



The Joy Shechtman Mankoff
Center for Teaching & Learning presents



Camp Teach & Learn 2025

Wednesday, Thursday, & Friday

May 21, 22, & 23

This year we are offering a wide-range of discussions and workshops that touch upon diverse topics. We have discussions focused on our Connections curriculum, shared governance and finance, and sharing evidence on student experiences. We will be offering various workshops related to Artificial Intelligence in our course design and teaching, as well as our annual series that addresses teaching and advising First-Year Seminars. We also have a book discussion group, as well as a talk about the liberal arts and the “the myth of thinking for yourself.” With over 50 different faculty, staff, and administrator discussants, our 36 different sessions co-sponsored by 20 different offices, committees, and divisions, this Camp Teach & Learn promises to be full of ideas and community building.

Please Register Today!

Registration is *required*, and when you register you will be asked to choose which sessions you would like to attend.

We need this information from you in order to assign appropriate rooms, ensure that there are enough materials for participants, and to coordinate meals.

As is tradition, we will be offering excellent meals as well as
“Fabulous Prizes” raffled at lunch.

If you would like to participate in one or more of these workshops or discussions, please register as soon as possible, ideally *by Noon this Friday, May 2nd*.

Registration is required for each event, and the easiest way to register is to visit the Camp Teach & Learn Google Registration Form (<https://bit.ly/CampCTL2025>), 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 prompt RSVP to the various workshops and discussions is essential because it enables us to assign rooms according to anticipated attendance, as well as order enough food.*****

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

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

Wednesday 21 May 2025

8:30 AM to 10 AM on Wednesday

Student Flows and Connections

Wednesday 21 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

How do students perceive Connections as they apply to Connecticut College, decide to enroll, and then work their way through the program? What do we know about the effectiveness of Connections? What else might we want to learn about how Connections is working? This session will explore data from throughout students' journeys at Connecticut College to address these questions and help inform future discussions about Connections. This discussion is a follow-up to sessions at last year's Camp Teach & Learn that presented data on various aspects of the curriculum.

Session led by John Nugent, Emily Petersell, Libby Friedman, and Chad Jones.

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

Nondiscrimination in the Classroom

Wednesday 21 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

What does and doesn't make a classroom or learning environment "hostile"? When you are teaching topics that may upset students, what are your rights? And, what are the rights of the person who is upset? What are the range of options for addressing allegations of discrimination, as well as how to respond to students expressing distress? Participants will leave with knowledge of some of the key laws that apply in the classroom and on campus, how the College implements those laws through its policies, as well as practical recommendations for how to respond if a student raises an issue of potential discrimination.

Session led by Megan D. Monahan.

Co-sponsored by the Office of Equity and Compliance Programs.

Syllabi, Lesson Plans, and AI, Oh My! Leveraging GenAI for Course Material Adaptation or Creation

Wednesday 21 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Feeling overwhelmed by course prep? Let AI lend a hand! In this interactive workshop, faculty will explore how generative AI can streamline the creation and adaptation of syllabi, lesson plans, assessments, and active learning activities. Through hands-on exercises, we'll experiment with AI tools to generate and refine your course structure while addressing ethical considerations and best practices. Whether you're new to AI or already experimenting, this session will provide practical strategies to enhance your teaching while keeping academic integrity at the forefront. Walk away with fresh ideas, AI-powered techniques, and one less thing on your to-do list!

Session led by Lori Looney and Jessica McCullough.

Co-sponsored by Research Support & Curricular Technology.

10:15 AM to Noon on Wednesday

Building Community through Dialogue & Reflection

Wednesday 21 May 10:15 AM to Noon, lunch served at Noon

Connecticut College has been a leader in making space for growth, development, and reflection of core values that allow the community to “put the liberal arts into action.” From career development to community outreach, members of our community have engaged in conversation and dialogue around what it means to be good citizens. In this session, building upon the Agnes Gund '60 Dialogue project, we will explore what it means to center dialogue across curricular and co-curricular programs, fostering meaningful conversations about purpose, identity, and societal impact. Led by and in partnership with faculty, staff, and senior leadership, the College is committed to embedding dialogue as a core methodology for reflection. What does it mean to integrate structured dialogue into existing curricular and co-curricular programs? How can we provide faculty, staff, and students with tools to engage in purposeful reflection? This CTL session will begin the foundation-building work of this project.

