



2017 Program Descriptions

Keynote (9-10:30)

The Science of Implicit Bias: Implications and Strategies for the Classroom, Dr. Samuel Sommers

This interactive presentation will explore cognitive and behavioral science research on the nature of implicit bias. While the modern era is one in which most academics, professionals, and students believe themselves to be fair-minded individuals—perhaps even genuinely prioritizing egalitarian values—social categories including age, gender, race/ethnicity, and sexual orientation continue to have profound effects on how we see and interact with the world around us. What research tells us is that contemporary bias is often unconscious, but this doesn't make its implications for institutional climate or the individuals within that environment any less real. The science also demonstrates, however, that we are not hopelessly at the mercy of the power of expectation and bias, and this presentation will identify the circumstances under which bias is most likely to emerge and evaluate potential strategies for trying to curtail such tendencies.

*Sam Sommers earned his B.A. from Williams College and his Ph.D. in Psychology from the University of Michigan. Since 2003 he has been a faculty member in the Department of Psychology at Tufts University, where he is now professor and director of undergraduate studies. He is a social psychologist whose research focuses on issues related to intergroup relations, diversity, and how a group's composition affects its dynamics and performance, as well as the intersection of psychology and law. He has won multiple awards at Tufts, including the Lerman-Neubauer Prize for Outstanding Teaching and Advising and the Gerald R. Gill Professor of the Year Award. He received an early career researcher award from the American Psychology-Law Society and has won the Faculty Multicultural Service Award at Tufts. He has written two general audience books, *Situations Matter* and *This is Your Brain on Sports*, and is also a co-author of textbooks for social psychology and introductory psychology.*

Concurrent Session 1 (10:40-11:40)

1A: Keynote Follow Up with Dr. Sommers

1B: Farm to Table, Pen to Paper: Exploring Food Systems through the Writing Process

Kerry Curran, Instructor, English, and Taylor Reid, TC3 Farm Education Director, Tompkins Cortland Community College

In this session, we will explore the use of “food meditations” as a tool for teaching descriptive writing, for connecting students more closely to the food they eat, and for reimagining the delivery of curricular content. This interdisciplinary tool combines an exploration of local food systems with writing exercises that challenge students to closely investigate their experience of the world, both inside and outside the walls of their school. Participants will engage in a “food meditation”: a tasting and writing exercise using produce grown and harvested right here at the TC3 Farm, including radishes, arugula, spinach, and candied ginger. This exercise will

allow attendees to share some of their initial work in pairs and with the rest of the group. As presenters, we will then describe our own experience using this technique with English and Food Systems classes, review samples from previous student experiences, and take questions. To conclude, we will work as a group to develop new “food meditation” exercises and prompts that might work at other colleges.

1C: Jump Off the Stage!

Colleen Kaminski, Adjunct Instructor, Business; Retha Cazel, Adjunct Instructor, First Year Experience; Robert Koble, Assistant Professor, Biology, Corning Community College

Using active learning instructional strategies and applied learning projects to promote student engagement and enhance learning. Each presenter received either a Chrome Book or an Echo Pen as part of the Corning CC Presidential Sustainability Incentive Grant awarded through The Center for Teaching Innovation and Excellence. Come see how students in the Human Resource Management course created a fictitious company in a Google Community and hired new employees, trained current employees, and evaluated staff performance using their shared Google Drive. Through an interdisciplinary project between biology and mathematics courses, you will hear how students studied fractal patterning with plant development using the Chrome Book during field work. Learn how the Echo Pen can be used to stimulate students' senses of learning through the VARK system: visual, auditory, reading/writing, and kinesthetic.

1D: Using Rubrics

Brandon Davis-Shannon PhD, Director of Distance Learning, Cayuga Community College

Rubrics can benefit both students and faculty by making expectations and standards transparent. Effective use of rubrics improves the quality of student work and shortens grading time, allowing for more robust feedback. In this workshop, you will learn the essential components of a rubric and different ways to use them to best help students.

