



The Joy Shechtman Mankoff
Center for Teaching & Learning presents



Camp Teach & Learn 2026

Wednesday, Thursday, & Friday

May 20, 21, & 22

The CTL is again offering a wide range of discussions and workshops that touch upon some of the most important issues in higher education and on our own campus. We have discussions focused on revising our curriculum; on shared governance and finance; on mental health & wellbeing for students, faculty, and staff; and on effective approaches to teaching, advising, and mentoring. We also have a book discussion and a special session on 'zine making. With over 60 different faculty, staff, and administrator discussants, our 44 sessions co-sponsored by over 30 offices, committees, and divisions, Camp Teach & Learn 2026 promises to be full of ideas and community building.

Please Register Today! Registration will be open for one week!

Registration is *required*, and when you register you will be asked to choose which sessions you would like to attend.

We need this information from you in order to assign appropriate rooms, ensure that there are enough materials for participants, and to coordinate meals.



As is tradition, we will be offering excellent meals as well as
"Fabulous" Prizes raffled at lunch.

If you would like to participate in one or more of these workshops or discussions, [please register as soon as possible](#). Because of a variety of factors, registration will be closing at *Noon this coming Thursday, May 7th***.**

Registration is required for each event, and the easiest way to register is to visit the [Camp Teach & Learn Google Registration Form](https://bit.ly/CampCTL2026) (<https://bit.ly/CampCTL2026>) and select the events in which you plan to participate.

You will need to be logged in to your Conn Google account in order to register.

****Your prompt RSVP to the various workshops and discussions is essential because it enables us to assign rooms according to anticipated attendance, as well as order enough food.****

Thank you to our wonderful session co-sponsors and facilitators—without them Camp Teach & Learn would not be possible.

If you have questions, please email Michael and Jill at CTL@conncoll.edu.

Wednesday 20 May 2026

8:30 AM to 10 AM on Wednesday

The State of Connections: Faculty Survey and Beyond

Wednesday 20 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

EPC will share the results of our Spring 2026 survey about Connections. Participants will discuss faculty priorities for our curriculum and possible future legislation.

Session led by members of EPC, including Taegan McMahon, Rachel Boggia, Chad Jones, Hisae Kobayashi, Sabrina Notarfrancisco, Jeff Moher, & Erika Smith.

Co-sponsored by EPC.

AI Suggests, the Databases Verify: A Collaborative Model for Research Assignments

Wednesday 20 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

What if generative AI could help students get to relevant sources, efficiently, without replacing the research process? In this session, Lori Looney will share how she partnered with faculty in information literacy sessions to incorporate AI as pre-search scaffolding. We'll look at concrete examples (Boolean building, keyword expansion, dataset searching, article-type awareness) and discuss how to align AI use with your assignment goals and comfort level. The emphasis is practical, low-risk, and grounded in verification. Bring an assignment idea. We'll think through what collaboration could look like in your course.

Session led by Lori Looney.

Co-sponsored by Research Support and Curricular Technology (RS&CT).

Coaching & Teaching: We are all Camels! How can we educate each other about what we do on the field and in the classroom?

Wednesday 20 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

The Department of Athletics and Physical Education plays a significant role on campus serving a large portion of our student population and our general campus community. Gather with us to learn more about what we do as a department from coaching and teaching to pickleball tournaments. How do we all interact together and support the growth of our students as well as the entire college community?

Session led by Eva Kovach, Jim Ward, & Josh Edmed.

Co-sponsored by the Department of Athletics and Physical Education.

Pedagogical Supports to Mitigate Burnout in the STEM Classroom

Wednesday 20 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

This session will explore the different ways our STEM colleagues support their pedagogy. Entire departments use students as TAs, graders, and peer tutors, while individuals have leveraged AI to create tutors for introductory courses. The Quantitative Skills Center and the ARC offer myriad resources to support our students at all levels of preparedness. As we work towards curricular equilibrium, we need to consider all of the resources available to us to maintain the quality education we provide.

Session facilitated by Tina O'Keefe and Rachel Spicer, CTL STEM Divisional Fellows; discussants include Anne Bernhard, Christine Chung, & Tanya Schneider.

Sponsored by the CTL.

10:15 AM to Noon on Wednesday

Curricular Equilibrium: Updates & Lessons from Other Institutions

Wednesday 20 May 10:15 AM to Noon, lunch served at Noon

Over the past four years, faculty and staff in the DoF division have shared and analyzed data, reviewed and revised curricula, and passed legislation in order to align the number
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of faculty members with decreased funding levels, and, more recently, decreased projected enrollments. In this session we will share where we currently are in this process as well as hear ideas that colleagues at other institutions have used to align staffing and curricula.

