

Editor-in-Chief

Dr. Gabriele Strohschen, Professor Emerita, DePaul University, Chicago, Illinois, United States

Associate Editor-in-Chief

**Dr. Vincent Wiggins
Southern California University of Health Sciences, Whittier, California, United States**

Managing Editors

Dr. Linda Sun, Kennesaw State University, Kennesaw, Georgia, United States

Editorial Advisory Board

Dr. Kathleen P. King, Professor Emerita, University of Central Florida, FL, USA

Dr. Thomas D. Cox, University of Central Florida, FL, USA

Dr. Holger Daun, Professor Emeritus, Institute of International Education, Stockholm University, Sweden

Dr. K. Pushpanadham, Professor, The M.S.University of Baroda, India

Board of Reviewers

Dr. Cynthia Stevens, Lewis University, Romeoville, IL, USA

Dr. Kenneth Browne Elazier, CEO, Institute for Performance Enhancement, USA

Dr. Marquis B. Holley, University of South Florida, Tampa, USA

Dr. John Welden Anderson, Ball State University, Muncie, IN, USA

Dr. Pooneh Lari, North Carolina State University, USA

TABLE OF CONTENTS

Dedication		3
Welcome to this Special Ivy Tech Issue of IFOTS		4
Foreword		6
Letter from the Editors		8
Biographical Statements		10
Stacy Hootman	From Strategic Goal to Institutional Framework: Reimagining Teaching and Learning at Ivy Tech Community College	18
Julie Allee	Designing for the Unseen: What Student Confusion Taught Me About Course Clarity	29
Craig Brewer et al.	Designing an AI Development Series for Community College Faculty: A Case Study	36
Rebecca Conley	The Relational Gap: Community College Students' Perceptions of Faculty Relationship-building as a Driver for Retention	51
Courtney Kallenberger	When Time Shrinks: Preserving learning Quality in Accelerated Courses	64
Nikki Kyle	Teaching Non-Traditional Students in an Allied Health Program: Community College Faculty Experiences	77
Cody Mullins	What the Disputatio Knew: Oral Defense, Feedback, and the Problem of Presence	91
Jamie Purcell Sara Fehrenbacher	Curricular Integration of Generative Artificial Intelligence in a Community College Business Program: A Stakeholder Analysis	96
Radford, et al.	Exploring Developmental Education: Ivy Online Faculty Reflections on Reform	106

DEDICATION

Dr. Marty Pollio, President

Dr. Stacy Atkinson, Provost

Dr. Martin Wolfger, Vice President for Academic Affairs

**Dr. Stacy Hootman, Assistant Vice President for Teaching & Learning
Ivy Tech Community College**

In alignment with Ivy Tech Community College's 2026-2030 strategic plan, *The Future of College*, this special edition of the International Forum for Teaching and Study is dedicated to your visionary leadership. Thank you for elevating "Academic & Instructional Quality" as our first strategic pillar. Your commitment to establishing a shared institutional vision provides the vital structure our faculty, staff, and students need to thrive. Because of your guidance, we are uniting instructional practice, professional development, and student engagement into a singular and powerful path forward.

Welcome to the Special Ivy Tech Issue of IFOTS

Dear Esteemed Reader,

Welcome to this special Ivy Tech issue of the *International Forum of Teaching and Studies* (IFOTS), showcasing the incredible scholarly work of faculty and academic leaders across Ivy Tech Community College! Through my longstanding work supporting faculty who progress through Ivy Tech's promotional track, I know firsthand that the requirement to publish to achieve our highest rank of professor can feel daunting. Because we are a dedicated teaching institution rather than a traditional research university, many of our exceptional educators have rarely or never navigated the academic publishing process before.

That is precisely why I am so deeply grateful for this partnership. IFOTS has provided our faculty with an invaluable, transformative opportunity to share their outstanding work with the broader academic world. They truly understood our unique institutional environment and met our educators with care, patience, and mentorship. Rather than letting publication stand as a barrier, IFOTS embraced this opportunity to guide and empower our team. Many of our authors have shared how encouraging and positive this journey was, while the IFOTS team expressed that working with our faculty was invigorating and rewarding.

