

The V. James Renda Faculty Resource Center for Academic Excellence

"Committed to quality programs to enhance teaching and learning at N.C.C.C."

FEBRUARY 2021 NEWSLETTER

Congratulations!



Maureen Winters, Recipient of the Chancellor's Award for Excellence in Classified Services.

The State University of New York (SUNY) initiated the Chancellor's Awards for Excellence in the Classified Service to give System-wide recognition for superior performance and extraordinary achievement by employees in the Classified Service. These awards demonstrate SUNY's commitment to individuals who provide superior service to its students and the community at large. The recipient must be an individual who has continuously demonstrated outstanding achievement, skill and commitment to excellence in fulfilling the job description for the position held, and must also demonstrate excellence in activities beyond the scope of the job description. The recipient demonstrates creativity and flexibility in performing his or her position to meet campus needs, and who consistently provide exemplary customer service to students, staff, and other members of the campus community. We are pleased to share that Maureen Winters has been the recipient of this year's award.

Additionally, we thank Maureen for her years of service and congratulate her on her retirement as of January 31, 2021.

Maureen, we will miss you! Thank you for your dedication, service, and humor!



Faculty Spotlight

NFCI Electronic Portfolios



Sabrina Faso, Technical Assistant for Student Services; Adjunct Instructor, Division of Hospitality, Tourism & Culinary Arts (NFCI).

NFCI students are required to complete a portfolio for a majority of labs that they are enrolled in. The portfolio is different for each instructor.

Being a Student Services Advisor, I witness first-hand the struggle students face with this project.

Students often times feel overwhelmed by this and fail to complete their portfolio properly. Students sometimes receive failing grades, or fail to return the following semester as a result of this.

The purpose of this project was to work with all NFCI faculty who require their students to complete a portfolio, and develop a cohesive, electronic portfolio where students could fill in the electronic portfolio as they go.

After working with each faculty member to design their electronic portfolio, students were able to design their electronic portfolios. This has allowed the students to "work as they go". NFCI saw a 5% increase in portfolio submission for those who utilized the electronic portfolios. Additionally, this project has helped to create sustainability!

HG Lewis Library

Black History Month at the Library

In honor of Black History Month, explore print and digital resources held by the Lewis Library on themes of civil rights, race, and diversity. There is a book display on the second floor near the reference desk, a media display on the 3rd floor near D302, and an online display with ebooks here: <https://libguides.niagaracc.suny.edu/spotlights/BHM>
We invite you to walk in the footsteps of the struggles and triumphs of African American individuals, to reflect upon voices discussing race & diversity to achieve antiracist victories, and to commemorate the stories of the African American experience.

Welcome!

Please welcome Maren Smith to the Faculty Resource Center for Academic Excellence as our new administrative assistant. Maren is replacing Maureen Winters, who retired in January. She can be reached at ext. 6790, or by email at marensmith@niagaracc.suny.edu.

Academic Center for Excellence (ACE)

ACE Pilots Supplemental Instruction

This semester the Academic Center for Excellence will be piloting a Supplemental Instruction (SI) program. The SI program targets traditionally difficult academic courses and provides regularly scheduled, out-of-class, tutor-facilitated sessions. SI Leaders are professional or peer tutors that are embedded into the classroom. The following courses will be participating in SI for the spring 2021 semester:

- AAC 042 (Lange)
- CPS 130 (Sorrentino)
- CPS 250 (Sorrentino)
- ENG 101 (Keaton, Morris, Murphy, Sachs)
- HIS 105 (Clarcq)
- HIS 120 (Clarcq)
- HIS 122 (Fisher)
- MAT 106 (Miller)
- MAT 164 (Jowsey)

ACE will report on the findings of the SI program at the conclusion of the semester.

"ACE 001 - Academic Excellence"

Now Available to All Students

All current NCCC students now have access to ACE 001 - Academic Excellence under "Courses" on Blackboard Learn. This free & optional course, facilitated by instructor Sandra Lynn Lytle, will be self-paced and include modules on time management, note taking, knowing yourself, and more. Students will receive a certificate for successfully completed modules. To gain access and view this course, please email Madison Ebsary at mebsary@niagaracc.suny.edu.

HG Lewis Library

Library Course Reserves

The Lewis Library provides a Course Reserves service to support instructional programs at NCCC. Faculty may place high demand class related materials on reserve with restricted loan periods. These materials may include:

- Textbooks and other course-related books
- Media such DVDs
- Documents such as articles, sample exams, readings, lecture notes, etc.

To place items on course reserve, fill out the form located here: <https://libguides.niagaracc.suny.edu/welcome/course-reserves>

In addition to the item(s), we will need to know the class it is for, the semester(s), and the loan period you would like assigned. Materials can be library use only, overnight, 3 days, 1 week, or longer.

The Lewis Library encourages you to place textbooks or additional study material in the library on reserve for the benefit of your students. You may place your personal copies or library material on reserve. You may also make requests for library book purchases; however, we cannot guarantee all purchase requests.

Please contact Andy Aquino

at aaquino@niagaracc.suny.edu if you have any questions about the Library's course reserves service.

