



evergreen

Learning and Teaching Commons @ The Washington Center

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2024 Evergreen Summer Institute Program

Building the Future

Summer Institutes provide an opportunity for faculty and staff professional development, community-building, and collaboration. We rely on our Summer Institute conveners to bring creative, innovative, and timely topics to our community. This is an exciting time in Evergreen's evolution, and as we are at the cusp of an election year, we invite our conveners to consider how we can build the future – together.

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Explore pedagogical practices that engage and support Evergreen students equitably.

[Our Greener Community: Leadership and Organizational Change](#)

Meeting the challenges of institutional change; developing equity-minded student, faculty and staff leaders who engage in community care by building a warm, supportive, curious, and resilient Evergreen community where all of us want to come to learn and work.

Special Events

Please join us for a [Wishing Well Reception](#) to welcome new faculty to Evergreen.

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== WEEK-BY-WEEK GUIDE ==

The week-by-week guide provides a quick and easy overview of offerings. Click on the institute title for additional details.

SUMMER WEEK 1			JUN 24-28
6/24	6/27	SP01 JUN	Designing Learning Experiences that Matter: A Planning Institute for In-person, Hybrid, and Online Courses and Programs
SUMMER WEEK 2			JUL 01-05
7/1	7/2	TE01	Self-evals as Engagement with Learning: An Exploration
7/3		GC01	Write That Book! Invigorating Teaching and Learning through Scholarly Exploration (DAY 1)
7/4			<i>Campus Holiday</i>
7/5		GC01	Write That Book! Invigorating Teaching and Learning through Scholarly Exploration (DAY 2)
SUMMER WEEK 3			JUL 08-12
7/8		TE02	Study Abroad: Changing Lives
7/9		SP02	Grant Writing and Fundraising Institute
7/10		GC02	Students on Committees: Supporting Successful Engagement in Shared Governance
7/11	7/12	TE03	Contemplative Pedagogy Lab: Experiments in Shaping Attention
SUMMER WEEK 4			JUL 15-19
7/15		SP03	Evergreen the Climate School? Climate Across the Curriculum and CCAS Resources
7/16		GC03	Liberation Education & Mass Incarceration - Pathways from Prison to College
7/16		SP02	Grant Writing and Fundraising Institute - RESCHEDULED DUE TO POWER OUTAGE

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== WEEK-BY-WEEK GUIDE ==

SUMMER WEEK 5			JUL 22-26
7/22	7/23	GC04	Jews, Judaism, and Racism: Connections, Distinctions, and Our Students
7/24		TE04	Embracing Open for Equity: Integrating OER and Open Pedagogy into Your Teaching
7/25	7/26	SP05	Challenging Our Assumptions: Creating Spaces Where Neurodivergent Students Thrive
SUMMER WEEK 6			JUL 29-AUG 02
			<i>No institutes scheduled</i>
SUMMER WEEK 7			AUG 05-09
8/5	8/6	SP06	Fostering Belonging in the Classroom and Workspace
8/7	8/8	TE06	Teaching Online at Evergreen
SUMMER WEEK 8			AUG 12-16
<i>No institutes scheduled</i>			
SUMMER WEEK 9			AUG 19-23
8/19	8/20	TE07	Understanding Palestine/Israel and the Gaza War
8/21		TE08	Library Level-up! Getting the Most Out of Library Resources and Services
8/22	8/23	GC05	Re-envisioning Evergreen's Food Systems: Finding a Path Forward
SUMMER WEEK 10			AUG 26-30
8/26		TE09	Community-Based Learning: Theory to Practice
8/27		TE10	Inclusive and Engaging Seminars: A Seminar

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== WEEK-BY-WEEK GUIDE ==

EVAL WEEK			SEP 02-06
9/03		TE05	Building Faculty and Staff Partnerships to Support Students in Career Connected Learning
9/04		SP04	Rhetorical Grammar: Antiracist Approaches to Grammar Instruction
9/05	9/06	GC06	Generative Artificial Intelligence in the Evergreen Classroom and Beyond
BREAK WEEK			SEP 09-13
9/09	9/12	SP01 SEPT	Designing Learning Experiences that Matter: A Planning Institute for In-person, Hybrid, and Online Courses and Programs

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Sponsored Institutes

Topics with broad relevance to the Evergreen Community sponsored by institutional partners.