Across the articles in this volume, a clear central theme shines through: *Bridging Gaps in Community College Education Through Student-Centered Pedagogy, Institutional Innovation, and Emerging Technologies*. Our contributors highlight how they are transforming the community college experience through:

- **Student-Centered Engagement & Relational Pedagogy:** Building stronger relationships to boost retention, designing clearer courses based on student feedback, and supporting non-traditional allied health students.
- **Technological Integration & Innovation:** Launching a faculty AI development series and evaluating stakeholder perspectives on AI in business curricula.
- **Curricular Agility & Assessment:** Maintaining course rigor in accelerated formats, adapting the classical *disputatio* model for student feedback, and embedding essential workplace skills into STEM.
- **Systemic & Structural Reform:** Reimagining Ivy Tech's broader teaching framework and sharing lessons learned from moving developmental education online.

A very special *Thank You* goes to three individuals who made this collaboration possible. To Dr. Gabriele Strohschen ("Dr. G."), Professor Emerita at DePaul University and Editor-in-Chief for American Scholars Press IFOTS journal: thank you for your enthusiasm, warmth, and genuine commitment to our faculty. To Dr. Stacy Hootman, Assistant Vice President for Teaching & Learning at Ivy Tech: thank you for your leadership and for establishing this initial connection.

To Dr. Kenneth Elazier: thank you for your expertise and time in leading the blind peer review process.

Although future Ivy Tech special issues are not guaranteed, this partnership has shown what is possible. I strongly encourage our faculty to continue looking to IFOTS as a home for their work as we elevate the scholarship of teaching and learning together!

Happy reading,

Martin

Dr. Martin Wolfger

Vice President for Academic Affairs

Ivy Tech Community College System Office

Foreword

Higher education is experiencing a period of profound transition. Technological change, artificial intelligence, evolving workforce expectations, changing student demographics, and increasing demands for flexibility are reshaping what it means to teach, learn, and lead effectively. Community colleges stand at the center of many of these changes because they serve learners whose educational goals are closely connected to employment, career advancement, community participation, and lifelong learning. This special issue of the *International Forum of Teaching and Study* offers a timely and practice-centered examination of how one major community college system is responding to these realities.

Ivy Tech Community College provides an especially meaningful setting for this conversation. As Indiana's largest community college and a statewide institution with 19 campuses and more than 22 satellite locations, Ivy Tech operates at a scale that requires both institutional coherence and responsiveness to local communities. Its commitment to effective teaching and learning, workforce alignment, and lifelong student success provides the foundation for the contributions assembled in this special issue. The initiative also demonstrates the value of bringing faculty members and administrators together as a community of practice to examine their work, share experiences, and transform professional reflection into scholarship.

One of the strengths of this collection is its connection between institutional vision and classroom practice. The contributors do not treat educational improvement as an abstract administrative exercise. Instead, they examine how institutional priorities become meaningful through course design, faculty development, student engagement, assessment, relationships, and continuous reflection. The opening discussion of Ivy Tech's Framework for Teaching and Learning illustrates this connection particularly well. Its seven elements—resources and support, design and development, delivery and engagement, community and connection, recognition and celebration, iteration and reflection, and growth and innovation—recognize that meaningful educational transformation requires an ecosystem rather than a single instructional intervention.

The articles also remind us that effective teaching begins with attentiveness to the learner. One contribution examines the problem of student confusion and challenges the assumption that silence indicates understanding. Another considers developmental education in a large online environment and reflects on questions of preparedness, access, modality, faculty work, and student success. Such discussions are particularly important at institutions serving diverse learners because instructional design must account not merely for what educators intend to teach but also for what students actually experience.

Artificial intelligence emerges naturally within this broader conversation. The special issue does not present AI simply as another technology to adopt. Instead, contributors examine how faculty can develop thoughtful approaches to AI, redesign assignments, articulate teaching philosophies, establish appropriate guardrails, and determine how AI should be integrated into curricula. The faculty development case study is especially illustrative: it moved participants from general discussion toward concrete instructional practice, including student-facing conversations, course design, AI-resilient assessment, and disciplinary adaptation. These questions will become

increasingly important as colleges seek to prepare students not only to use emerging technologies but also to exercise judgment, responsibility, and intellectual independence while using them.