Session led by Persephone Hall; discussants include Erika Smith and others.

Sponsored by the CTL.

Supporting Honors Thesis Students and Unusual Situations

Wednesday 21 May 10:15 AM to Noon, lunch served at Noon

In this workshop, we will discuss the current landscape of honors theses at Conn. What are the opportunities and challenges that we encounter as faculty and staff working with honors thesis students across the College? What are the supports for a student writing a thesis? After taking stock, we will discuss initial AAPC ideas to develop a process to handle honors thesis student exception requests. We'll consider how to best structure and organize oversight of honors theses at the institutional level.

Session led by Ariella Rotramel, Dan Maser, and other members of FSCC and AAPC.

Co-sponsored by AAPC & FSCC.

A Workshop for FYS Faculty Instructors (FYS Focus)

Wednesday, May 21 10:15 AM to Noon, lunch served at Noon
(3 hours, will continue after lunch at 1 PM until 2:30 PM)

Are you teaching a First-Year Seminar this upcoming fall 2025? Join us for an informative workshop where we'll delve into all the program intricacies and address any questions you may have! The workshop will be split into two segments, with lunch in-between.

Initially, we'll navigate through the FYS Moodle Site & Resources, the Common Experience Schedule for Fall 2025, and the August Workshop & Advising Schedule, along with discussing the Summer Expectations for Faculty Advisers. Subsequently, we'll delve into crafting your FYS course, covering essentials such as the FYS Writing Requirement, teaching the Mission and Core Values, and other effective teaching methodologies for first-year seminars. You will also have the opportunity to collaborate in small groups to brainstorm and refine your seminar course design. While this workshop is primarily designed for faculty teaching First-Year Seminars this fall, faculty interested in understanding and learning about the FYS program and staff serving as staff advisers this fall are encouraged to participate. (Staff members aspiring to become staff advisers in the future should consider attending our "Team Advising Workshop & the Common Experience" workshop offered at 2:45 PM today.)

We kindly request the attendance of all FYS faculty members at this workshop to acquaint themselves with this year's FYS program. This session caters to both new and returning FYS faculty. For those unable to attend, please contact Emily Morash, Dean of First-Year Students and Co-Chair of the First-Year Experience Committee.

Session led by Emily Morash and members of the First-Year Experience Committee.

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

1:00 PM to 2:30 PM on Wednesday

A Workshop for FYS Faculty Instructors

(FYS Focus)—*continued from before lunch*

Wednesday, May 21 10:15 AM to Noon, lunch served at Noon, then 1 PM to 2:30 PM

(3 hours, this session begins before lunch)—*please see description immediately above.*

Connections: Next Steps

Wednesday 21 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Join colleagues for a presentation of last year's EPC Camp Teach & Learn Survey on Rebalancing the Curriculum followed by a structured conversation around the question: *How can Connections be streamlined without losing its integrity?*

This session will build upon the data presented in the “Student Flows and Connections” session earlier today starting at 8:30 AM.

Session led by Marie Ostby, Rachel Boggia, and members of EPC.

Co-sponsored by EPC.

How to Win a Fellowship

Wednesday 21 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Led by Alex Barnett, of the Office of Corporate, Foundation & Government Relations, who has worked with faculty members on many successful applications, this workshop will show you how to write strong proposals for residential and non-residential fellowships. We will study the guidelines for major fellowships, dissect successfully 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.

Session led by Alex Barnett.

