



Learning and Teaching Commons  
@ The Washington Center

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## 2021 Evergreen Summer Institute Program

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[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

(click on the links below to jump to a section)

### [Week-by-Week Guide](#)

Use the week-by-week guide to plan your selections.

### [Institute Descriptions](#)

Review the descriptions to decide which institutes you'll attend.

- [Sponsored Institutes](#)
- [Teaching at Evergreen: Inclusive and High-Impact Pedagogies](#)
- [Serving the "New Traditional" Student](#)
- [Our Greener Community: Leadership and Organizational Change](#)

### [Summer Institute Participant Guide](#)

These notes include important information that will help you make the most of your summer institute experience.

- [Registration, Waitlists & Cancellations](#)
- [Virtual Engagement & Canvas](#)
- [Access Needs](#)
- [Equity & Inclusion Training Requirement](#)
- [Faculty Compensation](#)

## == WEEK-BY-WEEK GUIDE ==

SUMMER BREAK, JUN 14-18			
6/14	6/18	SP01	<a href="#">Designing Learning Experiences that Matter</a>
SUMMER WEEK 1, JUN 21-25			
6/21		TE01	<a href="#">To Open and Beyond: Learn About Open Educational Resources and Other Low-cost / No-cost Materials</a> (Part 1 of 2)
6/21		TE02	<a href="#">Energy Medicine for Resilience</a> (Part 1 of 2)
6/24	6/25	TE03	<a href="#">Material-Based Curriculum: Designing Rigorous Curriculum with Low-impact on Student Expenses</a>
6/25		GC01	<a href="#">So, You Want to Maybe Teach in MIT?</a>
SUMMER WEEK 2, JUN 28-JUL 2			
7/1		TE04	<a href="#">Navigating Difficult Moments in Teaching Diversity and Social Justice</a>
7/1		GC02	<a href="#">Evergreen's Roots: Documenting Our Oral History</a>
7/2		TE05	<a href="#">Political Economy and Justice</a>
SUMMER WEEK 3, JUL 5-9			
7/6	7/7	NTS01	<a href="#">Virtual Experiential Learning</a>
7/8	7/9	NTS02	<a href="#">Telling Stories: An Interdisciplinary Approach to Learning and Building Kinship in the Classroom</a>
SUMMER WEEK 4, JUL 12-16			
7/13		NTS03	<a href="#">Theory to Practice: Homegrown Community Based Learning and Action for Equity and Justice</a>
7/14	7/15	TE06	<a href="#">Valuing Peoples' Knowledge and Sharing What We Know</a>

## == WEEK-BY-WEEK GUIDE ==

SUMMER WEEK 5, JUL 19-23			
7/19		SP02	<a href="#">Strategies for Social Justice Pedagogy at Evergreen</a>
7/19		TE02	<a href="#">Energy Medicine for Resilience</a> (Part 2 of 2)
7/20		SP03	<a href="#">Social Justice Center Opening and Trainings</a>
7/22	7/23	SP04	<a href="#">Holistic Advising: Supporting the Whole Student through an Equity Lens</a>
SUMMER WEEK 6, JUL 26-30			
7/26		TE07	<a href="#">Liberation Education &amp; Mass Incarceration</a>
7/29	7/30	NTS04	<a href="#">Designing Certificates (Embedded or Stand-alone) with Support!</a>
SUMMER WEEK 7, AUG 2-6			
8/2	8/6	SP01	<a href="#">Designing Learning Experiences that Matter</a> (REPEAT)
SUMMER WEEK 8, AUG 9-13			
8/9		TE01	<a href="#">To Open and Beyond: Learn About Open Educational Resources and Other Low-cost / No-cost Materials</a> (Part 2 of 2)
8/10	8/11	TE09	<a href="#">Awakening Our Students' Passions for Learning</a>
8/11		SP05	<a href="#">Taking Action on Equity</a>
8/12		TE08	<a href="#">Effective Capstone Experiences</a>
8/12		GC03	<a href="#">What if We Worked Together?: Advancing Educational Equity Across and Between Local K-16 Systems</a>

# Sponsored Institutes

*Institutes in this category are sponsored by institutional partners and have broad relevance to the Evergreen Community.*

SP01	Designing Learning Experiences that Matter (3 days) <i>This institute will be offered twice this summer— please register for the time most convenient for you</i>	Jun 14-18 OR Aug 2-6
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## *The Learning and Teaching Commons*

Teaching teams are encouraged to attend!