The connection between education and work is equally visible throughout the issue. Faculty explore the integration of employability competencies into STEM courses and examine how teaching practices can intentionally prepare learners for changing workplace expectations. Other contributors address accelerated courses and the difficult balance among access, efficiency, academic rigor, cognitive demands, and the realities of adult learners' lives. The latter discussion is especially significant because accelerated education succeeds only when shortened instructional time is accompanied by purposeful design rather than simply compressed content.

Another particularly thought-provoking contribution revisits oral defense as a means of making learners present in their own knowledge. In an era when written artifacts can increasingly be produced or substantially assisted by AI, the distinction between possessing a product and demonstrating understanding becomes increasingly consequential. Dialogue, questioning, explanation, and defense can reveal dimensions of learning that a finished artifact alone may no longer demonstrate. This observation reaches beyond AI. It invites educators to reconsider assessment as an encounter in which learners explain, apply, evaluate, and take responsibility for what they know.

The special issue also keeps human relationships firmly in view. Contributions concerning non-traditional learners and student-faculty relationships remind us that technological innovation cannot substitute for belonging, accessibility, empathy, communication, and human connection. Faculty experiences with adult and allied-health learners emphasize active and hands-on learning, while research on retention demonstrates how students value faculty who are welcoming, accessible, and proactive. These findings reinforce a fundamental truth: educational transformation ultimately succeeds through relationships among people.

Taken together, the contributions in this special issue demonstrate what practitioner scholarship can accomplish. Faculty and administrators become not merely implementers of institutional initiatives but investigators of their own practice, contributors to professional knowledge, and participants in broader conversations about the future of higher education. Their reflections, case studies, qualitative inquiries, and applied analyses provide ideas that educators at other institutions can examine, adapt, question, and extend.

I commend the Ivy Tech Community College contributors and the *International Forum of Teaching and Study* for bringing these voices together. At a moment when higher education is being reshaped by AI, workforce transformation, changing learner needs, and new expectations for institutional responsiveness, this collection provides a grounded reminder that innovation begins with educators who are willing to examine their assumptions, learn from their students and colleagues, and continually improve their practice. I hope readers will approach this special issue in the same spirit—with curiosity, reflection, and a willingness to translate their insights into new possibilities for teaching and learning.

Viktor Wang, Professor

California State University, San Bernardino, USA

Letter from the Editors

American Scholars Press (ASP) is honored to bring this special Ivy Tech Community College issue to our international audience, featuring valuable contributions by 27 full-time faculty members and administrators. Since its inception, ASP has built a global community of educational professionals through its 22-year-old journal, the *International Forum of Teaching and Study* (IFOTS). We aim to amplify the voices of established academicians, newcomers, and students alike by promoting, facilitating, and expediting their publications.

Ivy Tech Community College—with its 19 campuses and over 20 satellite sites—is Indiana's largest community college, a vital workforce engine, and the nation's largest singly accredited statewide community college system. Its leadership and faculty have long been committed to delivering high-quality learning experiences, measurable economic returns, excellence in teaching, and industry-aligned credentials that empower every learner to achieve lifelong success. Guided by its recent strategic plans, the college intends to strengthen a shared institutional vision for teaching and learning. Within that context, our joint initiative focused on compiling research and practices from Ivy Tech faculty members for this special issue of IFOTS, bringing our readers fresh insights into transforming a higher education framework.

Focusing on Goal I of Ivy Tech's 2023–2026 strategic plan—*Promote Effective Teaching and Learning*—faculty and administrators collaborated to highlight their distinct expertise. During this process, a strengthened community of practices emerged at Ivy Tech as the initiative brought staff together to discuss their experiences, research, and insights. These descriptions of challenges and solutions reveal how such an initiative can re-energize and guide instructional practice.