Session led by Danielle Egan, Chad Jones, & Deborah Eastman.

Co-sponsored by the Office of the Dean of Faculty.

Common Ground: Practicing Intentional Community & Mindfulness

Wednesday 20 May 10:15 AM to Noon, lunch served at Noon

Find connection and renewal in community. In a world that can feel fast-paced and isolating, Common Ground offers a dedicated space to slow down and practice the art of being together. This session is designed for anyone looking to share their joys and sorrows—no matter how big or small—within a supportive, intentional environment. You will experience a blend of mindfulness and guided dialogue, starting with a somatic opening to ground your body and mind. By the end of our time together, you can expect to feel more connected to yourself and your community, and can take away practices to apply in your everyday life and work.

Session led by Jenny Henneberry Malcomson and Rev. Stephanie Haskins.

Co-sponsored by Division of Retention & Success, Office of Religious and Spiritual Life, Walter Commons Center for Global Study and Engagement, Campus Dialogue, Campus Belonging Initiatives, and Community Advocacy for Sexual Health.

Teaching with AI: A Scenario-Based Role Play

Wednesday 20 May 10:15 AM to Noon, lunch served at Noon

This session will focus on scenario-based activities. We invite faculty and staff to engage in discussions about various classroom and learning situations that involve the use of AI. Participants will explore how to address common dilemmas, create more resilient assignments and assessments, and establish clear expectations for AI use in their courses.

Session led by FSCC, EPC, Susan Purrington, Lori Looney, and Sarah Cardwell.

Co-sponsored by FSCC.

Beyond the Podium: Creative Teaching with Wireless Projection

Wednesday 20 May 10:15 AM to Noon, lunch served at Noon

Ready to break free from the front of the classroom? Our newly equipped wireless projection systems open up exciting possibilities for dynamic, student-centered teaching. This interactive workshop will help you reimagine your classroom space and discover innovative ways to engage students through seamless screen sharing and faculty mobility. Whether you're looking to increase participation, support diverse learning styles, or simply add more movement and flexibility to your teaching, this workshop will equip you with practical techniques to transform your newly upgraded classroom into a truly collaborative learning space. No prior tech expertise required—just bring your curiosity and a willingness to experiment!

Session led by Jessica McCullough, Diane Creede, & Jeff Gada.

Co-sponsored by Research Support & Curricular Technology (RS&CT).

1:00 PM to 2:30 PM on Wednesday

Center for Business and the Liberal Arts: Possibilities & Priorities

Wednesday 20 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

We know from Admissions that business is an interest for many incoming college students nationally. How might Conn translate that interest into increased applications, better yield, and improved retention?

Over the past decade, various groups have gotten together to think about whether to add business studies to the curriculum. Proposals have included ideas about creating a minor or a program that relies on more collaboration with our neighbors, the Coast Guard Academy. However, none of these proposals moved forward for a variety of reasons.

The question remains, however: *What model would work here?* What model would resonate with our mission and our liberal arts values?

If not a major or a minor, what about a model that is rooted in a signature and highly-regarded part of a Conn education—an interdisciplinary center that offers a certificate program and is shaped by our curricular values? How might this type of model reflect the interests of students who want to go into business or finance, as well as those who plan to start a private practice, a non-profit, or a life as an artist?

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In this session, we will discuss what a certificate program in Business and the Liberal Arts might look like at Conn, considering critical questions such as staffing, what particular set of competencies such a program might address, and how work at such a Center might intersect with a student's major. Perhaps most importantly, we will address how we can create a funding model, such as an endowment, to make the economies of such a model contribute to the overall financial wellbeing of our institution.

Session led by Danielle Egan, Chad Jones, & Deborah Eastman.

Co-sponsored by the Office of the Dean of Faculty.

Green Dot Faculty & Staff Orientation

Wednesday 20 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

In this session, faculty and staff will be reintroduced to Connecticut College's Green Dot program and be provided with tools to support efforts in creating a campus free from power-based interpersonal violence. Participants will learn how to recognize warning signs, understand their role as active bystanders, and gain practical strategies for safely intervening in situations that could lead to harm.

Session led by Andrew Shepard.

Co-sponsored by Office of Community Advocacy & Sexual Health.