This institute merges the principles of intentional and universal design approaches with the opportunity to explore or deepen one's experience with a variety of teaching strategies. You will leave this institute with a draft syllabus for the course or program you are teaching in fall. Through a conference style approach, you can craft this institute to best support your development needs.

## *Institute Agenda:*

- MONDAY ([1 day\\*](#)): Orientation, Portable Learning, & Vision Statement
- TUESDAY - THURSDAY([1.5 days\\*](#)): Select from menu of workshops and/or schedule planning time with your teaching partner(s)
- FRIDAY AM ([0.5 days\\*](#)): Draft Syllabus and Assessment Plan

## *Workshop topics include:*

- Integrating the Common Read
- Inclusive Seminar & Discussion Strategies
- Best Practices for Writing Narrative Evaluations
- Team Teaching
- Teaching with Microsoft Teams
- Equity-producing Credit Policies
- Transparent Assignment Design
- Supporting Students with Disabilities

SP02	Strategies for Social Justice Pedagogy at Evergreen (1 day)	Jul 19
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*Arita Balaram and Carolyn Prouty*



This summer institute will explore the challenges and possibilities of teaching content related to social justice (including but not limited to racial justice, gender justice, and disability justice) to our students. How do we think about how to center those most impacted by structural oppression in these conversations? How do we support students in accessing these conversations from the complex spaces of marginalization and privilege they hold? How can we see education as a “practice of freedom”, as bell hooks calls it, by incorporating social justice principles in our classrooms?

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Sponsored Institutes

*Institutes in this category are sponsored by institutional partners and have broad relevance to the Evergreen Community.*

SP03 | Social Justice Center Opening and Trainings (1 day)

Jul 20

*Therese Saliba, Hannah Simonetti, and Jacob Longaker*



In fall 2021 a new Social Justice Center will be opening on campus. This virtual summer institute will highlight the center, what it is, what it is for, and how staff, faculty, and students can utilize the space! Part of the new Social Justice Center and Campus Climate and Belonging work will be a DEI Training Program. We will spend time talking through the program and how it works, how to access it and how to engage with the program. We will then run one or more of our workshops for people to start off utilizing and participating in the training program. Workshops will draw from our 100 level Unlearning Series.

At the 100 level, our unlearning series is an introduction to beginning anti-oppression and anti-racism work. It is a starting point from which we extend an invitation to join a campus community centered around a culture of advancing diversity, equity, and inclusion. We encourage difficult and courageous conversations and comfort in the discomfort. Core curricula across the unlearning series start with the internalized work of self-liberation. We recognize that we cannot engage in anti-oppression or anti-racism work without first interrogating our internalized belief(s) and oppression(s) and double consciousnesses. Thematic curricula explore the social construction of categories of oppression through historical context. We investigate how we learned about such categories, and how such categories operate in our day-to-day life. Importantly, we ask that participants do not distance themselves from their social location within the structural and institutional processes that give way to complex hierarchies of oppression.

SP04 | Holistic Advising: Supporting the Whole Student through an Equity Lens (2 days)

Jul 22-23

*Therese Saliba, Karen Gaul, and Cholee Gladney*



This Holistic Advising institute invites faculty and staff across the college to take part in this student-centered initiative to make an Evergreen education more accessible, equitable, and transformative for our diverse students. This model aligns policies and practices to address the whole student by meeting their basic needs, building resilience and student success strategies, and guiding the student toward curricular and professional interests. This two-day institute will include training in best coaching, advising and mentoring practices, as we build a network of faculty, staff, and student peer advisors to provide support and empowerment to students.

Through faculty-staff collaborations, we'll engage in hands-on workshops that integrate the recommendations of the Holistic Advising Policy and Practice Review (HAPPieR) group; we will examine syllabi, credit policies, and transcripts as tools in supporting and empowering students to navigate Evergreen's curriculum and high impact practice opportunities. By strengthening our policies and student-centered practices, we aim to create a greater sense of belonging and connection for our students; empower them to determine, articulate, and reflect on their learning and career goals; and reduce achievement gaps and increase student retention and success to graduation and beyond.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Sponsored Institutes

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SP05

Taking Action on Equity (1 day)

Aug 11

*Therese Saliba, Cholee Gladney, and Lori Blewett*



This one-day institute invites faculty and staff across the college to engage in designing Equity Action Plans for their Paths, CATs and staff divisions. The aim is to help our community generate ideas, strategies and practices that will advance inclusive excellence to better serve our diverse students, as well as staff and faculty, particularly those historically underserved and underrepresented in higher education.

