In this issue…

• This Week’s Suggestions, Consider, & Announcements (p 1-2)
• How to Make Your Teaching More Inclusive: Advice Guide by Drs. Sathy & Hogan (Offering a workshop on January 27 for Bowdoin, Bates & Colby faculty)
• Upcoming Faculty Development (pp 3-6)
• Baldwin CLT Programs and People (p 7)

Congratulations on the last day of classes!

This Week Suggestions:

• Plan/create some closure for yourself for this semester.
• Connect meaningfully with your students/advisees and assist in their closure process for the semester.
• Sign up for one of the faculty development offerings in 2021.
• Attend one of the DPI meetings on December 16.

Consider:
“Light One Candle” by Peter, Paul & Mary
Watch/Listen
Learn about the history of Hanukkah, the Festival of Lights

Light one candle for the Maccabee children
With thanks that their light didn't die
Light one candle for the pain they endured
When their right to exist was denied
Light one candle for the terrible sacrifice
Justice and freedom demand
But light one candle for the wisdom to know
When the peacemaker's time is at hand

Don't let the light go out!
It's lasted for so many years!
Don't let the light go out!
Let it shine through our hope and our tears. (2)

Light one candle for the strength that we need
To never become our own foe
And light one candle for those who are suffering
Pain we learned so long ago
Light one candle for all we believe in
That anger not tear us apart
And light one candle to find us together
With peace as the song in our hearts

Don't let the light go out!
It's lasted for so many years!
Don't let the light go out!
Let it shine through our hope and our tears. (2)

What is the memory that's valued so highly
That we keep it alive in that flame?
What's the commitment to those who have died
That we cry out they've not died in vain?
We have come this far always believing
That justice would somehow prevail
This is the burden, this is the promise
This is why we will not fail!

Don't let the light go out!
Don't let the light go out!
Don't let the light go out!

Announcement:
DPI (Difference, Power and Inequity) Course Development
December 16
https://bowdoin.zoom.us/j/99278106087

Part I: How do I start? DPI across the curriculum: Designing and developing courses or components
1-1:45pm
Attend if you are interested in designing a new DPI course or integrating DPI components into an existing course. Opportunity to reflect on the following video and questions posed in the attached article.

Part II: ESD-DPI Expedited Form Q&A
2-2:45pm
Workshop the 4 Qualifying Questions with the DPI Implementation Group (Katie Byrnes, John Fitzgerald, Theo Greene, and Dharni Vasudevan)
Attend if you have taught an ESD course in the past and are considering the Expedited Proposal Process by February 1.

More information is located on:
Blackboard-Organizations-Teaching Resources for Faculty-DPI
2021 Faculty Development Opportunities

BOLT Workshops:
https://www.bowdoin.edu/bolt/workshops/index.html

Including:
- Adobe Rush
- Apple led Workshops on the iPad: (1) Basics & Workflow, (2) Creating & Using Video, and (3) Creating Podcasts and Using Audio
- Blackboard Open Labs & Refreshers
- Ensemble Refreshers
- iMovie
- iPad Open Labs
- Microsoft Forms
- You’ve been UDL’d: Universal Design for Learning
- Zoom Open Labs/Refreshers

Colby, Bates & Bowdoin January Virtual Course Design Experience
Register at: https://bit.ly/2VsfRup

Asynchronous CDE

Jan 4-22 (Estimated 9-15 hours)

Flexible format of 3 modules with weekly deadlines (Thursdays Jan 7, 14, & 21 at 5pm with options for personalized deadlines if requested). All participants will be assigned a small group and a small group facilitator to support progress and share ideas.

Synchronous CDE

Jan 25-27, 9am-4pm. (15 hours)

Participants engage in a morning webinar followed by individual work in a small group Zoom room with the guidance of a small group facilitator. In the afternoon, participants will return to the small group Zoom room to work on feedback provided on the morning activity, engage in additional activities related to the theme of the day, and participate in a large group reflection activity. Participants should expect to work on CDE activities throughout each day, with breaks for coffee and lunch (on your own). All participants will be assigned a small group and a small group facilitator to support progress and share ideas.

The CBB Course Design Experience brings faculty from across campuses and disciplines together for an interactive, virtual institute that supports evidence-based course design. The CDE provides opportunities for participants to work individually, in small group settings, and with feedback from a member of the facilitation team. Participants will design their student learning outcomes (Module 1),
assessments (Module 2), and pedagogical strategies (Module 3) for one upcoming course they will teach. Ultimately, participants will reflect on the ways their course design welcomes all learners to a deep learning experience, while creating a course that is fully accessible to students, especially those in remote settings.

Promoting Equity through Inclusive Teaching Practices Workshop
January 27, 10-11:30am
Register at: https://forms.gle/vHVmPoFSppkZvvDo6

Join Dr. Kelly Hogan and Dr. Viji Sathy (University of North Carolina) for this online, interactive workshop on inclusive teaching. The session will highlight the need for high course structure and model techniques designed to elicit equity in both online and face to face courses.

Learning Community-Ungrading
Join a community of faculty interested in learning more about ungrading and possibly experimenting with it in a course in 2021. Details about meetings, readings, etc. will be created by the group. If interested, contact Katie Byrnes.
FMI: https://www.jessestommel.com/how-to-ungrade/
Ungrading: Why Rating Students Undermines Learning (and What to Do Instead) Edited by Susan Bloom

ESD-DPI Course Development January Workshop
January 28, 3-4pm EST
https://bowdoin.zoom.us/j/99041571480
FMI: Katie Byrnes (kbyrnes@bowdoin.edu)
For faculty who have taught ESD courses in the past and would like to complete the expedited process to transition those courses to DPI before the February 1 CIC deadline.