SP01	Designing Learning Experiences that Matter: A Planning Institute for In-person, Hybrid, and Online Courses and Programs (3 days) ~ offered in June & Sept -- choose the date that works for you ~	Jun 24-27 <div>OR</div> Sept 9-12
	<i>Learning and Teaching Commons</i>	<i>June: COM 308 Sept: SEM II E2105 E2107</i>

The Designing Learning Experiences that Matter summer institutes provide time for you to plan teaching for the coming year. This institute merges the principles of intentional and universal design with the opportunity to customize your experience by attending workshops of interest or spending quality time planning with your teaching partner. This year's institute will be co-convened by Timothy Corvidae and JuliA Metzker and offers parallel tracks for in-person and online teaching.

Faculty teaching in PaCE, undergraduate, and graduate curricula are encouraged to attend!

This institute is designed to be ...

- boundary spanning – plan across teaching teams, paths, disciplines, modalities, and other boundaries.
- flexible – Build your unique curriculum by combining 1.5 days of guided planning with 1.5 days of workshops and/or planning time over the 4 days of the institute.
- relevant for in-person, hybrid, and online programs and courses.
- productive – you will leave this institute with a draft plan and syllabus.

Institute Goals

After engaging with the resources, activities and assessments in this course, participants will ...

- ❖ Use design principles to create a teaching plan that integrates learning outcomes, connected assessments, wise teaching strategies, and high-impact/inclusive practices.
- ❖ Articulate your identity as an educator through reflection and self-assessment.
- ❖ Develop a syllabus that provides students an effective and transparent roadmap to learning.
- ❖ Build a toolbox of evidence-informed teaching strategies that are engaging, sticky, motivating, and culturally affirming.
- ❖ Effectively communicate your course design to students, so they understand what they're getting into and what they can expect to get out of it.

Institute Agenda:

- MONDAY (1 day): Learning Experience Design: Starting with the learner.
- TUESDAY - WEDNESDAY (1.5 days): Self-directed planning and/or choose from a suite of workshops (e.g., Seminar, Evaluation writing, Assignments, Teaching online, etc)
- THURSDAY AM (0.5 days): Building a Learner-centered Syllabus

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Sponsored Institutes

Topics with broad relevance to the Evergreen Community sponsored by institutional partners.

SP02	Grant Writing and Fundraising Institute (1 day)	July 9 and July 16
<i>Erik Thuesen & Katherine Sackmann</i>		<i>7/9 COM 308 7/16 SEM II E3105</i>

Join us for a summer institute focused on enhancing faculty knowledge and collaboration in securing external grants through Evergreen. Delve into the intricacies of grant proposal writing, navigating Evergreen procedures, and fostering effective communication between faculty, staff, and administrators. Throughout the institute, participants will engage in interactive sessions and gain insights into the roles of Evergreen staff and administrators in the grant process. Staff will gain insights into faculty needs and goals. Explore topics such as Indirect Cost Policy, compliance with state and federal regulations, and tapping into diverse funding sources including private foundations. Faculty will gain a deeper understanding of funding opportunities and discuss strategies to effectively secure grants.

[SELF-ENROLL FOR CANVAS COURSE](#)


SP03	Evergreen the Climate School? Climate Across the Curriculum and CCAS Resources (1 day)	July 15
<i>Anthony Levenda & Michael Joseph</i>		<i>SEM II E3105</i>

Want to invite prominent scholars and activists working on climate and sustainability issues to speak on campus? Are you interested in providing new climate related programs? Are you interested in sponsoring students working on climate and sustainability research? Want to help build connections to community and technical colleges for climate education offerings? This summer institute is a 1 day meeting with presentations and workshops on the topic of "climate across the curriculum" to encourage and help build new climate education opportunities as well as create a new pipeline for students from across the state interested in learning more about the climate crisis and how to address it. Please join and share your expertise and connections!

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Sponsored Institutes

Topics with broad relevance to the Evergreen Community sponsored by institutional partners.

