

20th Annual Conference



CELEBRATING COLLEGE TEACHING

Oct. 24 - 25, 2013
Kent Student Center

**KENT STATE**
UNIVERSITY

ACKNOWLEDGMENTS

Celebrating College Teaching comes to you through the generosity of Kent State University, the Kent State University Alumni Association, the Faculty Professional Development Center, and the University Teaching Council.

The conference committee thanks the following for their invaluable assistance:

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**BE SURE TO SAVE THE DATE FOR NEXT YEAR'S CONFERENCE!
OCT. 23 AND 24, 2014**

Visit the UTC website at www.kent.edu/utc.

You may also call Dr. Kimberly Peer at 330-672-0231 or email her at kpeer@kent.edu.

October 2013

Dear Conference Participants:

On behalf of the Kent State University community, it is my great pleasure to welcome you to our Kent Campus and to our 20th annual Celebrating College Teaching conference. With thought-provoking keynote speeches, round tables, panels that always spark lively discussions, and the great tradition of the Distinguished Teaching Awards and Outstanding Teaching Awards ceremonies, this annual gathering is designed to be edifying and enjoyable no matter where you are on your academic career path.

It is very fitting that Kent State hosts this forum for sharing insights, ideas and inspiration about the scholarship of teaching. The university started as a teacher-training school in 1910 and has built a strong tradition of fostering excellence and inclusion in college instruction. Although we have evolved into a major American university — one that is ranked among the nation's 74 public high-research universities by the Carnegie Foundation for the Advancement of Teaching and one of the top-tier Best National Universities by *U.S. News & World Report* — Kent State has retained its commitment to leadership in advancing teaching at all levels. From our University Teaching Council to our Faculty Professional Development Center to our Research Center for Educational Technology, Kent State provides faculty in every discipline with multiple opportunities to explore the art of teaching and to develop skills fit for the 21st century.

As you join our multitalented faculty and staff, I encourage you to participate fully in the day's array of activities. I am confident that you will come away with many new reasons to celebrate teaching.

Sincerely,

A handwritten signature in black ink, appearing to read "Seth Lepton". The signature is fluid and cursive, with the first name "Seth" and last name "Lepton" clearly distinguishable.

HISTORY OF CELEBRATING COLLEGE TEACHING

In 1992, Kent State University's Collective Bargaining agreement developed provisions for the support of teaching. Those provisions ultimately led to the establishment of the University Teaching Council (UTC). A contractually initiated committee to study faculty professional development (Faculty Professional Development Study Committee) wrote the enabling legislation for the UTC and guided it through the Faculty Senate. That study committee was composed of six people (two Faculty Senate representatives: Mary Lou Holly, Ph.D., and Jerry M. Lewis, Ph.D.; two administrators: Larry Andrews, Ph.D., and Thomas J. Barber, Ph.D., and two association members: Stephane Booth, Ph.D., and Michael Lee, Ph.D.).

The enabling legislation for the University Teaching Council was modeled on the structure of the University Research Council (URC). Parity with the URC in the form of financial support was sought, and, although not obtained, provisions for additional kinds of grants (for travel, education and summer teaching projects among others) were designed. These included provisions for curriculum development as a key area for support as it relates to teaching and an annual conference to help build a community around the scholarship of teaching. Thus, the Celebrating College Teaching Conference was designed to identify, recognize, promote and celebrate the many positive teaching-related activities going on at Kent State.

Rick Vardaris, Ph.D., psychology, chaired the Conference Committee for the first three years, stepping down in 1995. Lewis chaired from October 1995 to July 1996 and then stepped down when he formally retired. Steve Zapytowski, theatre, served as chair from 1996 to 2000. Bruce Friesen, Ph.D., sociology, Kent State University at Stark, served from 2001 to 2004; in 2005, Kimberly Peer, Ed.D., School of Health Sciences, assumed the chairship.

