Audience: **ACAD** instructors

*Facilitator:* Rick Grossman, Professor in Reading and Liaison for College Success  
*Title:* Sharing What Works in College Success  
*Location:* TBD

*Description:* This is an opportunity for instructors to discuss assignments, activities, and materials that have been found effective with students taking ACAD100 or 150. **Participants should bring samples of lessons, projects, and rubrics for participants; materials may be sent to CollegeNow at least 1 week before the conference for photocopying.**

---

Audience: **ACCT** instructors

*Facilitator:* Gary Ford, Professor, Chair of Accounting, and Liaison for Accounting  
*Title:* Helping Students Succeed in Difficult Topic Areas  
*Location:* Room 283A

*Description:* **Participants should bring 3-5 topics that their students are having the most difficulty mastering.** (Review homework assignments and tests to identify areas where students have struggled or need additional help.) This will be a creative thinking session where we identify instructional methods and approaches in those problem areas to help our students succeed. Come ready to share any teaching tips or strategies you have tried to help students understand these difficult topics. **Materials may be sent to CollegeNow at least 1 week before the conference for photocopying.**

---

Audience: **ART** and **COMM** instructors

*Facilitator:* Christine Shanks, Associate Professor, Chair of Graphic Design, and Liaison for Art  
*Title:* Ke’lab, Publishing the Literary and Visual Arts of the Tompkins Cortland CC Community  
*Location:* Room 141

*Description:* Ke’lab is the College’s professional literary and visual arts magazine. You will learn how to integrate assignments for Ke’lab into your courses, from creating works through submission to the journal. We will also discuss how your students may be able to participate in the process of creating the publication, which will be entering its third year. This past year, the preparation of Ke’lab was turned into an applied learning course at the College, putting it entirely in student hands. Chris will share what lessons in applied learning were discovered through that course. **Please bring any assignments or unit that might be used for generating pieces for Ke’lab, so that we can discuss any tweaks to accommodate a Ke’lab submission.**
**Breakout Session I**

**Audience:** BIOL and CHEM instructors  
**Facilitator:** Dr. James R. Jacob, Professor, Chair of Biology, and Liaison for Biology  
**Title:** What Degree Program Are Your Students Pursuing?  
**Location:** TBD  
**Description:** Have your students expressed an interest in pursuing careers in the biologic or health sciences, or are they just taking your course because it’s worth college credit? How are we meeting the advisement needs of students who are pursuing a STEM pathway? What kinds of pathways are available at TC3 and SUNY (and what is seamless transfer)? What STEM jobs can a student do if they don’t want a 4-year degree? We will answer all those questions and maybe more! We will review degree requirements in STEM program, such as Biology, Math & Science, and Applied Science & Technology, so you can advise your college clientele what degree pathway courses they can complete, if not during their tenure in high school, then upon transfer to TC3 or elsewhere. Students need to be advised in plotting an academic career path (not just taking courses for college credit). You will become proficient at designing an academic plan for students at your high school enrolled in TC3 CollegeNow programming that will lead them to completion of certificate or degree, reducing their time at college post-high school. As time allows, we will talk about the prerequisites and expectations for BIOL and CHEM courses in regards to where they should be scheduled in the high school curriculum.

**Audience:** ECHD and EDUC instructors  
**Facilitator:** Anna Regula, Associate Professor, Chair of Early Childhood, and Liaison for Early Childhood  
**Title:** The Raising of America: Early Childhood and the Future of Our Nation  
**Location:** TBD  
**Description:** "The Raising of America" is a five-part documentary series that explores the questions: Why are so many children in America faring so poorly? What does science tell us about the enduring importance of early life experiences on the brain and body? What it is like to be a parent today? And what policies and structures help or hinder the raising of healthy, happy and compassionate children? We will discuss the series and how it can be used in the classroom to foster discussion. The documentary is available for free through the TC3 Library at [https://tccc.kanopy.com/video/raising-america-4](https://tccc.kanopy.com/video/raising-america-4).