Embed a Librarian in Your Class

Do your students need research help? Instead of a one-shot library instruction session, consider embedding a librarian in your class. This way research help can be integrated throughout the semester. Depending on your preferences, the librarian could prepare a short asynchronous lesson each week, or to coincide with certain assignments. This can be done entirely through Blackboard and Zoom. If you are interested in integrating library instruction into your class or would like to schedule a standalone research class, contact Jean Linn or Andy Aquino.

Teaching Tips

Six Common Active Learning Mistakes	
Mistake	How to Avoid the Mistake
Plunge into active learning with no explanation	First explain what you're going to do and why it is in the students' best interest.
Expect all students to eagerly get into groups the first time you ask them to.	Be proactive with reluctant students in the first few group activities you conduct.
Make activities trivial.	Make active learning tasks challenging enough to justify the time it takes to do them.
Make activities too long, such as assigning an entire problem in a single activity.	Keep activities short and focused (5 seconds to 3 minutes). Break large problems into small chunks.
Call for volunteers after every activity.	After some activities, call randomly on individuals or groups to report their results.
Fall into a predictable routine.	Vary formats and lengths of activities and the intervals between them.

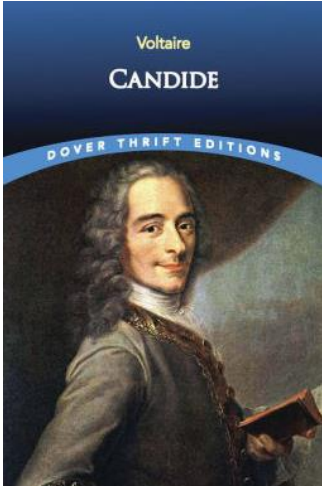
Felder, R. M., & Brent, R. (2016). *Teaching and learning STEM: A practical guide*. San Francisco, CA: Jossey-Bass.

Reading Matters

SAVE the Date!

Monday, May 10 @ 1 pm

Via Zoom Meeting (Link to follow)



The Reading Matters Group announces the next book for discussion hosted by Suzanne Buffamanti, Humanities & Social Sciences Division.

ABOUT THE AUTHOR: “Voltaire” is the pen name under which French author-philosopher François-Marie Arouet who published a number of books and pamphlets in the 18th century and a key figure in the European intellectual movement known as the

Enlightenment. Voltaire was quite controversial in his day, in no small part because of the critical nature of his work.

Before *Saturday Night Live* and similar satirical sketch comedy, there was Voltaire and his hilariously incisive (and compact) *Candide*. When things go pear-shaped for the naive title character, who has been taught that he is living in “the best of all possible worlds,” his encounters with colorful folks make for an illuminating journey--especially for the reader.

Join the Reading Matters Book Group for a discussion of this classic work in the context of social satire.

*Copies of the book will be available in the Faculty Resource Center D106 Suite – watch for email and System Message Alerts. The HG Lewis Library will have copies for borrowing purposes. Personal Purchasing Info: \$4 for the paperback with book code ISBN13: 9780486266893 at Barnes and Noble available for the nook or nook app for \$.99

Faculty Research

Best Paper I Ever Wrote, Episode Six: Furrries & Psychology with Dr. Kathy Gerbassi



In the sixth episode of Best Paper I Ever Wrote, Jess interviews Dr. Kathy Gerbassi, Professor of Psychology at Niagara County Community College.

<https://hickoryplayground.org/bestpaper>

Jess Fisher, Host, and Dr. Kathy Gerbasi, Guest John Morgenstern, Audio Editor & Research Assistant Best Paper I Ever Wrote is brought to you by Hickory Playground, a 501(c)(3) arts organization dedicated to supporting artists. Hickory Playground supports new work by artists from around the world and raises financial support for public school arts departments in Catawba County, North Carolina. Check out hickoryplayground.org to learn more.

Our Retired Colleague

Sandy Gallo, Professor Emerita

What do you like about retirement?

I have been retired for quite some time, but my favorite thing is still the freedom it affords.

I am free to do what I want, whenever I want. When I first retired, I was so used to a structured day that I felt guilty reading for recreation whenever I wanted!

What do you miss about working?

I miss my colleagues, stimulating discussions, classroom interactions, the challenge of structuring an activity to help students understand new concepts, and that look on a student’s face when understanding dawns.

What are your typical activities?

Family is a large part of my life. Our two sons are local as is a large extended family.

My husband and I were blessed with our first grandchild a few months before I retired so we have had ample time to spend with him and his younger brother. Before the pandemic we spent many weekends at family gatherings and birthday parties. I often met various groups of friends for lunch or dinner in person, rather than on Zoom. We miss going to plays, restaurants, festivals and movies on the big screen. I miss roaming through local stores. Hopefully we’ll be able to resume those activities soon.

Until Covid hit, we had a regular fitness routine, exercising six days a week. We still exercise on our own to stay healthy and energetic; but I miss the classes and the “regulars” I got to know and look forward to going back to the gym. I also need to exercise regularly because I love to bake. It’s a stress reliever for me and I have baked my way through the pandemic!