The conference initially involved committee members meeting with a keynote speaker on Saturday morning, but this was soon curtailed for pragmatic reasons. However, some significant components were added as the conference matured. These included linking the conference to the Thursday night Read Lecture and awarding the Distinguished Teaching Awards (full-time faculty) and the Outstanding Teaching Awards (full- and part-time nontenure track faculty) at the conference as of 1995. Campus Conversations — a chance for colleagues from different disciplines and campuses to actively talk together about teaching — was added in 1999, as was a reception for new faculty as a means to introduce them into a campus culture which values teaching. Graduate's Applause (now Faculty Recognition) was added at the 2000 Conference. In 2001, the Read Foundation brought in a Friday morning keynote speaker instead of having a separate event on Thursday evening. The Provost's Office inaugurated the Thursday night Provost's Emeriti Lecture in 2002. In 2007 Round-table discussions were added to the Provost's Breakfast. The Faculty Professional Development Center first hosted the pre-conference workshop in 2011. In 2013, a Thursday evening faculty dialogue in the Kiva was added.

Celebrating good teaching continues as the major thrust of the conference which celebrates its 20th anniversary this year.

CONTENTS

Acknowledgments.....	ii
Next Year's Conference.....	ii
Welcome	iii
History of the Conference	iv
Schedule of Events.....	2
Map of Kent Student Center	3
Speakers.....	4
Invited Round Tables	7
Refereed Round Tables	7
Concurrent Panel Discussion Followed by Round Tables	8
Posters and Displays.....	9
2013 Distinguished Teaching Award Recipients	11
2013 Distinguished Teaching Award Finalists.....	12
2013 Outstanding Term Teaching Award Recipients	13
2013 Outstanding Term Teaching Award Finalists.....	14
Kent State University Teaching Awards.....	15
Faculty Recognition Awards	16
University Teaching Council Members.....	18
Conference Committee Members	19
Call for Proposals 2014.....	20
Map of Kent State University.....	21

SCHEDULE OF EVENTS

Thursday, Oct. 24, 2013

7 p.m., Kiva

Faculty Dialogue

Friday, Oct. 25, 2013

8:30 - 9 a.m., Ballroom

Registration and Provost's Continental Breakfast

9 - 10:30 a.m., Ballroom

Invited and Refereed Round Tables

10:30 - 10:45 a.m.

Break

10:45 a.m. - 12:15, Third Floor

Concurrent Panel Discussions followed by Round Tables

12:30 - 2:30 p.m., Ballroom

President's Luncheon and Glenn W. Frank Lecture (for preregistrants only)

Distinguished Teaching Awards and Outstanding Teaching Awards Ceremony

Award Presentations

Poster Sessions: Presented by past recipients of UTC grants, the UTC and the

Faculty Professional Development Center

2:30 - 3:30 p.m., Ballroom

Dessert Reception

Please join in honoring recipients of the Distinguished Teaching Award and Outstanding Teaching Award and the wealth of teaching excellence at Kent State.

MAP OF THE KENT STUDENT CENTER, 3RD FLOOR



FACULTY DIALOGUE

Oct. 24, 2013, 7 p.m., Kiva

“Enhancing Student Learning and Communication in the Classroom”



Robert Stadulis, Ed.D., Professor Emeritus of Exercise, Leisure and Sport, School of Foundations, Leadership and Administration

Robert Stadulis first joined Kent State University in 1973. Following his retirement in 2004, he continues to teach, conduct research and advise graduate students. Professor Stadulis also currently serves as the editor of *Future Focus*, the scholarly journal of the Ohio Association for Health, Physical Education, Recreation and Dance.

An active university citizen, Stadulis served two terms in the Faculty Senate and chaired the Senate's Professional Standards Committee for two years. He also served three terms as chair of the University Athletic Committee, twice was his school's graduate coordinator and served as director of the Motor Behavior Laboratory/Motor Development Center for a decade. In 1982, he received the Distinguished Teaching Award.

Stadulis' instructional responsibilities have focused upon measurement and evaluation, research design and statistics, sport in society, and the psychology of sport and motor behavior. Recently, his research efforts have focused upon competitive and social physique anxiety in children. He has published more than 25 research articles in refereed journals and more than 50 reviewed research abstracts.



Christopher Was, Ph.D., Associate Professor of Educational Psychology, School of Lifespan Development and Educational Sciences

Christopher Was has been with Kent State University since 2005, after receiving his doctorate at the University of Utah. His research interests include: metacognition as a theoretical construct, measurement of metacognition and improving student metacognition; models of working memory and how individual differences in working memory relate to learning and comprehension; and improving student learning through applying study strategies and teaching techniques tested in cognitive psychology.

