



*The Joy Shechtman Mankoff  
Center for Teaching & Learning presents*



# **Camp Teach & Learn 2017**

## **Wednesday, Thursday, & Friday**

### **May 24, 25, & 26**

This year's Camp Teach & Learn will again focus on the various elements of our new Connections Curriculum, helping us refine and enact a 21<sup>st</sup> century liberal arts education. The Joy Shechtman Mankoff Center for Teaching & Learning, working in partnership with over a dozen other groups and offices across campus, has created an array of workshops and discussions that focus on Connections and improving student learning and experiences.

The first morning of Camp focuses on designing and teaching first-year seminars (FYSs); all faculty and staff interested in FYSs are encouraged to attend, whether you are teaching or advising one this coming Fall 2017, have been involved with one in the past, or are considering teaching or advising one in the future. Staff involved with supporting FY students are also encouraged to attend. The afternoon of the first day includes a variety of workshops focused on strategies for improving student learning in the first year. A pair of workshops on Growth Mindset and fostering Student Metacognition should be of interest to all faculty, not only those teaching first-year students.

The schedule includes a group of workshops focused on technology related to both effective teaching and digital scholarship, as well as several discussions focused on the languages, global learning, or study away. We have three sessions that specifically focus on increasing people's overall understanding of our Connections Curriculum, including one geared towards staff who are not yet familiar with our new curriculum, as well as a special Friday lunch focused on Full Participation.

On Thursday we have several special events, including a STEM-focused workshop on critical race theory and equity with Dr. Alyssa Perz of Duke University, and a webinar on How to Win an NIH Grant co-sponsored by Corporate, Foundation, & Government Relations and the Office of the Dean of the Faculty. The CCSRE is co-sponsoring a workshop focused on teaching race, ethnicity, and difference with Dr. Christina Heatherton of Trinity College, as well as a forum focused on sharing scholarship that relates to race, ethnicity, and social difference. Thursday ends with a CCSRE-sponsored food & drink "Happy Hour."

The CTL would like to thank the many co-sponsors and contributors to this exciting week of events; without the hard work of our faculty and staff colleagues Camp Teach & Learn would not be possible.

Whether you are interested in engaging in substantive dialogue with colleagues about the design and teaching of our Connections Curriculum or are enthusiastic about honing your skills and hearing about the latest ideas and approaches to effective teaching, we hope you plan to attend.

**If you would like to participate in one or more of these workshops or discussions,  
please RSVP by Friday, May 12<sup>th</sup>.**

**This year you have a choice of how to RSVP: by visiting the [Camp T&L  
Eventbrite website](https://tinyurl.com/CampCTL2017) (<https://tinyurl.com/CampCTL2017>)  
and selecting the events in which you plan to participate,  
or email Michael at [CTL@conncoll.edu](mailto:CTL@conncoll.edu)  
with a list of the specific workshops & discussions you would like to attend.**

## Wednesday 24 May 2017

### **Designing Your First-Year Seminar: Modules, Assignments, Engagement**

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

This workshop is designed to help faculty teaching first-year seminars this fall to design their course and plan their syllabus. We strongly encourage you to bring your draft syllabus and to invite your Staff Advisor to the session. Various offices will be attending the session and available to help you work on planning writing assignments, library research sessions, modules, engagement activities, etc. All faculty and staff teaching and advising FYs this fall are strongly encouraged to attend, and we also welcome anyone who has been involved with one in the past, or is considering teaching or advising one in the future. Staff members involved with supporting FY students are also encouraged to participate.

Facilitated by Emily Morash; discussants include Noel Garrett, Kathy Gehring, Jessica McCullough, Geoff Norbert, Michael Reder, Mark Seto, Steve Shoemaker, Jefferson Singer, and Kimberly Sanchez.

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

### **How to Be a Staff Advisor: Mentoring Students & Your Role in the Advising Team**

Wednesday 24 May 1 PM to 2:15 PM, lunch served at noon

What makes an effective Staff Advisor? How do you engage with the other advising team members (faculty, student advisors)? What are the expectations of the position? During this session, we will address these questions and hear from previous staff advisors' experiences.

Facilitated by Emily Morash; discussants include CC Curtiss, Ann Schenk, Mark Seto, and Melissa Shafner.