SP04	Rhetorical Grammar: Antiracist Approaches to Grammar Instruction (1 day)	Sept 4
	<i>Ansley Clark</i>	<i>COM 308</i>

This one-day institute focuses on how to use linguistic justice and critical language awareness frameworks to support students in learning grammar and other foundational college writing skills. Challenging academia's often punitive and vague approaches to grammar, we will explore strategies for including specific grammar instruction in programs and classes in ways that honor and integrate students' diverse linguistic backgrounds and current realities. Participants will hopefully complete the institute with a deeper understanding of how to offer college writing instruction while supporting students in advocating for their languaging choices in academic and professional settings. Applicable to many disciplines, the institute will include an introduction to linguistic justice theories, guided discussions, and practical activities.

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SP05	Challenging our assumptions: creating spaces where neurodiverse students thrive. (2 days)	July 25-26
	<i>JuliA Metzker & Emily Pieper</i>	<i>SEM II E2105 SEM II E2107</i>

This summer institute is the next step in our collective journey to become a college that supports every learner by supporting neurodiverse students both inside and outside the classroom. While at times challenging for students who are neurodiverse, Evergreen's environment and coordinated studies model can be uniquely leveraged to support students with autism, ADHD, and other neurodiversities. Faculty and staff participants will use scenarios tailored to their roles to deepen their understanding of a neurodiverse-friendly college and will leave with a plan for engaging neurodiverse learners in meaningful ways that promote their autonomy, social belonging, and well-being.

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Sponsored Institutes

Topics with broad relevance to the Evergreen Community sponsored by institutional partners.


SP06	Fostering Belonging in the Classroom and Workspace (2 days) CANCELED	Aug 5-6
	Cholee Gladney & Julia Metzker	COM 308

Belonging is critical to our work on creating equitable outcomes and increasing mutual respect and care for our community members. A welcoming and supportive campus environment is likely to be especially important as we move into a presidential election year. Taking our cue from scholars and practitioners of color this institute will explore creating a campus culture that welcomes and supports all community members while centering historically underrepresented groups.

This institute is a collaboration between the Social Justice Center and the Learning and Teaching Commons.


Teaching at Evergreen

pedagogical practices that engage and support Evergreen students equitably

TE01	Self-evals as Engagement with Learning: An Exploration (1.5 days)	July 1-2
	Joli Sandoz, Nathalie Yuen	SEM II E 3105

What can we do to turn Evergreen's self-eval and academic statement requirements into seedbeds of zest for learning? Studies link metacognition, defined here as awareness and self-assessment of one's own thinking practices and learning, to active engagement. So. Consider narrative self-reports to be forms of reflective writing that bolster active and responsible participation, and that support equitable attainment of meaningful learning for all . . . including staff and faculty. During this institute's first half-day we'll each work on our own to prepare a selected article for discussion, and to write micro-reflections on relevant Evergreen structures and our own practices. Then we'll meet for a full day together, to explore via a jigsaw seminar what research from Evergreen and elsewhere suggests regarding pedagogical practices related to metacognitive development. We'll also share and shape strategies for supporting engagement (em)powered by metacognitive learning and teaching within Evergreen's many learning environments specifically, while we plan for our next courses/programs.

[SELF-ENROLL FOR CANVAS COURSE](#)

TE02	Study Abroad: Changing Lives (1 day)	July 8
	Sean Williams, Brynn Smith	COM 308

Leading a study abroad program is a high-impact practice that takes careful planning and attention to detail. In this one-day institute, participants interested in leading study abroad will learn how to prepare students, make connections abroad, and glean some planning ideas involved in creating a successful international experience. We will use examples from successful proposals, schedules, budgets, and reflective assignments to help develop your possibilities. The institute is open to those who have led experiences abroad before as well as those who have never considered it.