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

Introduction to Our New Faculty Annual Report Portal: Interfolio's Faculty Activity Reporting

Wednesday 21 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Since spring 2016, faculty members have used an online portal to record their activities related to teaching, scholarship, creative work, and service and to generate the annual reports required by IFF 2.4.2. This year, we are transitioning away from the current system (Watermark's Faculty Success platform—also known as "Activity Insight"), and implementing Interfolio's Faculty Activity Reporting (FAR) system. In this session, you'll get a guided tour of FAR and can ask questions about how to report your various activities when you prepare your faculty annual report in May and June. Your suggestions and feedback may also be used to further customize the data-entry screens.

Session led by John Nugent.

Co-sponsored by the Office of the Dean of the Faculty and the Office of Institutional Research and Planning.

2:45 PM to 4:15 PM on Wednesday

Shared Governance 101

Wednesday 21 May 2:45 PM to 4:15 PM

Shared governance is a concept unique to higher education and is both admirable and complex. It raises important questions about the nature of collaboration: What does it truly mean to "share"? In what ways is distributing leadership, power, and governance, in any context, complicated?

In this session, we will delve into the Shared Governance framework, examining how it can empower diverse stakeholders to collaboratively engage in the decision-making processes that shape their institutions. We will explore the fundamental components of shared governance, discuss its core principles, and offer insights into effective implementation strategies.

As we continue our dialogue on shared governance from the previous year, we consider where we are at this moment institutionally. We will review the work done this year to clarify our shared governance committees, including staff council representation in the cabinet. We will also discuss the role shared governance plays in our institution's current initiatives—such as infrastructure and retention.

Session led by President Andrea Chapdelaine, Erika Smith, Lynne Crider, CC Curtiss, Ariella Rotramel, Priya Kohli, Carey Cseszko, and Emily Kuder.

Co-sponsored by FSCC and Staff Council.

Team Advising & the FYS Common Experience Program (FYS Focus)

Wednesday 21 May 2:45 PM to 4:15 PM

Please join us for an insightful session where we'll delve into the expectations of advising team members (including faculty, staff, and student roles) and strategize about how to effectively facilitate this year's Common Experience component of the First-Year Seminar program. Together, we'll uncover what contributes to a successful advising team and learn how to maximize available resources to enrich the first-year student experience. Additionally, we will explore approaches for utilizing social/engagement activity funding, with Libby Friedman providing guidance on accessing and leveraging these funds. Advising Teams will be assigned prior to Camp Teach & Learn, allowing ample time for faculty/staff adviser teams to convene during this session.

Session led by Emily Morash, Libby Friedman, and members of the First-Year Experience Committee.

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

Thursday 22 May 2025

8:30 AM to 10:00 AM on Thursday

Effective Practices for Peer Observation from Teacher & Observer Perspectives

Thursday 22 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Peer observations are a critical component of tenure and promotion, but more importantly, community building and pedagogical growth. We will consider both sides of a peer observation (teacher and observer) to understand how to plan for and carry out a useful, constructive course visit.

Session led by Michael Reder, Ruth Grahn, Ariella Rotramel, and Jim Ward.

Co-sponsored by the FSCC.

Summer Courses Five Years In: How are They Working and What is the Vision?

Thursday 22 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Have you thought about teaching a Summer Course, but weren't sure what it's all about? Wondering how Summer Courses fit into our overall curriculum? Could your students and department or program benefit from additional Summer Course offerings?

In addition to generating revenue, Summer Courses provide opportunities for students, faculty, and departments to supplement academic year offerings. Inter-session terms were legislated in 2020, and we now have two online sessions each summer, with an average of 15 courses, and 7.5 students per course. Now, five years in, it is time to have broader community conversations about the experiences, outcomes, needs, potential, impact, and vision of the Summer Courses program.

This session will provide an overview of the Summer Courses program and sharing of experiences from faculty who have taught in summer sessions. Enrollment data, trends, plus student and faculty surveys completed every summer will be shared and attendees are invited to bring questions and ideas about the program.

