



The Joy Shechtman Mankoff
Center for Teaching & Learning presents



Camp Teach & Learn 2014

**Tuesday, Wednesday, Thursday, & Friday
May 20, 21, 22, & 23**

This year's Camp Teach & Learn will focus on Curricular reVision and the ideas and experiences to create a 21st century liberal arts education. The CTL, working closely with members of EPC, FSCC, and the Spring Break Working Group, has created an array of workshops and discussions that focus on the core components of the newly-proposed framework for general education—redesigning first-year seminars; liberal arts courses for non-majors; new approaches to advising; inclusivity in the classroom and beyond; the liberal arts in action; and many, many more.

Whether you are interested in engaging in substantive dialogue with colleagues about the proposed framework and what these curricular elements could and should entail if we adopt a new curriculum, or are interested in honing your skills and hearing about the latest ideas and approaches to effective teaching, please be sure to attend.

In order to participate in any of these events, please simply RSVP to Michael at rededer@conncoll.edu by Wednesday 14 May.

Tuesday 20 May 2014

Rethinking Advising

Tuesday 20th May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

What are the most effective practices in advising? Where do students really get advice about their academic plans? In this discussion we will consider advising from a variety of new perspectives, and think about how advising might work more effectively in a revised curriculum. The session will begin with a framing of the current thinking about the future of advising at Connecticut College, and then move on to a roundtable, where we will hear from a wide-range of faculty and staff who currently advise and mentor our students in an array of settings: from POSSE mentors and faculty advisors who work with students in the certificate programs to coaches, CELS counselors, academic advising deans, student life professionals, the Academic Resource Center, and more. An open discussion will follow. We will also address the notion of "Team Advising," and begin to discuss what we'd like to see happen in the pilot program on Team Advising this fall, the working group for which will meet after lunch.

Co-sponsored by the EPC & FSCC.

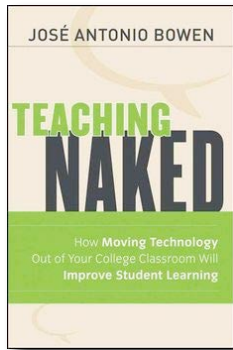
Pilot participants are strongly encouraged to attend this initial discussion, and to reconvene in the hands-on session scheduled later in the afternoon from 1:30 PM to 2:30 PM.

Facilitated by Amy Dooling; discussants include Tristan Borer, Julia Browne, Carolyn Denard, Jennifer Fredricks, Noel Garrett, Leo Garofalo, Eva Kovach, Frida Rodriguez, Andrea Rossi-Reder, and Marc Zimmer.

Teaching Naked (2012) by José Antonio Bowen

A CTL Reading & Discussion Group

Tuesday 20th May: 8:30 AM to 10:30 AM, breakfast served at 8 AM



Bowen, a Professor of Music and the incoming President of Goucher College, examines the potential roles of technology to improve student learning but argues that face-to-face contact with faculty inside the classroom is key to student learning. While acknowledging the potential for technology to impact student learning outside of the classroom, Bowen examines the benefits of the human dimension of teaching & learning.

Discussion facilitated by Anthony Graesch, Jessica McCollough, and Joe Schroeder.

First-Year Seminars as a Cornerstone of Curricular reVision

Tuesday 20th May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

First-Year Seminars (FYSs) are an important part of the proposed revised curriculum and an opportunity to introduce incoming students to the academic community at Connecticut College. There are many ways that FYSs can be used to support the objectives of our revised curriculum, and a pilot program is currently being designed to try out new ideas. In this session we will discuss plans for the pilot and seek input from both experienced and new FYS faculty and anyone interested in learning about FYSs. Some of the ideas in the pilot include: thematically linked courses, FYSs that address both academic skills and the college's mission related to the liberal arts, group advising, and FYSs attached to special first-year housing. Faculty members who participated in this past Fall's pilot program will talk about what they learned, what they thought was most effective, and what they plan to do differently next time. Members of the Spring Break Working Group and faculty and staff from the First-Year Seminar Planning Group will also participate. All faculty members and staff, especially those who work with first-year students, are encouraged to participate. *Co-sponsored by the EPC & FSCC.*

Participants in the First-Year Seminar Pilot groups should attend this initial discussion, and also plan to meet during the working time in the afternoon from 2:30 PM to 3:30 PM.