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Teaching at Evergreen

pedagogical practices that engage and support Evergreen students equitably

TE03	Contemplative Pedagogy Lab: Experiments in Shaping Attention (2 days)	July 11-12
Julia Zay & Jaime O'Connor		Art Annex 2101

As educators, how do we help students direct and expand their attention to engage more deeply with learning? How do we facilitate their sense of belonging in the learning community? How do an ever-intensifying online attention economy, test-oriented aspects of public education, and a post-pandemic world make our teaching more challenging? As an alternative, contemplative practices in the classroom can help students manage their anxieties about participation, ambiguity, and new or challenging material. Contemplative practices can help students integrate intellect and emotion, increase their sense of belonging, and strengthen learning communities. Contemplative pedagogy offers an opportunity to slow down and become more present, using a range of practices from meditation and mindfulness contexts, experiential learning, and close reading and observation techniques used across academic disciplines. Join us for a two-day, experiential exploration of contemplative and attention-shaping practices and develop a plan for incorporating these techniques in the classroom.

[SELF-ENROLL FOR CANVAS COURSE](#)

TE04	Embracing Open for Equity: Integrating OER and Open Pedagogy into your teaching (1 day)	July 24
	Leah Cover	COM 308

This institute invites participants to learn about and integrate open educational resources (OER) and open pedagogy into their courses and student support endeavors. We will begin with an overview of OER and open pedagogy, with a focus on equity and access. Then, we will move into guided hands-on learning opportunities to find, adapt, or create OER and/or to apply open pedagogical practices to course design. This institute is open to everyone, and it will be especially relevant for those who are open to identifying new course materials with a focus on equity, accessibility, and innovation.

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Teaching at Evergreen

pedagogical practices that engage and support Evergreen students equitably

TE05	Building faculty and staff partnerships to support students in career connected learning (1-day) CANCELED	Sept 3
	Emily Pieper	SEM II E2105

Career Connected Learning can be defined as a continuum of career awareness, exploration, preparation, and experience developed through strong academic and community partnerships. These coordinated practices can support students to make meaning of their education and build a scaffolding to lean on once they graduate.

How is Evergreen uniquely positioned to support learners in developing their own career journey as a multi-disciplinary, liberal arts college? How does Evergreen embrace and support students who may seek a nontraditional path after graduation? What practices and strategies can we adopt within the classroom and work area to better support students in confidently shaping their future? How might we better coordinate our existing efforts?

Using examples of national best practices and experiences from our very own Evergreen learning communities, participants will grapple with these questions and more as we engage with several key strategies that have been proven to help students successfully find their place in the world after college.

Teaching at Evergreen

pedagogical practices that engage and support Evergreen students equitably


TE06	Teaching Online at Evergreen (2 days)	Aug 7-8
<i>Timothy Corvidae</i>		<i>Zoom and Asynchronous Optional: Sem II E3123</i>

This institute will consider practices that support engagement and social presence in online learning environments. Attention will be paid to both synchronous and asynchronous teaching. The focus will be on showcasing practices, with some learning science to help us understand why these work and how to make them inclusive. We'll learn how to facilitate engagement during synchronous video sessions with strategies such as structuring group work, activities that restore attention, and exercises for activating people's bodies and minds to improve presence in class. We'll also tackle the particularly challenging issue of sustaining engagement in asynchronous learning, with a focus on approaches that are both enjoyable and efficient for students and you.

This institute will include time to reflect and plan, with optional office hours with Timothy which can be attended online or in-person in the Learning and Teaching Commons.

Note that this institute will be held online and is focused on teaching practices, rather than course design. For course design support, the Designing Learning Experiences that Matter institutes in June and September include a track for online course design.

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TE07	Understanding Palestine/Israel and the Gaza War (2 days)	Aug 19-20
	<i>Therese Saliba, Ellen Shortt-Sanchez & Savvina Chowdhury</i>	<i>SEM II B1107</i>

What is our responsibility as educators in a time of war? How can we engage with the complex and contested issues and questions of Palestine/Israel in the classroom, especially in the face of "plausible genocide" that is armed and politically supported by the United States? This institute will examine the historical roots of the conflict in Palestine/Israel, the human rights consequences, and the political economy of both occupation and the broader Middle East region. We work together as Arab, Muslim, and Jewish faculty/staff from a decolonial feminist and community-based perspective, to explore innovative approaches to learning and educating about Palestine/Israel through media, narrative, and community engagement. We'll also address intersecting oppressions of gender, racism, Islamophobia, and anti-Semitism, as we engage with life-affirming options led by people on the ground in the broader movement for global justice.

