

NEWSLETTER

The Draconids, the first of two meteor showers this month, will peak early evening October 8 because our moon is only 29% full.”
[article link here](#)

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A Letter from the Editors

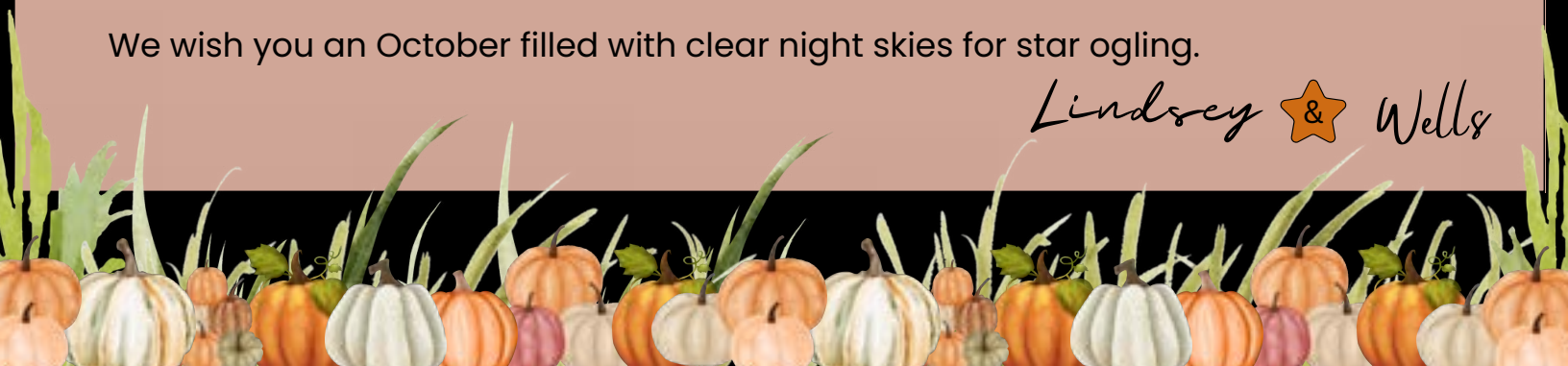
It is October, and there are meteor shows this month (as we learned through googling). Now, we know these should not be called “shooting stars,” but we can’t pass up an opportunity to make a terrible transition. So, here we go, “You are all stars!” Yep, that was a stretch. Forgive us. Let’s move on.

This month, we highlight opportunities to collect feedback on your teaching (p. 2), the Office of Equity and Inclusion’s resources concerning accessible communication (p. 3), and relevant Well-Being at Bates and BatesReach information (p. 5). Our monthly teaching challenge (p. 4) is a cute one: Compliment yourself!

We end our newsletter with information about our communities of practice (you can still join!) and our October Lunch & Learn about Boo-sting Engagement (10/31, lunchtime). This newsletter is a little all over the place. A little like our minds and those shooting stars.

We wish you an October filled with clear night skies for star ogling.

Lindsey & Wells



Collecting Feedback On Your Teaching*



* Teaching looks like many things.

Some of these opportunities work better for specific teaching environments.

Option 1: Start-Stop-Continue Survey

START-STOP-CONTINUE SURVEY: The Start-Stop-Continue exercise is a three-part retrospective survey that asks individuals to reflect on their learning in your educational environment. Your learners articulate teaching activities and materials you might start using (to enhance their learning), might stop using (because they are negatively affecting their learning), and might continue using (because they are enhancing their learning). The Start-Stop-Continue Survey works for teaching environments that meet multiple times (e.g., workshop series, course, ongoing labs, or collaborative work).

TIME COMMITMENT:

10 min. to introduce & circulate + 15 min. to read through + (time to process)

[Sample Survey](#)



Option 2: Observation

OBSERVATION AT BATES: After requesting an observation, CITL exchanges emails to pinpoint what to focus on in the observation (e.g., atmosphere/climate, instructional strategies etc.). CITL visits your learning space, sits among the learners, and observes your teaching through the chosen focus. Finally, CITL meets with you or sends you an email with their thoughts. Observations work for many types of teaching environments (e.g., workshops, presentations, lectures, class).