Facilitated by Chad Jones & Suzuko Knott; discussants include Victor Arcelus, Carolyn Denard, Simon Feldman, Ron Flores, Michael Reder, Joe Schroeder, and Marc Zimmer.

Technology in the Liberal Arts Classroom

Tuesday 20th May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

College students and faculty are increasingly entangled in a digital world. But to what extent does the landscape of digital technologies afford improvements to the ways we teach and learn? Do our students graduate with the requisite skills for discerning among and applying specific technologies to specific problems? Join members of the Faculty Technology Fellows Program in a panel discussion of digital literacy and how some technologies might be used to: (1) provide new lenses on natural and behavioral phenomena; (2) permit the authorship and dissemination of new or alternative perspectives; and (3) cultivate a deeper understanding of otherwise complex relationships.

Co-sponsored by Instructional Technology & the Faculty Tech Fellow Programs.

Discussants include Faculty Tech Fellows Ann Marie Davis, Karen Gonzalez Rice, and Anthony Graesch, as well as Laura Little, Jessica McCollough, and Chris Penniman.

Team Advising: Planning the Pilot

Tuesday 20th May: 1:30 PM to 2:30 PM, lunch served at 12:30 PM

To test out the idea of collaborative advising for first-year students, faculty who are interested in advising the students in their First-Year Seminar for fall 2014 are invited to participate in a team advising pilot, in which all of the students in a given FYS will be assigned the same academic advisor (their instructor), the same CELS counselor, and the same student advisor. As discussed throughout the reVision process, an enhanced FYS program and strengthened advising are envisioned as a holistic piece of an enhanced first-year experience.

FYSs in the Team Advising pilot group will include some of the elements outlined in the current curricular proposal, such as structured conversations on topics like: the transition to college, inclusivity and access to campus resources, course options, skills development, foreign language study, major and minors at the college, study habits, academic support resources, academic integrity and the honor code, extracurricular activities, athletics, balance and wellness issues, and summer opportunities.

Advising teams will coordinate their meetings with students throughout the year, and plan at least one team event (e.g., a dinner, group discussion on a particular theme, guest speaker) each semester. *Co-sponsored by the EPC & FSCC.*

If you are interested in participating in this Team Advising Pilot Group you are strongly encouraged to attend this initial planning meeting.

Facilitated by Amy Dooling.

Title IX: It's Not (Just) about Athletics Anymore

Tuesday 20th May: 1:30 PM to 3:00 PM, lunch served at 12:30 PM

What you don't know about Title IX *can* hurt you—and others as well. As a faculty member, you may think that all you need to know about Title IX is that you're a mandated reporter of sexual misconduct. *But think about it:* Are you sure you know what you're supposed to report and to whom? Are you sure about what you should do if a student (or another employee) wants to confide in you about a traumatic sexual experience on campus? And on a deeper level, the federal Office of Civil Rights expects every member of our community to help create the type of climate in which sexual assault and harassment rarely, if ever, happen. Creating this type of climate is everyone's legal responsibility: do you know how to do your part in this effort?

To find answers to these questions, this workshop will explore some of the deeper issues relating to sexual violence and harassment on campus. You'll learn about our student culture and the challenges we face in shifting it, and about some of the fantastic things our students and staff are already doing to move us in that direction. Where do faculty fit into this cultural shift? Please come and help us develop solutions to these challenges, to ensure the future well being of our community. *This workshop will be focused on the Faculty members' roles and responsibilities related Title IX.*

Co-sponsored by the Office of the President.

Led by Judy Kirmmse, Title IX Coordinator, and Darcie Folsom, Director of Sexual Violence Prevention and Advocate.

