



The Joy Shechtman Mankoff  
Center for Teaching & Learning presents



# Camp Teach & Learn 2019

## Wednesday, Thursday, & Friday

### May 22, 23, & 24

This year's Camp Teach & Learn features a broad range of three dozen workshops and discussions offered in conjunction with over twenty different groups and offices across campus. These events focus on improving student learning and experiences, implementing and refining our Connections Curriculum, and interrogating the nature of our work. We hope you plan to attend.

**If you would like to participate in one or more of these workshops or discussions, please RSVP by Monday, May 13<sup>th</sup>.**

**The easiest way to RSVP is to visit**

**the [Camp T&L Eventbrite](https://tinyurl.com/CampCTL2019) website (<https://tinyurl.com/CampCTL2019>)**

**and select the events in which you plan to participate.**

**Alternatively, you can email Michael at [CTL@conncoll.edu](mailto:CTL@conncoll.edu) with a list of the specific workshops & discussions you would like to attend.**

## Wednesday 22 May 2019

**8:30 AM to 10:30 AM on Wednesday**

### **Everything You Need to Know about Student Mental Health: A Workshop for Faculty**

**with David R. Reetz, Ph.D., Director, Counseling and Psychological Services,  
Rochester Institute of Technology.**

Wednesday 22 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

As a faculty member, you are well positioned to identify changes in student well-being and mental health. Nonetheless, you may feel unprepared to navigate or act in such situations. During this workshop you will learn the different components of student mental health, will identify student triggers, and will better understand how to establish a positive tone and an accepting climate for students with mental health concerns. We will discuss scenarios and share concrete examples that will enable you to engage students in an effective way about the state of their mental health and their current needs.

David R. Reetz, Ph.D., Director, Counseling and Psychological Services, Rochester Institute of Technology, is a nationally recognized expert in college mental health and a respected national speaker on the topic of faculty and staff response to students' mental health.

Co-sponsored by the Student Counseling Services through SAMHSA Grant Funding.

## How to Be an Effective FYS Staff Adviser

Wednesday 22 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

What makes an effective Staff Adviser? What are the expectations of your position? What are some tried-and-true strategies for creating a cohesive and effective advising team? During this session, we will address these topics and more. As we head into our sixth iteration of team advising for FYSs, we have many examples to share about how different teams have individualized their approaches and how you might adapt these ideas to your own FYS.

*Staff Advisers for the 2019-20 Academic Year are required to attend.*

Co-sponsored by the Office of the Dean of the College.

## Mentoring Faculty Colleagues: Theory & Strategies

Wednesday 22 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

Mentoring is a complex and important responsibility for all faculty. And faculty members *at all stages of their career* can benefit from mentoring. We currently have no formal mentoring for post-tenure faculty nor for department chairs. Our system only includes assigning "Camel Colleagues" to all incoming faculty—department chairs are expected to fill in the rest. In this session, we will continue the discussion started this spring about how to become a more effective mentor, who should be doing the mentoring, and how we can develop better institutional support for our colleagues—both new and experienced.

Facilitated by Anne Bernhard, Simon Feldman, & Julie Rivkin.

Co-sponsored by the Office of the Dean of the Faculty as part of the "Easy Chairing" Series.

## 10:45 AM to 12:15 PM on Wednesday

### Before, During, & After:

### Helping Students Make the Most of Study Away

Wednesday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

How does your department help students before, during, and after they study away? Some departments have developed programs to give their majors relevant preparation to study abroad and help them unpack their experiences once they return. Other departments are beginning to recognize the need to do so. This session will review best practices in study abroad programming, and will provide an opportunity for individual faculty members to consider the specific needs of their department.

Facilitated by Ruth Grahn and Julie Rivkin.

Co-sponsored by the Study Away Advising Seminar and the Office of Global Initiatives.

## Finding Money for Research

Wednesday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

Grants from government and private sources can pay for most research costs, including travel, supplies, equipment, student interns, and salary. This hands-on workshop will show you how to find the best grants and fellowships for your research and creative projects. We'll focus on SPIN (Sponsored Programs Information Network), a subscription database that brings together thousands of open funding opportunities across disciplines and makes them searchable by keyword. Available free of charge to College faculty and staff, SPIN allows you to fine-tune searches with filters, save searches, and set up automatic notifications of new opportunities. We will also explore online databases of past awards that reveal much about grantors' priorities, demo the Foundation Center's database of foundation giving, and discuss strategies for locating discipline-specific funding.

