

ACADEMx 2017

Summer Institutes for Faculty Development

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June 22

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July 10-12 (two days online)

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August 9 (Wed. 1-4 pm), Aug. 10 (Thurs. 1-4 pm), Aug. 11 (9-3:30 pm)

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Conveners: Shangrila Wynn and Miranda Mellis
September 8

1. Whiteness

Carolyn Prouty and Elizabeth Williamson
June 22

This institute offers participants a chance to explore how whiteness—as a social construct and a lived reality—plays out in group settings, including the classroom. Our goal is to dispel the idea that there are “good” and “bad” white people; this is important ongoing work for all of us who have this particular set of privileges. In the spirit

of taking up this work collectively, we will offer participants a chance to work together on revisiting situations that have been challenging for us in the past. We will also introduce participants to some specific tools for understanding whiteness and how it operates.

2. Social Justice Pedagogy and Small Group Work

Conveners: Joli Sandoz and Elizabeth Williamson

June 23

Small group work works better for everyone, doesn't it? Not necessarily. Students who are already marginalized may experience increased scrutiny and micro-aggressions in small groups (or be ignored altogether). Accordingly, this institute offers a reconsideration of small group work through the lens of a more inclusive pedagogy. We will draw attention to the factors that sometimes make small group work problematic, while revisiting the very good reasons for doing it in the first place.

We will share some of the current research on small group pedagogy, discuss "group-worthy tasks," share tools from participants' teaching, and talk about how to introduce and assess small group learning. We will also participate in group learning together in order to bring our ideas to practice.

3. Creating Motivating Environments for First-Year & Lower Division Programs

Convener: Erica Hernandez-Scott, with Trevor Speller and Jadon Berry

June 26-28

This three-day summer institute is designed for faculty teams teaching first-year or lower-division programs in 2017-18. Step-by-step, we will design and organize learning experiences to better motivate and engage first-year students. Time will be set aside for teams to develop their program covenant and syllabus for the coming year.

We'll learn how to create an inclusive classroom environment, help students develop positive attitudes toward learning, and enhance the overall meaning of course content. Faculty can expect to participate in seminars, workshops, and critical self-reflection. Representatives from Student Affairs will be on hand to help explain and incorporate peer mentors and other co-curricular resources on campus.

4. Gender, Women and Sexuality Studies

Conveners: Therese Saliba and Lori Blewett

June 26-27

Gender & Women's studies were identified as the 10th most popular area of concentration by our first-year students in 2016, and the most popular category in Area and Cultural Studies. This institute brings together faculty teaching in these fields to engage in some collaborative mapping of our collective curriculum. We are a large group, spanning differing specializations, but collectively we offer a vibrant mix of offerings and many of us share the same students.

This two-day institute will focus on sharing the details of our respective teaching histories, and examining how we can map, if not a pathway, perhaps a concentration in Gender, Women and Sexuality Studies, that we can make more visible to our students. We will also incorporate some new learning on recent trends in gender and sexuality studies for our professional growth in the area.

On Day 1, we will lay the foundation for this work by examining the following questions:

- What are our teaching histories in Gender, Women & Sexuality Studies? What disciplinary and theoretical lenses are central to our work?
- What skills/content knowledge do we think are important to this area?
- What might be regular lower and upper-division offerings in this area?
- How can we best integrate foundational and emerging work in women of color feminism, transgender studies, queer theory, feminist development studies, environmental feminism, etc., and encourage students to see the capacity of feminism to, in the words of Angela Davis, "embrace more and more complexity in response to historical circumstance" (Davis *The Meaning of Freedom*, 193).
- How do we link theory and practice of feminism with various social movements? Or in the words of Davis, how do we move from intersectionality of identities to intersectional struggles?

On Day 2, we will revisit our map then explore future innovative collaborations. We will also seminar on a couple recent articles that help us discuss strategies for navigating the sometimes difficult discussions that emerge in our programs.

