

# Teaching Times

## BALDWIN CENTER FOR LEARNING & TEACHING

<https://www.bowdoin.edu/baldwin-center>



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## FEBRUARY 26, 2021

Archives of the Teaching Times available at Blackboard-Organizations-Teaching Resources for Faculty

Questions about In Person Teaching?  
Questions about Online Teaching?

Connect with Katie Byrnes and Meredith McCarroll  
Connect with Katie Byrnes

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### This Week Teaching Suggestions:

- If you haven't already given students **feedback** on at least one piece of work, do it this week. If you struggle to make time for feedback (as I do) experiment with what works for you. Short time, many times? Block off one morning or afternoon? As you think about your approach to feedback (grading) this semester, consider the conditions of your students' lives as well as your own. (See David Palumbo-Liu's Grading in an Age of Pandemic.)
- Attend the **3<sup>rd</sup> annual lecture in disability/ accessibility** titled "[Deaf Culture and the Right to Testify](#)" on Friday, Feb 26th at 4pm. <https://bowdoin.zoom.us/j/91837520103>
- Design and distribute in the next couple of weeks a **student check-in survey**. Attend a [workshop with Jennifer Snow](#) on Microsoft Forms to use that tool for distribution. You could also consider inviting a colleague or Katie Byrnes to lead a 30-minute mediated course reflection process with your class. (See attached for more information.)
- **As you plan courses for next year, keep in mind academic partners** who can consult with course design, projects, assignments, etc. (See Academic Partners on pp 6-7)
- **Remind students of resources** like the Baldwin Center, the Library, and IT to support their learning this semester. (See attached BCLT student services schedule.)

## Announcements:

### Fusion Course: Enhancing Online Education Through Community-Based Learning

March 23rd-April 1<sup>st</sup>

<https://events.compact.org/fusion-spring21>

This course is FREE for Maine faculty thanks to the generosity of the Davis Educational Foundation! If you are a faculty member in New England and would like to sign up for this free version of the Fusion Course include your institution name and New England work address to gain access to the special rate when you [register](#).

Elements of the New England Fusion Project include:

- A 2-3 week Fusion curriculum/course that trains faculty in incorporating community-engaged education into online courses with a special introductory welcome session.
- A series of 5 thematic workshop webinars (1.5 hours each) focused on topics such as engaging students in online settings and how to integrate community partnerships into online classes.
- Virtual drop-in office hours for faculty who need added support with engaged online teaching.
- A cross campus peer-to-peer resource hub for New England campuses and faculty.

Course includes a hybrid of live sessions and outside coursework.

### Consider: Grading in an age of Pandemic by David Palumbo-Liu

<https://palumboliu.medium.com/grading-in-an-age-of-pandemic-59ef338db39c>

**Thank you Katherine & Claire Dauge-Roth for this link!**

On February 18 (2021), I innocently tweeted that I had decided to give all my students A's this term, or allow them to award themselves whatever grade they felt was fair. Little did I know that within hours the media would be contacting me, wondering what in the world was going on. Let me first explain what, exactly, is going on, and then why I made my decision.

The class in question is a senior seminar in comparative literature. There are 9 students. We are just past the half-way mark in the term, and each and every one has done A-quality work. I decided that, given the pandemic, it made sense to remove any and all sources of anxiety that might interfere with their openness, inquisitiveness, their will to be imaginative and critical into the final stretch. I knew many were suffering from fatigue and stress, and that they had many other classes to study for besides mine. The course centers on ideas of literary, photographic, and cinematic realism, as applied to times of catastrophe — Chernobyl, climate change, pandemics, wars. Their engagement and commitment have been amazing. They will still of course complete all the assignments, etc..

So why did I decide to do this at this particular moment?

At last week's Stanford Faculty Senate meeting, a member of the faculty remarked that they felt the pandemic had had an unexpected benefit for students — he felt students now had time to sit and reflect on their educations. His remark was greeted by murmurs of assent. My reaction was

to wonder which universe he was beaming in from, and whether he had any actual data to support his assertion. I highly doubt it.

The vast majority of faculty have little or no knowledge about what student life (both undergraduate and graduate) is like. Nor do they have any interest in knowing. Students are, by a large, a mass of faces and names on a roster. They may know a student's name and style of thinking, but they have no idea of what a student's life outside the classroom might be. Yet they make absurd statements like this as if they knew.

My students are not unlike many students today — they have been beckoned back to campus and then told to go away, they have half their possessions in a storage unit someplace, they have lost jobs, financial aid, housing, health insurance. Many are living in situations where they are caretakers, babysitters, cooks, and cleaners. They are living in many states of limbo. And so many faculty are so self-centered that they imagine none of these things affect a person's mental or physical health, their ability to concentrate, their will to take intellectual risks. (Still, I have been in committee meetings when faculty cut each other enormous amounts of slack.)