Session led by Deborah Eastman and Libby Friedman; discussants include Ruth Grahn, John Nugent, Frida Morelli, and William Tarimo.

Co-sponsored by the Offices of the Dean of Faculty & the Dean of the College.

Diving Deep into the Budget

Thursday May 22 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Have you been wondering how the college budget is built—or how it can be rebuilt? When resources are limited, every dollar counts, and smart budgeting decisions shape the future of our campus. Join us for an informative session where we'll break down the college budget, explore key financial principles, and work together to understand how we can rethink and rebuild a sustainable financial plan. You'll gain insight into how budgets are crafted, where funding comes from, and how financial priorities are set. We'll dive into strategies for balancing needs vs. wants, making informed cuts, and identifying opportunities for growth—all while keeping student success at the center. Whether you're a budget manager or a faculty or staff member just curious about how financial decisions impact campus life, this session will give you the tools to understand and contribute to the budgeting process.

Session led by Anne Bernhard, Carey Cseszko, and Christopher Hammond.

Co-sponsored by PPBC and the Office of Finance and Administration.

10:15 AM to Noon on Thursday

Approaches to Demonstrating “Excellent Teaching” for Promotion & Tenure

Thursday 22 May 10:15 to Noon, lunch served at Noon

How does one “demonstrate” excellent teaching? Beyond a teaching statement, annual reports, syllabi, and peer observations, what else could be included in helping to determine whether or not a person meets such criteria for tenure and promotion? In this session, led by the CTL, members of CAPT, FSCC, and Office of the Dean of the Faculty will engage participants in a conversation about how we want to approach this challenge. Members of CAPT will share effective ways that they have seen review candidates present their materials. We will also discuss other approaches used to demonstrate excellent teaching, such as teaching portfolios.

Session led by Michael Reder and featuring members of CAPT and FSCC.

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

The National Policy Landscape's Impact on Student Admissions, Retention, and Persistence

Thursday 22 May 10:15 AM to Noon, lunch served at Noon

With the support of FSCC leadership, the faculty Committee on Admissions has expanded this year to become the Committee on Admissions and Retention (CAR). This session will provide a current picture of the policy landscape as it relates to colleges like Conn. It will also engage participants in conversation and activities that will increase understanding of our recruitment, retention, and persistence cycles. Participants will also be invited to share ways that we can enhance both our recruitment and retention activities in the coming year(s).

Facilitated by Erika Smith, Megan Monahan, and Emily Petersell.

Co-sponsored by the Office of Admission and the Division of Retention & Success.

Assisting and Supporting Students in Crisis

Thursday 22 May 10:15 AM to Noon, lunch served at Noon

Do you know the physical, academic, safety risk, and psychological indicators that a student might need additional support? Have you ever had a student start crying or

get agitated during a meeting, a class, or activity and not know what to do? Do you ever worry about the mental health of a student or feel like you should do something, but are not quite sure what to do? Do you know how to best respond to students in crisis? Do you take students off campus for trips or events or study abroad and worry about having to manage mental health issues? This interactive workshop will outline how to identify students in need of support. We will review strategies to be at your best as you support and assist students in crisis. We will discuss scenarios that both faculty and staff might come across, share your own experiences, and consider possible solutions to connect students with help. We will also practice skills anyone can use to calm and ground a student in distress. Finally, we will review both on-campus and off-campus resources.

Session led by Janet Dee Spoltore and Sarah Cardwell.

Co-sponsored by Student Counseling Services, the Office of Student Life, and the Mental Health Coalition.

Special Optional Lunch Breakout Sessions—Noon to 1 PM Thursday 22 May 2025

During Thursday's lunch, after getting their food, groups of faculty and staff will have the opportunity to participate in break-out discussions while eating.

Social Sciences Teaching: What Topics Should We Cover? ***A Thursday Lunch Breakout Session***

Grab lunch and join your social science and departmental colleagues to discuss how you would like the CTL and new divisional fellows [Leo & Mónica :)] to support your teaching. This lunch is a chance to brainstorm ideas for your department that we can prioritize for the 2025-26 academic year. We plan to collect these ideas and begin to plan ways to meet your pedagogical needs.

