

2023 WTCS Faculty Summit

November 8 & 10, 2023

Wednesday, November 8

6 – 6:50p	Customizing the Classroom: Elevating EMS Education <i>Lauren Welch</i> Waukesha County Technical College	Student Centered Math & Art: Representing Data Creatively <i>Amy Vickers</i> Nicolet College	Instant Impact, Endless Connections: Using NWTC's "Instant Impact Skills" to Create Community in the Classroom <i>Kristin Sericati & Cindy Kothbauer</i> Northeast Wisconsin Technical College
6:50 – 7p	Break		
7 – 7:50p	Faculty Well-being at the Heart of Student Success <i>Nicky Ellet-Petersen</i> Northwood Technical College	Writing to Belong: Using Writing to Create Belonging in the Composition Classroom <i>Liana Odrsic</i> Milwaukee Area Technical College	Course-Based Undergraduate Research Experiences (CURE) as a Student Empowerment Strategy in a Community College Setting <i>Carolina Bailey & Stephanie Beckman</i> Madison College
7:50 – 8p	Break		
8 – 8:50p	Utilizing a Professional Behavior Assessment Within a Program to Enhance Student Success in the Classroom and in the Workplace <i>Shelly Muche & Teresa Van Lanen</i> Fox Valley Technical College	Creation of Immersive Education via the VR/XR Environment <i>Patty Montgomery & Bill Ballo</i> Madison College	How Our Students Wrote a Book: Learn about newly student published book, "Voices of the Valley" <i>Alyssa Hedenstrom & Lindsey Himanga</i> Chippewa Valley Technical College

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Friday, November 10			
9 – 9:50a	Fostering a Sense of Student Belonging through Professional Learning Community Innovations <i>English Instructor Panel</i> Milwaukee Area Technical College	Customizing the Classroom: Elevating EMS Education <i>Lauren Welch</i> Waukesha County Technical College	It's all about the Prompt <i>Deb Westfahl</i> Fox Valley Technical College
9:50 – 10a	Break		
10 – 10:50a	Teacher Beliefs and Practices in Asynchronous Courses <i>Maria Slusarek</i> Western Technical College	Course-Based Undergraduate Research Experiences (CURE) as a Student Empowerment Strategy in a Community College Setting <i>Carolina Bailey & Stephanie Beckman</i> Madison College	One Voice Can Make a Difference, Speak Up! <i>Tracy Blahnik</i> Northeast Wisconsin Technical College
10:50 – 11a	Break		
11 – 11:50a	Open Educational Resources (OER) Textbooks: Written by Students, for Students <i>Kelly Soczka Steidinger</i> Mid-State Technical College	Access and Success in the Education Pre-Major <i>Dr. Penny Johnson</i> Madison College	Reverse Tutoring: a Tool to Facilitate Complete Learning <i>Scott Ziolkowski & Emily Erickson</i> Western Technical College



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Wednesday, November 8

6 – 6:50p

Customizing the Classroom: Elevating EMS Education

Lauren Welch, Waukesha County Technical College

In this presentation, I'll explore effective teaching methods, especially active learning, to engage all students and provide tangible resources you can use right away. We'll focus on meeting students where they are academically and emotionally, recognizing their unique backgrounds and learning styles. By building rapport and understanding their needs, we create an inclusive, supportive environment. Additionally, we'll address the emotional challenges of some trainings and discuss ways to provide emotional support. Ultimately, these methods enhance understanding, retention, and the overall learning experience, empowering EMS instructors to guide students effectively toward success.

Student Centered Math & Art: Representing Data Creatively

Amy Vickers, Nicolet Area Technical College

A winter activity that I do with my (videoconference) Principles of College Math students is Representing Data Creatively. In this activity, I ask each student to track data of their choice from their own lives and represent it in a creative way. This activity invites students to bring all of who they are into the math classroom, illuminates math in the world around us, allows us to build community by learning about each other's lives and creativity, and gives us inspiration during the long Wisconsin winter. During this session I will share the lesson as well as examples of student work.

