



The Joy Shechtman Mankoff  
Center for Teaching & Learning presents



# Camp Teach & Learn 2015

**Tuesday, Wednesday, Thursday, & Friday  
May 19, 20, 21, & 22**

This year's Camp Teach & Learn will focus on the various elements of our revised curriculum and the ideas and experiences needed to create a 21<sup>st</sup> century liberal arts education. The CTL, in conjunction with Faculty Steering & Conference Committee (FSCC), has worked closely with the various Curricular reVision pilot & working groups, and has created an array of workshops and discussions that focus on the core components of our framework for general education—teaching & advising our redesigned first-year seminars; creating 100-level “ConnCourses”; inclusivity, equity, & full participation in our classrooms and beyond; the liberal arts in action & the meaning of “global” citizenship; and many, many more.

Whether you are interested in engaging in substantive dialogue with colleagues about the elements of our Curricular reVision or are enthusiastic about honing your skills and hearing about the latest ideas and approaches to effective teaching, you should plan to attend.

In order to participate in any of these events, please RSVP to Michael at [rededer@conncoll.edu](mailto:rededer@conncoll.edu) subject heading “Camp” as soon as possible, and no later than Wednesday 13 May 2015.

## **Tuesday 19 May 2015**

### **Focus on Advising & Teaching Our Revised FYs**

#### **Advising Our New FYs**

Tuesday 19<sup>th</sup> May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

How will our new team advising differ from our previous advising models? What are the most effective practices in advising? In this discussion we will consider advising from a variety of new perspectives, and think about how team advising and the availability of the new common hour might work more effectively. The session will begin with a review of major changes that have an affect on advising, including orientation, the FYS common hour, CELS advising, summer reading and the new language requirements. The majority of the workshops will be devoted to roundtable discussions. Faculty and staff members who were involved in the team advising pilots and have experience relevant to the new advising program will serve as discussants.

All Fall 2015 FYS Faculty and Staff Advisors are required to attend; any faculty or staff interested in learning more about Advising and our New FYs are encouraged to attend.

*Co-sponsored by the Office of the Dean of the College & FSCC.*

*Facilitated by Chad Jones & Marc Zimmer; discussants include Ginny Anderson, Sarah Cardwell, Nicole Ceil, Christine Chung, Noel Garrett, Suzuko Knott, Andy Lanoux, Emily Morash, Andrea Rossi-Reder, & Joe Schroeder.*

## Teaching Our New FYs

Tuesday 19<sup>th</sup> May: 10:45 AM to 3:00 PM, lunch served at Noon

What does it mean to teach a First Year Seminar in the new curriculum? In this discussion we will review the changes to the FYS program, including discussions of the liberal arts and the college mission, full participation, local/global engagement, writing, presentation and research skills, and connections with other courses. Participants from the pilot conducted last fall will share their experiences and there will be opportunities to work in small groups to develop ideas for implementing these components in individual FYs. This discussion will provide a chance to explore connections among FYs, as well as discuss a variety of effective practices for teaching first-semester students here at Connecticut College.

All Fall 2015 FYS Faculty are required to attend, and any staff supporting the teaching of FYs or faculty or staff interested in learning more our New FYs are encouraged to attend.

*Co-sponsored by the Office of the Dean of the College & FSCC.*

*Facilitated by Chad Jones & Michael Reder; discussants include Ginny Anderson, Christine Chung, Jennifer Fredricks, Noel Garrett, Kathy Gehring, Ashley Hanson, Suzuko Knott, Emily Morash, Tobias Myers, Jason Nier & Marc Zimmer.*

Faculty and staff interested in these FYS workshops may be interested in many of the additional Camp Teach & Learn workshops & discussions, particularly *Universal Design for Instruction*, *FYS Writing Fellows*, *What is a "Global Citizen"?* & *Make It Stick reading group* on Wednesday; *All Things Digital*, *Foreign Languages Across the Curriculum*, *Doing Interesting Things with Technology to Increase Student Engagement & LGBTQ Studies & the Liberal Arts* on Thursday; and *Working Towards Full Participation & Project-Centered Courses* on Friday.