Session led by Leo Garofalo and Mónica López Anuarbe, CTL Social Sciences Divisional Fellows.

Sponsored by the CTL.

What about that New Academic Calendar? ***A Thursday Lunch Breakout Session***

Wondering what those changes in the new academic calendar might mean for your syllabi, class and/or program planning? Join us to brainstorm, ask questions, get resources, and/or share ideas.

Session led by Deborah Eastman, with discussants from the Office of the Registrar.

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

"But My Needs are So Specific": Tailored Support for Teaching in STEM

A Thursday Lunch Breakout Session

Have you ever wished that CTL programming were more tailored to your needs as a STEM instructor at a liberal arts college? Do you long for STEM-specific pedagogical strategies and resources that feel relevant enough to actually implement? Come to this session to provide input on the AY25/26 programming being developed by your new CTL Divisional Fellows in STEM, Rachel Spicer (Botany) and Tina O'Keefe (Mathematics). Informed by the results of a survey of STEM instructors at Conn, we'll work together to identify the most pressing and helpful topics specific to your curricular needs.

Session led by Rachel Spicer, CTL STEM Divisional Fellow.

Sponsored by the CTL.

1:00 PM to 2:30 PM on Thursday

Curricular Values in Practice

Thursday 22 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Join EPC for a discussion of the ways curricular values might shape our day-to-day and year-to-year realities and priorities as faculty and staff members.

Session led by Rachel Boggia and other members of EPC.

Co-sponsored by EPC.

Neurodiversity: Understanding Differences, Celebrating Strengths, and Learning Strategies for Inclusion

Thursday 22 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

This workshop will offer a better understanding into the various diagnoses that are associated with Neurodiversity, including Autism, ADHD, OCD, and more. Participants will learn how to identify signs of a neurodivergent learner and gain skills to strengthen communication with students.

Session led by Jill Heilman.

Co-sponsored by the Office of Student Accessibility Services.

Wellbeing & Student Success: Student Data Trends

Thursday 22 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

We will be sharing Conn student reported health and wellbeing data trends from our fall 2024 National Collegiate Health Assessment. Research has consistently demonstrated a significant relationship between college health and wellbeing and student academic success. We will explore how these behaviors show up in the classroom and give strategies and tools to scaffold into your work to support the learning environment for academic success. Participants will leave with “The Wellbeing Toolkit” that offers tangible strategies for their classroom and advising.

Session led by CC Curtiss.

Co-sponsored by the Office of Wellbeing and Health Promotion.

Generative AI Sandbox: Explore, Experiment, Reflect

Thursday 22 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

This session offers a low-pressure, hands-on opportunity to explore some of the AI tools currently supported on campus, including NotebookLM, Adobe Firefly, and Google Gemini. Participants will rotate through informal stations to see what these tools can (and can't) do—generating text and images, answering questions, summarizing material, and more. Whether you're curious, skeptical, or just want to understand the basics, this session is designed to help you make informed decisions about if and how these tools might fit into your work.

Session led by Jessica McCullough and Lori Looney.

Co-sponsored by the AI@Conn Initiative.

2:45 PM to 4:15 PM on Thursday

Advising at Conn: Continuing the Conversation

Thursday 22 May 2:45 PM to 4:15 PM

Building on this spring's Talking Teaching session “The First-Year Seminar: Where We Are & Future Directions,” we invite you to join a campus-wide conversation on advising at Connecticut College. This session will serve as a starting point for exploring how we support faculty and staff in their roles as advisers and mentors. Together, we'll discuss what constitutes effective advising and consider how we can

highlight and share the many effective practices already happening across campus. Break-out discussions will focus on both pre-major advising and major advising, and we will also explore the other types of advising that occur on campus. Whether you're a pre-major adviser, major adviser, staff adviser, career adviser, center or pathway adviser, coach, student life professional, or play another mentoring role, your perspective is vital. We hope you'll join us as we begin this important dialogue and work toward strengthening our advising community.

