3RD ANNUAL

STUDENT SUCCESS SUMMIT

DEVELOPING SUCCESSFUL STUDENTS, VITALIZING OUR COMMUNITIES

MARCH 28-29, 2019
FRENCH LICK AND WEST BADEN HOTELS

#ITCCSUMMIT19
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Scan this code to be linked to the Summit Evaluation Form. No QR reader? Visit: https://link.ivytech.edu/19SSEval
1:00PM - 9:00PM
Revitalization Station Open
Roosevelt
The Revitalization Station is a place for you to relax, peruse our idea wall, or submit a grand idea! We will have all kinds of fun and relaxing activities for you to enjoy when you aren't engaged with more formal summit events. Please stop by and check it out—we look forward to seeing you there!

2:00PM - 3:15PM
Opening Keynote: Making Community Colleges Work Better
French Lick Springs Hotel, Hoosier Ballroom 208 A&B
– Welcome: Russ Baker, Vice President for Academic Affairs
– Introduction of Speaker: Kara Monroe, Provost
– Opening Address: Dr. Greg Williams, President, Odessa College

3:30PM - 5:00PM
Panel Presentation: Issues and Strategies for Improving Student Success in Community College
French Lick Springs Hotel, Hoosier Ballroom 208 A&B
– Moderator: Sue Ellspermann, President
– Panelists: Dr. Tamara Clunis, Vice President of Academic Affairs, Amarillo College; Teresa Lubbers, Commissioner, Indiana Commission for Higher Education; Dr. Greg Williams

5:00PM - 6:15PM
Hotel Check-in and Break
Buses and passenger shuttles available between hotels

6:15PM - 7:00PM
Reception
Hoosier Ballroom 208 C

7:00PM - 8:15PM
Dinner
Hoosier Ballroom 208 A&B
Gerald Lamkin Adjunct Faculty Awards for Excellence in Instruction and Academic Advising Awards

8:30PM
Networking and Free Time
Revitalization Station open until 9:00!

All sessions on March 28 and 29 will be held at the French Lick Springs Hotel.
6:00 AM – PROMPT
Run/Jog/Walk
French Lick Springs Hotel, Bottom of Front Steps
(Group picture right at 6:00) Our 2018 Sample Award winner, Scott Caldwell, is organizing a run/jog/walk event for the early risers. We will use the 1 mile path between the hotels. Do as little or as much as you want, and go as fast or as slow as you want! Bring friends; wear Ivy Tech gear!

7:00 AM
Buffet Breakfast
Hoosier Ballroom 208 A&B

7:45 AM - 8:45 AM
Plenary Presentation: Growth Mindset Cultures Support Student Success
Hoosier Ballroom 208 A&B
Dr. Mary Murphy, Indiana University
Presentation Focus: Growth Mindset Cultures Support Student Success
In this interactive plenary session, Dr. Murphy will present new research about how faculty's mindset beliefs shape students’ motivation and achievement in college. She will describe the impact of growth mindset cultures on students’ learning and will convey evidence-based growth mindset practices that can be used in our teaching and interactions with students.

9:00 AM - 1:00 PM
Revitalization Station Open
Roosevelt

9:00 AM - 12:45 PM
2019 Concurrent Session Tracks
The concurrent session tracks were selected to align with our strategic planning goals and current initiatives. Please visit the sessions of greatest interest to you, noting that platinum sponsors and leadership institute participants will also be providing concurrent session presentations.
- Concurrent Session 1 9:00 am - 9:45 am
- Concurrent Session 2 10:00 am - 10:45 am
- Concurrent Session 3 11:00 am - 11:45 am
- Concurrent Session 4 12:00 pm - 12:45 pm

1:00 PM - 1:45 PM
Boxed Lunch
Hoosier Ballroom 208 A&B
Recognition of Sponsors and Giveaways

1:45 PM - 3:00 PM
Closing Session – President’s Update
Hoosier Ballroom 208 A&B
Facilitated by President Ellspermann and others

3:00 PM
Summit Adjournment ~ Safe Travels Home
Concurrent presentations have been a popular feature of the Student Success Summit for the last several years. We made a significant change this year by giving any Ivy Tech employee the opportunity to submit a presentation proposal. We asked that proposals address an initiative, new idea, or promising best practice relating directly to one or more of our strategic plan goals. Summit participants will have the opportunity to identify one or more concurrent sessions and tracks that meet their personal professional development goals. Our strategic planning goals are identified below.