Instant Impact, Endless Connections: Using NWTC's "Instant Impact Skills" to Create Community in the Classroom

Kristin Sericati & Cindy Kothbauer, Northeast Wisconsin Technical College

After a college-wide move to an 8-week course model in 2019, faculty prioritized building community as soon as possible within the classroom to connect students with the college, support resources, and peers to increase success. In addition to accelerating courses, this move expanded the number of blended and online courses and emphasized a need for more creative student connection strategies. This presentation will share specific, immediately applicable strategies for creating belonging and connection and explain how "Instant Impact Skills" can be implemented in conversations, class communications, and assignments to take communication with students to the next level.

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7 – 7:50p

Faculty Well-being at the Heart of Student Success

Nicky Ellet-Petersen, Northwood Technical College

In today's dynamic academic landscape, faculty members find themselves navigating a challenging terrain, one characterized by ever-increasing demands on their time and energy: research reveals that postsecondary faculty members dedicate an average of 53-61 hours per week to their work (Cataldi et al., 2005; Flaherty, 2014; Ludwig-Beymer, 2021). The goal of this presentation is to address the pivotal issue of faculty well-being. We will delve into a range of efficient yet effective instructional approaches, including leading versus pleasing, modeling metacognitive processes, incorporating novelty, and delivering learning-focused feedback. The goal is to empower faculty members to balance their personal lives and professional responsibilities, find meaning in their work, and continue to provide high-quality, student-centered instruction.

Writing to Belong: Using Writing to Create Belonging in the Composition Classroom

Liana Odrac, Milwaukee Area Technical College

Throughout the summer of 2023, I was among Milwaukee Area Technical College faculty to participate in the University of Pennsylvania Graduate School of Education certificate program in Race, Diversity, and Equity in Higher Education. The program entailed intensive reading and writing assignments in addition to multiple Zoom sessions with our cohort, which was comprised of college faculty from across the country and different types of institutions. For my presentation, I would like to share scaffolded writing assignments I have developed that emerged out of my work with the UPenn cohort over the summer. These writing assignments are designed to encourage our students at MATC to reflect on--and hopefully experience--belonging at our institution. I would end with considerations about the role that belonging plays in student retention and completion rates.

Course-Based Undergraduate Research Experiences (CURE) as a Student Empowerment Strategy in a Community College Setting

Carolina Bailey & Stephanie Beckman, Madison College

The students in different specializations at Madison College recently have used CURE to enhance research skills, which is usually not a priority at community colleges. This presentation will present two successful examples of CURE application in different content areas at a community college: 1) a qualitative study conducted by an English 1 ALP class about barriers to transition to degree credit courses and programs for developmental education students (GED, HSED, ESL, and adult basic education) and 2) a Spanish 5th semester class showing the process and outcome that students did to explore current social issues in Latin American by decolonizing sources and focusing solely on Spanish academic sources. CURES is a great strategy to show students that anyone can do research and that everyone can actively participate in informing and problem-solving issues that can have an impact in society. Because of this, students were engaged and invested in their projects, and were eager to present their research openly to the public. The objective of this presentation is to show that students in any content area at a Community College can do research, and in this session, faculty will brainstorm on possible CURE applications in their own classes.

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8 – 8:50p

Utilizing a Professional Behavior Assessment Within a Program to Enhance Student Success in the Classroom and in the Workplace

Shelly Muche & Teresa Van Lanen, Fox Valley Technical College

The OTA Program at FVTC has been using a Professional Behavior Assessment (PBA) with students for more than 10 years. This assessment was developed based on professional standards for occupational therapy practice and the Employability Essentials of FVTC.

All OTA faculty members contribute to the process by sharing observations and data regarding students, which is then used to determine a score within the assessment's content areas. The OTA full-time faculty meet with each OTA student 2/3 of the way through each semester to review the PBA. If there is an area of concern, a student completes a PBA Action Plan in conjunction with one of the OTA Academic Advisors. (This collaboration with an OTA Academic Advisor allows the student to get a different perspective regarding the area of concern and to receive additional support and resources.) The student then shares the Action Plan with the OTA Faculty. The student and faculty meet in Week 4 or 5 of the following semester to discuss the use of the strategies and any observed improvement or continued challenges. The total score a student earns on the PBA accounts for 10% of their total grade in each OTA core class.