Session led by Emily Morash, Erika Smith, and Chad Jones.

Co-sponsored by Office of the Dean of the College, the Office of Dean of the Faculty, and the First-Year Experience Committee.

Sustainability is Bigger than You Think: Explore Ways for You to Adapt Your Course to Become Sustainability-Focused (SFC) or Sustainability-Inclusive (SIC)

Thursday 22 May 2:45 PM to 4:15 PM

Sustainability is often misunderstood as pertaining primarily or entirely to environmentally-focused scientific topics, but the concept of sustainability also encompasses aspects of social justice, human health, history of colonialization, economic wellbeing, and artistic expression that reach all corners of the campus curriculum. In 2024, 31 of 40 Academic Departments and Programs, and four additional Connections-related entities offered courses related to sustainability by officially designating them as a Sustainability-Focused Course (SFC) or Sustainability-Inclusive Course (SIC). The SFC and SIC labels are self-designated attributes—you are not required to obtain any approval from the Office of Sustainability to designate a course. Such designations help students find courses that touch on the various topics under the huge sustainability umbrella.

This workshop is designed to explore the topic of sustainability for individuals who are interested in sustainability, but may not be entirely comfortable designating their courses as a SFC or SIC course. Existing and new course offerings will be discussed to see how they might fit within these new designations. Participants can bring existing syllabi or just their ideas on topics of interest to them. This workshop will also explore opportunities at the department level to both add sustainability learning objectives to your major or minor, and how to become a Green Office Certified department. Any questions on existing data collected by the Office of Sustainability will also be answered to see if there are ways the office can help support your educational goals.

Session led by Doug Thompson and Margaret Bounds.

Co-sponsored by the Office of Sustainability.

Re-Thinking (or Thinking Through) Disciplinary Learning Objectives in the Age of AI

Thursday 22 May 2:45 PM to 4:45 PM (2 hours)

Based on conversations around the impacts of AI on our teaching and student learning, colleagues have started to consider the discipline-specific effects of AI. Do we rethink our learning goals? Do we rethink all assignments or change modalities to assess student learning? For those of us that are not using AI in their classrooms for a variety of reasons, how do we encourage and assess student learning. After sharing some brief remarks and data on student use of AI, we invite colleagues to engage with others by discipline and workshop how to approach this topic. We see this as an opportunity to collaborate with colleagues and perhaps develop new or revised learning goals to address the challenge of AI in the coming years.

Session led by Maria Rosa, Simon Feldman, Kendell Coker, and Derek Turner.

Sponsored by the CTL.

Friday 23 May 2025

8:30 AM to 10:00 AM on Friday

Improving Retention and Success for Faculty & Staff

Friday 23 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

A sense of inclusion and belonging affects not just students but, perhaps more importantly, the faculty and staff who teach, guide, and mentor them on our campus. With the newly formed Division of Retention and Success, this session will provide insights into the most recent data on faculty and staff retention and success on our campus. The session will also invite feedback and suggestions for how this work should proceed on our campus going forward.

Session led by Erika Smith and Danielle Egan.

Co-sponsored by the Division of Retention & Success and the Office of the Dean of the Faculty.

Supporting More of Our Students to Apply for National & International Fellowships: Why? How? When? What Awards?

Friday 23 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

You likely know the names of some life-changing national and international fellowships, such as Fulbright, Marshall, and Watson, which our students apply for; maybe you even have received such an award yourself. And, in your work as a faculty or staff member, you probably also know about fellowships specific to your field which you may encourage your students to pursue. But most students whom we teach—especially first- and second-year students in our FYs, ConnCourses, and intro courses—have interests beyond our own areas of expertise. Many don't yet know what they want to do after college, and struggle to see themselves as worthy of applying for prestigious, competitive awards. Yet students who even simply *apply* to fellowships tell us again and again that the process of learning about and applying to these opportunities is one of the most transformative educational experiences they have at Conn—a process in which they put their education to action and craft a life-plan they never before thought possible.

