UNIVERSITY of HAWAI'I®
COMMUNITY COLLEGES

Hawai'i Student Success Institute

The 2020 Hawai'i Student Success Institute is the 11th institute bringing together faculty, staff and administrators from the seven colleges and system office of the University of Hawai'i Community Colleges. Participants engage in best practices, innovations, and strategies that lead to increased student success. In addition to exploring what our colleges are doing, participants learn about system-wide progress and national student success trends in higher education. This year's theme, "20/20 Vision on Students' Success," reflects the University of Hawai'i Community Colleges' ongoing commitment to increasing the number of students receiving a degree or certificate in alignment with the Hawai'i Graduation Initiative and to advance the State's 55 by '25 goal as well as the shared understanding of the impact we all have on our students.

MAHALO to
Vice President for Community Colleges: *Dr. Erika Lacro*
Hawai'i Student Success Institute Planning Committee Members
Samuel Giordanengo (Hawai'i Community College)
Bed Paudyal, April Ching, Jerry Saviano (Honolulu Community College)
Shannon Sakaue, Cheri Souza (Kapi'olani Community College)
William Dressler, Evelyn Kamai (Kaua'i Community College)
Michael Bauer, Terry Ann Richter (Leeward Community College)
Joyce Yamada, Angela Gannon (UH Maui College)
Colette Higgins, Scott Sutherland (Windward Community College)
Cathy Bio, Kamuela Chun, Joshua Kaakua, Deborah Nakagawa, Sandra Uyeno (Office of the Vice President for Community Colleges)
Dorothy Hirata, Christine Beaule (University of Hawai'i System)

SPECIAL MAHALO to
Office of the Vice President for Community Colleges *for administrative and staff support*
Office of the State Director of Career and Technical Education *for support of the keynote address*
UHCC APT/Civil Service Professional Development Committee *for coordinating the Vendors' Expo and APT/CS presentations*
(Terry Ann Richter-Chair, Jeri Ann Poti-Vice Chair, Nalani Kaun-Recording Secretary, Colette Andrade-Fujii, James Balicao, Regina Corniel, Angela Gannon, Bryson Ho, Evelyn Kamai, Lara Kong, Kesha Kubo, Deborah Nakagawa, S. Ku'ulei Palomares, Christopher Ralllustian, Karla Sibayan, Kenisha Strong, Cori Wakamura, Roxanne Yee)
UHCC OER Project *for the conference bags and OER presentations strand*
UH ITS Online Innovation Center and UHM Gen Ed *for the online learning and teaching presentations strand*
Wo Learning Champions *for assisting with setup and registration*
Honolulu Community College, Ho'āla Hou/Hulili Ke Kukui Hawaiian Center *for the opening ceremony*
Kaua'i Community College, Music Production Students *for the music tracks*

MAHALO TO THE PRESENTERS
Mahalo to all the presenters for sharing their work, experiences, insight, data, strategies, innovations, coordinations, and commitment to ensuring students' success. Your work is greatly appreciated.

MAHALO TO YOU
For your participation in HISSI 2020. We hope you find the information shared and the discussions that ensued helpful in your work to ensure the best learning environment for our students. We wish you the best in implementation of your innovations in the coming years. You can help us make subsequent institutes and UHCC professional development activities better by filling out an online survey. A link will be sent to you following HISSI 2020.

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The University of Hawaiʻi Community Colleges (UHCC), having celebrated over 50 years of contributing to creating higher education opportunities for Hawaiʻi's citizens, are poised to have an even greater impact going forward. The need couldn't be more critical. All economic forecasts indicate most U.S. citizens in the near future will need some kind of postsecondary credential to enjoy a living wage occupation and for their local economies to compete in the global workforce. The UHCC Strategic Directions is designed to create the opportunity, the success, the economy, and the quality of life desired by Hawaiʻi for its residents.

ACHIEVING THE DREAM

The University of Hawaiʻi Community College System joined Achieving the Dream in 2007 and became an Achieving the Dream Leader College in 2012; was recertified in 2015 and again in 2018.   UHCC has demonstrated commitment to and progress on Achieving the Dream Institutional Capacities: Committed leadership • Use of evidence to improve programs and services • Equity • Broad engagement and communication • Teaching and Learning • Strategy and Planning • Policies and Practices.   This honor signifies our commitment to closing achievement gaps and improving student success by creating a culture of evidence.

HAWAIʻI GRADUATION INITIATIVE

The Hawaiʻi Graduation Initiative (HGI) is our commitment to support the University's Strategic Directions to increase the educational capital of the state by improving participation and completion rates of students, particularly Native Hawaiians, low-income, and those from underserved regions and populations and to prepare these students for success in the workforce and their communities. The four Highest Priorities identified for this year include:
First Year Success, Transfer, Returning Adults, and Online Education.

The Student Success Pathway framework helps University of Hawaiʻi create a cohesive and collective agenda for student success. Various collective initiatives, including Math and English Redesign, Purpose First/Informed Choice, focus on onboarding, retention, and transfer are all aligned with HGI's four Highest Priorities.

Connection
The "right" math
Purpose First
Career Assessment

Entry
Completion of math and English
Career exploration

Progress & Learning
STAR GPS
The "Right" 15
SSIP Advising

Completion to Transfer
Transfer Policy
Early "Pinning" of Transfer Program

Completion to Career
Hawaii Industry Sectors Site
Early Career Prep

Learning
Equity
Economic Mobility
Career with Labor Market Value

Integrated Student Support (ISS) = FOUNDATION

University of Hawai'i Community Colleges
Hawai'i Student Success Institute
20/20 Vision on Students' Success

UNIVERSITY *of* HAWAI'I®
COMMUNITY COLLEGES

Hawai'i Student Success Institute

"20/20 Vision on Students' Success"

Hilton Hawaiian Village
Friday, March 6, 2020
7:45 a.m. - 4:30 p.m.

7:45 – 9:30	*Continental Breakfast and Registration*	*Coral Lounge*
8:50 – 10:30	*GENERAL ASSEMBLY* Ho'okipa/Ho'omana: Kalani Kaawa-Flores along with students from Ho'āla Hou/Hulili Ke Kukui Hawaiian Center, Honolulu Community College Welcome: Erika Lacro, Vice President for Community Colleges, University of Hawai'i Keynote: "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations", Mark Perna, Author, Speaker, and CEO of TFS	*Coral Ballroom 3-5*
10:40 – 11:55	*Session 1, Presentations* *Vendors' Expo*	*Various Locations* *Coral Lounge*
12:00 – 1:20	*Networking Lunch* *Poster Sessions* *Wo Learning Champions Awards* *Vendors' Expo*	*Coral Ballroom 3-5*
1:30 – 2:45	*Session 2, Presentations* *Vendors' Expo*	*Various Locations* *Coral Lounge*
2:55 – 4:10	*Session 3, Presentations*	*Various Locations*
4:15 – 4:30	*GENERAL ASSEMBLY* Closing Remarks: Tammi Chun, Interim Associate Vice President for Academic Affairs, University of Hawai'i Community Colleges	*Coral Ballroom 3-5*

Share pictures and post to Instagram, #hissi2020.

Presentations at a Glance

	Session 1 10:40 A.M. - 11:55 A.M.	Session 2 1:30 P.M. – 2:45 P.M.	Session 3 2:55 P.M. – 4:10 P.M.
Coral Conference Center			
Coral 1	*Everyday Customer Service for Frontline Professionals*	*SuperVISION: How YOU can Inspire, Motivate, and Empower Your Employees*	*ADVANCE BRIDGE - Know Your Rights in the Workplace*
Coral 2	*Drug Recognition / Trends*	*Communicating with People that Have a Mental Illness*	*Being Approachable – Here to Help versus Here to Catch You Doing Something Wrong*
Coral Ballroom 3-5	*Deep Dive into Answering Why with Mark Perna*	*ADVANCE BRIDGE - Fostering a First-Generation Professional Praxis: Narratives of First-Generation Faculty, Staff, Administrators and Scholars of Color in the Community Colleges*	*Faculty/Programs/Special Interest Meetings* ● *AA in Hawaiian Studies Coor.* ● *UHCC Japanese Lang. Articulation* ● *Division Chairs Colloquium* ● *ICS/IT Faculty Discussion* ● *Psychology Faculty* ● *Honolulu Community College: Purposeful Engagement* ● *Planning/Development for KapiʻolaniCC LLL Pre-Registration for Fall 2020* ● *ARDP* ● *Others*
Coral Lounge	*Vendor Expo*	*Vendor Expo*	
South Pacific Conference Center			
S Pacific 1	*Kūkākūkā: A Panel Discussion with Accelerated Online (5-Week) Faculty and Students*	*Online Learning Tech Slam: Engaging Online Students Through Simple (and Free!) Technologies*	*Challenges of Teaching Written and Oral Communication in Online Courses*
S Pacific 2	*Reducing Barrier to Academic Success*	*Design-Based Research on Brain-Based Learning in Online Accelerated Courses*	*Universal Design and Online Accessibility: Why It Matters!*
S Pacific 3	*Building Proficiency Through Online Activities in Face-to-Face and Online Japanese Language Courses*	*Students' Success in Online STEM Courses*	*From Lie Detection to Rubber Hands: Utilizing An Interactive Teaching Assistant To Provide an Immersive Learning Environment*
S Pacific 4	*Create OER with LibreTexts*	*Creating Inclusive and Diverse Learning Materials for Student Success*	*Creating Inclusive Learning Environments with Open Educational Practices*
Sea Pearl 1-2	*What's Your Style? Tips to Improve Student Success in the Online Realm*	*Innovation and Entrepreneurship Programs to Drive Workforce and Economic Development for the State of Hawai'i*	*Jeanne Clery Act: Overcoming Operational Roadblocks to Compliance*
Sea Pearl 3-4	*First-Year Writing Co-Requisite Course: Student Writing Skills, Learning Strategies, and Decision Making*	*Integrating the Writing Center with ENG 100 Co-Requisite Classes*	*Faculty Guild: Transforming Teaching Through Weekly Reflections*

Kalia Conference Center

Nautilus 1	*Accountability Practices for a Productive Learning Environment*	*Meeting the Needs of Students Who Need Just One Class to Earn a Degree*	*Teaching a Hybrid Course that is S-Focused: Environmental Economics*
Nautilus 2	*Working with Early College Students* *Strategies to Engage Underserved Populations through Early College*	*Veteran Outreach Program* *Educating Vets - Get Approved, Stay Approved!*	*ESL/EFL Student Awareness: How Cold Calling Can Be a Warm Invitation*
Hibiscus 1	*Integrating Sustainability Across Disciplines: Lessons Learned in Teaching Sustainability Related and Sustainability Focus Classes*	*How "Sustainable" is the University of Hawaiʻi?*	*Climate Anxiety on Campus and in the Classroom*
Hibiscus 2	*Aloha Kahoʻolawe: Living Hawaiian Place-Based Education Through Aloha ʻĀina*	*Ma ka Hana ka ʻIke: Weaving Indigenous Practices with Student-Centered Learning*	*Puʻuhonua (Place of Refuge): Providing Incarcerated Community Members the Opportunity to Grow Through Higher Education*
Kahili 1	*Ka Wanaʻao: Orienting Our Native Hawaiian Students To College Using a Cultural Pedagogy*	*Increasing Student Engagement Through ʻĀina-Based Learning*	*Taking Action to Advance Hawaiʻi Papa O Ke Ao: Using Design Thinking to Create Culturally Relevant Professional Development Activities for UHCC Faculty & Staff*
Kahili 2	*Course Demand Analyses using Registration Data*	*Envisioning Student Success: Data Storytelling with Power BI Dashboards*	*Leaving a Legacy: Institutionalization Strategies for Successful Grant-funded Initiatives*
Lehua Suite	*Empowering UH Students for Career Exploration and Educational Planning*	*Early Momentum Metrics: Leading Indicators for Student Success, University of Hawaiʻi Community College Data and the Postsecondary Data Partnership*	*Meeting the Demand for Student Success Data: ʻ2020 Vision on Student Success and the Postsecondary Data Partnership*

Tapa Conference Center

ʻIolani 1-2	*Craft of Teaching: A Community of Faculty Learners*	*One Night to Success: The Journey of Returning Adults*	*Supporting Diverse Learners: The Postsecondary Support Project, Creating Inclusive Postsecondary Options for People with Significant Disabilities*
ʻIolani 3-4	*Supporting Diverse Learners with Universal Design for Learning & Digital Tools*	*Student Success: How Instructor Created Videos Can Make a Difference*	*Time Well Spent: Finding and Protecting Time and Study in the Age of Screen Addiction*
ʻIolani 5	*Ready to Redesign Laulima to Support Student Success?*	*Perkins V: Remaking CTE for the UHCC and the Seven Community Colleges*	*Preparing your Students for the Workforce Utilizing Career Coach*
ʻIolani 6	*Visualizing Survey Data*	*MySuccess Early Alert Instructor Use & Feedback*	*Python Programming For Educators*
ʻIolani 7	*DE Student and Faculty Survey Results: Successes, Challenges, and Next Steps*	*Program Sustainability: Doing Whatever it Takes*	*An Introduction to Data Science, the #1 Job in the Country and an Educational Pathway at a Number of UH Campuses*
Honolulu 1	*The Mindful Educator: Practical Approaches in Supporting Students' Mental Health and Well-Being*	*Future Proofing the 21st Century Educator : Pushing Margins as Frontier*	*Humanizing Your Course: Teaching with Empathy*
Honolulu 2	*Mysteries of Financial Aid Debunked! Working Together to Help Students Navigate the Aid Process*	*Peer Tutoring from all Angles: The Tutor/Supervisor Experience & CRLA's International Tutor Training Program Certification (ITTPC)*	*Where? Oh,There! Place-Based Education for the ESL Classroom*
Honolulu 3	*HI Joe! - The Man, the Myth, the Legend*	*Drunk History, Hip-hop, Popular Culture, and the Rhetorical Triangle: Relational Pedagogy and Student Learning Outcomes*	*De-Polarizing Politics*

Presentation Descriptions

Session 1, 10:40 a.m. – 11:55 a.m.