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Teaching at Evergreen

pedagogical practices that engage and support Evergreen students equitably


TE08	Library Level-Up! Getting the Most out of Library Resources and Services (1 day)	Aug 21
<i>Ahniwa Ferrari, Leah Cover, Liza Harrell-Edge & Ray Zill</i>		<i>Lib 3301</i>

Think you know all there is to know about library and archives services and resources? Our collection is always growing and changing, and some of our services may surprise you!

In our 2024 institute we will provide an overview of the resources and services available in the library and archives. We will hone in on how to get the most out of our electronic and physical resources, consider how the library can help with issues around accessibility of our collections, and provide hands-on learning activities with Rare Books, Archives, and information literacy concepts.

Library Level-Up! is offered each summer and is a great opportunity to make sure you know how you and your students can get the most out of our amazing library.

[SELF-ENROLL FOR CANVAS COURSE](#)

TE09	Community Based Learning : Theory to Practice (1 day)	Aug 26
	<i>Mukti Khanna, Catalina Ocampo & Ellen Shortt-Sanchez</i>	<i>SEM II E2105</i>

This institute will convene community partners with faculty and staff interested in engaging a generative dialogue. We will center emerging pedagogical models that are reframing campus and community engagement to facilitate transformation. Participants will seminar on selected readings, share and discuss diverse pedagogical models of community-based learning, and engage in emergent dialogues for future community-based learning partnerships. Our goal is to develop practices based on embodied cultural humility, sustainable planning and transformational education focusing on service, reciprocity and empowerment.


Community Based Learning (CBL) is an inclusive High Impact Practice. Faculty aligned with the Center work with Community partners on cultural competence and cultural humility. Working in conjunction with faculty and local Community-Based organizations, non-profits, and advocacy groups, students examine what it means to work with and support community partners in our region and remain connected to home communities through community-based work. Respectful collaboration requires cultural humility to understand community-determined solutions.

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Teaching at Evergreen

pedagogical practices that engage and support Evergreen students equitably

TE10	Inclusive and Engaging Seminars: A Seminar (1 day)	Aug 27
	Julie Russo	COM 308

Since early in Evergreen's history, seminar has been a cornerstone of our innovative pedagogy. Yet the meaning and practice of seminar has evolved, and today this teaching mode poses new challenges and possibilities. Together, we will learn and share insights about seminar elements, including facilitation strategies, in-class activities, assignments, outcomes/assessment, community agreements, and responding to conflict. There will be a particular emphasis on fostering collaborative, discussion-based learning experiences that are inclusive of students with a range of participation styles, access needs, and minoritized identities. Your institute convener researched seminar as the Learning and Teaching Commons Faculty Scholar, and created a resource guide for faculty. In the morning session, she will present ideas that emerged in the course of this project, and seek further input from participants. In the afternoon, we will put these ideas into practice in a metaseminar on related readings as a way of exploring seminar modalities and techniques.

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Our Greener Community: Leadership and Organizational Change

Explore the dynamics of institutional vitality in and beyond the classroom; developing equity-minded student, faculty and staff leaders who engage in community care by building a warm, supportive, curious, and resilient Evergreen community.

GC01	Write That Book! (2 days)	July 3 & 5
Sean Williams		COM 308

Welcome to our collective book-writing experience! Join us as we finally make progress on the books that have lingered in our brains, in our notes, and in our computers, just out of reach. Now, at last, your book is within your reach. Spend two intensive days meeting with your colleagues, clearing your head and schedule of your other obligations, and doing some hands-on writing in good company. We will discuss the differing processes of writing a book, chapter, or article; do some intensive writing; and share strategies about best writing practices, resources, and diverse publication options. We will examine the ways in which the spectrum of writing processes can be applied to our classroom work so that diverse students can benefit from diverse practices. In the process, we'll break down the sense of overwhelm while making real-life progress. Sean Williams, the convener, will supply you with coffee, tea, and treats to fuel both conversation and writing energies. We will enjoy a potluck lunch together each day, and close by sharing what we've done.