5. From Surviving to Thriving: Women of Color Building Community at Evergreen

Convener: Naima Lowe

June 29-30

Women of color in Academia face a double bind of racism and sexism in their classrooms and among their peers. We are also frequently the work-horses of our institutions, serving on countless committees and initiatives aimed at institutional change that go under-appreciated and are often undermined by the very structural issues that we are asked to address. This can lead to burn-out, frustration, and alienation from the work that we love. This institute invites women of color faculty and staff to spend two days building community and sharing strategies for mutual support in our workplace and lives. Activities will include skill-sharing, readings from women of color feminist authors, and discussion of actions to take inside and outside the institution aimed at improving our working conditions.

6. Evergreen Oral History Project

Conveners: Sam Schrager and Nancy Koppelman

June 30 + 4-5 days of independent research

Evergreen is starting a multiyear project to record stories and reflections of retired faculty, staff and administrators. The aim is to document memories about the college from a wide, diverse array of people: how they experienced, contributed to, and have been affected by work and life, challenges and change at this unique institution over the course of their careers here. This institute, funded by a generous donation to The Evergreen State College Foundation, is designed for faculty and staff interested in doing in-depth interviews this summer with a person they admire.

The institute will begin with a day of training: orientation to the project, the choice of one's narrator, methods of life history interviewing, key topics, issues and controversies in Evergreen's history, and the use of audio equipment. The rest of the institute involves independent research conducted over four or five days this summer: archival study, a pre-interview followed by two or three recorded interviews, and review of draft transcripts. The conveners will offer guidance as needed throughout the

process. These interviews will become part of the Library Archives, providing a valuable resource for Evergreen's 50th-year celebration and for future generations.

7. Practical and Tangible Options for Equity and Access

Conveners: Chico Herbison and Jules Unsel (with Meredith Inocencio, Bridget Irish)

July 10-12 (two days online)

This institute will explore options for practical and tangible faculty responses to two current, college wide policy initiatives: 1) improved inclusion and equity of instructional outcomes in under-represented student populations; and, 2) verifiable accessibility compliance in instruction for students with disabilities. The content will present selected aspects of a current teaching paradigm, termed "inclusive teaching and learning," that integrates equity and accessibility instructional strategies into a single, usable (universal) design canon.

The institute will begin on Day 1 with a morning orientation session and continue remotely, online in Canvas, for the remaining two days. Self-paced reading, writing and community discussion assignments will explore tips, tricks, principles and practices to foster more equitable, accessible and inclusive teaching and learning online and in classroom, lab, and field. The Canvas platform will help us explore online accessibility features and offer a window into student Canvas experience. We will gather again at the close of Day 3 to share concluding reflections and take an exit survey.

8. Supporting Undocumented Students—Equity and Action

Conveners: Grace Huerta and Catalina Ocampo

July 19-20

It is critical that all faculty and staff be aware of the rights and needs of undocumented students, a population vulnerable to deportation, trauma, and stress. Because undocumented students may reveal themselves to faculty and staff members, *this two-day institute will address their needs and rights, and identify specific support strategies and resources.* On day one, we will examine national, state and local actions. We will discuss the ongoing collective efforts and retention strategies conducted by our college, such as the work of the TESC Undocumented Student Task Force, the Latinx Standing Committee, and the local community group, Strengthening Sanctuary.

On day two, participants will be introduced to "Train the Trainers" sessions. Since staff and faculty may witness the impact of increased ICE enforcement measures on students and their extended families, we must also consider direct responses. This training will illustrate a three-fold response: specific actions *staff* can take to instill a stronger sense of cultural competence and safety for undocumented students; advice on approaches and language *faculty* can adopt in their syllabi and program planning to be more inclusive and accessible; and guidelines for *students* on ways they can leverage their status as members of the college to instill a more informed, equitable, and civic-minded environment. Over two days, we will share goals, challenges and strategies, then create a "train-the-trainers" approach to faculty and staff development, inviting others to lead workshops during the upcoming academic year. This institute brings together Evergreen students, staff from Student & Academic Support Services, First Peoples Multicultural Advising, CCBLA, faculty from Social Justice and Sustainability and Culture, Language and Text planning units and the United Faculty of Evergreen, but anyone interested is welcome to attend.