Room	*Presentation Title*	*Presenters*
Coral Conference Center		
Coral 1	***Everyday Customer Service for Frontline Professionals*** Students experience dozens of interpersonal interactions across campus everyday, with instructors, peers, staff members, community members, etc. Each interaction will have an effect on the student's perception of the campus and can impact the student's willingness to seek future assistance and support. A student's experience can also affect retention, whether the student decides to continue their studies or not. So, what can we do to ensure student success? Building a toolbox of effective customer service techniques can enhance interactions with students, build meaningful relationships, and increase your ability to handle difficult people and situations. The strategies you will learn in this interactive session can also be applied to others in the workplace, even family members and friends.	Ann Sakuma Sylvia Lee
Coral 2	***Drug Recognition/Trends*** Presenters will provide information dealing with the current trending drugs in the state, the guidelines for the State of Hawaii's Medical Marijuana card/law, the manufacturing of illicit drugs, how to recognize some of the signs/characteristics of someone who may be high on an intoxicant, the effects of someone high on an intoxicant, pictures of past cases/drug busts, and evidence seized as a result of illicit drugs.	Robert Campbell Phil Kauffman
Coral Ballroom 3-5	***Deep Dive into Answering Why with Mark Perna*** Continuation of Mark Perna's keynote address	Mark Perna
Coral Lounge	***Vendor Expo***	
South Pacific Conference Center		
S Pacific 1	*Kūkākūkā:* ***A Panel Discussion with Accelerated Online (5-Week) Faculty and Students*** A new online program for working adults was launched in Fall 2019, in alignment to the UH strategic plans to increase delivery of online courses and degrees (HGI action strategy 4). Students are enrolling in 5-week courses across UH's seven community colleges and will eventually matriculate to a 4-year university. The inaugural cohort will graduate with their AA from UH Leeward Community College in December 2021. Join this session to hear faculty and students share their experiences with online 5-week courses.	Dorothy Hirata Anika Gearhart Coty Gonzales Jeff Stearns Julie Shinsato Kaian Torres
S Pacific 2	***Reducing Barrier to Academic Success*** What are the barriers to academic success that exist in community colleges? How can we dismantle those barriers to be more inclusive and to make learning more accessible to all students? This interactive session will support you in identifying and reducing barriers to learning. You will experience Universal Design for Learning and explore ways of applying this framework in your own context.	Kelly Kennedy Leanne Riseley
S Pacific 3	***Building Proficiency Through Online Activities in Face-to-Face and Online Japanese Language Courses*** In the first half of this presentation, Tominaga will discuss how she used two free online tools, Book Creator and Adobe Spark, in her face-to-face Japanese courses (JPN 101 – 202). Using those tools, teachers and students can easily create and share e-books and videos (slideshows with voiceover, music, and caption). The assessment results suggested that more students attained course SLOs when she used activities with those tools. In the second half of the presentation, Shinagawa will discuss how he uses various online tools in his online courses, such as Loom for screen recording and sharing videos, and Monosnap for giving feedback on students' handwritten work. Participants who wish to learn how to use those tools are encouraged to bring their computers.	Waka Tominaga Satoru Shinagawa
S Pacific 4	***Create OER with LibreTexts*** LibreTexts is an easy-to-use online platform for the construction, customization, and dissemination of open educational resources (OER) to reduce the burdens of unreasonable textbook costs to our students and society. With LibreTexts, students, faculty, and outside experts work together to build freely available open education resources that supplant conventional paper-based textbooks. LibreTexts currently encompass twelve widely used college-level disciplines from chemistry to	Delmar Larsen

	humanities with over 68,500 pages. Bring a device to this hands-on session where you will explore the LibreVerse ecosystem which has textbooks, homework, and annotation tools. The University of Hawaiʻi is already a LibreNet consortium partner. Learn what that partnership means for you. Finally, learn about the LibreTexts OER Remixer 2.0, a service for remixing various OERs to create your own customized OER. Participants are asked to bring their own device to this session.	
Sea Pearl 1-2	***What's Your Style? Tips to Improve Student Success in the Online Realm*** You may have thought that the only style needed for online teaching was pajamas and bunny slippers, but think again! When your audience's first and sometimes only interaction with you is through writing, it is critical to consider how style choices can unwittingly affect student participation and success in online courses. Come to this interactive workshop for "style" tips and for the opportunity to share what you have learned about your style in the online realm.	Morgan Andaluz
Sea Pearl 3-4	***First-Year Writing Co-Requisite Course: Student Writing Skills, Learning Strategies, and Decision Making*** Developmental reading and writing courses are no longer supported as a stand-alone semester course preparing students for a college-level course the following semester, but are instead packaged as a co-requisite supplemental course joined with a student's first-year college composition course (ENG 100). Students, most of whom are new to college, spend 16 weeks improving their written communication skills to college-level expectations while also navigating college landscapes, developing learning strategies for their new learning environment, and making decisions that affect their success in the course and long-term academic success. This panel explores assignments, strategies, and activities that address areas such as time management, promoting the use of college resources, contract grading, demystifying reading, mindset, improving reading and writing skills, and other shared experiences of working with students in these areas.	Michelle Shin Beau Ewan Maiana Minahal David Uedoi
Kalia Conference Center		
Nautilus 1	***Accountability Practices for a Productive Learning Environment*** As an instructor at an open-door institution, one of my primary challenges is balancing a wide variety of individual student needs against the needs of the class as a whole to create an equitable classroom environment. I have discovered that in a community-oriented classroom, a significant minority of focused and prepared students tend to have a positive impact on the entire class, raising the performance of borderline students. However, the opposite is also true. Frequent absences, tardiness, and a lack of preparation cause ripple effects that negatively affect students who are on a "tipping point," those who can tip toward greater success, or tip toward habits that lead to failure. A protocol of student-centered accountability strategies can create a positive tipping point effect in the classroom. This form of classroom and learning management reframes the learning process as collective, where students become aware that their individual actions affect classmates. The workshop will discuss ways to connect, support, and intervene before holding a student accountable for habits and behaviors that undermine success. Implementing a threshold of accountability has been effective in creating a productive learning environment for all students, as well as influencing individual students toward greater success.	Neil Stotts
Nautilus 2	***Working with Early College Students*** The Early College Program is dramatically growing statewide. In Fall 2019, Leeward Community College served about 800 high school teenagers enrolled in college classes. In this presentation, members of the Early College Team at Leeward CC will discuss the strategies devised to teach college-level content to this population. We will go over adjusting teaching pedagogies to interact with these younger students while keeping rigour and how to provide academic and career advising in the high schools. ***Strategies to Engage Underserved Populations through Early College*** Early College provides strategies to engage underserved populations for Native Hawaiian, first-generation, low-income, and middle achieving B/C students. We offer capstone and cohort courses which result in a 92% success rate. This is done through guided pathways, supportive programming, and collaboration with high school partners to name a few. At the end of this interactive session, attendees will be able to understand the nuts & bolts of early college and hear the personal stories of program development and how we have successfully grown our student population. *Note: Combined presentations*	Christopher Pokipala Jean StavRue-Peʻahi Michelle Igarashi Tatiana Santiago Ardis Eschenberg Colette Higgins H. Kehau Iwashita

Hibiscus 1	**Integrating Sustainability Across Disciplines: Lessons Learned in Teaching Sustainability Related and Sustainability Focus Classes** Panel discussion of Honolulu Community College instructors who teach Sustainability-Focused and Sustainability-Related courses in the Natural Sciences, English and History. The group will share experiential insights on topics such as possible resources, strategies to engage students, and the learning benefits of integrating sustainability as part of class curriculum.	Cynthia Smith Brenda Coston Michelle Nathan Eric Paul Shaffer
Hibiscus 2	**Aloha Kaho'olawe: Living Hawaiian Place-Based Education Through Aloha 'Āina** In this presentation we will share moʻolelo. This story is about a year-long training program in Hawaiian culture & place-based education that culminated with an experience on Kanaloa-Kahoʻolawe. In partnership with Honolulu Community College's Title III Hoʻāla Hou program and the Protect Kahoʻolawe ʻOhana (PKO), nine faculty and staff spent four days on Kahoʻolawe. During this intensive and immersive experience, we lived through Hawaiian culture, knowledge, and language. We returned from Kahoʻolawe inspired with a better understanding of our kuleana in holistically supporting our students, campus, and community. Here is our story of aloha ʻāina.	J. Hauʻoli Lorenzo-Elarco Emily Kukulies Mitch Okamura Jarena Makana Pacarro Brent Kawika Rubio Kahale Saito Robert Silva Isaiah Smith Jill Teraizumi
Kahili 1	**Ka Wana'ao: Orienting Our Native Hawaiian Students to College Using a Cultural Pedagogy** Through this presentation, participants will explore the benefits of integrating a cultural pedagogy and framework to college orientation. Rather than supplementing a Western framework to orienting students to college with Hawaiian activities, this presentation will illustrate the use of the Kaʻao framework as the leading component for Ka Wanaʻao, Ka Hikina O Ka La's new scholar orientation.	John Villiarimo Hōkūlani Holt Lahela Mata-Goldmann
Kahili 2	**Course Demand Analyses using Registration Data** The historic decline in enrollment across community colleges has led to difficult decisions in terms of class scheduling. The often conflicting priorities inherent in scheduling along with high levels of uncertainty in student registrations can lead to frustration for the entire campus, from administrators interested in balancing campus budgets to counselors fighting for degree completion to faculty/lecturers that fear loss of income. This presentation will first explore a normative (ideal) scheduling framework in order to identify key parameters to improve scheduling decisions. It will then discuss the conflicting criteria inherent in scheduling decisions and the data that are key to inform those decisions. Finally, several data tools will be discussed that have aided UHMC in providing clarity on decision-making around scheduling. These tools will include course revenue estimation, time-based registration curves, and the impacts of curriculum adjustments.	Paul Kailiponi
Lehua Suite	**Empowering UH Students for Career Exploration and Educational Planning** Too many students are unclear about their purpose and don't understand how their program choices connect with potential jobs and careers. How can we help students make better informed choices about their major and careers? How can we systematically provide students with the information they need to make these difficult decisions? The UHCC system office, in coordination with stakeholders at the DOE and the community colleges, have been researching and developing tools to help campuses with academic and career advising. Learn how Focus 2, best practices for establishing career milestones, and Hawaii Career Explorer can help guide students through this journey.	Wayne Aguiran Cathy Bio Paul Sakamoto
	Tapa Conference Center	
'Iolani 1-2	**Craft of Teaching: A Community of Faculty Learners** Craft of Teaching facilitators will share how UHMC faculty members developed and facilitate a professional development opportunity in which cohort members, an interdisciplinary group of full-time faculty and lecturers, help set the agenda for the small group sessions. With the goal of building community, cohort members assist each other by providing ideas and acting as sounding boards for improvement in teaching as well as professionalism. Cohort members will share their experiences. This PD idea can be adapted to any learning institution.	BK Griesemer Julie Powers
'Iolani 3-4	**Supporting Diverse Learners with Universal Design for Learning & Digital Tools** Universal Design for Learning (UDL) and UDL-aligned digital tools can be used in the classroom to support diverse learners. As teachers develop lessons, they can refer to the Universal Design for Learning (UDL) framework to consider how and where to integrate scaffolds and supports, including digital tools. UDL provides a set of guidelines for designing flexible and engaging learning environments that proactively build in support for all students (Meyer, Rose, & Gordon, 2014). This presentation will highlight a set of free and low-cost digital tools that support diverse learners and illustrate how these tools align with the principles of literacy development and UDL.	Caroline Torres Kavita Rao
'Iolani 5	**Ready to Redesign Laulima to Support Student Success?** Designing a student-friendly learning path utilizing Laulima Lessons for a program. Learn from our experience in collaborating to design, pilot, survey, and redesign a template over the course of a	Kathleen Hagan Laureen Kodani Constance Williams