TIME COMMITMENT:

10 min. emails + (teaching time) + 30 min. meeting/email + (time to process)

[Email Us!](#)



Option 3: GIFT

GIFT AT BATES: After requesting a GIFT, CITL meets with you to discuss your course, then CITL visits your course for 20–30 minutes and leads a focus group (and you are asked to leave). Finally, CITL writes up a report with general trends of learner feedback and anonymized learner quotes and discusses it with you. GIFT allows learners to feel heard and allows you to receive constructive suggestions mid-semester. GIFT has been empirically tied to higher learner satisfaction as measured by learners' perception and their motivation towards learning (Mauger, 2010; Gray and DiLoreto, 2016). GIFTs work best for academic courses.

TIME COMMITMENT:

30 min. pre meeting + 20–30 min. of your classtime + 60 min. post meeting + (time to process)

[Request a GIFT](#)



What's on our desks?

Rather than what's on our desks, this month we're focusing on what's on our push-pin boards: The Office of Equity and Inclusion's tips on creating accessible emails and presentations. In case you haven't seen them, you can find them at their website:

Creating More Accessible Communication

We join the OEI in encouraging to you to:

- Use **color** with contrast (and **bolding**, *italics* etc.)
- Have all key information be in text-form (see photo below)
- Have descriptive text with weblinks (see linked resource above)
- Be aware of text size and font (nope: text size & *font*)
- Have captioned videos and photos with alt-text (see photo below)
- Use both written and oral explanations (can't do that here...)



Photograph of Wells' push-pin board with the OEI resources pinned, marked with a yellow circle.

We love this list and will add a few practices specific for teaching:

- Familiarize yourself with any assistive technology your learners might be using in your teaching environment (e.g., screen readers, GLEAN)
- Walk around the learning space: Can everyone hear? See? Physically get to that location?
- Include an activity's or an assignment's purpose, task, and criteria for evaluation (TILT resource)

If you have any to add to these lists,
reach out and let us know!

Monthly Teaching Challenge

October
2024

CITL offers a monthly teaching challenge—and that challenge might sound different or difficult, but we encourage you to try it out and see if it works for you, your course, and your students.

In addition, we would love to hear from you during the month. What has it been like to incorporate **this** teaching challenge into your current course? Write us or stop by Dana to share.

Compliment Yourself

In teaching, there is a tendency to focus on what went wrong or what could be better. This month, we challenge you to compliment yourself: Find something that went right and tell yourself about it. Here are a few ideas to prompt your thinking:

Remember a specific instance in which...

- Your learners told you that the texts you chose were interesting or relevant
- Your teaching materials galvanized a productive discussion
- You facilitated effective learner collaboration
- You handled a challenging situation with grace and professionalism
- You were able to connect with a learner over similarities or over differences
- You incorporated a new teaching strategy and it (almost?) worked
- You passed back grades faster than you thought possible
- You passed back grades with more substantial feedback than you thought possible
- You took time to update the syllabus, because your course had changed
- You were able to effectively attend to a disruption in the learning environment
- [what else could there be?]

(Last Month's)

Last month we challenged you to incorporate a syllabus interaction activity. We heard that...

“My students actually, almost, enjoyed the 3-2-1 Annotation activity.”

WOW!

If you do try out this teaching challenge, please consider letting us know how it went.

What worked and what did not work?

We highlight individuals who share their experiences with us in next month's newsletter.

So please reach out or stop by to share.

Pedagogical Point-of-View: *Andee Bucciarelli & Brenna Callahan* on behalf of **Well-Being at Bates**

The Well-Being at Bates program is an interdepartmental, collaborative program supported by folks in Health Services, Health Education, CAPS, and Sports Medicine. Our goal is to help students take ownership of and action towards improving their overall well-being through proactive, habitual actions. We provide programming for the entire student body. We know that academic success is interwoven with holistic well-being, and we believe it's important for students to learn skills that they can lean on during difficult times, both at Bates and beyond.

We just wrapped up Well-Being Week, which included a wide selection of programmatic offerings for students across the nine dimensions of well-being. Highlights included themed athletic competitions with the Field Hockey and Men's Soccer teams, Trivia in the Den, and the ever-popular Well-Being Wagon, a golf cart driving around campus with treats, stickers, and fidget toys for all! You can also find us every first Friday of the month in the Commons Fireplace Lounge running our First Friday Notes program, offering free postcards for anyone on campus to write a gratitude note to someone in their life, mailed free of charge on-campus or off-campus!



