2015 Program Descriptions

Keynote (9-10:15)

Our Students Speak: Do We Listen?
Low student success rates. Unengaged students. Disappearing students. Half of community college students leaving by the end of the first year. We’re all frustrated, but what can we do to change those outcomes? What do our students tell us they need at the front door to help keep it from turning into a revolving door?

Our Keynote Speaker will be Arleen Arnsparger, Senior Associate with the Center for Community College Student Engagement (CCCSE). She works with community colleges and education organizations whose leaders are striving to improve student success. A frequent keynote speaker and facilitator, Arleen also conducts focus groups and teaches others how to learn from focus group discussions in their own organizations. Arleen developed the Initiative on Student Success at the Center for Community College Student Engagement (CCCSE) at The University of Texas at Austin and led the Center’s qualitative work for more than a decade. In that role, she worked with community colleges throughout the country, conducting focus groups and interviews with students to learn about their college experiences, interviewing presidents, and listening to faculty and staff. Arleen is co-author of the book and producer of the companion video, Students Speak – Are We Listening? Starting Right in the Community College. She has also published numerous articles related to student success and is producer of the video Aspirations to Achievement: Men of Color and Community Colleges.

Concurrent Session 1 (10:30-11:40 am)

1A: Keynote Follow Up with Arleen Arnsparger

1B: The Role of Culture in Language Learning
Engracia Schuster, Professor, Spanish/Spanish Language, Onondaga Community College
A need to communicate with native speakers of other languages, and a desire to understand diverse cultures drives the study of a second language. Truly effective second language curricula integrate culture seamlessly into language instruction, providing a context for communication and encouraging creative, exploratory language use. From Professor Schuster’s perspective, culture is not a throwaway aspect of foreign language instruction: it is the engine propelling learning forward. Engracia Angrill Schuster, Coordinator and Professor of Spanish at Onondaga Community College (SUNY) for nearly twenty years, recently authored the manual Critical Thinking in Language Learning. Professor Schuster will discuss steps to develop curricula that promote cultural inquiry and exploration, while modeling effective language teaching and learning methods that integrate culture for the purpose of engaging students in communication.
1C: Technology, Cognition & Emotion
Dr. Michele A. Whitecraft, Adjunct Instructor, Chemistry, Tompkins Cortland Community College

“Academic culture needs to embrace the simple fact that cognition, which is our business, is intimately linked to affect, no matter how much we think emotions are not our business,” Parker Palmer.

The focus of this session is to uncover the affective domain of learning and teaching by looking at the interplay of technology, cognition and emotion.

Are you a systemizer or an empathizer? And what does it matter anyway? In this session participants will explore the works and experiments of Parker Palmer, Antonio Damasio, Simon Baron-Cohen et al. to gain a better understanding of how to foster a more holistic classroom environment. Participants will collect data using Simon Baron-Cohen’s "Reading the Mind in the Eyes" Test, and discuss how this data can help foster synergistic relationships among technology, cognition and emotion in the classroom.

1D: Open Educational Resources: An Overview and Discussion
Dann Coble, Instructor, English, Corning Community College

Open Educational Resources (OER) are openly licensed educational materials (media and documents) that can be freely modified, remixed, and redistributed. OER can supplement and, increasingly, replace traditional instructional materials such as proprietary textbooks. How can you use OERs with your course(s)?

1E: Non-traditional Experiential Learning Courses
Maureen Hankin, Professor, Dental Hygiene, and Mark A. Demetros, Professor, Biology, SUNY Broome

This presentation will focus on two SUNY Broome courses that take the students outside of the traditional classroom.

Health for Haiti – Global Service Learning Course: Health for Haiti is a global service learning course designed to help students explore the dynamics between poverty and healthcare, address specific health-related needs of Haitian people, and learn historical, cultural, economic, political and spiritual aspects of Haiti. Students will engage in service projects at orphanages, hospitals, health clinics and food distribution centers in Haiti. Specific service projects will be designed based on the pre-existing skills of the students and the most pressing community needs as identified by our partners in Haiti. The course will foster fellowship and cultural humility, provide humanitarian assistance to the poorest country in the Western Hemisphere, and prepare students to participate in a dynamic, global world. Upon successful completion of this four credit course, the student not only receives a grade but also 100 Global Service Learning hours is documented on the student’s transcript.