First-Year Seminars: Planning the Pilot(s)

Tuesday 20th May: 2:30 PM to 3:30 PM, lunch served at 12:30 PM

This session will be an opportunity for participants and potential participants in the First-Year Seminar (FYS) pilot, to begin the work of preparing for their courses. Faculty in the pilot will focus on linking FYSs more consistently to the mission and core values of the college and the liberal arts and emphasizing key academic skills (writing, oral communication, and information literacy). FYS Pilot faculty will also attend workshops focused on creating inclusive classrooms and connecting courses.

Two subpilots will run concurrently: 1) one that develops the residentially-based FYS clusters to build a residential and academic community of first-year students, and; 2) another that forms groups with thematic interdisciplinary connections between the proposed fall and spring first-year seminars. In this session we will begin to make connections among courses and share ideas for accomplishing the goals of the pilot. Those interested or planning to participate in the FYS pilot should attend this session. *Co-sponsored by the EPC & FSCC.*

Facilitated by Suzuko Knott and Chad Jones.

Wednesday 21 May 2014

Rethinking Larger Introductory Courses: Strategies for Improving Student Learning & Success

with Michèle Shuster

Wednesday 21st May: 8:30 AM to 10:00 AM, breakfast served at 8 AM—Part 1

Wednesday 21st May: 10:15 AM to Noon, lunch served at Noon—Part 2

Thursday 22nd May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM—Part 3

How can you implement more effective teaching strategies into your larger introductory courses at Connecticut College? What specific approaches to inclusive teaching and course design can help improve both student learning and student success? Over the past eight years, a group of researchers at New Mexico State University, led by Dr. Michèle Shuster, has undertaken iterative cycles of course reform in two introductory biology courses. Revisions of these formerly “traditional” lecture courses have included in-class case studies with and without peer facilitators and peer-facilitated small-group workshops. In this session, Dr. Shuster will share with us what they have learned and will discuss hypotheses about what has worked and why. While the strategies have been informed by evidence from STEM courses, *evidence suggests the strategies—such as collaborative learning in a variety of settings—can work across the disciplines.* Anyone who is teaching a larger introductory course is encouraged to attend this session.

In the morning sessions you will learn about some current research on student success in larger courses (Part 1), and then, after a short break, you will have the opportunity to brainstorm ideas for your own introductory courses (Part 2). We will then reconvene on Thursday afternoon to discuss ideas, think about logistics, and share feedback (Part 3).

Michèle Shuster is an associate professor of Biology at New Mexico State University. Although trained as a molecular biologist, her area of scholarship is biology education for undergraduates. She also trains graduate students and postdoctoral teaching fellows in scientific teaching. She teaches intro biology for both majors and non-majors, as well as upper division courses in medical microbiology and cancer. Her publications include articles published in CBE-Life Sciences Education, the Interdisciplinary Journal of

Problem-Based Learning, and case studies published in the National Center for Case Study Teaching in Science. Her educational work has been funded through the NCI, the NM-INBRE program, the Department of Education FIPSE Program, and the Howard Hughes Medical Institute.

Putting the Liberal Arts into Action

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

What do we mean when we refer to “put[ting] the liberal arts in action” and how might we enact this principle in a meaningful way within a revised general education curriculum? How do we help our students, both inside and outside of our classrooms, connect their educations to the world in which we live, and bridge knowledge and action? Research shows that students learn more when they understand the relationship between what they are learning and its application in the world beyond the classroom. But what are the other imperatives to consider in foregrounding global/local engagement as part of an integrated Connecticut College education (for instance, how do notions of engagement intersect with our ongoing efforts to improve access, equity, and inclusivity on campus)?

We already provide ample opportunities for students to connect and apply their educational experiences: internships through CELs and the Centers, study abroad, TRIPs courses, independent study, applied research projects, participation in shared governance, work in the lab, performances and shows, and work within the campus and local community and beyond. In this session we will discuss how the College can do an even better job at capturing and conceptualizing these experiences more systematically. We will also touch upon ways to expand our formal frameworks to help students process and reflect upon these co-curricular experiences, so these experiences can be integrated more deeply back into a student’s course of study. *Co-sponsored by the EPC & FSCC.*

Facilitated by Ron Flores & Andrea Lanoux; discussants include Ginny Anderson, Sunil Bhatia, Leo Garofalo, Luis Gonzalez, Steve Loomis, Tracee Reiser, Sara Rothenberger, Ariella Rotramel, and Josh Stoffel.