Room	Presentation Title	Presenters
	semester. How we made a switch from overcrowded and disjointed modules to streamlined lessons that are student and faculty friendly to improve the organization, consistency, and ADA compliance in the delivery of our courses.	
ʻIolani 6	**Visualizing Survey Data** This presentation highlights best practices in dynamically connecting to and transforming Google Forms survey data for effective reporting. Likert scale, NetPromoter Score and Open Ended response types will be covered using Tableau to report results. Specific examples of institutional reports will be showcased and a user template will be available for download.	Amanda Fluharty
ʻIolani 7	**DE Student and Faculty Survey Results: Successes, Challenges, and Next Steps** Distance Education (DE) classes are particularly advantageous for non-traditional students who need a flexible schedule to accommodate their work and family obligations. DE classes also support transfer pathways that prepare indigenous, local, national, and international students to further their education. In light of the broad access to education that DE enables, the DE Implementation Team at Kapiʻolani Community College conducted surveys in 2018 to evaluate student and faculty experiences in DE. The surveys received 376 students and 56 faculty responses, indicating a broad interest in this topic. The information gathered from these surveys addresses both the experiences and understandings of students and faculty in DE as well as the effectiveness of interventions and institutional resources that are currently offered to support DE. The presentation will not only highlight the successes and challenges faced by students and faculty enrolled or teaching DE classes, but also emerging trends in DE instruction and student needs that can help to inform program and institutional planning and support accreditation goals.	Kelli Nakamura Helen Torigoe Nadine Wolff Leigh Dooley Kristie Malterre Jamie Sickel
Honolulu 1	**The Mindful Educator: Practical Approaches in Supporting Students' Mental Health and Well-Being** With students' stress and anxiety levels up and enrollment down, how can we help our students succeed and ensure we keep the students we have? By incorporating and emphasizing mental health wellness and self-care in our classes, we can do both. In this workshop, we will discuss how the practical integration of evidence-based self-care approaches can help our students, our colleges, the system, and ourselves.	Donald Carreira Ching Nicole Keim-Fortuno Tasha Williams Cara Chang
Honolulu 2	**Mysteries of Financial Aid Debunked! Working Together to Help Students Navigate the Aid Process** The financial aid process can be an overwhelming, confusing experience for students. It's also a critically important part of their entry and persistence toward graduation. As they attempt to navigate the aid process, students often seek answers and support, not from the financial aid office, but from faculty and staff with whom they have developed connections. In this session, you will get some basic information about the financial aid process that will help you as you answer questions from students and make referrals to your campus financial aid staff and other resources. Why do some students need to provide tax documents and others don't? What is the difference between N, F, W, and I grades as they impact aid eligibility? Why is the financial aid staff on your campus asking for a student's last date of attendance? In answering these and other questions, and developing a better understanding of the process, we can move toward a more seamless web of support for our students.	Amy Akana
Honolulu 3	**HI Joe! - The Man, the Myth, the Legend** Come and see, hear, and taste how the Entrepreneurship students at Kauaʻi Community College have brought HI Joe! to life. By planning, operating, and assessing an actual business as part of class, students have been able to flex their entrepreneurial muscles and put theory into practice.	Dirk Soma Robert Ladendecker

Session 2, 1:30 p.m. – 2:45 p.m.

Room	Presentation Title	Presenters
	Coral Conference Center	
Coral 1	**SuperVISION: How YOU can Inspire, Motivate, and Empower Your Employees** Whether you are an emerging or seasoned supervisor, this interactive workshop is designed to develop supervisory skills that inspire and empower your employees.Topics will include the use of warm assertiveness and balancing empathy with professional boundaries, a five-step process for developing community among employees, and implementation tips for the Languages of Appreciation in the workplace. Scenarios and discussion will allow time for reflection and helpful takeaways that you can immediately implement with your own staff.	Lexer Chou Cori Conner Jamie Newalu

Coral 2	**Communicating with People that Have a Mental Illness** College students' mental health is a growing concern. Anxiety is the top presenting concern, followed by depression and relationship problems among college students. On this panel, Personal Support Counselors and Campus Security come together to share ideas on how to help people who have a mental illness. Learn practical tips on how to deal with difficult behavior, as well as gain a better understanding about mental health and what that means.	Aris Banaag Mari Kanemura Cindy Melim
Coral Ballroom 3-5	**ADVANCE BRIDGE - Fostering a First-Generation Professional Praxis: Narratives of First-Generation Faculty, Staff, Administrators and Scholars of Color in the Community Colleges** In this presentation we highlight the intersection of race, gender, socioeconomic status, and education generational status to explore the assumption that first-generation college students and students from other nontraditional backgrounds can benefit from interactions and relationships with "first-generation professionals." First-generation professionals are any higher education staff, faculty, administrator, and/or scholar who is a first-generation college graduate. In this interactive symposium we aim to: 1) discuss current research on first-generation faculty, staff, and administrators; 2) highlight autoethnographic narratives of former first-generation college students of color who are now higher education professionals as it relates to first-generation college students and the educational pipeline; and 3) engage the audience in critical dialogue regarding the need to better consider education generational status as it intersects with other non-traditional student identities to shape community college student and practitioner experiences. As first-generation professionals of color we acknowledge that although we graduated college, and in all of our instances attained graduate degrees, the first-generation college student identity we developed during our undergraduate career never left us; in fact, it continues to shape our higher education practice in paramount ways. As such, we seek to generate discussion regarding the need to better consider education generational status as it intersects with other minoritized identities to shape and inform higher education practitioner and college student experiences.	Tracy Lachica Buenavista Carmen Dones Dimpal Jain Alex Ojeda Cindy Phu
Coral Lounge	**Vendor Expo**	
	South Pacific Conference Center	
S Pacific 1	**Online Learning Tech Slam: Engaging Online Students through Simple (and Free!) Technologies** Are you looking for ways to add engagement and excitement to your online class? Creating an interactive online learning environment has never been easier, thanks to an abundance of promising technology tools and devices that can make the online learning experience richer and more authentic. Please join instructional designers and learning technologists from across the UH system who will share Web 2.0 tools to engage students, while applying trending practices like active learning, collaborative learning, gamification, etc. Leave the session with some great teaching strategies to implement in your online environment!	Alice Swift James Gochenour Brent Hirata Laureen Kodani Matt Parcon Helen Torigoe
S Pacific 2	**Design-Based Research on Brain-Based Learning in Online Accelerated Courses** In this presentation, we'll discuss the theoretical framework (brain-based learning) used in the design and development of a 5-week online course, Introduction to College, instructor and student experience, as well as lessons learned through the design and delivery process.	Jordan Lewton
S Pacific 3	**Students' Success in Online STEM Courses** As enrollment rates of online classes and offerings of fully online concentrations and programs continue to increase, the need for robust online classes in the STEM path is higher than ever. STEM courses such as Precalculus (Math 135/140) and Anatomy & Physiology (PHYL 141) are rigorous and can represent stumbling blocks for STEM students. In this session we will present specific strategies employed in online STEM courses to engage students in a purposeful and meaningful way with a focus on student success.	Rachel Lindsey Nadine Wolff
S Pacific 4	**Creating Inclusive and Diverse Learning Materials for Student Success** Nigerian poet and artist, Akwaeke Emezi writes "Understand this if you understand nothing, it is a powerful thing to be seen". Student success is dependent on creating an equitable environment for our students. This means creating content where students see themselves and their own origin stories in the curriculum. Imagine if every student, regardless of race, ethnicity, gender, religion, and more, could see themselves in the curriculum being used. This interactive workshop will examine ways in which participants can use and create open educational resources that are equitable for our students- which means that they are both inclusive and diverse. Participants will work together to identify ways in which content can be localized to include the voices of the indigenous peoples, how to search for and find imagery that reflects the diverse landscape of the classroom, and better understand how open educational resources can ensure that all community college students have access to high quality, inclusive content.	Amanda Coolidge

Sea Pearl 1-2	**Innovation and Entrepreneurship Programs to Drive Workforce and Economic Development for the State of Hawaiʻi** The outcomes of this innovation and entrepreneurship (iE) discussion are: ● Illustrate and discuss system wide innovation and entrepreneurship programs. ● Share ideas and explore ways to engage the CCs with the goal of developing a path from idea to commercialization. ● Work at the campus level to develop a culture of innovation and entrepreneurship across the campuses. ● Learn about programs, workshops, curriculum and related initiatives in support of student, faculty, staff, and alumni innovation and entrepreneurship, (iE).	Steve Auerbach Peter Rowan
Sea Pearl 3-4	**Integrating the Writing Center with ENG 100 Co-Requisite Classes** How can the Writing Center serve the needs of developmental English writers more effectively? During the summer of 2019, five faculty at Honolulu Community College collaborated on a project to integrate the Writing Center with the ENG 100 Co-Requisite classes, classes for students placed one and two levels below ENG 100. The project included creating videos on study skills, grammar sheets with place-based content, and ready-to-use presentation slides on composition topics; developing the Writing Center website with resources for students, instructors, and the Writing Center tutors; and identifying research-based best practices for developmental English instruction. In this presentation, the five faculty will share their experience of collaborating on the project and implementing it in the Fall 19 and Spring 20 semesters.	Bed Paudyal April Ching Charlene Gima Derek N. Otsuji Ken Quilantang
**Kalia Conference Center**	
Nautilus 1	**Meeting the Needs of Students Who Need Just One Class to Earn a Degree** UH Maui College's Chancellor learned over the summer that there were over a dozen students who could earn their degrees from UHMC if they could earn their math credits. He approached us, a team of math faculty, coach, and counselor, to come up with strategies for getting these students enrolled in a class with new types of support to help them succeed. Many of these students had taken math and failed before, some more than once. Born out of this discussion was an online MATH 100 class with a dedicated instructor, class coach and motivating counselor. In this presentation, we discuss our approaches, what we thought worked, how we might scale. You'll also hear testimony from students who took the class.	Lui Hokoana Samantha Bowe Chad Junkermeier Linda Fujitani
Nautilus 2	**Veteran Outreach Program** Present updates on veteran outreach throughout the state and to ask what we can do to help the colleges to engage more with our veterans and military connected family members. **Educating Vets - Get Approved, Stay Approved!** This presentation will cover some of the policies that must be presented, and must be noted in your catalog or student handbook in specific ways so that your request for approval will hopefully sail through with no problems. I'll cover some of the specific language required in areas such as: the student conduct code; transcript review of your VA beneficiary students, exploratory and/or meta majors, advertising, etc. This presentation will be especially timely for those involved in the catalog production process on their campus. Note: Combined presentations	Robert Bullen LeeAnne Egan Curtis Washburn
Hibiscus 1	**How "Sustainable" is the University of Hawaiʻi?** The Office of Sustainability and UH-Kupu Americorps VISTA Campus & Resilience Sustainability Fellows will share updates and answer questions about the systemwide tracking, assessment and reporting currently under way of campus sustainability performance across Operations, Curriculum, Research, Engagement and Cultural Connections.	Matthew Kamakani Lynch Navin Tagore-Erwin Kelsey Ann Ota Charlotte Cheek James Stearman Maria (Warner) Welvaert Hannah Emery Ireland Derby
Hibiscus 2	**Ma ka Hana ka ʻIke: Weaving Indigenous Practices with Student-Centered Learning** Lecture-based instruction is fading away fast as education research reports that humans learn best by practicing, not listening. In this workshop, participants will practice, share and develop active-learning strategies and activities informed by indigenous values and practices that can be applied in any classroom.	ʻIolani Antonio Lantana Hoke

Kahili 1	*Increasing Student Engagement Through ʻĀina-Based Learning* Lack of content relevance in education can lead to lack of engagement, disinterest, and academic failure, particularly for language learners. ʻĀina-based (also called place-based) instruction bridges this divide by engaging learners in relevant content and community (Powers, 2004). Because many non-mainstream students struggle to identify with new culture, community, and language, ʻāina-based instruction has shown promise as an approach for increasing their motivation and engagement (Kanaʻiaupuni, Ledward, & Jensen, 2010), which has been correlated to academic success (Hashemian & Heidari, 2013). This presentation will give an overview of ʻāina-based learning, authentic materials, and results from an interdisciplinary research study that demonstrated increased motivation and knowledge through ʻāina-based writing instruction among community college students.	Yoneko Kanaoka Nicole Otero Caroline Torres
Kahili 2	*Envisioning Student Success: Data Storytelling with Power BI Dashboards* This presentation will showcase Windward Community College's data dashboards, which are used to visualize student success across various programs for multiple student populations. Spanning four years of student data, these dashboards allow Windward Community College faculty and staff to make evidence-based decisions that lead to higher student success. Special attention will be given to Native Hawaiian, Filipino, Low Income, and other underrepresented students.	Leighton Vila

Lehua Suite	*Early Momentum Metrics: Leading Indicators for Student Success, University of Hawaiʻi Community College Data and the Postsecondary Data Partnership*
	 "The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, and identify where to focus their resources. The partnership is dedicated to the idea that easier access to better data helps you, the higher education professional, develop actionable insights and make informed decisions to support student success.
	
	 This presentation will continue the discussion on the Postsecondary Data Partnership (PDP) and focus on the early momentum metrics. A July 2019 study released by the Community College Research Center (CCRC) examined how well nine measures of students' progress in the first year predict student completion in subsequent years. Based on analysis of student data from all community colleges in three states, the authors find that early momentum metrics do predict longer term success for students.
	
	 College outcomes would be substantially higher if more students met early momentum metrics. CCRC's research brief demonstrated the predictive power of early momentum metrics and for students who gain momentum, the increased odds of credential completion. Students who gain early momentum complete at higher rates and gaining early momentum increases the likelihood for equity gaps in completion, to diminish or close. This is actionable research that demonstrates the importance of a focused and intentional effort on improving first-term and first year outcomes. Institutions would benefit from connecting the early momentum metrics to subsequent completion rates and the PDP data can get them started on examining data from this perspective.
	
	 By analyzing disaggregated early momentum metrics, colleges can empower academic and student services teams to examine student data collaboratively and work together to narrow equity gaps. As the data dashboards are utilized, and their usage becomes a shared resource, faculty and staff will become increasingly familiar with a range of metrics that correlate with and predict student success and the impact their efforts have on course completion, persistence, retention and completion.
	