As offices throughout the nation, state, and higher ed engage in assessing their equity barriers and assets, it's an important time to relaunch and streamline work that began in Fall 2019. Through a series of engaging exercises, each division/area will develop, refine, and share self-determined action plans, focused on their sphere of influence and centered on Evergreen's equity goals:

- Fully support students personally, academically, and holistically
- Cultivate and sustain a campus culture that fosters a strong sense of belonging and embraces and affirms everyone (with attention to Climate Survey results)
- Recruit and retain diverse, historically underrepresented students, as well as staff and faculty
- Engage in ongoing professional DEI development

We encourage you to join us in this collective work to vitally transform Evergreen by "embedding and institutionalizing equitable and inclusive practices in every effort, aspect, and level of our college.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Teaching at Evergreen: Inclusive and High-Impact Pedagogies

Summer institutes in this category explore pedagogical practices that engage and support Evergreen students equitably.

TE01

To Open and Beyond: Learn About Open Educational Resources and Other Low-Cost / No-Cost Materials (0.5 days)

Jun 21 & Aug 9

*Ahniwa Ferrari*

According to a 2018 report from the Washington State Institute for Public Policy, students completing a bachelor's degree at public colleges and universities in Washington State spend approximately \$2,734 on required textbooks and course materials, and often even more for specific degrees in areas such as business and engineering. Faculty and students alike are squeezed by the publishing industry, but increasingly faculty can break this box with savvy syllabus design and open-access material assignments.

Join us for these two 120 minute summer institute workshops where you will learn more about the types of resources that are available to you, and begin the process of transitioning some or all of your required course materials to Open Educational Resources (OER) or other low-cost / no-cost options. This offering is timely, as HB 1119 is expected to pass this year, which means that moving forward, students will be able to see in the catalog which offerings are open, free, and low-cost as they register!

Participants of this institute will be eligible to apply for a library grant to take what they learn and apply it to their own courses in the following year.

TE02

Energy Medicine for Resilience (1 day)

Jun 21 & Jul 19

*Mukti Khanna*

Pandemic working conditions have impacted the ways our nervous systems, eyes, breath and posture may be engaged in working remotely. This summer institute will present both the theory and practice of selected energy medicine practices to support eye and brain health, central nervous system balancing, bio-distressing protocols and creating energetic boundaries. The first day will present diverse protocols which participants can implement in their daily routine. Participants will have the option of having a colleague to check in with about how the practice is going. The second day will focus on embodied mindfulness practices that can deepen the efficacy and impact of energy medicine protocols. A growing body of research is documenting physiological, immunological and stress reduction benefits of energy medicine and embodied mindfulness practices. Faculty and staff are welcome to come and see how you might implement this theory into your daily practice to increase resilience and health. The institute will meet for half days in the morning on June 21 & July 19.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Teaching at Evergreen: Inclusive and High-Impact Pedagogies

Summer institutes in this category explore pedagogical practices that engage and support Evergreen students equitably.

TE03

Material-Based Curriculum: Designing Rigorous Curriculum with Low-Impact on Student Expenses (2 days)

Jun 24-25

*Emily Adams and Hirsh Diamant*

Join the Olympia campus art staff in an exciting two-day institute where we will share experiences and develop best practices for designing a material-based curriculum. The impact of teaching in remote studio classes has sharply limited our ability to provide the student with an immersive community experience and access to our specialized equipment. This work will emphasize student-focused success by keeping academics rigorous and costs at a minimum for the student. Whether you will be teaching remotely, in-person, or in a hybrid capacity this coming year, this will benefit your understanding of the scale and the scope of assignments as you plan your programs and courses. We will learn from real case studies and work from your actual syllabus too!

TE04

Navigating Difficult Moments in Teaching Diversity and Social Justice (1 day)

Jul 1

*Mukti Khanna*



This institute will seminar on the book "Navigating Difficult Moments in Teaching Diversity and Social Justice" to explore challenges that arise for educators in these areas. Participants will be able to explore best practice of how to navigate difficult moments based on the experiences of national educators. This generative dialogue is intended to focus on exploring how some of these best practices may be integrated into teaching at Evergreen. The focus of the institute is on practical applications and preventative pedagogy skills for participants who are teaching diversity and social justice. Although many authors in the text are psychologists, faculty and staff from across the college who are interested in deepening their pedagogical skills are welcome to attend. The book will be available as an e-book through the library for participants.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)



# Teaching at Evergreen: Inclusive and High-Impact Pedagogies

Summer institutes in this category explore pedagogical practices that engage and support Evergreen students equitably.

