



Bridging Cultural Divides through Integrative Learning

Atlantic Center for Learning Communities Curriculum Planning

Retreat Agenda

October 18-20, 2017

Holy Family Passionist Retreat Center
303 Tunxis Rd, West Hartford, CT 06107

Wednesday, October 18

4:00 - 6:00 p.m.	Check-in and poster set-up
6:00 - 7:00 p.m. Dining Room	Dinner
7:00 p.m. - 8:00 p.m. Main Conference Room; First Floor	<p><u>Keynote and Q & A</u></p> <p>“Transforming Learning Communities for Racial Justice” Tara L. Parker, Ph.D., Associate Professor of Higher Education and Chair of the Leadership in Education Department at the University of Massachusetts – Boston</p> <p>Reception and poster displays of learning community programs and best practices (following keynote presentation)</p>

Thursday, October 19

8:00 - 8:30 a.m. Dining Room	Breakfast
8:40 - 10:10 a.m. First Floor Classroom Main Conference Room Second Floor Classroom	<p>Learning Exchanges (Concurrent Sessions)*</p> <ol style="list-style-type: none"> 1. Follow-up Q&A with Tara Parker 2. “Bridging Divides to Solve Environmental Problems” (Matthew Aiello-Lammens and Anne Toomey, Pace University) 3. “Learning Communities 101: Developing and Implementing Learning Communities” (Brad Hollingshead, Florida Southern College, and Terry Novak, Johnson & Wales University)
10:10 - 10:30 a.m.	Break
10:30 a.m. - 12:00 p.m. First Floor Classroom Main Conference Room Second Floor Classroom	<p>Learning Exchanges (Concurrent Sessions)*</p> <ol style="list-style-type: none"> 1. “Developing a Residential Learning Community Model” (Liz Goldschein and Cathy Dotterer, Onondaga Community College) 2. “Making It Meaningful: Breaking down Borders between Content and ESL Instruction” (Aurora Bautista and Jeff McClelland, Bunker Hill Community College) 3. “A Sociological Perspective of the Engaged Learning Community” (Jacqueline Williams, Bunker Hill Community College)

12:00 - 1:00 p.m. Dining Room	Lunch
1:00-3:00 p.m. First Floor Classroom Main Conference Room	In-depth Learning Exchanges 1. "From the Ground Up: Collaborative Syllabus and Assignment Development" (Leah Richards, Shannon Proctor, and Milena Cuellar, LaGuardia Community College, City University of New York) 2. "Partnering with Community Organizations to Design Culturally Relevant, Place-based Learning Experiences" (Mizuho Arai, Lori Catalozzi, Carla Santamaria, and Latasha Sarpy, Bunker Hill Community College)
3:00-4:30 p.m.	Team Time; Opportunity for singles from similar schools to connect
4:30-5:30 p.m. Main Conference Room	World Café: Table Discussions 1. "Enriching Integrative Learning with a Celebratory Disability Film Festival" (James Lawler, Pace University) 2. "Assessing Learning Community Program Development" (Brad Hollingshead, Florida Southern College) 3. "Student Support Services and Learning Communities" (Lisa Wilson and Annette Robbins, State University of New York at Potsdam) 4. "Fostering Community and Innovation in LC Faculty Professional Development" (Pat Morelli, University of Hartford) 5. "Developing Integrative Assignments" (Terry Novak, Johnson & Wales University)
6:00 - 7:00 p.m. Dining Room	Dinner
7:00 - 9:00 p.m. Main Conference Room	Reception and Continued Conversations

Friday, October 20

8:00 – 9:00 a.m. Dining Room	Breakfast and Check out of rooms
9:00-11:00 a.m. First Floor Classroom Main Conference Room Second Floor Classroom	In-depth Learning Exchanges (Concurrent Sessions) * 1. "Arts Integration and Collaborative Teaching across Disciplines" (Patricia Sobral and Anna Santucci, Brown University, and Hanan Mogawer, Prout School and Salve Regina University) 2. "Embedding and Assessing Service-Learning in a Learning Community" (Chastity Blankenship, Lisa Carter, and Sydney LoCasto, Florida Southern College) 3. "'Ain't I a Woman' Unpacked and Repacked" (Lynn Byall Benson, Bunker Hill Community College)
11:00-11:30	Team Wrap ups; Continued Conversations
11:30 a.m. – 12:30 p.m. Dining Room	Lunch
12:30 p.m.	Departure

***Learning Exchanges: Topics & Facilitators**

Workshops offered through the annual ACLC Retreat provide opportunities for teams and individuals to work together to identify, design, and ultimately implement learning community strategies that can strengthen teaching and learning at their home institutions. Facilitators design workshops that encourage participant interaction and rich conversations about the ways in which effective learning community strategies can be applied in a variety of settings.

