

6:00 - 8:00 p.m. Community Dinner in Daggett Lounge. Join other students, staff, faculty and members who attended the talk to engage together in conversation. RSVP at least one day ahead is required.

# Bowdoin College

Senior Vice President and Dean for Academic Affairs

x [Adam Berinsky](#)

## MEMORANDUM

To: The Faculty  
From: Jen Scanlon, Senior Vice President and Dean for Academic Affairs  
Rachel Beane, Associate Dean for Faculty Recruitment and Pre-major Advising  
Dallas Denery, Associate Dean for Curriculum  
Dharni Vasudevan, Associate Dean for Faculty Development and Inclusion  
Date: August 8, 2024  
Subject: Start of Fall 2024 Semester Notes and Reminders

Welcome to Bowdoin's 223<sup>rd</sup> academic year! We are looking forward to the start of the fall semester and want to remind you that [all of us in the Office of the Dean for Academic Affairs](#) are available to support you in your work.

Of note this semester is a series of talks hosted by the Office of Inclusion and Diversity which you may want to incorporate into your course syllabus.

x [Eric Foner](#), DeWitt Clinton Professor Emeritus of History at Columbia University,

[\\_\\_\\_\\_\\_](#), Mitsui Professor of Political Science, Massachusetts Institute of Technology  
Thursday, September 26, 2024

Why We Accept Misinformation and How to Fight It.

4:30 - 6:00 p.m. Kresge Auditorium

6:00 - 8:00 p.m. Community Dinner in Daggett Lounge. Join other students, staff, faculty and community members who attended the talk to engage together in conversation. RSVP at least one day ahead is required.

x [Rachel Wahl](#), Associate Professor in the Social Foundations Program, Department of Educational Leadership, Foundations, and Policy at the School of Education and Human Development at the University of Virginia

Wednesday October 16, 2024

Learning through public deliberation between people on opposing sides of political divides.

4:30 - 6:00 p.m. Kresge Auditorium

6:00 - 8:00 p.m. Community Dinner in Daggett Lounge. Join other students, staff, faculty and community members who attended the talk to engage together in conversation. RSVP at least one day ahead is required.

- x [David French](#) is an author and columnist writing about law, culture, religion and armed conflict. He is currently writing a weekly newsletter for the New York Times. He is a former senior editor for the Dispatch and a former senior writer for the National Review.

Wednesday, October 30, 2024

An Evening with David French

4:30 - 6:00 p.m. Kresge Auditorium

6:00 - 8:00 p.m. Community Dinner in Daggett Lounge. Join other students, staff, faculty and community members who attended the talk to engage together in conversation. RSVP at least one day ahead is required.

#### Additional Talk of Note

[Amanda Adeleye, MD](#) Founder and Medical Director of CCRM Fertility of Chicago

- x Friday, October 18, 2024

12:30 - 1:30 p.m. Kresge Auditorium

In conjunction with Family Weekend, and in lieu of the annual Kates Lecture, the department of Government and Legal Studies and Academic Affairs will sponsor a lecture by Amanda Adeleye, MD. Dr. Adeleye, a distinguished reproductive endocrinologist and infertility specialist, is dedicated to advancing the field through both research and practice. Focused on increasing access to care and education for the LGBTQ community and people of color, her talk, title TBD, will focus on health inequities in fertility-related care and the current state of accessing fertility services in the U.S.

#### Professional Development Opportunities: Save the dates

- x Friday, August 23, 2024: The Cognitive Challenges of Effective Teaching with Dr. Stephen Chew (Professor of Psychology, Samford University), Polby, Bates and Bowdon Pedagogy Matters Conference. (9:00 a.m. - noon/online, noon - 1:00 p.m. optional lunch on campus, [please register](#))
- x Wednesday and Thursday, September 18 and 19, 2024: Generative AI with Lilach Mollick (Co

- x As we often say at the end of the semester when students are filling out their Bowdoin Course Questionnaires (BCQs), the single most effective method for ensuring strong response rates on BCQs is to designate in-class time for students to fill out their BCQs. Although students may access their BCQs at any time during the fill-out period, we recommend that you reserve ~~one~~ <sup>ed</sup> during one of the last class sessions when you leave the room and ask students to complete their BCQs for the course. Adding this to the syllabus could help set this expectation.

### Workday Student Update

The Workday Student implementation will move into its final and most intensive phase during the Fall and Spring semesters as we prepare to go live in early March. As I have mentioned, a project of this magnitude is a community effort that, in one way or another, will involve most every member of the campus. There is one aspect of the implementation immediately relevant to faculty as the Fall semester begins. We request that faculty limit new course proposals/revisions to only those courses that are needed to meet curricular necessities in Spring and Fall 2025 semesters. All new courses and course revisions required for the Spring 2025 semester must be submitted to CIC by September 13. All new courses and course revisions required for the Fall 2025 semester must be submitted to CIC by September 27. ~~Here is a link~~ <sup>is a link</sup> to the memo sent to all faculty explaining the need for and nature of this request.

### Note on Balancing Accountability and Flexibility

While we have moved out of the COVID-19 pandemic, ~~its~~ <sup>impacts</sup> continue to be felt. In this context, please remember the need to balance accountability and flexibility ~~in~~ <sup>in</sup> your teaching. The consensus is that students do best when provided with structure and clarity of expectations. This allows them to plan their semester and juggle competing claims on their time. At the same time, all of us have firsthand experience with unexpected events, emergencies, and illnesses that have upended our best-laid plans. In these cases, all of us need responsiveness and flexibility. For the sake of equity as well as your own well-being, it is best to be explicit and upfront about expectations of students and limited provisions for flexibility on your course syllabus. Please be sure to hold students accountable. For related resources, you may visit "Teaching at Bowdoin: Intentional Course Design" on your [Canvas Dashboard](#) (especially Module 3.2).