	 The PDP provides tableau dashboards that facilitate an interactive analysis, with outstanding charts and data visualizations. The results can be easily shared with colleagues and Network colleges spend less time explaining data and more time taking action. Attendees will have the opportunity to examine disaggregated data on the early momentum metrics (Credit Accumulation Rate, Credit Completion Ratio, Gateway Course Completion) and to reflect on these five questions:
	    ● What are the key takeaways from this data?
	    ● What surprises you?
	    ● What questions/concerns do these data raise?
	    ● Who at your institution should have access to this data?
	    ● What additional information would you like to have to understand the differences between the student populations? (qualitative data)
		Bobbie Frye
		 Pearl Imada Iboshi

Tapa Conference Center		
ʻIolani 1-2	***One Night to Success: The Journey of Returning Adults*** The One Night to Success program, is a pilot project that came out of the "Shark Tank" idea for returning adults. The coordinators will describe the process of implementing the program and the challenges they faced. Students will share their experiences of their journey to success in higher education.	Pua Larson Pili Camara
ʻIolani 3-4	***Student Success: How Instructor Created Videos Can Make a Difference*** This presentation will demonstrate how using instructor developed videos can enhance student success by making the educational experience enjoyable, memorable, and relatable. Videos specially designed for a course to become a powerful addition to the classroom, moving beyond the traditional approach, strengthening not only students' knowledge of subject matter but also the instructor/student connection as well.	Brenda Coston
ʻIolani 5	***Perkins V: Remaking CTE for the UHCC and the Seven Community Colleges*** Leveraging Perkins V to drive: Career and Technical Education initiatives in the University of Hawaiʻi Community Colleges System; and, CTE program improvements at/among the community colleges.	Dominic "Nic" Estrella
ʻIolani 6	***MySuccess Early Alert Instructor Use & Feedback*** MySuccess includes an online Early Alert communications tool for instructors to communicate with their students and campus student support staff regarding concerns about student current progress or encouragement to "Keep up the good work." This presentation will review the instructor's qualitative feedback about the Early Alert tools and review quantitative metrics for the use of the Early Alert and other communication tools in MySuccess.	Justin Toombs
ʻIolani 7	***Program Sustainability: Doing Whatever it Takes*** Windward Community College (WinCC) recognizes the importance of growing and sustaining CTE programs to prepare post-secondary students for the current workforce. Come and learn about WinCC's CTE outreach efforts to recruit prospective students and retention support services to increase program completion. Examples of WinCC's projects to attract non-traditional veterinary technology students will be shared. Participants will also learn about how the WinCC Veterinary Technology program will be delivered across the state through a hybrid format in collaboration with the other campuses and veterinary medicine community partners.	Jenny Kelly Sydney Dickerson
Honolulu 1	***Future Proofing the 21st Century Educator: Pushing Margins as Frontier*** With unlimited information at our fingertips, it is imperative that students learn how to evaluate information sources and think critically to navigate our increasingly digital, VUCA world. The ability to create, connect, and communicate has never been more important and necessary to future proof our students for success. In this keynote address, accomplished marketing executive, award-winning creative, and best-selling author, Loretta Chen will unpack and reimagine the market potential of communicating to non-traditional students in an increasingly digital world. Using live interaction, Loretta will discuss the re-visioning of the role of the educator in this digital, VUCA world.	Loretta Chen
Honolulu 2	***Peer Tutoring from all Angles: The Tutor/Supervisor Experience & CRLA's International Tutor Training Program Certification (ITTPC)*** According to the College Reading & Learning Association, there are many benefits to certifying a tutoring program, including positive reinforcement of tutors' work and augmented program credibility. In this interactive session, Kapiʻolani Community College peer tutors will share their experiences of being trained at Level 1 of CRLA's ITTPC. Tutoring supervisors will discuss successes and struggles encountered during the certification process, as well as how they implemented a centralized training program within a decentralized campus tutoring model. Session format: 1. Interactive introduction, context, alignment/assessment, certification process, findings and reflections--tutoring supervisors 2. Student panel discussion--peer tutors 3. Q & A--peer tutors and tutoring supervisors 4. If time allows, CRLA ITTPC application walkthrough--tutoring supervisors	Carin Tamayo Virginia Yoshida Kristy Yoshikawa
Honolulu 3	***Drunk History, Hip-hop, Popular Culture, and the Rhetorical Triangle: Relational Pedagogy and Student Learning Outcomes*** Using texts that students are familiar with can help introduce seemingly arcane topics such as ethos, pathos, and logos as well as a selection of literary devices. While it may seem absurd, the Comedy Central series Drunk History can encourage students to critically evaluate a video to better understand issues of credibility and voice. Careful analysis of hip-hop lyrics can reveal many literary	Vivian Chin

	devices, while a youtube video interview between a Harvard professor and the musician Nas demonstrates that a sophisticated consideration of these lyrics is possible. When the only historical figure that a group of students all know is Jesus Christ, accessing characters from popular culture can help to explain the mechanics of allusion. This presentation demonstrates the use of apparently vacuous or at least questionable sources as a method to engage students in an academically rigorous rhetorical analysis.	

Session 3, 2:55 p.m. – 4:10 p.m.

Room	Presentation Title	Presenters
Coral Conference Center		
Coral 1	**ADVANCE BRIDGE - Know Your Rights in the Workplace** Results from the NSF ADVANCE Bridge research conducted across the University of Hawaiʻi Community College System indicate that STEM faculty would benefit from increased awareness of their right to a discrimination free workplace. This presentation will discuss a range of issues including the disability accommodation process, hostile environment, bullying and harassment, among others. UH policies and procedures will be explained, and time will be allotted to answer any specific questions from the audience.	Jennifer Stotter
Coral 2	***Being Approachable – Here to Help versus Here to Catch You Doing Something Wrong*** Our jobs as Officers is to both enforce the policies and laws but also to educate. Throughout your tenure with your department there will be many times where education can be just as, or even more effective than enforcement. Learning when those times are will not only make you a better officer, but the community you serve will see you as a compassionate Officer and department.	Bryne Nagata
Coral Ballroom 3-5	***Faculty/Programs/Special Interest Meetings*** All faculty, programs, and special interest groups are welcome to use the Coral Ballrooms 3-5 to meet. Faculty groups that requested a meeting time include: AA in Hawaiian Studies Coor., UHCC Japanese Lang. Articulation, Division Chairs Colloquium, ICS/IT Faculty, Psychology Faculty, Purposeful Engagement (Honolulu CC), Kapiʻolani CC's LLL Pre-Registration for Fall 2020, and ARDP. Other groups who would like to meet, may use this time to do so.	
Coral Lounge	***Open***	
South Pacific Conference Center		
S Pacific 1	***Challenges of Teaching Written and Oral Communication in Online Courses*** Teaching a class with a Writing Intensive or Oral Communication Focus designation online poses particular challenges to faculty. This panel discussion brings together instructors who have experience teaching W and O courses online, as well as representatives from the Writing and Oral Communication Focus Boards at UH Mānoa to discuss some of those challenges. We invite you to join us in a lively discussion about obstacles, opportunities, solutions and new ideas for developing written and oral communication skills through distance education.	Christine Beaule Betsy Gilliland Yao Hill Joanne Loos Mike Poblete Jayme Scally
S Pacific 2	***Universal Design and Online Accessibility: Why It Matters!*** This presentation offers administrative, faculty, and staff perspectives on accessibility. Panelists include instructional designers with diverse backgrounds from four different campuses. The intention of the panel is to raise awareness about the importance of accessibility in online learning. This presentation will 1) introduce the Universal Design for Learning (UDL) guidelines and how to adopt UDL guidelines in online course design; 2) demonstrate a screen reader user experience while navigating online contents; 3) provide tips and tricks on how to make email, document, image and video accessible; and 4) review current accessibility checkers and tools.	Hui-Ya Chuang Vanessa Cole Gloria Niles Elizabeth Ratliff
S Pacific 3	***From Lie Detection to Rubber Hands: Utilizing An Interactive Teaching Assistant To Provide an Immersive Learning Environment*** This session will discuss how an interactive psychophysiological teaching kit has been used at Honolulu Community College to facilitate modern, active learning environments to increase student engagement and provide hands-on experience in conducting social science research. We will also offer tips related to funding sources and purchasing procedures.	Coty Gonzales Kara Kam-Kalani

S Pacific 4	***Creating Inclusive Learning Environments with Open Educational Practices*** Article 26 of the United Nations Declaration of Human Rights states that "higher education shall be equally accessible to all." Yet, many of the learning environments do not allow for equally accessible opportunities for our students. In this presentation, participants will start their journey on the road to creating accessible learning environments. To do this, participants will look to open educational practices as a means for creating accessible learning environments. Open Educational Practices (OEP) can be defined as "collaborative practices that include the creation, use, and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation, and empowerment of learners". Participants will explore the intersection of OEP and Universal Design for Learning (UDL). Together, they will co create assignments and activities, using OEP to address the principles of UDL - multiple means of representation, expression and engagement.	Amanda Coolidge
Sea Pearl 1-2	***Jeanne Clery Act: Overcoming Operational Roadblocks to Compliance*** This presentation provides a basic overview of the Jeanne Clery Act, and identifies common difficulties in maintaining compliance that face practitioners and institutions of higher education. Each of these barriers is addressed with several practical solutions, which will assist others in identifying and fixing their gaps in compliance, while saving time and resources. This session is recommended for those in administrative and leadership roles, security staff, human resources, or anybody with involvement in Title IX or Jeanne Clery Act compliance at your campus.	Sarah Rice
Sea Pearl 3-4	***Faculty Guild: Transforming Teaching Through Weekly Reflections*** What is different about the Faculty Guild as a professional development program? How does it compare with a typical professional development opportunity in terms of faculty experience, transformation in teaching, and evidence of student success? Faculty from different disciplines -- math, science, and English -- will share their experience of participating in Faculty Guild, with particular focus on its impact on their teaching and its effects on student learning.	Shidong Kan Bed Paudyal Gretel Sia
	Kalia Conference Center	
Nautilus 1	***Teaching a Hybrid Course that is S-Focused: Environmental Economics*** Environmental Economics (ECON 220) is an elective course that is S-focused and was taught in Fall 2019 at Windward Community College. My presentation will focus on the design and teaching of this hybrid course; and what lessons can be learned about the benefits of hybrid courses. I would also like to invite other instructors who teach hybrid courses to share their course as well.	Paul Briggs
Nautilus 2	***ESL/EFL Student Awareness: How Cold Calling Can Be a Warm Invitation*** In a multilingual classroom with varied level ESL/EFL students, the most important element to fostering learning is a classroom culture of care and support, but also of standards that students are encouraged and expected to meet. Through comradery, the Mixed Level Classroom (MLC) will develop students' ability to support one another. This is achieved though daily small group exchanges, and larger Mixed Level group assignments. This graduates into requiring each student to contribute to the lesson daily, via "Cold Calling" and "Wait Time." As Lemov (2015) explained: "When students see you calling on members of the class who don't have their hands raised, they will come to understand that raising their hands is an opportunity to signal that they have something worthwhile to say, but not a tool they can use to control whether or not they participate in class. They come to expect and prepare for the possibility that they might be asked to offer their opinion or answer a question to solve a problem or read something at any time" (250). This classroom culture depends on frequent and immediate feedback, lovingly offered, and without option for participation. The value of cold-calling in MLC classrooms is that everyone is prepared and expected to participate, and by forcing participation, the learning process is democratized. As Billings & Halstead (2009) discovered, critical thinking skills require active participation. By not only encouraging, but expecting students to participate, it increases their level of learning and better prepares them for future learning.	Emily Ho
Hibiscus 1	***Climate Anxiety on Campus and in the Classroom*** The Worry & Hope study conducted by the University of Hawaiʻi Office of Sustainability found a pervasive emotional response of fear, anger, and sadness in response to climate change and environmental issues. A parallel survey by MIRO found that 95% of UHM students are concerned or very concerned about climate change and its related impacts. This session will provide a brief introduction to current research on climate anxiety and environmental melancholia with	Krista Hiser

	connections to student mental health and learning. A few activities will be shared to prepare faculty, staff, and counselors to address affective (psychological) responses to climate change.	
Hibiscus 2	***Puʻuhonua (Place of Refuge): Providing Incarcerated Community Members the Opportunity to Grow Through Higher Education*** The Puʻuhonua Program at Windward Community College (WCC) is providing our incarcerated community members at the Women's Community Corrections Center (WCCC) with opportunities to grow through higher education. In efforts to reduce recidivism, offer pathways to degree and/or certificate attainment, and build employability skills, the Puʻuhonua program focuses on offering high-touch, student-centered services to support the incarcerated women. This session will discuss the process and importance of creating an authentic collegiate experience for our incarcerated students, best practices, challenges, successes, data, and what's next.	Hylie Santos Nani Pagan Ashley-Michelle Day
Kahili 1	***Taking Action to Advance Hawai'i Papa O Ke Ao: Using Design Thinking to Create Culturally Relevant Professional Development Activities for UHCC Faculty & Staff*** In response to findings from a PELP cohort XIII project wherein students reported a need for faculty and administrators to be trained in Hawaiian culture and/or language, attendees will participate in an abbreviated Design Thinking process to provide guidance in designing localized and indigenized professional development offerings that align with the values and respect the space and resource constraints of individual campuses.	Kathleen Hagan Melanie Dorado Wilson Lisamarie Bensman Elizabeth Shaver
Kahili 2	***Leaving a Legacy: Institutionalization Strategies for Successful Grant-funded Initiatives*** The best success stories are those that never end. Leaving a Legacy: Institutionalization Strategies for Successful Grant-funded Initiatives is a sequel to last year's presentation on grant writing and predictive analytics by the Shared Services Center at Kapiʻolani Community College. This presentation will discuss strategies for institutionalizing successful grant-funded projects. This presentation is designed for faculty and staff currently managing grant-funded projects seeking to institutionalize successful project activities. This session will provide participants with an opportunity to develop a timeline and communication strategy to advocate for institutionalization of their project. Specifically, this presentation will focus on: 1) relationship building with executive sponsors and other key decision makers; 2) building community awareness of grant-funded initiatives; 3) evaluating and tracking successful grant-funded strategies; 4) exploring potential funding streams for long-term sustainability; and, 5) budgetary considerations.	Brandon Marc Higa Linda Duong Sara Kim
Lehua Suite	***Meeting the Demand for Student Success Data: '2020 Vision on Student Success' and the Postsecondary Data Partnership*** "The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, and identify where to focus their resources. The partnership is dedicated to the idea that easier access to better data helps you, the higher education professional, develop actionable insights and make informed decisions to support student success. The PDP serves as a hub for collecting, verifying, and reporting data back to participating institutions so they and other educational organizations can focus on using data to help students succeed. Key performance indicator dashboards include data already collected at the National Student Clearinghouse to help institutions gain better insights into student performance and trends by student population. Dashboard metrics can be exported and shared with colleagues across campus (via PowerPoint and other formats). PDP and Reverse Transfer information can be provided in one submission to the Clearinghouse. The University of Hawai'i Community College System joined the PDP in 2019 and accessed the dashboards in early spring 2020. The 2020 Hawaii Student Success Institute event will be a great opportunity to share a presentation on the data available, address what key questions they can answer with it, and discuss how to use the data to improve student success outcomes. There will also be an opportunity to gather input on how to improve the dashboards. Achieving the Dream asks every Network college to explore both quantitative and qualitative data to identify where and why students lose momentum in their journeys to complete credentials. The PDP can be used to answer key questions about student momentum and success such as: ● What percent of students who start any term, return the next term? The following year? ● How many college-level credits are students accumulating in their first-term? In their first year?	Bobbie Frye Pearl Imada Iboshi