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

### **Cultivating a “Growth Mindset” in Your Students**

Wednesday 24 May 1 PM to 2:15 PM, lunch served at noon

One's motivational mindset affects how much effort we expend and the expectations we have for ourselves. Carol Dweck, a researcher at Stanford University, has studied the impact of “fixed” vs. “growth” mindsets on learning. Those with fixed mindsets believe that their talents, abilities, and intelligence are fixed traits, that there is no way to change their allotment, and that these traits alone determine success. Alternately, people with growth mindsets believe that talents, abilities, and intelligence can be developed through dedication, effort, reflection, and revision; they view challenges and failures as opportunities to improve. A robust body of research suggests that students with growth mindsets are more persistent in the face of challenges and achieve at higher

levels in the classroom than their fixed mindset peers. Come to this workshop to find out what mindset you hold, how that impacts your students' learning experiences, and how to support the development of growth mindsets in your students. *Please bring a laptop, tablet, or phone to participate in a brief mindset assessment.*

*Because growth mindset provides the foundation and buy-in to use metacognitive strategies, we recommend that you attend both this workshop and the following Metacognition workshop to maximize the benefits to your students.*

Interactive workshop led by Loren Marulis, Jessica Naecker, and Melissa Shafner.

*Co-sponsored by Student Accessibility Services & Counseling Services.*

## **The Transition to College Writing: A Session with FYS Faculty Writing Fellows**

Wednesday 24 May 1 PM to 2:15 PM, lunch served at noon

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

Discussants include Heidi Henderson, Liz Reich, Steve Shoemaker, and Jeff Strabone.

*Co-sponsored by the Roth Writing Center.*

## **Student Learning Outcomes Assessment Working Session**

Wednesday 24 May 1 PM to 4:00 PM (working session—drop in anytime)  
Brief introductions at 1 PM & 2:30 PM followed by working session; lunch at noon

Learning goals for each of the College's majors and some of our co-curricular programs appear on the public website, and departments and offices have been asked to begin a process of revising those goals into clearer, assessable student learning outcomes (SLOs) and to develop multiyear plans for collecting and using evidence of how well their students are achieving those outcomes.

This working session will be useful for departments and offices looking to create SLOs as well as those who want to refine existing SLOs before advancing to the next stages of assessment.

*Brief presentations at 1:00 and 2:30 will cover the basics of SLO development, and consultation will be available afterward.*

Faculty and staff are encouraged to attend with colleagues in small groups (2+ people). Please bring a copy of your current SLOs or learning goals, if possible.

Led by John Nugent and Makayla Grays.

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

## **Helping Students Learn about Their Learning: Strategies for Cultivating Metacognition**

Wednesday 24 May 2:30 PM to 4:00 PM

A basic definition of “metacognition” is thinking about your own thinking for the purpose of improving your learning. Think of it as having a Super Brain that directs your brain. Research has shown that metacognitive awareness of one’s own thinking and learning is a unique predictor of achieving learning outcomes. What we think of as “smart” is really the use of metacognition in coming up with effective strategies to successfully accomplish these learning goals. Some students use these strategies innately and intuitively, while others need to be taught what they are and how to use them. Come to this workshop to learn more about helping your students to plan, monitor, and evaluate their own thinking, as well as how you can be metacognitive about your own teaching.

*It is highly recommended that you attend both this workshop and the Growth Mindset workshop as a growth mindset is what provides the foundation and buy-in to use metacognitive strategies.*

Interactive workshop led by Jillian Marshall, Loren Marulis, and Melissa Shafner.

## **Reflect, Integrate, Demonstrate: Student Digital Portfolio Pilots**

Wednesday 24 May 2:30 PM to 4:00 PM

As we build a curriculum that asks students to reflect upon and integrate their coursework and co-curricular activities, several members of our teaching and learning community are experimenting with digital portfolios as a space for this work. Through digital portfolios, students can archive artifacts that document and demonstrate their path through their education. Narrative explanations and curated examples make it clear why they selected courses, a major or pathway, as well as what they learned and accomplished. Faculty and staff who have used portfolios or participated in the pilot will share their experiences and sample student portfolios will be demonstrated. We will end with a discussion and leave with ideas for future implementations.

Session leaders: Laura Little and Jessica McCullough; discussants include Amy Dooling, John Madura, Ariella Rotramel, and Sarah Queen.