Here's a very clear example of the detachment from student realities that faculty enjoy. Professors sit and teach their Zoom classes (complaining and indignant of course). They are doing so in their homes or offices, with all their belongings around them. They are firmly situated in their time zones. However, students are logging from multiple time zones — I have students for whom it is 3 am, for others it is mid-evening. They could watch the video-recording of the session, but for them the loss of sleep is less costly than the loss of an intellectual community — they wish to converse, observe, question together. They have more will to learn than anyone. I fucking admire them. They have proven themselves deserving of recognition in every way I can give it. Grades are just one way.

Think of it this way — remember taking your driving test? We are taught follow all traffic laws, including obeying speed limits. With two exceptions — one is if there is a law enforcement or other personnel countermanding the posted speed limit. But the other is the weather — go only as fast as weather conditions allow.

Similarly, it seems ridiculous, inhumane, and in fact counterproductive, not to notice the conditions that apply to student lives these days.

Teaching in Higher Ed Podcast: Community Building Activities

with Maha Bali, Autumm Caines & Mia Zamora

## QUOTES FROM THE EPISODE

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It is not enough to tell students I want to listen to you. You have to build the trust so they will talk to you and be candid with you.

-Maha Bali

Community is more than just a gathering of people in a room. It is a sense of caring about one another and for something.

-Autumm Caines

It is something really powerful when we learn together in community.

-Autumm Caines

You can't insist upon trust. It has to be something that emerges from moments.

-Mia Zamora

## RESOURCES

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- Maha's story regarding: OPPORTUNITYISNOWHERE
- [Community Building Resources](#)
- [OneHE](#)
- [Equity Unbound](#)
- [Do unto students as they would have done to them, by Maha Bali](#)
- [Synchronous learning \(referenced in this Inside Higher Ed article, which quotes Sean Michael Morris\)](#)
- [An Ethic of Caring and Its Implications for Instructional Arrangements, by Nel Noddings](#)
- [The Language of Care Ethics, by Nel Noddings](#)
- [From Twitter Thread to Model to Keynote #OpenEd20 & #MandL20, by Maha Bali](#)
- [Intentionally Equitable Hospitality in Hybrid Video Dialogue: The context of virtually connecting, by Maha Bali, Autumm Caines, Rebecca J. Hogue, Helen J. Dewaard, Christian Friedrich](#)
- [Liberating Structures](#)
- [The Zoom Gaze, by Autumm Caines](#)
- [Spiral journal](#)
- [TROIKA](#)
- [Pass the paper](#)
- [Surrealist Free Drawing Introductions](#)
- [Some safety considerations for online community building, by Kate Bowles](#)

## Faculty Opportunities

["Deaf Culture and the Right to Testify"](#) (3<sup>rd</sup> annual lecture in disability/accessibility) with **Sari Altshuler**

**Friday, February 26 at 4:30p**

<https://bowdoin.zoom.us/j/91837520103>

The American Revolution ushered in an unprecedented optimism about the abilities of individuals—at least white men—to participate in civic life. Using Enlightenment-inspired rhetoric, Americans in the new nation espoused the belief that almost all such individuals could be made good citizens, and in the first decades of independence they created institutions for people with particular impairments to do this work. This had unanticipated reciprocal effects: As the institutions began to define what it meant to be Deaf, blind, or mad in America, they also gave individuals with particular disabilities a stronger sense of shared identity, community, and common experience that, in turn, shaped the very ideas of American citizenship and belonging. In this talk, Sari Altschuler will examine the particular case of the Deaf community and its relationship to the development of civic rights for white and Black Americans—particularly the role of sign language in determining what it meant to have a voice before the law.

**Want to talk about teaching? Consultations with Katie Byrnes**

**Fridays, 2-3pm and by appointment**

<https://bowdoin.zoom.us/my/kbyrnes>

(If you are in the waiting room, I am with another faculty member. You are welcome to hang out and wait or email me to make an appointment for a different time.)

**Virtual Listening/Fellowship Hour**

**Fridays 3:30 PM-4:30 PM**

Online: <https://bowdoin.zoom.us/j/98719737367>

Associate Dean for Faculty Development and Inclusion Dharni Vasudevan holds the virtual space for you to drop in for as short or as long as you would like on Friday afternoons, to brainstorm, make suggestions, decompress, vent, or simply meet with who ever happens to be there.