Modeling Self-Advocacy: Designing Courses & Assignments that Center You and Your Students' Needs, Neurodiversities & Disabilities

Wednesday 20 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Please join us in a discussion and workshop centered around designing courses that highlight our strengths and create space around our needs. We will discuss how to reimagine course structures and assignments that align with our personal needs, neurodiversities, and disabilities, rather than ignoring or pushing against them. During the workshop portion of this session, we will work on designing courses and assignments that celebrate our strengths and center our course structures around our own unique experiences. Let's think about how to model for our students' self-advocacy, and how to show up as full humans.

Session led by Taegan McMahon & Carla Parker-Athill.

Sponsored by the CTL.

Robert's Rules Primer 101: A Practical Guide

Wednesday 20 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

This interactive session introduces faculty to the essentials of Robert's Rules of Order and their role in effective shared governance. Designed for those new to formal meeting procedures—as well as those seeking a refresher—this workshop will demystify common motions, voting processes, and strategies for participating confidently and efficiently in faculty meetings and committee work.

Through scenarios and guided practice, participants will learn how to introduce motions, engage in debate, amend proposals, and navigate procedural questions. The session will also highlight best practices for maintaining respectful, inclusive, and productive discussions while ensuring that meetings run smoothly and transparently.

Session led by members of FSCC & Parliamentarian.

Co-sponsored by FSCC.

2:45 PM to 4:15 PM (or 4:45 PM) on Wednesday

Curricular Collaborations Across Departments: Co-Creating & Cross-Listing Courses

Wednesday 20 May 2:45 PM to 4:15 PM

In this session, faculty members from different departments can strategize on a particular type of curricular collaboration, for example: the creation of co-created courses, cross-listed courses, or other shared curricular ideas. The goal of this working session is for departments and faculty to start to create plans for curricular collaborations that will be solidified and voted on by the November faculty meeting.

Session led by Danielle Egan, Chad Jones, & Deborah Eastman.

Co-sponsored by the Office of the Dean of Faculty.

Discover Spoon Theory: Supporting Students with Limited Energy Reserves

Wednesday 20 May 2:45 PM to 4:15 PM

Discover Spoon Theory—a powerful framework for understanding how students with chronic illnesses, disabilities, and neurodivergent conditions manage their limited daily energy. Led by the Student Accessibility Services Office, this session will help you understand why some students struggle with tasks that seem routine, miss classes
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despite being engaged, or need energy-related accommodations. You'll learn practical strategies for creating a more supportive learning environment that acknowledges varying energy capacities.

Session led and co-sponsored by our colleagues in the Student Accessibility Services Office.

Rage & Reflect: A Collaborative Zine-Making Workshop for Renewing Hope in the Midst of Chaos

Wednesday 20 May 2:45 PM to 4:45 PM (2 hours)

Rage is a natural response to the injustices we are witnessing daily—in higher education and in our world. In this workshop we welcome rage as a generative tool for connecting with each other and imagining more just futures. Using zines—a DIY form of self-expression, education, and activism—we will acknowledge our difficult feelings and make space for grief. Together, we will consider how rage helps us clarify what really matters, and we'll use our anger as motivation for creativity and renewal. Through a guided reflective process, you'll make your own zine and contribute to a collaborative Camp Teach & Learn zine. All are welcome! No art experience necessary.

Session led by Karen Gonzalez Rice.

Sponsored by the CTL.

Using Interfolio's Faculty Activity Reporting to Create Your Annual Report

Wednesday 20 May 2:45 PM to 4:15 PM

Last year, we implemented Interfolio's Faculty Activity Reporting (FAR) system, an online portal for entering information about your work and generating an annual report to submit to the Dean of the Faculty. There were still some bugs in the system last year that we've now worked out. In this session, you'll get a guided tour of FAR and can ask questions about how to report your various activities when you prepare your faculty annual report in May and June. Bring your computer and practice logging in, entering activity data, and creating a report.

Session led by John Nugent.

Co-sponsored by Office of Institutional Research and Planning.

Thursday 21 May 2026

8:30 AM to 10:00 AM on Thursday

Peer Review of Teaching

Thursday 21 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

As part of ongoing efforts to enhance teaching assessment, this session will examine peer review practices with an emphasis on consistency, equity, and disciplinary context. Participants will work toward identifying common principles and adaptable frameworks that support rigorous and fair evaluation across diverse fields. Effective peer review can help make teaching practices visible, provide constructive feedback, and create a culture of shared responsibility for teaching quality.

Session led by members of FSCC, and CTL.

Co-sponsored by FSCC.

