



## Innovation through Integration: Using Collaboration to Recharge, Renew, and Remain Sane

**Atlantic Center for Learning Communities Curriculum Planning Retreat**

**October 16-18, 2019**

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

### **Wednesday, October 16**

4:00 - 6:00 p.m.	<b>Check-in and poster set-up</b>
6:00 - 7:00 p.m. Dining Room	<b>Dinner</b>
7:00 p.m. - 8:00 p.m.  Main Conference Room; First Floor	<b><u>Keynote and Q &amp; A</u></b>  <b>Dr. Timothy K. Eatman</b> , inaugural dean of the Honors Living Learning Community and Associate Professor in the Department of Urban Education at Rutgers University-Newark
8:00 p.m.- 9:30 p.m.	<b>Reception and poster displays of learning community programs and best practices (following keynote presentation)</b>  <ol style="list-style-type: none"> <li>1. "From Creation to Autonomy: Drone-Centered Learning Communities at Vaughn" (Margaret Ducharme, Vaughn College)</li> <li>2. "Living, Learning and Serving Together: Pace University's Dyson Scholars in Residence" (Jane Collins, Joanna Verlezza, and Khaleel McDonald, Pace University)</li> <li>3. "Connecting with Students Outside the Classroom: Designing and Implementing Group Peer Mentoring" (George Hill, Kingsborough Community College)</li> <li>4. "Ethos, Logos &amp; Pathos: The Relevance of Rhetorical Appeals across the Disciplines" (Gail McCarthy and Karen Shea, Johnson &amp; Wales University)</li> <li>5. "The Cascading Effect of Mentoring" (Silviana Falcon, Florida Southern College)</li> </ol>

**Thursday, October 17**

8:00 - 8:30 a.m. Dining Room	<b>Breakfast</b>
9:00-10:30 a.m.  First Floor Classroom  Main Conference Room  Second Floor Classroom	<b>Learning Exchanges (Concurrent Sessions) *</b>  1. Follow-up to keynote address (Tim Eatman, Rutgers University-Newark )  2. "Learning Communities 101: Developing and Implementing Learning Communities" (Brad Hollingshead, Florida Southern College, and Terry Novak, Johnson & Wales University)  3. "Building Collaboration, Community, and Engagement through Art-Related Field Studies" (Jacqueline Kerstner, Ashley Harris Paul, Maria Kathleen Puente, and Jennifer Valdez, Bunker Hill Community College)
10:30 - 10:45 a.m.	<b>Break</b>
10:45 -11:50 a.m.  Main Conference Room	<b>World Café: Table Discussions</b>  1. Continuing Discussion: Practical Strategies for Sustaining Our Work  2. Continuing Discussion: The Nuts and Bolts of LC Success (Brad Hollingshead and Terry Novak)  3. Student Voices: Peer Mentors in Learning Communities
12:00 - 1:00 p.m. Dining Room	<b>Lunch</b>
1:00-2:30 p.m.  First Floor Classroom  Main Conference Room  Second Floor Classroom	<b>Learning Exchanges (Concurrent Sessions) *</b>  1. "Growth of a Learning Community: Creating and Changing Connections" (Paula Risolo, Kingsborough Community College)  2. "Living, Learning and Serving Together: Pace University's Dyson Scholars in Residence Program" (Jane Collins, Joanna Verlezza, and Khaleel McDonald, Pace University)  3. "The Triple Bottom Line: The Competitive Advantage of Learning Communities" (Silviana Falcon, Florida Southern College)
2:40-4:10  First Floor Classroom  Main Conference Room  Second Floor Classroom	<b>Learning Exchanges (Concurrent Sessions) *</b>  1. "Connecting with Students Outside the Classroom: Designing and Implementing Group Peer Mentoring" (George Hill, Kingsborough Community College)  2. "Mind the Gap: Bridging Siloed Learning Communities Through Supplementary Interdisciplinary Interactions" (Susan Banks, Chris Brandon, and Melanie Law, Florida Southern College)  3. "Small Changes Making a Big Difference" (Leigh Garrison-Fletcher, Lucy McNair, and Poppy Slocum, LaGuardia Community College)

4:15-6:00	<b>Team Time; Opportunity for singles from similar schools to connect</b>
6:00 - 7:00 p.m. Dining Room	<b>Dinner</b>
7:00 - 9:00 p.m. Main Conference Room Outdoor Fire Pit	<b>Reception and Continued Conversations</b> <b>Campfire with Kingsborough (weather permitting)</b>