GOAL 1: STUDENT SUCCESS
Ensure every student persists towards their educational objective. Ivy Tech has one primary purpose: to engage all students so they successfully launch or expand their careers, or educational opportunities, upon certificate or degree completion. Ivy Tech strives to help students move through programs efficiently, passing courses on the first attempt and persisting through to certificate or degree completion.

GOAL 2: RECRUITMENT AND ENROLLMENT
Recruit and enroll Hoosiers from every demographic into high-demand/high-wage career pathways. Ivy Tech welcomes those interested in furthering their education or advancing their careers. Ivy Tech will actively recruit students into high-value programs, placing them on a pathway to high-demand, high-wage jobs within their communities. The College will purposefully work with those students to enroll them in the right program, classes, and schedule to meet their diverse needs.

GOAL 3: COMPLETION
Students earn 50,000 high-quality certificates, certifications, and degrees annually. Ivy Tech is committed to seeing students through to completion and will provide intentional academic advising to students so they can choose a career or higher education pathway from the beginning of their college experience. Ivy Tech will quantify the value of certificates in the workplace, expedite the time to completion through enhanced scheduling, streamline Prior Learning Assessment, and increase the understanding of the value of a credential, both long- and short-term.
THE STUDENT SUCCESS SUMMIT

brings together faculty and staff from across Ivy Tech to celebrate and discuss how to improve Student Success. Active and engaged participation in the plenary sessions of the Student Success Summit will allow participants to increase their understanding of and be able to utilize best practices in:

• Ivy Tech’s strategic priorities and how they are impacting our actions;
• Fostering student persistence and completion within their desired time frame;
• Coaching students to take responsibility for completing their educational objectives;
• Recognizing and celebrating excellence of various individuals and groups.

GOAL 4: WORKFORCE
Students are placed into and succeed in high-demand, high-wage jobs. By 2025, employers in Indiana will need to fill one million high-demand, high-wage jobs. Approximately, half of those jobs will require a high-quality, post-secondary degree or certificate. Ivy Tech will play a central role in preparing Indiana’s workforce by being student-centric, demand-driven, and aligned with the state’s key economic sectors.

GOAL 5: EMPLOYEE
Become known as a great place to work. Ivy Tech faculty and staff are the most critical resources on campus. It is incumbent upon the College to recruit and retain high-performing talent, provide venues for creativity, and increase innovation. Ivy Tech will adopt a model to attract, retain, and develop a cadre of diverse faculty focused on student engagement.

GOAL 6: FINANCIAL
Ensure the institution has sufficient financial resources to achieve our mission. Ivy Tech is a good steward of state tax dollars and keeps tuition affordable to best serve its students. Simultaneously, the institution requires sufficient financial resources to achieve its mission. The College’s funding model must align with the funding support and educational objectives of the state of Indiana. Adopting an outcomes-based budgeting model will ensure financial viability.

GOAL 7: COMMUNITY
Effectively engage with and serve our unique communities. Ivy Tech campuses are integral to the communities they serve. In addition to providing education and career opportunities to students, campuses are filled with talented faculty, staff, and students interested in serving their communities. The campuses have facilities, equipment, and gathering spaces. Ivy Tech is committed to putting more “community” in community college.

GOAL 8: DIVERSITY (UNDER DEVELOPMENT)
On Feb. 28, college leaders from around the state gathered for a one year review of the strategic plan. At this meeting, it was agreed that an additional strategic plan goal will be developed specifically to address issues related to diversity, equity, and inclusion for all students, faculty and staff. Work toward refinement of this new strategic planning goal is now beginning, and will be a topic of some discussion at this year’s Student Success Summit.
The African-American Leadership Institute

**WINDSOR**

This program will discuss the impact of a leadership institute designed specifically for African-American faculty and staff at Ivy Tech Indianapolis. The institute's founders will describe the history and implementation process, while graduates of the institute will describe its impact on their careers at Ivy Tech.