Use of the PBA has allowed OTA faculty to identify concerns in advance, connect students with necessary resources, and to ensure clinical and professional readiness for the workplace. Positive feedback has been provided by OTA clinical sites and the OTA Advisory Board for use of this assessment.

Participants would review the 12 content areas the OTA program uses, how it connects to the profession and Employability Essentials, the scoring criteria, and the PBA Action Plan. Explanation of how adjunct faculty contribute to the process and how scheduling students for the individual meetings would be included.

Creation of Immersive Education via the VR/XR Environment

Patty Montgomery & Bill Ballo, Madison College

Join Patty Montgomery and Bill Ballo as they share how they collaborated to identify ways in which to use Virtual Reality (VR) to help Patty's students better understand and prepare for difficult situations they may face as healthcare professionals. Discussing the why's, how's, and benefits of leveraging technology, such as VR, for enhancing teaching and learning in any discipline.

How Our Students Wrote a Book: Learn about newly student published book, "Voices of the Valley"

Alyssa Hedenstrom & Lindsey Himanga, Chippewa Valley Technical College

Learn about how English language learners at CVTC wrote the newly released book, "Voices of the Valley: Immigrant Stories from Students of Chippewa Valley Technical College." Hear from the instructors how they created a curriculum, taught it to their students, and then worked with graphic design students to create a published book. If you're interested in project-based learning, OER, interdepartmental teamwork, or amplifying diverse student voices, this session is for you. Our students wrote a book, and yours could too!

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9 – 9:50a

Customizing the Classroom: Elevating EMS Education

Lauren Welch, Waukesha County Technical College

In this presentation, I'll explore effective teaching methods, especially active learning, to engage all EMS students. We'll focus on meeting students where they are academically and emotionally, recognizing their unique backgrounds and learning styles. By building rapport and understanding their needs, we create an inclusive, supportive environment. Additionally, we'll address the emotional challenges of EMS training and discuss ways to provide emotional support. Ultimately, these methods enhance understanding, retention, and the overall learning experience, empowering EMS instructors to guide students effectively toward success.

Fostering a Sense of Student Belonging through Professional Learning Community Innovations

Nora Alvarado, Traci Clark, Amarilis Martinez, Krystia Nora, Liana Odrdic, Anna Varley, and Tom Vollman, Milwaukee Area Technical College

The purpose of this presentation is to showcase the work of the Faculty Academy for Linguistic Justice. This Academy is a professional learning community that works to analyze and review curriculum, integrate culturally responsive teaching theories and high-impact practices for students in the classroom, assess the effects of this integration on student completion, overall academic experience, and retention, and perform a quality review of data and outcomes and adjust as needed. The objective of this presentation is to foster the creation and support of faculty-driven, timely, and relevant professional development and its application for WTCS faculty. Qualitative research performed on this Faculty Academy model has determined that it can be replicated in any discipline as it creates an ongoing community of support for Diversity, Equity, Inclusion, and Belonging (DEIB) professional development implementation that incubates complementary individual, collective, and collaborative goals.

Presenters will discuss an overview of the Faculty Academy model, share the course competency that has now been incorporated into all English COSs at MATC, share the curricular and classroom innovations that resulted from the academy's focus on linguistic flexibility, and insights from the faculty who created and implemented this in their classrooms.

It's all about the Prompt

Deb Westfahl, Fox Valley Technical College

ChatGPT and other generative AI tools can be used to create assessments, develop curriculum, and even help with grading and communicating with students. Using these tools correctly can save you time and help you be a more effective instructor. Formulating a good prompt is a critical skill in using these tools. Attend this session to learn the secrets of formulating a good prompt to get the results you want with generative AI tools.