**Audience:** ENGL100 and ENGL101 instructors  
**Facilitators:** Lisa Ford, Professor, Chair of English, Liaison for English; Kerry Curran, Assistant Professor; and Bruce Need, Professor  
**Title:** Teaching ENGL100/101 Course Sequences  
**Location:** TBD  
**Description:** For the first time, ENGL100 will be available for concurrent enrollment. To help instructors understand the expectations and approaches to teaching composition, English faculty will share information on the development, structure, teaching, and assessment of ENGL100 and 101. In addition, participants will collaborate on designing a simple lesson plan for helping students develop the information literacy skills needed for writing synthesis papers.
Breakout Session I

**Audience:** ENVS instructors

**Facilitator:** Kurt Schmidt, Adjunct Instructor of Environmental Studies

**Title:** Labs for ENVS101

**Location:** TBD

**Description:** Now that ENVS101 is a laboratory course, what are some of the labs that fulfill the requirements? Please bring in examples of your labs that have been effective and well received so that we can all share what works. Even bring in labs that did not go as well as you had hoped and we can discuss suggestions for improvement. Kurt will share copies of the labs used on campus, as well as the lab protocol, to better facilitate alignment. **Please send a copy of the labs you are sharing to CollegeNow at least 1 week before the conference.**

**Audience:** FREN, GERM, and SPAN instructors

**Facilitators:** Angela Martin, Instructor of ESL and Liaison for French, and Nancy Crane, Adjunct Associate Professor and Liaison for Spanish

**Title:** Culture in the Foreign Language Classroom

**Location:** TBD

**Description:** In this session, foreign language teachers will give a 10-20 minute demonstration of activities/assignments that introduce students to the culture(s) of their target language. Examples could include collaborative assignments, partners in other countries, movies/tv shows, etc. We will choose the presentations on towards the end of May / early June. We encourage teachers to present as it counts as in-school training. Language teachers will walk away with new ways to introduce and reinforce culture in the classroom.

**Audience:** GEOl instructors

**Facilitator:** Jennifer Kidder, Adjunct Associate Professor and Liaison for Geology

**Title:** Teaching and Assessing College Geology

**Location:** TBD

**Description:** We will talk about assessing and grading GEOL101 at the college-level, even when the course is embedded within a yearlong course with a high school component. Please bring a GEOL101 module (lessons, assessments, and rubrics) for which you would like feedback; we will discuss the module and ways to strengthen it.

**Audience:** HLTH104, but open to all HLTH instructors

**Facilitator:** Lisa Seyfried, Associate Professor in Nursing and Liaison for Health

**Title:** Blended Learning for Healthcare Instructors

**Location:** TBD

**Description:** Lisa will lead you on a walk through an online learning environment in HLTH104 and discuss how to incorporate online learning within the traditional classroom setting to create so-called “hybrid” classes. We will review what the Blackboard learning environment looks like and how it can be customized; what learning components can be made online; how to assess learning in hybrid models; how to engage students online; how to ensure the hybrid course meets student learning outcomes; and how the hybrid format may allow you more time in the classroom with your students.
Breakout Session I

**Audience:** HLTH206 instructors  
**Facilitator:** Tackie “T.K.” Huff, Student Success Advisor  
**Title:** Never Have I Ever  
**Location:** TBD

**Description:** The Health curriculum includes discussion of healthy relationships. To come to a deeper understanding of consent and interactive techniques to teach consent, participants will delve into various conversations about everyday consent initiatives, socialization, and unconscious socialization around dating and intimate relationships.

**Audience:** MATH instructors  
**Facilitator:** Erin Cornish, Adjunct Associate Professor and Liaison for Mathematics  
**Title:** Teaching Our CollegeNow Students How to be College Students  
**Location:** TBD

**Description:** There are many differences between CollegeNow courses and college courses. For example, if it is recommended that a college level math course requires, at minimum, 2-3 hours of work outside the classroom to every hour spent inside the classroom, then a 15 hour class week + 30 hours of out of class work = 45 hours of school work per week, at minimum. This is more than a full-time job. Our CollegeNow students are not able to experience this. How can we prepare them for this reality? What other differences exist and how can we improve upon them? What resources are available to our CollegeNow students for learning on their own, outside of the classroom? Exposure and use of resources like Khan Academy will give our students some tools to take with them after high school.