9. Examining Curricular Pathways for Teacher Education

Convener: Pat Naughton with MiT faculty

August 9 (Wed. 1-4 pm), Aug. 10 (Thurs. 1-4 pm), Aug. 11 (9-3:30 pm)

This institute will provide time for discussions and planning across the undergraduate curriculum and Master in Teaching Program, to examine ways to support students interested in becoming public school teachers. We particularly invite faculty from Sustainability and Justice, Environmental Studies, and Scientific Inquiry planning units, but anyone interested in teacher education preparation is welcome. Having clear pathways mapped out will assist prospective teachers in understanding what they can study in the undergraduate curriculum to prepare them to enter the certification component of teacher education without any delay at the conclusion of their undergraduate degree. These undergraduate pathways should also give consideration for preparing more teachers in English Language Learners (ELL) and STEM fields. This institute aims to improve faculty and staff (including academic advisors) collaborations across the college to interest students in becoming teachers and assist them with appropriate and timely educational planning. In addition, this institute will build on the work accomplished by MiT faculty, staff, and external collaborators during winter and spring quarters through a Professional Educators Standards Board grant. The grant work focused on both recruiting and curriculum to improve the recruitment of candidates from underserved populations and their support through effective curriculum that prepares culturally competent teachers.

10. Entrepreneurship at Evergreen

Conveners: Katherine Himes, John Carmichael, and Larry Geri

August 14-16

The Entrepreneurship Summer Institute will focus on two aspects of interdisciplinary pedagogy and curricular planning: (1) creating a high-level vision for an entrepreneurship curriculum, and (2) addressing key, entrepreneurship curriculum questions.

Background: When Evergreen last surveyed alumni 15 years after graduation, more than 25% reported that they were self-employed or owned a business. Some graduates pursue traditional business paths, while others found non-profit organizations or launch B-Corporations that utilize entrepreneurship tools to address social and environmental issues.

Although many students will need knowledge of business and entrepreneurship after they graduate, few formally study these topics at Evergreen. Faculty members teaching in these areas report that the current curriculum does not consistently prepare students with the fundamental skills and knowledge needed to develop business plans or do similar advanced work.

In Fall 2016, a group of faculty who regularly teach in the business curriculum; staff from Career Development, the Alumni Office, and the President's Office; and an undergraduate student began meeting to discuss these issues. The group explored outstanding entrepreneurship initiatives at other colleges and universities, reviewed the history of entrepreneurship offerings at Evergreen, explored local and regional resources around entrepreneurship, and authored preliminary recommendations for entrepreneurship at Evergreen. Currently, the work group lead is holding listening

sessions with faculty, staff, students, and alumni, and will incorporate additional ideas and themes into the recommendations.

The Institute: This summer institute is an outgrowth of the meetings of the entrepreneurship group. The institute will provide time for an extended discussion of the curriculum that supports student entrepreneurship, focusing on two tasks:

- (1) Creating a high-level vision for an entrepreneurship curriculum, guided from brainstorming 'all possibilities on the table' to an agreed-upon, repeated 2-3 year program/course cycle.
- (2) Addressing key, entrepreneurship curriculum questions, including:
 - i. What is a predictable entrepreneurship curricular pathway, including introductory, intermediate, and advanced offerings in business and entrepreneurship?
 - ii. How would a core program and modular elective relationship work? What should be offered? Where do instructional responsibilities lie? How would potential concurrent offerings align within the learning pathway?
 - iii. What is the current academic approach to creating business plans? How does this fit with current and potential curricular plans for entrepreneurship?

11. Food & Agriculture: Curricular and Community Collaborations

Convener: Martha Rosemeyer

August 25

Sustainable Agriculture and Food programs along with the presence of the Organic Farm are unique features of the Evergreen campus and important not only in building community and recruiting students to Evergreen, but in addressing sustainability and social justice in the face of climate change.