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Course-Based Undergraduate Research Experiences (CURE) as a Student Empowerment Strategy in a Community College Setting

Carolina Bailey & Stephanie Beckman, Madison College

The students in different specializations at Madison College recently have used CURE to enhance research skills, which is usually not a priority at community colleges. This presentation will present two successful examples of CURE application in different content areas at a community college: 1) a qualitative study conducted by an English 1 ALP class about barriers to transition to degree credit courses and programs for developmental education students (GED, HSED, ESL, and adult basic education) and 2) a Spanish 5th semester class showing the process and outcome that students did to explore current social issues in Latin American by decolonizing sources and focusing solely on Spanish academic sources. CURES is a great strategy to show students that anyone can do research and that everyone can actively participate in informing and problem-solving issues that can have an impact in society. Because of this, students were engaged and invested in their projects, and were eager to present their research openly to the public. The objective of this presentation is to show that students in any content area at a Community College can do research, and in this session, faculty will brainstorm on possible CURE applications in their own classes.

Teacher Beliefs and Practices in Asynchronous Courses

Maria Slusarek, Western Technical College

This presentation will discuss the preliminary results of a dissertation study about World Language teacher beliefs and practices in asynchronous courses. Asynchronous course design contains many unique constraints and affordances that have puzzled researchers and instructors. I will combine my eight years of asynchronous teaching experience with data gleaned from the classroom observations and interviews held with the participants. The audience will see what specific beliefs about learning and teaching are enacted or suspended in four different asynchronous courses and what implications can be made for future asynchronous course design.

One Voice Can Make a Difference, Speak Up!

Tracy Blahnik, Northeast Wisconsin Technical College

As a result of an EICC (Equity in the College Classroom) Mini Grant, 21 NWTC Foundations of Teacher Education Students were able to share *Speak Up* by Miranda Paul to 215 students. Learn how you can teach your students how to use Diverse, Equitable and Inclusive literature to Speak Up and to make a difference in their communities.

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Open Educational Resources (OER) Textbooks: Written by Students, for Students

Kelly Soczka Steidinger, Mid-State Technical College

This presentation will overview two approaches to the student construction of open pedagogy textbooks that have been integrated into both in-person and asynchronous online courses. While the assessments were implemented in two upper-level undergraduate communication courses, the presenter, who has twelve years of experience teaching in the WTCS, will discuss how to adapt and utilize effective strategies for open textbook projects into Wisconsin Technical College course curriculum. The presenter will explain how faculty organized, executed, and assessed the open educational resource project. Additionally, the presentation will discuss what went well and what did not work. Alterations to future iterations of the “renewable” assignment and how future students can contribute to the textbooks will also be provided. By the end of this session, participants will learn practical strategies for implementing an open-access textbook assignment written by students, for students.

Access and Success in the Education Pre-Major

Dr. Penny Johnson, Madison College

This academic path leads to an Education major at a four-year institution and serves hundreds of students who use their experience at Madison College to gain academic confidence, become well-heelled in college rigor, and earn transferable credit to four-year colleges and universities. In the summer of 2021, researchers launched a student-facing survey to learn more about the factors that contribute to or deter student access to the program and college resources, as well as factors that helped or hindered their success in their courses, and achievement of their academic goals. Researchers were able to establish data measures that can be used over time and across other programs.

Reverse Tutoring: a Tool to Facilitate Complete Learning

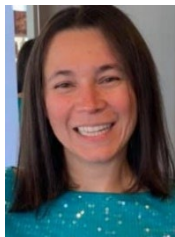
Scott Ziolkowski & Emily Erickson, Western Technical College

Students sometimes comprehend parts of a concept, but not the entire concept or not in the depth that is needed. These students who "kind of get it" need to learn the content in greater detail, but almost always rely on the same study strategies that lead to inadequate comprehension in the first place. Every teacher knows this dilemma. If only there was a way to help these students before they fail a test. Reverse tutoring is a fantastic tool to help solve this problem. Struggling students work with their instructor to learn a concept. The instructor then identifies a specific content area that the student is still a bit fuzzy on. The student studies that area further, and then gives a presentation on that topic to an academic interventionist. The interventionist has general knowledge of the topic, but not specific expertise, which makes the interventionist the perfect audience. The student explains/teaches the concept to the interventionist, who asks questions that the student has to answer. Actively teaching the concept - instead of passively listening to an instructor or tutor - is an effective way to learn the concept. This method succeeds where other techniques fail. Students learn the concepts in greater detail because they have to take ownership of the content.