**BOLT Workshops**

<https://www.bowdoin.edu/bolt/workshops/index.html>

**MONDAY      Blackboard Open Lab @ 10:30-11:30 AM**

**TUESDAY     Microsoft Forms for Early Semester Feedback Survey @ 10:30-11:15 AM**

**FRIDAY      Blackboard Open Lab @ 10:30-11:30 AM**

**One-on-One Consultations**

<https://www.bowdoin.edu/bolt/faculty/fac-support.html>

As we begin the semester, Faculty have requested that there be more support for commonly used tools. Schedule a 20-minute one-on-one session about Zoom, Blackboard, Teams and other topics. We are, of course, still available in Teams and directly via email at [askBOLT@bowdoin.edu](mailto:askBOLT@bowdoin.edu).

**SCHEDULE APPOINTMENT**

After scheduling, you will receive an email response confirming your time. Twenty-four hours before your meeting you will receive a reminder. Meetings will be on Teams or Zoom. The person who you are scheduled with will communicate with you and let you know.

**Academic Partners**

**Academic Technology & Consulting**

AT&C supports faculty and technology used in teaching online and in-person. If you would like to talk more about the tools available for teaching online, please contact [your department's AT&C liaison](#) and our staff will find the support and expertise you need. For more resources relating to Bowdoin online learning and teaching, visit the [BOLT website](#).

## Library

The [Bowdoin College Library](#) offers a variety of services to assist you with your research and teaching. We recommend that new faculty visit the [new faculty web page](#) to orient themselves to the services and resources of the Library.

## Special Collections & Archives

SC&A is available to help you design engaging and meaningful synchronous and/or asynchronous classroom activities and assignments that make use of digitized and born-digital collections in order to meet a wide variety of learning goals. We are here to workshop ideas and cheer you on as we navigate this new learning modality—please contact [Marieke Van Der Steenhoven](#) to discuss the details of your class.

- Learn more about ways to integrate collections into online teaching at [SC&A's instruction site](#)
- [Watch \(and engage\)](#) with sample lesson plans to provide a framework for thinking about primary source literacy and active learning in the archives

## McKeen Center Resources for Community-Engaged Learning

As you plan for the spring semester, we write to remind you of resources through the McKeen Center for incorporating community engagement components into courses, including through remote learning. A key part of the McKeen Center's mission is to support academic connections between courses and the world outside Bowdoin.

Community engagement can be either a large or a small component of a course, and we are eager to help you think through the possibilities and forms of support available. Examples of McKeen Center resources include:

- Individual consultation for specific courses
- Group conversations related to challenges and strategies in community-engaged teaching
- Mini-grants to support costs associated with courses, such as honoraria for guest participants or funding to hire a student to assist with community-engagement components of a course
- Orientations for students to prepare them for engaging with communities
- Support for community-engaged independent studies, honors projects, and class projects, including the [Ladd Community-Engaged Learning Fund](#), which provides funding for student community engagement.

## Museum of Art

The [Bowdoin College Museum of Art \(BCMA\)](#) is excited to share new ways to access and engage museum objects in the remote classroom and invite you to explore the possibilities together with us. During the COVID-19 pandemic, BCMA has been hard at work developing new strategies for synchronous and asynchronous remote learning involving the collection, including virtual visits, class projects and online exhibitions. We remain committed to partnering with faculty and the campus community to create opportunities for learning through meaningful

and innovative curricular engagements. We are confident that together, we can creatively meet new and evolving curricular needs and enrich our learning community online.

Faculty contact: [Sean P. Burrus](#), Andrew W. Mellon Post-Doctoral Curatorial Fellow

Student contact: [Elizabeth Humphrey](#), Curatorial Assistant and Manager of Student Programs

### **Peary-MacMillan Arctic Museum**

The Peary-MacMillan Arctic Museum has many [resources](#) for online teaching, including over 13,000 historic photographs and objects searchable through our [online kiosk](#), [online exhibits](#), and other [resources](#). Staff are available to work with faculty to create engaging course content for a broad range of subjects. Contact [Hannah Moore](#) or [Genevieve LeMoine](#) to find out what the Arctic Museum has to offer your class.

### **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](http://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](mailto: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 COMMUNICATON FOR MULTILINGUAL SPEAKERS (ACMS)**

**Lisa Flanagan, Associate Director**, 102B Kanbar 207-725-3056 [lflanag2@bowdoin.edu](mailto: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](mailto:egaze@bowdoin.edu) (ON LEAVE SPRING 2021)

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](mailto: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](mailto: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. Spring 2021 Open Office hours 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](mailto:kbyrnes@bowdoin.edu)

**Tammis Donovan, Administrative Coordinator** 102G Kanbar 207-725 3006 [tdonovan@bowdoin.edu](mailto:tdonovan@bowdoin.edu)