Wednesday, October 18

7:00 p.m. Keynote: “Transforming Learning Communities for Racial Justice” **Tara L. Parker, Ph.D., University of Massachusetts, Boston**

While many faculty and practitioners seek to bridge racial and ethnic divides that constrain teaching and learning in their classrooms, many find themselves limited in terms of how to take on the task. Learning Communities, however, provide unique opportunities to face these challenges and promote racial justice and inclusivity. This presentation focuses on the divides that face us as well as ways we may transform our classrooms/learning communities to actively address them.

Thursday, October 19

8:40-10:10 a.m.

1. Tara L. Parker, U. of Massachusetts, Boston

Join Dr. Parker for continued q/a discussion of her keynote topic.

2. “Bridging Divides to Solve Environmental Problems” (Matthew Aiello-Lammens and Anne Toomey, Pace University)

Achieving solutions to environmental problems requires tradeoffs best achieved when the divisions between stakeholders are bridged. In this workshop, we will present a set of activities used in our learning community, Multidisciplinary Approaches to Environmental Issues, and work through a demonstration of one focused on sustainable management of a natural resources. By engaging in these activities we give our students opportunities to experience the give and take necessary to solve the most pressing environmental issues.

3. “Learning Communities 101: Developing and Implementing Learning Communities” (Brad Hollingshead, Florida Southern College, and Terry Novak, Johnson & Wales University)

Designed for faculty and administrators new to learning communities, this workshop offers participants an overview of best practices in learning communities including key elements necessary to the success of a learning community. This is an opportunity to begin or continue creating specific learning community ideas for the participant’s home institution. Participants will come away with the ability to create goals, objectives, and a timeline for learning community implementation as well as resources to use as they continue their work.

10:30 a.m.-12:00 p.m.

1. “Developing a Residential Learning Community Model” (Liz Goldschein and Cathy Dotterer, Onondaga Community College)

During this session, the presenters will discuss how Onondaga Community College built a residential LC model. During the Fall of 2015, Onondaga Community College piloted a Living Learning Community program. The Office of Residence Life has since scaled up the program. 47% of residential students currently participate in an LLC. During the 2017-2018 year, all students will participate. Attendees will learn the steps needed to create and execute a residential LC model. Topics will include: enrollment, housing occupancy, programming, and identifying LC partners.

2. “Making It Meaningful: Breaking down Borders between Content and ESL Instruction” (Aurora Bautista and Jeff McClelland, Bunker Hill Community College)

In this workshop, the presenters describe a program that is engaging first generation higher-functioning students with developmental and intellectual disabilities in a collaborative learning community at a metropolitan university. The program engages the students in a blended computer science and liberal arts curriculum and in diverse entrepreneurial extra-curriculum projects at the university. Overall, those at this workshop will learn of a practical and proven methodology for involving students with developmental and intellectual disabilities in “finding their voices” in a learning community of success.

3. A Sociological Perspective of the Engaged Learning Community” (Jacqueline Williams, Bunker Hill Community College)

In this workshop participants will perform a brief examination of three sociological perspectives, utilize a sociological concept to analyze a social problem, describe a method of community engagement/civic activism that could be used to tackle the social problem, and discuss ways a community engagement/civic activism project can be incorporated into a theme-based learning community.

1:00-3:00 p.m.

1. “From the Ground Up: Collaborative Syllabus and Assignment Development” (Leah Richards, Shannon Proctor, and Milena Cuellar, LaGuardia Community College, City University of New York)

This workshop will bring interdisciplinary faculty together to develop assignments and syllabi that complement each other in significant ways yet still met the individual objectives for each course by starting with a list of shared goals/objectives and a core text, and then working together from the ground up to develop collaborative assignments that create intellectual spaces within which students can identify and put to use the connections between discipline-specific forms of inquiry.