A member of the University Research Council, he was chair from 2011 – 2012, and he is a member of his department's Curriculum Committee. Professor Was serves on the editorial boards of the American Psychological Association and the *Electronic Journal of Research in Educational Psychology*. He is a reviewer for several journals including: *Journal of Educational Psychology*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; *Instructional Science*; *Learning and Individual Differences*, as well as *The British Journal of Educational Psychology*.

EMERITUS ROUND TABLE

Friday, Oct. 25, 9-10:30 a.m., Ballroom

“Liberal or General Education: Reality vs. Perception”



Stephane E. Booth, Ph.D., Emeritus Professor of History, Regional Campuses

Stephane E. Booth has a Doctor of Arts degree in history. From 2003 to 2013, she was the associate provost for Quality Initiatives and Curriculum. During that time, the office oversaw undergraduate curriculum changes and approvals, university accreditation, professional accreditations, student learning assessments and experiential education.

Booth has published numerous articles and has been a speaker at conferences on the topic of assessment in higher education. She has been involved with women's issues for the past 25 years. During that time, she served as director of Women's Studies at Kent State University from 1995-1996 and developed the Women's Center at Kent State Salem and served as its coordinator from 1989 – 2002. She chaired 13 women's conferences and taught numerous women's studies courses. Her research has added significantly to the area of women's history, and her book, *Buckeye Women: The History of Ohio's Daughters*, has filled a gap in the state's history by documenting the accomplishment and activities of Ohio's women during the past 200 years.

She has been honored for her work in promoting Ohio women's history by being named the Kent State University Woman of Professional Excellence in June 2000 and one of "100 Outstanding Women" by the Summit County YWCA in October 2001.

GLENN W. FRANK LECTURE

Oct. 25, 2013, 12:30 p.m., Ballroom

“You Could Hum!': A Story and Metaphor of Teaching”



Jonathon Secaur, Professor of Physics

This is Jonathon Secaur's 42nd year of teaching, and he enjoys it more than ever. A graduate of Kent State University with a Bachelor of Science in Secondary Education, Professor Secaur began his teaching career at Crestwood High School in Mantua and Theodore Roosevelt High School in Kent. After completing a master's degree in 1979 at John Carroll University, he began teaching evening and weekend classes in the Department of Physics at Kent State University. Secaur received his Ph.D. from Kent State in Educational Foundations in 1994.

Thirty-five years of high school teaching seemed like enough, so in 2007 he became a full-time nontenure assistant professor in the Department of Physics, where he teaches *Seven Ideas that Shook the Universe*, *Physics in Entertainment and the Arts*, and *College Physics*. In 2008 he was accorded the university's Outstanding Teaching Award.

He has been a leader in developing distance learning courses in physics, including online labs. His main research interest is remote-access laboratory activities, where students use their computers — anywhere in the world — to take control of computers in Smith Hall that are interfaced to lab equipment. Through their computers, students conduct their experiments and obtain their data as if they were in the lab. He calls it distance learning, without the distance.

Secaur lives in Kent with his wife, Linda Idoine, their two dogs and lots of garden plants.

INVITED AND REFEREED ROUND TABLES

9 - 10:30 a.m., Ballroom

1 Emeritus Round Table

Stephane E. Booth, “Liberal or General Education: Reality vs. Perception” Moderator, **Myra West**

2 University Teaching Council Round Table

David Dalton, “Problem-based Learning” Moderator, **David Dalton**

3 Dialogue Round Table

Robert Stadulis and **Christopher Was**, “Enhancing Student Learning and Motivation in the Classroom”
Moderators, **Robert Stadulis** and **Christopher Was**

4 William Bintz, “Using Picture Books to Support Teacher and Student Inquiry” Moderator, **Carliegh DeAngelis**

Inquiry is a critical standard in the Common Core State Standards. Teachers are expected to create curricular engagements that help students become inquirers by reading, writing, doing and reflecting on the process of inquiry. In addition to hands-on manipulatives, high-quality literature — in this instance, picture books — is a valuable curricular tool to help students understand the nature, process and product of inquiry. This session will share a comprehensive text set of high-quality picture books that represent the “literature of inquiry.” A text set is a collection of texts that are related in some way, e.g., theme, topic, genre, etc. The texts in this text set are all related to the topic of inquiry. We will share a graphic representation of texts in the text set (to show the interrelationships of texts) and discuss instructional strategies that can be used with this text set in undergraduate and graduate courses to support the teaching and learning of inquiry.