*Co-sponsored by Instructional Technology.*

## **Thursday 25 May 2017**

### **Moving Beyond Access: Using Critical Race Theory to Promote Retention and Inclusion of all Students in STEM**

**with Alyssa Perz, Assistant Dean of Trinity College, Duke University**

Thursday 25 May 8:30 AM to 10:15, breakfast served at 8 AM

This workshop will begin with a brief introduction to critical race theory (CRT) and how it can be used to inform and change teaching and advising practices. Dr. Perz will discuss how increased communication across departments and offices can advance these changes and examine with participants two cases that illustrate observed challenges and solutions. Participants will become

familiar with the tenets of critical race theory; be able to navigate resources related to critical race theory in education; and consider where the lens of CRT could reveal problems and inform solutions in introductory STEM courses in their departments.

Alyssa Perz is an academic dean for undergraduate students in Trinity College of Arts and Sciences at Duke University. She is also a Lecturer in the Biology Department and directs a living-learning community designed to support prehealth students in introductory science courses. She serves as a college advisor for first- and second-year football and basketball players at Duke. From her responsibilities as a dean, advisor and teacher, Perz has focused on equity for all students as they strive for excellence in a competitive academic environment. She earned a B.S. in Biology from Southwestern University in Georgetown, TX and completed her Ph.D. in Cell Biology at Duke University Medical Center. She teaches courses on developing academic identity and medical biology.

## **Everything You Need to Know about Connections: A Workshop for Staff Members**

Thursday 25 May 8:30 AM to 10:15, breakfast served at 8 AM

What role can staff members play in facilitating our new curriculum? This session will bring staff members fully on board in the College's efforts to effectively implement our new Connections Curriculum. While faculty members have had many opportunities to learn about Connections, many staff members have not had the chance to learn about Connections or how it works. The session will include an overview of the curriculum and introduce some of the key administrative and faculty members who direct aspects of it. By the end participants will be able to explain Connections succinctly and know who to go to with any questions in the future. *Participants in this session may also be interested in Friday's session "How to Talk about Connections."*

Session led by Christopher Hammond, and discussants include Kathy McKeon, Emily Morash, Ann Schenk, and Jefferson Singer.

*Co-sponsored by the Office of the Dean of the College and Staff Council.*

## **Teaching through a Different Lens: Incorporating FLAC (Foreign Languages Across the Curriculum) Sections into Your Courses**

Thursday 25 May 8:30 AM to 10:15, breakfast served at 8 AM

Led by the Director of the Language and Culture Center and veteran FLAC instructors, this session will discuss possibilities for expanding disciplinary study by offering content sections in languages other than English. Activities will include the examination of syllabi from recent FLAC sections in Anthropology, Botany, and Biology.

All faculty and staff are welcome to participate, and faculty in the sciences and in the arts are especially encouraged to attend. Note that thanks to recent changes in FLAC policies and practices, FLAC sections may be offered by instructors *other than* those of the parent course. In other words, even if you are not fluent in a second language, you may collaborate with a colleague to add a FLAC section to your course to shed new light on course content for students with knowledge of languages other than English.

*Co-sponsored by the Language & Culture Center, the Mellon Initiative on Global Education, and the Office of the Associate Dean of Global Initiatives.*

## CCSRE Teaching Forum

Thursday 25 May 10:30 AM to 12:15, lunch served at 12:15 PM

This workshop is for faculty who teach courses with a focus on race, ethnicity, and social difference at Connecticut College. We will take some initial time to share syllabi, assignments, texts, and pedagogical approaches in order to have a better understanding of existing teaching methodologies on race.

The framing question, “What does this course teach about race, ethnicity, and social difference?” suggests other questions:

- 1) What’s the overarching discourse/narrative of this course?
- 2) What theories of race/difference shape the approach?
- 3) In what ways are minoritized voices incorporated into the course?
- 4) What happens in the classroom that might potentially affect the racial narrative taught by the course?
- 5) How do we manage conflict in the classroom?
- 6) How do we attend to student resistance?
- 7) What kinds of assignments and learning opportunities allow us to engage race/difference from within our various disciplines?

Facilitated by Nathalie Etoke, Sandy Grande, and Sunil Bhatia.  
With special guest Christina Heatherton, Assistant Professor, Trinity College.