- What is the ratio of credits attempted to credits earned by students in their first year? - What percent of students successfully complete gateway math by the end of their first year? Gateway English? Both? - How long does it take students to earn a certificate? An Associate's? - What percent of students transfer to a four-year institution with/without a degree? - What percent earn a bachelor's degree? How long does it take them? - How do the answers to these questions change when you examine disaggregated data by various student subgroups? Attendees will also have the opportunity to provide input on ways to improve the dashboards. Input from attendees will focus on utilization of the dashboards and in helping to shape dashboard tools to examine student success outcomes.	

	Tapa Conference Center	
ʻIolani 1-2	***Supporting Diverse Learners: The Postsecondary Support Project, Creating Inclusive Postsecondary Options for People with Significant Disabilities*** The UH System has become a leader in the field of Inclusive Postsecondary Education through its innovative Postsecondary Support Project (PSP). The PSP supports students with significant disabilities to access and succeed in higher education by providing transition services and direct coaching support to students who traditionally would not attend college. Project staff and participants will discuss the PSP model, project fidelity indicators, stories of student success and the DCARS data system.	Eric Folk Sean Nagamatsu Marla Arquero
ʻIolani 3-4	***Time Well Spent: Finding and Protecting Time and Study in the Age of Screen Addiction*** ----Back by popular demand!--- We are what we pay attention to. What does that mean when our attention, and that of our students, is being hacked every five seconds by smart phones and other devices? Much of what we assign now requires reading on computers, phones, and tablets. How does this affect learning? All is not lost. We must ADAPT to this new reality in order to support our students. This workshop will present the latest information on how we can manage and thrive while living with attention-stealing technology. We'll cover practical classroom management, electronic (etext)/screen reading and study, and modern time management to help students (and faculty!) with this specific issue that affects every class. You'll walk away with solutions you can implement immediately.	Morgan Andaluz Emma White
ʻIolani 5	***Preparing your Students for the Workforce Utilizing Career Coach*** Career Coach is a free online resource that Leeward Community College uses to help students connect to industry information specific to the State of Hawaii. Career Coach provides career assessments, career information, Leeward CC Program information, employment opportunities and a free resume builder feature. Career Coach provides you with all the information you need to know about making the right career choice. Learn how you can use Career Coach with your students!	Cori Conner Leon Florendo
ʻIolani 6	***Python Programming For Educators*** In this workshop, you will learn how programming plays a vital role in solving problems in STEM and other disciplines. By incorporating the power of programming in their curriculum, educators are better equipped to train their students. Besides automated problem solving, educators and students can reap other benefits of programming such as data analysis, data visualization, pattern recognition, prediction, and modeling.	Sandeep Chintabathina
ʻIolani 7	***An Introduction to Data Science, the #1 Job in the Country and an Educational Pathway at a Number of UH Campuses*** This presentation/workshop will be an introduction to what the UH system has put together for students/faculty/administrators to dive into the world of "Data Science"… voted #1 job in America by "Glassdoor."	Tom Blamey Theodore Chiasson Wayne Lewis Hsin-Yi Shih Christi Robell
Honolulu 1	***Humanizing Your Course: Teaching with Empathy*** Our team will share how we humanized teaching and learning by fostering intrinsic motivation in our classrooms. Starting our curriculum redesign process with empathy, we were reminded that our students are humans, not success rates. This session may inspire you to reframe the "problem" of student retention into an opportunity to humanize your courses.	Rachael Inake Evelyn Wong Kelsie Aguilera

Honolulu 2	***Where? Oh, There! Place-Based Education for the ESL Classroom*** This interactive workshop will introduce participants to a variety of activities and lessons that can be used to effectively integrate placed-based education into the ESL classroom. The importance and relevance of place-based learning with ESL students, particularly in Hawai'i, will also be presented. Participants will be asked to share their own experiences and collaborate through various hands-on activities to gather useful tools and informative take-aways that can be transferred to any classroom.	Kalehua Kamakawiwoʻole Kymberly Hogan
Honolulu 3	***De-Polarizing Politics*** Understanding certain psychology and communication theories can improve discussions on politics and current issues. The audience will be asked to assess controversial issues and ideas of morality together. The workshop focuses on drawing away from debate and more into civil discourse. Overall, the goal is to overcome ideas and communicative behaviors of polarization in politics. Instructors interested in group discussions, debate, or argumentation can introduce these specific concepts and practices in the classroom.	Lucille Gilbert

Vendors Expo
Coral Lounge, 10:30 a.m. - 3:00 p.m.

3M
Apple Education
Cengage Unlimited
Conrad Enterprises Inc.
D & J Specialties Inc.
Dell Technologies, Hawai'i
Fisher Hawai'i
Gebco Hawai'i - A Division of IdentiSys
Hawai'i Government Employees Association / AFSCME Local 152   (HGEA)
HSC Office Products
International Association of Administrative Professionals (IAAP)
Kop Distributors
Lamination House
Office Depot Inc.
University of Hawai'i Bookstore
University of Hawai'i Community Colleges Open Education Resources (OER) Committee
University of Hawai'i Federal Credit Union

Networking Lunch and Poster Session
Coral Ballroom 3-5, 12:00 noon - 1:20 p.m.

Using Data and Technology to Develop and Manage a Returning Adults Outreach Strategy
Jennifer Kelly, Tiana Loo

One of the greatest challenges with re-enrolling stopped out students is identifying targeted data and a system for managing outreach from beginning to end. A process will be shared for how data and technology are used to design and manage a targeted returning adults' campaign, including communication and tracking former students who want to return. Data and results from the fall 2019 outreach campaign will be presented along with concepts for future campaign initiatives.

The University of Hawai'i Online 5-Week Professional Development Program
Marisa Yamada, Laura Chuang, James Gochenouer, Dorothy Hirata, Matt Parcon, Alice Swift

The UH Online 5-Week Professional Development program launched in 2018 to support the University of Hawai'i's strategic plan to increase flexible opportunities for residents to earn a college degree while working and raising their families. Faculty interested in redesigning their courses into an accelerated 5-week format are provided with instructional design support and opportunities to network and collaborate with peers.

Turning the Seemingly "Impossible" into the "Possible": Strategies and Solutions to Teaching Hands-on Subjects in Online Courses
Laura Chuang, James Gochenouer, Dorothy Hirata, Matt Parcon, Marisa Yamada, Alice Swift

Many of those who teach various practical, hands-on subjects have probably heard some form of the statements, "You could never teach [insert technical/hands-on topic] online," or "That's impossible to teach online!" With the many advances in educational technology and innovations, there are now a multitude of solutions that can address even the most "hands-on" topics in an online environment. Don't forget, just because a course is taught "online," doesn't mean that it can't be designed to engage and provide experiential learning for students. Explore some of the diverse ways to deliver hands-on subjects virtually, AND walk away with some tools and resources you might be able to leverage in your next online course!

University of Hawai'i System Sustainability Minor Equivalent
Dr. Krista Hiser

This panel will feature representatives from each of the UH System Campuses to provide updates on new certificates, programs, and degrees related to sustainability. By 2021 each of the UHCCs will offer a parallel Academic Subject Certificate featuring interdisciplinary course sections with the Sustainability Focus attribute. The purpose of the session is to understand advising, recruitment, retention, and success through the lens of sustainability curriculum.

Presenters' Profiles

Kelsie Aguilera is an Assistant Professor of Anthropology at Leeward Community College. As an anthropologist, Kelsie sees opportunities for humanizing wherever she goes, but she is especially interested in humanizing teaching and learning within the UHCCs. Kelsie is a member of the current generation of the Wo Learning Champions, Generation XIII.

Wayne Aguiran, Academic Advisor, UH Maui College Counseling, Co-Chair for UH Maui College Career Team, Co-Chair for ISS System Career group

Amy Akana has been with Financial Aid at Honolulu Community College since 2014; prior to that, she worked in student conduct and intervention at the University of Oregon. She has experience in student housing, leadership development, enrollment management, and advising in a variety of higher education settings. Amy earned her EdM from Oregon State University and her BA from Western Washington University.

Morgan Andaluz is an Assistant English Professor at UH Maui College, and the Co-Founder of Reading Across the Disciplines, Morgan has many years of experience teaching reading and writing traditionally and online. She started her career in the University of Hawai'i System as a Spanish, ESL, and English lecturer at Leeward Community College.

'Iolani Antonio is a Lecturer of English Composition and Literature at the University of Hawai'i Maui College. Born on Hawai'i island and raised on Maui, her teaching is informed by aloha 'āina-based pedagogy.

Marla Arquero, MSW, LCSW, is a Junior Specialist (Faculty) at the University of Hawai'i at Mānoa Center on Disability Studies, and is the student success coordinator of the federally funded (USDOE) Postsecondary Support Project (NHEG).

Steve Auerbach, Interim Director, Office of Innovation and Commercialization Office of the Vice President for Research and Innovation, University of Hawai'i; expertise in operationalizing innovation and entrepreneurship in industry and academia.

Aris Banaag, MFT, Personal Support Counselor, Crisis Counselor, PAU Violence Coordinator, and Veterans Resource Center Coordinator at UH Maui College. Member of the Hawai'i Army National Guard, with more than 25 years of service. Currently in the Hawai'i Medical Detachment as the Medical Operations Officer.

Lisamarie Bensman, Ph.D., Psychology Instructor at Windward Community College, since 2015; her interests include research methods, statistics, online pedagogy, and study abroad.

Cathy Bio, Director of Student Success, University of Hawai'i Community Colleges System Office, Sponsor for the Integrated Student Support Career group.

Tom Blamey is currently a member of the mathematics faculty at the University of Hawai'i Maui College. After earning his B.S. in Mathematics at Central Washington University, Tom went on to work as a programmer and Actuary in San Diego for 15 years, followed by 15 more years of teaching at universities/colleges in San Diego. Tom holds a MS in Biostatistics/Statistics from San Diego State University. He and his wife Christi Robell (Nursing faculty at UHMC) co-advise the martial arts club at UHMC.

Samantha Bowe is an Associate Professor of Mathematics at UH Maui College.

Paul Briggs is a Professor of Economics at Windward Community College. He has been teaching at Windward CC since 2002 and has taught online courses since 2012.

Dr. Tracy Lachica Buenavista is Professor of Asian American Studies, a core faculty member of the Doctoral Program in Educational Leadership, and Principal Investigator of the DREAM Center at California State University, Northridge.

Robert Bullen, Veteran Outreach Director, Office of the Vice President for Community Colleges, has served in this position for 4 years. He is also a 30 year active duty Army veteran.

Pili Camara, Counselor, Kaua'i Community College.

Rob Campbell joined the Honolulu Police Department (HPD) in 2004. He worked in Patrol and then joined the Narcotics/Vice Division (NVD) in 2010 where he continues to work. He has done extensive drug investigations and has a vast knowledge regarding drug recognition and drug trends in the State of Hawai'i.

Donald Carreira Ching is a Writing Instructor at Leeward Community College who teaches composition and creative writing. Through his writing, he has sought to engage with, reflect on, and create discussions around the many struggles facing our communities across the state, including those that affect the mental health and well-being of these communities. He believes integrated student support and the integration of self-care and wellness strategies are critical to the success of our students.

Cara Chang is a Writing Instructor at Leeward Community College who teaches developmental and college writing. She also currently co-chairs the Leeward CC Health and Wellness Committee whose mission is to create a work/life balance by improving positive well-being through educational activities and information for individuals and groups. Cara bridges her role as an educator and her interest in health and wellness as she carves out a space for her students to discuss self care strategies in the classroom.