We know that educators have a unique window into the lives of their students, and can sometimes be well-positioned to express concern or get students connected to support when needed. In collaboration with the folks in the Office of Student Support, we've got a quick overview for faculty, specifically, on which BatesReach flags to raise, when, and what follow-up to expect!

BatesReach flags at-a-glance:

FLAG	Can Faculty Raise?	Who is notified?				Who reaches out to student?			Who resolves?		
		Student	Academic Advisor	SSA	Coach	Instructor	Academic Advisor	SSA	Instructor	Academic Advisor	SSA
Attendance/Participation Concerns	YES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-curricular Concern	YES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
In Danger of Failing/Low Class Average	YES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Low Test/Quiz Scores	YES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Difficulties - SSA Outreach Needed	YES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Unresponsive - SSA Outreach Needed	YES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transfer Interest	YES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Advising - Request for Help	No	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic Performance - Request for Help	No	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

October Lunch & Learn

*"Boo"-sting Engagement:
Teaching Tricks and Learning Treats*

Join us for a **spook**-tacular workshop on **boo**-sting (student) engagement in learning spaces!

We'll discuss the scholarship on (student) participation & motivation and introduce learning activities to help you **brew** up a more interactive environment.

Don't **ghost** this chance to elevate your teaching **tricks**!

Date: Thursday October 31 (Halloween)

Time: 11:30am--1:00pm

Location: Commons 221/222

Go through the Commons Line (password: CITL) and then join us upstairs!



REGISTER



for more information,
see our website's event page: [HERE](#)

Communities of Practice

Where might you find your people?



New Faculty

**1st Fridays, 12- 1 pm
Commons for lunch**

You are juggling a lot as a faculty member in your first few years here at Bates. Join this group to help lessen the load as we will share tips and tricks for time management related to teaching, just in time student support information, and bolster each other while making connections with colleagues over a meal.

This community is for any faculty member who has **been at Bates fewer than three years.**

REGISTER



FYS Instructors

**Every other Wednesday, 12-1 pm
Commons for lunch**

Are you teaching a FYS in the fall? We invite you to join this community of practice to have an opportunity to talk about challenges we experience throughout the semester, to receive guidance and support around advising and teaching from peers, and to build community with colleagues.

Lindsey, teaching the FYS course *Sex in the Brain* this fall, will be the main facilitator.

REGISTER



Staff Educators

**1st Tuesdays, 12-1 pm
Commons for lunch**

Calling all staff educators!

Wait, who's a staff educator?

Do you design learning materials and programs, foster productive learning environments, or promote individual growth and development? Yes? You are a staff educator! No? We might find you opportunities!

Join this community of practice (basically lunch and chat) for a chance to work with colleagues from all over campus.

REGISTER



Language Instructors

**1st Wednesdays, 4-5pm
Dana Lounge**



Teaching languages (other than English) and their respective cultures, histories, literature etc. is a wonderfully nuanced profession. So, let's share, swap, and explore our language teaching stories, practices, and dreams in this new CoP.

Wells, who has taught German in English-dominant communities and English in German-dominant communities, and just finished a dual title Ph.D. in Language Science and Applied Germanic Linguistics, is excited to join this group as the main facilitator.

Snacks from around the world will be provided.

REGISTER



for more information,
see our website's event page: [HERE](#)



Pippin C. P. Castonguay

2020-2024

It is with heavy hearts that we announce the sudden passing of Pippin Cecile Piotti Castonguay, the lop-eared lagomorph whose charm and serenity touched the lives of many. Pippin was known for his calming presence, adorable loaf-shape, and love of salad greens (and any food he could find in Dana trashcans). He excelled in the art of relaxation, often expressed through stretching out for a perfect floor sploot.

Pippin's presence graced the Center for Inclusive Teaching and Learning, where he worked as a floof fellow. Fridays in Dana, known as "Bundays" by many, became a special time for those seeking a bit of his fluffy comfort--faculty, staff, and students alike. Pippin had an uncanny ability to make even the most stressful days a little brighter and snugglier.

Pippin's family misses him dearly. So will those who had the privilege of working with him. His memory will continue to live on in the hearts of many on our campus.

Rest in peace, Pippin.