1E: Dynamic & Motivating Learning Environments

Professor David R. Katz III, Executive Director of Organizational Development, Mohawk Valley Community College

Do you ever feel like you are herding cats when you are in the classroom or workplace meeting room trying to maintain an orderly, respectful and motivating learning environment? This presentation will share time tested principles supported by current neuroscience which can help you create a classroom or workplace atmosphere more conducive to your sanity and enjoyment, while improving student and worker motivation and learning. The presentation will “walk the talk” as we interactively explore ways we can foster and sustain a lively, engaged, orderly, respectful and compelling learning environment. My goal is for us to have fun while we help each other become even more effective and transformative educators, mentors and leaders.

1F: Providing STEM for All

Tim Saka, Reference Librarian - Coulter Library, Former School Principal, Onondaga Community College

USA is currently ranked 35th in the world in Math proficiency between Slovakia and Lithuania. This presentation will provide the current statistics on the STEM education in the US and show some examples of working models.

1G: Mindfulness: Guiding Students into a More Focused, Calm and Creative Space

Margaret Newland, Adjunct Faculty, Physical Education and Social Sciences and Registered Yoga Instructor, Finger Lakes Community College

Many students at community colleges face a multitude of stressors juggling employment, academic and family responsibilities. The practice of mindfulness, centering attention in the present moment, has been shown to benefit students by improving focus and working memory, decreasing anxiety, and cultivating a capacity for deepened awareness and insight. In this workshop, we will look at the many ways that mindfulness training can enhance not only individual students' experience of learning, but also create a more connected classroom; a space where students feel free to express themselves and are motivated to foster a sense of community. Mindfulness practices will be introduced and participants will be given the opportunity to reflect on and share this experience with the group.

1H: Self-Management: Understanding and Teaching Behavioral Competency

Gian P. Roma, Associate Professor and Coordinator of Business Administration and Accounting Programs, SUNY Broome

How can educators better prepare students to succeed in an increasingly demanding, changing, and competitive world? One way is to educate them about the basic behaviors that are necessary to achieve goals. This session clarifies the behaviors that lead to success and also and show faculty a new methodology to accurately assess performance in each behavioral area.

1I: English for Science and Science for English

Emily Reardon, Adjunct Faculty, Biology, and Sarah Wolfe, Adjunct Faculty, English, Tompkins Cortland Community College

Writing in the sciences can seem overwhelming and foreign to many students. As educators, we must show students that science writing can and should be accessible and straightforward. This session will explore how the invaluable relationship between science and English classrooms can support this goal. We will also demonstrate the importance of connections with English teachers and writing and tutoring centers to support the science teacher. Participants will be asked to critically engage in the inherent organization of science writing and use this to draw connections between science writing and English foundations. These connections in our classrooms can encourage interdisciplinary skill building important for the future careers of our students. We will open our session with a discussion of how science writing can provide a foundation for the student's understanding of the process of prose writing. We will speak about our own experiences in the classroom, as well in the Writing and Tutoring Center at TC3. For the majority of the session, participants will actively engage in a science writing process. They will first compare language accessibility in different science writing samples. We will use prompts and data to conduct short science writing activities and demonstrate the relationship between these writings and the English classroom.

Concurrent Session 2 (11:50-12:50)

2A: Teaching Climate Change in the Age of Denial

Taylor Reid, TC3 Farm Education Director; Katie Hallas, Adjunct Faculty, Environmental Studies; Pat Sewell, Adjunct Faculty, Environmental Studies; and Kelly Wessell, Professor, Biology and Environmental Studies, Tompkins Cortland Community College

This presentation will focus on teaching the science and implications of climate change in a variety of college courses at a time when many, including elected officials at every level of government, have chosen to reject the scientific consensus. The session will connect classroom content to real-world events, and will be a collaboration between instructors working in several different academic disciplines (biology, environmental studies, economics, food systems, and sustainable agriculture).

The session will begin with a brief panel discussion from the four presenters about their challenges, strategies, and successes in teaching climate change in the current age of denial. The presenters will then open the session to a discussion with audience members about questions related to the topic including, but not limited to: How do we handle climate change denial in the classroom?; How do we present the scientific consensus on climate change?; What role does politics play when discussing climate change in science classrooms?; How does the issue of climate change apply within various academic areas?