The Office of Campus Belonging: Genesis Mentoring Program 101

Thursday 21 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Join Chris Campbell, Director of the Office of Campus Belonging Initiatives (OCBI), as he provides an introductory session on the Genesis Mentoring Program, its various components, and how the OCBI can help support you in your work with students.

Session led by Chris Campbell.

Co-sponsored by the Office of Campus Belonging Initiatives.

Decoding the Commons: Mapping Study Away, Fellowships, and Global Engagement

Thursday 21 May 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Confused about who does what in the Walter Commons? You're not alone! Join us for a session designed to clarify the distinct roles of the Office of Study Away and the Office of Global Study and Engagement—two independent offices reporting to different divisions. While we share a physical space, each office has unique functions, and we collaborate across divisions to provide comprehensive support for faculty and students pursuing global opportunities. Whether you're curious about the study away process,
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interested in leading a program, supporting fellowship applicants, or seeking funding to internationalize your curriculum, we'll clarify who handles what and how we can support your work.

Session led by Melissa Ryan, Lauren O'Leary, Lara Ehrlich, Shirley Parson, and faculty discussants.

Co-sponsored by the Walter Commons for Global Study and Engagement & the Office of Study Away.

“But how do I tell them that?!”: How to have Healthy Difficult Conversations and Actually Feel Good (or at least Better) About It

Thursday May 21 8:30 AM to 10:00 AM, breakfast served at 8:00 AM

Have you ever struggled to tell someone something they don't want to hear? Telling a colleague that you believe they treated you poorly, telling a student that they are not meeting course expectations, or giving performance feedback to an employee? Typically, academics are not trained in how to have healthy conflict or difficult conversations. In this session, we'll share the conversational frameworks described in the book *Difficult Conversations* by members of the Harvard Negotiation Project Douglas Stone, Bruce Patton, and Sheila Heen, NCFDD resources on Engaging in Healthy Conflict, as well as other resources. And we'll apply these to case studies as a group in order to practice how various difficult conversations might unfold here at Conn.

Session led by Rosemarie Roberts, Deborah Eastman, & Megan Monahan.

Co-sponsored by Divisions of Retention and Success and Dean of Faculty.

10:15 AM to Noon on Thursday

What Counts as a Teaching Credit?

Thursday 21 May 10:15 to Noon, lunch served at Noon

How do we determine faculty workload? Although teaching loads are clearly defined for faculty in different categories, what actually counts for a teaching credit toward that load varies across departments and divisions. Should all courses count the same for teaching load? While a 4-credit class typically meets for 150 minutes per week, there are many exceptions to this across the college. In this session we will discuss what

aspects of teaching contribute to the faculty workload and what should be considered as we begin a broad review of how we allocate teaching credit.

Session led by Danielle Egan, Chad Jones, & Deborah Eastman.

Co-sponsored by the Office of the Dean of Faculty.

Using Mapping/ArcGIS as a Teaching Tool Across the Curriculum

Thursday 21 May 10:15 AM to Noon, lunch served at Noon

In this introductory workshop you will meet the library's new GIS Specialist, Gohar Shahinyan, who will discuss how spatial analysis can be integrated into courses in any discipline to hone research skills, allow students to engage with readings and visualize data in new ways, and offer opportunities for students to develop and publish public scholarship. Participants will learn how to access the ArcGIS Online platform, find and create data, and visualize data in interactive or static maps. No prior mapping experience necessary!

Session led by Gohar Shahinyan & Lyndsay Bratton.

Co-sponsored by the Digital Scholarship & Curriculum Center and Research Support & Curricular Technology (RS&CT), both part of Library & Information Technology (L&IT).

Early Action at Conn and What It Means for Our Community

Thursday 21 May 10:15 AM to Noon, lunch served at Noon

Starting with the Fall 2027 admission cycle (Class of 2031), Connecticut College is adding a non-binding Early Action (EA) application option. This means that "yield season," the period during which the College is working to enroll the students who have been admitted but have not yet committed, will now begin in December instead of mid-March. This collaborative session provides attendees with the opportunity both to learn from admission colleagues about anticipated changes to our enrollment strategy with EA and to provide their own input and ideas regarding our yield initiatives and outreach to students in the coming cycle.

Session led by Emily "Pete" Petersell & Simone Varadian.

Co-sponsored and facilitated by Office of Admission.