[SELF-ENROLL FOR CANVAS COURSE](#)

GC02	Students on Committees: Supporting Successful Engagement in Shared Governance (1 day)	July 10
Kayla Mahnke Hargett & Diego Lopez Vega		COM 308


Student leaders at Evergreen have focused on shared governance as a key priority to address college issues. The Geoduck Student Union is developing a new system for recruiting and appointing students to serve on college committees that emphasizes student accessibility – including open recruitment, compensation, leadership development, and transparent communication to the student body.

Are we ready for students to serve on our committees? In this summer institute, faculty and staff will hear directly from student leaders about their experiences and aspirations for shared governance via a student leader panel discussion. Using their feedback and data collected during Spring Quarter, faculty and staff will (1) co-develop a set of shared expectations and (2) an on-boarding plan for collaborating with students on college governance committees in the upcoming year.

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Our Greener Community: Leadership and Organizational Change

Explore the dynamics of institutional vitality in and beyond the classroom; developing equity-minded student, faculty and staff leaders who engage in community care by building a warm, supportive, curious, and resilient Evergreen community.


GC03	Liberation Education & Mass Incarceration—Pathways from Prison to College (1 day) - CANCELED	July 16
	Eirik Steinhoff	COM 308

This summer institute is organized by the Evergreen Prison Education Project (EPEP), a network made up of organizations, programs, and individuals assisting currently incarcerated and legally liberated youth and adults.

EPEP is developing and expanding Evergreen's prison education work by advancing prison-to-college pathways, designing Pell-funded BA degrees in correctional facilities, and co-creating a reentry network to reduce barriers in the transition from prison to college as well as to the community at large.

This summer institute will consist of storytelling, dialogue, and workshops designed to unpack and identify current work, challenges, and ideas to mitigate barriers for justice-involved students at Evergreen and in our community.

Participants will spend time strategizing about ways to build a robust prison-to-college pathway, a sustainable solidarity network, and a community of practice grounded in a shared resiliency repertoire.

GC04	Jews, Judaism, and Racism: Connections, Distinctions, and our Students (2 days)	July 22-23
	Nancy Koppelman	SEM II B 2105

This institute will introduce participants to the complex nature of Jewish identity. We'll discuss distinctions between the religion, culture, race, and ethnicity; learn about how these distinctions came to be central to Jewish experience; examine connections between religious and secular forms of Jewish identity; and grasp the antisemitism at the heart of white nationalism. We'll also look at the conditions that Jewish students often face in higher education today, and consider ways for Evergreen to deliberately be a welcoming and inclusive campus for Jewish students.

[SELF-ENROLL FOR CANVAS COURSE](#)

Our Greener Community: Leadership and Organizational Change

Explore the dynamics of institutional vitality in and beyond the classroom; developing equity-minded student, faculty and staff leaders who engage in community care by building a warm, supportive, curious, and resilient Evergreen community.

GC05	Re-envisioning Evergreen's Food Systems: Finding a Path Forward (2 days)	Aug 22-23
Tamsin Foucrier, Page Archer & Ben Hunsdorfer		Thursday CAB 301 Friday Organic Farm

In this institute, participants will work together with faculty and staff from The Center for Entrepreneurial Leadership and Transformational Change (CELTC), the Food and Agriculture Path of Study, the Organic Farm, and more to envision and strategize how to strengthen the food systems of Evergreen's Olympia and Tacoma campuses. Learning activities will include a day of field trips to locations such as the Thurston County Food Bank and a walking tour of Evergreen campus kitchens where participants will explore the emerging partnerships around our campus and community food systems in action. On the second day, participants will dream and strategize together, and participate in cooking food lab activity that brings farm to flavor from our very own Organic Farm and local vendors. Through this institute, participants will collaboratively contribute to a strategic pathway aimed at breaking down barriers and opening opportunities that exist in growing a network of local and regional food organizations, enterprises, and our college.

