Faculty Workshop Series: Faculty Voice Group
The Faculty Voice Group helps faculty, new and old, improve their speaking voice and presence in the classroom, for lecturing and for leading discussions effectively. Relaxation, vocal expressiveness and strength, confidence, and finding the enjoyment in speaking are just some of the areas explored. Professor James Rice (Theater) leads this group; contact him for additional information. Sessions meet weekly through November.

Faculty Discussion: Building an Inclusive Classroom
This lunchtime discussion with Dr. Elijah Anderson, William K. Lanman, Jr. Professor of Sociology at Yale University, will offer techniques for building an inclusive classroom, with a particular focus on fostering interactions across difference through small group activities and discussions. Dr. Anderson’s book, The Cosmopolitan Canopy, examines (urban) spaces that promote civility by allowing for non-threatening interactions across racial boundaries. He will offer insights from his fieldwork and his own experiences in the classroom, and facilitate a group discussion on creating a “cosmopolitan classroom” that promotes civil interactions around difficult issues. We hope that the event itself will be an opportunity for interaction across difference, and encourage participation from members of all departments and programs on campus.

Institute for Writing and Rhetoric Session:
Writing 2/3 or Writing 5? Everything You Always Wanted to Know about Students’ Self-Placement
Every fall we welcome new students into our sections of Writing 2-3 and Writing 5. But how do they get there, and how might that influence our pedagogical choices and our assumptions as teachers? This interactive session, led by Mark Koch and Christiane Donahue, will invite participants to review our placement process, bear about the research on “directed self-placement,” and try out some of the placement steps. We will discuss the design and foundation of the process, share some examples of student placement essays, and talk about how these essays might help us to shape our teaching and to support students effectively as they transition into their first college writing class.

Faculty Information Session:
Health, Safety & Liability on FSPs & LSAs: What Faculty Directors Need to Know
Join new and experienced faculty program directors in an interactive session about some of the more challenging aspects associated with leading programs abroad. Staff from the offices of Counseling & Human Development, General Counsel, Dean of Undergraduate Students, Student Accessibility Services, Title IX, Health Services, Safety & Security, and the Guarini Institute will join faculty program directors in the discussion. Participants will have an opportunity to learn about best practices and policies and discuss Dartmouth case scenarios. If you’ve attended one of these sessions in the past you are welcome and encouraged to join us again, share your experience, and bring forward new ideas and questions.

Faculty Workshop: Early Course Evaluations to Improve Learning & Teaching
Getting student feedback early in the term has many benefits: it can allow you to identify problems that might otherwise be invisible to you and gives you an opportunity to engage your students in a discussion about how things are going. You will learn about different types of midterm evaluations and craft specific questions for your course. This workshop intended for faculty teaching this term. This session will be facilitated by Erin DeSilva and Adam Nemeroff (Educational Technologies).

Institute for Writing and Rhetoric Session: Writing beyond First-year Writing
What do students remember—or not—from first-year writing in their second and third years? What writing experiences do they have after the first year? What resources and strategies support them? How is their definition of “writing” changing? What gives the work in this emerging research area, offering data-informed strategies for talking with students about public speaking in ways that make them more confident, better speakers/thinkers.

Institute for Writing and Rhetoric Session:
Speaking about Public Speaking, Before Public Speaking, for Better Public Speaking
Some of the most recent inoculation research offers good news for public speakers: Speakers can be inoculated against destructive public speaking anxiety before they experience this anxiety. The key is to reframe public speaking before the speech—which can change how they prepare for their speeches, think about their speech, feel about their speeches—and do their speeches. In this session, Speech professor Josh Compton shares some of his work in this emerging research area, offering data-informed strategies for talking with students about public speaking in ways that make them more confident, better speakers/thinkers.
Register for events at dcal.dartmouth.edu

Unless otherwise indicated, all events take place at 102 Baker Library.
Lunch is provided at all midday events.

DCAL has workshops for Future Faculty, Too!
For more information, please visit www.dartmouth.edu/~dcal/graduate

Dartmouth Center for the Advancement of Learning guarantees a safe space for professional discussion.
Please, no audio or video recording without permission.