How, then, can we help more of our students learn about these awards, take the plunge of applying, and grow as a result—whether or not they receive the award they apply to? This session, led by long-time faculty and staff fellowship advisors, will introduce you to a broad range of national and international fellowships across a range of fields, types of opportunities, years in which students apply, and other applicant criteria (e.g., citizenship, financial need). You will walk away with an understanding of the process and timeline at Conn, resources available to support our students, and how you can contribute to building a pipeline of students applying to these fellowships. Next, based on our session leaders' recent experience serving on national selection committees, we will discuss strategies for cultivating successful applicants and writing effective letters of recommendation. Lastly, we will conclude with a conversation on how we can work together to cultivate a broader and more diverse culture of students who seek fellowships at Conn.

Session led by Brett Evans, Melissa Ryan, and Lara Ehrlich.

Co-sponsored by the Walter Commons for Global Study and Office of the Dean of the College.

CTL Book Discussion:

Jason Stanley's *How Fascism Works* (2018)

Friday 23 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Just as medical doctors take a Hippocratic oath committing to the ethical care of their patients, scholars commit to principles of academic integrity in advancing our understanding of the physical and social world through our scholarship. Jason Stanley is one of three scholars, along with Timothy Snyder and Marci Shore, who recently left Yale University for the University of Toronto to continue their scholarly work. Through a discussion of Jason Stanley's 2018 *How Fascism Works: The Politics of Us and Them*, we will consider how to advance our respective disciplines with academic integrity and to engage in creative work in a shifting political landscape.

This discussion is limited to 25 people. Registration for this event only is through LibCal: [please register here](https://conncoll.libcal.com/calendar/ctl/HFW) (<https://conncoll.libcal.com/calendar/ctl/HFW>) or through the link in [the main Camp Teach & Learn 2025 registration form](#).

A copy of the book will be provided by the CTL free of charge for those who participate in the session. Once you register you can contact Jill at jfrost2@conncoll.edu to pick up your book in the CTL. The book is also available as an audiobook for participants with Audible, Spotify, and other streaming services (running time 5 hours and 44 minutes).

Session led by Andrea Lanoux.

Sponsored by the CTL.

10:15 AM to Noon on Friday

The Liberal Arts and The Myth of “Thinking for Yourself”

Friday 23 May 10:15 AM to Noon, lunch served at Noon

The current political culture war over higher education is often framed as a debate about whether or not colleges and universities are “indoctrination mills,” churning out “woke” knee-jerk progressive students, little more than copies of the faculty who are “teaching” them. This presentation and discussion investigate whether it should be the aim of a liberal arts education to cultivate students' ability to “think for themselves,” and explores arguments for considering the possibility that this framework is not the best for defending the mission or practices of the liberal arts.

Session led by Simon Feldman.

Sponsored by the CTL.

Teaching and Mentoring Outside of the Classroom

Friday 23 May 10:15 AM to Noon, lunch served at Noon

Teaching and mentoring occur in many spaces, not just in the classroom, lab, or studio. In this session, we consider pedagogical effective practices from a variety of perspectives, including the performing arts, athletics, and the sciences. We will discuss strategies and different approaches our colleagues use and consider how each of us—across roles—can more consciously consider our approaches and options for teaching and mentoring students.

Session led by Shani Collins, Stan Ching, Maria Rosa, Suzuko Knot, and Jim Ward.

Co-sponsored by FSCC.

But You Don't Look Sick: Understanding Chronic Illness and Student Support in College

Friday 23 May 10:15 AM to Noon, lunch served at Noon

This session will offer you insight into the daily challenges of college students living with chronic illness. We will specifically discuss the “Spoon Theory” as a format for explaining the impact medical issues can have on daily living. We will examine ways we as professionals can support students with chronic medical issues in order to enable them to be successful in college. We will also look at the flexible attendance and flexible due date accommodation as it relates to managing doctor's appointments, sick days, and daily life challenges.