The Biology Department @ Broome Community College offers two alternative classroom options that incorporate fieldwork in our National Parks: The first is a scientific yet sensitive look at one of the world’s rare and endangered wilderness areas. Everglades ecology is studied through an extensive wilderness camping experience in Everglades National Park, involving a minimum of 90 hours of classroom and field instruction. This course is a 4-credit lab science offered during the Winter Session. A second 4-credit lab science is offered in the summer and involves a three-week camping adventure focused on our National Park System. The course concentrates on the variety of ways living organisms respond and adapt to meteorological, geological, and ecological pressure. The National Parks may vary by semester.

1F: Station-to-Station
Cheryl Plescia, Associate Professor, Psychology and Human Services, Mohawk Valley Community College

Ever notice how little attention students pay to the course syllabus? This workshop will explore experiential strategies developed by On Course to make the first day of class exploration of the syllabus more interesting. This Station-to-Station strategy can be used with a variety of content beyond introducing the syllabus.
1G: Tools to Help Students Engage in Reading and Writing Meaningfully
Karen O’Donnell, Professor, Developmental Studies, Finger Lakes Community College
Included in the college’s strategic goals is to improve the writing skills of all students. Often, students write as a response to some text, so often, we need to give students the tools to engage with text to engage with writing. We can do two things as college instructors to help our students – develop meaningful writing assignments and help students understand that these assignments are meaningful. Therefore, this session is meant to be very practical for all attendees. There will be many examples of written assignments (both formal and informal) that can be used or adapted for use in most courses. Included will be multi-genre and multi-media assignment suggestions.

Concurrent Session 2 (12:40-1:50 pm)

2A: Spring Pairings
Brandon Seager, Instructor, Wine Marketing, with TC3 students, Tompkins Cortland Community College
Everywhere you turn people are identifying themselves as foodies and discussing food and beverage pairings in serious tones, talking about weight or body, sugars, acids, alcohol and tannins. Want to know if they have any idea what they’re talking about or want to sound like you do? Ever wondered why your food tastes differently depending on the beverage you pair it with? Join Brandon and TC3 culinary and wine students to learn about the mysterious art of pairing, complete with student-made food creations. Note that this session will involve small amounts of alcohol.

2B: Poverty-Minded Instruction: Strategies for All Students
Nancy Dickerson, LCSW, Adjunct Instructor, Sociology and Human Services, and Maria Nissi, Associate Director of CollegeNow, Tompkins Cortland Community College
The chronic distress that often accompanies poverty impedes information processing and the working memory, among other factors that affect student performance. But there is good news: because the brain adapts, instructors can help students improve their cognitive capacities and increase the likelihood of their success. Presenters will provide an overview of the damaging effects of distress on the brain and share strategies for mitigating the impact of poverty on learning.
Nancy will provide an overview of the brain’s role in learning and working memory and explain how stress inhibits information processing and retrieval. Maria will share engagement strategies for helping students to manage their mind-body states.
Attendees are encouraged to share experiences of working with impoverished students who have both struggled with and overcome distress. Attendees are also encouraged to share engagement strategies of their own, in particular strategies that involve movement, mental exercises, or meditation. They will also participate in and discuss a few mental and physical exercises that can be brought back to the classroom.

2C: The Community College Goes Global: A Tale of a MOOC
Dr. Andrea Wade, Associate Vice President and Dean of Health Sciences/Distance Learning; Erin O’Hara-Leslie, MS Ed., CMA (AAMA) Chairperson of Medical Assisting & Health Studies; Dr. Kimberly McLain, LMHC, RN., Adjunct Instructor Medical Assisting and Health Studies, SUNY Broome Community College
How can you reach a maximum number of people, create an interactive and educational on-line learning environment, and have fun doing it?? Make a MOOC! A MOOC is a massive open online course aimed at creating open access through the web and host unlimited participation. MOOC’s are a growing field and are expected to be of interest particularly to community colleges. We are from SUNY Broome and we plan to walk you through our mission to create and develop a MOOC model for workforce development. We chose the high demand occupation of Home Health Aide/Personal care Aides. We will present the training materials, resources,
and interactive features that are beneficial to both students and local employers. Additionally, we will discuss why this short-term investment has great potential for long-term dividends in the form of further advancements, enhancements, and adaptations, as well as replication and scalability efforts.