Charlotte Cheek, Hawai'i Community College, Campus Sustainability & Resilience Fellow through the Americorps VISTA program, in partnership with participating campus' Chancellor's offices, and the Office of Sustainability.

Dr. Loretta Chen holds a PhD from UCLA, a Certificate in Leadership from Harvard University and is currently pursuing an Advanced Certificate in Service Leadership & Innovation with Singapore Management University. She teaches at Leeward Community College and is a Board Director of Mānoa Valley Theater. Hailing from Singapore, Loretta was the Creative Director of The Activation Group, a creative agency with offices around Asia. During her 20-year career, she helmed campaigns for Samsung, Louis Vuitton,Nike and BNP Paribas' all-star Women's Tennis tournament featuring Serena Williams amongst others. She was a nominated Member of Parliament and voted one of Asia's most Inspiring Women. Her latest book, Inspiring Women of Hawai'i is available at Costco, Target and all good bookstores.

Vivian Chin teaches English at Hawai'i Community College. She has taught Ethnic Studies at other institutions.

Dr. April Ching is an English Instructor at Honolulu Community College. She was a part of the second Ho'āla Hou cohort at Honolulu Community College, a professional development year focused on bringing place-based learning to campus. She has a Ph.D. from the University of Hawai'i at Mānoa, a master's degree from the University of Helsinki, and a bachelor's degree from Texas Christian University.

Sandeep Chintabathina, Computer Science Instructor at Honolulu Community College, has a Ph.D in Computer Science from Texas Tech University. He is interested in developing software applications that can solve problems in everyday life.

Lexer Chou, Director of Student Life, Leeward Community College.

Hui-Ya (Laura) Chuang is a Faculty Development Specialist in the UH ITS. Her primary duties include planning and implementing professional development programs to promote faculty success in distance education. She coordinates continuing instructional design and online pedagogy support for faculty in the University of Hawai'i System.

Vanessa Cole is a STEM curriculum developer at Windward Community College assisting faculty with creating accessible online courses. She has worked in the University of Hawai'i System for nearly 30 years and has previously taught online courses with accessibility in mind for nearly a decade.

Cori Conner, Job Prep Specialist, Leeward Community College; holds a Bachelor's Degree in Communications from the University of Nevada Las Vegas. Cori has been working at Leeward Community College for eight years assisting students with career readiness support services and resources.

Amanda Coolidge is the Associate Director of Open Education at BCcampus. She leads the BC Open Textbook Project as well as the Open Education initiatives in the province of British Columbia, Canada. The BCcampus Open Education team produces Open Educational Resources (OER) – textbooks, toolkits, and other learning materials – in collaboration with the B.C. post-secondary system. Amanda has a background in Educational Technology and Instructional Design. Prior to working in the British Columbia Post-Secondary Sector, Amanda was the Senior Educational Technologist on the TESSA (Teacher Education in Sub Saharan Africa) project, based in Nairobi, Kenya.

Brenda Coston has over 18 years of teaching experience at the community college level, working with diverse cultural populations. Currently, at Honolulu Community College, she teaches ENG 100 and ENG 100S with embedded tutors. She is also a part of the Early College program at Pearl City High School, serving as a mentor to other instructors. From 2017-2018, she participated in a year-long focus group study with MySuccess.

Ashley-Michelle Day, MSW, Pu'uhonua Counselor at the Women's Community Corrections Center, Windward Community College.

Ireland Derby, UH West O'ahu, Campus Sustainability & Resilience Fellow through the Americorps VISTA program, in partnership with participating campus' chancellor's offices, and the Office of Sustainability.

Sydney Dickerson, CTE Retention Specialist, Windward Community College. Sydney provides student support for all CTE students at Windward Community College since November 2018. Her position was established under a Perkins grant. She was previously the Student Support Specialist at Kapi'olani Community College with the Alu Like, Inc., Native Hawaiian CTE Project.

Carmen Dones is the Dean of Business and Health Sciences and faculty member of Dental Hygiene at West Los Angeles College, and candidate in the Doctoral Program in Educational Leadership at California State University, Northridge.

Linda Duong is currently serving as the lead fiscal administrator for extramural programs at the Title III Shared Services Center. In her role, Linda balances competing demands of new strategies of improving efficiency of fiscal transactions with long-standing fiscal practices. Linda leads a team of fiscal administrators that specialize in grants administration to provide comprehensive support services in all units within Kapi'olani Community College.

LeeAnne Egan is the veteran counselor and driving force of the Veterans Resource Center at Leeward Community College.

Hannah Emery, University of Hawai'i at Mānoa, Campus Sustainability & Resilience Fellow through the Americorps VISTA program, in partnership with participating campus' Chancellor's offices, and the Office of Sustainability.

Ardis Eschenberg, Chancellor, Windward Community College. Ardis established the early college program starting from one course in 2014 to 40 courses in 2019. She provides leadership, guidance, and builds partnerships with our high schools to grow a successful program.

Dominic "Nic" Estrella, Perkins Specialist, Office of the Vice President for Community Colleges, University of Hawai'i Community Colleges System. Nic's career covers a broad spectrum of leadership roles and responsibilities in community-based research (including working with the elderly), non-profit service to individuals with disabilities, and administration of federal grants in post-secondary institutions.

Beau Ewan is an Assistant Professor at Kapi'olani Community College where he teaches ENG 100, ENG 98, and ENG 273N. He received his MFA in Creative Writing from Florida Atlantic University. His writing has appeared in the Chronicle of Higher Education, Hawai'i Pacific Review, Honolulu Civil Beat,The Macguffin, Poydras Review, Adventum, and several surfing magazines: Surfing, Surfer, The Surfer's Path, Eastern Surf Magazine, and Tracks.

Leon Florendo, Counselor Leeward Community College, Wai'anae Moku.

Amanda Fluharty worked with integrating technology to better inform decision making in the education industry for over 20 years. In her most recent role, she worked with the University of Hawai'i Community College System to highlight the benefit of using visual analytics to tell a story.

Eric Folk, M.Ed., Assistant Specialist (Faculty) at the University of Hawai'i at Mānoa Center on Disability Studies; Principal Investigator for the federally funded (USDOE) Postsecondary Support Project (TPSID) and Kūlia Support Project (NHEG); and Co-Principal Investigator for the Hawai'i State Comprehensive Service Center for the Deaf, Hard of Hearing and Deaf-Blind.

Dr. Bobbie Frye is a Strategic Data & Technology Coach for Achieving the Dream. Prior to this, Bobbie led Central Piedmont Community College's Institutional Research Department efforts to extract data from student information systems and employs various means of analyses in order to better understand and project enrollment trends, explain the conditions of current students, and facilitate data driven decision-making. Bobbie joined ATD with more than 18 years of experience in institutional research. She also served as Senior Consultant for CPCC's Center for Applied Research. As a Senior

Consultant, Bobbie created and implemented an institutional research (IR) data-smart solution at community colleges across the country while also increasing the research capacity of IR offices. In this capacity, she has led the PDP data collection efforts for four community colleges in North Carolina and for other colleges in the ATD Network. Her research interests include the various applications of statistical techniques in intervention research and in the analyses of educational research topics specifically in the areas of underserved, low-income, and minority student populations. Bobbie holds a doctorate in adult and community college education from North Carolina State University, and an M.A. and B.A. in sociology from the University of North Carolina at Charlotte.

Linda Fujitani is an Assistant Professor in the Counseling Department at UH Maui College.

Anika Gearhart is an Instructor of Psychology at Leeward Community College and finishing up her PhD in cognitive psychology at the University of Hawai'i at Mānoa. She has taught one 5 week course, PSY 100: Survey of Psychology, and will be teaching another this semester.

Lucille Gilbert, Lecturer, Leeward Community College. Lucille has an undergraduate degree in Secondary Education for English and a Master's Degree in Communicology from the University of Hawai'i at Mānoa. She is an avid presenter in the Speech Division's Communication Workshop Series that's offered for professional development. Lucille also works very closely with Leeward Community College's Early College Program, having done instructor orientations and partner workshops.

Betsy Gilliland is an associate professor in the Department of Second Language Studies at the University of Hawai'i at Mānoa. She is co-editor of the Journal of Response to Writing and the current chair of the TESOL International Second Language Writing Interest Section. Her interests include language teacher education and multilingual writers' development.

Dr. Charlene Gima is Assistant Professor in Language Arts at Honolulu Community College. After graduating with her B. A. in English from the University of Hawai'i at Mānoa, she went on to receive her M. A. and Ph.D. in English from Cornell University. She teaches composition classes and literature classes.

James Gochenour is an Instructional Designer who provides consultations and workshops on a range of topics relating to the effective use of technology in online learning. He also plans and facilitates the creation of online courses, professional development, multimedia components, as well as reviewing courses for the University of Hawai'i Online 5-Week PD.

Coty Gonzales, PhD, is currently a Psychology Instructor and Discipline Coordinator (Psychology) at Honolulu Community College. Dr. Gonzales earned his PhD in Psychology from the University of Hawai'i at Mānoa and his research interests include cognition, attention, and perception.

BK Griesemer, Professor Emerita, Business and Psychology; Facilitator, Craft of Teaching; Lecturer, Psychology, UH Maui College.

Kathleen Hagan has been teaching Nursing at UH Maui College for 12 years and is currently serving as Nursing Program Coordinator. As a participant in Wo Global Generation III, she was inspired by integration of local cultural knowledge into professional development at a New Zealand University and has a sustained interest in ways non-native faculty can support making UH a place of Hawaiian learning. As one of two representatives from UHMC in this year's President's Emerging Leaders Program (PELP), she had the chance to participate in a workshop on Design Thinking and was impressed by its power to efficiently generate innovative ideas that focus on creating value for people.

Brandon Marc Higa is the founder and director for Kapi'olani Community College's Shared Services Center, a new administrative unit established through Title III federal funds to provide comprehensive grant support services. Brandon previously worked as a program officer overseeing alumni grants at the U.S. Department of State Bureau of Educational and Cultural Affairs, based in Washington, D.C. and has over a decade of experience as a grant professional within the University of Hawai'i Community Colleges.

Colette Higgins, Dean of Division I, Windward Community College. Colette is the current administrator overseeing early college who provides coordination and collaboration between Hawai'i Department of Education, Windward Community College, and WCC Academic Affairs.

Yao Hill, Assistant Specialist, Assessment Office, University of Hawai'i at Mānoa.

Brent Hirata is an Educational Technologist with the Educational Media Center at Leeward Community College. He enjoys integrating educational technologies to support learner engagement and motivation in face-to-face, hybrid and online classes.

Dorothy Hirata is the Instructional Design Manager for the University of Hawai'i system in Information Technology Services. She leads the instructional design team and works cross functionally with diverse faculty and staff to support quality online learning initiatives across the three 4-year universities and seven community colleges.

Dr. Krista Hiser is professor of English and currently serves as the Director of the University of Hawai'i System Center for Sustainability Across the Curriculum.

Emily Ho, Adjunct Professor, Windward Community College, has been teaching in heavily multilingual classrooms for the past five years of her seven years of teaching experience.

Kymberly Hogan is an ESL Instructor new to Honolulu Community College this Fall semester. She recently moved to Hawai'i from Seattle Washington, where she taught and tutored International students in Seattle Central College's Intensive English program. She has over 10 years experience teaching middle and high school EFL students in Indonesia and El Salvador. With a background in Anthropology, she believes that place-based education provides crucial opportunities for students to make connections between their own culture and the Hawaiian culture that surrounds them.

Lantana Hoke is an English Instructor for the Title III program Mu'o A'e, a first-year student success program for Native Hawaiian students at the University of Hawai'i Maui College. She was born and raised on Maui and is an alumnus of the UH system. She has taught at the primary, secondary and tertiary levels.

Dr. Lui Hokoana, Chancellor, UH Maui College.

Hōkūlani Holt has been the Kumu Hula for Pā'ū O Hi'iaka for over 42 years. She was a founding member, a parent, and a director of Pūnana Leo O Maui, Hawaiian language preschool. She was the first Maui Site Coordinator for Nā Pua No'eau, The Center for Gifted and Talented Native Hawaiian Children; she was the Culture and Education Manager for the Kaho'olawe Island Reserve Commission and a lecturer at the UH Maui College. Hōkūlani currently works as the Director of Ka Hikina O Ka Lā scholarship program for Native Hawaiian students in STEM and Hawaiian Studies degrees and is the Coordinator for Hawai'i Papa O Ke Ao at UH Maui College. Hōkūlani Holt has participated in numerous boards and public service organizations and continues to give tirelessly to her community.

Dr. Pearl Imada Iboshi is the Director of Institutional Research and Analysis Office for the University of Hawaiʻi system. In this capacity, she oversees the University's efforts to promote consistent data collection across all ten campuses of the system, is an active member of the Hawaiʻi Graduation Initiative to improve graduation rates at all campuses, and is part of the effort to promote data driven decision making. She previously served as the Acting Director for the Department of Labor and Industrial Relations and the State Economist in the Department of Business Economic Development and Tourism for the State of Hawaiʻi. Originally from Hilo, Hawaiʻi, Dr. Pearl Imada Iboshi received her undergraduate degree in economics from Grinnell College in Iowa. She then obtained her masters degree in the same field from Hitotsubashi University in Tokyo, and her doctorate in economics from the University of Hawaiʻi at Mānoa.

Michelle Igarashi, Interim Student Services Program Officer and English Professor, Leeward Community College.