Approaches to Interdisciplinary Concentrations

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

The proposed framework includes the possibility of student- or faculty-designed interdisciplinary concentrations that would incorporate courses in different areas and teach multiple skills centered on a theme or question. One goal of these concentrations would be to help students integrate and apply what they are learning across courses and disciplines. Three samples are provided in the SBWG report, including, for example, a “Sustainability” concentration that identifies courses in a variety of departments, grouping them into three areas that comprise key components of “sustainability.” Students would take courses in each area and make connections among them.

In this discussion we will talk about how such interdisciplinary concentrations might work and how they could relate to majors and Centers. We will also brainstorm about potential concentrations that might include both existing courses and potential new courses. Everyone interested in how Interdisciplinary Concentrations could work should attend this session.

Co-sponsored by the EPC & FSCC.

Facilitated by Chad Jones & Simon Feldman; discussants include Bob Askins, Shani Collins, Andrea Lanoux, Wendy Moy, Karen Gonzalez Rice, Sabrina Notarfrancisco, Doug Thompson, Mark Seto, and Marc Zimmer.

Rethinking Larger Introductory Courses: Part 2

with Michèle Shuster

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

Continued from earlier this morning. Participants will begin to apply the ideas discussed earlier to their own teaching and think about strategies for revising their own courses.

This workshop concludes on Thursday afternoon.

Writing & Critical Thinking

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

According to our Writing Across the Curriculum Guidelines (write.conncoll.edu), “Our writing courses are designed to integrate the teaching of writing and the teaching of subject matter, and to foster the deep connection between writing and critical thinking.” But what exactly do we mean by critical thinking, and how exactly can we go about integrating this sort of thinking (whatever it is) with writing? In this workshop, we’ll address these questions and consider strategies for successfully integrating the teaching of writing and the teaching of critical thinking. *Co-sponsored by the Writing Center.*

This workshop should be of particular interest to those who are teaching a First-Year Seminar next year, but is generally relevant and open to all. It might also be of particular interest to those who participated in the lively fall semester Talking Teaching titled “What is Critical Thinking?”

Led by Steve Shoemaker; discussants include Emily Morash, Tobias Myers, Michelle Neely, and Midge Thomas.

Liberal Arts “Conn”Courses

Wednesday 21st May: 1:30 PM to 3:30, lunch served at Noon

During the past year we have had various discussions examining the nature of 100-level courses, including the idea that even disciplinary-focused courses can be taught in a way that acknowledges and enlivens the liberal arts culture at Connecticut College. The Spring Break Working Group report talks about developing a rich pool of introductory-level liberal arts courses (dubbed “ConnCourses”) designed for the non-major. Such courses are intended to provide greater opportunities for integration across courses, enhancing the first-year experience.

ConnCourses would be topical in nature (applying different approaches to a particular theme or problem) and intentionally integrative and multidisciplinary. They might also serve as an exploratory foundation for creating or selecting the Interdisciplinary Concentration (see morning session, above). This workshop will bring together faculty interested in developing such ConnCourses to discuss what makes them distinctive, as well as to examine potentially effective approaches to designing and teaching such classes. It features members of the EPC, faculty participants in last summer’s Teagle grant-sponsored “Data into Action” Institute, as well as members of the Spring Break Working Group. *Co-sponsored by the EPC & FSCC.*

Led by Stuart Vyse; discussants include Anne Bernhard, David Chavanne, Amy Dooling, Deb Eastman, Karen Gonzalez Rice, Sabrina Notarfrancisco, Doug Thompson, and Abby Van Slyck.