**Friday, October 18**

8:00 – 8:45 a.m. Dining Room	<b>Breakfast and Check out of rooms</b>
8:45-10:15 a.m.  First Floor Classroom  Main Conference Room  Second Floor Classroom	<b>Learning Exchanges (Concurrent Sessions) *</b>  1. “HIP, HIP, Hooray! Infusing More High Impact Practices into Learning Communities” (Stacie Miller and Cheryl Scott, Community College of Baltimore County)  2. “Revitalize Learning, Cross Boundaries, and Foster Collaboration with Tools of Improvisation” (Gwen Lowenheim, Pace University)  3. “Indexing: Narrating Interdisciplinary Connections in the LC Classroom” (Elizabeth Trobaugh and Steven Winters, Holyoke Community College)
10:30 a.m.-12:00 p.m.  First Floor Classroom  Main Conference Room  Second Floor Classroom	<b>Learning Exchanges (Concurrent Sessions) *</b>  1. “Building an International Learning Community via Digital Platforms” (Olga Aksakalova, Habiba Boumlik, Milena Cuellar, and Lucy McNair, LaGuardia Community College)  2. “Ethos, Logos, & Pathos: The Relevance of Rhetorical Appeals Across the Disciplines” (Karen Shea and Gail McCarthy, Johnson & Wales University)  3. “Developing an Integrated and Place-Based ESL-Sociology Learning Community” (Jeff Ellenbird and Aurora Bautista, Bunker Hill Community College)
12:00-12:30 Dining Room	<b>Lunch, followed by departure</b>

## **\*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 17**

**7:00-8:00 p.m.**

**Dr. Timothy K. Eatman**, inaugural dean of the Honors Living Learning Community and Associate Professor in the Department of Urban Education at Rutgers University-Newark, will kick off the 2019 retreat with an engaging keynote address, followed by a question/answer session.

**8:00-9:30 p.m.**

#### **Poster Session and Reception**

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. Poster presenters and topics are listed on the agenda. This is a great time for conversation and discovery!

### **Thursday, October 18**

**9:00-10:30 a.m.**

1. Dr. Eatman will lead a follow-up session to his Wednesday evening keynote address.
2. **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 an understanding of strategies for successfully launching learning communities, as well as resources to support them in their work.

3. **Building Collaboration, Community, and Engagement through Art-Related Field Studies** (Jacqueline Kerstner, Ashley Harris Paul, Maria Kathleen Puente, and Jennifer Valdez, Bunker Hill Community College)

This interactive panel presentation brings together BHCC faculty with artifacts from three Boston-based community partnerships—the Chinatown Historical Society of New England, the Pao Arts Center, and the Isabella Stewart Gardner Museum—to share their process of developing collaborative relationships with

one another. Faculty will highlight how they are enriching their course curricula by developing lessons and activities that engage students with the historical, cultural, and artistic assets of Boston's communities.

**10:45-11:50 a.m.**

### **World Café**

The World Café offers the opportunity to continue discussions initiated at the keynote address and follow-up session and at the LC101 session and to engage in discussion regarding peer mentoring. Members of the ACLC Leadership Team will facilitate the follow-up discussions, while students from Kingsborough Community College will facilitate the peer mentoring discussion. Participants will be able to switch tables after 20 minutes but are also welcome to remain at one table for the duration of this session.

**1:00-2:30 p.m.**

1. **Growth of a Learning Community: Creating and Changing Connections** (Paula Risolo, Kingsborough Community College)

This presentation will focus on a 2-link learning community of English Composition and Student Development. The link has been running since 2013 and has experienced many changes. The changes, both in the college and student population, has allowed this LC to grow and create new ways of connecting. The presenter will give examples of how this link integrates material and connections using technology and providing tips on how to adjust to the ever changing educational environment.

2. **Living, Learning and Serving Together: Pace University's Dyson Scholars in Residence Program** (Jane Collins, Joanna Verlezza, and Khaleel McDonald, Pace University)

In this workshop, a professor, a student and a member of Pace University's Residence Life staff present their experiences creating, running and thriving in a Living/Learning Community. In the Dyson Scholars in Residence program, students live and take courses together in Elm Hall, creating a uniquely academic community within a residence hall. The program includes a service-learning component and looks to prepare students for meaningful lives through community, service and institutional engagement.

4. **The Triple Bottom Line: The Competitive Advantage of Learning Communities** (Silviana Falcon, Florida Southern College)

The triple bottom line (TBL) is a framework followed by trendsetting companies committed to social and environmental concerns as well as profits. The TBL suggests three: people, planet, and profit. Higher Education is no different and must create value for the customer. The basis of this presentation is to showcase learning communities as the infrastructure providing foundational support to a new Higher Education TBL: human growth, impact, and academic excellence.

**2:40-4:10**

1. **Connecting with Students Outside the Classroom: Designing and Implementing Group Peer Mentoring** (George Hill, Kingsborough Community College)

In this workshop we will discuss the process of creating group mentoring sessions outside the class to help support students. In these sessions, learning community students are encouraged to take part in a group discussion on a topic such as time management, financial planning, or peer pressure. We will discuss ways to use these sessions to connect with lessons inside the learning community, as well as to connect students with vital support services.