This special IFOTS issue serves as a powerful compilation of authentic personal reflections on praxis alongside carefully crafted insights gained from formal studies. Faculty members describe collaborating with stakeholders in the larger community, engaging in cross-sector dialogue to learn the direct needs of business partners. Through these exchanges, faculty gained currency regarding workforce-informed competencies to integrate into the instructional design process and content. Furthermore, innovative strategies for course delivery formats and settings became apparent among colleagues through these collaborative efforts.

Artificial Intelligence (AI) technology, in its varied definitions, is examined in several articles, addressing a defining theme in today's post-secondary education. Collaborating across different disciplines, colleagues delineate critical employability skills, discuss methods to teach about AI, and address the unique challenges of using AI in course delivery. In a targeted case study, authors examine the process and value of college-provided professional development sessions designed to explore innovative classroom practices. Another article focuses on support, engagement, and retention for non-traditional adult students, while an expository piece delineates real-world, competence-building examples of instructional methods and techniques. In a deeply reflective

narrative, one author ponders the need for students to be fully present in their knowledge through face-to-face dialogue with teachers, rather than merely producing ephemeral digital artifacts. From design and development to implementation, assessment, and evaluation practices, this issue offers an array of relevant, useful themes in highly accessible formats. The rapidly transforming nature of our global workforce and society brings a corresponding need for 21st-century student knowledge and competencies. What permeates all of these fine contributions is an unmistakable passion for teaching and a deep care for student success. These articles evidence a shared commitment by these 27 authors to continuous professional development in pursuit of the college's mission: to empower every learner to achieve lifelong success. The agility and accountability these authors show toward their own learning is truly inspirational.

We hope this special issue sparks meaningful discussion across our international membership of contributors and readers. IFOTS welcomes and is proud to support this advancing Ivy Tech community of practice.

Gabriele Strohschen, Editor-in-Chief, Three Oaks, Michigan

Vincent Wiggins, Associate Editor, Chicago

Biographical Statements

Julie Allee, MA, is Assistant Dean of Academic Success and Development at Ivy Tech Community College, South Bend/Elkhart campus. She holds an MA in Communication from the University of Central Missouri. She has more than 20 years of experience teaching communication courses at the college level across multiple institutions. Ms. Allee's experiences as both a first-generation student and faculty member have shaped her longstanding interest in understanding what helps students feel confident, supported, and capable of succeeding in college. In her current role, she supports faculty and academic leaders through professional development and initiatives focused on teaching, learning, and student success. Her professional interests include the scholarship of teaching and learning, inclusive and transparent course design, faculty development, and translating educational research into practical strategies that can be applied across disciplines. She is particularly interested in how intentional course design and instructional practices can reduce barriers to learning and help students navigate the transition to college. Jallee@IvyTech.edu

Joe Betz, MFA, currently serves as Professor of English and Assistant Faculty Lead for IvyOnline. He holds a MFA in Creative Writing from the University of Missouri – St. Louis, and a BA in English Studies from Ball State University. Mr. Betz started as a full-time faculty at the IVY Tech Bloomington campus in 2013. He is passionate about faculty mentorship and providing leadership for IvyOnline biggest area with more than 150 faculty and more than 13,000 student seats annually. His research interests include composition studies, developmental writing, and contemporary American and French poetry. rbetz2@ivytech.edu

Craig Brewer, PhD, is the Educational Technology Coordinator at Ivy Tech Community College, Lake County, where he works with faculty on course design, LMS support, and emerging instructional modalities like generative AI. He holds a PhD in English and taught online for fifteen years before shifting from teaching to the work of improving how it gets delivered. He still teaches a bit of English and philosophy to try out new tools on very old material. cbrewer121@ivytech.edu

Carmin Burrell, PhD, is Associate Professor of Chemistry and Assistant Faculty Lead for Physical Sciences for IvyOnline at Ivy Tech Community College. She earned her PhD in Chemistry from Michigan State University and her BS in Chemistry from University of Michigan-Flint. Dr. Burrell has been with the College since 2016. She began her career at the Columbus campus where she served as Department Chair for three years before moving to IvyOnline part-time in 2020 and full-time in 2021. She was a President's Award for Excellence in Instruction winner for 2017. Dr. Carmin has a passion for online physical science education and sees it as an opportunity for the students. cburrell9@ivytech.edu