Session led by Jill Heilman.

Co-sponsored by the Office of Student Accessibility Services.

Lunch Breakout Session—Noon to 1 PM Friday 23 May 2025

During Friday's lunch, after getting their food, faculty and staff interested in learning more about getting involved in Pathways can participate in this break-out discussion while eating.

How to Get Involved in Pathways **A Friday Lunch Breakout Session**

Learn how to get involved in Pathways. All pathways are always open to involving more faculty and staff in directing and teaching a Thematic Inquiry course, 2-credit senior reflection seminar, or a segment in one of these classes. Pathways are an exciting, interdisciplinary space in the curriculum for campus educators to come together and build a dynamic and holistic learning environment for our students. Pathways are always evolving. We learn alongside our students; and we always want more faculty and teaching staff to get involved to "shake things up," bring new ideas and approaches, and make their own mark. Pathways are an integral and shared part of our Connections program. *Come join our discussion and enjoy a special dessert!*

Facilitated by Leo Garofalo and Noel Garrett; discussants include Emily Kuder, Libby Friedman, and Chad Jones.

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

1:00 PM to 2:30 PM on Friday

AI and Out-of-Class Assignments: What Can We Be Doing Differently?

Friday 23 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

For many of us, the types of out-of-class assignments that we have relied upon can now be effortlessly completed with AI. This session will focus narrowly on what those of us who face this challenge can do in response. Small adjustments—such as changing the nature of the questions we ask—and large adjustments—such as fundamentally changing the way we structure our courses and assess work—will be discussed and debated. Anyone struggling with out-of-class assignments, or who has had success in navigating this challenge, is encouraged to attend and share their struggles, questions, and ideas.

Session led by David Chavanne and Lindsay Crawford.

Sponsored by the CTL.

A Conversation about Teaching Global Studies

Friday 23 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Join the Global Studies working group in a conversation about the proposal to establish a Global Studies major at Conn. We will discuss the design of the Global Studies major and the opportunities it creates for students to study languages and cultures not offered at Conn. Questions we will explore include: How might we teach multi-disciplinary core courses in a scaffolded sequence? And, how can our current curriculum and staffing support various Global Studies concentrations such as Indigenous Studies, Migration Studies, and Mediterranean Studies?

Session led by Leo Garofalo, Frida Morelli, and Sufia Uddin.

Co-sponsored by the Global Studies Working Group.

FYS–Student Engagement Made Easy! (FYS Focus)

Friday 23 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Staff and faculty advisers to fall '25 First-Year Seminars: Does the social engagement dimension of the First-Year Seminar program seem daunting to you? Are you looking for an easy way to use your FYS engagement funds? The Academic Resource Center is offering to host Sunday afternoon/evening events for individual or paired seminars. These events will double as mini workshops on academic skills of various kinds (e.g., time management, college reading & note-taking, presentations) and as social events featuring food and activities. You choose the type of event and ARC staff, peer mentors and FYS student advisers will take care of the planning and delivery. We will use your FYS engagement funds to pay for the food, fun and games—running all ideas and expenses by you for approval in advance.

Session led by Chris Colbath and Emily Morash.

Co-sponsored by the Academic Resource Center (ARC), the Dean of First-Year Students, and the First-Year Experience Committee.

All faculty members, administrators, and staff who support student learning are welcome to attend Camp Teach & Learn 2025.

If you would like to participate in one or more of these workshops or discussions, [please register as soon as possible, ideally by Noon on Friday, May 2nd](https://bit.ly/CampCTL2025). (<https://bit.ly/CampCTL2025>)

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

A final schedule with session locations and rooms will be available at the Registration Desk in Blaustein beginning on Wednesday 21 May at the start of Camp Teach & Learn.