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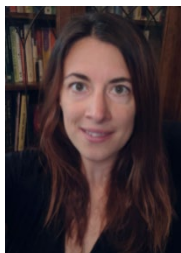
Presenters



Carolina Bailey, Madison College

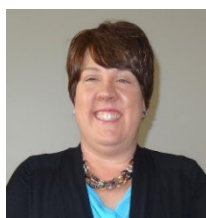
Dr. Carolina Bailey is a Spanish professor as well as Area Coordinator for the School of Art, Humanities, and Social Sciences at Madison Area Technical College. In her classes she focuses on providing students the opportunity to conduct research in Spanish as a decolonization strategy, and she focuses on providing students equitable access to international experiences through Virtual Reality. She also actively participates in Equity and Inclusion efforts within the college and outside of the college by being a co-owner and advisor for [Step Up: Equity Matters](#) and by advising the Language Access Program for the city of Madison.

Bill Ballo, Madison College



Stephanie Beckman, Madison College

Stephanie Elizabeth Beckman is a full-time faculty member and equity and inclusion lead in the School of Academic Advancement at Madison College. As a PhD candidate in international psychology at The Chicago School of Professional Psychology, they research organizational peace and organizational peace cultures. With their students at Madison College, they have studied a) barriers to degree credit transition and b) sense of belonging on campus as part of course-based undergraduate research experiences (CUREs). Other areas of research and consultation interest include intercultural competence, anti-racism, decolonization, adult education, and faculty development.



Tracy Blahnik, Northeast Wisconsin Technical College

Tracy Blahnik is a lead faculty member in the Foundations of Teacher Education Program at Northeast Wisconsin Technical College. As part of her work at NWTC, she is also the lead faculty for the Paraeducator Technical Diploma, Special Education Certificate and Library Assistant Certificate. She has been teaching in the WTCS for 19 years. Before teaching at NWTC, she worked in the K-12 classroom as a high school special education teacher. She and her husband Brian and son Riker have enjoyed hosting international high school students from Portugal, Mexico, S Korea, Brazil and China. In the summer, her family has hosted 10 Timber Rattler Baseball players from Mexico, the Dominican and Venezuela. She has taken Early Childhood and Foundations of Teacher Education students to Belize three times and will taking a group to Italy in May. Last year she participated in the ICISP teacher exchange and went to the Netherlands. In her free time, she likes to camp, watch baseball games, and ride her Electric Bike.



Nicky Ellet-Petersen, Northwood Technical College

As a Faculty Developer at Northwood Technical College, Nicky's mission is to help faculty create engaging, student-centered learning experiences without burning themselves out. With over twenty years of experience in education, Nicky has burned herself out more than once. She has taught English at the high school, community college, and university levels. She has also worked in TRiO Upward Bound and Student Support Services and managed a community college writing center. She is passionate about supporting student success at the two-year college while thriving in her personal life.

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Emily Erickson, Western Technical College

Emily Erickson is a licensed respiratory therapist that works part time in the hospital and full time as a support instructor for all students in science and healthcare courses at Western Technical College in La Crosse. They have 12 years of full-time experience as a respiratory therapist and are currently in their 7th year of teaching healthcare students. Emily believes that everyone belongs in education, helping students discover their learning style and understand the way their brain processes information is the key to supporting students. As someone that has failed often in their own academic career, Emily believes that finding a unique approach for each student to build their confidence in an academic setting is the key to unlocking their potential. Emily is married with three children and enjoys being outdoors with her family as much as possible.



Alyssa Hedenstrom, Chippewa Valley Technical College

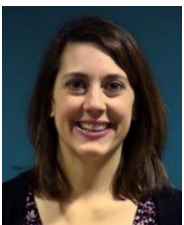
Alyssa Hedenstrom has been teaching adult English language learners for the past decade and has been an ELL instructor at CVTC going on 3 years. She received her bachelor's in Spanish from UW-Eau Claire and her TESOL certificate and MA in ESL from the University of North Texas. It's her passion to welcome immigrants and refugees into her classroom not only to learn English, but to form a community and reach their goals. Outside of the classroom, Alyssa enjoys watching reality competition shows, taking walks with her husband and two kids, and learning how to garden.