2B: Innovative Teaching and Learning with the Echo Pen

Benjamin Buchholz and Christian Harrison, students, Corning Community College

Experience how students and faculty are using the Echo Pen to take notes and video capture lectures! Students from Corning Community College (CCC) will present how the Echo Pen provides innovative ways to educate students from different educational backgrounds and abilities. They will also share firsthand accounts of the ways CCC instructors and students are utilizing the Echo pen. They will demonstrate how the audio and video recordings engage students in the learning process. Participants will learn how they can use the Echo Pen in a classroom setting and also post recordings for their hybrid or full-online courses.

2C: Utilizing the Arts and Deliberations to Navigate Challenging Topics in the Classroom and Beyond

Laura M. Letson, M.P.A., Adjunct Instructor, Psychology/Human Services, and Lisa Strahley, M.S., Coordinator, Civic Engagement Center, and Chair, Teacher Education/Early Childhood Education, SUNY Broome

Addressing controversial topics is an ongoing requirement in the classroom. Every day we face new issues and events that as educators we must determine how best to interject academically. Yet, often, making sense of the information, conveying it, while creating a safe and non-judgmental forum for open discussion, can be another feat.

Whether you want to learn how to step outside of your comfort zone or you're looking for an innovative approach for presenting a topic, instructors from SUNY Broome will showcase a method that integrates the arts with a deliberation model for a memorable and worthwhile academic and student/community experience. The session will further highlight how working collaboratively with other departments and county/statewide organizations can enhance the overall learning experience.

Learning objectives:

- Understand how the arts can be used as a launching pad to a morally charged topic or problem.
- Recognize the role that deliberations can play to inform participants about an issue, to address citizen perspectives, strengths and weaknesses, and trade-offs in a neutral and non-threatening environment.
- Acknowledge how to make a lasting impression on students, and others, in one to three hours' time on issues of importance.

2D: Tricks & Hacks in Microsoft Word (Hands-on session)

Anna Radlowski, Assistant Professor of Mathematics, Mohawk Valley Community College

We will explore some of the features in Microsoft Word and examine ways to make those features work for us, rather than against. While the presenter's expertise lies in creating materials for the math classroom, these techniques can work for anybody who uses Word. The specific topics we'll discuss will be based on the group's interests, but some topics may include adjusting layout & formatting, adjusting auto-correct rules, and using field codes to circumvent the equation editor. Bonus: If time permits, we can also discuss a free program to add coordinate planes & graphs to Word documents.

2E: Service Learning: Give and it Shall be Given Unto You

Fairlie Firari, PhD, Adjunct English faculty, Onondaga Community College

This session will explore the "successes" and "need to improve" of three Service Learning Fellowship projects conducted across three academic disciplines at Onondaga Community College, 2016.

2F: Trigger Warnings: Threat To Free Speech or Supporting Equal Access?

Dr. Linda Ross, Associate Professor of Psychology, Finger Lakes Community College

Dr. Elizabeth Thorpe, Assistant Professor of Communications, SUNY College at Brockport

There has been much debate over the last few years in higher education and popular media regarding whether or not it is appropriate for faculty to make use of trigger warnings. The conversation has included debate about whether students are entitled to request that faculty be required to use trigger warnings as well as whether or not institutions of higher learning ought to be required to develop trigger warning policy and whether or not faculty ought to be required to include trigger warnings on their course syllabi. This panel will provide participants with the opportunity to explore the concept of trigger warnings, what they are and, the controversy surrounding their use. Issues for consideration include the purpose of trigger warnings, the circumstances when they might be appropriate and when they may not be appropriate, the concerns about trigger warnings that have been raised and whether or not trigger warnings ought to be included in standard syllabi.

2G: UDL (Universal Design Learning) From Theory to Practice

Sophia Marku, Asst. Professor, Reading; Gail Pederson, Adjunct Professor, Computer Science; Yvonne Fish-Kalland, Professor, English; Fran Dulcich, Asst. Professor, Human Services and Teacher Education, Teaching Center Coordinator, Onondaga Community College

Universal design is an approach to the design of all courses and environments to be usable by everyone, to the greatest extent possible, regardless of age, ability, or situation. Universal design benefits everyone by accommodating limitations, but many without limitations benefit from the versatility of presentation and knowledge assessment. This panel presentation will offer examples of practical classroom application of the UDL design. These presentations will conclude with a brainstorming to assist you in revising your own classes to meet these requirements.