### Standard Policies and Practices

College policies and practices for instruction, can be found in the [Faculty Book Section V](#), on the [Teaching and Advising webpage](#) in the [Academic Calendar](#) and in the [Bowdoin College 2 \(e\)46 \(c\)4 \(hi\)-2 \(n</MCID -<</MCID](#)

## Start of Semester Dates

This is the first year for two changes recently adopted by the faculty: summer registration for incoming students and a weeklong break from classes at Thanksgiving, both of which involve shifts in the fall semester academic calendar. Please refer to the [Academic Calendar](#) and the [Registrar's Calendar](#) for a comprehensive view of dates and deadlines, but here is a summary of opening events:

August 12	Provisional Course Schedules Available in Polaris for incoming First Years
August 23	International Student Orientation Begins
August 26	New Student Arrival Day
September 2	Advisor Breakfast Daggett Lounge at 7:30 am. (boxed lunch will be available to go) Group Advising Meeting, Advisor's Office from 8:45 am. Academic Fair, Main Quad from 9:15 am. Individual Advisor Meetings, Advisor's Office from 10:30 am to 3 pm Incoming Student Add/Drop from 1:30 p.m. Convocation Please join us in regalia outside Searles at 3:15.
September 3	First Day of Classes
September 6	First Faculty Meeting

## Religious Holidays

As members of a multicultural community, our students come from a variety of religious backgrounds and may wish to observe important religious holidays. While it is not feasible to schedule coursework around all religious holidays, faculty members should honor requests from individual students to reschedule assignments to be absent from classes that conflict with their observance of major religious holidays. No student is required to take an examination or fulfill other scheduled course requirements on recognized religious holidays. Instructors are encouraged to avoid scheduling examinations on recognized religious holidays. Please note that Jewish holidays require the cessation of work for the entire day, not simply during the time when services are held. Please remind students to declare their intention to observe religious holidays at the beginning of the semester. The Religious Holiday Policy and list of major religious holidays and policies can be found on the [Academic Calendar](#). Questions about religious accommodations can be directed to the [Rachael Lord Center for Religious and Spiritual Life](#).

## Course Work Outside of Class Time

Please avoid scheduling mandatory events and exams outside of scheduled class time, because these may conflict with other student commitments, including their other scheduled courses or employment. If you do schedule such events outside of regular class time, highlight them on your syllabus and during the first week of classes, offer alternative options and know that flexibility may be needed with regard to student schedules and availability of rooms or facilities. Similarly, please be mindful of breaks during the semester (Fall Break, Thanksgiving Break). Don't expect that students will be able to focus on their coursework during breaks.

## Collegial Classroom Practice

Please keep in mind the following practices:

- Please start and end your class at the designated times.
- During class, please remain considerate of people working in nearby offices.
- Leave your classroom in its original seating configuration and in good condition – boards erased, seating

- If you need last minute adjustments to the audio-video, computer or projection system, or are experiencing technical issues while in class, call 207-725-3030 and press 2.
- Before departing, "Log out" of the computer but do not turn off the computer.
- Please do not unplug or relocate cables, as this affects other faculty users and can compromise the integrity of the system.

## Working with Course Materials

### Canvas Learning Management System

[Canvas](#) is Bowdoin's Learning Management System and is the go-to platform for you and your students. Only students registered for a course have access to the course materials, which can be viewed, downloaded, and printed, as needed. You may also create links in Canvas to licensed books, database articles, and streaming audio and video. Fall 2024 courses will appear in the Published Courses section of the Dashboard, where you may build and organize them before sharing them with your students. Once you publish a course, it will appear in the Published Courses section and will be available to your students. For assistance with Canvas, contact [Jennifer Snow](#). For assistance with Panopto, the platform for videos linked to courses on Canvas,

their books until at least the second week of classes; please scan and post the first two weeks of reading assignments to Canvas.

### Mindful Printing

Students are allocated a quota of up to 2,000 monochrome, double-sided pages. Single-sided or color printing will reduce their quota at a faster rate. Consider specifying those articles that you would like your students to print and making others optional. Students may be responsible for costs if they exceed their quota. You might encourage students to read and annotate electronic versions of articles. More information can be found on the [OneCard office's printing and copying page](#).

### Accessible Course Materials and Classroom Technology

[Making curricular materials accessible](#) can benefit many people. Implementing even a single change while updating course material and documents can go a long way. A few quick things you can do: make sure scanned documents are not blurry, contain highlights, notes, or cut-off text; include information in your syllabus about using [Canvas Ally](#) or [Sensus Access](#) to download alternative file formats of readings; use the accessibility checker in the Canvas text editor to identify easy to fix accessibility issues. In the classroom, use the lavalier microphones if available (even if you think you do not need to!) and check font size on presentation slides (size 24+ is best). Contact [Juli Haugen](#), digital accessibility consultant in academic technology, for help with creating accessible materials or for any other questions [about creating an accessible course in Canvas](#) or [available assistive technology](#). Join a [digital accessibility workshop](#) on Zoom.

### Comment Cards

Comment Cards are a critical means by which we support our students. Please use a Comment Card early and often when you have concerns about, for example, a student's repeated absence or difficulty completing course requirements, as this will alert their advisor and student dean. Often, a student who is having trouble meeting expectations in one course may be having trouble in other courses and other areas of the student's life. If a student performs poorly or fails a course, it is difficult to have a productive conversation with the student if no Comment Cards were submitted over the course of the semester. The 2 (p)TJ EMC ET BT /Span </MCID 56 >>BDC