2D: Compelling Communication  
David Katz III, Executive Director of Organizational Development, Mohawk Valley Community College  
Whether in a classroom, team room, meeting room or boardroom, we all have a desire to maximize the effectiveness of our communication. We all want the information we present to be memorable, meaningful and inspiring to our audience. I will share principles that align with the current findings from brain research as it relates to learning, best practices in pedagogy, and performance art! This presentation will be a fun, highly interactive, and multidimensional learning experience that will model the elements that make for compelling communication that moves the listener, and motivates them to action, reflection and positive development. These tools are available to us all and will help give you the confidence to become your truly engaging and unique self when you are speaking to groups small and large!

2E: Life Lessons : Are we too busy to notice?  
Liz Brownell, Associate Professor, Graphic Design, Finger Lakes Community College  
It is the nature of our profession to be pulled in many directions. We as Community College Faculty know the needs of our students reach far beyond what we measure in the assessment of our programs. During my sabbatical I had the time and the energy to look at some of the wisdom shared throughout the ages and reflect on how they directly relate to us, and our students. Join me on this visual journey focused on the lessons we learn, and often discount and the strategies we can use to make our classrooms, our college and our community better by keeping them at the forefront of our thoughts. Be ready to create a map of your own lessons learned!

2F: Micro Media Segments Enhance Classroom Lectures  
Ted Nappi, Film Director, Instructor, Communication and Media Arts, and Ed Evans, Journalist, Instructor, Communication and Media Arts, SUNY Broome Community College  
Micro Media are short film clips, and other visual media are valuable assets to illustrate and give greater dimension to textbook concepts and historic figures. The presenters will highlight examples of Micro Media segments we use in our classes. These media moments can create unique opportunities in the classroom for students to significantly engage and relate to course content. Micro Media segments can also create moments of educational surprise for students, bridging historic people and events they are already aware of into parts of the curriculum they are learning about. Content opportunities are more readily available with the ongoing addition of content online, and searchable databases online.

2G: Do You Lean Towards Green?  
Michele (Shelley) Ley, Associate Professor of Business Law; Karl Klein, Associate Professor of Computer Studies; Sean Vormwald, Director of Sustainability and Environmental Health and Safety; and Teresa Godiers, Associate Professor, Chair, Architecture & Interior Design, Onondaga Community College  
Do you want to join the ranks of educators behind a dedicated effort to initiate change and spread a new culture of social, economic, and environmental sustainability? We will talk about how to build sustainability into any curriculum. The panel will take a practical focus so that you walk away with concrete ideas for getting the job done: hints, tips, examples, pitfalls, challenges, and best practices. Topics will include:

- Incorporating sustainability as a course component in your existing course, or focusing on a single sustainability principle or issue
- Developing a sustainability-focused course that concentrates on the social, economic, and environmental dimensions of sustainability, or examining an issue or topic using sustainability as a lens
- Building a sustainability focus into an entire program.
Concurrent Session 3 (2-3:10 pm)

3A: Spring Pairings
Brandon Seager, Instructor, Wine Marketing, with TC3 students, Tompkins Cortland Community College
Everywhere you turn people are identifying themselves as foodies and discussing food and beverage pairings in serious tones, talking about weight or body, sugars, acids, alcohol and tannins. Want to know if they have any idea what they’re talking about or want to sound like you do? Ever wondered why your food tastes differently depending on the beverage you pair it with? Join Brandon and TC3 culinary and wine students to learn about the mysterious art of pairing, complete with student-made food creations. Note that this session will involve small amounts of alcohol.