Teaching Food and Agriculture is an inter-area effort including staff plus faculty from four different planning units (S&J, ES, SI and CS). For our Aug 25 workshop, we *invite members of these as well as other planning units to consider curricular collaboration at the farm and Sustainable Agriculture Lab and a long-term vision for the farm.* Focusing on On-Campus and Off-Campus Communities, we will address issues of inter-curriculum planning and pathway options w/SI, ES and/or Environmental Humanities, including a lecture series. Other community-related updates would include discussion with the on-campus clubs, as well as off-campus collaborations.

12. Strengthening Community (S&J, CCBLA)

Conveners: Karen Gaul and Ellen Shortt-Sanchez

August 28-29

This is a two day institute. The first day will be to focus on the balance between offering a vibrant curriculum responsive to political and climatic conditions of these times, and providing navigable pathways in the Sustainability and Justice Curriculum. We will reconsider the idea of offering a certificate in Sustainability and Justice, and ways to celebrate and acknowledge student learning. And we will have a discussion focusing on the Gateways program. One does not have to be a member of the S&J planning unit to attend.

On the second day, we will connect with community partners by taking a Sustainability and Justice tour in Olympia. New or relatively new faculty (or those from any planning unit) who would like to learn about various community organizations and how to engage students in our community are very welcome to join us. Possible stops

on our walking tour might include Safe Place, the Thurston County Food Bank, Sidewalk, Rosie's Place, CYS youth shelter, POWER, Hummingbird inclusive art studio, the Estuarium and/or other organizations, which help to connect us to our community. This outing may involve a volunteer opportunity such as a project at the Food Bank, or at the Food Bank gardens. The objectives of the institute are to build community among faculty participants, focus on ways our curriculum is responsive to emergent conditions, learn more about the local community, and consider the benefits of volunteer opportunities for our students by engaging in one ourselves.

13. Planning for Successful Seminars

Convener: Erica Hernandez-Scott

August 31 – September 1

The institute will take faculty through the steps of planning successful seminars, focusing on our Common Read, *Just Mercy*. This will occur through their own participation in daily seminars and workshops. The convener will also model and debrief effective instructional practices, which is especially crucial for faculty without preparation in teaching or who are new to higher education. Learning experiences are designed to support faculty in creating an environment supportive of community and critical dialogue, discussion facilitation strategies, and assessment of seminars facilitated by faculty and students. Participants will:

- Engage in critical self-reflection about their experiences with seminars
- Actively participate in faculty seminar
- Follow text-based protocols to construct meaning from texts
- Develop interdisciplinary approaches to *Just Mercy*
- Construct an action plan/covenant/syllabus for teaching seminar in fall 2017

14. Interdisciplinary Approaches to *Just Mercy*

Conveners: The Mentor Council

August 30 AND September 7

The **Mentor Council** is offering two, one-day summer institutes on this fall's common read to help prepare faculty for convocation and orientation. This year's speaker is Bryan Stevenson, author of *Just Mercy* (Spiegel & Grau, 2014). Our common read allows us a concrete text through which to think about the issues we contend with as a learning community, and how to address those issues in ways that best serve our diverse students.

We invite faculty from all disciplines to attend and to bring an interest in structuring an interdisciplinary approach to this text, as a way to engage discussion on issues of equity, anti-racism, intersectionality and social justice. This institute will explore ways of framing discussions around the legal system, the prison industrial complex and the legacy of slavery and racism through many fields of study including, but not limited to, sociology, anthropology, psychology, cultural geography, American history, forensics, biology, linguistics, law, economics, social justice, the arts and culture, etc. Our goal is to help faculty devise a pedagogical plan for student discussion and writing that allows for complexity and open dialogue, with the structure of the text to anchor discussion and keep it concrete.