2. “Partnering with Community Organizations to Design Culturally Relevant, Place-based Learning Experiences” (Mizuho Arai, Lori Catalozzi, Carla Santamaria, and Latasha Sarpy, Bunker Hill Community College)

Bunker Hill Community College has developed a successful model for integrating culturally relevant, place-based learning in and beyond learning communities. In partnership with community organizations, K-12 districts and four-year institutions, the College is grounding our curricular and co-curricular practice in the cultural wealth of Boston’s local communities. The cornerstone of these efforts, the Cultural Institutes, brought together 170 faculty, staff, students and community partners in 2015-2016 to foster the success of the College’s diverse student population.

Friday, October 20

9:00-11:00 a.m.

1. "Arts Integration and Collaborative Teaching across Disciplines" (Patricia Sobral and Anna Santucci, Brown University, and Hanan Mogawer, Prout School and Salve Regina University)

This two-hour workshop will lead participants through community-building exercises with a series of activities combining the performing, visual, and literary arts, as a means of fostering collaborative teaching and learning experiences and crossing borders into other disciplines. Participants will be given materials and models that can be integrated into courses in various fields and with students of all ages and levels.

2. "Embedding and Assessing Service-Learning in a Learning Community" (Chastity Blankenship, Lisa Carter, and Sydney LoCasto, Florida Southern College)

Because Learning Communities emphasize collaborative, integrative learning, they are an excellent site for embedding service-learning projects. Additionally, service-learning in the context of a learning community can help to bridge a number of divides, such as those between people of different backgrounds or the "town-gown" divide. The facilitators will discuss how they planned and implemented a service-learning project and go deeply into several different forms of assessment, which they are currently using to better understand student outcomes after participating in a service-learning project. They will also discuss tips to help with the Institutional Review Board (IRB) process. This workshop will also include a student presenter who will share her experience in the program and data analysis of the project.

3. "'Ain't I a Woman' Unpacked and Repacked" (Lynn Byall Benson, Bunker Hill Community College)

This learning community course is focused on the experiences of women through the respective lenses of race, ethnicity, sexual preference/identification, educational background, and socio-economic class from a global perspective as well as personal experience. Students are encouraged to discover their strengths, develop critical thinking skills, and collaborate in the classroom in order to form connections that will provide a community of support throughout their time at Bunker Hill Community College and beyond. For this workshop, participants will be the "students" and will discuss an excerpt from the documentary, "A Path Appears," which addresses the issue of sex trafficking in the United States. Issues discussed include the relationship between poverty and drug addiction to sex trafficking, and the use of social media in underage trafficking.

Poster Session and Reception—Wednesday, October 18, following keynote presentation

Join us for a post-keynote reception and poster session. Take some time to peruse displays showcasing learning community efforts at the various institutions represented by this year's retreat participants. This is a great time for conversation and discovery!

World Café—Thursday, October 19 from 4:30-5:30 p.m.

Back for a second year is the Thursday afternoon World Café. Five facilitators will offer brief introductions to specific table topics and will encourage conversation about the topic among the participants at the table. The session will be divided into fifteen-minute segments so that participants may sample four of the five topics. Participants are welcome to stay at one table longer. Participants will continue conversation at the end of the session with a pre-dinner reception. Join us after dinner for our traditional Thursday evening reception and continued conversation.

Campfire with Kingsborough!

Weather permitting, all are welcome to join George Hill and his team from Kingsborough Community College around the campfire on Thursday evening after dinner. The fire pit is located off the wooded path behind the retreat center. This has grown to be a true ACLC retreat favorite!

Team Meeting Dedicated Space: Monastery Lounge (second floor)

The Monastery Lounge on the second floor is reserved as dedicated space for team meetings and conversations with colleagues across institutions. No Learning Exchange workshops are scheduled for the Monastery Lounge in order to afford participants ongoing use of this space. The lounge is designed in such a way as to allow several small groups to use the space concurrently.