Jacquelyn Clapper-Erpelding, MS, is Assistant Faculty Lead for Biology and Student Success with IvyOnline at Ivy Tech Community College. She earned an MS in Student Affairs in Higher Education from Indiana State University and a BS in Education from Indiana University. With more than 15 years of experience in higher education, Jacquelyn is passionate about helping students develop the skills, confidence, and connections they need to thrive in college. In her work

with IvyOnline, she collaborates with faculty to enhance courses and create meaningful learning experiences that support students throughout their academic journey. jclapper@ivytech.edu

Rebecca Conley, EdD, serves as Dean for the Schools of Business, Logistics, and Supply Chain, Public Affairs, Social Sciences, and Academic Support Services at Ivy Tech Community College in Richmond. She holds an EdD in Higher Education Leadership from American College of Education and has focused her career on building strong teaching and learning practices, supporting faculty growth, and advancing student success. She has led efforts in faculty development, teaching and learning, and curriculum redesign to meet workforce needs. Her leadership includes guiding the transition to 8-week courses, strengthening dual credit partnerships with high schools, and designing professional development frameworks that emphasize engagement, instructional quality, and measurable outcomes. A first-generation college student, Dr. Conley is passionate about helping students discover their purpose and achieve their goals. Her journey in higher education fuels her commitment to access, equity, and transformation in the classroom and beyond. rkeen1@ivytech.edu

Justin Dammeier, MEd, is Assistant Vice President of Educational Technology and Instructional Design, Ivy Tech Community College. He earned an MEd from Indiana Wesleyan University and a BS in Secondary Science Education from Indiana University. Dr. Dammeier provides statewide leadership for the college's learning management system, educational technology, instructional design, digital accessibility, and online course development. A former high school biology teacher and K12 technology leader, he focuses on scalable, evidence-informed approaches that improve access, support faculty, and strengthen student learning across instructional modalities. jdammeier2@ivytech.edu

Kenneth Elazier, EdD, received his doctoral degree from National-Louis University in Adult, Continuing & Literacy Education, an MS in Workforce Education & Development from Southern Illinois University, and a BA in Special Education from Benedictine University. He holds Illinois teaching certifications with LBSI, LD, and SED Endorsements, an Online Teaching Certification from the Virginia Community College System, and several Master Training diplomas from Langevin Learning Services, Inc. Canada. His experience includes conducting corporate train-the-trainer workshops in the USA and Canada, and delivering professional development workshops for various audiences, including Adult Education faculty in Georgia and teachers at Paul Simon JobCorps in Chicago. He has taught as a visiting professor at DePaul University, military personnel at Naval Air Station-OCEANA, and Thomas Nelson Community College. Dr. Elazier is also a co-author of several professional journal articles and book chapters, and has presented at professional associations in the USA, Africa, and Thailand. kenelazier@gmail.com <https://ifotscampus.com/>

Sara Fehrenbacher, MBA, is Associate Professor of Business Administration and Accounting at Ivy Tech Community College in Evansville. Her other roles include Department Chair for the Business Administration and Accounting programs and Faculty Council Chairperson. She holds a BA in Business Administration and Spanish Studies and an MBA, all from the University of Southern Indiana. Before joining Ivy Tech in 2018, she worked in student financial assistance and

gained industry experience in lending and banking. Her project experience includes curriculum development, Value Stream Mapping, and online student engagement. Her current research focuses on integrating artificial intelligence into business education while maintaining academic rigor to prepare students for evolving workforce expectations Sfehrenbacher2@ivytech.edu

Annie Gray, MA, currently serves as Dean of the School of Arts, Sciences, and Education and Teaching and Learning, Ivy Tech Community College at Bloomington. Prior to becoming Dean, she served in a variety of roles on the Bloomington campus, including as longtime Chair of the English Department, her academic discipline. She received an MA in English from Indiana University and is currently working on a PhD in Educational Leadership. agray@ivytech.edu