2H: Teaching What You Already Know (Except Online. And With an International Partner.)

Lynda Carroll, Adjunct Faculty, History, Philosophy and Social Science; Marcia Blackburn, Adjunct Instructor, Communications and Media Arts, SUNY Broome

We all know that Ginger Rogers did everything Fred Astaire did, "except backwards, and in high heels." Likewise, the best learning experiences can sometimes be the result of teaching in challenging and

unconventional ways. When both students and faculty are challenged to work outside of their own comfort zones, and are lead into directions they can't imagine, the outcome can be truly remarkable.

At SUNY Broome Community College, a growing number of faculty teach Collaborative Online International Learning (COIL) courses; when faculty "COIL" their classes, they work with international partners to develop learning modules and projects to enhance their courses. Students from both cultures work together on projects embedded within the two different courses. Student learning is enriched, and they develop soft skills such as international experience, cross cultural awareness, and cultural competency. These partnerships provide both students and faculty with some experience in international cooperation, while highlighting the benefits – and challenges! - of international collaborative efforts. And for better or for worse, everyone involved learns to work with others in ways they never imagined before.

This presentation will highlight new COIL courses developed by faculty at SUNY Broome Community College during the 2016-2017 academic year.

2I: When Active Learning Fails

Neeta Primo, Director of Professional Learning & Leadership Development, Finger Lakes Community College

As a faculty developer, I have spent countless hours extolling the benefits of active learning and encouraging my colleagues to use techniques to engage students. But at the end of every workshop or consultation, every instructor, new or experienced, always asks, "What happens when this fails?, What happens if they don't come prepared? What if they just sit there and won't participate?" While I wish that our carefully designed lessons always are successful, I, too, have suffered some disastrous classroom moments. So let's join together in this workshop to consider common scenarios and share tips and strategies to support each other. Using the knowledge and expertise in the room, we will build a toolkit to help you prepare for when our active learning plan fails.

Concurrent Session 3 (2-3)

3A: Building Community with Adjuncts

Jayne Peaslee, Director of The Center for Teaching Innovation & Excellence, Corning Community College and Susan D. Smith, Director of Adjunct Development, Mohawk Valley Community College

Adjuncts carry a big part of the teaching load on our campuses. They influence student retention and persistence, perhaps as much as any segment of the college community. Do our support programs for adjuncts reflect the important role they play with our students? Are we doing all we can to encourage them, to remove obstacles to their success, and to help them develop as teachers? The presenters will share information about their programs for adjunct support and development. There will also be time to share what's happening, and what could be happening, at other colleges.

3B: And what do YOU think?

Martha Gold, Instructional Technologist, Corning Community College

From providing cards to clickers to a simple thumbs up, thumbs down, faculty want to know what their students are thinking. However, getting this information can sometimes get tricky, especially when one solicits it using the technologically difficult clickers. Luckily, there are great free online tools to gather student input and this presentation will feature three of them: Kahoot!, Poll Everywhere and Google Forms. Bring your mobile devices and be ready to participate!

3C: Using MailMerge to Communicate with Students Efficiently

Kitty O'Donnell, Assistant Professor, Business, Onondaga Community College

Online courses provide unique opportunities and challenges on both sides of the desk. While there is much discussion of providing "Guided Pathways" at the curriculum level, I have applied this theory at the course level. I have prerequisites built into my courses that force student participation and achievement at the assignment level. After each assignment, I send each student an email tailored to their results.

1. Congratulations - your score was 90 or better
2. You met the prerequisite, but I need you to review your results and/or rework.
3. You failed to meet the required score - please rework
4. You didn't do the assignment - we need to talk!

This level of communication is easy using the MailMerge feature within Microsoft Word, and requires about an hour per assignment. During this session, I will show you how the feature works, and will share the source documents with you. This feature has become the backbone of my course, and has been well-received by students.