Team Advising & the FYS Common Experience Program

Thursday 21 May 10:15 AM to Noon, lunch served at Noon

Please join us for an insightful session where we'll delve into the expectations of advising team members (including faculty, staff, and student roles) and strategize about how to effectively facilitate this year's Common Experience component of the First-Year Seminar program. Together, we'll uncover what contributes to a successful advising team and learn how to maximize available resources to enrich the first-year student experience. Additionally, we'll explore approaches for utilizing social/engagement activity funding, with Libby Friedman providing guidance on accessing and leveraging these funds. Advising Teams will be assigned prior to Camp Teach & Learn, allowing ample time for faculty/staff adviser teams to convene during this session.

Session led by Emily Morash, with Libby Friedman and additional members of the First-Year Experience Committee.

Co-sponsored by Office of the Dean of First-Year Students and the First-Year Experience Committee.

1:00 PM to 2:30 PM on Thursday

What the Heck is PPBC?

Thursday 21 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

Over the years, many concrete aspects of our Priorities, Planning, and Budget Committee (PPBC)'s role have evolved substantially. In this critical moment of our College's history, what function can and should PPBC be playing in determining our budget and supporting our financial planning? How can this College committee, which includes sizable representation of faculty, staff, and students, be used most effectively to improve and sustain our institution? We are looking for conversation and feedback from all members of the College community—both those who have and have not served on PPBC in the past.

Session led by Christopher Hammond, Yongjin Park, Carey Cseszko, and additional members of PPBC.

Co-sponsored by PPBC.

How to Win a Fellowship

Thursday 21 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

This workshop will show you how to write strong proposals for residential and non-residential fellowships. We will study the guidelines of major fellowships, dissect funded proposals, and begin to draft our own. We'll focus on examples in the humanities, but what we learn will be useful to faculty across disciplines, and all are welcome.

The session will be led by Alex Barnett, of the Office of Corporate, Foundation & Government Relations, who has worked with faculty members on many successful applications.

Co-sponsored by Corporate, Foundation & Government Relations (CFGR).

Lego Serious Play to Make Connections and to Explore your own Animating Questions

Thursday 21 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

What energizes us in our teaching and work? What do we endlessly think about and find flow in? How are these things that animate us connected to all we do as faculty and staff within an institute of higher education?

As faculty and staff, we support students to develop animating questions in their majors, Pathways, Certificate Centers, and beyond. As part of the Connections Curriculum, we help them explore connections between what they do academically in the classroom, experientially outside the classroom, and how they engage globally and/or locally. In this workshop we will use Lego Serious Play to explore our own animating questions.

“Lego Serious Play” is a reflective process that allows participants to think about a guided prompt, articulate it in a physical manner, and engage in interactive dialogue about it. In this workshop we will use the Lego Serious Play methodology in an intentional, hands-on, and fun way to explore what our own animating questions are. Come “play” and explore what animates you in your teaching and learning.

If you happen to have Lego collections or stashes, please feel free to bring for use in the workshop—the more the better!

*The CTL Reserves’ Lego Serious Play kits will be available for use by anyone interested in incorporating Lego Serious Play into your teaching or work next year.

Session led by Dot Wang; discussants include David Jaffe, Rachel Boggia, Michael Reder, Melissa Ryan, and Jenny Henneberry Malcomson.

Sponsored by the CTL.

Navigating Conflict: De-Escalation Strategies for College Faculty & Staff

Thursday 21 May 1:00 PM to 2:30 PM, lunch served at 11:45 AM

In the evolving landscape of higher education, faculty and staff are increasingly serving as the primary point of contact for students in distress. Proactive preparation is no longer a luxury—it is a core competency. This interactive workshop, designed especially for Camp Teach & Learn, provides participants with the framework to effectively recognize, manage, and resolve student conflict. Through collaborative discussion and case-study analysis, participants will learn how to:

- *Identify Escalation:* Recognize physiological and behavioral "red flags" before a situation reaches a crisis level.
- *Apply Multi-Modal Techniques:* Deploy non-verbal, verbal, and written de-escalation strategies tailored to the academic environment.
- *Know When to Call for Help:* Discern when a situation requires the involvement of Campus Safety or the CARE Team.

Session led by Kathleen Svedarsky and Emily Morash.

Co-sponsored by Connecticut College Student Counseling Services and the Office of the Dean of the College.

2:45 PM to 4:15 PM (or 4:45 pm) on Thursday

Reimagining How Your Courses Fit with Connections

Thursday 21 May 2:45 PM to 4:15 PM

Meet with EPC and other colleagues who have experience offering ConnCourses, SDP, W and other Connections courses, to discuss how you can connect your existing courses to Connections. We will also open up a conversation about aligning department curricula with Connections.