- Rod Brown, Dean, School of Arts, Sciences, and Education, Indianapolis
- Sherry Moore, Department Chair, General Studies, Ivy Tech, Indianapolis
- Ariel Crawley, Director, Ivy Works–Indy Women in Tech, Ivy Tech, Indianapolis
- Brandon Houston, Director, Adjunct Faculty Development and Acquisition, Ivy Tech–Indianapolis

Facilitating Dynamic Classroom Discussions

**NIXON205**

Equipping instructors to incorporate dynamic discussions in any size classroom! Instructors will learn how to confidently use small group discussions and still maintain control of their classroom. After observing examples of large vs. small group discussions, participants will experience how engaging students in small group discussions can encourage and support retention, assignment completion and interdependence.

- Maureen Keller, Faculty, Foundations of Success/IVYT, Indianapolis
- Robin Chaddock, Faculty, Foundations of Success/IVYT, Indianapolis

Taking Students’ Vital Signs Daily to Promote Clinical Judgment in the Classroom

**FORD207**

Platinum Sponsor Vendor Presentation. In this session, Nursing and Medical Assisting faculty will be introduced to Elsevier's digital technology that allows them to see which students are engaged in course materials, which students need additional attention and which content areas need to be reinforced. You will be able to better assess your students’ vital signs on a regular basis to ensure they are successful as students, and that they will have the clinical judgment skills essential to being safe practitioners.
Cultivating a Growth-Mindset Culture in Class

WINDSOR C

In this interactive workshop, Mary Murphy will follow her plenary session by describing some of the evidence-based practices for communicating growth mindset in our classes. Attendees will engage in activities to identify and cultivate their own, authentic growth mindset cultures in their classes.

– Mary Murphy, Associate Professor of Psychological and Brain Sciences and Associate Vice Provost for Diversity and Inclusion

First Ever “Our College, Your Voices” Listener Meet Up

CLIFTON A

We’re getting ready to kick off Season 2 of “Our College, Your Voices” on July 1, 2019. We couldn’t think of a better way to plan Season 2 than through a Listener Meet Up! Come to this highly engaging “un-session” to help us plan Season 2 and discuss podcasts as a learning tool. Kara and Anne will kick off the session but then it’s up to you how you proceed from there. The intended outcome of the session - together we create the plan for Season 2.

– Kara Monroe, Host of Our College, Your Voices
– Anne Penny Valentine, Producer of Our College, Your Voices

Cultivating an 8 Week Course Mindset

REAGAN 209

This presentation will address how Columbus prepared staff, faculty, and students for a Fall 2018 increase in 8-week course offerings. Presenters will discuss strategies to engage faculty and staff in scheduling, messaging, and promoting the benefits of 8-week courses. Additionally, we will share how advising works with students to build their schedules. Finally, we will share content of faculty professional development sessions, which include technical re-design and pedagogy strategies.

– Jo Hallawell, Vice Chancellor for Academic Affairs, Columbus
– Heather Baker, Vice Chancellor for Student Success, Columbus

Stranger Things: Using Harry Potter in Composition Classroom

CLIFTON B

The panel discusses how the development and execution of themed composition courses can promote concepts of social change for students. Panelists will present best practices for courses that were based on subjects ranging from the Harry Potter series to sports.

– Susan Howard, Assistant Professor and Assistant Department Chair of English, Fort Wayne
– Steve Lively, Assistant Professor of English, Fort Wayne
– Therese Leone-Unger, Assistant Professor of English, Fort Wayne
– Deborah Morris, Adjunct Instructor of English, Fort Wayne

Action Learning Project Presentations

TAGGART

The 2018-2019 Leadership Institute cohort was tasked with an Action Learning Project (ALP) to work with a small team and research/implement a statewide initiative. Two ALP teams will share their projects, experiences, and recommendations relating to Prior Learning Assessment (PLA) and Veterans Crosswalk Tool Communication Plan.

– Coordinated by Kirsten Biel, Assistant Vice President, Talent Development
Strategies and Practices for Developing Completion Guides Across a College Course Catalogue

**WINDSOR B**

Learn best practices of Process Improvement, Academics, Enrollment, and Student Services coordinated efforts to improve retention by providing courses in a block schedule to minimize days students must be present on campus, engage in guided pathways that minimize choices without reduction that impairs scheduling, and streamline first semester courses in similar programs. This allows students who might switch programs to avoid impeding on-time completion, and offerings of GENs in order to reduce offerings, maximize FTE and room utilizations while still accounting for student success.