Lindsey Himanga, Chippewa Valley Technical College



Dr. Penny Johnson, Madison College

Dr. Penny Johnson received her Ph.D. from the School of Education at UW-Madison and has served as a full-time faculty member at Carroll University, Moraine Park Technical College and Madison College. In 2020 she joined the Education transfer program at Madison College and serves as the Department Chair and Program Coordinator. Dr. Johnson oversees secured Guaranteed Admission contracts for her Madison College education students to several colleges and universities in Wisconsin, and currently teaches Intro to Education and Teaching as well as Education in a Pluralistic Society.



Cindy Kothbauer, Northeast Wisconsin Technical College

Cindy Kothbauer is the lead instructor for College 101 at NWTC. She has a Bachelor of Science Degree in Education from the University of Wisconsin-Madison and a master's degree in Higher Education Counseling from Lakeland College. She has been in this new role for 2 months but worked as an Academic Advisor at NWTC for 12 years prior. Cindy enjoys working with and supporting students in the beginning of their journey at NWTC. She loves the relationship building that is possible in the instructor role and relishes the opportunity to Coach students in groups and individually. Learning a student's story and understanding the assets they bring to college has been very rewarding.

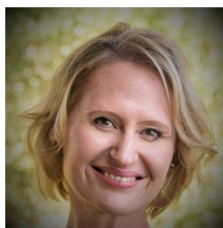
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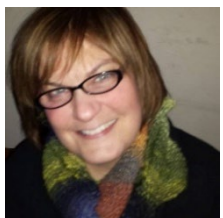
Patty Montgomery, Madison College

My name is Patty Montgomery. I am the Program Director for the Madison College Respiratory Therapy Program. I graduated from this program in 1995 and have been a Respiratory Therapist (helping others breathe effectively) since then. I've been teaching for Madison College since 2006, full time since 2011. I am a non-combat veteran of the United States Army (reserve), serving in Germany with the 7th Medical Command during Operation Desert Shield/Storm. My interests lie in educational technology, photography, travel, and enjoying the outdoors. I'd like to thank my Goldendoodle, Riley, for allowing me to participate in this event.



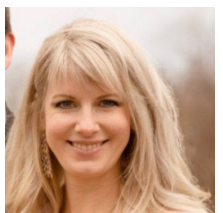
Shelly Muche, Fox Valley Technical College

Shelly Muche is the Dept. Chair of the Occupational Therapy Assistant Program at Fox Valley Technical College. She has been an occupational therapist for over 20 years, primarily employed in physical rehabilitation settings, and has been teaching at the tech since 2014. She is also President-Elect for the Wisconsin Occupational Therapy Association.



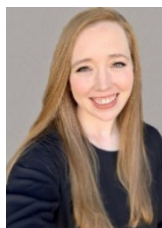
Dr. Liana Odrdic, Milwaukee Area Technical College

Dr. Liana Odrdic teaches English at Milwaukee Area Technical College. She earned her M.A. and PhD at the University of Wisconsin-Milwaukee and has been teaching Composition and literature courses at the college level for 32 years. As an instructor, she works with dual-enrolled Milwaukee Public Schools high school students in a program called M-Cubed (a partnership between MPS high schools, MATC, and UWM), as well as with adult MATC students. She is committed to working towards linguistic justice and linguistic equity, and is devoted to teaching as an art, a craft, and a type of work that can create social justice. She is interested in learning more about how to create "belonging" among students in every teaching modality. She can be reached at odrcicl@matc.edu.



Kristin Sericati, Northeast Wisconsin Technical College

Kristin Sericati is a developmental reading & writing instructor and has been teaching integrated reading and writing courses as part of the NWTC Communication Skills department for 9 years. She enjoys inspiring and empowering her students through engaging and interactive content and believes that building confidence and establishing a strong connection between her students and the college ensures that they not only excel academically but also feel a sense of belonging within the NWTC community.