[SELF-ENROLL FOR CANVAS COURSE](#)

GC06	Generative Artificial Intelligence in the Evergreen Classroom and Beyond (2 days)	Sept 5-6
Paul McMillin, Paul Pham & Wenhong Wang		COM 308

Generative Artificial Intelligence (AI) is a once-in-a-generation technology with both great transformative power and the possibility of weakening human capacity. How will we as educators respond to the challenges and take advantage of the opportunities that AI affords us? In this summer institute we will provide an introduction to AI, explore different ways to use AI in the classroom, discuss how it fits with Evergreen pedagogy, gain hands-on experience using AI for learning and teaching and discuss its implications for the changing landscape of work, human intelligence, and related ethical issues.

The participants will engage in short lectures on AI; a hands-on workshop on ChatGPT and one or two other AIs related to learning and researching; readings and videos on AI's implications for education and the workplace; group work in co-creating materials to enhance teaching and students' learning; and possibly a panel discussion on how to incorporate AI into curricular design and future strategic planning.

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Our Greener Community: Leadership and Organizational Change

Special Events

Wishing Well Reception

The Learning and Teaching Commons will be hosting a reception to welcome new faculty to our community.

Participant Guide

Make the most of your institute experience. Direct questions to learningandteaching@evergreen.edu.

Registration & Waitlists

Register at <https://bit.ly/ESI24Registration> . If you do not receive email confirmation within 3-5 business days of registering, send an email to learningandteaching@evergreen.edu.

Registration will be open from April 29 to June 10. If an institute fills, you will be added to the waitlist. If space becomes available, you will be notified by email that you are registered for the session at least 48 hours prior to the start of the institute.

Cancellations

To cancel your registration for an institute for any reason, email learningandteaching@evergreen.edu as early as possible to give conveners time to plan and to make the space available for people on the waitlist.

Modality & Canvas

Unless otherwise noted in the program, some portion of each institute will be held in-person on Evergreen's Olympia campus. Before the institute begins (typically 1-2 weeks), participants will receive an invitation to join a Canvas site to access the institute agenda, pre-institute assignments, and other resources. If you do not receive this invitation 1-week prior to the institute start date, please connect with the convener(s) or send an email to learningandteaching@evergreen.edu.

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 are welcome to email learningandteaching@evergreen.edu for support.

Convener Support

The [Summer Institute Conveners Guide](#) provides a comprehensive resource for conveners. If you have a question about convening, chances are it is answered in that guide. If it isn't, please email learningandteaching@evergreen.edu.

The Summer Institute Planning Group is offering a Convener Workshop via Zoom on May 13 from 3:30-5 p.m. This workshop will provide an overview of the Canvas course as well as some tips for successful engagement with your participants. [REGISTER](#)

Policies

The fine print. Review relevant college policies. Direct queries to the office or individual listed.



Equity & Inclusion Training Requirement

Contact: [Academic Deans](#)

Institutes marked with this symbol are opportunities to fulfill annual mandatory training requirements for faculty professional development in inclusive excellence, culturally relevant pedagogy, and cultural competence. Faculty should document participation in equity training through the annual self-evaluations in their faculty portfolios.

Staff Participation

Contact: [Human Resource Services](#)

Classified and exempt staff employees are welcome to attend and participate in Evergreen Summer Institutes. Summer institutes are considered professional development training opportunities for staff and are compensated as part of their regular pay for time worked when:

(1) Participating in the summer institute is pre-approved by the supervisor as a training opportunity / work assignment.

AND

(2) Attendance at the summer institute occurs within the normal work shift of the classified or exempt employee; upon prior agreement from the supervisor the employee may adjust their normal work hours within the work week to participate in the summer institute. Overtime eligible staff who participate in Summer Institutes as a work assignment will be compensated for all time worked.

Faculty Compensation

Contact: [Tina Pearson](#), Academic Financial Support Services Manager

Faculty participation in Summer Institutes is compensated in accordance with the Collective Bargaining Agreement, Section 17.2.2 (quoted below). Faculty are invited to attend multiple institutes, however, compensation is capped at 8 days (\$1,000 per individual). This cap does not apply to compensation for Summer Institute conveners. The cap only applies to Summer Institutes attendance and does not extend to participation in Curriculum/Path Planning Retreats and/or 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.