Doing the Math: Using Statistical Evidence as a Means to Counter Student Skepticism about Inequality

Wednesday 21st May: 1:30 PM to 3:30 PM, lunch served at Noon

This workshop will examine the issue of quantitative literacy by bringing together two scholars who approach the use of quantitative information differently. For one, the use of quantitative data has been a fundamental tool for his understanding the social world; for the other, the use of quantitative data in seeing and defining the social world raises important questions and concerns, especially given the privilege and disproportionate influence such analyses have on our view of social groups and the nature of public policy. The aim of the workshop is to bring together these views as a way of introducing students to quantitative literacy and how to be a critical user of this form of information. Our discussion will explore how faculty across all disciplines can utilize quantitative data to address difficult topics such as social inequalities. *Co-sponsored by the CCSRE.*

Led by Ron Flores & Ariella Rotramel.

Money for Research: An Introduction to SPIN

Wednesday 21st May: 1:30 PM to 3:00, lunch served at Noon

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.

Thursday 22 May 2014

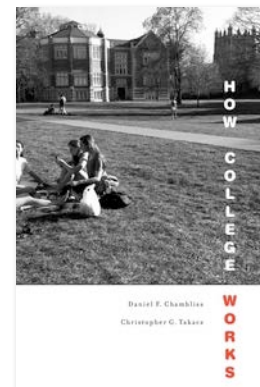
How College Works (2014) by Daniel Chambliss & Christopher Takacs

A CTL Reading & Discussion Group

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

Chambliss, a professor of sociology at Hamilton College, and Takacs, a former student at Hamilton now completing his PhD in sociology, share the results of a multi-year study that focuses on the experiences that have the most impact on college students at residential liberal arts colleges. They believe that the interventions that make for the best teaching and learning can be small but significant. This critically-acclaimed book argues that people—more than curriculum or programs—have the greatest impact in shaping college students' experiences, and highlights the profound influence that individual professors can have on students' lives and learning.

Discussion led by Noel Garrett & Tanya Schneider.



Senior Symposiums: Who, What, Why, & When?

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

The Spring Break Working Group recommended the piloting of a campus-wide symposium in which students present work on their Senior Integrative Projects (SIPs) to the campus community. During the first semester of their senior year, all students not completing a certificate program in an academic Center would enroll in a 1-2 credit senior seminar where they would “workshop” and discuss their SIPs. Projects would involve original research and would be based on students’ experiences in their interdisciplinary concentrations and majors, and would include a global—local engagement component. Seminars could be loosely organized by theme (e.g., world cultures, global problems, historical periods, scientific innovations, creative arts) and organized around the content of students’ integrated projects.

All students would present their senior integrative projects at a campus wide symposium attended by students from all class years and faculty from all disciplines. To test out ideas for a campus-wide symposium, the EPC is calling for a pilot group in which senior students will present work on their SIPs to the campus community.

Our discussion will focus on how such senior seminars and presentations might work, and the directions that the initial pilot might take. Anyone interested in participating in the Senior Symposium Pilot is strongly encouraged to attend. *Co-sponsored by the EPC & FSCC.*

Facilitated by David Jaffe; discussants include Ozgur Izmirli, David Kim, Suzuko Knott, Emily Morash, and Takeshi Watanabe.

Everything You Always Wanted to Know about CELS —But Were Afraid to Ask

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

CELS. What is it? What does CELS do? Who are they? Why do student’s talk about them so much? As the result of many reVision-related discussions and further conversations related to collaborative advising, this session will offer an overview of CELS and answer all your questions regarding the who, what, when, where, and how of the CELS Office and Program.

During our discussion you will learn about our four-year career-and-professional-development program, as well as be introduced to our intake advising process and career and academic planning tools. We will briefly explain the nature of the e-Portfolio, including its tracking and note taking process. We hope to have lively discussions about how we can implement better communication between CELS counselors and faculty advisors. We look forward to your candid questions and your participation in this interactive workshop.

Co-sponsored by Career Enhancing Life Skills (CELS).

Teaching & Reaching All Students in STEM Classes

with Michèle Shuster

Thursday 22nd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

“Some of my students are not succeeding in my science classes—What can I do that won’t kill me in the process?” Many students struggle for a variety of reasons in STEM classes. We don’t have control of all of the factors that impact our students’ success—but there are still easy things that we can do that will help many of our students get the most out of our classes. The

goal of this session is to review some of these strategies, model them, and look at some of the evidence that they “work.” By the end of this session, you will have new tools to add to your teaching toolkit.