– Emery Peck, Associate Professor for Research Development and Community Initiatives, Muncie
– Mia D. Johnson, Vice Chancellor for Academic Affairs, Muncie
– Amy Ward, Vice Chancellor for Student Success, Muncie
– Wayne Johnson, Vice Chancellor for Enrollment Services, Muncie

Successfully Doing More With Less

**WINDSOR A**

Student retention and success are top priorities. This session examines how can we effectively and efficiently cover the same essential material from a 16-week course during a condensed 8-week course without students feeling overwhelmed to the point of dropping the course. We will explore various techniques and practices that allow students to receive the full scope of a course curriculum through a manageable workload. Come ready to assess best practices in 8-wk course layout and requirements.

– Lois M. Truman, Associate Early Childhood Faculty (Adjunct)

Understanding Our Students’ Past in Current Classrooms: Trauma-Informed Teaching

**NIXON 205**

Consider the disruptive student, the one who talks too much, or can’t seem to be on time. These students can frustrate even the best instructor and impact the learning environment. But perhaps there is more going on than we can see. Trauma-informed Teaching moves from asking “What is wrong with you?” to “What is going on in your life?.” This presentation will discuss the link between trauma and learning as well as strategies for supporting and engaging students with traumatic experiences.

– Megan M. Oed, Assistant Professor, Human Services

Curriculum Changes 101– A Session Designed for Advisors

**FORD 207**

Curriculum changes occur regularly and advisors need to know what they are so they can advise students appropriately. This will be a session designed exclusively for academic advisors. System office curriculum liaisons will provide a high level overview of the significant curriculum changes for 2019-20. This will be followed by “breakout” small group/individual sessions where each liaison will answer additional questions.

– Nichole Stitt, Executive Director of Curriculum
– Aaron Baute, Vice President, Business, Logistics, and Supply Chain Workforce Alignment
Creating a Growth Mindset for Educators Team

WINDSORC

The Strategy 1.2 Team piloted the PERTS (Projects for Education Research that Scales) Growth Mindset for Educators Team professional development program. Learn how they formed small teams of faculty on their campuses to help instructors adopt growth mindset attitudes and behaviors.

- Patrick Nevins, Associate Professor of English, Columbus
- Gwenn Eldridge, Assistant Vice President for Academic Transitions and Support
- Jessica Huffman, Program Chair for Math, Richmond
- Kristin Oakes, Department Chair of Academic Support & Student Success, Lafayette
- Mary Springer, Assistant Professor of Psychology, Sellersburg
- Todd Roswarski, Vice Chancellor for Academic Affairs, Lafayette

Building a World Class Adjunct Faculty

CLIFTONA

In this session we explain the work that Strategy Team 5.4 has accomplished toward our goal of building a world-class adjunct faculty model. The team will show what the Adjunct Faculty Certification Institute (AFCI) looks like, how the proposed changes are expected to improve the effectiveness and retention of our faculty, and provide full-time faculty with opportunities to engage adjuncts and improve student retention and success.

- Brandon Houston, Director Adjunct Faculty Acquisition and Development, Indianapolis
- Janet Swalls, Dean of SoBLCS, SoIT, and SoPASS, Terre Haute
- Heidi Giles, Adjunct Faculty Coordinator, Bloomington

Project-Based Learning (PBL) in an Eight Week Traditional Course: Successes and Challenges

REAGAN209

How do we transition to eight week traditional/hybrid courses and still use authentic, collaborative, and active learning? I will be sharing my experiences in re-developing a 16 week course to an 8 week course using a project-based learning/flipped classroom model. This presentation will include my successes and challenges, resources, and a Q&A.

- Julie Bilz, Program Chair/Associate Professor, School of Education, Columbus

Learning to Learn, Now and for A Lifetime

CLIFTONB

Platinum Sponsor Vendor Presentation. Purdue Global will provide an interactive presentation that will focus on priority practices students/instructors can employ right now to increase learning, and key concepts to continue to be a life-long learner. Current research, best practices, and presenter and audience experience will inform and guide our time together.

Action Learning Project Presentations

TAGGART

The 2018-2019 Leadership Institute cohort was tasked with an Action Learning Project (ALP) to work with a small team and research/implement a statewide initiative. Two ALP teams will share their projects, experiences, and recommendations relating to Open Education Resources (OER) Policy and Online Scheduling.