The institutes will also help craft the syllabus for faculty orientation sessions. There are many resources online about this text that can be utilized. There is a legal study guide on Stevenson's website: BryanStevenson.com study guide to *Just Mercy*:

http://www.randomhousebooks.com/wp-content/uploads/2015/10/justmercy_studyguidev7_Final.pdf

15. Helping Students Navigate a Post-Truth World

Conveners: Liza Rognas and Paul McMillin

September 5

Work with library faculty to explore the compound literacies students must develop to navigate and understand a world that is profoundly confusing, but is not, in fact, post-truth. Explore pedagogical approaches to support students as they learn to read critically, research thoroughly, and respond cogently to the many genres of today's mass information – journalism, film and television, social media, advertising, trade and academic publishing. Discuss current theories of what "literacy" still means in this jumbled age, and investigate how we can embed approaches to information literacy into our classrooms in order to help students develop the skills of discernment and analytical thinking about information prerequisite for both student success and informed citizenship today.

16. Unifying Statistics and Data Science at Evergreen

Convener: Richard Weiss

September 5-6

Data Science is the application of statistics to practical problems, which our focus at Evergreen. The goals for this institute include: 1) bring together faculty who teach statistics in order to create a more coherent and visible curriculum. 2) provide faculty development for those who would like to use it more in their programs and research, and 3) explore how R could be coordinated and supported on campus, reducing the barriers to both students and faculty. Statistics is an area of quantitative reasoning in which Evergreen has many curricular offerings that could be more visible. I am teaching stats in R in the program Computing Practice and Theory, and I would be happy to share my curriculum.

The faculty who teach statistics at Evergreen rarely have the opportunity to meet to develop a coherent curriculum. In addition, there are several faculty who use statistical analysis in their programs and research and would like to learn more about R, which is becoming the standard in academia. Also, David Geeraerts in the CAL has been working with R and can provide support for faculty in their programs. Part of the time will be spent doing hands-on exercises, so that faculty feel more comfortable using R in the classroom.

17. Let's Acknowledge Where We Are, But Don't Stay There

Conveners: Erica Hernandez-Scott, Phyllis Esposito, Jon Davies

September 5-6

Drawing on Tara J. Yosso's Cultural Wealth Model, this two-day institute will convene Evergreen educators to prepare to fully engage and support our diverse student body. Faculty will learn to apply this model in support of students of color from all backgrounds and experiences, to help them successfully navigate the academic, social, and emotional challenges inherent in the journey to a college graduation.

Participants will develop academic community-building skills framed by equity, inclusion, and anti-racism and will learn how to reframe classroom learning experiences

and assessments to identify student assets rather than student deficits. The institute intends to accomplish the following:

1. Build and deepen community relationships among Evergreen educators;
2. Use curricular content and instruction to build supportive classroom relationships;
3. Identify characteristics of community cultural wealth; and
4. Identify and leverage student cultural assets to support learning.

18. Restorative Justice as a Teaching Tool

Conveners: Sarah Williams and Andi Seabert
September 6-7

This workshop will provide faculty an opportunity to experience restorative justice as a teaching tool through “being in circle.” RJ is a tool that faculty can use to develop learning communities, respond to conflict within academic programs, tackle tough topics, and especially to address issues of social justice, such as micro aggressions and prejudice. The Restorative Justice process can also help with conflict within the larger campus context, particularly in these difficult political times.

This workshop will be fully participation based and will follow a presentation/practice style. We also hope to develop syllabus language to share across the faculty regarding options for conflict resolution and provide a bibliography of resources. In this 2-day workshop, participants will take away:

- Restorative Justice terms, definitions and concepts
- Group discussion of RJ principles and practices
- Experiential learning: community building circles and harm circles
- Skills development in “restorative questions,” and using RJ modalities
- Role-plays addressing campus climate events

19. Teaching Academic Reading and Effective Seminars: Diversity, Inclusion, and Equity

Conveners: Susan Fiksdal and Nancy Koppelman
September 6-8

This three-day workshop will introduce you to some ways to help students learn how to read academic texts, focusing particularly on *Just Mercy*, our common read. It has been our experience that students need guidelines and advice on reading academic texts to have effective seminars and write effective papers. The conveners recently attended a conference on reading as a metacognitive, public process, a “think aloud” that builds student engagement. We will begin the first day of the institute learning about this approach as well as the one Nancy Koppelman developed over 15 years ago with a grant from the Evergreen Fund for Innovation. Nancy has given reading workshops during pre-orientation week for K.E.Y. students, Orientation Week, during the school year, and by invitation to several programs.