TE05 Political Economy and Justice (1 day)

Jul 2

Paul McMillin and Savvina Chowdhury



The events of January 6th, 2021, in Washington D.C. have made it very apparent that we need to cultivate critical media literacy, as well as historically grounded analysis of US political economy. Many of our societal institutions are facing serious challenges today, and in this polarized political climate, our spaces of shared values appear to be shrinking. People are questioning the legitimacy of our liberal democratic institutions, even as there are new social movements that are urging us as a society to move towards racial equity and economic justice by reckoning with the historical responsibility for the legacies of our past. A public institution of higher education can and should play a generative role in conversations about the future of higher education. Evergreen is well positioned to be a leader in national deliberations, but to do so, participants need time for dialogue amongst ourselves and in collective forums.

TE06 Valuing Peoples' Knowledge and Sharing What We Know (2 days)

Jul 14-15

Anthony Zaragoza

This three-day institute will share from the Evergreen-Tacoma course "S\*\*\* You Should Know: Building a People's Philosophy of Knowledge" to consider what fosters the emergence of knowing, and the ways that students and educators (and community members) can learn from each other. The philosophy of the course can be found in the question: What are the most important things I've learned in life (so far)? In the class we started by developing a long list of things we've personally learned in our lives from any realm (life experience, school, family, work, organization, social club, sports, games, mentors... wherever). We reflected on these. We wrote about them. We processed them in a variety of ways and elevated 10, then deepened them, and then further deepened 5 of those. The institute will share the work of the class and also do a similar process to highlight and share each institute participant's knowledge.

TE07 Liberation Education & Mass Incarceration (1 day)

Jul 26

Eirik Steinhoff, James Jackson and Kelli Bush

This summer institute is organized by The Evergreen Coalition for Justice Involved Students - a coalition made up of organizations, programs, and key individuals assisting currently or formerly incarcerated youth or adults. The coalition is committed to expanding Evergreen's prison education work by (re)imagining national and state prison education reform, advancing prison-to-college pathways, providing educational support in correctional facilities, and collaborating on reducing barriers in the transition from prison to college. This summer institute will consist of storytelling, dialogue, and workshops designed to unpack and identify current work, challenges, and ideas to reduce barriers for justice-involved students at Evergreen and in our community. Participants will spend time strategizing about ways to build a sustainable solidarity network, a grounded framework, and robust teaching/learning objectives.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Teaching at Evergreen: Inclusive and High-Impact Pedagogies

Summer institutes in this category explore pedagogical practices that engage and support Evergreen students equitably.

TE08 | Effective Capstone Experiences (1 day)

Aug 12

*Eric Stein and Stacey Davis*

A capstone is a significant culminating experience through which a student demonstrates their accumulated depth of knowledge and their ability to use what they've learned in a way that matters to them. At Evergreen, senior capstones include original research projects, formal senior theses, major projects and papers, artistic productions, study abroad projects, advanced or cumulative work through programs, and internships or community engagement. No matter the structural forms, capstones hold in common the opportunity for students to engage in purposeful practice and integrative learning.

In this institute, participants will develop tools to help students design and complete successful capstones. We will explore the creation of pedagogical scaffolding structures that can be used across disciplines; discuss how participants can develop and recognize their own interdivisional competencies that support student work towards capstones; and develop methods to document and share student culminating work and presentations.

TE09 | Awakening Our Students' Passions for Learning (2 days)

Aug 10-11

*Melissa Nivala, Dion Gouws and Edwin Bliss*

This institute is designed to support the Academic Statement goals and advance long-term curricular stability through a high-impact pedagogical practice that effectively empowers and truly motivates every student and in doing so builds a strong, motivated, united learning community. It introduces very useful ChangeMaker Lab tools that are used for this purpose, such as the Learning Contract, Dialogue, Value Propositions and discovering a common 'Why'. Our objective is to share an excellent methodology with faculty and staff to enable them to help students find their passion and learn how to tailor their learning to speak to that passion.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Serving the “New Traditional” Student

*Summer Institutes in this category support expanding institutional capacities to increase flexible access to Evergreen for new populations of students and provide targeted support as students progress towards a degree.*

NTS01 | Virtual Experiential Learning (1.5 days)

