

Subject: Baldwin CLT Teaching Times- Transitions, Save the Dates & 2021-22 Faculty Fellows
Date: Friday, June 11, 2021 at 3:13:19 PM Eastern Daylight Time
From: Kathryn Byrnes
To: all_faculty
Attachments: Those That Stay the Same During a Transition End Up Losing.docx, 2021_22 Baldwin CLT Faculty Fellows.docx

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

This is the last issue of the Spring 2021 Teaching Times. Look for a new format and structure for this newsletter in August. Hope everyone has a wonderful summer!

“Look on every exit as being an entrance somewhere else.”
– **Tom Stoppard, Rosencrantz and Guildenstern Are Dead**

Attached:

[‘Those That Stay the Same During a Transition End Up Losing’](#) José Antonio Bowen on why institutions and instructors must embrace change. The attached article by 2019 Pedagogy Matters keynote speaker, José Antonio Bowen, encourages us to put equity at the center of our strategic plans.

"Teaching can't go back to normal this fall. If it does, higher education has missed a huge opportunity to improve how instructors interact with students.

... This is one of those transition periods that people in the business world say is where you get winners and losers. Those that stay the same during a transition end up losing.

... We have never made this large an investment in teaching as a higher-ed system in decades. We broke down a lot of barriers. Many people were willing to try new things. The teaching and learning centers went into overdrive. We have an opening. There is a tendency to say we want to go back to doing things the way we used to do them. We will really have to fight that. I don't think it will work, and I don't think students will stand for it.

... One reason that good teaching has to stay at the center is that a lot of inclusive teaching is just good teaching. The tools advance equity and inclusion. Things like rubrics, transparency, more communication, demonstrating that you care; those things don't hurt anybody.

We have not recognized, until recently, the depth of the inequity on our campuses. I often encounter people who say they teach content. Sure, you do. But I have never encountered a math or science problem about a José when I was in school. I have the most common name in Spanish, but I never heard a word problem where José and Juan were dividing the apples.

I think colleges have to put equity at the center of strategic plans. If it's not at the center, it won't happen. You are missing an opportunity and somebody else will get there. "

Save the Date(s)

August 9-13, 2021

Summer Writing Session

Schiller Coastal Studies Center

More information forthcoming

August 17-19, 2021

Course Design Experience (with Colby and Bates)

Want to take 3 days in a community of colleagues to:

1. design, refine or reimagine the course learning goals/outcomes
2. align assignments with those goals and
3. practice and experiment with inclusive/anti-racist pedagogies

for one course you are teaching in 2021-22? Experience the CDE for the first time or the fifth time. Both in-person and live virtual options will be available. Registration will open in June. Past participants have observed:

- “Thank goodness someone kicked me in the butt to start working on this class.”
- “We decreased anxiety about our upcoming courses and developed a more effective assessment plan.”
- “In 3 days, I formalized (1) incorporating student metacognition into class, (2) explicitly building community as a goal, and (3) providing formative feedback (and telling students they are receiving it).”

Friday, August 27, 2021

Colby, Bates & Bowdoin Pedagogy Matters Conference: Anti-racist Education

Day-long, 3rd annual conference with faculty and instructional staff at Bates, Colby and Bowdoin.

Conference includes a faculty panel, keynote lecture, lunch discussions, an afternoon workshop, and reception. This year’s conference will be virtual with the option to attend an in-person reception on all 3 campuses. Participants can register for 1, multiple or all conference sessions. Registration will open in June.

[More information will be available here.](#)

Keynote Speaker: [Dr. Mignonne Guy](#)

Dr. Mignonne Guy is an associate professor in the Department of African American Studies at Virginia Commonwealth University who teaches courses on health inequities in the Black community and other courses in critical race theory and interdisciplinary research methods.

Workshop Facilitator: [Dr. Kim Case](#)

Dr. Kim Case serves as Director of Faculty Success and the [Center for Teaching and Learning Excellence](#) in the Office of the Provost at Virginia Commonwealth University. She is also tenured full Professor of Gender, Sexuality, and Women’s Studies and Professor of Psychology.

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Kathryn Byrnes, PhD

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She/her/hers

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[Make an appointment to meet with me](#)

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

‘Those That Stay the Same During a Transition End Up Losing’

José Antonio Bowen on why institutions and instructors must embrace change.