Session led by members of EPC, including Taegan McMahon, Rachel Boggia, Chad Jones, Hisae Kobayashi, Sabrina Notarfrancisco, Jeff Moher, & Erika Smith.

Co-sponsored by EPC.

Zero-Based Budgeting Workshop for Academic Chairs & Directors

Thursday 21 May 2:45 PM to 4:45 PM (2 hours)

Are you an academic program chair or director stressing out about turning in your zero-based budget (ZBB) for Fiscal Year 2028? This session will be your chance to spend time with your friendly neighborhood finance department to review your activities, prioritization, and expense assignment. We will begin with a review of what ZBB is, the methodology, and the steps in the process, before we work through any individual issues any attendees may have. *Participants should please bring your laptops.*

Session led by Carey Cseszko & Joan Brinner.

Co-sponsored by Your Friendly Neighborhood Finance Department.

CTL Book Discussion

Timothy Snyder's *On Tyranny: Twenty Lessons from the Twentieth Century* (2017)

Thursday 21 May 2:45 PM to 4:45 PM (2 hours)

Published over nine years ago, Timothy Snyder's *On Tyranny* remains urgently relevant to our work as educators and defenders of the liberal arts as foundational to open societies. This event will serve as a follow-up to last year's discussion of Jason Stanley's 2018 *How Fascism Works*. New participants are very welcome; participation in last year's discussion is not required to register!

The book will be available to participants as a pdf on Moodle; it is also available as an audiobook (running time 1 hour and 47 minutes). Please contact CTL@conncoll.edu with any questions.

Session led by Andrea Lanoux.

Sponsored by the CTL.

This discussion is limited to 25 people. Registration for this event is also *required* through LibCal: [please register here](https://conncoll.libcal.com/calendar/ctl/OT) (<https://conncoll.libcal.com/calendar/ctl/OT>).

Student Success & the Evolving Cannabis Landscape

Thursday 21 May 2:45 PM to 4:15 PM

This session provides a comprehensive look at the intersection of student success and the evolving landscape of cannabis in higher education. We will explore the latest research and focus on how evolving social norms and legalizations impact student success. Participants will discuss the impacts of high-potency THC in and outside of the classroom while exploring evidence-based harm reduction.

Or, for those who prefer an alternative description, a la Jeff Spicoli:

Get stoked for this session! So, like, what's this sesh about?! It's a total deep-dive into the whole *intersection* thing on being a college kid these days—you know, gettin' to class on time, doing good work, and how the herb is totally evolving on campus. It's like, "Aloha, higher education!" ...amirite?

We're gonna be looking at some gnarly data and cool deets on how new social vibes and all these legalities are messing with our students' ability to ride the wave of success. And check this: we're gonna rap about the "KGB"—killer green bud—and super-potent THC. Bonus: We're gonna explore some "evidence-based harm reduction," which is basically "how to not blow your cool." It's gonna be choice. All we need are some righteous slides, primo graphs, and cool camp time—Data surfing is not a sport, it's a way of life. Learn it, Know it, Live it.

Session led by CC Curtiss.

Co-sponsored by the Office of Wellbeing and Health Promotion.

Friday 22 May 2026

8:45 AM to 10:30 AM on Friday

Shared Governance

Friday 22 May 8:45 AM to 10:30 AM, breakfast served at 8:00 AM

As we prepare to execute our 2027-2030 Operational Priorities, Fortifying the Pillars, a clear understanding of the nuances of shared governance is critical. This session will explore how administration, faculty, and staff can collaboratively engage in governance processes that promote a student-centered approach to transparent decision-making, effective communication, and overall institutional health.

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As we continue our dialogue on shared governance from previous years, we will reflect on where we are institutionally at this moment and consider how we move toward a more data-informed and sustainable future. This session will discuss different approaches to decision-making within shared governance structures, clarify when decisions are consultative, collaborative, or delegated, and explore how transparency in these processes can strengthen trust across the community.

Ideas generated from the session will be incorporated into ongoing conversations about how to strengthen shared governance at Conn.

Session led by President Chapdelaine, with members of FSCC, Staff Council, and Senior Team.

Co-sponsored by the Senior Team, FSCC, & Staff Council.

Let's Play: Using Games and Conversation to Better Understand Students AI Use

Friday 22 May 8:45 AM to 10:30 AM, breakfast served at 8:00 AM

Students are navigating AI in ways that are reshaping how they learn, seek help, and engage with campus life, and faculty and staff across every part of the institution are feeling it. This interactive workshop brings colleagues together to role-play realistic AI use scenarios from positions of students, staff, and faculty.