## Wednesday 20 May 2015

### What is Universal Design for Instruction and What Can It Do for You & Your Students?

with Joseph Madaus

Wednesday 20<sup>th</sup> May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

This workshop will introduce the foundational framework of Universal Design for Instruction (UDI), an approach for proactively creating inclusive instruction for diverse learners. An overview of the principles of UDI will be provided, and illustrated with examples of inclusive instructional strategies. Participants will share their own instructional strategies that may reflect UDI principles, and will learn of effective methods from colleagues. Participants will also be asked to reflect upon elements of their courses that might be (re)designed for, and during, the 2015-2016 academic year to reflect the principles of UDI.

Participants are encouraged to bring a draft copy of a syllabus for a course you are teaching this coming year to use as a reference and to think about revising.

*Co-sponsored by the Academic Resource Center, the Office of Accessibility, & the Office of the Dean of the Faculty.*

*Joseph Madaus, Ph.D., directs the Center on Postsecondary Education and Disability in the Neag School of Education at the University of Connecticut, where he is a Professor in the Department of Educational Psychology.*

Faculty interested in UDI may be also want to attend *Doing Interesting Things with Technology to Increase Student Engagement* on Thursday.

## Creating ConnCourses

Two Parts:

*Discussion:* Wednesday 20<sup>th</sup> May: 10:45 AM to 12:30 PM, lunch at 12:30 PM

*Workshop:* Thursday 21<sup>st</sup> May: 1:15 PM to 3:45 PM, lunch served at 12:15 PM

Interested in teaching a ConnCourse or just learning more about them? Come to this 2-part discussion & workshop to learn the specifics of designing a ConnCourse. ConnCourses, one of the new components of our Curricular ReVision, are designed to expose students to disciplines and help students make connections across the liberal arts.

On Wednesday morning, Part 1, we will have an interactive discussion about what makes a ConnCourse distinctive. Anyone who wants to know more about ConnCourses or is thinking about teaching one in the future is encouraged to come and participate. During that session we will discuss the process to develop a ConnCourse, as well as share the 6-step rubric and examples of courses created by the ConnCourse pilot group this year.

On Thursday afternoon, during Part 2, we will have a workshop that builds upon Wednesday's discussion (Part 1). This workshop is geared toward faculty members who are developing a new ConnCourse or converting a current 100-level course into a ConnCourse. This second session will be hands-on: you will work in small groups to review and provide feedback on each other's course proposals and responses to the rubric. At the end of the two-part discussion & workshop you will be ready to submit a ConnCourse proposal to be part of the revised curriculum. Even if you don't think you can teach a ConnCourse next year, you can participate in both parts to learn more about ConnCourses and get inspired to teach one in the future. *Co-sponsored by the ConnCourse Working Group & FSCC.*

*Facilitated by Anne Bernhard & Darryl Phillips; discussants include Ginny Anderson, Phil Barnes, Dave Chavanne, Julia Kushigian, Michelle Neely, Michael Reder, & Takeshi Watanabe.*

*Faculty in Creating ConnCourses: Discussion & Workshop may be also interested in Universal Design for Instruction earlier in the day & Make It Stick reading group later in the afternoon; All Things Digital, Foreign Languages Across the Curriculum, Doing Interesting Things with Technology to Increase Student Engagement & LGBTQ Studies & the Liberal Arts on Thursday; and Working Towards Full Participation & Project-Centered Courses on Friday.*

## FYS Writing Fellows & Faculty Collaborations: Lessons Learned

Wednesday 20<sup>th</sup> May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

In fall 2015, as part of the FYS pilot, we introduced an FYS Faculty Writing Fellows program that paired Writing Fellows with other faculty members in order to facilitate collaborations on the teaching of writing. The larger goal of the initiative was to help strengthen not only the teaching of writing, but also the sense of collaboration and community among faculty teaching FYSs. In this workshop, we'll discuss the benefits and challenges of the program, and consider ways we might develop it further. Specific teaching strategies will be shared, and various modes of collaboration will be discussed. Featured discussants will include FYS Writing Fellows and the faculty members with whom they collaborated.