5 Denise Harrison, “Experiential Teaching: Service and Building Solidarity Through Social Justice and Equity”
Moderator, **Ed Dauterich**

Kent State University requires an experiential learning and civic engagement course for all students entering the university beginning 2012. Many students, with the desire to serve, lack the cultural skills needed to understand how the complexities of the intersections of race, class, gender and sexual orientation resonate in the lives of the poor. This presentation will interrogate “race,” class and gender and how students can come to understand how volunteerism with a solidarity model requires vulnerability (Gavin Leonard, *Rethinking Volunteerism in America*)

6 Susan Iverson, “Implementing Professional Competencies in Curriculum” Moderator, **Lauren Miller**

This roundtable session is designed to engage participants in dialogue about the various strengths and challenges entailed in using competencies to guide curriculum development and teaching practice. The use, application and perceived effectiveness of the competency models (e.g., in education, social work, counseling or nursing) varies widely; however, faculty in many fields are called to design and assess curriculum based on a set of competencies intended to develop students’ (graduates’) awareness, knowledge and skills needed for a respective profession. Thus it is imperative to continue both scholarly and practice-based interrogation of these curricular practices concurrent with the development of increasingly thoughtful ways to foster the skills, attitudes and knowledge needed for graduates in various professions. I will share examples from my teaching practice in one graduate program, including my use of ePortfolios and will then facilitate dialogue.

- 7 **Jeanne Smith**, “Scaffolding Habits of Mind: Writing to Learn and Support Learning Outcomes”
Moderator, **Jessica Heffner**

Reflection assignments can promote the critical thinking and self-regulation necessary for successful learning outcomes. However, novice writers need substantial scaffolding to reflect in ways that provide these results. This session will help faculty create reflective assignments that can be adapted to any course content where faculty wish to encourage independent learning. Participants will:

- Discover how to improve reflection assignments so that they promote self-regulation, engagement, self-assessment and independent learning;
- Create reflection prompts that scaffold novice meta-cognition in ways that promote independent high-order thinking;
- Learn to use student reflection to guide their formative and summative assessment of student work;
- Learn to use a general heuristic for generating effective prompts for student reflection to support learning in any course; and
- Learn to generate specific prompts to fit their unique research writing pedagogy.

- 8 **Sarah Samblanet**, “Sociology and Reflection: A Method for Teaching Improvement” Moderator, **Sharon Tkacz**

In this presentation, I describe a method for continual teaching improvement that is based on writing, the well-established practice of teacher reflection, and classical sociological principles. This method was developed through the analysis of nine semesters of autoethnographic data that I collected in the form of daily reflective notes. The benefits of this sociologically informed reflective practice include grounding evaluations of individual class periods and entire courses in empirical data, becoming more efficient with course preparation, providing one with a stronger sense of mastery as a teacher, and developing as a sociologist by using the classroom as a key site for engaging in praxis. This practice can help teachers refine individual courses, improve as an instructor in an overall sense and more deeply connect sociology to the scholarship of teaching and learning.

BREAK

10:30 – 10:45 a.m.

CONCURRENT PANEL DISCUSSIONS FOLLOWED BY ROUND TABLES

10:45 – 12:15 a.m., Third Floor

Danielle Coombs, Lydia Rose, Luis Hermosilla, and Tuyet Pham and Mary Beth Rollick,
“Flipping the Classroom: Pearls for Practice” Moderator, **Ashley Reed** **Room 306AB**

Susan Taft, Min He, Yvonne Smith and Matthew Williams, “Community of Inquiry in Online Education and Training” Moderator, **Jeffery L. Huston** **Room 310AB**

POSTER SESSIONS

2:30 – 3:30 p.m., Ballroom

Ann Abraham, “Engagement: Sharing the Joy of Chemistry in the Community”

Darren Bade, “The Campus Environment as an Educational Tool for Biological Diversity Lab”

Alexis Baker, “To the Classroom and Beyond: Literacy Transfer”