Through structured game-play and facilitated conversation, we'll explore how student needs and behaviors are shifting, where our current approaches are working, and where we have gaps. This is just the start of a larger and continuous conversation, aiming to provide space for individual reflection and collective brainstorming.

Come ready to engage, reflect, and leave with concrete ideas you can bring back to your team.

Session led by Susan Purrington & Jenny Henneberry Malcomson.

Co-sponsored by AI@Conn (Library and Information Technology) and Campus Dialogue (Division of Retention and Success).

Equity & Accommodations: How Do I Help Students Without Creating Equity Issues?

Friday 22 May 8:45 AM to 10:30 AM, breakfast served at 8:00 AM

Well-intentioned faculty often provide informal accommodations—extra time, private testing spaces, or deadline extensions—when students express anxiety or stress. While rooted in empathy, these ad hoc arrangements can inadvertently create equity issues for students who struggle silently or follow standard policies. This workshop clarifies the critical distinction between official accommodations, which are coordinated through Student Accessibility Services (SAS) for documented disabilities, and informal provisions that may disadvantage other students.

You'll learn how to respond compassionately to student requests while maintaining equitable standards, and how to effectively direct students to appropriate campus resources—including the Office of Academic Support, Academic Resource Center, and SAS—that can provide proper evaluation and support. Join us to explore practical strategies for balancing empathy with equity, ensuring that all students receive the support they need through appropriate channels. All faculty members are encouraged to attend, particularly those who frequently receive student requests for testing modifications or deadline flexibility.

Session led by Noel Garrett, Jill Heilman, & Megan Monahan.

Co-sponsored by the Office of Academic Support.

Advancement 101 & Our New Grant Procedure

Friday 22 May 8:45 AM to 10:30 AM, breakfast served at 8:00 AM

Are you interested in learning more about what advancement does, the impact of different gifts, and the new grant procedure process? Then please join us for this informative and wide-ranging conversation!

Session led by Allison Gomes & Naima Gherbi.

Co-sponsored by the Office of Advancement.

10:45 AM to 12:15 PM on Friday

From Confusion to Clarity: Designing Writing Assignments That Support Student Success

Friday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

Are you teaching a First-Year Seminar and wondering how to manage the writing requirements effectively? Thinking about proposing a W course but uncertain about the criteria? You're not alone—writing assignments can feel overwhelming both for students AND for faculty who grade them. This workshop offers practical strategies for designing writing assignments that build student skills progressively while making your teaching (and grading) more manageable. We'll explore how to break down complex writing tasks into smaller, connected steps that help students develop as writers throughout the semester. The session will begin with a brief overview of the W Course requirements and how they support effective writing instruction. Then we'll dive into hands-on strategies: distributing assignments across the semester, creating checkpoints that catch problems early, and designing assignment sequences that build on each other. You'll leave with concrete tools to redesign your assignments for fall. Bring a syllabus or assignment you'd like to revise—we'll have time to workshop your ideas!

Session led by Lauren Consolatore with Summar West.

Co-sponsored by the Roth Writing Center.

Posse at Conn—Past, Present, and Future

Friday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

Connecticut College has been partnering with the Posse Foundation for close to two decades to identify, recruit and educate talented students with extraordinary leadership potential. Throughout this time, Posse students have had a transformative impact on our campus. Despite our long-term affiliation with Posse, faculty and staff members may have questions or even misperceptions about the program and wonder: How are Posse scholars selected? How are they supported here at Conn? Who are the mentors, and what is their role? This session will cover the history of the Posse Foundation and the Posse program at Conn specifically; selection and accomplishments of Conn's Posse students; and, perhaps most importantly, how you can get involved. As we face great change in higher education in general and our institution specifically, this is a time to reflect on the impact Posse has had on our campus and how it fits into our goals going forward.

Session led by Emily "Pete" Petersell, Emily Morash, Erika Smith, past & current Posse mentors including Marc Forster, Jessica Koehler, & virtual guests from Posse National.

Co-sponsored by the Office of the Dean of the College, and the Division of Retention and Success.

Emergency Preparedness & the Campus Community: How to Build a Culture of Preparedness

Friday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

In this interactive session we will discuss the five tenets of Emergency Management: Prevention, Preparedness, Mitigation, Response, and Recovery. We will explore how the college's current emergency plans reflect these five tenets. You will leave more prepared for any emergency you might encounter on-campus or off.

Session led by Mary T. Savage.