*Co-sponsored by the Roth Writing Center.*

*Discussants include Louis Gonzalez, Heidi Henderson, Tobias Myers, Julie Rivkin, Rosemarie Roberts, & Jeff Strabone.*

## What Is a "Global Citizen"?

### Liberal Learning & Engagement at Home & Abroad

Wednesday 20<sup>th</sup> May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Engagement is a distinctive strength of a Connecticut College education, as reflected in the college's mission to put the liberal arts into action by educating students as citizens in a global society. For the past several decades this strength has been conceived and promoted publicly through the college's international programs (CISLA, Study Away, SATA, TRIPs, international internships) and through engagement with the New London community (the Holleran Center, OVCS, the Office of Sustainability, and community learning courses). In recent years, however, the divide between international and local has become less clear as a result of globalization: local communities are deeply diverse and multilingual, just as international communities are increasingly shaped by hegemonic cultural trends, global capitalism, technology and transnational migration. Engaging with different cultures is crucial to liberal learning, beginning with the cultural differences manifest within the Connecticut College community through enhanced connections, greater inclusivity, and full participation across campus.

Aimed specifically at FYS instructors and advisors, as well as faculty designing integrated pathways and teaching ConnCourses, this session will engage participants in a critical examination of the fraught concept of global citizenship to help develop a deeper understanding of how the new general education curriculum might prepare students for engagement opportunities at home and abroad. Participants will explore best practices in preparing students for reciprocal teaching and learning to promote mutually beneficial relationships with communities, and examine community based learning practices that develop students' interpersonal, practical and professional skills.

*Co-sponsored by the Mellon Global Initiative, CELS, OVCS, the Holleran Center & the Office of Sustainability.*

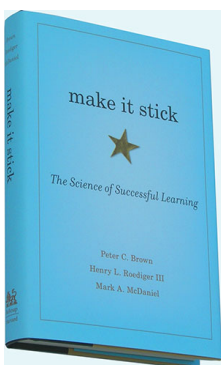
*Discussion facilitated by Amy Dooling & Andrea Lanoux; discussants include Sunil Bhatia, Nicole Ceil, Leo Garofalo, Mike James, Eileen Kane, Tracee Reiser & Josh Stoffel.*

## Make It Stick: The Science of Successful Learning

(Harvard UP, 2014) by Peter C. Brown, Henry L. Roediger III, & Mark A. McDaniel

A CTL Reading & Discussion Group

Wednesday 20<sup>th</sup> May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM



What are the most effective ways for students to learn? And how can we design our courses to ensure that students learn as much as possible? Drawing on recent research in cognitive psychology and other disciplines, the authors take to task traditional views of learning—including the idea of “learning styles” and many commonplace study habits. This book can help improve the ways in which our students—and we ourselves—learn and retain information and skills.

*Discussion facilitated by David Chavanne & Ruth Grahn.*

## Integrative Pathways: A Path Finding Workshop

Wednesday 20<sup>th</sup> May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

Join members of the Integrative Strands Working Group in an open conversation about the opportunities for interdisciplinary connections invited by Integrative Pathway creation. Brainstorm with faculty from all divisions and begin to envision ways to engage four or even five Modes of Inquiry under a thematic umbrella.

*Co-sponsored by the Integrative Pathways Working Group & FSCC.*

*Facilitated by David Jaffe & Chris Hammond; discussants include Deb Eastman, Chad Jones, Sabrina Notarfrancisco, & Wei Zhang.*

Faculty in *Integrated Pathways* may be also interested in *Universal Design for Instruction & What is a "Global Citizen"?* earlier in the day; *Foreign Languages Across the Curriculum, Social Justice & Sustainability, LGBTQ Studies & the Liberal Arts, & What is Africana Studies?* on Thursday; and *Working Towards Full Participation & the CCSRE Symposium* on Friday.

