013 and 2015 she was awarded AACP Teacher of the Year. Her passion of plant-based research studies have coincided with development of innovative pharmacy elective courses such as “Aromatherapy Science” (in conjunction with Ms. JoAnn Klein from the Spencerian Massage School) and “Wilderness Medicine” which have been detailed in the

American Journal of Pharmaceutical Education and presented at the annual AACP conferences. Dr. Esposito’s interests include aromatherapy, mindfulness, toxicology, and innovations in pharmaceutical science education.



Barbara Jolly joined the faculty at SUCOP in 2008, just a few weeks before the first PharmD students arrived on campus. Prior to making the move to academia, she had worked in both hospital

pharmacy management, having worked as a clinician at a teaching hospital in Kansas City, Missouri, followed by 7 years as vice president of an Ohio-based hospital pharmacy management company, then 10 years in the home infusion field where she was the Director of Clinical Support Services for the infusion division of a Fortune 100 corporation.

She currently teaches courses in sterile compounding and palliative care at the CoP where she also directs the Office of Lifelong Professional Development (continuing education). Barbara serves as a commissioner on the Accreditation Council for Pharmacy Education (ACPE) Continuing Education Commission.

Barbara’s main teaching philosophy themes are, “if you don’t learn the way I teach, then I will teach the way you learn”, and “the best medicine is a caring heart”.



Margaret S. (Peggy) Muller, M.ED, MSCM is an instructional designer for Sullivan University. She has been involved in training and development for over 30 years. She has worked in

online education since 2000 for universities, healthcare, and state government. Former small business owner, occasional adjunct, and coach, she works closely with faculty in creating online courses and the students who are taking advantage of Sullivan’s Prior Learning Assessment opportunities.



Sarah Nichter is an associate professor of English and the leader of the tutoring services. She has been teaching for 16 years and has regularly taught online courses for 12 of those years. Sarah recently entered

the dissertation phase of her PhD in Leadership in Higher Education. Her dissertation research focuses on the impact of mobile access on student success in the online environment.



Vinh Nguyen

Dr. Vinh Nguyen is an Assistant Professor at Sullivan University College of Pharmacy and Health Sciences. He received his Doctorate of Pharmacy at Ohio Northern University.

He serves as the Director of Experiential Education and is responsible for the coordination and outcomes of students on experiential experiences. He also serves as faculty in the Department of Clinical and Administrative Sciences, where he teaches and assists in lab courses. Dr. Nguyen continues to practice on a part-time basis in the community settings.



Anthony W. Santamassino is

an Assistant Professor of Psychology, Executive Coach, Career Counselor and Organizational Consultant with over 40 years of diverse experience

as a Counselor, International Business and Management Consultant, Executive Advisor, Law Enforcement Officer / Hostage Negotiator, and Corporate CEO.

As a Crisis Counselor, he has served on the Board of Directors and as Treasurer of the American Association of Crisis Intervenors,

and as Managing Editor of the organization’s professional journal “*Emotional First Aide: A Journal of Crisis Intervention.*”

He has trained hundreds of Mental Health Professionals, Physicians, Nurses, and Police Officers in crisis intervention, hostage negotiation and suicide prevention techniques.



Benjamin Stephens is an

educator with over a decade of experience incorporating technology into the learning process. He received a Bachelor of Science degree in Elementary Education

with a concentration in Mild Interventions from the University of Indianapolis. He has taught with Carmel Clay Schools in Indiana and Jefferson County Public Schools in Kentucky. While teaching with JCPS, he earned a Master’s Degree (M.Ed.) at the University of Louisville in Instructional Technology. He is now working as the Instructional Support Specialist for the College of Pharmacy and Health Sciences.

Jelena Vucetic has been a leader in the telecommunications and computer industry for more than twenty years, including engineering, strategic planning, intellectual property management, marketing, sales, operations, and manufacturing.

She has been an adjunct faculty member at



Sullivan University since mid-2012, teaching a number of CSC and MBA courses. She has also served as a PhD mentor and committee member as well as a subject matter expert for the development of several courses.

She holds a PhD in Electrical Engineering, a master’s in Business Administration, a master’s in Computer Science, and a BS degree in Electrical Engineering.

She is the author of the book “*Becoming a Successful Techpreneur*”, numerous professional articles, and four patents in the area of wireless telecommunications. She has also been a contributor to wireless protocol standards committees.

Dr. Vucetic is the founder of Alpha Mission, a business and technology management consulting firm in the Washington, D.C. area. Before Alpha Mission, Dr. Vucetic founded a startup company providing equipment and software for the wireless telecommunications market. The company was acquired by its large, publicly traded customer in 2003.

Dr. Vucetic also lectures at graduate business and technology programs at several international distance learning universities, and mentors Ph.D. and MBA candidates. So far, more than sixty candidates earned their Ph.D. degrees under Dr. Vucetic’s mentorship.

Breakout Facilitators



Scott Cordle



**Danielle
Gleason**



Jeff Johnson



Diana Lawrence



Sarah Lawrence



Ken Moran



Sacha Pruitt



Angela Riggs