Rachael Inake is an Associate Professor and Educational Technologist at Leeward Community College where she supports faculty in using technology to enhance teaching and learning. She also works as an Instructional Designer where she partners with faculty in designing and redesigning courses to meet learning outcomes. Humanizing teaching and learning has been a special interest of hers and she enjoys working with faculty to humanize teaching and learning experiences.

H. Kehau Iwashita, Early College Coordinator, Windward Community College. Kehau provides leadership and oversees WCC's Hiʻilei Castle Foundation project. She assisted in establishing the program in 2014 and continues to build partnerships in high schools.

Dr. Dimpal Jain is Associate Professor of Educational Leadership and Policy Studies and a core faculty member of the Doctoral Program in Educational Leadership at California State University, Northridge.

Chad Junkermeier, PhD is a Lecturer in the UH Maui College STEM Department. During the year and a half that he has been at UHMC, he has taught physics and mathematics courses, co-created curriculum for and taught a new Upward Bound STEM course, worked with other faculty on increasing returning adult mathematics success, mentored undergraduate research, published two peer-reviewed articles, and presented at two international research conferences.

Dr. Paul Kailiponi is an Institutional Researcher at the University of Hawaiʻi - Maui College. In his current role, Dr. Kailiponi supports program evaluations for Title III projects, performs institutional research concerning student success outcomes, and analyzes college policies.

Kara Kam-Kalani, PhD, is the Division Chair of Humanities & Social Sciences at Honolulu Community College. She earned her PhD in Communication from the University of Arizona. Dr. Kam-Kalani specializes in culture, deception, and nonverbal communication.

Kalehua Kamakawiwoʻole is an ESL Instructor at Honolulu Community College. She currently teaches intermediate and advanced ESL courses. She has 30+ years of teaching experience which includes teaching a variety of ESL/EFL levels, skills, and teacher training classes. She has taught in Hawaiʻi and as a visiting Instructor at Hakuoh University in Oyama, Japan. Her teaching philosophy includes creating a classroom experience that engages and motivates students.

Shidong Kan teaches physics at Honolulu Community College.

Yoneko Kanaoka received her MA from the Second Language Studies department at the University of Hawaiʻi at Mānoa. She has taught English as a Second Language in Hawaiʻi for 20 years and also worked as a materials writer, curriculum developer, and program administrator. She has been a full-time instructor at Kapiʻolani Community College since 2011.

Mari Kanemura, Licensed Clinical Social Worker (LCSW), is a Personal Support Counselor at UH Maui College. Everyone needs a little help sometimes. In times of personal crisis Mari is one that students can come to for help. Whether it be suffering from anxiety, depression, or stress in their school life or at home, she walks alongside them in the process.

Phil Kauffman joined HPD in 2006. He worked patrol and in central receiving before transferring to the NVD in 2014. He has done extensive drug investigations and has a vast knowledge regarding drug recognition and drug trends in the State of Hawaiʻi.

Nicole Keim-Fortuno is an academic counselor, assistant professor, alumni of Leeward Community College, wife, and mother of three. Born and raised in Hawaiʻi, Nicole earned a Bachelor degree in Human Development and Family Studies and a Master's degree in Student Affairs in Higher Education from Colorado State University. Nicole is passionate about integrated student support approaches and has provided mental health and suicide first aid trainings for faculty, staff, and students through classes, workshop series, presentations and consultations.

Jennifer Kelly, Ed.D. is the Program Manager for Returning Adults at the University of Hawaiʻi System.

Dr. Jenny Kelly, Animal Science Assistant Professor and Veterinary Technician Program Director, Windward Community College. Dr. Kelly is a board certified large animal surgeon. She worked in private practice prior to joining Windward Community College in June 2015.

Kelly Kennedy is an instructor of English as a second language. She has a B.A. in Spanish from New College of Florida and an M.A. in Second Language Studies from the University of Hawaiʻi at Mānoa. Since 2007, she has taught at Leeward Community College, where she has worked with local and international students of diverse cultural and linguistic backgrounds. She is an advocate of Universal Design for Learning, Open Educational Resources, and Open Pedagogy.

Sara Kim is the Fellowship and Professional Development Coordinator for Kapiʻolani Community College's Shared Services Center. Her position helps connect faculty and staff with professional development resources and grant opportunities to bring innovation to the classroom and beyond. Sara is a member of the pre-award team in the Shared Services Center working directly with faculty and staff seeking grant resources.

Laureen Kodani is the Educational, Communications and Technology Developer at UH Maui College. She believes in supporting student success and the achievement of learning outcomes by helping faculty achieve success! She enjoys assisting faculty with designing and developing courses with the best possible, student-centered learning environments while staying current with the latest learning technology tools.

Emily Kukulies is a Professor and Director of Student Life & Development at Honolulu Community College. Her teaching takes place out of the classroom, where she takes a holistic approach to leadership development and experiential education. Her wide array of academic interests (Education, Business, Urban Planning, Disaster Management) all relate back to building stronger, happier communities.

Robert Ladendecker, Lecturer**,** Kauaʻi Community College, instructs a wide range of Business courses both on-campus and as part of the Early College Program at Kapaʻa and Waimea High Schools. Rob has over 30 years of business leadership background and brings these experiences to the classroom every day.

Delmar Larsen is a Professor in the Department of Chemistry and Biophysics Graduate Group at the University of California, Davis. Delmar received his Ph.D. from the University of Chicago (Chemistry) and did postdoctoral stints at the Free University Amsterdam (Biophysics) and the University of Southern California (Chemistry). In 2005, Delmar moved to the UC Davis as an Assistant Professor, was promoted to Associate Professor in 2012, and was promoted to Full Professor in 2019. Delmar's current research interests extends across many scientific disciplines including biophysics, physical chemistry, molecular biology, and computational modeling, with a common thread of investigating and characterizing of rapid condensed phase dynamics. Delmar is the Founder and Director of the LibreTexts project consisting of twelve independently operating and interconnected libraries that focus on augmenting post-secondary education in specific fields in both STEM fields, social sciences, and humanities.

Pua Larson, Counselor, Kaua'i Community College.

Jordan Lewton is the Evening and Online Coordinator/Counselor at Windward Community College. Funded through a Title III grant, Kahua 'oihana, her work focuses on building resources, using technology and flexible scheduling, to provide greater access to higher education for working adult students, especially Native Hawaiians and those enrolled in evening and online courses. During the spring and summer of 2019, Jordan worked closely with UH Online, specifically Hong Ngo, to develop a 5-week online version of the Introduction to College (IS 103) course to facilitate with the inaugural 5-week online AA cohort at Leeward Community College.

Rachel Lindsey is an Anatomy & Physiology Instructor in the Math & Sciences department at Kapi'olani Community College. She has thirteen years of teaching experience, two of which have been predominantly online.

Tiana Loo, Associate Professor, Developmental Math Counselor at Leeward Community College, works with the UHCC System on the Online AA cohort.

Joanne Loos, Science Writer, School of Nursing and Dental Hygiene, School of Communications, University of Hawai'i at Mānoa.

J. Hau'oli Lorenzo-Elarco is the Instructor of Hawaiian Language at Honolulu Community College. Previously, he was the Culture & Place-based Learning Coordinator under the Title III Grant, Ho'āla Hou, at Honolulu Community College.

Matthew K. Lynch serves as Director of Sustainability Initiatives for the ten-campus University of Hawai'i System, which encompasses 7 community colleges, 2 four-year institutions, and one R-1 campus. He served as Sustainability Measures Co-Chair on the Board of Directors for Hawai'i Green Growth (a UN Local2030 Hub), where he worked with cross-sector stakeholders across the State of Hawai'i to develop & launch the Aloha+ Challenge and state sustainability dashboard, and currently serves as President of the Board of Directors for Kahumana Organic Farm, a social enterprise working at the nexus of transitional housing, mental health support, and organic farming to build healthy communities in Wai'anae, O'ahu.

Lahela Mata-Goldmann is from Waiehu, Maui. Lahela will graduate from UH Maui College with her Associates Degree in Liberal Arts in the Fall 2019. In Spring 2020, she will be pursuing her Hawaiian Studies Degree through the University of Hawai'i at Mānoa. Apart from being a student, Lahela is on the board of Student Government at UH Maui College serving as a Senator. She also serves as the president of the SACNAS Club: Maui Chapter at UH Maui College. Lahela also dedicates her time to Paeloko Learning Center in Waihe'e, Maui whose mission is to preserve and perpetuate Native Hawaiian Culture. She currently works at UH Maui as a STEM Student Assistant for the Ka Hikina O Ka Lā Scholarship Program.

Cindy Melim, MSW, LCSW, is the Mental Health and Wellness Counselor at Kapi'olani Community College. For over 20 years Cindy Melim has built a successful record of compassionate and effective care in the field of mental health, wellness and personal growth. She has served in various roles in Community Mental Health; Primary, Secondary and Post-secondary Education; Healthcare and Private Practice.

Maiana Minahal teaches ENG 100, ENG 98, and ENG 272F as Assistant Professor in LLL at Kapi'olani Community College. She earned her MFA from Antioch University, and previously taught at the University of California, Berkeley, the University of Minnesota, and colleges in the San Francisco Bay Area. She is an interdisciplinary artist, educator, and author of the poetry collection Legend Sondayo (Civil Defense Poetry 2009).

Sean Nagamatsu, M.Ed, MLISc, is a Junior Specialist (Faculty) at the University of Hawai'i at Mānoa Center on Disability Studies, and is the Project Coordinator of the federally funded (USDOE) Kūlia Support Project (NHEG).

Bryne Nagata, Officer, Department of Public Safety, University of Hawai 'i at Mānoa, recently returned to the Department of Public Safety in April 2019 from the City and County of Honolulu where he investigated storm water pollution. Currently assigned to the Community Policing Unit where his primary duty is representing the department at events on campus and providing various workshops to the campus community.

Kelli Y. Nakamura is an Assistant Professor at Kapi'olani Community College and teaches History and Ethnic Studies. Her research interests include Japanese and Japanese American History.

Michelle Nathan has been teaching at Honolulu Community College for two years as the Oceanography, Marine Biology, and Environmental Science Instructor. Sustainability is one of the main focuses in all her classes with OCN 201 Science of the Sea taught as a Sustainability-Focused (SF) course. As one of the faculty advisors for the Student Sustainability Club, one of the main projects she was involved with was the campus wide zero waste audit held in Fall 2018 where trash from each building on campus was categorized and weighed to evaluate the environmental impact.

Jamie Newalu, G2FO Coordinator and Counselor, Leeward Community College Wai'anae Moku.

Dr. Gloria Niles is an enthusiastic educator focusing on honoring intersectional identities in learning communities. Service as the Director of Distance Education and the Co-Coordinator of the Office of Professional Development and Academic Support for the University of Hawai'i-West O'ahu, Dr. Niles works with faculty to support evidence-based practices in online pedagogy. Her scholarly endeavors focus on best practices for supporting neurodiverse online learners, and Universal Design for all learners.

Alex Ojeda is the Coordinator of the NextUp/Guardian Scholars Program at Los Angeles Valley College and candidate in the Doctoral Program in Educational Leadership at California State University, Northridge.

Mitch Okamura is a Speech Communication Instructor at Honolulu Community College. He specializes in experiential education and cooperative learning.

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Nicole Otero received her MA from the Teaching English as a Second Language program at Hawai'i Pacific University. She has taught in the

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Derek N. Otsuji is an Assistant Professor of English at Honolulu Community College, where he co-directs the Writing Center. He is a reading and business writing specialist. In 2019 he was awarded a Tennessee Williams Scholarship from the Sewanee Writers' Conference.

Jarena Pacarro is the daughter of Jacob and Drena Kaʻuhane from Heʻeia, Oʻahu. Born in her grandmother's home in Kapahulu, Oʻahu she is very connected to ʻohana. Her ʻohana now resides in Kāneʻohe and cares for loʻi kalo in the hoi of Heʻeia. For more than three decades she has worked in education programs for Hawaiian students across the pae ʻāina. Within the last ten years she has earned and Associate in Science in Early Childhood Education, an Associate of Arts in Hawaiian Studies a Bachelor of Arts in Hawaiian Studies in Mālama ʻĀina and is now completing a graduate degree in Curriculum Studies with an emphasis on Aloha ʻĀina Curriculum from the University of Hawaiʻi at Mānoa.

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Bed Paudyal teaches English at Honolulu Community College.

Mark C. Perna is the founder and CEO of TFS, a full-service strategic communications and consulting firm whose mission is to share and support every client's passion for making a difference. As an international generational expert, Mark has devoted his career to empowering educators and employers to unleash the tremendous potential of today's young people. Mark's best practices have helped parents, schools, districts, businesses, and state organizations across North America to connect more effectively with the younger generations. He frequently delivers keynote speeches at national and statewide events and spoke at Harvard University by special invitation. At TFS, Mark's team of talented professionals share his vision of helping organizations of all sizes experience significant gains in recruitment, engagement, retention, and performance rates. Mark, a weekly contributor at Forbes.com, has published many articles in national publications and interviews frequently on radio shows, television, and podcasts. His award-winning bestseller, Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations, was written to help educators, employers, and parents understand and motivate the millennial and Z generations. Mark is the father of two successful millennials and resides in Cleveland, Ohio. Find out more about Mark and his work at MarkCPerna.com.

Cindy Phu is Assistant Professor of Performing/Communication Arts at Pasadena City College and candidate in the Doctoral Program in Educational Leadership at California State University, Northridge.

Mike Poblete, Department of Theatre and Dance, University of Hawaiʻi at Mānoa.

Christopher "Poki" Pokipala, Counselor and Early College Counselor, Leeward Community College Waiʻanae Moku.