Jessica Barnes, “Developing an Interactive Design Curriculum: Education, Practice and the Future”

Deborah Bice, “What They Don’t Know When We Meet Them”

Sebastian Birch, “Music Theory Pedagogy”

Joanne Caniglia, “Analyzing Student Teachers’ Videos in a Flipped Classroom”

Joanne Caniglia, “Making the Teacher Performance Assessment Accessible to Student Teachers and Supervisors”

Sue Clement, “Best Practices and Pedagogy Learned by Participating in NAGT’s ‘Teaching Oceanography’ Workshop”

Jessica Corey, “Pencils and Dread: Exploring the Psychology of Undergraduates’ Conceptualizations of Writing”

David Dees, “The Teaching Scholars Program: Enhancing Student Learning Through Scholarship”

Kim Hahn, “Approach to Real Sustainable Practice in the Classroom”

Sarah Harvey, “The ‘Flipped’ Latin Classroom”

Pamela Hutchins, “The Integration of Child, Parent and Teacher Perspectives Into an Outdoor Learning Laboratory”

Albert Ingram, “Teaching About Thinking and Technology”

Claudia Khourey-Bowers, “Then and Now: Formative Assessment”

Tom Klingler, “Digital Commons @ University Libraries”

Tom Klingler, “Selection Manager @University Libraries”

Janice Kroeger, “Community Partnership in Urban Schools”

Yuko Kurahashi, “Assessing or Grading? Assessment for Student Learning”

Martha Lash, “Lived Experiences of Three African-American Teachers: Before and After School Desegregation”

Jessica Leveto, “‘Work Smarter Not Harder’ Integrating Instructional Videos Into Our Classes”

Jennifer Mapes, “Teaching Google Mapping Tools”

David Maria, “Teaching International Students”

Jacqueline Marino, “Mobile Publishing: An Interactive Journalism Course”

Babacar M’Bye, “Reflections on an International Conference on Leopold Sedar Senghor’s Poetry”

Mahli Mechenbier, “What Next? Providing Support to the Next Generation of Veterans”

Stephen Minnick, “Flipping the Classroom on Technical Physics”

Bridget Mulvey, “Preservice Teachers Using Technology to Support Inquiry Instructions”

Shazir Nasir, “Instructor’s Responsibility in Teaching Literature in the Age of Digital Humanities”

Bev and Halle Neiderman, Margaret Shaw and Uma Krishnan, “Writing and Politics of Acceleration”

Gabriella Paar-Jakli, “Social Network and Politics”

Vic Perera, “A Flipped College Algebra Classroom”

Linda Hoeptner Poling, “Developing an Elementary Mentorship”

Chris Post, “Creative Pedagogy and the Geography of North America”

Theresa Repicky, “Improving Teaching and Learning in an Applied Kent Core Course: An Introduction to Conflict Management”

C. Lockwood Reynolds, “Flipping the Microeconomics Classroom”

Gretchen Rinnert, “Contextually Teaching Motion Design”

Mariana Romero-Gonzalez, “Flipping the Spanish Class With Technology”

Carol Savery, “Symbolic Interactionism: Analyzing Gender Messages in Songs”

Drew Sellers, “Accounting Information System — Flipping Flowcharting”

Julie Senita, “Incorporating Study-abroad Experiences Into Undergraduate Curriculum: Lessons Learned”

Jakyung Seo, “Operation Theatre Passport”

Mark Schatz, “Connecting the Dots”

Anna Schmidt, “Supporting Learning With Review/Preview”

Andrew Shahriari, “Flip the Classroom — World Music Ensemble”

Elizabeth Smith, “Flipping the CORE History Classroom”

Cynthia Trocchio, “Bringing Theory to Practice: Experiential Teaching Journey”

KENT STATE UNIVERSITY ALUMNI ASSOCIATION

DISTINGUISHED TEACHING AWARD

The Distinguished Teaching Award, which is sponsored by the Kent State Alumni Association, is presented to three individuals who demonstrate extraordinary teaching in the classroom and a commitment to impacting the lives of students. This year marks the 44th anniversary of the Distinguished Teaching Award.