Jul 6-7

*Frederica Bowcutt, Paul McMillin and Bridget Irish*

Learning opportunities in laboratories, art studios, library research workshops, and in the field are challenging to replicate in online programs. However, in-person instruction poses challenges for some new-traditional students. This workshop introduces various approaches to incorporating WordPress webpages to replace or augment in-person labs, workshops, and field trips. We will also show how Hypothesis for collaborative annotation in Canvas has been used in various programs at Evergreen. We will share teaching materials developed by faculty in different disciplines for hybrid and remote learning. Exercises on effective web-based communication attentive to accessibility and inclusive design will enable participants to envision how they might apply various web-based tools in their own teaching, including WordPress, Hypothesis, and Zotero. We will explore strategies for building a learning community, in part through the use of these tools as an interface for students to share their work, get feedback, and collaborate with their classmates. Each participant will begin to create a WordPress site for an offering, project, work area, or portfolio template. They will also have the opportunity to use Hypothesis, Zotero, and other programs that can be used to support virtual hands-on learning.

NTS02 | Telling Stories: An Interdisciplinary Approach to Learning and Building Kinship in the Classroom (2 days)

Jul 8-9

*Anthony Zaragoza and Maria Isabel Morales*

This two-day institute hopes to create a thoughtful and generative space for sharing storytelling as a learning community process and activity that builds kinship in the classroom. We will examine how “kinship building” supports more inclusive, empathetic, and engaging learning communities that invite students to see each other's humanity and our differences as assets and not deficits. After situating storytelling methodology within critical and culturally sustaining pedagogies, we will discuss best practices to help us each reflect on, develop, and grow our practice of sharing stories in the classroom. We will invite participants to teach each other through the stories they share. We believe ALL disciplines and interdisciplinary spaces can benefit from storytelling. We hope to dialogue on this teaching and learning together.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Serving the “New Traditional” Student

*Summer Institutes in this category support expanding institutional capacities to increase flexible access to Evergreen for new populations of students and provide targeted support as students progress towards a degree.*

NTS03 Theory to Practice: Homegrown Community Based Learning and Action for Equity and Justice (0.5 days)

Jul 13

*Savvina Chowdhury and Ellen Shortt Sanchez*



Many local Community Organizations have deep roots with Evergreen. Community Based Learning is a high impact practice that keeps learning relevant and makes a difference in our communities. This Institute brings together faculty, staff and community organizations together to strengthen Community-Based Learning (CBL) in the Evergreen curriculum. Join us to showcase Campus-Community partnerships in the region. Virtually meet with partner organizations to support community sites that host student learners. Amplify the transformational experiences student learners have in community settings. Hear how academic programs sustain important work on community issues. Community partnerships strengthen strategies to meet student needs. Students engage with their own communities and create long term connections for future careers.

NTS04 Designing Certificates (Embedded or Stand-alone) with Support! (2 days)

Jul 29-30

*Sue Feldman and Abir Biswas*

This summer institute is developed to support faculty and staff who have an idea for a certificate to complete the design process. No preparation is required except an idea for a certificate you would like to design and teach. We will help participants to determine if it is well-positioned as a (i) an embedded (in the curriculum) certificate that would be offered to students as part of the curriculum, towards an Evergreen undergraduate degree, OR (ii) a stand-alone certificate that would be in partnership with a partner organization, and which would be available to community members (or perhaps students enrolled at Evergreen) as they pursue credentials as a component of workforce development. During this workshop, participants can expect to complete a certificate design process including these: (i) letter of Intent, (ii) syllabi and schedule, (iii) assessment plans (of students completion AND the certificate itself), (iv) budget, (v) registration and records approval (incl. prerequisites), (vi) catalog description (vii) MOU (viii) marketing plan.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Our Greener Community: Leadership and Organizational Change

*Summer Institutes in this category will offer strategies and approaches for managing institutional change, developing faculty and staff leaders, and building a resilient Evergreen community.*

GC01	So, You Want to Maybe Teach in MiT? (0.5 days)	Jun 25
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*Kate Napolitan, Michael Bowman and Sonja Wiedenhaupt*

This institute is designed for people who are interested in teaching in MiT or may even have a commitment to teach in MiT already. The institute is designed to give an overall summary of the newly redesigned MiT program; the five experiential strands; connections to K-12 schools; and the involvement of mentors from families, communities, and community-based organizations (CBOs). Additionally, the unique role participants who teach in the program have as instructors and mentors to teacher candidates across a variety of contexts, will also be introduced. This institute will orient people who have already expressed interest in MiT and will also be used as an opportunity to pique the interest of others in serving in MiT.

