COMING EVENTS

Assessment Basics
Tuesday, March 22, 12:30–1:30 p.m. (E-210E)

Assessment Day 2016
Friday, March 4, 8 a.m.–12:30 p.m. (B-201/202)

BL: Using Blackboard Learn to Enhance Classes
Wednesday, March 9, 2–5 p.m. (E-210W)
Wednesday, March 2–Tuesday, March 8 (Online)

BLS: I Want to Teach Online for Triton College...What Do I Need to Do?
Monday, Feb. 15, 1–2 p.m. (E-210W)
Tuesday, Feb. 16, 5–6 p.m. (E-210W)
Tuesday, March 29, 1–2 p.m. (E-210W)
Wednesday, March 30, 5–6 p.m. (E-210W)

BLS: Teaching Online Seminar (3 weeks)
Monday, Feb. 8–Sunday, Feb. 28 (Online)

BLS Topic 1: Getting Started
Monday, Feb. 29–Friday (Online)

BLS Topic 2: Presenting Content
Friday, March 4–Sunday, March 13 (Online)

BLS Topic 3: Discussions, Blogs, Journals, and Wikis
Wednesday, March 23–Friday, April 1 (Online)

Curriculum Boot Camp
Friday, Feb. 19, 9 a.m.–Noon (E-210E)
Monday, March 21, 12:30–3:30 p.m. (E-210E)

Faculty Author Spotlight: Robert Tapia
Tuesday, March 8, 1–2 p.m. (E-210E)

Introduction to 3D Printing: Part 1
Thursday, March 31, 2:30–4:30 p.m. (E-210W)

Low Cost/No Cost Textbook Alternatives
Thursday, Feb. 11, 10–11 a.m. (E-210W)

Real Time Rubrics
Thursday, March 24, 1–2 p.m. (E-210W)

Smart Board - Creating Dynamic, Engaging Classroom Experiences
Wednesday, Feb. 17, 2–3:30 p.m. (E-210W)

Smart Board - Math Features
Monday, Feb. 22, 2–3:30 p.m. (E-210W)

Smart Board – New Tools for HSE/ELA
Wednesday, March 23, 2–3:30 p.m. (E-210W)

Smart Board Overview
Monday, March 21, 12:30–3:30 p.m. (E-210W)
Monday, March 21, 5:30–6:30 p.m. (E-210W)
Tuesday, March 22, 8–9 a.m. (E-210W)

Successful Student Engagement Techniques (SETs)
Monday, Feb. 8, 1–3 p.m. (E-210E)

Tips for Effective Rubrics
Tuesday, March 22, 2–3 p.m. (E-210E)

Tips for New or Returning Instructors
Monday, March 7, 10 a.m.–Noon (E-210E)

Tips for Effective Syllabi
Monday, March 7, 1–2 p.m. (E-210E)

What is Academic Tenacity & Why Is It Important?
Tuesday, Feb. 16, 1–2:30 p.m. (E-210E)
Thursday, March 31, 12:30–2 p.m. (E-210E)
ASSESSMENT DAY 2016

Assessment Day 2016 will focus on Interpreting and Utilizing Assessment Data. Our keynote speaker will be Kimberly A. Kline, Ph.D., Associate Professor and Chair of Higher Education Administration from the State University of New York – Buffalo. Join us for a Poster Share Fair on successful Academic Affairs and Student Affairs assessment, multiple breakout sessions conducted by our keynote presenter and our own faculty, as well the presentation of our 2014/2015 Assessment Star Award.

In her keynote, entitled “Assessing the Whole Student: Eliminating Barriers through Happiness and Care,” Dr. Kline will argue that in order for students to learn, develop, thrive, persist and become healthy citizens, it is important to seek ways to improve their critical thinking dispositions and focus. Positive Psychology is a relatively new field of research and study that focuses on what makes us thrive, and it may help us create pathways to higher persistence rates, along with positive learning and developmental outcomes for our students.