2. **Mind the Gap: Bridging Siloed Learning Communities Through Supplementary Interdisciplinary Interactions** (Susan Banks, Chris Brandon, and Melanie Law, Florida Southern College)

Biology and Psychology faculty present a brief overview of linked courses and Freshman Interest Group learning community models currently in use at their college. They offer practical solutions for providing interdisciplinary experiences to larger numbers of students enrolled in single-discipline learning communities by way of developing extracurricular interactions across departments. Group discussion of best practices will follow.

3. **Small Changes Making a Big Difference** (Leigh Garrison-Fletcher, Lucy McNair, and Poppy Slocum, LaGuardia Community College)

This workshop is designed to inspire and help guide faculty to make the smallest possible changes to their learning communities to target specific issues and make impactful improvements. We argue that very small changes can be as effective as complete redesigns. In the workshop, we will share our experience with making these minor changes and give faculty the opportunity to brainstorm simple solutions to real and hypothetical problems.

**4:15-6:00 p.m.**

**Team Time!** While some campus teams will carve out time for team meetings throughout the retreat, we offer this specific block of time for team reflection and work away from the distractions of campus. We encourage those who are solo attendees from their campus to engage in deeper discussion and interaction with solo attendees from other campuses. Feeling the need to rejuvenate and reflect on your own? This is a great time for that as well!

**7:00-9:00 p.m.**

Join us for post-dinner conversation and the Thursday evening reception in the Main Conference Room and for the traditional Campfire with Kingsborough at the outdoor fire pit. Many great ideas have been shared and many friendships have blossomed at these events over the years!

**Friday, October 19**

**8:45-10:15 a.m.**

1. **HIP, HIP, Hooray! Infusing More High Impact Practices into Learning Communities** (Stacie Miller and Cheryl Scott, Community College of Baltimore County)

Learning communities are a high impact practice (HIP) that provide an ideal platform to infuse additional HIPs. At this workshop, faculty from the Community College of Baltimore County will share activities and student work from HIPs in their learning communities, including global education, service learning, and academic development for new students. Participants will be invited to share any HIPs they have used and to develop a plan for applying more HIPs in the future.

2. **Revitalize Learning, Cross Boundaries, and Foster Collaboration with Tools of Improvisation** (Gwen Lowenheim, Pace University)

Teams that improvise together, work better together. Think of a theater ensemble or a sports team. This practical/philosophical workshop will offer tools for building high functioning teams and vibrant learning environments within and among college and university communities and showcase examples from around the world. Improvisation is a great pedagogical tool for creating emergent conversations in which diverse staffs and students can consider each other's points of view, challenge assumptions and foster curiosity. It promotes environments for harnessing each other's creative capacities, developing as leaders, promoting agility when dealing with uncertainty and change...and having fun!

3. **Indexing: Narrating Interdisciplinary Connections in the LC Classroom** (Elizabeth Trobaugh and Steven Winters, Holyoke Community College)

The interdisciplinary index is an integrative template that students can use to make connections between disciplines. We will present indexing examples from two different LCs along with a variety of student samples using Barber's (2012) model of integrative learning. We conclude with a review of the functions of interdisciplinary indexing. Participants will collaborate and create an interdisciplinary index of their own using an indexing heuristic.

#### 10:30 a.m.-noon

1. **Building an International Learning Community via Digital Platforms** (Olga Aksakalova, Habiba Boumlik, Milena Cuellar, and Lucy McNair, LaGuardia Community College)

During the workshop, facilitators will introduce Collaborative Online International Learning (COIL) pedagogies and analyze several examples of successful COIL projects at LaGuardia, their theoretical frameworks and learning outcomes. Participants will have the opportunity to ask questions about programmatic, curricular and assessment facets of COIL. Then, facilitators will provide participants with strategies and worksheets to develop their own COIL units. Participants will work individually to design their sample COIL units with guidance from facilitators. The workshop will end with presentations from participants and collective feedback. Facilitators will be available to respond to questions as well as to assist participants in the future with their COIL work. Participants will be invited to LaGuardia to participate in COIL professional development in the future.

2. **Ethos, Logos, & Pathos: The Relevance of Rhetorical Appeals Across the Disciplines** (Karen Shea and Gail McCarthy, Johnson & Wales University)

This session focuses on the successful collaboration between an English professor and a Graphic Design professor, and more specifically on the ways in which ethos, logos, and pathos operate across course boundaries. First, professors will share assignments, assessments, and student work related to their collaboration. Participants will then consider ways to effectively pair courses across the curriculum with required English courses in order to highlight the contemporary significance of ancient rhetorical appeals in all majors.

3. **Developing and Integrated and Place-Based ESL-Sociology Learning Community** (Jeff Ellenbird and Aurora Bautista, Bunker Hill Community College)

An ESL and Sociology professor share their collaborative process in developing a common theme, content and assessments for a linked course where students use sociological concepts to analyze gentrification and the sustainability of their neighborhood. Participants will take away models and strategies for developing a similar class for their own teaching context.

### **Campfire with Kingsborough!**

Weather permitting, all are welcome to join George Hill 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.