- Coordinated by Kirsten Biel, Assistant Vice President Talent Development
“All I Need Is a Second Chance”: A Review of Campus Based Second Chance Scholarships and Their Impact on Student Success and Retention

WINDSOR B
Financial aid directors and student success center staff from three Ivy Tech Campuses highlight their Second Chance scholarship programs designed to assist students who are terminated for financial aid yet could be back on track with the right financial support. Each campus representative will provide information about the scholarship program, the assistance provided to students and data regarding scholarship impact. Faculty and staff will be encouraged to ask questions regarding the implementation of this type of program on their campuses.

– Patt McCafferty, Director of Financial Aid, Bloomington
– Nina Carter, Assistant Director of Financial Aid, Indianapolis
– Casey Trela, Financial Aid Director, Evansville
– Sara Whitmer, Assistant Director of Student Success, Indianapolis

IVYT 4 Day Boot Camp-us: Preparing Students Early for Success

WINDSOR A
The session highlights the recent pilot of IVYT 111-116 courses offered in a 4-day format during late registration week and focuses on the unique delivery, curriculum and schedule. Both qualitative and quantitative data frames the conversations on the advantages, improvements, revisions, and impact of the project. Overall, the project proved a success as from the 176 students enrolled across 8 sections, 93.75% received a grade of A-D, an increase of 17% from the previous fall.

– Traci Bryan Frey, Associate Professor, English, Tutoring Resource Center Coordinator, and Student Success and Foundation Program Chair, Valparaiso

“Whose Learning Is It Anyway?” Education meets Visual Improvisation

NIXON205
The creativity of an improv game show changed the teaching and learning in my classroom. Tennis balls, helium sticks, gigantic M&Ms, and cardboard circles now complement textbooks, PowerPoints, and pop quizzes to engage students and facilitate learning. Participants learn how large visual props and innovative thinking can transform a classroom.

– Bryan S. Kirby, Assistant Professor of Communication and Theatre, Indianapolis

Planning for Student Success: Making the Most of Ivy Advising

FORD 207
Do you assign life skills homework during your student meetings? Join us to discover and brainstorm ways for faculty and staff to use Ivy Advising (Starfish) Success Plans to increase student engagement and provide a tool for students to track their next steps. We will discuss ways that Indianapolis Academic Advising and Career Development have used the Success Plan to make interdepartmental referrals, and to keep the student engaged through completion of their goals at Ivy Tech.

– Josh VanBibber, Director of TRIO Student Support Services, Indianapolis
– Virginia Leonard, Director of Advising, Kokomo
– Jennifer Culver, Associate Director of Career Development, Indianapolis
Adaptive Learning with SmartBook 2.0 & ALEKS

WINDSOR C

Applied Learning 2.0: A Deep Dive into Applied Learning Program Development

CLIFTON A
Applied learning is more than a lecture with a plate of cookies. Applied learning is a co-curricular activity used to enhance a topic or skill learned in the classroom. This session will examine steps needed to implement meaningful applied learning activities into the curriculum, with a lasting impact on students. We will discuss how applied learning can be refined to effectively engage students with each other and their faculty members, leading to greater retention and student success.

– Kathryn Stremiecki, Executive Director for Student Life and Development, Systems Office
– Anna Droste-Glowinski, Director for Student Life and Development, Indianapolis
– Dani McQuaide, Director for Student Life, Kokomo
– Scott Caldwell, Program Chair for Agriculture, and Assistant Professor, Richmond

Top Ten Transition Steps to Eight-Week Courses and Improved Outcomes

REAGAN 209
A ten step process to transition from 16 to 8-week courses will be shared. Participants will consider the benefits of transitioning to eight-week terms while focusing on improving teaching and learning. Strategies such as curriculum mapping, using the major course learning objectives as a framework, and collaborating with colleagues to increase cross-disciplinary assessments will be discussed. The growth mindset theory will be used to support the participants in the process.

– Tamre Conwell, Education Department Chair, Muncie
– Teresa Kelly, ASAP Coordinator, Muncie

Tapping Into Our Greatest Recruitment Resource – Our Students and Alums!

CLIFTON B
Our students are our best ambassadors, our graduates have amazing stories to share, but are we tapping into our greatest recruitment resource? Staff and graduates of Ivy Tech will share best practices regarding student and graduate utilization in the recruitment process. We will provide examples of how to track and contact graduates from your programs, as well as how to collect student data that can be used to strengthen your current recruitment efforts.