Dr. Kline serves as associate professor of higher education administration, and currently teaches courses in Assessment, Tests and Measurement, Research Methods in Higher Education, and Moral Reasoning in Higher Education. Her research focuses on professional development, issues of social justice/agency in higher education, and student learning outcomes assessment. Dr. Kline had the privilege of serving as a Fulbright Scholar at the National University of Kyiv-Mohyla in 2013. She is interested in helping campuses develop grass roots efforts to promote student learning and development in higher education, and she has 20 years of experience in faculty and higher education/student affairs administration positions. She earned a Ph.D. in higher education from Indiana University, an M.S. in student personnel administration from Buffalo State and a B.A. in political science from Slippery Rock University. She is the editor of Reflection in Action: A Guidebook for Student Affairs Professionals and Teaching Faculty (Stylus Publishing, 2013), which is available in the CTE Library.

Breakout topics include Academic Affairs and Student Affairs assessment processes at Triton College, and how to win the coveted Assessment Star Award.

Breakfast and lunch will be provided. For more information about Assessment Day or the Academic Assessment Committee visit www.triton.edu/assessment or contact its chair, Larry Manno at Ext. 3003 or larrymanno@triton.edu.

Space is limited, so register today at www.triton.edu/cte!

GET READY FOR TK20 IN FALL 2016

This coming fall, the Academic Assessment Committee will no longer use SurveyMonkey to collect and review assessment plans, reports and implementation reports. Instead, those documents will be completed and stored in Tk20.

Tk20 is a one-stop Assessment Management System (AMS) for creating, reviewing, and documenting the assessment processes of the following areas.

• Academic Assessment Committee
• Student Affairs Assessment Team
• Institutional Effectiveness (including Internal Program Review)
• Strategic Planning and Accreditation

With this user-friendly, comprehensive system, we’ll complete, review and track assessment plans and reports, and upload their supporting documents, in an efficient and time-saving way. Tk20 is accessible from any computer with a high-speed Internet connection, and you’ll log in with your usual, Triton College email address and password.

The Unit Administrators are now working on building the content necessary to for implementation in Fall 2016.

For questions about our assessment forms, policies or procedures, contact one of the following Unit Administrators.

• Academic Assessment - Mary Ann Tobin, Director, Teaching & Learning, (708) 456-0300, Ext. 3823, maryann Tobin@triton.edu, www.triton.edu/assessment/
• Student Affairs Assessment Team - Quincy Martin, Associate Vice President, Student Affairs, (708) 456-0300, Ext. 3434, quincymartin@triton.edu
• Institutional Effectiveness - Robert Zimmerman, Director, Data Programming and Analytics, at (708) 456-0300, Ext. 3568, robertzimmerman@triton.edu, www.triton.edu/Research/
• Strategic Planning and Accreditation Reporting - Pamela Perry, Director, Planning & Accreditation, (708) 456-0300, Ext. 3415, pamelaperry@triton.edu, www.triton.edu/strategicplanning/

Watch your Triton College email and future newsletters for updates!
Join us in congratulating the following faculty for completing the Watt level of our Triton College Teachers of Power (Tri-TO P) program!

- Teri Junge, Faculty/Coordinator, Surgical Technology
- Margaret Sullivan, Adjunct Faculty, Health, Sport and Exercise Science

Changing lives one light-bulb moment at a time, is a comprehensive, competency-based curriculum for full- and part-time faculty members who want to enhance their teaching skills and learn from each other.

Upon satisfactory completion of each track’s learning objectives, eligible full-time faculty members can earn Professional Growth Units, while eligible adjunct instructors can earn either Wellness Points or a cash award.