Co-sponsored by the Office of Corporate, Foundation, & Government Relations.

## FYS Team Advising Workshop

Wednesday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

The Team Advising approach is a cornerstone of the First-Year Seminar program and supports our new students as they are introduced to the expectations and opportunities of college life. In this session, we will examine the structure of the approach, effective practices, and how the program is assessed. Seasoned Advising Teams will share their experiences and what they have learned from first-year students and their advisors about their experiences. You will leave this session with an understanding of the expectations for the summer and academic year and concrete plans for your own team.

*Faculty and Staff Advisers for the 2019-20 Academic Year are required to attend.*

Co-sponsored by the Office of the Dean of the College.

## 1:15 PM to 2:45 PM on Wednesday

## Talking Talking: Intergroup Dialogue as Critical Pedagogy

Wednesday 22 May 1:15 PM to 2:45 PM, lunch served at Noon

"I just don't feel comfortable talking about race." This kind of remark is a common refrain for undergraduate students in U.S. institutions of higher education, particularly White students. But the truth is that most people—not just college students—feel completely ill-equipped to engage in any meaningful dialogue across racial lines or other social divides. Perhaps this is because most of us haven't been taught how to effectively do so.

Intergroup Dialogue (IGD) serves as a powerful answer to these challenges in two ways: as a critical pedagogical approach to analyzing the relationships among social identities, power, & justice, and as an experiential model for helping students develop the necessary skills for engagement in difficult conversations. The flagship IGD program began as a social justice education initiative at the University of Michigan in 1988 during a heightened period of campus unrest around issues of race and ethnicity. Conceptualized and implemented as a partnership between academic and student life, the model blends theoretical and experiential education to facilitate student learning. Join us as we share plans to pilot an IGD initiative at Connecticut College. We will explore an IGD model that has been successfully implemented at peer liberal arts institutions and practice the model with an interactive exercise.

Co-sponsored by the Dean of Institutional Equity & Inclusion.

## **Engaging Your Students Outside of the Classroom: A Workshop for FYS Faculty & Staff**

Wednesday 22 May 1:15 PM to 2:45 PM, lunch served at Noon

Every first-year seminar advising team is expected to take students out of the classroom for engagement activities, but how does one do this? What are the best practices? This workshop will explore the funding available, campus processes for taking students off-campus, the fall events calendar, collaborating across seminars, and more. By the end of this workshop, faculty and staff advisers should be well on their way to having their events planned.

*Faculty and Staff Advisers for the 2019-20 Academic Year are required to attend.*

Co-sponsored by the Office of the Dean of the College.

## **Every Summer Needs a Plan**

Wednesday 22 May 1:15 PM to 3:45 PM,  
(2 ½-hour session), lunch served at noon

Do you start the summer with high hopes for your projects, but end up disappointed by your actual productivity? Do you want to figure out how to be more productive AND enjoy your life this summer? Join us for a hands-on planning webinar! During this National Center for Faculty Development & Diversity (NCFDD) webinar given by Rachel McLaren, PhD, you will identify your personal and professional goals for the summer, create a strategic plan to accomplish them, and identify the types of community, support, and accountability you need to make this your most productive and balanced summer ever!

Facilitated by Anne Bernhard, Michelle Neely, and Jennifer Rudolph.

Co-sponsored by the Office of the Dean of the Faculty.

## **3 PM to 4:30 PM on Wednesday**

## **Everything You Need to Know about Student Mental Health: A Workshop for Staff**

**with David R. Reetz, Ph.D., Director, Counseling and Psychological Services,  
Rochester Institute of Technology.**

Wednesday 22 May 3 PM to 4:30 PM

College staff are very involved with identifying, advocating for, and supporting student mental health. As a staff member you are well positioned to identify changes in student well-being and mental health, but you may feel unprepared to navigate or act in such situations. During this workshop you will learn the different components of student mental health, will identify student triggers, and will better understand how to establish a positive tone and an accepting climate for students with mental health concerns. We will discuss scenarios and share concrete examples that will enable you to engage students in an effective way about the state of their mental health and their current needs.

David R. Reetz, Ph.D., Director, Counseling and Psychological Services, Rochester Institute of Technology, is a nationally recognized expert in college mental health and a respected national speaker on the topic of faculty and staff response to students' mental health

Co-sponsored by the Student Counseling Services through SAMHSA Grant Funding.