Workshop led by Michèle Shuster (biography above). Discussants include Stan Ching, Christine Chung, Deb Eastman, Priya Kholi, Kathy McKeon, Mike Monce, Rachel Spicer, and Danielle Vellucci.

Difficult Dialogues in the Classroom

Thursday 22nd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

The impact of the polarization in the U.S. has been felt across the political, social, cultural, and academic landscapes. On college campuses, the struggles are evident as students and professors work to connect across diverse and at times conflicting worldviews. Many faculty do not feel adequately prepared to navigate the potential conflicts that may arise as a result of diverse student views. As a result, “difficult” conversations are avoided and at times mismanaged when they arise unexpectedly. This avoidance undermines academic engagement and threatens academic freedom. Such has been the concern that the Ford Foundation partnered with the Thomas Jefferson Center to fund demonstration projects supporting “Difficult Dialogues” as a framework for bridging divides and improving engagement.

In this session, we will review some of the lessons learned over the course of administering two funded cycles of “Difficult Dialogues” projects. We will identify some potential pitfalls that professors may encounter and practice skills for managing difficult conversations in the classroom. The case will be made for planning difficult dialogues as a teaching strategy to increase student engagement and preparation for functioning in a complex and multicultural world. We aim to develop the capacity to engage in and foster dialogue in support of academic freedom and rigorous intellectual engagement.

Workshop led by Taleb Khairallah, Department of Psychology & Difficult Dialogues Facilitator.

Flipping the Liberal Arts Classroom

Thursday 22nd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Thought about flipping your class? During this session, we will discuss what flipped teaching & learning looks like and potential uses in the liberal arts classroom. We will show several options for tools you can use to record yourself—from five-minute explanations to hour-long lectures—and how to make these available to your students. Faculty with experience flipping the classroom—from one to two class sessions all the way to a full-semester flip—will be available to share their experiences, offer practical advice, and discuss their students’ response.

Co-sponsored by Instructional Technology.

Discussants include Diane Creede, Mike Dreimiller, Steve Loomis, Jessica McCullough, and Joe Schroeder.

Scaffolding & Sequencing to Get Better Papers

Thursday 22nd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

The basic principle of scaffolding is that students benefit when we help them to complete a complex writing task by breaking that task down into its elements. Research suggests that a scaffolding approach encourages students to produce more rigorous and intellectually ambitious

work, while also reducing the likelihood that they will commit plagiarism. In this workshop we'll consider various strategies for scaffolding individual writing assignments and for "sequencing" the semester as a whole. *Co-sponsored by the Writing Center.*

This workshop may be of particular interest to those who are teaching a First-Year Seminar next year, but is generally relevant and open to all.

Led by Steve Shoemaker; discussants include Heidi Henderson, Simon Feldman, Kris Hardeman, and Julie Rivkin.

Engaging Race in Pedagogy

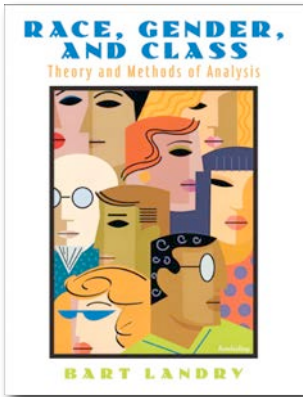
A CTL Reading & Discussion Group

Thursday 22nd May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

The "Engaging Race in Pedagogy" reading and discussion group will offer a small collection of readings that focus on exploring how white privilege and color-blind racism inform classroom

dynamics, from structuring understandings of knowledge production to interactions between students and faculty. Participants will have an opportunity to explore the current research in this area, consider how it applies to their own teaching and course design, and consider strategies for engaging these tensions. *Readings include:* Charles A. Gallagher's "Color-blind Privilege," Mark Chesler's "Perceptions of Faculty Behavior by Students of Color," Penny Pasque's "Pedagogical Approaches to Student Racial Conflict in the Classroom," & Hut Niu Wilcox's "Embodied Ways of Knowing, Pedagogies, and Social Justice: Inclusive Science and Beyond." *Co-sponsored by the CCSRE.*

Facilitated by Ariella Rotramel & Michael Reder.