As you plan your learning community (program), you should ask yourself which structure might be most appropriate for the texts and content each week. Seminars are a place to test and evaluate ideas and encourage critical thinking. At the same time, seminar is a conversation in which we are all constructing and negotiating identities and power. Our goal will be to understand and shape what is going on and to address how to teach seminars effectively in the context of diversity, inclusion, and equity.

We will discuss ways to plan, structure, and assess seminars. We will focus specifically on seminars for texts you will be using in your program or course to identify

what might need to happen in preparation for the seminar. We will identify criteria for choosing the best texts for seminars and the value of using workshops in addition to or instead of seminars. At various times in the institute, we will pause to reflect on how to respond to comments and seminar structures that may raise issues for students and ourselves.

Finally, we will discuss the rationale for workshops, which may take the place of seminars. For example, if you have particular concepts or problems or ideas that you want students to explore in depth, a conceptual workshop may be the best approach. We will draw on Don Finkel's conceptual workshop approach from his book, *Teaching with your Mouth Shut*, and talk about other sorts of workshops as well.

20. Creating Inclusive Excellence in Math and Science Classrooms at Evergreen

Conveners: Vauhn Foster-Grahler and Krishna Chowdary

September 7 - 8

This summer institute will examine the pedagogies and actions faculty can take to improve the experience and success of students traditionally underserved by STEM disciplines. Faculty will seminar on articles detailing evidence of problems (including implicit bias, stereotype threat, lower persistence, and imposter syndrome) that differentially influence student success in STEM fields, along with research-tested interventions that can be used to mitigate adverse influences. Faculty will identify ways we can create a healthier and safer classroom for underserved students. Faculty will engage in activities that help identify what we bring to our students and explore the historical and structural inequities and individual attitudes that can affect student success. Faculty will develop and present at least one activity centered on equity and inclusion that they can use with their students.

Reading may include excerpts from:

1. A joint position statement from the National Council of Supervisors of Mathematics and TO-DOS: Mathematics for ALL.
2. Mathematics Education Through the Lens of Social Justice: Acknowledgment, Actions, and Accountability. Retrieved from matheleadership.org.
3. Di Angelo, Robin. (2012). What does it mean to be white? Developing White Racial Literacy. Peter Lang. New York.
4. Steen, Lynn Arthur (Ed). (2001). Math and Democracy: The Case for Quantitative Literacy. The Woodrow Wilson National Fellowship Foundation.
5. Killpack, Tess and Laverne C. Melon. (2016). Toward Inclusive STEM Classrooms: What Personal Role Do Faculty Play? CBE-Life Sciences Education 15, 1-9.

21. Improving Team Teaching: Interdisciplinarity & Dialogue

Conveners: Shangrila Wynn and Miranda Mellis

September 8

We spend a lot of time teaching together, and therefore it makes sense to make time to discuss the complex art of pedagogical collaboration. This institute is designed to make space for reflecting on team teaching with a focus on teams that span very different fields of study and epistemologies, in particular within environmental studies/sustainability studies broadly conceived. As we explore the promises, potentials, and pitfalls of cross-disciplinary and interdisciplinary team teaching, our goals are three-fold: to build awareness and develop tools/strategies that will improve communication for team-teaching; to emphasize equity and inclusion within teams, with an

understanding of how our lived experiences and social identities inflect planning and team dynamics; to engage in a deeper inquiry of interdisciplinarity and how it impacts and enhances our collaborations.

We aim to examine the conditions and possibilities for great teams, and to share team-teaching practices that create pleasurable and effective learning experiences for all. We will also explore how we can develop a common vocabulary for working across disciplinary differences. It is not only intellectually productive and useful for teams to intentionally define how and on what basis they will be combining disciplines, it can create more transparency in our course descriptions, giving students a clearer understanding of why a given program is structured the way that it is. We especially want to offer a warm welcome to new faculty interested in learning more about and exploring team teaching at Evergreen.