## Thursday 21 May 2015

### Making Scientists:

### Six Principles for Effective College Teaching

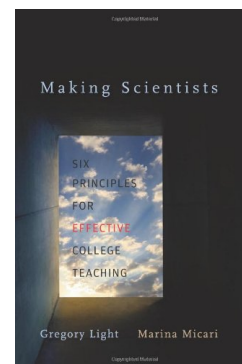
(Harvard UP, 2013) by Gregory Light & Marina Micari

Thursday 21<sup>st</sup> May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

*Making Scientists* explores a new paradigm for how science can be taught at the college level, arguing that environment is just as important as individual student ability when it comes to his or her success. Based on their own experiences, Light & Micari share six readily-implemented principles that emphasize deep, engaged learning. This work has the potential to transform the ways in which students in STEM undertake their educations.

*Co-sponsored by the Science & Math Advisory Group (SMAG).*

*Discussion led by Deb Eastman & Stan Ching.*



### All Things Digital...

Thursday 21<sup>st</sup> May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

What do you know about Shain Library's various digitized collections? This workshop will introduce you to a wide variety of media that you can incorporate into your classroom curricula, including primary source materials—some textual, some media, and some imagery. We will also address materials in ebook form and new streaming media databases. Staff from the Linda Lear Center for Special Collections & Archives will also talk about the materials they have digitized that could be used for teaching (such as the *College Voice*, *Koine* yearbooks, sheet music, the Prudence Crandall collection, etc.). They will also talk about discrete collections that could be digitized for use in assignments and classes.

*Co-sponsored by the Library Research Support & Instruction Team.*

## **Foreign Languages Across the Curriculum: A Hands-On Workshop**

Thursday 21<sup>st</sup> May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

The Foreign Language across the Curriculum (FLAC) program allows faculty to add a one-credit FLAC section to any regular course in order to discuss course-related topics and expand readings in a language other than English. Come learn about the pedagogical goals of the FLAC program; the various approaches to teaching FLAC sections; how to add a FLAC section to a course taught by a colleague with knowledge of a foreign language; and how we as a faculty can strengthen the FLAC program to help more students reach advanced-level proficiency in the languages they are studying.

Please join us for a hands-on workshop with members of the Mellon Initiative on Global Education and faculty who have taught FLAC sections in past years to discuss how to design or redesign a FLAC section, and to learn more about the resources available to support this innovative program.

*Co-sponsored by the Mellon Initiative on Global Education.*

*Facilitated by Andrea Lanoux & Amy Dooling; discussants include Maria Cruz Saco, Marc Forster, Leo Garofalo, & Laura Little.*

## **Building a Pathway: Sustainability & Social Justice**

Thursday 21<sup>st</sup> May: 10:45 AM to 12:15 PM, lunch at 12:15 PM

An interdisciplinary group of faculty, staff, students, and alumni share their work done during the academic year to conceptualize and build a strand designed to create an opportunity for students to explore the meanings of sustainability and social justice in their studies, their lives, and their careers. Come and learn about our pathway-building process and perhaps join our group or contribute a course, SATA, internship, or other curricular or community-learning component to this pathway.

*Facilitated by Chad Jones, Leo Garofalo, & Josh Stoffel; discussants include Maria Cruz-Saco, Andrea Wollensak, & Shani Collins-Achille.*

## **Doing Interesting Things with Technology to Increase Student Engagement**

Thursday 21<sup>st</sup> May: 10:45 AM to 12:15 PM, lunch at 12:15 PM

After many years of the Tempel Institute and DELI programs, the advent of the Technology Fellows programs, and experiments by faculty in the languages and sciences to connect students across campuses both regionally and internationally, Connecticut College faculty now possess a good deal of collective experience in utilizing technology to advance and enhance their pedagogical goals.