**Audience:** METR, open to other science instructors  
**Facilitator:** Margaret DeGaetano, Adjunct Associate Professor and Liaison for Meteorology  
**Title:** Best Practices for Meteorology and Open Educational Resources (OER)  
**Location:** Computer Lab

**Description:** Learn about the OER version of METR101 and how you can add OER material to your class. See some labs beyond the lab manual. Discover how to write your own labs or adapt labs to fit your class better. If you have a cool lab you want to share please bring it in digital and hard copy or email to us to photocopy. **Submit labs for any meteorological topic to CollegeNow no later than August 1st.**

**Audience:** MUSI instructors, and Open to All  
**Facilitator:** Tatiana Stremlin, Adjunct Assistant Professor and Liaison for Music  
**Title:** The Transformative Power of Classical Music  
**Location:** TBD

**Description:** Tatiana will share some of the research and insights from Don Campbell (author of “The Mozart Effect”) and Alex Doman (expert in the practical application of sound and listening) on how we can use music and silence to become more efficient, productive, relaxed, and healthy.
Breakout Session I

**Audience:** PHSC and ASTR instructors  
**Facilitator:** Eve Vavagiakis, Graduate Student in Physics at Cornell University  
**Title:** Cornell Research and Outreach Opportunities in Physics and Astronomy  
**Location:** TBD  
**Description:** Eve is a PhD candidate in Physics at Cornell. She will provide an overview of current and upcoming cosmology observatories, goals and the big picture (dark matter/energy, gravity waves, neutrinos, clusters, etc.). Much of this discussion focuses on Eve’s graduate research and the work of her colleagues at Cornell. Eve will also describe how you can access Cornell’s outreach opportunities, including activities, tours, and guest speakers, that can engage your students in the world of physics. As time allows, we will talk about the value of physics, including degree paths, career opportunities, and the future of the field. Learn more about Eve and her work at [https://evevavagiakis.com/](https://evevavagiakis.com/)

**Audience:** POSC and HSTY201/202 instructors  
**Facilitator:** David Richards, Adjunct Associate Professor and Liaison for Political Science  
**Title:** Developments in Partisan Gerrymandering  
**Location:** TBD  
**Description:** With courts examining state districting maps and the 2020 Census looming, this is a good time to engage students in discussions about gerrymandering. This workshop will be a review and presentation of teaching materials covering the recent challenges to partisan gerrymandering in Maryland, Michigan, North Carolina, Ohio and Wisconsin. In addition to relevant constitutional principles, the materials will cover the tactics employed by partisans to draw advantageous electoral districts and proposed methods for quantifying the degree to which particular redistricting schemes constitute invidious discrimination against certain voters.

**Audience:** PSYC instructors  
**Facilitator:** Dr. Eric Sambolec, Associate Professor and Liaison for Psychology  
**Title:** Resources for Psychology Courses  
**Location:** TBD  
**Description:** All PSYC103 courses at our campus and online have transitioned to utilizing Open Educational Resources (OER) instead of a traditional print textbook. Eric will show participants the OER and how you can use it in your classes, including some of its advantages over textbooks. Time will also be spent discussing assessment of student learning outcomes and crafting assignments.
Breakout Session I

**Audience:** SOCI instructors, and Open to All

**Facilitator:** Jessica Ross, Adjunct Associate Professor and Liaison for Sociology

**Title:** Bias in the Classroom

**Location:** TBD

**Description:** This workshop will examine implicit and explicit forms of teaching practices that can perpetuate visible and invisible forms of bias in favor of hetero-normative, cis-gender, white, and able-bodied perspectives. Such perspectives will be identified through the curriculum, pronoun use, and classroom activities and interactions. We will use a Writing to Learn methodology to help participants discover and discuss their own teaching practices and curriculum content that may, unintentionally, exhibit implicit or explicit biases. Through examination of these practices, we can generate new ways of teaching and understanding that support and create resonance, rather than dissonance, in the classroom community.

**Audience:** Open to All instructors

**Facilitator:** Various Librarians

**Title:** Library “Open House” and Work Session

**Location:** Library 2nd floor

**Description:** The College’s librarians will be on hand to help instructors understand the resources and services available, both online and in-person. Instructors and students can use their TC3 ID numbers and/or myTC3 login information to access databases, view streaming videos, order books to be delivered to their school, and more. Librarians can also assist with information and training on academic integrity and information literacy (identifying appropriate sources, etc.). All services are available at a distance, but instructors are also welcome to bring classes to campus so that students can get a “real” college experience working on a research project. If you have a specific assignment/project/unit that you’d like to talk to a librarian about, bring it with you.