SLWIS Webinar: Diversity in L2 Writing: Creating Inclusive Pedagogical and Administrative Approaches
When: Dec 17, 2020 from 2:00 PM to 3:30 PM (ET)
DESCRIPTION
L2 writers in English-speaking colleges and universities come from across the globe and bring myriad academic and life experiences with them. Panelists discuss research and practical applications for creating equitable spaces for English learners with disabilities, refugee students, and international students in writing classes and institutions. Teachers and researchers of L2 writing as well as administrators of writing programs will learn important information about how to make their programs more equitable for all learners.

PRESENTERS
Betsy Gilliland is past chair of the Second Language Writing Interest Section and an associate professor in the Department of Second Language Studies at the University of Hawai'i Manoa.
Caroline Torres is an associate professor in the second language teaching program at Kapi'olani Community College in Honolulu, Hawai'i.
STEM Ed in the Time of Covid19
2021 Massachusetts PKAL Network Winter Meeting
Virtual Meeting
Hosted by Worcester Polytechnic Institute
January 7, 2021
https://www.aacu.org/2021-massachusetts-pkal-winter-meeting-call-proposals

COVID19 has altered much about our world, and higher education. Classrooms and labs have largely been replaced with computer screens. Disparities in health and wellness, the digital divide, the resources available to students and educators alike are starkly in evidence. How do we teach in this COVID19 era? What do we teach? This virtual meeting will explore aspects of STEM education in the new world – online and hybrid delivery, student wellness and engagement, COVID as subject matter, and more. The day will begin with a student panel, sharing their experiences and hopes for their continuing education, and will also include a panel of higher education professionals sharing their thoughts about the student pipeline into higher ed and careers after degrees.

Proposals are welcomed that explore key lessons learned during the pandemic. We particularly welcome proposals on these topics:

• Efforts to engage students in online and hybrid formats
• Employing COVID-19 as subject matter
• Addressing social issues of disparities in health, wellness, digital resources, and access laid bare by the pandemic
• Transitioning hands-on learning to online platforms
• Other changes necessitated by the pandemic

Proposed sessions may follow one of two formats: a brief report (15-minute presentation) or a workshop (60 minutes). Proposals require an abstract (250 words) along with learning outcomes (100 words).

Proposals are due on December 14, 2020.
Fusion Course: Enhancing Online Education through Community-Based Learning

https://events.compact.org/fusion-fall20/728822

The Fusion Course aims to provide critical training and support for faculty as they continue to adapt to online teaching and offers instruction for how to integrate community engagement methodologies into existing curricula to improve the quality of course delivery and foster student engagement.

Participants can expect to spend a minimum of 20 hours on this course, including reading, discussions, writing, group work, practicing technology tools, and reflecting. During the course, each faculty member will develop their own infused course blueprint.

Fusion Course Session 3 | January 4 - January 15
The Baldwin Center for Learning and Teaching

The Baldwin Center promotes intentional, equitable, and effective learning and teaching environments. We are committed to inclusive excellence and to helping all students, faculty, and staff grow as learners and teachers. The programs housed in Kanbar 102 serve as a location for discussions, tutoring, mentoring, and advising. Tutoring, mentoring and writing assistance occur Sunday-Thursday nights 6-10pm and other day hours. Students may schedule appointments at: www.bowdoin.edu/baldwin-center, drop in for peer-to-peer support or make an appointment directly with Baldwin CLT Staff listed below. Faculty may make an appointment for a consultation directly with staff.

ACADEMIC MENTORING & COACHING (AMC)
Tina Chong, Assistant Director, 102F Kanbar, 207-721-4274 cchong2@bowdoin.edu
Tina consults individually with students to strategize plans and schedules, develop techniques for acquiring new knowledge and skills, and manage their workload while maintaining health and well-being. Make an appointment here!

ACADEMIC COMMUNICATION FOR MULTILINGUAL SPEAKERS (ACMS)
Lisa Flanagan, Associate Director, 102B Kanbar 207-725-3056 lflanag2@bowdoin.edu
Students, faculty, and staff who are multi-lingual or who have parents who are non-native speakers of English may work with EMS Advisor Lisa Flanagan. They may seek help with understanding assignments and reading strategies, grammar, outlining, revising, editing, and the conventions of scholarly writing.

QUANTITATIVE REASONING (QR)
Eric Gaze, Director, 301 Kanbar 207-725-3135 egaze@bowdoin.edu
Provides support to students in understanding and using numerical information. Peer tutors lead study groups and individual tutorials for students in quantitative courses. Supports faculty in the design and analysis of quantitative material in coursework.

WRITING AND RHETORIC (WR)
Meredith McCarroll, Director, 102E Kanbar 207-721-5056 mmccarro@bowdoin.edu
Students in any discipline may work one-on-one with a trained, peer writing assistant to improve their writing process and strengthen their writing. Writing assistants work with students in selected courses, semester partnerships, and drop-in workshops. Directs the First Year Seminar program and supports faculty incorporating writing and oral presentations in their classrooms.

FACULTY DEVELOPMENT-TEACHING
Kathryn Byrnes, Director, 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu
Provides support to faculty on course design, learning goals, syllabi, assignments, assessment, mid-course feedback, Bowdoin Course Questionnaires, challenges with students, and other aspects of teaching and student learning. Supports Baldwin Faculty Fellows program and Teaching Triangles reflection program. Organizes August, January, and May Institutes on teaching and learning. Fall 2020 Open Office hours Mondays 11am-12pm and Fridays 2-3pm. Email for Zoom link or to make an appointment.

Administrative Contacts
Kathryn Byrnes, Director 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu
Tammis Donovan, Administrative Coordinator 102G Kanbar 207-725 3006 tdonovan@bowdoin.edu