3B: Wearing Many Hats: Pedagogical Success Stories from Three Instructors' Tenure as Tutors
Jill Loop, Adjunct Instructor, English and Eric Jenes, Adjunct Librarian and Writing and Research Center Coordinator, Tompkins Cortland Community College
Through a partnership program with the college’s Writing and Research Center, adjuncts in writing-based courses are able to work directly with tutors (professional and student) to gain first-hand knowledge of how both drop-in and appointment-based tutoring works on the TC3 campus. Through this collaboration, adjuncts have created a "go-to guide", training materials, and other resources that improve the quality of tutoring students receive. The instructors have also gained valuable information that has changed the way they present assignments and give feedback. This session will focus primarily on the collaborative efforts of tutors, librarians and instructors to create a cohesive learning environment.
We will provide a brief overview of the partnership program, including "success" stories from the three of us. We will also provide data/information on tutoring as an academic service.

3C: Using Deliberation to Engage Wicked Problems
Scott Corley, Associate Professor, History, Philosophy, and Social Sciences, SUNY Broome
Our national motto, E pluribus Unum, suggests “we are one,” but it also implies that we are struggling to become one. Since our democracy will continue to become more diverse, engaging “wicked” problems associated with racial and ethnic injustice requires better ways to communicate and collectively grapple with competing positive values. This presentation will introduce participants to how public deliberation, an important element in the Deliberative Democracy movement, associated with the Kettering Foundation, and dialogue models developed by the National Issues Forums Institute, can help students address and engage issues of racial justice. Particularly among those who sense that “something” is wrong, public deliberation about race and ethnicity offers a way to have effective conversations about what potentially should be done about persistent inequity and discrimination. The presentation will therefore, explain the nature of public deliberation, the theoretical foundation of deliberative dialogue, and offer participants the opportunity to explore how an updated deliberation guide entitled, “Equality and Justice for All” can be used by students to have productive conversations about racial justice in the spirit of improving communities. Participants will also explore how many other deliberations can be used in or outside of the classroom as effective teaching tools.

3D: Self-Management: Understanding Behavioral Competency
Gian Paolo Roma, Coordinator and Associate Professor of Business Programs, SUNY Broome
Each year millions of very smart students drop out of college for non-financial reasons. It is a troubling problem that highlights the need for students to be more resilient, prepared, and effective at reaching their goals. How can educators better prepare students to succeed in this increasingly demanding, changing, and competitive world? One way is to educate students about the basic behaviors that are necessary to achieve goals. Behaviors communicate a great deal. Because certain behaviors lead to better academic performance than others, it is essential that students learn about the relationship between behavior and performance [academic
This session introduces a comprehensive self-management model to help educators instruct students about behavioral decision-making. The session provides a practical framework that can be used to establish, assess, and improve behavioral understanding and performance.

Professor Roma's new book entitled, "Self-Management: Understanding Behavioral Competency" is now the required textbook for all students in SUNY Broome Community College’s Business Program.

3E: The Abundant Mindset and StrengthsQuest
Bill Hysell, Professor, Developmental Studies, and Ron Labuz, Professor, Art, Mohawk Valley Community College
This workshop examines the intersection of an abundant mindset and personal strengths and their implications for leaders.

3F: Blended & Web-enhanced Courses Within- and Across Disciplines: Three Models
Dr. Linda Ross, Associate professor, Social Science, and Dr. Trista Merrill, Professor, Humanities, Finger Lakes Community College
Several faculty members at FLCC have begun experimenting with a variety of hybrid and web-enhanced models of paired courses that are designed to foster better learning environments and improve student success. This panel will consist of several FLCC faculty sharing their motivations, inspiration, implementation, and results. Three distinct models will be discussed, showing student work and methods. Participants will be invited to ask questions and share their own models.

3G: The "Spirit" of Your Instructional Approach
Gladys L. Cleland, M.A., M.S., HDD; Adjunct Instructor, English/Reading/Communication and Electronic Media Communications, Onondaga Community College
Classroom Leaders have the responsibility to create dynamic, intriguing, and substantive learning environments for their students. But, if you – the instructor – do not acknowledge "heart" of the classroom dynamics and how students use the interpretive learning method to make decisions … students may become distrustful and tune out. This session’s facilitator will offer a review of compassionate communications, "the HOW OF NOW," and how to apply it all in the classroom - no matter what the subject.