– Jennifer Rusk, ASAP Director, Bloomington
– Emily Speer, Academic Advisor, Hamilton County/Noblesville
– Jordan Maley, ASAP Assistant, Bloomington
– Heather McDonald, ASAP Director, Columbus

Accreditation Meetings

TAGGART
This meeting time will provide the opportunity for last-minute preparation for the HLC accreditation visit on April 15-18. Specific topics and participants will be identified prior to the summit.

– Marcus Kolb, Associate Vice President, College Accreditation, Academic Quality, and Learning Assessment
Students’ Perspectives on the Commitments

**WINDSOR B**

During this session, student representatives from around the state will discuss their perspectives on the new Ivy Tech Commitments. They will share positive and encouraging memories, as well as the struggles they have encountered during their time at Ivy Tech. The panelists will also share tips for engaging with students in and out of the classroom.

– Kathryn Stremiecki, Executive Director of Student Life & Development
– Erik Olan Rodriguez, Indianapolis SGA President
– Gabriella Hill, Lake County SGA President
– Jonathan Geralds, Columbus SGA President
– Wendy Ndichu, Lafayette SGA President

Discover Competency-Based Education and its impact on Ivy Tech Community College

**WINDSOR A**

Platinum Sponsor Vendor Presentation. Learn what CBE is, and why it is a great option for learning. See how WGU has been successful implementing CBE for 22 years, and how CBE is changing higher education. Finally, see the direct impact that WGU and CBE have on Ivy Tech transfer students.

Unwrapping Major Course Objectives

**NIXON 205**

In this presentation, we will demonstrate how to look at your course objectives with an Unwrapping Major Course Objective form that can help instructors to quickly assess their assignments while maintaining the rigor and integrity of the course. This is a fail-proof way of assessing assignments.

– Cassandra Gray, Associate Professor and Education Program Chair, Evansville
– Kathy Walz, Adjunct Instructor in Education, Evansville

Workforce Education and Critical Information for Academic and Faculty Advisors

**FORD 207**

With current emphasis placed in Indiana on workforce development and at the College on the Achieve Your Degree and Next Level Jobs initiatives, this session provides up-to-date information for Academic and Faculty Advisors that expands their toolkits and their ability to successfully guide their workforce aligned advisees. Information presented includes: credit-vs-non-credit, workforce training opportunities, advisory board, work-based learning, career development, PLA, Dual Credit, and K-14.

– Illica J. Sprey, Dean, School of Arts, Sciences & Education, Lafayette
– Cindy Randolph, Workforce Development Consultant, Lafayette
– Patricia Plantenga, Site Manager and Advisor, Monticello
Path Finding: Lessons Learned During the Development and Implementation of the Pathfinder Mentoring Program at Ivy Tech’s Sellersburg Campus

WINDSORC
In 2017 Ivy Tech’s Sellersburg campus began the development of the Pathfinder Mentoring program. This presentation will discuss details about the development, implementation, successes, and lessons learned thus far. Hopefully, you will be more informed about how your campus can address strategy 1.5 of the Ivy Tech five-year strategic plan as we build more robust campus communities in support of our students.

– Ramzi Sabree, MSSW, Assistant Director of Mentoring and Coaching, Sellersburg
– DeShawn Burrell, Director of The Student Resource Center, Sellersburg

Promise Indiana
CLIFTON A
Promise Indiana’s mission is to create “college-going” communities across the state to set youth on the path to success. Learn how Fort Wayne leveraged this shared goal and welcomed more than two thousand K-3rd graders for the largest event ever held on its campus in partnership with Promise DeKalb County. A cross-departmental team managed the event which celebrated Ivy Tech’s programs, boosted morale, and gave the kids a once-in-a-lifetime experience. Learn useful tools for logistics planning and getting campus buy-in. Participants will also develop an action plan to connect with their community’s Promise leadership and pitch Ivy Tech as the ideal partner for Promise activities.