**Program Requirements**

- You must enroll via email to cte@triton.edu requesting entry into the program by the stated deadline each semester, indicating the level (Watt, Kilowatt, Megawatt or Gigawatt) you intend to achieve.
- Each cohort will contain no more than 20 participants. The enrollment period will remain open for 3 weeks beyond the first day of credit classes listed in the College Catalog or until the cohort is full, whichever comes first. **This semester’s deadline is Friday, Feb. 15!**
- Enrollment is offered on a first-come/first-serve basis.
- You may claim credit for CTE workshops completed within 1 year prior to enrollment via email to cte@triton.edu.
- Workshop attendance alone does not qualify toward track completion. To qualify for the award associated with a given level, all objectives associated with that level must be satisfactorily completed within 1 year of enrollment.
- Awards are non-SURS creditable earnings and will be processed within 60 days of completion of all objectives associated with a given level. No additional compensation will be provided for repeating a level.

**Eligibility**

- Eligibility is defined as having taught at least 1 class for Triton College between July 1 and June 30 of the year of entry into program or scheduled to teach at least 1 class in the current or consecutive semester of entry into program.
- To confirm your eligibility, contact Human Resources at Ext. 3748 or send an email message to joeklinger@triton.edu.

For more information about this or any other CTE offering, visit [www.triton.edu/cte](http://www.triton.edu/cte), call (708) 456-0300, Ext. 3371 or send an email message to cte@triton.edu.

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**FACULTY AUTHOR SPOTLIGHT: ROBERT TAPIA**

**Tuesday, March 8, 1–2 p.m.**

CTE, Room E-210E

Join us in the CTE on Tuesday, Mar. 8, 1–2 p.m. to congratulate Robert Tapia, Adjunct Faculty, Philosophy, on the publication of his novel, *Rodrigo* (iUniverse 2015). Light refreshments will be served, and copies of the book will be available for purchase and autographs.

*Rodrigo* (iUniverse 2015), is a story about relationships that captures the essence of a teenage immigrant growing up in 1960s Chicago. Rodrigo is uprooted from his native Mexico at the age of thirteen by his family who moves to Chicago to be reunited with his father who has been living there for five years. His father, anxious to see his son Americanized, becomes frustrated with Rodrigo because of his inability to quickly adapt to American culture. Rodrigo refuses to assimilate to the new way of life after a series of adverse and difficult encounters with mainstream America. As he turns eighteen years old, Rodrigo registers for the draft and gets ready to serve in the U.S. military. After heated and intense arguments between his parents about Rodrigo’s military duty, his parents send him back alone to Mexico City just as the Vietnam conflict starts. Tapia masterfully engages readers into Rodrigo’s mind as he deals with the many challenges in his new life in America.

Tapia was born in Mexico City and immigrated to the United States in 1960. He joined the United States Marine Corps and served in Vietnam. After his military service, he continued with his education and obtained a doctorate in Philosophy. Tapia and his wife, Laura, have two daughters, and they live in Chicago.
The TRIO Student Support Services (SSS) Program is a grant funded program through the US Department of Education. Here at Triton, TRIO serves 160 students who identify as first-generation students (neither parent has earned a Bachelor’s degree), those students who qualify as low income, and/or students with a documented disability. Our program provides academic assistance, financial literacy sessions, transfer and cultural workshops, and more. Our goal is to provide support to students as they pursue their degree from Triton College, graduate and transfer to four-year institutions.

We ask that you use TRIO in two ways:

1. Refer students, as you deem appropriate. Though students must meet certain eligibility requirements to participate, if you feel that a student could benefit from the support of this program, please walk the student to our office or refer him/her to A-106. We will then determine the student’s eligibility. If the student is not eligible for TRIO, we will find other support services to accommodate him/her.

2. Each semester, the Program Director will send out an e-mail with a list of current TRIO participants in your course(s). Please make sure to use the TRIO Program as a resource for supporting the success of program participants in your course. You are encouraged to share with TRIO staff information about each participant’s progress in your course, for example if the student has been absent or late to class multiple times, has low test/quiz scores, or is not engaging in course discussions. Your referrals allow TRIO staff to have a proactive conversation with students to address concerns. Please note that sharing this type of information is not a violation of FERPA regulations and is completely voluntary.