*Co-sponsored by the Center for the Comparative Study of Race & Ethnicity.*

**Christina Heatherton** is an American Studies scholar and historian of anti-racist social movements. She is completing her first book, *The Color Line and the Class Struggle: The Mexican Revolution, Internationalism, and the American Century* (University of California Press, forthcoming). With Jordan T. Camp she recently edited *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter* (Verso Books, 2016). Her work appears in places such as *American Quarterly*, *Interface*, *The Rising Tides of Color: Race, State Violence, and Radical Movements Across the Pacific*, edited by Moon-Ho Jung (University of Washington Press, 2014) and will appear in venues such as *Feminists Rethink the Neoliberal State: Inequality, Exclusion and Change*, edited by Leela Fernandes (New York University Press, forthcoming) and *Futures of Black Radicalism*, edited by Gaye Theresa Johnson and Alex Lubin (Verso Books, forthcoming). She has been featured on national news programs such as Democracy Now!, Against the Grain, and The Real News Network. With Jordan T. Camp she previously co-edited *Freedom Now! Struggles for the Human Right to Housing in LA and Beyond* (Freedom Now Books, 2012). She is the editor of *Downtown Blues: A Skid Row Reader* (Freedom Now Books, 2011).

## Open Access & Digital Commons

Thursday 25 May 10:30 AM to 12:15, lunch served at 12:15 PM

Did you know that most journals allow you to make previously published articles freely available over the internet? Archiving your research in an institutional repository like Digital Commons makes it accessible to researchers who don’t have access to expensive databases and can make it more readily discoverable by those who do. *Bring a c.v. or list of publications to this workshop and we will show you how to determine which articles can be made open access and how we can make your research as widely available as possible through Digital Commons.* We will also discuss some of the author features that make Digital Commons a practical, useful, and appealing platform for your research.

*Co-sponsored by Information Services.*

## **Study Away & the Major**

Thursday 25 May 10:30 AM to 12:15, lunch served at 12:15 PM

Through a facilitated workshop, participants will work to articulate discipline-specific learning goals for study away and identify pre-approved study away programs that best complement academic studies in the major. Departments that RSVP will be provided with recent data about the study away patterns of majors (including participation rates and program choices).

*Co-sponsored by the Office of the Associate Dean of Global Initiatives, the Study Away Office, and members of the Endeavor Study Away Advising Seminar*

## **How to Win an NIH Grant:**

### **A Workshop on the National Institutes of Health with Lucy Deckard**

Thursday 25 May 1:30 PM to 3:30 PM, lunch served at noon

This webinar will show you how to prepare strong proposals to the National Institutes of Health (NIH), the primary U.S. government agency responsible for biomedical and health-related research, including work in the behavioral and social sciences. Topics covered will include how to identify the Institute/Center, the program, and the study section best for your topic; how to compete as a faculty member from an undergraduate institution; how to craft an NIH proposal; and how to interpret and respond to reviews.

Prior to founding her company, our presenter Lucy Deckard worked for many years in research development at Texas A&M University, serving as associate director of the University's Office of Proposal Development. She has helped to develop and write successful proposals to NIH, the National Science Foundation, the Department of Education, and the Department of Defense, among other agencies. This 2-hour webinar will include time for questions and discussion.

*Co-sponsored by the Office of Corporate, Foundation & Government Relations and the Research Matters program of the Office of the Dean of the Faculty.*

## **CCSRE Faculty-Staff Research Forum**

Thursday 25 May 1:30 PM to 3:30 PM, lunch served at noon

This forum brings together Connecticut College staff and faculty members whose work attends to issues of race, ethnicity, and social difference (i.e. class, gender, sexuality, caste, Indigeneity). Forum participants will give a 5-minute "presentation" on their most current project, providing a snapshot of their work that offers enough insight to their project for others to discuss further (note: while projects can be in *any* state of development, we encourage presentations on those that are "in progress").

The central purpose of the forum is three-fold: 1) To provide an opportunity for faculty engaging in the critical study of race, ethnicity and social difference to become acquainted with each other's work; 2) To provide a generative space for deeper intellectual engagement around specific projects; and, 3) To create opportunities for cross conversation that may, in turn, foster future collaborations.

Facilitators include: Sunil Bhatia, Nathalie Etoke, Sandy Grande, and a special guest to be announced.

*Co-sponsored by the Center for the Comparative Study of Race & Ethnicity.*

## **Developing Digital Humanities Projects: The Why and the How of Digital Scholarship**

Thursday 25 May 1:30 PM to 3:30 PM, lunch served at noon

Does digital humanities (DH) research have the same outcomes as traditional research? Does DH appear to require more effort to reach the same end goals? Why *do* digital humanities?