– Aja Michael-Keller, Executive Director of Marketing and Communications, C3 Campuses
– Tanya Young, Executive Director, Community Foundation DeKalb Country

Lions, Tigers and Bears! Oh My! Following The Yellow Brick Road To 8 Weeks
REAGAN 209
Join us on our journey down the yellow brick road to the land of 8 week courses. We will share how we started our journey to offering 65% of our face-to-face courses in an 8 week format in the fall of 2018 and our successes and failures to date. There were definitely lions, tigers and bears along the way and flying monkeys still circling! Members of our cross-functional team will share our dream to land somewhere over the rainbow and provide ample time for question and answer.

– Lisa Moore, Decision Support Specialist, Terre Haute
– Deanna King, Vice Chancellor for Academic Affairs, Terre Haute
– Janet Swalls, Dean of SoBLCS, SoIT, and SoPASS, Terre Haute
– Terry McCammon, Associate Professor of English, Terre Haute
– Amber Harnack, Director of Academic Advising, Terre Haute
– Julie Wonderlin, Director of Financial Aid, Terre Haute

Service Learning: Changing the Direction of Your Course
CLIFTON B
Have you ever wanted to incorporate service learning into your course? Have you wondered how this could benefit your students and your community? Do you have a desire to increase rapport with your students and create a learning environment that is conducive to meeting your course objectives in a meaningful way? Look no further than this presentation. Attendees will leave with a basic understanding of service learning, including the steps needed to create this phenomenon in your own courses.

– Autumn M. McNichols, Professor of Psychology, School of Arts, Sciences, and Education, Muncie

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– Marcus Kolb, Associate Vice President, College Accreditation, Academic Quality, and Learning Assessment
ELSEVIER
Elsevier is a global information analytics company that helps institutions and professionals progress science, advance healthcare and improve performance for the benefit of humanity. We help researchers make new discoveries, collaborate with their colleagues, and give them the knowledge they need to find funding. We help governments and universities evaluate and improve their research strategies. We help doctors save lives, providing insight for physicians to find the right clinical answers, and we support nurses and other healthcare professionals throughout their careers.

MCGRAW-HILL EDUCATION
McGraw-Hill Education is proud to partner with Ivy Tech in meeting the needs of today's diverse student population. McGraw-Hill provides high quality and unique adaptive learning solutions via our Course Materials Affordability Initiative for Ivy Tech. Beginning with Fall 2018, students have easy and seamless access to deeply discounted materials in both print and digital form via one simple bookstore transaction. Our mission in working with Ivy Tech is to continue to partner in improving student retention and outcomes. New and innovative course delivery models continue to be developed. McGraw-Hill is well positioned to continue to address affordability and student success via multiple solutions using McGraw-Hill platforms and content or institutionally developed content.

PURDUE GLOBAL
This is innovation. This is extreme personalization. This is a world-class education that's tailored to the unique needs of working adults. Now you can earn a degree from an accredited online university that is part of the respected Purdue University system. Our innovative approach to teaching and modern curriculum give you the skills you need to make an immediate impact on your career and the edge to conquer whatever comes next. Because this is education designed for you.

Experience a Purdue Global undergraduate program for an introductory 3-week period. There's no financial obligation beyond the application fee. With the Purdue Global Commitment, you can try our classes before you owe any tuition. We stand behind the quality of our education and believe you should have the opportunity to experience real classes for real credits before making a decision.

Purdue Global strives to be the premier partner for Ivy Tech students. PG has prepared a packet of information for all Ivy Tech sites. Come to our booth to pick up your information.

WGU
The principal mission of Western Governors University is to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time or place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers.
DR. TAMARA T. CLUNIS
Amarillo College, Vice President of
Academic Affairs

Dr. Tamara Thornton Clunis is Vice President of Academic Affairs at Amarillo College in Amarillo, Texas. She served as the dean of academic success at Amarillo College for six years prior to her current role. She has lead numerous initiatives relating to developmental education reform and adult education integration in community college settings. Her model for developmental and adult education integration was recognized by the US Department of Education in 2016. She shares her deep knowledge of effective developmental education reform strategies by serving on statewide and national committees. She also leads a career pathways peer mentor network for Texas community colleges. Prior to joining Amarillo College, Tamara worked as the Director of Developmental and Adult Education at the Texas Higher Education Coordinating Board. In that position, she was responsible for developing a statewide plan for developmental education, with an emphasis on improving student outcomes and increasing alignment between adult basic education and post-secondary education. She has 17 years experience teaching developmental education and learning framework courses in two-year and four-year institutions. She earned a Master's Degree in Developmental and Adult Education and a Ph.D in Adult, Professional, and Community Education from Texas State University-San Marcos.
TERESA LUBBERS
Commissioner, Indiana Commissioner for Higher Education

Teresa Lubbers was appointed in 2009 to serve as Commissioner for Indiana’s Commission for Higher Education, the coordinating agency charged with ensuring the state’s postsecondary education system is aligned to meet the needs of students and the state. Prior to joining the Commission, Lubbers served in the Indiana State Senate for 17 years, leading on education and economic development issues as Chair of the Senate Education and Career Development Committee.