Distinguished Teaching Award Recipients:



Ann Abraham, Department of Chemistry and Biochemistry,
Kent State Ashtabula

Ann Abraham's passion for chemistry is easily noticed by her students. Kelly Macino, nursing major, who nominated Abraham, says, "Dr. Abraham's enthusiasm for chemistry is unparalleled. When she talks about chemistry, there is a light about her." Abraham is also helpful to students outside the classroom. Deborah Keyes, nursing major, says, "She genuinely cares about all her students and makes attempts to know them on a personal level."



Leslie Heaphy, Department of History, Kent State Stark

Leslie Heaphy is interactive with students to encourage them to think about what she is teaching them. Beth Conway, alumna, says, "I love that she will ask the 'why' questions and encourage group discussion about the underlying reasoning of things." Heaphy is always willing to help students of all majors. Robert Simms, history major, says, "I think that Dr. Heaphy lives at Kent State Stark because she is always there to help any student at any time."



Catherine Leslie, School of Fashion Design and Merchandising

Catherine Leslie helps her students learn about fashion through unique ways. Yuberniz Orengo, fashion merchandising major, says, "She challenges you to think about the course by connecting it to the real world and real case studies of the industry." Leslie goes out of her way to help students succeed. Melissa K. Ruppert, alumna, says, "Through all the resources that she gives students, Dr. Leslie makes it possible for every student to shine."

Distinguished Teaching Award Finalists:

Lisa Audet, School of Health Sciences

Lisa Audet's method of teaching helps her students truly understand the material. She approaches subject matter with an enthusiasm and depth that inspires students. Richelle Lefler, autism intervention specialist major, says, "I feel like one of the most blessed individuals because she is a wealth of knowledge. I hope to be half the teacher she is some day."

Rosemarie Bank, School of Theatre and Dance

Rosemarie Bank pushes students so they can be better than what they ever thought they could be. Ashley Foster, theatre major, says "She sees something in everyone and won't settle for anything less than the best." Wesley Doucette, theatre studies and art history major, says Bank allows her students to feel that they can change the world through theatre. "Her passion for the art is infectious," says Doucette.

Irene Edge, Department of Computer Science, Kent State Ashtabula

Irene Edge is prepared to help her students, not just during the class but also outside the classroom. Rita Hennigan, application development major, says, "In preparation for the collegiate conference, Ms. Edge has given up a lot of her time to help train students for certifications and competitions." Edge also finds ways to challenge her students daily. Christopher Nottingham, applied computer security and forensics major, says, "As a student with significant practical knowledge in the area of technology, I rarely found myself bored or unchallenged during the course."

Jacqueline Marino, School of Journalism and Mass Communication

Jacqueline Marino's enthusiasm for magazine journalism is evident to her students. Anthony Dominic, magazine journalism major, says, "Simply put, Jacque lives and breathes narrative journalism." Marino truly cares about her students and their work. "I have had countless conversations with my peers about her unparalleled ability to motivate and inspire in the classroom," says Dominic.

Deborah Smith, Department of Philosophy

Deborah Smith's passion for philosophy can be seen in the way she grades papers. Kevin Lower, philosophy major, says, "Her comments alone often take up three to five pages, which can be over half the length of our original papers." Smith also opens herself up to be a resource for students. Anthony Paridon, philosophy major, says, "She is really approachable and takes great time to learn about her students to help them excel."

See a complete listing of past recipients of the Distinguished Teaching Award at <http://www.ksualumni.org/s/401/index.aspx?SID=401&GID=1&PGID=294>.

OUTSTANDING TERM TEACHING AWARD

The Outstanding Teaching Award (OTA) honors full-time, non-tenure track and part-time faculty and is sponsored by the University Teaching Council. This prestigious award is presented annually to three faculty members who consistently showcase astounding skills in classroom teaching.

Outstanding Term Teaching Award Recipients



Robin Joynes, Department of Psychology

Robin Joynes' level of enthusiasm helps students to learn. A student writes in a nomination letter, "Not many professors are both knowledgeable about their subject matter and also able to make learning fun. She has a wonderful sense of humor, tells many funny stories and is able to make the class laugh while still maintaining a serious learning environment."



Uma Krishnan, Department of English

Uma Krishnan's passion for writing motivates her students to take an interest in the subject matter. "Mrs. Krishnan has motivated me to learn about the subject and improve my writing more than any other teacher I've ever had. She makes me want to work harder so that I can match her passion for the subject while also learning valuable skills for life at the same time," writes a student nominator.