3D: Core Conditioning for Better Posture and Strength

Brandon Shaw, Assistant Professor of Developmental Reading/Writing & Coordinator of Employee Enrichment, Mohawk Valley Community College

This workshop will focus on proper abdominal activation, core strengthening, and improving posture and breathing. These topics will be related to various yoga practices, as well as everyday life and movement. The workshop will revolve around demonstrations of techniques and easy-to-do exercises with discussion revolving around the 'how' and 'why' of each.

3E: Biodiesel as a Window into Chemistry, Invention, Environmentalism and Energy Awareness

David Bradley, Adjunct Faculty, Organic Chemistry, Tompkins Cortland Community College

Describing how biodiesel is made and actually making biodiesel and purified glycerol is an "entry-way" to many important ideas. Initially, this is just a course in doing a set of organic chemistry experiments using "low risk," "low or no toxicity" materials. But it connects to many other ideas: renewable fuels, recycling, climate change, industrial policy, agricultural policy and rural economic viability, and even forestry. While there are lots of aspects to the chemistry of biodiesel, the ramifications of what biodiesel could evolve into are much more profound, including a massive stimulant to the US farming economy, and the replacement of most or *all* fossil petroleum-based diesel fuel. It also touches on how recent history not only has consequences, but how Orwellian our country has become. (Hemp has the greatest oil production potential of *any* crop appropriate for North America, by a factor of 3. In WW2 it was patriotic to grow it; after WW2 it was a crime). Finally, as a possible competitor to crude oil products, biodiesel will face severe pushback from the oil industry, which raises issues including free markets, adoption of innovations, and societal vs. individual gain. Join us for a discussion of how to use a science entry point to talk about issues in many other disciplines.

3F: Understanding Exceptionalities

Christen Baumbach, Learning Disability Specialist/Adjunct, SUNY Broome

Understanding Exceptionalities is a presentation that intended to give professionals insight into Attention Deficit Disorders (ADD/ADHD), Autism Spectrum Disorders (ASD) & Learning Disabilities (LD). ADD/ADHD, ASD and LD are the three most common disabilities present on college campuses. Participants will get to experience what it is like to be a college student with a disability and how using research-based best practices faculty/staff can make the college experience a positive one for our most "exceptional" students.

3G: Collaborative Biology and Entrepreneurship Project

Dr. Jake Jacob, Professor, Biology/Biotechnology; Winfield Westlake, Adjunct Faculty, Geography and Project – based Learning; and students, Tompkins Cortland Community College

We live in an interdisciplinary world where decisions in the public and private sector are consistently made by teams of diverse colleagues with different skill sets. This diversity of talent is the keystone of any successful enterprise. We, as facilitator/teachers, created an encouraging environment where students' ideas could take practical and applicable dimensions. We got out of the way and the students developed the connections. This presentation will showcase how an interdisciplinary team emerged to develop a life-saving Thoracic Lung Catheter, including the process of creating a prototype, drawing up blue prints and schematics, and searching for funding and legal advice to apply for a patent. The students are exploring investment opportunities, partnering with mentors from the private sector, and partnering with engineering consultants from the "Rev Center" (a regional incubator) and Cornell University.

3H: Best Practices for Teaching in a Diverse Classroom

Stephanie Malmberg, Adjunct Instructor, English, SUNY Broome

Using Paulo Freire and bell hooks as pedagogical underpinnings, this session is designed to provide faculty with insights into engaging first generation, socioeconomically disadvantaged, and/or historically under-served college students in identifying their social positionalities as axes of inquiry and sites of power while developing core competencies of college writing and critical thinking. This is achieved through student engagement with scholarly works, novels, and media that provide depth and breadth of representation of these groups in a thoughtful and accessible manner. This session features a discussion on the development of thoughtful and dynamic writing assignments that encourage and support students through this process. Critical reading reflections and analyses are emphasized in the development of a curriculum that challenges and engages students in critical thinking, active agency, and self-advocacy in the learning experience. Discussion as to maintaining relevancy of curriculum for all students in the classroom will be explored, along with advice as to how to navigate inevitable resistance and effects of cognitive dissonance. There will be a sample reading list for both faculty and students provided to attendees.