We did some traveling after we retired – France, Switzerland, Italy, California, Florida, the Dakotas, New Mexico. I’d like to see more of the world but I don’t know when I will feel safe traveling again.

What are your future plans?

I want to continue to stay physically and intellectually active, to meet people in person again, to take part in our local activities and travel. It may also be time for me to find a suitable volunteer activity.



Teaching Tips

Facts and Folklore

From *“Why Didn’t I Learn This in College”* by Paula Rutherford

Purposes

- To discover what students “know...correctly and incorrectly...about a topic
- To differentiate between truth, fiction, and spin for concepts with much information in multiple forms
- To validate the existence of folklore



Process

- Have students list all they know or have heard or read about a topic. Encourage them to list folklore as well as facts. This can be done individually, in small groups, or in large groups.
- Have them identify which ideas they think are fact and which they think are opinion, fantasy, or political spin.
- Discuss with the students why they made their choices.
- As appropriate, have students do research on their current thinking to see if they can find data that supports that thinking.

Examples

- **Facts and Folklore** is useful when beginning a topic widely covered in the media, such as a court case or a sport star, to help students learn to separate “hype” from “fact.”
- Try **Facts and Folklore** when beginning a unit on a foreign country to see what the students’ preconceptions are. For example, when studying Spain, students might respond: “They speak Spanish.” “Spain is on the Iberian Peninsula.” “They eat tacos.” “They wear sombreros.” or “Both Christian and Islamic influences are seen in Spanish architecture.” When students share their current knowledge or thoughts, you can learn which topics or details you need to clarify as you teach.

FRCAE Contact

Watch the NCCC System Messages and NCCC Events Calendar for upcoming workshops



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Interim Coordinator, FRCAE/Interim
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Assessment

Self-Test of Assessment Ideas

“Understanding by Design”

Desired Results:

Proposed Assessment:

How likely is it that a student could do well on the assessment by

	Very likely	Somewhat likely	Very unlikely
1. Making clever guesses based on limited understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Parroting back or plugging in what was learned, with accurate recall but limited or no understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Making a good-faith effort, with lots of hard work and enthusiasm, but with limited understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Producing lovely products and performances, but with limited understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Applying natural ability to be articulate and intelligent, with limited understanding of the content in question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How likely is it that a student could do poorly on the assessment by

6. Failing to meet the performance goals despite having a deep understanding of the big ideas? (For example, the task is not relevant to the goals.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Failing to meet the scoring and grading criteria used, despite having a deep understanding of the Big Ideas? (For example, some of the criteria are arbitrary, placing undue or inappropriate emphasis on things that have little to do with the desired results or true excellence at such a task.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



NEW YORK STATE ASSOCIATION
FOR WOMEN IN ADMINISTRATION

WNY AFFILIATE OF NYSAWA BOOK CLUB

We invite you to join us for a special evening with local author Heather Lyon, PhD, who serves as the Assistant Superintendent of Curriculum, Instruction & Technology with the Lowiston-Porter Central School District, as we discuss her new book

Engagement Is Not a Unicorn It's a Narwhal: Mind-Changing Theory and Strategies That Will Create Real Engagement

WHEN

4-5 pm on Thursday, March 18, 2021

WHERE

Online through Zoom

Book Club Discussions are FREE to join.

Participants will need to secure a copy of the book.

Sign up by emailing WNYAWA.NYS@GMAIL.COM and you will receive an email confirmation with the link for the book club event

INFORMATION FROM AMAZON.COM

Despite the fact that unicorns are not real, you undoubtedly know what a unicorn is.

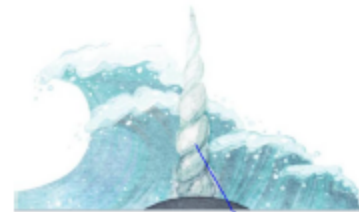
Despite the fact that narwhals ARE real, you may not know what a narwhal is.

In schools, we think that engagement at the highest level like it's a unicorn—something we've heard of but know isn't real. We should be thinking of engagement in schools as a narwhal—something that we may not know much about but is absolutely real and can be found right in your own school!

In this book, Heather Lyon creates a common understanding of what engagement looks and sounds like so that anyone can design and gauge instruction using this understanding. More importantly, with this knowledge educators can make changes to instruction to truly increase student engagement.

Copyright Material
Engagement
is Not a Unicorn
(It's a Narwhal)

Mind-Changing
Theory and Strategies
That Will Create Real Engagement



VIRTUAL SURC

**SUNY UNDERGRADUATE
RESEARCH CONFERENCE
APRIL 16, 2021**



The SUNY Undergraduate Research Conference (SURC) is a multidisciplinary spring semester event that brings together undergraduate students and faculty mentors from across the SUNY system for a full day of activities, including sessions devoted to student presentations (oral, poster, and artistic displays), keynote speaker, a SUNY Graduate School Fair, and professional development workshops for students.

SUNY Old Westbury will host virtual SURC 2021 this April.
By bringing together students and faculty from across the state, SURC helps realize the synergistic power of the SUNY system.



For more information, visit:

suny.edu/surc

Or email **surc@suny.edu**