This session will focus on how digital scholarship projects can enhance student engagement and lend students useful new skillsets (both technical and critical), all while helping you achieve your pedagogical goals. Hear from faculty about why and how they integrated digital projects—mapping, online exhibitions, and computational analysis of data mined from digitized texts—into their humanities courses, what worked well, and what students gained from the experience.

Discussants include: Lyndsay Bratton, Karen Gonzalez Rice, Emily Morash, and Ariella Rotramel.

*Co-sponsored by Instructional Technology.*

## **CCSRE Happy Hour**

Thursday 25 May 3:30 PM to 5PM, food & beverages will be served

Stop by at the end of the day and socialize with colleagues. Learn about the revised CCSRE and the new directions it is taking, including opportunities for partnerships and collaborations. All faculty and staff are encouraged to attend. *Sponsored by the CCSRE.*

# **Friday 26 May 2017**

## **Designing & Re-Designing ConnCourses**

Friday 26 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

Are you thinking about developing a ConnCourse? Do you want to improve the ConnCourse you recently taught? Do you have examples of successful assignments, class activities or pedagogical techniques to share with colleagues?

This session will bring together current and future ConnCourse instructors to discuss successes and challenges in meeting the ConnCourse learning goals. For experienced ConnCourse instructors, this session will provide the opportunity to reflect on your course, share your successes, and find solutions to challenges you've encountered in teaching a ConnCourse. Those planning a new ConnCourse will have the opportunity to learn more about ConnCourses and begin to develop a plan to address the learning goals.

Discussants include Anne Bernhard, MaryAnne Borrelli, Michael Chan, David Chavanne, Kathy McKeon, and Darryl Phillips.

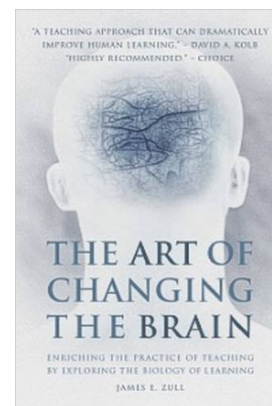
*Co-sponsored by the Office of the Dean of the College and our wonderful colleagues teaching & supporting ConnCourses.*



## CTL Reading & Discussion Group: ***The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning*** by James E. Zull

Friday 26 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

*The Art of Changing the Brain* (Stylus, 2002) is a ground-breaking classic full of practical strategies for using neurobiological principles to improve learning. James Zull, a professor of biology at Case Western Reserve and director of their CTL, connects learning theory to neuroscience, describing the brain in non-technical terms and explaining how thinking and learning are the results of biological processes. His accessible discussion is illustrated with numerous stories and examples from a variety of disciplines. Armed with this information, we can craft learning experiences and classroom environments that are more conducive to student learning.



"This is the best book I have read about the brain and learning ... [Zull's] perspective forms the foundation for a teaching approach that can dramatically improve human learning."

—David A. Kolb (aka “the experiential learning cycle guy”)

Discussion run by Noel Garrett and Tanya Schneider.

If you are interested in participating in this book discussion group, please contact Michael at [redner@conncoll.edu](mailto:redner@conncoll.edu).

## Teaching with Partners Abroad

Friday 26 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

Our discussion will focus on theories and practices of globally networked learning at Conn, as well as introduce participants to opportunities for curricular collaborations through our emerging global partnerships in Ghana, Germany, Poland, Mexico, Bulgaria, Spain and other locations. Faculty who have already begun incorporating technology to promote virtual international engagement in their classrooms will report on their teaching experiences and feedback from students.

*Co-sponsored by the Mellon Initiative on Global Education, the Office of the Associate Dean of Global Initiatives, and the Instructional Technology Team.*

## How to Talk About Connections

Friday 26 May 10:45 AM to 12:30 PM, lunch served at 12:30 PM

There are many occasions where we meet people on campus or off campus who want to know about our exciting new Connections Curriculum. We might find ourselves tongue-tied when it comes to explaining it in a succinct and exciting way, particularly in the context of a casual (non-PowerPoint-aided) conversation. So, how do we talk about Connections? What do we say to our colleagues at other institutions who know about general education, or to potential students and their parents? What is “the elevator speech”? What makes Connections distinctive? In this interactive session, intended for both faculty and staff, we will briefly hear from several people who talk often about Connections and we will construct our own “elevator speech.”

Session led Jefferson Singer, with discussants from College Relations and Admissions.