Please feel free to contact the TRIO Program Director at (708) 456-0300, Ext. 3484 with any questions or concerns you may have regarding the TRIO Program or how we can work together to support our students.

Triton College Student Support Services Program is federally funded through the U.S. Department of Education, Office of Federal TRIO Program. Authority for this program is contained in Title IV, Part A, Subpart 2, Chapter 1, Section 402D of the Higher Education Act of 1965, as amended.

Join Triton’s TEAM! The Triton Employees As Mentors (TEAM) Program is a faculty and staff to student mentoring program developed with the goal of improving retention and graduation rates, while also promoting student success on our campus. The mentoring program targets first-year students, who are enrolled full-time (12 or more credit hours) for the semester, and who have placed into two or more developmental courses after completing the COMPASS Placement Exam.

Mentors are asked to contact their mentee at least twice monthly (by phone, e-mail, or in person) to answer any questions they may have or to direct them to college resources and services. Mentoring relationships last the duration of the academic year, with the option to continue the relationship throughout the student’s time at Triton. This is a great opportunity to use a little of your time to make a huge difference in a student’s experience at Triton.

We are always willing to accept new Triton College faculty and staff members interested in mentoring a Triton student.

What is the time requirement?

• The expectation is that mentors will meet (or make contact via e-mail or phone) with their mentee(s) twice monthly.
• In addition to a brief introductory training, mentors are invited to attend optional workshops throughout the semester as well as an end-of-year celebration.

The benefits to you include:

• A faculty or staff member’s participation as a mentor is considered commitment to the institution.
• You will be participating in our efforts toward student success.
• Bonds formed with mentees often last throughout the student’s academic career.
• Your energy and enthusiasm will contribute to creating a welcoming and comfortable learning environment for our students.

For more information or to volunteer as a mentor, contact Noel Reynoso, Student Success Strategist at Ext. 3071 or noelreyonso@triton.edu. We look forward to having you become part of the TEAM!

TECHNOLOGY CORNER

Real Time Rubrics to the Rescue

Would you like to decrease the time it takes to score assignments? Be more consistent while you grade? “A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery” (Carnegie Mellon). Rubrics provide clear guidelines for the students and instructors, and they can reduce the time necessary to score assignments, reduce bias, and increase grading consistency.

Blackboard offers a tool that provides a simple integration into Blackboard assignments or for assignments outside of Blackboard. Visit the CTE blog for a short video on how to create a rubric within Blackboard.

Need help? We’re ready for you! Teri Junge, Faculty/Coordinator, Surgical Technology will facilitate a special CTE workshop on how she successfully implemented Blackboard Real Time Rubrics to assess her students’ skill performance on Thursday, March 24, 1–2 p.m. (Room E-210W). The workshop will use a flipped classroom approach to identify best practices for creating rubrics to evaluate your students’ work, and it will conclude with a hands-on opportunity for you to develop a basic rubric related to your chosen assignment. For a preview, read her CTE Newsletter article, “Rubrics-Not so Intimidating After All!”
MUSIC EVENTS

FACULTY ARTIST SERIES
Akiko Konishi, piano
Brian Patti, clarinet
Feb. 10, 7:30 p.m.
In celebration of Valentine's week, music faculty members Akiko Konishi and Brian Patti perform a joint recital of solo piano works and clarinet works inspired by the theme of love! The event will be followed by a special dessert reception!

WORLD MUSIC SERIES

Thai Chi Entertainment, Thai Music and Dance Ensemble
Feb. 15, 2016, Noon, Student Center Cafeteria
The study of 14th century Thai court music offers enhancements in concentration, meditation, and music memorization by rote. In this special event, Chicago based Thai ensemble Thai Chi Entertainment will be performing chamber music with vocal and dance accompaniment. Thai regional folk music and dances of Thailand will be featured.