## **FYS Writing & Assessment Workshop**

Wednesday 22 May 3 PM to 4:30 PM

The first year of college is a particularly crucial time to work with student writers. During this early moment in their college careers, these writers face special challenges as they make the transition from high school to college writing. In this workshop, we will share useful approaches and effective teaching strategies for addressing these challenges, drawing on the expertise of our FYS Faculty Writing Fellows. We will also discuss these teaching strategies in relation to recent, and upcoming, assessments of FYS Writing.

Facilitated by Steve Shoemaker; discussants include Simon Feldman, Heidi Henderson, and Emily Morash.

Co-sponsored by the Dean of First-Year Students and the Roth Writing Center.

## **Understanding Accommodations: Compliance & Equity**

Wednesday 22 May 3 PM to 4:30 PM

Equity, integrity, civil rights, "reasonableness," and logistics. How do these ideas apply to academic accommodations in higher education? Learn more about why students receive academic accommodations, what options you have regarding their implementation, and the potential problems that can arise from inconsistent practices. In this discussion you can share your concerns, ask questions, and provide feedback so that Student Accessibility Services can be a better resource for you and your students.

Facilitated by John McKnight and Melissa Shafner.

Co-sponsored by Student Accessibility Services and the Office of the Dean of Institutional Equity & Inclusion

## **Every Summer Needs a Plan**

Wednesday 22 May 1:15 PM to 3:45 PM

*(part 2, continued, starts at 1:15 PM, see above)*

# **Thursday 23 May 2019**

**8:30 AM to 10 AM on Thursday**

## **Our Pathway Senior Reflection Seminars**

Thursday 23 May 8:30 AM to 10 AM, breakfast served at 8 AM

This coming Fall 2019 our Pathway students will enroll in the first senior year Connections "Reflection Seminars," and on November 7th, 2019, the First All College Symposium for senior pathway and center presentations will take place. The symposium is our students' opportunity to share what they have learned from integrating coursework across the curriculum with a global-local engagement experience, all informed by an animating question they have developed and refined.

Whether you teach a First Year Seminar, offer a ConnCourse, are involved with a Pathway, or advise pre-major or major students, you have an important role in preparing our students for this critically-reflective work. By understanding the ultimate goals we have for Connections, we can all help our students prepare for their final integrative work.

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What questions can we ask our students to help them make sense of and create a compelling narrative about their educations? What can all of us learn from our Centers about how students can best communicate about their process and discoveries? Over the past year a group of Pathway leaders have been meeting and working on addressing these questions and more. This important discussion offers faculty and staff an opportunity to explore with Pathway Coordinators and other Connections leaders some of the possible approaches for the Senior Reflection Seminars.

Discussants include Libby Friedman, Noel Garrett, Christopher Hammond, and Gary Parker.

Co-sponsored by the Pathways Coordinators Seminar and the Office of the Dean of the College.

## Strategies for Mid-Career Faculty Success

Thursday 23 May 8:30 AM to 10 AM, breakfast served at 8 AM

So you got tenure! Now what? Once you get tenure, you think things will get easier, right? But somehow that isn't what happens for most of us. How can we manage our new workload, still be productive, and avoid the mid-career blues? We often experience sudden shifts in our research agendas, changes in our approaches to teaching, and increased service expectations. We are asked to provide expertise in new ways, such as reviewing book manuscripts or serving on national or international grant funding committees—tasks that come with implicit expectations but often without guidance or feedback. We will discuss a variety of approaches and strategies for successfully navigating these changes.

Facilitated by Luis Gonzalez and Karen Gonzalez Rice; discussants include Michele Dunlap, Simon Feldman, and Mónica López Anuarbe.

Co-sponsored by the Office of the Dean of the Faculty.

## Extending Connections to the Student Experience Beyond the Classroom

Thursday 23 May 8:30 AM to 10 AM, breakfast served at 8 AM

The divisions of Student Life, Dean of the College, and Institutional Equity and Inclusion (the Student Experience Group) have collaborated over the past several years to develop learning goals and outcomes grounded in the guiding principles of Connections. These learning goals align the students' out-of-the-classroom and community experiences with the integrative and reflective objectives of their academic curriculum. We have defined these learning goals as the CORE of student experience—Challenge-Ownership-Reflection-Engagement—and are in the process of generating learning plans that help to realize these goals. Drawing on guidance from the *Institute on the Curricular Approach*, the development of these learning goals is based on an educational approach that is intentional, developmentally sequenced, and defined by institutional mission and purpose. The session will provide time for discussion to help inform the future direction of this work and identify ways to collaborate with faculty and staff colleagues across campus.

Facilitated by Victor Arcelus, Kate McDonald, Sara Rothenberger, Jefferson Singer, and Rachel Stewart.

Co-sponsored by Division of Student Life, Office of the Dean of the College, and the Office of the Dean of Institutional Equity & Inclusion.

## **10:15 AM to 11:45 AM on Thursday**

### **Wellbeing in the Learning Environment**

Thursday 23 May 10:15 AM to 11:45 AM, lunch served at 11:45 AM

Our Connections Curriculum urges students to find their passion, use their voice, and integrate their education, but in order for students to do so they must understand who they are as learners, identify their personal strengths, and apply these to their educational experiences. The reciprocal relationship between student learning and student wellbeing is a critical component for engaged learners and the Connections Curriculum. In this session, we will discuss how we define wellbeing at Connecticut College, explore the relationship between wellbeing and academic success, and identify strategies to strengthen the wellbeing of our students—all aimed at improving student learning in our classrooms, labs, and studios.

Led by CC Curtis and Jillian Marshall.

Co-sponsored by Student Life.

### **Mentoring Students for Major Fellowships**

Thursday 23 May 10:15 AM to 11:45 AM, lunch served at 11:45 AM

Fellowships offer our graduates the opportunity to further their educations by studying in amazing places and pursuing their academic passions. This session will provide an overview of major national and international post-graduate fellowships (including Rhodes, Marshall, Fulbright, Beinecke) available to advanced undergraduates; offer tips for mentoring students through the application process (from development of proposals to submission); discuss various components of a competitive application; and clarify current internal processes and support structures at the College.

Led by Amy Dooling.

Co-sponsored by the Office of Global Initiatives and the Fellowship Committee.

### **Effective & Efficient Approaches to Responding to Student Writing**

Thursday 23 May 10:15 AM to 11:45 AM, lunch served at 11:45 AM

A written response to a student draft can be a crucial teaching tool, but such responses can also be time-consuming and difficult to write. In this workshop, we will share effective tips and strategies for writing comments efficiently and productively. This workshop is designed to be relevant to all faculty members who emphasize writing in their courses.

Led by Steve Shoemaker.

Co-sponsored by the Roth Writing Center.

## Recent Lessons in Shared Governance & Academic Freedom

Led by Michael DeCesare, Professor & Chair of Sociology, Merrimack College

Thursday 23 May 10:15 AM to 11:45 AM, lunch served at 11:45 AM

This session will review principles of shared governance as they are set forth in the AAUP's jointly formulated Statement on Government of Colleges and Universities. It will also suggest lessons that can be learned from recent violations of principles of governance, academic freedom, tenure, and due process at various institutions, including Trinity College, St. Edward's University, Spalding University, The College of Saint Rose, and the University of Iowa.

Dr. Michael DeCesare is chair of the AAUP's Committee on College and University Governance, a member of the executive committee of the AAUP Council, vice president of the Massachusetts AAUP Conference, and president of Merrimack's AAUP chapter. Since 2016, he has chaired three AAUP committees appointed to investigate violations of principles of shared governance, academic freedom, and tenure.

Co-sponsored by the Connecticut College Chapter of the AAUP.

## 1 PM to 2:30 PM on Thursday

### Our All-College Symposium

Thursday 23 May 1 PM to 2:30 PM, lunch served at 11:45 AM

This session will be an overview of the upcoming All-College Symposium, which will be held November 7, 2019. The goal of the symposium is to showcase the work and research of seniors in Pathways and Centers, and to develop an all campus celebration of Connections. What will the day look like? How should the students best present their work and reflections? How will faculty and staff participate? How will the symposium fulfill the goals of Connections? We're looking for input and ideas, so please come join in the planning process.

Discussants include Mary Devins, Libby Friedman, Noel Garrett, Christopher Hammond, Andrea Lanoux, Steve Lubert, Gary Parker, Cathy Stock, Andrea Wollensak, and Audrey Zakriski.

Co-sponsored by the Pathways Coordinators Seminar, the Centers, and the Office of the Dean of the College.

### What is it like to have a Learning Disability?

### Simple Strategies to Help Students with Learning Differences

Thursday 23 May 1 PM to 2:30 PM, lunch served at 11:45 AM

What does it mean to have a learning disability? What does a learning disability look like in our classrooms, studios, and labs? In this workshop, you will experience what it is like to have a learning disability in order to better understand how it can affect a student in the classroom. We will discuss why certain accommodations are given to students, as well as explore some simple strategies to help students with learning disabilities—all students, in fact—become more effective learners. *This workshop was first offered at Camp 2016 and is back by popular demand.*

Co-sponsored by Student Accessibility Services.



## Orientation for New Department Chairs

Thursday 23 May 1 PM to 2:30 PM, lunch served at 11:45 AM

Are you stepping into a new role next year as a department chair or an assistant chair? Or maybe you're returning to the role after several years? If so, consider attending this session to learn more about the responsibilities and expectations of chairing as well as strategies to be an effective chair. We will discuss ways to transition into the role, how to create a plan for your term, and strategies to balance your own work with departmental work, handle budgets, mentor colleagues, and more! The discussion will include current and former chairs who can share their experiences and answer your questions.

Led by Anne Bernhard.

Co-sponsored by the Office of the Dean of the Faculty.

## Green Dot Training for Faculty & Staff

Thursday 23 May 1 PM to 4:15 PM (3-hour session), lunch served at 11:45 AM

Since 2010, more than 1,000 members of the Connecticut College community have been trained in the Green Dot bystander intervention program, a nationally-recognized curriculum to prevent acts of power-based personal violence, including sexual harassment, sexual assault, intimate partner violence, and stalking. Based on research and theory in areas such as social diffusion, influence and persuasion, and social psychology, the Green Dot curriculum teaches participants to develop their own strategies to not only intervene when they see an act of personal power-based violence, but to also act strategically to prevent incidents from ever occurring. We invite you to join this training session to learn what you can do in both your personal and professional life to prevent violence.

Led by Stan Ching and Rachel Stewart.

Co-sponsored by the Office of Sexual Violence Prevention & Advocacy.

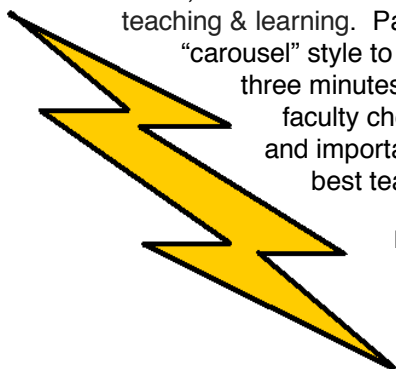
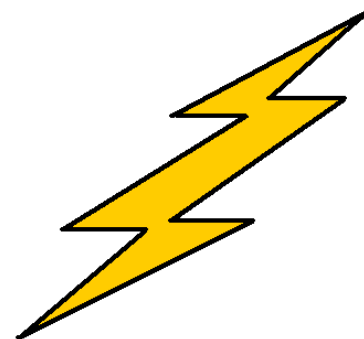
**2:45 PM to 4:15 PM on Thursday**

## CTL “Awesome Ideas” Lightning Session

Thursday 23 May 2:45 PM to 4:15 PM

This fun, fast session will feature some of our colleagues' most effective & innovative approaches to teaching & learning. Participants will move through the room in small groups, going from table to table “carousel” style to collect our community's best, simplest teaching & learning hacks, all explained in three minutes, with three minutes of questions. You'll engage in lightning-fast discussions with faculty chosen from across campus, gleaning one-page overviews that highlight the goals and important practical details of each teaching strategy. Come learn about our colleagues' best teaching interventions in this fun, madcap learning environment!

Hosted by Afshan Jafar, Michael Reder, and Karen Gonzalez Rice.



## Copyright Essentials for the Classroom

Thursday 23 May 2:45 PM to 4:15 PM

Do you have questions about which materials you can use in your teaching and research, and when you can use them? In this workshop, we'll discuss the key issues surrounding copyrighted materials, including an overview of copyright (what can and cannot be copyrighted, how long it lasts, and how it relates to licenses and contracts); the theory and application of Fair Use; and various other teaching-related exceptions to copyright. We'll also dive into some issues that arise most frequently on college campuses, including the use of copyrighted materials in teaching, assignments, and campus advertisements; utilizing images and video; concerns arising from the public presentation of student work; and copyright/ownership of your own research.

Led by Fred Folmer.

Co-sponsored by Information Services.

## Green Dot Training for Faculty & Staff

(part 2, continued, starts at 1 PM, see above)

# Friday 24 May 2019

**8:45 AM to 10:15 AM on Friday**

*CTL Reading & Discussion Group*

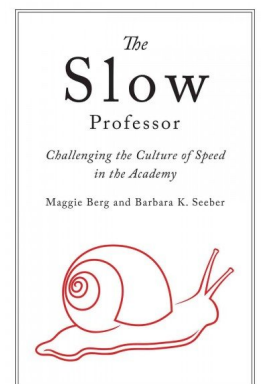
## The Slow Professor: Challenging the Culture of Speed in the Academy (2016)

by Maggie Berg & Barbara K. Seeber

Friday 24 May 8:45 AM to 10:15 AM, breakfast served at 8 AM

Many of us struggle with feeling like we are managing our lives rather than living them. How can we minimize stress and maximize resiliency as we plan our classes, work out our research agendas, and navigate our service commitments, not to mention attend to our personal lives? What can we do to more intentionally create a sustainable and fruitful career and life? *The Slow Professor* suggests that if we radically shift our perspectives we can simplify our teaching, enjoy faculty governance, and sink into our research. In this book reading and discussion group, we will read this short book, discuss its implications, and consider how to implement its ideas in our own lives.

Discussion run by Anne Bernhard & Karen Gonzalez Rice.



## Developing an Inclusive STEM Curriculum

with Dr. Stacey Lawrence, Assistant Director of STEM Initiatives,  
Sheridan Center for Teaching and Learning, Brown University

Offered twice:

Friday 24 May 8:45 AM to 10:15 AM, breakfast served at 8 AM  
& again at 10:30 AM to Noon, lunch served at Noon

What are the features of a truly inclusive STEM curriculum? In this workshop, participants will have an opportunity to build on previous conversations on race, ethnicity, and power in STEM and learn to meaningfully integrate changes into the courses they teach. **Participants are encouraged to bring one copy of their course syllabus and a mobile device with internet access.**

Dr. Stacey Lawrence is the Assistant Director for STEM Initiatives at the Sheridan Center for Teaching and Learning at Brown University. In this role, Stacey supports members of Brown's STEM teaching and learning community by developing a robust suite of programs to support Brown's commitment to diversity and inclusion. Prior to arriving at Brown, she was the Assistant Director for Graduate and Postdoctoral Teaching Development at the Yale Center for Teaching and Learning, where she focused on expanding teaching resources to the predominantly STEM postdoctoral community. Stacey holds a Ph.D. in Molecular, Cellular, & Developmental Biology from Yale, a M.A. in Biology from Fisk University, and a B.A. in Biochemistry & Molecular Biology from Clark University.

Co-sponsored by the Center for Comparative Study of Race & Ethnicity (CCSRE).

## Responding to Student Disclosures of Sexual Violence from a Trauma-Informed Perspective

Friday 24 May 8:45 AM to 10:15 AM, breakfast served at 8 AM

Given that we live and work in an age where an estimated one-in-five women, one-in -sixteen men, and one-in-two transgender and gender non-conforming college students experience sexual assault, there is a high likelihood that higher education faculty and staff will interact with victim-survivors of sexual assault or dating violence on a frequent basis. While not all of these students will disclose their experiences, being prepared to support these students and respond to disclosures can have a significant impact on their well-being.

This workshop will utilize the "4 R's" of trauma-informed work to provide information and strategies about how to respond when a student discloses an experience of sexual or relationship violence. An introduction to the context, scope, and effects of violence will help you to better understand the widespread impact of trauma, and a brief introduction to the neurobiology of trauma will help you to recognize the signs and symptoms of trauma that a student might be experiencing. We will also discuss concrete strategies for avoiding re-traumatization, and undertake case studies so you can begin to practice your response and integrate the knowledge from this workshop.

Led by Rachel Stewart.

Co-sponsored by the Office of Sexual Violence Prevention & Advocacy.

## **Effectively Using Faculty Resources (Time & Money) in a Challenging Economic Environment**

Friday 24 May 8:45 AM to 10:15 AM, breakfast served at 8 AM

The current economic and admissions environment in higher education means that Connecticut College is facing unprecedented pressure on the academic affairs budget at the same time that we are putting in additional efforts to fully implement the Connections Curriculum. We as a faculty have the opportunity to take the lead on exploring solutions to these dual challenges. While other domains of the college have undertaken the task of reducing expenses in a variety of ways, the FSCC wants to ensure that the faculty also take an active role in the hard and creative cost-reduction work that needs to be done to insure the sustainability of the financial and curricular future of the college.

Participants in this session will engage in discussions about what we can do to more effectively use our resources. How might we think differently about the course schedule? Under-enrolled courses? Or the adjunct faculty budget? Are there ways that we can reduce spending without impacting the quality of education? To help inform these discussions, participants will have the opportunity in advance to explore data relevant to this discussion (such as faculty stipends and remissions, course numbers and enrollments, etc.).

Discussion facilitated by Chad Jones and Danielle Egan, with members of the FSCC including Stan Ching and Ken Prestininzi.

Co-sponsored by the Faculty Steering & Conference Committee (FSCC).

### **10:30 AM to Noon on Friday**

## **Developing an Inclusive STEM Curriculum with Dr. Stacey Lawrence**

*This is the second time this workshop is offered:*

Friday 24 May 10:30 AM to Noon, lunch served at noon

*Repeat of 8:45 AM session; please see description above.*

## **Work/Life Balance for Parents**

Friday 24 May 10:30 AM to Noon, lunch served at noon

This will be an informal discussion open to parents of children of any age (young, grown up, not yet arrived). We will discuss the challenges of maintaining a healthy work/life balance while raising children. How much time can you spend with your children while staying on track in your job? Should you sacrifice your own personal interests and hobbies in order to focus on parenting and work? And what can we offer as a community to help parents navigate these challenges? Topics include childcare, dealing with unexpected illness, after hours meetings and events on campus, working outside of work hours, and anything related that people wish to discuss.

Discussion facilitated by Jeff Moher; discussants include Ginny Anderson, Purba Mukerji, Tobias Myers, Karen Gonzalez Rice, Jacob Stewart and Yan Zhuang.

Co-sponsored by the CTL Parents Group.

## How Do We Get Free?

### Mapping Race & Ethnicity Across the Curriculum

with Christina Heatherton, Assistant Professor, Barnard College, and  
Keeanga-Yamahitta Taylor, Assistant Professor, Princeton University

Friday 24 May 10:30 AM to 2:30 PM, (3-hour session), lunch served at noon

This session is designed for faculty and staff who already offer courses that engage issues of race, ethnicity, and Indigeneity. In anticipation of the proposed GE requirement on Social Difference and Power, this session aims to coalesce faculty expertise in a process of curriculum mapping to assess what we already offer, what might be missing, and what we might need to do differently. For example, we currently teach Introductory courses in Race and Ethnicity across several programs and disciplines: What books are we all teaching? What kinds of assignments are most effective? What *aren't* we teaching? Does it make sense to develop a system of shared resources across these courses? Participants will also have first access to a session the CCSRE is planning for August with Dr. Chandra Talpade Mohanty.

Christina Heatherton is an Assistant Professor of American Studies at Barnard College. She is an American Studies scholar and historian of anti-racist social movements. Her current book project, *The Color Line and the Class Struggle: The Mexican Revolution, Internationalism, and the American Century*, is forthcoming from the University of California Press. With Jordan T. Camp she recently edited *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter* (Verso Books, 2016). In addition to her scholarly work, her writing also appears in popular venues such as *Funambulist Magazine*, *The Washington Spectator*, and *032 Magazine*. With Jordan T. Camp she previously co-edited *Freedom Now! Struggles for the Human Right to Housing in LA and Beyond* (Freedom Now Books, 2012). She is the editor of *Downtown Blues: A Skid Row Reader* (Freedom Now Books, 2011).

Keeanga-Yamahitta Taylor is an Assistant Professor & Charles H. McIlwain University Preceptor in the Department of African American Studies at Princeton University. She is the author of *From #BlackLivesMatter to Black Liberation* (Haymarket Books, 2016) and *How We Get Free: Black Feminism and the Combahee River Collective*, also with Haymarket Books (2017), which won the 2018 Lambda Literary Award for LGBTQ Nonfiction. Dr. Taylor is currently completing a manuscript titled *Race for Profit: Black Homeownership and the End of the Urban Crisis*, which looks at the federal government's promotion of single-family homeownership in Black communities after the urban rebellions of the 1960s. Taylor's research has been supported, in part, by a multiyear Northwestern University Presidential Fellowship, the Ford Foundation, and the Lannan Foundation. She received her Ph.D from the Department of African American Studies at Northwestern University in 2013.

Co-sponsored by the Center for Comparative Study of Race & Ethnicity, American Studies, and Religious Studies

## Using Open Pedagogy to Create New Learning Materials: Ending the “Disposable” Assignment

Friday 24 May 10:30 AM to Noon, lunch served at noon

How can you create assignments that you can use and adapt and that build upon each other from semester-to-semester? We will introduce strategies for creating assignments that leverage the reuse, revise, remix, and redistribute permissions of open educational resources. Faculty will browse examples of assignments that are sustainable or not “disposable,” and learn how students can collaborate on projects that will have benefit to others beyond a single course's limited time and space. Examples include having students create their own blogs, edit Wikipedia, or create podcasts or websites that have value beyond a grade.

Led by Lyndsay Bratton, Ariela McCaffrey, and Jessica McCullough.

Co-sponsored by Research Support & Curricular Technology.

## 1 PM to 2:30 PM or 3:30 PM on Friday

### **Reflect, Integrate, Demonstrate: Student Digital Portfolios in Connections**

Friday 24 May 1 PM to 2:30 PM, lunch served at 11:45 AM

The Connections Curriculum asks students to reflect upon and integrate their coursework and co-curricular activities. Our student-directed, intentional, and integrative curriculum involves many faculty and staff members: major faculty advisers, pathway coordinators, staff in Walter Commons, the Community Partnerships office, and the Career Office, among many others. Many Pathways and Centers are employing the use of digital portfolios, which are student-owned spaces that extend well beyond one semester, to act as a locus for integration. In this session, we will share how students are using portfolios, what technical support is available, how to talk with students about portfolios, and how faculty and staff advisers can benefit from them. Participants should bring laptops to learn the basics of viewing and even creating student portfolios.

Discussants include Angela Barney, Libby Friedman, Steve Luber, Jessica McCullough, and Dot Wang.

Co-sponsored by Research Support & Curricular Technology and the Office of the Dean of the College.

### **Preparing Students to Conduct International Research**

Friday 24 May 1 PM to 2:30 PM, lunch served at 11:45 AM

Increasing numbers of students are conducting research and interning abroad. How do we as a community prepare students to conduct research in general? How are the challenges associated with student research compounded when students are working abroad in languages other than English? This session will address some of the perennial challenges related to student research: how to elicit strong research proposals; how to move students from the proposal to the writing stage; when to direct students to seek Institutional Review Board (IRB) approval; and how to best advise interdisciplinary research projects. We will then discuss institutional structures that need to be in place to better support students conducting international research. We encourage and welcome the participation of all faculty and staff whose work has an international focus, or whose advising duties frequently include students conducting research abroad.

Led by Andrea Lanoux; discussants include Ashley Hanson, Andrew Lopez, and faculty representatives from the CISLA Steering and Selection Committees.

Co-sponsored by the Toor Cummings Center for International Studies & the Liberal Arts (CISLA).

### **How Do We Get Free?**

### **Mapping Race & Ethnicity Across the Curriculum**

*(part 2, continued from this morning, starts at 10:30 AM, see above)*

## Writing Science: How to Write Papers that Get Cited & Proposals that Get Funded

Friday 24 May 1 PM to 3:30 PM (2 ½-hour session), lunch served at 11:45 AM

It's often thought that the job of a scientist is primarily in the lab or the field, collecting and analyzing data, yet one of the most important aspects of the job is writing. During this National Center for Faculty Development and Diversity (NCFDD) webinar, Josh Schimel, PhD and Professor of Soil and Ecosystem Ecology at UC Santa Barbara, will provide his winning strategies for writing grant proposals that get funded and scientific papers that make an impact. Science writing is about telling a story, and Dr. Schimel provides specific tips to make your story more powerful and to avoid common mistakes that many scientists make.

Hosted by Anne Bernhard.

Co-sponsored by the Office of the Dean of the Faculty.

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*Also announcing a special pre-Camp T&L Workshop for faculty & staff:*

### Tuesday 21 May 2019

*Pre-Camp Teach & Learn Workshop*

## First-Year Seminar Institute for New FYS Faculty

Tuesday 21 May, noon - 5pm, including lunch.

Co-sponsored by the Office of the Dean of the College.

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**All faculty members, administrators, and staff who support student learning are welcome to attend Camp Teach & Learn 2019.**

**If you would like to participate in one or more of these workshops or discussions, please RSVP by Monday, May 13<sup>th</sup> by visiting the [Camp T&L Eventbrite](https://tinyurl.com/CampCTL2019) website (<https://tinyurl.com/CampCTL2019>) and select the events in which you plan to participate. Alternatively, you can email Michael at [CTL@conncoll.edu](mailto:CTL@conncoll.edu) with a list of the specific workshops & discussions you would like to attend.**

**\*\*Your RSVP to the various workshops and discussions is essential because it enables us to assign rooms according to attendance, as well as order enough food\*\***

***Most events will be held in Blaustein Humanities Center, with registration taking place on the ground floor of the building.***

**A final schedule with room locations will be available at the Registration Desk in Blaustein beginning on Wednesday 22 May at the start of Camp Teach & Learn.**

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