By [Goldie Blumenstyk](#)

MAY 20, 2021

<https://www.chronicle.com/article/those-that-stay-the-same-during-a-transition-end-up-losing>

Teaching can’t go back to normal this fall. If it does, higher education has missed a huge opportunity to improve how instructors interact with students.

So said José Antonio Bowen last month during *The Chronicle*’s leadership summit, Higher Ed’s Reset. Bowen, an education consultant, jazz musician, and former president of Goucher College, described the need to hold on to new ideas and practices developed during the period of emergency remote teaching.

“It’s reasonable to say I just want to get back in the classroom. I do, too. But it doesn’t mean just going back to the way things were,” said Bowen, who is the author of the forthcoming book *Teaching Change: How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection*, and taught online executive-education courses at Southern Methodist University’s business school during the pandemic.

During the virtual event, he spoke with [Goldie Blumenstyk](#), a *Chronicle* senior writer, about which changes to embrace, the importance of inclusive teaching, and what instructors can learn from a good piano lesson.

The interview has been edited for length and clarity. A recording of the discussion is available [here](#).

Goldie Blumenstyk: Tell me what I might appreciate about piano lessons had I not quit in junior high.

José Antonio Bowen: First, application is all that matters. It's what the students can do that matters.

The second is that, mostly, the teacher designs the practice, the student does the work. Most of the work is done away from you, the instructor.

You are also teaching self-regulation and self-reflection. You want the student to know when the piece is ready to be performed. You give feedback. You want to be immediate and nonjudgmental.

The goal is to help your students find their own voice. You don't want all of your students to sound the same.

Blumenstyk: What does that have to do with what professors and students have experienced this past year?

Bowen: Most of what we knew went away. Students were left alone doing the work. How do I think about what I'm doing when you're not with me? A lot of those things became essential practices during Covid. A lot of people have appreciated the new approaches to teaching and didn't realize they were doing them.

Blumenstyk: What are the risks to higher ed if it just reverts to back to normal this fall?

Bowen: We won't be able to go back to any normal, but we have also known for years that disruption was coming. There has been a wave of different types of students coming at us. And there are fewer students graduating.

Students also have learned things during the pandemic. Half of students say they love online. Others want to get back in the classroom. Some said they want the ability to communicate privately with the professor during lecture. The chat feature in Zoom has been great. They say it allows them to do things in class they didn't do before. Students will demand it.

This is one of those transition periods that people in the business world say is where you get winners and losers. Those that stay the same during a transition end up losing.

Blumenstyk: Institutions will fall behind their competitors that do adapt.

Bowen: I never taught fully online before. This was new for me. It's hard.

Blumenstyk: What did you learn?

Bowen: First, the Zoom fatigue is real. I'm not looking at myself now. Looking at yourself in the mirror all day is weird and stressful, and we look for cues from students. It's a lot more energy to teach online. It's harder to figure out what students are getting or not getting. We don't have the other relational stuff that happens.

I found myself looking for other ways to connect with students. I started showing up early or staying late. I would hang out. I wanted to hang out and talk to students.

It's reasonable to say I just want to get back in the classroom. I do, too. But it doesn't mean just going back to the way things were.

Blumenstyk: At the institutional level, what will it take to keep that momentum going?

Bowen: We have never made this large an investment in teaching as a higher-ed system in decades. We broke down a lot of barriers. Many people were willing to try new things. The teaching and learning centers went into overdrive. We have an opening. There is a tendency to say we want to go back to doing things the way we used to do them. We will really have to fight that. I don't think it will work, and I don't think students will stand for it.

I'm big on relationships, resilience, and reflection — my three R's — but even I thought it was weird to call my students on the phone until this year. I would just call and check in. I said if they didn't want that, let me know. Not one single student said they didn't want that. I would just check in. Students massively appreciated that human connection.

Blumenstyk: Another big issue that's come up is inclusive teaching. It's been an aspiration up to now. When we think about the fractures in our society, what's risky for institutions if they don't do this?