Brent Holt, MBA, started as Adjunct Faculty in 2003, became an Assistant Professor in 2011, and now serves as Associate Professor of Economics, teaching Fundamentals of Economics, Principles of Macroeconomics, and Principles of Microeconomics at the Indianapolis campus. He is the Assistant Faculty Lead for Social Sciences with IvyOnline. He earned an MBA in Finance and Organizational Management from the University of Colorado and a BS in Economics from DePauw University. Before joining Ivy Tech, Mr. Holt worked in Market Research, Marketing, and Sales and Strategy for the Indiana Department of Labor and several corporations producing engine and transmission components for the automotive and industrial equipment markets. Because of his business experience, he is primarily focused on Microeconomics, and actively follows Marketing and Consumer trends. He enjoys the outdoors, is an avid cyclist, and enjoys skiing and hiking. bholt@ivytech.edu

Stacy Hootman, PhD, currently serves as Assistant Vice President for Teaching & Learning, where she leads institutional efforts to advance instructional quality and faculty development. Her career has spanned secondary and higher education, including roles as a Lecturer at Indiana University and Assistant Professor at the University of Indianapolis, where she taught physics and elementary science methods courses. She has remained active in science education leadership through organizations such as INAAPT, HASTI, and NSTA, facilitating workshops and presentations for educators. At Ivy Tech Community College, she has served as an adjunct faculty member and, more recently, in academic leadership roles, including inaugural dean at the Hamilton County campus and Interim Vice Chancellor for Academic Affairs. Dr. Hootman received her PhD in Curriculum & Instruction from Ohio State University, and MAEd from Ball State University, and an MS from Indiana University. smccorma@ivytech.edu

Courtney Kallenberger, MBA, serves as Department Chair for Healthcare Specialist in Health Sciences at Ivy Tech Community College, where she provides leadership for healthcare programs and supports faculty and student success initiatives. She earned an MBA from Western Governors University and a BS of Applied Science from Indiana University. Ms. Kallenberger is currently pursuing an EdD in Organizational Leadership. Her research focuses on community college student success, accelerated learning, healthcare education, and student persistence. She has been recognized through publication in FACET Quick Hits for creativity in the classroom and was

honored as an Influential Woman in 2026 for her contributions to higher education and healthcare workforce development. cstephenson15@ivytech.edu

Nikki Kyle, DHSc, serves as Assistant Professor and Program Chair for Ivy Tech Community College Fort Wayne – Respiratory Therapy. She earned her Doctorate in Health Sciences from the University of Indianapolis, an MS from the University of Cincinnati, an MBA from Indiana Wesleyan, and a BS in Respiratory Therapy from the University of Missouri. She brings 20 years of clinical experience working as a Registered Respiratory Therapist - Adult Critical Care Specialist (RRT-ACCS) to her teaching practice. Teaching non-traditional students is one of the most meaningful parts of her work as a community college educator. Their diverse life experiences, determination, and resilience enrich every classroom discussion and remind me why accessible, flexible education matters. nkyle@ivytech.edu

Doug Lalama, MA, is currently the Associate Professor of Psychology and Assistant Faculty Lead for Behavioral Sciences at Ivy Tech Community College (OCC), where he has been a dedicated faculty member since 2008. He served as Adjunct Faculty at the Indianapolis campus and now teaches at the Gary/Lake County campus. Mr. Lalama has been active in the development of the online program, developing nine IvyOnline courses. He earned his MA in 1981 from Wayne State University and did doctoral work at Capella University. In 2019, he was awarded the President's Award for Excellent in Teaching as a member of Ivy Tech's Lake County campus. With over 20 years of experience in higher education, Mr. Lalama is deeply committed to serving students and changing their lives. dlalama@ivytech.edu

Erin Lehman, MA, is Professor of English at Ivy Tech Community College, where she has taught for 15 years. She earned her MA in English at Loyola University. She also serves as IvyOnline's Faculty Lead for Arts, Sciences, and Education. In her current role, she supports online faculty and students, serving 40,000 student seats (duplicated headcount) each semester. She was president for CWPA (2025-2026) and co-facilitated the CWPA Summer Workshop (2022-2023). Ms. Lehman's work centers on online teaching and learning, and has been published in various journals and books. elehman4@ivytech.edu