Come discuss new trends in instructional technology and how we might best leverage faculty experience to further engage students through innovative pedagogies. Run by faculty who have developed courses that incorporate technology to connect with other institutions, to increase

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learner autonomy, and to bring other cultures into their classrooms, this session will include discussions of what is working well and less well, while exploring how to make the most of limited class and advising time with students. Specific attention will be paid to how we might use technology to integrate components of the new General Education program, and to best utilize faculty resources as we prepare to implement the new language requirement in fall 2016.

*Co-sponsored by Instructional Technology and the Mellon Global Initiative.*

*Discussants for this session include Joyce Bennett, Luis Gonzalez, Tek-wah King, Hisae Kobayashi, Andrea Lanoux, Laura Little, Emily Morash, & Joe Schroeder.*

*Faculty in *Doing Interesting Things with Technology* may be also interested in *Universal Design for Instruction* on Wednesday morning.*

## **“If I am the Center, Who is Queer?”: LGBTQ Studies & the Liberal Arts**

Thursday 21<sup>st</sup> May: 10:45 AM to 12:15 PM, lunch at 12:15 PM

Participants in this conversation will receive a brief overview of the recent developments in the field of LGBTQ studies and its importance in the Liberal Arts. Then, together we will develop a working plan for expanding the role of Queer Studies at Conn through curricular development, programming, and community building. We aspire to support existing student and faculty work in LGBTQ studies and to actualize the GE vision for creative interdisciplinarity and full participation in the curriculum. A group of faculty who have begun this work by envisioning a Queer Studies curriculum for GE will present work done to-date and facilitate this conversation. Anyone who is new to Queer Studies, curious, or interested in being part of this program development is welcome and encouraged to join us!

*Co-sponsored by the LGTBQ Center.*

*Facilitated by Jen Manion; discussants include Deb Eastman, Simon Feldman, Ken Prestininzi & Julie Rivkin.*

## **Creating ConnCourses: Workshop**

Part Two: Workshop: Thursday 21<sup>st</sup> May: 1:15 PM to 3:45 PM, lunch at 12:15 PM

(Faculty interested in this workshop should participate in the discussion on Wednesday 20<sup>th</sup> May: 10:45 AM to 12:30 PM.)

Interested in teaching a ConnCourse or just learning more about them? Come to this 2-part discussion & workshop to learn the specifics of designing a ConnCourse. ConnCourses, one of the new components of our Curricular ReVision, are designed to expose students to disciplines and help students make connections across the liberal arts.

On Wednesday morning, Part 1, we will have an interactive discussion about what makes a ConnCourse distinctive. Anyone who wants to know more about ConnCourses or is thinking about teaching one in the future is encouraged to come and participate. During that session we will discuss the process to develop a ConnCourse, as well as share the 6-step rubric and examples of courses created by the ConnCourse pilot group this year.

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On Thursday afternoon, during Part 2, we will have a workshop that builds upon Wednesday's discussion (Part 1). This workshop is geared toward faculty members who are developing a new ConnCourse or converting a current 100-level course into a ConnCourse. This second session will be hands-on: you will work in small groups to review and provide feedback on each other's course proposals and responses to the rubric. At the end of the two-part discussion & workshop you will be ready to submit a ConnCourse proposal to be part of the revised curriculum. Even if you don't think you can teach a ConnCourse next year, you can participate in both parts to learn more about ConnCourses and get inspired to teach one in the future.

*Co-sponsored by the ConnCourse Working Group & FSCC.*

*Facilitated by Anne Bernhard & Darryl Phillips; discussants include Ginny Anderson, Phil Barnes, Dave Chavanne, Kathy McKeon, Julia Kushigian, Michael Reder, & Takeshi Watanabe.*

Faculty interested in *Creating ConnCourses: Workshop* should take part in the Discussion of ConnCourses on Wednesday morning. Participants may also be interested in *Universal Design for Instruction & Make It Stick reading group* on Wednesday; *All Things Digital, Foreign Languages Across the Curriculum, Doing Interesting Things with Technology to Increase Student Engagement & LGBTQ Studies & the Liberal Arts* on Thursday; and *Working Towards Full Participation & Project-Centered Courses* on Friday.