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

## **Grant Writing for Humanities Researchers: A Workshop**

Friday 26 May 10:45 AM to 12:30 PM, lunch served at 12:30 PM

A grant proposal is a rhetorical document that must make the case for your project, according to the sponsor's criteria, under tight length limits, and often for an audience that includes both experts in your field and non-specialists. This workshop will help you write strong proposals for research grants and fellowships in the humanities and humanistic social sciences. We will study the guidelines for major grant programs, dissect examples of funded proposals, and begin to draft our own. Faculty from all disciplines are welcome. *Participants are welcome to send a brief (1-3 pp) rough draft of a proposal for a current project to Alex Barnett ([abarnett@conncoll.edu](mailto:abarnett@conncoll.edu)) by May 10 for feedback, although this is not required. If enough are willing, we can arrange to read one another's drafts ahead of time and then give and receive feedback during the session.*

Led by Alex Barnett, Office of Corporate, Foundation & Government Relations.

## **Supporting Students in Academic Difficulty: CARE Team, the Honor Code, & Incompletes**

Friday 26 May 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Connecticut College has implemented several changes in policies and practices to provide a safety net for our students. This session will review changes concerning the Honor Code and Incompletes. We also will discuss the role of the CARE Team and how this committee functions as a support to students in crisis and those struggling academically. Some questions that we will respond to are:

- Incompletes: *When it is appropriate to grant a student an incomplete and when is it not?*
- Honor Code: *What is the Honor Code process for faculty? For students? When is it appropriate to bring a student to the Honor Council?*
- CARE Team: *What is the CARE Team? Who are the members? Why and when should faculty use this process to report a student? What is the process after initial reporting?*

Facilitators include Sarah Cardwell, Marina Melendez, and Emily Morash.

*Co-sponsored by the Office of the Dean of the College and the Office of the Dean of Student Life.*

## **Connecting to Full Participation: A Conversation Over Lunch**

Friday 26 May 12:15 PM to 1:30 PM

Are you still unclear about what full participation means and how it affects your work in and out of the classroom? We as faculty ratified legislation implementing full participation as a framework for our new connections program. Join us for a conversation over lunch with key members of our College leadership who will help clarify what we mean when we say we—as a faculty—will “work toward goals of Full Participation in the curriculum and across campus,” and what we should then expect of ourselves in the process. There will also be a discussion regarding the existing work that has been done, and the directions we will be taking full participation during the coming year.

Facilitators include Christopher Hammond, John McKnight, Jefferson Singer, & Abby Van Slyck.

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

## Planning a Productive Post-Tenure Sabbatical

Friday 26 May 1:30 PM to 3:00 PM, lunch served at 12:15 PM

Tenure affords you the time to push your current research or creative work to another level or pursue a whole new area of inquiry. How do you best plan for and make the most of this much-anticipated opportunity? Discussants from a range of disciplines share their experiences and field your questions.

Discussants include Luis Gonzalez, Rachel Spicer, & Chris Steiner.

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

## The New Language Requirement: Advising, Accessibility, & Other Implications

Friday 26 May 1:30 PM to 3:00 PM, lunch served at 12:15 PM

Sixty-nine percent of the class of 2020 engaged in language study in the 2016-17 academic year, a significant increase over past years that can clearly be attributed to the new Connections language requirement. Faculty and staff in various corners of campus have faced new challenges as a result of increased class sizes, the presence of students previously exempt from language study, and a noticeable shift in enrollment to the less commonly studied languages. How do we effectively advise students on their choice of language as they start their academic journey? What supports are needed to make language courses accessible to all students? This session, geared toward both advisers and foreign language faculty, will review and summarize enrollment data for the class of 2020, describe challenges, and invite listeners to discuss approaches moving forward.

Session led by Amy Dooling, Laura Little, Emily Morash, & Melissa Shafner.

*Co-sponsored by the Language and Culture Center, Office of the Dean of First-Year Students, and Student Accessibility Services.*

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**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 Friday, May 12<sup>th</sup> visit the [Camp T&L Eventbrite website](https://tinyurl.com/CampCTL2017)  
(<https://tinyurl.com/CampCTL2017>) and selecting the events in which you plan to participate,  
or email Michael at [CTL@conncoll.edu](mailto:CTL@conncoll.edu)  
with a list of the specific workshops & discussions you would like to attend.**

**\*\*Your RSVP-ing to the various workshops and discussion is essential so we can assign  
rooms according to attendance and order enough food\*\***

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

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