Co-sponsored by Campus Safety and Emergency Operations.

Reimagining SIP Advising in the Centers

Friday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

How can we reimagine the requirements for Center SIPs in a way that retains the academic rigor of one-on-one faculty-student engagement while addressing the challenges of the current structure?

The Senior Integrative Project (SIP) is a senior capstone research project that all students in the five Centers at the college must complete in order to fulfill their certificate program requirements. Based on the recommendations of a recent external review of CISLA and on discussions with other Centers, we invite a broader conversation with faculty members about how to reimagine the ways in which we mentor student research in the Centers.

Our current SIP model is not sustainable. As the College reduces FTEs, our collective ability to offer individual studies will be further impacted. Furthermore, advising honors theses and individual studies does not come with a stipend or course remission and, therefore, requires the good will of faculty members. Not all instructors participate in SIP advising and some departments are over represented in the Centers; for example, Government and IR direct more individual studies for CISLA students than any other department by a wide margin. Our current system of SIPs creates inequities both for individual instructors and departments.

Session led by Emily Kuder & Suzuko Knott (CISLA); discussants include Ariella Rotramel, Daniel Moak, & Rebecca McCue (Holleran); Derek Turner (CNCE); and Steve Luber (Ammerman).

Co-sponsored by CISLA.

Solving Student Accommodation Challenges Together

Friday 22 May 10:45 AM to 12:15 PM, lunch served at 12:15 PM

Join the Student Accessibility Services Office for an interactive workshop where you'll work through real-world accommodation scenarios in small groups. We'll explore practical strategies for implementing accommodations effectively while maintaining academic standards. Bring your own accommodation questions and challenges to discuss with colleagues in a supportive, collaborative environment. Whether you're new to accommodations or have years of experience, you'll leave with practical solutions and increased confidence in supporting student success.

Session led by Jill Heilman.

Co-sponsored by the Student Accessibility Services Office.

1:15 PM to 2:45 PM on Friday

Explore the New FYS Library Module!

Friday 22 May 1:15 PM to 2:45 PM, lunch served at 11:45 AM

Many FYS students find research boring, intimidating, and stress-inducing. Our new FYS Library Module strives to engage students in the research process making research approachable, engaging, and even a little fun. Join us for an interactive hour where you'll step into your students' shoes and experience the research process from their perspective. By the end of this session, you'll leave with:

- A fresh perspective on the research process from the student viewpoint.
- Practical ideas to make research more interactive and enjoyable in your FYS.
- Access to the new FYS Library Module and support from your librarian partners.

Session led by Kathleen O'Donovan, Lori Looney, & Ashley Hanson.

Co-sponsored by Research Support & Curricular Technology (RS&CT).

The College as a Living Lab: Sustainability Data for Classroom Instruction

Friday 22 May 1:15 PM to 2:45 PM, lunch served at 11:45 AM

Have you ever wondered how we measure sustainability progress on campus? Would you like to incorporate campus sustainability into your course, honor study or senior integrative project?

Join us for a discussion of our key sustainability data and discuss how you could use this data in your classroom for activities or assignments, or as the basis for independent student research. The Office of Sustainability collects various types of data annually that is used to benchmark our progress and find areas of improvement. This data is made publicly available every 3 years in our Sustainability Tracking, Assessment, and Rating System (STARS) report, and it is also available for faculty, staff and students. In this session we'll give you an overview of some of our key sustainability metrics and how we're doing compared to our peers. Then we'll share examples and lead a group discussion of how this data could be used to engage students in campus sustainability in a variety of disciplines.

Session led by Margaret Bounds & Doug Thompson.

Co-sponsored by the Office of Sustainability.

Systemically Underserved Students and Their Mental Health

Friday 22 May 1:15 PM to 2:45 PM, lunch served at 11:45 AM

College student mental health remains a top priority in higher education, and the specific mental health needs of historically marginalized students require focused attention. This session summarizes data from national organizations to highlight emerging trends alongside insights from our Connecticut College data. We will evaluate Conn's current practices in relation to best practices and identify gaps in resources and care on our campus. Our goals are to (1) create actionable priorities for the College Cabinet and campus community to implement, ensuring a more supportive environment for all students, and (2) provide resources for faculty and staff through the updated "Wellbeing Tool Kit." Discussion and sharing of your experiences will be encouraged.

Session led by Janet Spoltore, Natalie C. Rosario, Kaitlyn Melino, & CC Curtiss.

Co-sponsored by Connecticut College Mental Health Coalition and Student Counseling Services.

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