Rethinking Larger Introductory Courses: Part 3

Thursday 22nd May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM
with Michèle Shuster

Continued from Wednesday morning. During this final session time, Michèle Shuster will workshop and comment upon your course revisions based upon Wednesday morning's discussion and workshop.

Inclusive Excellence reVision Celebration

Thursday 22nd May: 3:30 PM to 5:00 PM

The Joy Shechtman Mankoff Center for Teaching & Learning and the Center for Comparative Study of Race and Ethnicity, along with the Office of Student Accessibility Services, the EPC, and the FSCC, invite you to attend an end-of-year celebration to acknowledge all of the hard work the campus community has invested in the rethinking a Connecticut College education, as well as commemorate the value of "Inclusive Excellence" as a core principle of the Connecticut College community.

Drinks and hors d'oeuvres will be served. Open to all participants in Camp Teach & Learn 2014. Faculty, administrators, and staff who have participated in Curricular reVision are strongly encouraged to attend. *Co-sponsored by the CCSRE, along with the EPC, FSCC, and the Office of Student Accessibility Services.*

Friday 23 May 2014

New Chair Orientation

Friday 23rd May: 9 AM to Noon, breakfast served at 8:30 AM; lunch at 12:30 PM

Incoming Chairs for 2014-2015 and their department's current Chairs will spend the morning discussing 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.

Sponsored by the Office of the Dean of the Faculty.

Book Proposal Boot Camp with Badia Ahad

Friday 23rd May: 9:00 AM to 5:00 PM, breakfast at 8:30 AM; lunch at 12:30 PM

You may have a completed dissertation or draft manuscript, a few rough book chapters, or even journal articles that you'd like to transform into a coherent book project—but where do you start? During this full-day workshop, you will work through writing a draft of the proposal step-by-step: we will discuss translating your research projects for a broader market, "selling" your book to academic presses, and determining the target market for your manuscript. At the end of our session, you will have a completed book proposal—peer reviewed on site—to send to your preferred presses. In addition, you will have the benefit of group support and accountability.

Part I. The Project Description: Writing the Heart and Soul of the Proposal

Part II. Developing Your Chapter Outlines

Part III. Knowing Your Market and Crafting Your Market Analysis

Part IV. Proposing Your Proposal: Choosing the Right Press and Getting Your Proposal into the Hands of an Editor

Participants will complete a template before the workshop, available by emailing Michael at rededer@conncoll.edu. *Co-sponsored by the Office of the Dean of the Faculty.*

Badia Sahar Ahad, PhD is Associate Professor of English at Loyola University Chicago. She is the author of Freud Upside Down: African-American Literature and Psychoanalytic Culture (U of Illinois Press, 2010), and has published multiple essays in esteemed journals and edited collections in the field of English and African-American Studies. Currently, Badia is completing a second book project that examines nostalgia and black radical iconology. In 2011, she began Savant Academic Writing Consultants, which specializes in providing attentive and in-depth developmental editing of academic articles, book chapters, book manuscripts, book proposals, promotion and tenure statements, fellowship proposals and applications, curriculum vitae, and cover letters. In her role as lead editor, Badia has helped scholars across disciplines navigate the often mysterious and competitive world of academic publishing. Through her "Book Proposal Boot Camp," she has worked individually with dozens of scholars to develop successful book proposals, determine what presses are the best "fit" for their manuscripts, learn multiple strategies for "selling" their projects to publishers and market their work to future audiences. Faculty who have taken the "Book Proposal Boot Camp" have received full book contracts from University of Chicago Press, University of Minnesota Press, University of North Carolina Press, Stanford University Press, Temple University Press, to name a few.

All faculty, administrators, and staff who support student learning are welcome. If you would like to participate in one or more of these workshops or discussions, please RSVP by Wednesday, May 14th to Michael at rededer@conncoll.edu and list the events you would like to attend.

Events will be held in Blaustein Humanities Center—rooms TBA.