Maria Slusarek, Western Technical College

Maria Slusarek is a faculty developer and adjunct Spanish instructor at Western Technical College. She has taught asynchronous language classes since 2017 and her work as a faculty developer aims to improve course design, teacher presence and student success in online courses. She is also pursuing her doctorate in World Language and ESL Education at the University of Iowa, where her dissertation work focuses on teacher beliefs and practices in asynchronous courses.

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Kelly Soczka Steidinger, Mid-State Technical College

Kelly has been a full-time Communication and Behavioral Science Instructor at Mid-State Technical College for the past twelve years and has been teaching Health Communication online as an Adjunct Lecturer at SUNY-Fredonia for the past three years. Her seventeen years of experience include teaching accelerated, hybrid, web conference, and fully asynchronous courses. To improve her virtual pedagogy, she earned an E-Learning and Online Teaching graduate certificate from the UW-Stout as well as completed the Lumen Circles Fellowship in Teaching with OER and OER-Enabled Pedagogy. Although Kelly's pursuits have been primarily instructional in nature, she continues to share her pedagogy by publishing articles in the *Communication Teacher* journal, *CTAM Journal*, the National Communication Association's *E-Tools Series*, and the edited resource books, *Communication in the Classroom: Collection of GIFTS*, *Professors at Play Playbook: Real-World Techniques from a More Playful Higher Education Classroom*, and *Teaching Communication*.

Teresa Van Lanen, Fox Valley Technical College



Amy Vickers, Nicolet Area Technical College

Amy Vickers teaches math, guides students to earn HSEDs, and builds community at Nicolet College, where she has worked as Academic Success faculty for over 5 years.



Lauren Welch, Waukesha County Technical College

Lauren Welch, a dedicated EMS professional, started her teaching career in 2018 at WCTC. With 13 years EMS experience across two fire departments, she is able to blend real-world EMS experience with academic excellence. Committed to shaping future generations, Lauren yearns to collaborate and empower other healthcare professionals by creating a culture of knowledge exchange. She actively collaborates with fellow educators and healthcare professionals, fostering a culture of knowledge exchange and contributing to the collective growth and success of students.



Deb Westfahl, Fox Valley Technical College

Deb teaches Mathematics as well as Professional Communications classes at Fox Valley Technical College. In addition, she serves as an Instructional Consultant, focused on faculty training and technology teaching tools. Deb has over twenty years' experience in the field and her passions include adult learning, helping improve student outcomes, and instructional technology. Deb has a Master's Degree in Management and Organizational Behavior with an emphasis in HR and Training & Development from Silver Lake College. She has two grown sons who both graduated from FVTC as well as two Golden Retrievers.

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Scott Ziolkowski, Western Technical College

Scott Ziolkowski is a licensed physical therapist who teaches full-time in the Physical Therapist Assistant (PTA) program at Western Technical College in La Crosse. He has 10 years of full-time experience as an orthopedic physical therapist and is currently enjoying his 14th year of teaching PTA students. He believes in empowering students to take control of their learning. Scott is married with three children. He coaches youth baseball and football. When not doing that, Scott can be found on the river catching northern pike.



Nora Alvarado, Traci Clark, Amarilis Martinez, Krystia Nora, Liana Odrdic, Anna Varley, and Tom Vollman, Milwaukee Area Technical College

The Faculty Academy for Linguistic Justice works to analyze and review curriculum, integrate culturally responsive teaching theories and high-impact practices for students in the classroom, assess the effects of this integration on student completion, overall academic experience, and retention, and perform a quality review of data and outcomes and adjust as needed. In 2022-23 Academy's work centered upon the development of a linguistic flexibility course competency. In 2023-24, the Faculty Academy is concentrating upon aspects of equity grading by exploring best-practice and application measures aimed at enhancing student retention, completion, and outcomes attainment through instituting equity grading measures and techniques within course sections. Presenters are members of the Milwaukee Area Technical College's Department of English.