Bowen: One reason that good teaching has to stay at the center is that a lot of inclusive teaching is just good teaching. The tools advance equity and inclusion. Things like rubrics, transparency, more communication, demonstrating that you care; those things don't hurt anybody.

We have not recognized, until recently, the depth of the inequity on our campuses. I often encounter people who say they teach content. Sure, you do. But I have never encountered a math or science problem about a José when I was in school. I have the most common name in Spanish, but I never heard a word problem where José and Juan were dividing the apples.

I think colleges have to put equity at the center of strategic plans. If it's not at the center, it won't happen. You are missing an opportunity and somebody else will get there.

[Goldie Blumenstyk](#)

The veteran reporter Goldie Blumenstyk writes a weekly newsletter, *The Edge*, about the people, ideas, and trends changing higher education. Find her on Twitter @GoldieStandard. She is also the author of the bestselling book *American Higher Education in Crisis? What Everyone Needs to Know*.

2021-22 Baldwin CLT Faculty Fellows Program

Applications Due August 1, 2021

*The Faculty Fellows mission is to support faculty's reflective teaching practice aimed at optimizing student learning outcomes, by creating inclusive, equitable learning environments. **Faculty who are designing Difference, Power and Inequity (DPI) courses or courses with DPI components are particularly encouraged to apply.***

What to Expect

Baldwin CLT Faculty Fellows will develop their teaching practice in a year-long, sustained learning community with colleagues in order to support student learning by integrating inclusive, equitable, culturally responsive strategies to elements of one Spring 2022 course. Fellows are expected to commit 4 hours a month to the program during the academic year. Katie Byrnes and Dharni Vasudevan will be facilitating the 2021-22 cohort.

Faculty Fellows will:

- Participate in August CBB Course (Re)Design Experience (August 17-19, 2021) *check in if you need childcare options
- Engage in CBB Pedagogy Matters Conference (August 27, 9am-3pm)
- Participate in monthly faculty fellow meetings (September-December & January-May).
- Complete readings, reflections or preparatory work prior to each meeting.
- Engage in a [Teaching Triangle](#) or [Teaching Mirror](#) in the Fall and Spring semesters.
- Design a course improvement plan comprised of learning outcomes, assessment map, instructional moves, and detailed budget (if applicable) in the Fall semester.
- Pilot a course innovation in the Spring semester 2022.
- Complete program assessment activities (surveys, exit interviews, etc.).
- Share your course innovation with the college campus through a Faculty Seminar Presentation.
- Receive funding for participation in the faculty fellows program (\$1,500 awarded in May 2022) with the potential of \$4,000 more for funding needs related to teaching through course development funds. (Purchasing materials, attending conferences, visiting classrooms, creating materials such as videos, or other reasonable expenditures.)

Timeline

- Application Live: May 2021
- Application Due: Aug 1, 2021
- Decisions Announced: mid-August
- Kickoff Meeting: Mid-Late August 2021 (TBD)
- CLT Faculty Fellows Learning Community Meetings: Monthly during Fall 2021 and Spring 2022
- Pilot Course Innovation: Spring 2022
- Group Faculty Seminar Presentation: Spring 2022
- CLT Faculty Fellows Program Assessment: Ongoing

Application for 2021 Cohort

The CLT Fellows application consists of responses to the two questions below, a CV, and syllabus (if applicable). Please submit as a single file in PDF format using the following naming convention: "Faculty Fellows_your last name.pdf" to Tammis Donovan at tdonovan@bowdoin.edu no later than August 1, 2021.

1. Explain your interest in joining the CLT Faculty Fellows program and goals you have for your own teaching practice (e.g., gaining a better understanding of learning theory and evidence-based teaching; increasing your satisfaction with teaching; collaborating with instructors across campus; attending to a more diverse student body). [250 words]
2. What Spring 2022 course would you like to improve through your work in this program? (If previously taught, include syllabus.) What are your goals for modifying the course, to increase inclusion and equity? [250 words]

Insights from Past Participants:

“I have learned to be a more embodied teacher and to be aware of my presence in the room with students.”

“I appreciate the conversations we shared together this year and I know being a part of the fellows program has made me a better teacher.”

“I have started trusting students more to answer, building expectations sooner, and that it is ok for me not to be the authority. I am thinking more about barriers and a slower pace to the class.”