Julie Powers, Professor, ECED; Facilitator, Craft of Teaching; Department Chair, Social Science; ECED Program Chair; Chair of Professional Development Advisory Committee.

Ken Quilantang teaches English at Honolulu Community College, where he co-directs the Writing Center.

Kavita Rao is a Professor of special education at the University of Hawai'i at Mānoa. Her research focuses on instructional and assistive technology, UDL, online learning, and technology-related strategies for culturally and linguistically diverse students. She is a member of the CAST's UDL Professional Learning Cadre.

Elizabeth Ratliff is the Coordinator of Instructional Development Services at Windward Community College and has been championing accessible design and providing accessible services to her campus for three decades.

Sarah Rice has been with the University of Hawaiʻi at Mānoa Department of Public Safety for over 5 years as their Community Programs Manager and Clery Coordinator. She is responsible for the department's strategic planning, marketing, emergency notifications, website development, and community outreach programs. She is also the supervisor for the department's Community Policing Unit. In March of 2019, Sarah received her Clery Compliance Officer Certification through the National Association of Clery Compliance Officers & Professionals (NACCOP). She is also the 2019 recipient of Top Cop Hawaii's Elwood J. McGuire Award, which recognizes significant contributions in the fields of law enforcement, emergency management, private security, or criminal justice. Sarah received her Bachelor's in Business Administration from the University of Oregon, a Master's in Education from Pacific University, and an MBA from Portland State University.

Leanne Riseley is a Professor at Leeward Community College, where she serves as the Educational Media Center Coordinator. She has a B.S. in Electrical Engineering from the University of Colorado at Boulder and an M.Ed. in Educational Technology from the University of Hawaiʻi at Mānoa. She has taught both face-to-face and online. She has been working as an educational technologist for 20 years. She has spearheaded initiatives such as Problem-Based Learning (PBL), Open Educational Resources (OER), and Universal Design for Learning and Accessibility to enhance teaching and learning.

Peter Rowan is the director of the Pacific Asian Center for Entrepreneurship and E-Business at the University of Hawaiʻi at Mānoa, Shidler College of Business. He has expertise in operationalizing innovation and entrepreneurship in industry and academia.

Brent Kawika Rubio is an Assistant Professor of Chemistry & Biochemistry at Honolulu Community College.

Kahale Saito is the Native Hawaiian Counselor housed under Hulili Ke Kukui Hawaiian Center at Honolulu Community College since 2012. She has been involved with the Protect Kahoʻolawe ʻOhana since 2002.

Paul Sakamoto, Application Developer for the University of Hawaiʻi Community Colleges System Office. Developed Hawaiʻi Industry Sectors now called Career Explorer, https://uhcc.hawaii.edu/career_explorer/explorer.php

Ann Sakuma is the current Director of the Campus Resource and Service Center (aka campus HELP) at the University of Hawaiʻi at Mānoa. Ann has conducted several customer service workshops for campus units at UH Mānoa. She has been at UH for 16 years, first with the Institute for Astronomy, then as Assistant to the Vice Chancellor for Administration, Finance and Operations before being appointed to her current position.

Tatiana Santiago, Early College Counselor for the Koʻolauloa region, Windward Community College. Tatiana is the liaison between the high

schools and Windward CC. She provides outreach, supportive advising, and encourages college-going behaviors at the high schools.

Hylie Santos is a proud alumna of Kahuku High School, Windward Community College (Associates in Arts in Liberal Arts), and the University of Hawai'i at Mānoa (Bachelors of Arts in Communication, with a minor in Sociology; Master of Public Administration with a focus in Intercultural Communication in the Public Sector). She is dedicated to serving our incarcerated community members and at-promise youth as the coordinator for the Pu'uhonua Program.

Jayme Scally, Academic Advisor, Honors Program, University of Hawai'i at Mānoa.

Eric Paul Shaffer has been teaching English at the college and university level for nearly forty years, and it shows. Long involved with sustainability issues, committees, and teaching at Honolulu Community College, Shaffer is currently working to certify as sustainability-related all of his regular courses, including Composition I, Business and Managerial Writing, and Creative Writing. A member of Kupu Ka Wai Council at Honolulu Community College, Shaffer is also working to integrate his training in place-based education and Hawaiian culture, initiated in the Ho'āla Hou program with sustainability concerns in course work and campus initiatives.

Elizabeth Shaver, PhD, LMFT, Instructor in Social Sciences and Interim Program Coordinator for Human Services at Hawai'i Community College, Palamanui Campus. She is passionate about Hawai'i Papa O Ke Ao Initiative and in 2012 was invited to join the first Ho'olulu Counsel at Hawai'i Community College to enact this initiative.

Hsin Yi (Jenny) Shih is the astronomy instructor at UH Maui College. She teaches introductory astronomy courses and runs the campus observatory. She received her B.S. in Astrophysics from the University of California Los Angeles, and her M.S. and Ph.D. in Astronomy from the University of Hawai'i Mānoa. She is experienced in applying machine learning techniques in her astronomy research.

Michelle Shin is an LLL Assistant Professor at Kapi'olani Community College where she teaches ENG 100, ENG 98, and ENG 273C. She received her Ph.D. in English from the University of Hawai'i at Mānoa and previously taught at Moanalua high school. Her work has appeared in such publications as Teaching English in the Two-Year College, Teach Magazine, English Teaching Professional, and FictionWeek Literary Review.

Satoru Shinagawa, Professor of Japanese at Kapi'olani Community College, has taught Japanese online for 20 years (since 1999). He is an expert in technology for distance education and has built online JPN 101 – 202 courses as well as foreign language placement tests.

Julie Shinsato is an online student enrolled in the UH Accelerated AA Online Degree program. She is 36 years old working full time with our mentally and physically disabled homeless communities. She is also a mother of two (5 and 7 years old). She emphasizes the importance of education to her children, so she also leads by example.

Gretel Sia teaches math at Honolulu Community College.

Robert Silva is an instructor of Automotive Technology at Honolulu Community College. He is also the caretaker of Lo'i Kalo Park (Niuhelewai) in Kapālama.

Cynthia Smith has been teaching History at Honolulu Community College since 1991. Since Fall 2017, she has served as a Sustainability Coordinator at Honolulu Community College and been actively involved in creation and promotion of the S Designation efforts at HonCC, as well as the creation of a

Sustainability Academic Subject Certificate. She teaches World Environmental History, and is teaching an S Related History 151 course this semester.

Isaiah Smith is a lecturer in botany. He also teaches plant-related courses and wood carving in Hawaiian Studies at Honolulu Community College.

Dirk N. Soma has been with Kaua'i Community College for the past seven years where he has taken the Business Program from Provisional to Permanent status and built the BUS Program into one of the most dynamic programs on campus. The Entrepreneurship pathway is one that is growing and creating a buzz within the Kaua'i community and across the nation and the globe.

Jean StavRue-Pe'ahi, Counselor, Leeward Community College.

James Stearman, Kaua'i Community College, Campus Sustainability & Resilience Fellow through the Americorps VISTA program, in partnership with participating campus' Chancellor's offices, and the Office of Sustainability.

Jeff Stearns is an Associate Professor teaching face-to-face and online English courses at Honolulu CC. He has served as Chair of the Language Arts division since fall 2012 and as Accreditation Liaison Officer for the college since May 2017.

Jennifer Stotter, PhD is the Director of the Office of Equal Opportunity at the University of Hawai'i at Hilo, responsible for the University's compliance with all non-discrimination laws, including equal employment opportunity and affirmative action, to ensure a workplace that is diverse and discrimination free. Stotter has worked in this field for twenty years, across a variety of industries including the US Department of Labor, where she enforced federal civil rights regulations with expertise in identification of systemic hiring discrimination and pay equity via use of statistical analysis. She has also designed and implemented corporate diversity, equity and inclusion initiatives as Director of EEO/AA and Strategic Diversity Management at a Fortune 10 company, and taught undergraduate and graduate research methods and data analysis for Social Work students.

Neil Stotts has been teaching English at UH Maui College since 2010. He has developed a variety of accountability strategies through his work with Title III, the First Year Experience program, dual-enrollment, the accelerated DevEd initiative, and the Craft of Teaching seminars.

Alice Swift is a Multimedia Instructional Designer for the University of Hawai'i system in the Information Technology Services Academic Technologies division. She provides instructional design and multimedia development support related to online and blended learning for various UH campus and system-wide initiatives.

Navin Tagore-Erwin, Windward Community College, Campus Sustainability & Resilience Fellow through the Americorps VISTA program, in partnership with participating campus' Chancellor's offices, and the Office of Sustainability.

Carin Tamayo is the Bridge to Baccalaureate Grant Coordinator and STEM/URM Support Associate for Kapi'olani Community College's STEM Program.

Jill Teraizumi is an Academic Counselor at Honolulu Community College for the Carpentry, Welding, Sheet Metal, and Electrical programs. Jill earned her Associate in Liberal Arts degree from Leeward Community College and Bachelor's in Social Science, specializing in Psychology from UH West O'ahu before earning her Master's degree in Counseling and Guidance from Chaminade University.

Waka Tominaga is an instructor of Japanese at Kapi'olani Community College. She teaches Japanese language courses (JPN 101 – 202) and a service-learning course for native and advanced speakers of Japanese (JPN 290).

Justin Toombs, MySuccess Functional Coordinator, has worked in various student services positions at the University of Hawai'i Community Colleges, Washington State University, and the University of Tennessee - Knoxville.

Helen Torigoe is an Instructional Designer at Kapi'olani Community College. She collaborates with faculty to create engaging online and hybrid classes to help the diverse students of Kapi'olani CC succeed.

Caroline Torres received her PhD in Exceptionalities in the Special Education Department and her MA from the Second Language Studies department at the University of Hawai'i at Mānoa. She has been teaching English as a Second Language and Second Language Teaching, for pre-service and in-service teachers, at Kapi'olani Community College since 2012.

Kaian Torres is an online student enrolled in the UH Accelerated AA Online Degree program. She is 23 years old and a stay at home mom of two children (3 years old, and 2 years old). This online associates in arts program has provided her with the resources to get a degree from the comfort of her home while she cares for her children!

David Uedoi, English Instructor at Kapi'olani Community College. MA in English with a focus in Composition and Rhetoric (University of Hawai'i at Mānoa).

Leighton Vila is the Title III Evaluator for Windward Community College. He is a data storyteller who uses interactive dashboards to track, report, and improve student achievement at Windward Community College.

John Villiarimo holds an Associates in Occupational Studies, Culinary Arts from Western Culinary Institute of Portland, Oregon. He received a certificate in Hawaiian studies and an Associate of Art in Liberal Arts from Maui Community College. John holds a Bachelor of Arts in Interdisciplinary Studies from the University of Hawai'i, Mānoa. He is a Master's of Education candidate from the College of Education, University of Hawai'i at Mānoa. John currently works as the Molokai site coordinator for Ka Hikina O Ka Lā, a scholarship program that supports Native Hawaiians in STEM through UH Maui College.

Curtis Washburn, Director of the Hawai'i State Approving Agency; reviews academic programs for approval with the Veterans Administration.

Maria (Warner) Welvaert, Kapi'olani Community College, Campus Sustainability & Resilience Fellow through the Americorps VISTA program, in partnership with participating campus' Chancellor's offices, and the Office of Sustainability.

Emma White is an Assistant Professor of English at the University of Hawai'i Maui College and Co-Founder of RAD (Reading Across the Disciplines). Her teaching focus is reading and writing for self-advocacy and personal growth.

Constance Williams, Registered Nurse for twenty-two years with current acute care nursing experience. Nursing faculty in the University of Hawai'i System for over ten years, with face to face, clinical, and on-line teaching experience. Previous education website use of Web CT, and Laulima Course Management Systems (CMS). Understands the challenges and benefits of learning web-based software tools to improve student course access and success.

Tasha Williams, Instructor, Language Arts, Leeward Community College. Tasha teaches developmental and first-year writing courses as well as coordinates the Peer Mentor Program at Leeward Community College. She recently co-authored a system-wide OER text, College English: Connect, Communicate, and Collaborate, which combines writing instruction with tips for academic success. For the past 15 years, she has taught writing courses with an integrated student success approach at Leeward CC, Kapi'olani CC, Windward CC, Indian Hills CC, and St. Louis CC.

Melanie Dorado Wilson, Ed.D., Dean for Liberal Arts and Public Services at Hawai'i Community College; interests include culturally relevant pedagogy, instructional technology, and distance education. She returned home to Hawai'i in 2017 after having worked in international education for 17 years and serving for five years at Leech Lake Tribal College in northern Minnesota.

Nadine Wolff is a Math Instructor in the Math & Sciences department at Kapi'olani Community College. She has been teaching college-level mathematics for almost twenty years and started teaching online about seven years ago.

Evelyn Wong is an Assistant Professor at Leeward Community College where she has taught accounting courses online since 2009. As the demand for online courses continues to grow, she is committed to improving course delivery to better support students' needs through humanization.

Marisa Yamada is an Instructional Designer for the University of Hawai'i System at ITS, where she provides support for various professional development, with a focus on the design, development, facilitation, and evaluation of online courses and workshops.

Virginia Yoshida coordinates the Lamakū Learning Center at Kapi'olani Community College and has been supervising the Study Hub tutors for three years.

Kristy Yoshikawa has been with the Kapi'olani Community College TRIO SSS program as an academic counseling faculty for four years. She is in charge of overseeing the peer tutors in the TRIO program.

Notes: