



The Joy Shechtman Mankoff
Center for Teaching & Learning presents



Camp Teach & Learn 2023

Wednesday, Thursday, & Friday

May 24, 25, & 26

This year's Camp Teach & Learn features a broad range of 30 workshops and discussions offered in conjunction with over twenty different groups and offices across campus. Several of these events are sponsored by FSCC, EPC, and the Offices of the Dean of the Faculty and the Dean of the College, and focus on refining our Connections curriculum (see below). Other events, offered in conjunction with the Writing Center, the Academic Resource Center, Sustainability, and others, focus on improving student learning and experiences, new teaching realities and challenges, our own professional development, and more.

(Re)Making Connections Together: A Special Camp T&L 2023 Series

Our current Connections general education program is exciting and engaging, and it can also be confusing and burdensome. It is an important time for us to re-articulate Connections, both for ourselves, to determine what aspects we can and need to revise, and for our new president, to understand our vision. This special series of sessions, co-sponsored and facilitated by the FSCC, the Office of the Dean of the Faculty, the Office of the Dean of the College, and the EPC, aims to engage faculty and staff in discussions about the overarching aims, specific components, constraints, and sense of belonging related to our curriculum as a whole, including Connections and Majors/Minors.

The four main sessions in the "(Re)Making Connections Together" series will take place as plenary sessions on Wednesday & Thursday morning, with additional Connections-related sessions—such as those on MOIs, the writing requirement, and FYS workshops—that will take place throughout Camp Teach & Learn.

We hope you plan to attend.

And, to answer what seems to be many people's burning question: yes, there will be both CTL SWAG for all participants and "Fabulous Prizes" raffled at lunch.

If you would like to participate in one or more of these workshops or discussions, [please register by Noon this coming Monday, May 15th](#).

Registration is required for each event, and the easiest way to register is to visit the [Camp T&L Google Registration Form website](https://tinyurl.com/CampCTL2023) (<https://tinyurl.com/CampCTL2023>) and select the events in which you plan to participate. *You will need to be logged in to your Google account in order to register.*

*****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*****

If you have questions, please email Michael and Jill at CTL@conncoll.edu.

Wednesday 24 May 2023

8:30 AM to 10:00 AM on Wednesday

Everything You Need to Know about Connections but Did Not Think to Ask

Session One in (Re)Making Connections Together

Wednesday 24 May 8:30 AM to 10 AM, breakfast served at 8 AM

This session serves as an overview of the process of developing Connections, both for those newer to the College and for those who would like to catch up with how Connections has evolved since it started. The development of our Connections curriculum was a multi-year collaboration engaging faculty and staff across disciplines and offices. This included data collection, multiple working groups, proposals, grant writing and allocating, faculty meetings and open meetings, individual component roll-outs, with enthusiastic idea sharing and difficult conversations- often at the same time. The purpose of this session is to share this great set of stories about the history of Connections and the overall concepts. We will also explore the overarching goal of our Connections curriculum - to engage our students in an integrative education.

Co-sponsored & facilitated by FSCC, EPC, the Office of the Dean of the Faculty, and the Office of the Dean of the College.

10:15 AM to Noon on Wednesday

What Works & What Doesn't?

Session Two in (Re)Making Connections Together

Wednesday 24 May 10:15 AM to Noon, lunch served at Noon

Our Connections curriculum is now 7 years old. What is going right? What is going wrong? What is unfinished? What do our students and colleagues think? What do you think? We will hear student and colleague survey data, have time to discuss the larger Connections outcomes and break out into groups to discuss different components. This session will also include breakout sessions on components of our curriculum, both Connections and Majors/Minors.

Co-sponsored & facilitated by FSCC, the Office of the Dean of the Faculty, the Office of the Dean of the College, and EPC.

1:00 PM to 2:30 PM on Wednesday

Study Away Post-Covid

Wednesday 24 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

This session will give participants information about new study away options that have emerged post-COVID, including exchange and direct enrollment programs. The Study Away Office will share statistics from the past 2 years and review updated timelines to assist you in advising your students. Time will be allotted for questions.

Facilitated by Shirley Parson, Director of the Office of Study Away, and Lauren O'Leary, Assistant Director of the Walter Commons.

Co-sponsored by the Office of Study Away and the Dean of the College Division.

The Need for Multiple Mentors

Wednesday 24 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Have you ever felt resistant to reaching out, seeking professional development advice, or asking for help? In the perfect world, you will find a single mentor who is willing and able to support you in all domains of faculty life. In reality, you need to reach out to different people regarding different aspects of your work and life. You cannot depend on a singular mentor, and in fact YOU have the power to create a network of support that is populated by people who are invested in your success. This collective approach will enable you to feel supported before, during, and after challenges arise. In this session, you will reflect on (1) What do I need right now? What kind of guidance would be beneficial?; and (2) What is the most efficient and effective way to find that guidance, mentoring, and support? The session idea is initiated from an Monday Motivator email sent by National Center for Faculty Development & Diversity (NCFDD).

This session is facilitated by Nakia Hamlett, Christine Chung, and Yan Zhuang.

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

Embedding the Writing Center & Library into Your FYS

Wednesday 24 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

If you will be teaching a First Year Seminar in the fall of 2023, you may already be thinking about how you will meet some of the course objectives, particularly as related to writing and research. How will you ensure that students “read, interpret, analyze and evaluate primary and secondary source materials”? What methods will you use to help students “improve writing through assignments that require revising and editing”? In this session, you will learn new ideas about how to design and support a research-based, argumentative essay that can help you walk students through research and source evaluation, writing and revision strategies, sequencing of assignments, and academic support services available to you and your students throughout the entire process.

This workshop is facilitated by Summar West, Writing Center Director, and Ashley Hanson, Research & Instruction Librarian.

Discussants in this session will also include Kate Bengtson, Instructional Technology Specialist; Chris Colbath, ARC Director; and Lauren Consolatore; Writing & Communication Learning Specialist.

Co-sponsored by the Roth Writing Center, the Research Support & Curricular Technology, and ARC.

Cultivating Students' Independent Coping Strategies, Part 1: The National Landscape of College Mental Health & Ways to Foster Students' Distress Tolerance

Wednesday 24 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

The purpose of this workshop is to provide you with a simple and effective non-therapeutic means of engaging with students around their emotional difficulties. Evidence-based coping strategies for young adults serve as the foundation of the Student Counseling Services distress tolerance workshop for faculty and staff. The strategies shared in this workshop serve to empower students by fostering their independent coping capacities—rather than facilitating co-dependence on support persons. This ensures that students are able to engage fully in academic and co-curricular activities during their time at the College. Independent coping capacities also facilitate their adjustment to life after Conn.

This workshop is offered in two parts:

This part, **Part 1, offered at 1 PM**, is for those faculty and staff who were not able to attend any of the spring 2023 CTL "Cultivating Students' Independent Coping Strategies" workshop offerings, or are looking for a refresher. This part will include didactic training, with information on the current national landscape of college mental health, coping strategies to share with students, and a conversation model to facilitate skills sharing.

Part 2, offered at 2:45 PM, immediately following this first part, will be an interactive practical application opportunity during which attendees will be able to practice using the conversational model to share skills. *Participants in Part 2 will need to have taken the previous workshop, either at 1 PM today or during the past Spring 2023 semester.*

This workshop is facilitated by Dr. Bryana White, Assistant Director and Identity-focused Specialist of Student Counseling Services.

Co-sponsored by Student Counseling Services (SCS).

2:45 PM to 4:15 PM on Wednesday

Teaching Sustainability: Preparing Students for Citizenship in a Global Society

Wednesday 24 May 2:45 PM to 4:15 PM

Are you interested in teaching a sustainability course? Maybe you already do and don't even know it. In this session, we will explore the topic of holistic sustainability and the opportunities it presents to engage student learning. Participants will learn about the new Sustainability-Focused Course (SFC) and Sustainability-Inclusive Course (SIC) designations used to advertise and track curricular offerings. Existing and new course offerings will be discussed to see how they might fit within these new designations. We will also share how this data is used as part of our Sustainability, Tracking, Assessment and Rating System (STARS) reports. This workshop will also explore opportunities at the department level to both add sustainability learning objectives to your major and become a Green Office Certified department.

This session is facilitated by Doug Thompson and Margaret Bounds.

Co-sponsored by Office of Sustainability.

Cultivating Students' Independent Coping Strategies, Part 2: Practice

Wednesday 24 May 2:45 PM to 4:15 PM

The purpose of this workshop is to provide you with a simple and effective non-therapeutic means of engaging with students around their emotional difficulties. Evidence-based coping strategies for young adults serve as the foundation of the Student Counseling Services distress tolerance workshop for faculty and staff. The strategies shared in this workshop serve to empower students by fostering their independent coping capacities—rather than facilitating co-dependence on support persons. This ensures that students are able to engage fully in academic and co-curricular activities during their time at the College. Independent coping capacities also facilitate their adjustment to life after Conn.

This workshop is offered in two parts:

This part, **Part 2**, and will be an interactive practical application opportunity during which attendees will be able to practice using the conversational model to share skills. **Participants in Part 2 will need to have taken the previous workshop, either during the past Spring 2023 semester or at 1 PM.**

This workshop is facilitated by Dr. Bryana White, Assistant Director and Identity-focused Specialist of Student Counseling Services.

Co-sponsored by Student Counseling Services (SCS).

Advising with Awareness of Academic Review: Setting Students up for Success

Wednesday 24 May 2:45 PM to 4:15 PM

At the end of each semester, the class deans review students' academic records. Students who are not making satisfactory progress due to low grades or insufficient credits are placed in academic probation categories by the Committee on Academic Standing. This year the criteria were adjusted to include progress in completing Connections requirements. In this session we will discuss the rationale for the new criteria and discuss how academic advisors can incorporate them when they meet with their advisees.

Facilitated by Ann Schenk, Carmela Patton, Emily Morash, Paula Orbe, and Jillian Marshall.

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

ePortfolios for Increased FYS & Pathway Engagement

Wednesday 24 May 2:45 PM to 4:15 PM

ePortfolios, the 11th high-impact practice as designated by AAC&U, are powerful spaces for increasing student engagement and agency as learners. Over the last three years, ePortfolio use at Connecticut College has steadily increased and is being incorporated into Pathways, Centers, writing classes, and advising. Students in programs like CISLA and Holleran, eight of our integrative Pathways, and the writing tutor program are provided with customized, scaffolded templates that allow them to explore and craft their academic identity and engage in deeper learning through the process of collection, selection, and reflection of relevant experiences. This session will provide an overview of ePortfolio as a tool and as a pedagogy, describe how ePortfolios are helping students engage with all aspects of their college experience, and propose exciting new ways that ePortfolios can be harnessed across the curriculum. The session will also feature a demo of the ePortfolio onboarding session that Curricular Technology can bring into your class!

Facilitated by Kate Bengtson and Summar West.

Co-sponsored by the Research Support & Curricular Technology and the Roth Writing Center.

Personal Statement Writing Group

Wednesday 24 May 2:45 PM to 4:15 PM

This session is for faculty who are up for review in the next one or two years. It is a space for people to get together to support each other. You may use the time to write your statements or to provide feedback on each other's statements. Let's get together to support each other! We can also discuss and share the information we find useful from the video series, "Preparing Tenure and Promotion Materials," from the National Center for Faculty Development & Diversity (NCFDD).

This session is facilitated by Deb Eastman, Ruth Grahn, and Yan Zhuang.

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

Thursday 25 May 2023

8:30 AM to 10 AM on Thursday

Desire and the Curriculum

Session Three in (Re)Making Connections Together

Thursday 25 May 8:30 AM to 10 AM, breakfast served at 8 AM

As we think of next steps for Connections, figuring out how it will relate to our majors and minors will be critical. This session will examine what's the WHY for your course offerings? What are your favorite courses to teach? How do they contribute to your departmental curricula of majors and minors? To Connections? What are your least favorite courses to teach? Are there components of your major or minor that are no longer necessary? How can departmental or program resources be used to meet the needs of Connections? How can Connections benefit majors or minors? What curriculum adjustments should be made?

Facilitated by Dean of the Faculty Danielle Egan.

Co-sponsored by the Office of the Dean of the Faculty, FSCC, EPC, and the Office of the Dean of the College.

10:15 AM to Noon on Thursday

Structure & Vision

Session Four in (Re)Making Connections Together

Thursday 25 May 10:15 AM to Noon, lunch served at Noon

This is a critical time for us to consider the structures and visions for Connections, both its components and the overall program, as well as how they can be considered together with our majors and/minors. In this session we will discuss ideas and challenges as well as possible next steps for our work together on this next year.

Co-sponsored & facilitated by EPC, FSCC, the Office of the Dean of the Faculty, the Office of the Dean of the College.

1 PM to 2:30 PM on Thursday

Building Community & Integrating Student Support: A Discussion with DIEI Dean & Staff

Thursday 25 May 1 PM to 2:30 PM, lunch served at 11:45 AM

Please join us for a panel discussion as our campus works toward creating a more inclusive community and climate. As faculty, you may often learn about students' cultural and identity-related needs when specific issues arise. But do you REALLY know what the DIEI team does for our campus community? Come find out and take part in a fun, interactive discussion with us. During this panel discussion, staff from the DIEI division will offer reflections on: (1) how and why students use our division's programs and support services; (2) how students find and build community in our programs and why this is so important; and (3) common challenges that students experience which may explain or contribute to academic challenges or classroom performance. We will also talk about how interested faculty can get more involved, how and why DIEI matters so much for faculty wellbeing as well, and answer any questions. Our goal is to reflect together on how we, as an interdisciplinary group, can create more belonging and integrated support for all members of our campus community. Lastly, we will also talk about the ways in which we, as a division and team, are creating our own community of care and engaging in practices to support our individual and collective wellbeing. Hope to see you there!

This session is facilitated by Nakia Hamlett, Interim Dean of Institutional Equity & Inclusion.

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

Generative AI in Research, Practice, and the Classroom

Thursday 25 May 1 PM to 2:30 PM, lunch served at 11:45 AM

Generative AI includes the use of a range of Machine-Learning models to create meaningful output from large datasets. This output may take the form of text, as most recently demonstrated by ChatGPT, visual media, as demonstrated by services such as DALL-E, music, and even performance, film and video, and

choreography. The Ammerman Center is pleased to host a continuation of its Spring roundtable discussion with a focus on GAI's potentials, challenges, ethical quandaries, and real-world applications and critiques in a diverse range of fields for faculty and staff. A shared pool of resources will be gathered and provided alongside time for hands-on demonstration and experimentation with a variety of platforms. Discussants will include an interdisciplinary group of current Research-Creation fellows of the Center.

*This session is facilitated by Nadav Assor and Steve Luber.
Discussants include Ammerman Center Fellows.*

Co-sponsored by the Ammerman Center for Arts & Technology.

Career Readiness Competencies: Classroom to Career

Thursday 25 May 1 PM to 2:30 PM, lunch served at 11:45 AM

How do students describe “critical thinking” after studying snails? How do students translate academics beyond the classroom through storytelling? Join us to discuss how we help students develop their compelling narratives that have an impact long after they've left your classroom.

This session is facilitated by Persephone Hall, Cheryl Banker, and Dorothy "Dot" Wang.

Co-sponsored by Hale Center for Career Development.

What Does "W" Stand For?: A Conversation about Writing and Writing Requirements

Part of the (Re)Making Connections Together Series

Thursday 25 May 1 PM to 2:30 PM, lunch served at 11:45 AM

Recent events suggest we may not have a consensus across the disciplines and divisions about what the college's writing requirements should be. This session is intended as an open-ended conversation towards reaching a new consensus and, eventually, clearer guidelines for faculty, staff, and students.

Questions we may consider: On what basis do undergraduate colleges have writing requirements in the first place? What do our peer institutions do? What guiding philosophies about writing do we share and intend to impart to our students? What writing skills do we expect students to acquire before they graduate, and what pedagogies do we associate with those skills? To what extent, if any, should writing requirements satisfy our assumptions about what the post-college professional world expects us to teach, and what is our hope for the impact students might have on the world through their writing? How do we assess students' growth and development as writers from their first year at the College through their senior year? How might a given college-wide writing requirement advance or set back equity concerns for students? How do we ensure consistency in classes designated as fulfilling a writing requirement?

Many types or genres of writing are taught at Conn: lab reports, geometric proofs, argumentative essays, poems, fiction, plays, screenplays, journals, blogs, computer code, and so on. How specific should the college writing requirement be with regard to type or quantity of writing? Do we want to try to bring greater unity to FYS courses by having a common type of assignment, however broad or specific, across all sections?

This session is facilitated by Summar West and Jeff Strabone.

Co-sponsored by the English Department, the Roth Writing Center, and the Academic Resource Center.

Understanding & Rethinking the Annual Report: Part 1

Thursday 25 May 1 PM to 2:30 PM, lunch served at 11:45 AM

Our annual reports are due every year in June. Have you wondered why we write annual reports? Has it been a burden for you to write them? In this session, discussants from the Committee on Appointments, Promotion and Tenure (CAPT) as well as the Director of Institutional Research and Planning will share the different roles of the reports and how people extract useful information from them. Join us to think intentionally about our annual reports, and navigate ways to write the report more effectively and efficiently.

Part 2 of this workshop, offered at 2:45 PM, will offer a work session to help you complete this year's annual report.

This session is facilitated by Deb Eastman.

Discussants include Christine Chung, Andrea Wollensak, Ruth Grahn, and John Nugent.

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

2:45 PM to 4:15 PM on Thursday

Engaging & Teaching with AI Tools

Thursday 25 May 2:45 PM to 4:15 PM

Participate in a lively game of “Bot or Not” and explore useful academic tools that utilize AI. While thousands of tools now exist to assist with just about every part of our lives, this session will explore academic and research tools that can be employed in a classroom setting to improve learning outcomes. We will also share considerations to be aware of when using AI tools, discuss ideas for integrating AI tools into your classroom, and explore ways of talking to students about using AI ethically and efficiently.

This session is facilitated by Lori Looney & Jessica McCullough.

Co-sponsored by Research Support & Curricular Technology Team.

Thinking Beyond Critical Thinking

Thursday 25 May 2:45 PM to 4:15 PM

A common student learning outcome identified across programs, courses, and modules is critical thinking, the process of engaging in deliberative, reiterative analysis of knowledge and ideas in all disciplines. As we ask students to move beyond their initial assumptions and preconceived notions, as we ask them to challenge their own thinking, to take deliberative risks, to pay careful attention to their intentions as they are developing new ideas, what occurs *internally*—in their minds and in their emotions? And perhaps just as important, how can we coach our students through these processes to make them as productive as possible? In an earlier study (Harley & Imad, 2022; Imad, 2023), students surveyed about their critical thinking mindsets revealed an inner landscape of critical thinking that is nuanced, complex, and expansive. As educators, surely we have a responsibility to support our students in educational experiences that attend to critical cognitive tasks and the

emotions they produce. In this session, we will explore why this holistic view of critical thinking is essential to foster the development of global citizens and active members of society.

This workshop intends to consider these questions collectively for two purposes: first, to engage attendees in the development of strategies for supporting the inner landscape of student engagement in critical thinking and problem solving. Importantly, we will discuss reasons why our students need to be trained beyond critical thinking so they may learn to cultivate an inner-landscape of holistic critical practices (hooks, 2009; Harley & Imad, 2022). Second, we will lead a conversation about how we can bring these ideas back to individual contexts in order to develop situated strategies for coaching students through the challenges of critical engagement.

This workshop is facilitated by Mays Imad, and was developed in part by funding from a grant from the Howard Hughes Medical Institute (HHMI).

Reimagining Modes of Inquiry (MOIs)

Part of the (Re)Making Connections Together Series

Thursday 25 May 2:45 PM to 4:15 PM

The MOI distribution requirement replaced the college's previous distribution requirement across seven areas identified in terms of different academic disciplines. One of the goals of the MOIs distribution requirement (IFF 2.1.1.5) is for students to develop "abilities to address complex problems, to express ideas through well-supported arguments and in creative forms, and to engage in a dynamic world with knowledge of historical context and cultural variation." In this session, we will break out into groups to look at the criteria for the individual modes. The EPC and AAPC would like your input as they move to revise the legislation on the modes next semester.

This session is facilitated by Rachel Boggia and Christopher Hammond.

Co-sponsored by EPC and AAPC.

Understanding and Rethinking the Annual Report: Part II

Thursday 25 May 2:45 PM to 4:15 PM

This is a continued session of "Understanding and Rethinking the Annual Report" today at 1 PM and will be a work session. We invite you to stay around and work on your annual reports.

This session is facilitated by Deb Eastman.

Discussants include Christine Chung, Andrea Wollensak, Ruth Grahn, and John Nugent.

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

Friday 26 May 2023

8:45 AM to 10:15 AM or 11:45 AM on Friday

Book Discussion: *We Will Not Cancel Us* by Adrienne Maree Brown

Friday 26 May 8:45 AM to 10:15 AM, breakfast served at 8 AM

Community making is a practice that requires collective energy, reflexive discernment, as well as curiosity and care. It is also a practice that can draw on restorative processes in times of trouble, division, or pain. This session will draw on the text by Adrienne Maree Brown's *We Will Not Cancel Us: And Other Dreams of Transformation* (2020), to explore how we can use reflexivity, dialogue, and restorative processes as we build and rebuild our community –particularly in times of trouble. Brown forwards both a conceptual model and practical tools for this work. Participants will receive a copy of her book (72 pages) to read in advance of the session. Participants are encouraged to attend the following 10:30 AM session on "Holding Space for Multiple Experiences."

This session is limited to 25 participants. [For this session only, please click here to register \(https://conncoll.libcal.com/calendar/ctl/Camp2023BookDiscussion\)](https://conncoll.libcal.com/calendar/ctl/Camp2023BookDiscussion).

Discussion facilitated by Danielle Egan, Dean of the Faculty, and Nakia Hamlett, Interim Dean of Institutional Equity & Inclusion.

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

First-Year Seminar Workshop

Friday 26 May 8:45 AM to 11:45 AM*,
breakfast served at 8 AM; lunch served at 11:45 AM

**Please note that this session is 3 hours long, and carries over into the next set of offerings.*

Are you teaching a First-Year Seminar this fall? This workshop will review all of the program details and answer all of your questions! We will discuss the following topics: FYS Moodle Site & Resources, Common Experience schedule, the FYS Writing Requirement, Teaching the Mission and Core Values, Team Advising, August Schedule and Summer Expectations. *If you are unable to attend this session, you will be able to attend a Zoom meeting in June that will cover that same material.*

Facilitated by Emily Morash, Paula Orbe, and Heidi Henderson.

Co-sponsored by the Office of the Dean of First-Year Students.

10:30 AM to Noon on Friday

Next-Gen Moodle: Upgrades & Insights for Student (and Faculty) Success

Friday 26 May 10:30 AM to Noon, lunch served at Noon

Information Services recently conducted a survey of students focusing on their experiences with using Moodle. Students provided feedback about what features of Moodle help them succeed in the classroom and where they experience difficulty. In this session, we'll present the feedback that we received and some suggestions on how faculty can address students' concerns. We'll also provide an overview of some of the changes that you'll see in the next-generation version of Moodle, coming to campus beginning in the Summer 2023 term. These changes include a new visual style and navigation interface, as well as new activity features for instructors and students.

Facilitated by Diane Creede and Kate Bengtson.

Co-sponsored by Information Services.

Holding Space for Multiple Experiences: Cancel Culture and Our Community's Work Toward Equity & Inclusion

A community conversation opportunity offered by The Courageous Conflict Engagement Working Group.

Friday 26 May 10:30 AM to Noon, lunch served at Noon

Each one of us experiences this community, and the conflicts within it, through the unique lens of our lifeworld. Acknowledging our different experiences is a healthy way of engaging with conflict that promotes empathy and supports healing. This session is intended to provide a space for community conversations that help make sense of our experiences and to derive meaning that may allow us to move us forward as a community. The program will serve as a reflective, processing, coping-oriented moment. If space is available, participants are encouraged to attend the previous session on Adrienne Marie Brown's *We Will Not Cancel Us*.

Facilitated by The Courageous Conflict Engagement Working Group: Bryana White, Amy Sereday, Nakia Hamlett and Deborah Eastman.

Using Open Pedagogy to Create New Learning Materials: Ending the "Disposable" Assignment

Friday 26 May 10:30 AM to Noon, lunch served at Noon

How can you design assignments that you can reuse 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 (OER). 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 open books, edit Wikipedia, or create podcasts or websites that have value beyond the classroom.

Facilitated by Lyndsay Bratton and Ariela McCaffrey.

Co-sponsored by Research Support & Curricular Technology Team, Information Services.

1 PM to 2:30 PM on Friday

Transcending Students' Disenchantment & Apathy

Friday 26 May 1 PM to 2:30 PM, lunch served at 11:45 AM

In recent years, educators globally have grappled with several challenges, key among them being the need to rekindle students' interest and active participation in their education. Educational researchers have been exploring various strategies to overcome the growing disenchantment and apathy students exhibit towards learning, seeking to transform the educational experience and foster a renewed sense of enthusiasm and commitment.

This transformation must necessarily begin with deep listening, as we need to truly understand the perspectives, concerns, and aspirations of our students. By actively engaging in open and empathetic dialogue, we can gain valuable insights into the factors that contribute to their students' disenchantment and apathy.

Transcending students' disenchantment and apathy is indeed a challenging endeavor, but it is also a critical and ethical responsibility for all of us. Our goal is to empower our students to take ownership of their learning journeys, enabling them to overcome disillusionment and build a positive and lasting connection to their educational experiences and the world inside and out.

This session will explore concrete strategies for re-engaging students in their learning.

This event will feature a conversation with Danielle Egan, Nakia Hamlett, Cherise Harris, and Mays Imad.

Staff Advising & the FYS Common Experience Program

Friday 26 May 1 PM to 2:30 PM, lunch served at 11:45 AM

Are you staff advising for the FYS program this fall? This session will review the expectations of the staff adviser role and this year's Common Experience schedule and prepare you for working with your faculty and student advisers. We will discuss tried-and-true strategies for creating a cohesive and effective advising team and learn from experienced staff advisers. If you are unable to attend this session, you will be able to attend a Zoom meeting in June that will cover that same material.

Facilitated by Emily Morash, Paula Orbe, and Heidi Henderson.

Co-sponsored by the Dean of First-Year Students.

How to Win a Fellowship

Friday 26 May 1 PM to 2:30 PM, lunch served at 11:45 AM

This workshop will show you how to write strong proposals for residential and non-residential fellowships. We will study the guidelines of major fellowships such as those offered by NEH and ACLS, dissect funded proposals, and begin to draft our own. We'll focus on examples in the humanities, but what we learn will be useful to faculty across disciplines, and all are welcome.

The session will be led by Alex Barnett, of the Office of Corporate, Foundation & Government Relations, who has worked with faculty members on many successful applications.

Co-sponsored by Corporate, Foundation, & Government Relations.

Embedding the Academic Resource Center (ARC) into Your FYS

Friday 26 May 1 PM to 2:30 PM, lunch served at 11:45 AM

The goals and objectives of the FYS program are daunting in their breadth and ambition. How can the Academic Resource Center help FYS instructors to meet them? This session draws on the experiences of ARC and WC staff in teaching and supporting the FYS program. This session will offer examples of how to work into your seminar skills related to time management, study skills, college reading strategies, presentation skills, and transition to college generally. It will also be an opportunity for faculty to share their approaches to these topics in the context of the FYS.

This session will be facilitated by Chris Colbath, ARC Director; Lauren Consolatore and Sarah Mockalis, ARC learning specialists; and Summar West, Writing Center Director.

Co-sponsored by the Academic Resource Center and the Roth Writing Center.

All faculty members, administrators, and staff who support student learning are welcome to attend Camp Teach & Learn 2023.

Thank you to our wonderful session co-sponsors and facilitators—without them Camp Teach & Learn would not be possible.

All 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 24 May at the start of Camp Teach & Learn.

Notes



CAMP TEACH & LEARN 2023 SCHEDULE & ROOMS



WEDNESDAY, MAY 24	THURSDAY, MAY 25	FRIDAY, MAY 26
<p>8 AM: BREAKFAST in Hood Blaustein</p> <p>8:30 AM to 10 AM Everything about Connections (Connections 1) in Hood</p> <hr/> <p>10:15 AM to Noon What Works & What Doesn't? (Connections 2) in Hood</p> <hr/> <p>11:45 AM to 1 PM LUNCH</p> <hr/> <p>1 PM to 2:30 PM Study Away Post-Covid in 213 or Need for Multiple Mentors in 211 or WC & Library in Your FYS in 203 or Distress Tolerance (part 1) in Ernst</p> <hr/> <p>2:45 PM to 4:15 PM Teaching Sustainability in 212 or Distress Tolerance (part 2) in Ernst or Advising for Academic Review in 213 or ePortfolios for Engagement in 203 or Personal Statement Writing in 211</p>	<p>8 AM: BREAKFAST in Hood Blaustein</p> <p>8:30 AM to 10 AM Desire and the Curriculum (Connections 3) in Hood</p> <hr/> <p>10:15 AM to Noon Structure and Vision (Connections 4) in Hood</p> <hr/> <p>11:45 AM to 1 PM LUNCH</p> <hr/> <p>1 PM to 2:30 PM DIEI Dean & Staff in Hood or AI in Research & Classroom in 203 or Career Readiness in 212 or What Does "W" Stand For? in 213 or Annual Report (part 1) in 211</p> <hr/> <p>2:45 PM to 4:15 PM Teaching w/ AI Tools in 203 or Beyond Critical Thinking in Ernst or Reimagining MOIs in 213 or Annual Report (part 2) in 212</p>	<p>8 AM: BREAKFAST in Hood Blaustein</p> <p>8:45 AM to 10:15 AM We Will Not Cancel Us in Ernst 8:45 AM to 11:45 AM FYS Workshop in 213</p> <hr/> <p>10:30 AM to Noon Next Gen Moodle in 203 or Holding Space for Multiple Experiences in Ernst or Ending the "Disposable" Assignment in 211</p> <hr/> <p>11:45 AM to 1 PM LUNCH</p> <hr/> <p>1PM to 2:30 PM Transcending Students' Apathy in Ernst or Staff Advising & FYS in 213 or Win a Fellowship in 211 or ARC into Your FYS in 212</p>