Krishnan's students motivate her as well. "My students inspire me every day to be passionate about my causes, to perform better in the classroom, and to motivate them to pursue higher goals. My proudest moments are also when I receive emails, texts or notecards from my students, informing me that they have won awards elsewhere and attribute that to my teaching. It is a lasting reminder that I have touched their lives in some ways, and I am grateful for their recognition," says Krishnan.



Randy Ruchotzke, Department of Mathematical Sciences

Randy Ruchotzke is dedicated to helping his students. A student nominator comments, "After I received my first test grade (32 percent) in his class, he realized I was struggling quite a bit. After meeting with him the first time, he realized that I was a little behind on my skills since I haven't had math since my freshman year. He then offered to meet with me twice a week so we could continue to improve my skills. By the time the second test came around I earned a 90 percent."

Ruchotzke is motivated to see his students succeed, making sure that each lecture has value beyond what they learn from their textbook. "Creating a dynamic and engaging classroom was key, as was developing an effective syllabus, homework software, and new supplementary worksheets," Ruchotzke says.

Outstanding Term Teaching Award Finalists:

Elizabeth Carr, School of Fashion Design and Merchandising

Elizabeth Carr says, “When asked to describe my most ‘noteworthy teaching accomplishments,’ I have found it difficult to ascertain what they are. This has puzzled me as I am never at a loss for words or without an opinion on any given subject. Finally I realized why I have been unable to satisfy this request. There simply is no single significant or noteworthy experience to describe. Truthfully, every day that I walk into my classroom or lab there are daily trials and triumphs. My noteworthy accomplishments are when one of my students grasps a new concept or skill for the first time or when another student, after experiencing an all-nighter, achieves his or her desired goal and tackles the assigned project with complete success. It’s not about me, but rather about them: my students. Owning the opportunity to help someone succeed is a ‘noteworthy opportunity’ that I enjoy every day in the Fashion School at Kent State University.”

Joseph Karpinski, Department of Construction Management

Joseph Karpinski created the Construction Management program at Kent State and provides students with opportunities to get involved. In the nomination letter, a student writes, “Mr. Karpinski takes so much time out of his personal life to volunteer with his students. Without a doubt, he will continue to change the lives of his students and help them to get a great education.”

Albert Reischuck, Department of Art

Albert Reischuck uses comparisons and examples from current culture to engage his students. A quote from one student reads, “He definitely loved the content, and it showed in his approach. He has a great sense of humor and wove it in enough to keep 18-year-olds engaged in cave drawings and bulbous statues that live in various museums in Europe.”

In spite of all the new technology in the classroom, Reischuck still believes in one-on-one communication. “The face-to-face moments with students remain the most important part of the learning experience; I have to bring my passion for the material to each lecture or in any one-on-one discussion with a student in order to inspire them,” says Reischuck.

See a listing of past recipients of the Outstanding Teaching Award at www.kent.edu/utc/teaching_award/index.cfm.

KENT STATE UNIVERSITY ANNUAL NATIONAL, STATE, DEPARTMENTAL AND REGIONAL CAMPUS TEACHING AWARDS

Ohio Magazine's 2013 Excellence in Education Honorees

Don-John Dugas, Department of English

Fetna Mikati, Department of Modern and Classical Languages

Alexander Seed, Department of Chemistry and Biochemistry

College of Nursing

Cathy Snelson, associate lecturer at Kent State University's College of Nursing and resident of Akron, Ohio, was recently recognized by ATI Nursing Education as one of four Nurse Educators With the Nurse's Touch, an award that recognizes nurse educators who excel at preparing their students for the full spectrum of challenges that await them in practice.

Department of Mathematical Sciences

Beverly Reed, Ph.D., Associate Professor of Mathematics, has been selected for the Kenneth Cummins Outstanding Mathematics Teacher Award by the Ohio Council of Teachers of Mathematics, an affiliate of the National Council of Teachers of Mathematics. Each year, the council chooses one post-secondary educator for the award.