Cody Mullins, PhD, currently serves as Associate Professor of English and Program Chair for General Studies and Liberal Arts at Ivy Tech Community College - Kokomo, where he has taught for nearly two decades. earned his doctorate in American Literature from Ball State University, an MA in Rhetoric and Composition from Marshall University, and a BA in Creative Writing from Ohio University. His primary research interests are Appalachian Literature and Ecofeminism. His prose and poetry have been published in *The Southampton Review*, *Apogee*, *Parentheses*, and *Infinite Rust*. His latest work, the speculative Appalachian short story "Ashes in the Water," will be published in the *These Dreaming Hills* fiction anthology in Fall 2026. cmullins21@ivytech.edu

Joshua M. Phillippe is an artist and educator specializing in photo-based processes; Joshua has been a featured artist in *The Indianapolis Review*, *So It Goes*, the Literary Journal of the Kurt

Vonnegut Museum and Library, *Brooklyn Ink*, a publication of the Columbia School of Journalism, and *Studio*, a quarterly produced by the Studio Museum in Harlem. He serves as Professor of Art and History in the School of Arts, Sciences, and Education at Ivy Tech Community College - Indianapolis Campus and as Assistant Faculty Lead for Humanities – IvyOnline. jphillippe2@ivytech.edu

Amanda Purcell, PhD, is Associate Professor and Program Chair of Education at the Lawrenceburg campus of IVY Tech Community College and serves as the Assistant Faculty Lead for Early Childhood and Elementary Education for IvyOnline. Dr. Purcell received her PhD in Psychology with a specialization in Educational Psychology from Capella University. Her research focuses on problem-solving, critical thinking, and problem-based learning (PBL) in the classroom. Before joining Ivy Tech in 2017, Dr. Purcell spent 13 years teaching high school and dual credit English. apurcell15@ivytech.edu

Jamie Purcell, EdD, is Associate Professor of Business Administration at Ivy Tech Community College where she also serves as Department Chair for the Office Administration and Technology and Visual Communications programs. She holds a BA in Journalism from Western Kentucky University, an MA in Higher Education Administration from Florida State University, and both an MBA in Business Administration and an EdD in Educational Leadership from the University of Southern Indiana. Her research interests include higher education administration topics related to management and marketing. Her recent work appears in *Studies in Higher Education*. Her professional background spans higher education work including academic and career advising, corporate and foundation relations, grant writing, and leading nationally competitive prestigious fellowship endeavors. She also serves as a peer reviewer for the Higher Learning Commission. jpurcell26@ivytech.edu

Roshun Radford, MS, serves as Associate Professor of Communication at Ivy Tech, where she has been a dedicated faculty member since 2015. She is also IvyOnline's Assistant Faculty Lead for Communication and World Languages. Ms. Radford earned her Master Degree from Murray State University. Having started her own academic journey at a community college in her hometown, Ms. Radford has a deep passion for the community college mission. She firmly believes in the transformative power of communication studies and the impact cultivating human skills can have on student success and development. Alongside teaching, she actively mentors student leaders and conducts research on online faculty mentorship. rradford4@ivytech.edu

Angela Sparkman, MEd, is Professor in Life Sciences and Health Sciences and Assistant Faculty Lead for Life Sciences for IvyOnline at Ivy Tech Community College. She also leads professional development for IvyOnline. She received an MEd from the University of Illinois and an MS from Clemson University. She is currently completing her dissertation for an EdD in Higher Education and Adult Learning from Walden University. With nearly 20 years in higher education, Angela has taught courses in health sciences, life sciences, IVYT (student success), and general studies capstone. She has published *The Immune System*, chapter 12 in the textbook *Anatomy and Physiology for Health Professions* (J. Bubb Jr., Cengage, 2021), and has written freelance content

for GWInc., Lumina Datamatics Ltd., and other organizations. Her research focuses on professional development, online education, and adult learning. asparkman3@ivytech.edu