As Commissioner, Lubbers works to increase college completion, ensure academic quality and student learning and align postsecondary credentials with meaningful careers. She partners with policymakers and higher education leaders to develop and implement the state’s higher education strategic plans, including the Commission’s recently adopted third plan, “Reaching Higher, Delivering Value.”

Lubbers is a past chair and a current member of both the State Higher Education Executive Officers and the Midwestern Higher Education Compact. She serves as Vice Chair for the National Council for State Authorization, Commissioner for the Education Commission of the States, a member of the Advisory Council for the Council for Adult and Experiential Learning and a member of Indiana’s Governor’s Workforce Cabinet. Additionally, she serves on the Higher Learning Advocates Board of Directors and is a Fellow for both Complete College America and the Woodrow Wilson Higher Education Fellowship.

Lubbers is past chair and a current member of the YMCA of Greater Indianapolis and Chair of the YMCA Foundation. She is the co-founder of the Lugar Excellence in Public Service Series.

Lubbers holds an undergraduate degree from Indiana University and a Master in Public Administration from the Kennedy School of Government at Harvard University.
DR. MARY MURPHY
Associate Professor of Psychological and Brain Sciences and Associate Vice Provost for Diversity and Inclusion, Indiana University

Dr. Mary Murphy is an Associate Professor of Psychological and Brain Sciences and Associate Vice Provost for Diversity and Inclusion at Indiana University. Mary’s research illuminates the situational cues that influence students’ academic motivation and achievement. She develops, implements, and evaluates the effects of social psychological interventions (growth mindset, belonging, teacher-student relationships) on students’ motivation, persistence, and performance. Most recently, Mary and her collaborators have developed and tested a curriculum for K-6 teachers to help them create growth mindset cultures in their classrooms that stoke students’ motivation and performance. She is also working with college faculty to create growth mindset cultures in their STEM gateway courses. Mary is a co-founder of the College Transition Collaborative, a research-practice partnership aimed to increase student success through social psychological interventions. Mary earned a B.A. from the University of Texas at Austin and a PhD from Stanford University. She is the recipient of over $8 million in federal and foundation grants including a recent $2.2 million NSF CAREER award for her research on strategies to improve diversity in STEM. Her research has been profiled in The New York Times, Forbes, Harvard Business Review, Scientific American, and NPR, among other outlets.

DR. GREGORY D. WILLIAMS
President, Odessa College

Dr. Gregory D. Williams serves as president of Odessa College, a position he has held since January 2007. Accepting that post was a true homecoming for Dr. Williams, who began his journey in higher education as a student at Odessa College in 1983. Before earning his doctorate in higher education administration from Baylor University, Dr. Williams’ educational journey also included the completion of three degrees from the University of Texas Permian Basin: a bachelor’s degree in psychology, with a certification to teach psychology, history, and learning disabled students, followed by two master’s degrees, in education mid-management and psychology, respectively.

Dr. Williams has led the Odessa College (OC) team in breaking every major enrollment record, student retention record, student success record, and fund-raising record previously held by the college. His leadership has set OC on the path to becoming the best community college in the nation and has resulted in numerous awards and national media attention for the college over the last several years.

Dr. Williams currently serves or has recently served on many boards and committees on the local, state and national level. He and his wife, Karen, have two sons, Kiaran and Gregory, and one daughter, Kara, who also is a graduate of Odessa College – notably as one of the first Dual Credit students to earn an Associate Degree from OC before graduating from high school.
SUMMIT LOCATIONS

French Lick Springs Hotel
8670 West State Road 56
French Lick, In 47432

West Baden Springs Hotel
8538 West Baden Avenue
West Baden Springs, In 47469

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