Regional Campus Awards

Tuscarawas Campus

Beth Osikiewicz, Associate Professor, Mathematics, Distinguished Teaching Award

Tamara Benson, Adjunct Professor, English, Distinguished Teaching Award

Stark Campus

Paula Sato, Assistant Professor, Modern and Classical Languages,
Distinguished Teaching Award

Dan Ross, Adjunct Professor, Geography, Award of Distinction

FACULTY RECOGNITION AWARDS

(FOR THE 2012-2013 ACADEMIC YEAR, 89 TEACHERS RECEIVED NOMINATIONS.)

Christy Balan, School of Lifespan Development and Educational Sciences
Katharine Batchelor, School of Teaching, Learning and Curriculum Studies
Laurie Bentley, School of Communication Studies, Kent State Ashtabula
Kathy Bergh, School of Lifespan Development and Education Sciences
William Bittle, Department of History, Kent State Stark
Gregory Blundell, Department of Management and Information Systems, Kent State Stark
Belinda Boon, School of Library and Information Science
Cheryl Brady, College of Nursing, Kent State Salem
Lisa Brindley, School of Teaching, Learning and Curriculum Studies, Kent State Tuscarawas
Amanda Burke, School of Health Sciences
John Butte, School of Journalism and Mass Communication

Joanne Caniglia, School of Teaching, Learning and Curriculum Studies (2)
Alice Colwell, College of Nursing, Kent State Trumbull
Danielle Coombs, School of Journalism and Mass Communication
Jillian Coorey, School of Visual Communication Design
Alicia Crowe, School of Teaching, Learning and Curriculum Studies
Michael Czayka, College of Applied Engineering, Sustainability and Technology, Kent State Ashtabula

Rebecca Dingus, College of Business Administration
Margaret Dixon, Department of English
Nancy Dochtery, Department of Psychology
Juliann Dorff, College of the Arts

Irene Edge, College of Applied Engineering, Sustainability and Technology, Kent State Ashtabula

R.M. Feldmann, Department of Geology
Katelyn Fishley, School of Lifespan Development and Educational Sciences
Tanya Flacone, School of Health Sciences (2)
Kevin Floyd, Department of English

Timothy Gray, Department of Political Science, Kent State Stark
Sanhita Gupta, Department of Biological Sciences, Kent State Geauga

Anne Haas, Department of Sociology, Kent State Stark
Rhonda Hammond, School of Foundations, Leadership and Administration
Gary Harwood, School of Journalism and Mass Communication
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Nancy Lensenmayer, School of Library and Information Science

Catherine Leslie, School of Fashion Design and Merchandising

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Jayne Moneysmith, Department of English, Kent State Stark

Becky Morsefield, School of Lifespan Development and Education Sciences

Willy Munoz, Department of Modern and Classical Languages

Manacy Pai, Department of Sociology (2)

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Idris Kabir Syed, Department of Pan-African Studies

Gina Symsek, School of Lifespan Development and Educational Sciences

Scott Tobias, School of Lifespan Development and Educational Sciences, Kent State Stark

Patricia Tomich, Department of Psychology, Kent State Trumbull

Jarrold Tudor, Department of Political Science

Richard Vardaris, Department of Psychology, Kent State Geauga (recently deceased)

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Ray Weber, College of Applied Engineering, Sustainability and Technology (2)

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Sharon Tkacz, Department of Psychology, Kent State Geauga

Alternates:

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Dale Curry, School of Lifespan Development and Educational Sciences
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PLANS FOR THE 21ST CONFERENCE 2014 ARE UNDERWAY — CALL FOR ABSTRACTS

Sessions will be presented at the fall 2014 Celebrating College Teaching conference to be held at Kent State, Oct. 23 and 24, 2014.

Submission Divisions:

- **Refereed Round Tables:** These will involve brief presentations (no more than 10 minutes) that stimulate discussion among members at the table.
- **Poster Sessions:** Use a poster format that will involve interaction among attendees as they circulate through the poster area.
- **Topics/Themes:** Should be consistent with the University Strategic Plan and Initiatives which include, but are not limited to, those that are part of the Four Pillars — Knowledge, Insight, Responsibility and Engagement.

Other topics that relate to issues and solutions that teachers face today are welcome.

DEADLINE FOR APPLICATION IS JULY 1, 2014

SPEAKERS WILL BE NOTIFIED NO LATER THAN AUG. 1, 2014

Visit the website at <http://www.kent.edu/utc> for more information.