## **What is Africana Studies? Pedagogy & Politics and the Reemergence of an Interdisciplinary Major**

Thursday 21<sup>st</sup> May: 1:15 PM to 2:30 PM, lunch served at 12:15 PM

Africana Studies is a dynamic and expansive field that interrogates the migration patterns and complex global realities of people of African descent while also highlighting a multiplicity of experiences through the lenses of issues such as class, ethnicity, gender, nation, and sexuality. As a discipline, Africana Studies represents a tradition of intellectual inquiry that grew out of the black freedom struggle and is therefore concerned with the issues of slavery, colonialism, racism, and shifting notions of blackness.

We invite affiliated faculty and those interested in learning more about Africana studies to participate in this session. Our discussion will provide information about Africana Studies as a discipline. Faculty who are interested in retooling their current courses to emphasize the connection to Africana Studies and those who are interested in developing new courses in the program are encouraged to attend.

*Co-sponsored by the Africana Studies Task Force.*

*Facilitated by Courtney Baker; discussants include Shani Collins-Achille, Jim Downs & Andrew Lopez.*



## **Money for Research: An Introduction to SPIN**

Thursday 21<sup>st</sup> May: 2:45 PM to 3:45 PM

Sponsored Programs Information Network (SPIN) is a subscription database designed to help researchers find funding opportunities quickly. The most widely used database of its kind, SPIN brings together thousands of funding opportunities from government and other sources and makes them searchable by keyword. Using the software's filters, you can fine-tune searches by applicant type, project type, project location, etc. SPIN can save past searches and provide automatic email notification of new funding opportunities matching pre-set criteria. The database is available free of charge to Connecticut College faculty. This hands-on workshop will demonstrate SPIN's main functions and get you started searching for funding opportunities in your field.

*Co-sponsored by Corporate Foundation and Government Relations.*

*Led by Alex Barnett, Connecticut College Sponsored Research Officer.*

## **Reception at the Academic Resource Center (ARC)**

Thursday 21<sup>st</sup> May: 3:45 PM to 5:30 PM

Please join Noel Garrett and the staff of the Academic Resource Center at a celebratory end-of-the year event in the ARC's new home on the second floor of the recently renovated Shain Library. Food and beverages will be served. *Sponsored by the Academic Resource Center.*

# **Friday 22 May 2015**

## **Working Toward Full Participation**

with Nancy Niemi

Friday 22<sup>nd</sup> May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

What is full participation? How do we move our curriculum forward toward its principles? Anchored by these questions, this workshop will support faculty to develop an understanding of full participation as an overarching goal, as well as an appreciation of the constituent concepts incorporated into the curricular matrix and their relevance across multiple disciplines and higher education generally. Dr. Niemi, along with faculty from the IE/FP Working Group, will speak specifically to the role of the matrix as a tool for use in self-assessment for the purposes of curricular regeneration in alignment with full participation. Workshop participants are encouraged to bring a syllabus, or assignment, or some other element of their courses that they want to begin thinking about in relation to issues of full participation. Any faculty member who is interested in piloting the full participation process in the fall should attend. All others with interest in full participation as it relates to curriculum revision are also welcome.

*Co-sponsored by the Full Participation Working Group & FSCC.*

*Nancy Niemi is completing her sixth year as Chair of the Education Department at the University of New Haven. She came to New Haven in 2009 with more than 20 years previous experience in instruction, research, and community development. Dr. Niemi's commitment to educational and social equity is evidenced throughout her research focus, teaching, publications, and workshops. Her most recent work, to be published with Left Coast Press in 2016, focuses on*  
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*the relationship between college credentials and women's social equity. Nancy also serves on the board of The Respect Institute (Berkeley, CA) and has recently been working with the Yale Center for Teaching and Learning to develop better ways to include diversity in STEM curriculum.*