GC02	Evergreen's Roots: Documenting Our Oral History (1 day)	Jul 1
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*Sam Schrager, Nancy Koppelman and Eirik Steinhoff*

Starting in 2016, members of our community have been doing in-depth interviews with a wide array of retired faculty, staff and administrators. The Evergreen Oral History Project documents the lived experiences of people at this unique institution: vibrant memories of their contributions, relationships, work, challenges, and changes. The institute, funded by a donation to the Evergreen Foundation, invites faculty and staff to interview one or two retirees of your choice, to delve with them into the personal and collective stories they wish to share, and explore connections between Evergreen's past, present and future. It begins with a one-day meeting to discuss interviewing methods, enduring commitments and issues at Evergreen, and the great potential of community-based oral history. Subsequent days are for your own research with your narrator, conducting one or more interviews. The transcripts become part of the Library Archives, a legacy for the College, our students, and educators, including our 2021-2022 fiftieth anniversary celebration.

*This institute is supported by the Evergreen Foundation. Please direct questions to [Sam Schrager](#).*

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

# Our Greener Community: Leadership and Organizational Change

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*Summer Institutes in this category will offer strategies and approaches for managing institutional change, developing faculty and staff leaders, and building a resilient Evergreen community.*

GC03	What if We Worked Together?: Advancing Educational Equity Across and Between Local K-16 Systems (0.5 days)	Aug 12
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*Michael Bowman, Kate Napolitan and Ellen Shortt Sanchez*

In this half day workshop, Evergreen faculty and staff are invited to join the MIT faculty, the CCBLA, community based educators, and K-12 teachers to share ideas, (further) develop relationships, and craft curricular connections across and between Evergreen and our public education partners. How can we teach toward a world of joy and justice? What can we learn from each other? How can we support each other?

The proposed institute is part of MIT's and the CCBLA's ongoing work to forge strong connections between TESC as a public college, the public K-14 schools of the area, and community educational organizations. In the morning session, we will ground our work in Peter Murrell Jr.-inspired (2001) portraits of "community teachers" and Allyson Tintiango-Cubales, Jeff Duncan-Andrade, and Glenda Macatangay's (2019) concept of "community responsive education." Institute participants also will be invited to share an aspect of their equity work (e.g. programming, curriculum, lesson, outreach) that they could imagine being strengthened by connecting to other public education partners. The afternoon session will focus on workshopping ideas of interest and developing plans for future collaborations.

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# Summer Institute Participant Guide

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## *Registration, Waitlists & Cancellations*

Registration will be open from Thursday, April 15 until Friday, May 14. If an institute reaches capacity, you will have the chance to add yourself to a waitlist. If you are unable to attend an institute, please inform [the Commons](#) to cancel your registration. This will allow us to offer a spot to waitlisted participants.


## *Virtual Engagement & Canvas*

All institutes will be held remotely through virtual formats. Before the institute begins, participants will receive an invitation to join a Canvas site to access the institute agenda, resources and links to synchronous video (zoom) engagements. If you have not received access to Canvas please connect with the convener directly or contact [the Commons](#) for assistance.

## *Access Needs*

The Learning and Teaching Commons upholds the principles of Disability Justice by striving to create inclusive and accessible learning environments for summer institute participants. If you have an access request that will improve your experience, we encourage you to connect directly with the institute convener. Alternatively, you may wish to contact [the Commons](#) to provide support.

## *Equity & Inclusion Training Requirement*

 Institutes marked with this symbol meet the annual mandatory training requirements for faculty professional development in inclusive excellence, culturally relevant pedagogy, and cultural competence. Faculty should document participation in equity training annually using the [Equity & Inclusion Faculty Professional Development Participation Form](#).

## *Convener Support*

The Learning and Teaching Commons has developed a [Guide for Conveners](#) that provides logistical information and facilitation support.

## *Faculty Compensation*

Faculty participation in Summer Institutes is compensated in accordance with the [Collective Bargaining Agreement](#), Section 17.2.2 (quoted below). The number of compensation days for each institute is listed below. Faculty are invited to attend multiple institutes.

Compensation for Summer Institute participation is capped at 8 days (\$1,000 per individual). This cap does not apply to compensation for convening a summer institute or participation in other summer work (e.g., Path Planning Retreats & Special Projects).

17.2.2 Compensation. Faculty participants will be paid a daily stipend of \$125 and conveners will be paid a daily stipend of \$250 for participating in summer institutes.

Please direct questions about individual compensation to [Tina Pearson](#), Academic Financial Support Services Manager.