COMMUNITY BAND
Josh Hernday, director
March 4, 7:30 p.m.
The Triton College Community Band performs an exciting array of fanfares, marches, and contemporary band music in this spring program to highlight the diversity of 20th and 21st century band repertoire.

FACULTY ARTIST SERIES
Joann Cho, piano
James Davis, trumpet
March 9, 7:30 p.m.
In this joint faculty recital, pianist Joann Cho will be performing contemporary solo piano music and trumpeter James Davis will be performing an array of jazz and classical works for trumpet and piano. Meet the artists in a reception in the lobby following the concert!

THEATRE EVENT

CYCLIST ATTACKED BY MOUNTAIN LION
By Robert Koon
Directed by Amy V. Fenton
Feb. 27 and 28; March 4 and 5,
Friday and Saturday at 7:30 p.m.,
Sunday at 2 p.m.
Cox Auditorium, Room J-108
$12 general admission; $10 students, faculty/staff and seniors
On his morning bike ride on a local trail, Jerry comes upon a sign: “DANGER: MOUNTAIN LION IN AREA.” He avoids an encounter with the predator, but as his day unfolds the presence of wildlife in the city becomes more and more pronounced…and more and more peculiar. Animals are appearing, people are disappearing – is there a connection? Are the animals launching an attack on the humans annexing their territory, or is there a more fundamental change afoot? Along with his friends, Bernard (a university professor) and Lily (a waitress), Jerry tries to discover an explanation for the transformations happening round him, all the while fighting off the animal world and clinging to the unique qualities that make us human beings.
The Emerging Voices Project was created to contribute to the development of new work in the Chicago theatre scene and to bring opportunities to the Triton College community to work with professional playwrights. This season we are once again privileged to host a Resident Playwright from Chicago Dramatists, Chicago’s premiere play development company and the artistically-acclaimed home for writers working at the forefront of American theatre.
For more information or to reserve tickets, call the Visual, Performing and Communication Arts Department at Ext. 6932 or visit www.triton.edu/entertainment.

ART GALLERY EVENTS

TRITON STUDENT FILM FESTIVAL
Feb. 22 through March 18
Public reception and film screening March 16, 6 to 8 p.m.
Our digital video and film students have been winning awards for years. We decided to change up the usual gallery offerings by celebrating their accomplishments with a screening of selected film work this spring. Still images and discussions will be featured in the weeks leading up to the screening event.

WORLD MUSIC IN VISION
March 21 through April 15
Public reception and recorded music, April 13 6 to 8 p.m.
Our good friends in the Music program are bringing a new series of World Music concerts to the Triton Campus this year. Please look at the concert listings for details. Through the year our students will draw, paint, and design in response to far reaching musical traditions. Come see what they’ve imagined and listen to music that has inspired them.
This guidebook aims to stimulate student affairs professionals and higher education faculty alike to adopt new approaches when discussing sensitive or controversial topics with their students. It provides teachers and professionals with a critical social understanding of social justice, social agency, reflection, and actionable knowledge to develop new and effective skills, practice them in safe spaces, and apply them in the field. It offers tools that are equally applicable in a classroom or co-curricular setting. The exceptional teachers, scholars, and professionals contributing to this volume provide a diverse and alternative lens through which to examine the intersection of social justice education and professional practice. The text is organized in three overarching themes: Part One, “Existing Theories, Examining Claims, and Proposing New Understandings”; Part Two, “Concrete Tools and Safe Spaces for Practicing Difficult Dialogues in Professional Practice”; and Part Three, “Professional Development, Action Research, and Social Agency.” In Part Four, “Moving Forward,” the book concludes with a chapter on implications for daily life and practice. The action-oriented research model provides strategies and frameworks for using social science research to engage in critical social and educational problem solving. The emphasis is on moving colleges and universities to widen their moral and ethical lenses, beyond understanding diversity, to developing multicultural competence and enriching their campus communities.

Written for faculty in higher education and student affairs professionals, along with master’s and doctoral students in these fields, this book provides a framework that is grounded in research and sound pedagogies and theories.