## **New Chair Orientation**

Friday 22<sup>nd</sup> May: 10:45 AM to 2:00 PM, including lunch

Incoming Chairs for 2015-2016 and their department's current Chairs will discuss the Chairperson's multiple roles: as leader, as mentor, as staff supervisor, as well as point-person in personnel reviews. If you have been invited to attend and have yet to respond, please RSVP to Barbara Winters at [barbara.winters@conncoll.edu](mailto:barbara.winters@conncoll.edu).  
*Sponsored by the Office of the Dean of the Faculty.*

## **Teaching & Learning with Project-Centered Curricula & Digital Technologies**

Friday 22<sup>nd</sup> May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Now in its second year of programming, the Technology Fellows Program (TFP) at Connecticut College brings faculty, librarians, and instructional technology staff together to explore the intersections of student learning and digital technologies. In this session, we outline the collaborative framework of the TFP, discuss survey data addressing student familiarity with digital technologies at Connecticut College, and highlight the ways that digital technologies can be used to enhance project-centered curricula in which students co-create, share, and/or exhibit their work. TFP participants and fellows will present their work on the Diane Y. Williams '59 Visualization Wall—a high-resolution, touch-screen display supporting multiple devices—located in the Technology Commons on the lower level of the renovated library.

*Co-sponsored by the Technology Fellows Program and Instructional Technology.*

*Discussants include Karen Gonzalez Rice, Anthony Graesch, Suzuko Knott, Ann Marie Davis, Jessica McCullough, Lyndsay Bratton, & Chris Penniman.*

## **Symposium of Faculty Scholarship from CCSRE Writing Group**

Friday 22<sup>nd</sup> May: 10:45 AM to 12:30 PM & 1:30 PM to 3 PM, lunch at 12:30 PM

Interested in learning about the current scholarship on race & ethnicity and in hearing more about the next year's opportunities to participate in CCSRE/Academic Resource Center (ARC)-sponsored projects? Selected faculty members who met over the course of the 2014-2015 academic year will present brief accounts of the scholarly projects they have been working on in the Writing Group organized by the Center for Comparative Race & Ethnicity (CCSRE). These faculty participants will each present for 10 minutes on their individual research, leaving another 5 minutes for questions and feedback. Please come learn about your colleagues' research and sign up for a writing group starting in summer, fall, or spring and housed in the ARC's new space in the Library.

*Co-sponsored by the CCSRE & ARC.*

*Led by Leo Garofalo, Luis Gonzalez, & Noel Garrett; presenters include Joyce Bennett, Siri Colom, Leo Garofalo, Luis Gonzalez & John Tian.*

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

**If you would like to participate in one or more of these workshops or discussions, please RSVP by Wednesday, May 13<sup>th</sup> to Michael at [reder@conncoll.edu](mailto:rededer@conncoll.edu) and list the events you would like to attend. Please write "Camp" in the subject box.**

***Most events will be held in Blaustein Humanities Center, with registration outside of Hood Dining Room.***

***A final schedule with room locations will be available at the registration desk during Camp Teach & Learn.***



**The Joy Shechtman Mankoff Center for Teaching & Learning (CTL) at Connecticut College promotes effective teaching that cultivates engaged student learning. The CTL fosters a campus culture that values a diversity of learning, teaching, and disciplinary styles; encourages honest discussion of teaching and learning; and cultivates intentional, evidence-informed teaching.**

To achieve its mission, the CTL:

- Organizes programming that facilitates the exchange of ideas about teaching and learning.
- Seeks to cultivate a culture of critically self-reflective, evidence-informed decision making related to teaching and course design, and the creation of curricula and allocation of resources in the service of improving student learning.
- Offers resources and support for early-career faculty, including programs that promote their smooth transition into the community and their success in the areas of teaching, scholarship, and service.
- Helps create both informal and formal sources of support for faculty members at all career stages, especially related to teaching and learning.
- Collaborates closely with the Office of the Dean of the Faculty, Institutional Research, Information Services and Instructional Technology, and academic departments and programs in joint endeavors in support of faculty careers, teaching, and learning.
- Engages in efforts to improve teaching and learning at small liberal arts colleges at the regional and national levels.