Gabriele Strohschen, EdD, a native of Berlin (FRG), is Professor Emerita and a global adult educator who blends academic innovation with frontline social justice, spanning curriculum design at DePaul University to community servant leadership in disenfranchised Chicago communities. Having evaluated programs, trained teachers, and presented at professional associations across five continents, Dr. "G." continues driving international impact by leading local community advocacy projects and pioneering a global adult education collaborative. She has served American Scholars Press' IFOTS since its inception. Gstrohsc@depaul.edu
<https://ifotscampus.com/>

Viktor Wang, EdD, is a globally recognized professor of education at California State University, San Bernardino, with expertise in career and technical education, lifelong learning, and artificial intelligence in pedagogy. He earned his EdD in CTE/Adult Education and E-Tech 4.0 from the University of Arkansas, Fayetteville. He has authored and edited 288 peer-reviewed publications, including more than 80 refereed books, and has mentored more than 90 doctoral students to completion. His scholarship has been widely disseminated internationally and is held by major academic libraries and indexed in leading scholarly databases. He received the 2016 Presidential Award for Exceptional and Innovative Leadership from the American Association for Adult and Continuing Education and other awards for distinguished faculty achievement. His current scholarship focuses on future-ready education, the integration of general and career and technical education, and AI's transformation of teaching, learning, and global education systems. He is Editor-in-Chief of the International Journal of AI in Pedagogy, Innovation, and Learning Futures, a California State University-sponsored open-access journal. viktor.wang@csusb.edu

Vincent Wiggins, PhD, serves as Director of the Center for Faculty Development and Excellence at Southern California University of Health Sciences. He was Dean of Career and Continuing Education Programs at Harry S. Truman College and Dean of Instruction at Harold Washington College in Chicago, where he worked with faculty and staff to support students' academic success. He earned his Doctorate of Education in Curriculum Design at DePaul University. His focus is on students' academic success in higher education by using instructional technology and self-directed learning, as he researches multiple delivery modes for learning that include hybrid and online learning. Dr. Wiggins serves his profession as a member on the Board of Directors for the Association of College Administration (ACAD) and as Co-Chair of the Board of Directors for the Youth Empowerment and Policy Project (YEPP). His leadership roles in these organizations further demonstrate his dedication to shaping future educational policies and practices. wiggins.vincent@gmail.com, <https://ifotscampus.com/>

Amanda Wilkerson, BS, is an Assistant Faculty Lead for the IvyOnline School of IT and Applied AI Curriculum Committee Lead at Ivy Tech Community College. Her roles span statewide curriculum governance, online modality advocacy, and faculty development for IT programs. She received her BS in Business Management from Harrison College and is completing her MS in

Learning Experience Design and Educational Technology at Western Governors University. Her recent work includes leading efforts to identify AI competency gaps in IT curriculum, designing the Applied AI credential pathway, and building courses related to emerging AI topics. She is currently developing the Judgment-Centered Learning model, an emerging framework for prioritizing human judgment in an AI-driven educational landscape. In her community, she serves on the boards of county leadership organizations and volunteers as a STEM Mentor with an elementary robotics team. amccoy87@ivytech.edu

Martin Wolfger, PhD, is the Vice President for Academic Affairs at Ivy Tech Community College, where he has served since 2004 in various faculty and administrative roles. Originally from Austria, Dr. Wolfger has lived in the U.S. since 1998 and holds advanced degrees from Karl-Franzens-Universität Graz (MS Psychology), Ball State University (MA Clinical Psychology), and Indiana State University (PhD Higher Education Administration). A Licensed Mental Health Counselor (LMHC), his expansive professional background includes work across university settings, counseling centers, correctional facilities, and behavior management agencies. mwolfger@ivytech.edu

Debbie Youse, MAT, is Associate Professor for Math and IvyOnline's Assistant Faculty Lead. She earned her MA in Teaching Mathematics from Bowling Green State University. In 2008, she started at Ivy Tech's Fort Wayne campus and transitioned to IvyOnline full-time in 2024, after serving part-time since 2021. She is known for her attention to detail and enjoys teaching math and experimenting with technology and passion about training faculty in using educational technology to support their online students. dyouse@ivytech.edu

This page is left blank purposely.