

CELT Newsletter: November 2025

Dear CELT Colleagues:

Welcome to November! It is hard to believe that we are already in the second half of the semester. The CELT Board is busy planning our spring workshops. Save the date for our workshops on January 14 and 15 and throughout the Spring 2026 semester.

As always, we want to know what you are interested in learning. What workshops do you need to support your teaching practice? Would you like to share a teaching strategy with your colleagues? Let us know how we can support your teaching or what you can teach your Middlesex colleagues. We are here to support you!

Watch your email this month for the opportunity to nominate a teaching colleague for the annual Middlesex College Excellence in Teaching and Scholarship awards.

We look forward to seeing you at our November events. Have a good November and a fun Thanksgiving break!

Regards, Susan

Adjunct Faculty: We want to hear from you! CELT is interested in hearing what types of programming you are interested in attending at CELT. Please watch your email in November for a survey to let us know what you want to learn from CELT.

Opportunities for Professional Development:

Interested in attending the *24th Annual Faculty Conference on Teaching Excellence*, at Temple University on January 7 and 8, 2026? There are a limited number (first come, first serve) of spaces for faculty to attend. We will pay for the conference registration, but faculty must pay for your own transportation, parking and tolls to Temple University in Philadelphia. Interested? Please [sign up](#) and we will let you know if you can attend.

Deadline: December 11: Nominations for the Annual Middlesex Faculty Teaching Awards and Scholar Award

It's time to nominate your teaching colleagues for the Middlesex College Full-time and Adjunct Teaching Awards. Please nominate your colleagues by December 11 at 12 noon. We are also accepting nominations for the Middlesex College Faculty Scholar award will be awarded to a full-time faculty member. All nominated faculty members will be contacted in December (after the deadline) and asked to submit their support materials by Friday, February 6, 2026 at 12 noon. Please watch your email for the link to nominate your colleagues.



Upcoming Events

November 13 Access for Success: Ally with Accessible Web Content

November 25: Bridging Coursework and Community: Reflection Tools that Deepen Learning

December 11: Deadline for nominations for the Middlesex College Faculty Excellence in Teaching and Scholarship Awards

Helpful Articles

The Scholarly Teacher recommends [Visual Journaling](#) as a scholarly practice to help build student's self-efficacy and authentic voice.

In the article, [Teaching Well is Harder Now](#), Rebecca Vidra reflects on 6 key ways students and their needs have changed.

In the article: [AI: Cheating Matters, But Redrawing Assessment 'Matters Most'](#) from *Inside Higher Ed*, the authors suggest that Universities should prioritize assessments that are "assessing what we mean to assess" and not have conversations be dominated by cheating.

CELT November Workshops:

Still confused by **Ally** and what you need to do to make your classes compliant with Title II? Our **CELT November Tech Session on November 13** at 2 PM (Raritan Bay Room) will focus on **Access for Success - Ally with Accessible Web Content** with Megan Elliott and Lindsay Arnold. Join the Department of eLearning to get a better understanding of the new **Ally** program in Canvas and what the Title II requirements coming next year will mean for your Canvas courses. This session will walk through how to utilize the Ally tool and help you to remove the roadblocks that students face with online content.

Adding alternative text to images, adding captions to videos, designing readable presentations, and more will help your courses be accessible to all!

Our **November SOTL Session on Tuesday, November 25** at 2 PM is **Bridging Coursework and Community: Reflection Tools that Deepen Learning** with Kim Silverio Diaz and Pattiann McMahon in the Raritan Bay Room. In this workshop, we will explore best practices in reflective pedagogy to help align and deepen learning both within and beyond the classroom. Participants will gain practical strategies for facilitating meaningful reflection, particularly as a way to thoughtfully conclude the semester. While this session is designed for faculty engaged in Community-Engaged Learning (CEL), the insights and takeaways are applicable to all educators. We welcome all members of the college community to join the conversation and share their insights.

New Ideas/New Pedagogy

Student Engagement:

As we head into the last weeks of the semester, how can we keep students engaged with the material? In October, CELT had a successful session on flipping your classroom. Have you tried to flip your classroom to engage students? Faculty Focus suggests [5 ways to Motivate Unprepared Students in the Flipped Classroom](#). What other ways can you motivate students? Kennesaw University offers ideas to [Increase Motivation for Students](#). Edutopia describes [Three Ways to Boost Student's Motivation to Learn](#) including making progress visible, creating feedback loops and teaching micro-goal setting. Clovis Community College in New Mexico shares a handout that you can give to your students, [10 Simple Motivation Tips for College Students](#). In an excerpt from [Tools For Teaching](#) by Barbara Gross Davis, the author suggests numerous ways to help motivate students including capitalizing on student's needs, make students active participant in learning and helping students to set achievable goals. As we head into finals, we can help our students prepare for success. The McGraw Center for Teaching and Learning at Princeton University has advice on [Preparing for Finals](#) to share with your students including "think like a professor." Bowdoin College has an [Error Analysis](#) to help students reflect on their past exams and ask them how they might study in the future. Bowdoin also has a small poster on [6 Strategies for Effective Learning](#) which will help your students prepare a study plan and help them break down the material into manageable parts.

AI in Higher Ed:

Everyone is thinking of ways to use AI in their classes. Whether you choose to allow students to use AI or not, a clear policy on your syllabus will clear up any confusion for your students. Need ideas for a syllabus statement? Both the [University of Texas at Austin](#) and [Texas A&M](#) offer sample statements for consideration for use in your syllabus. *Educause* offers a [Framework for AI Literacy](#) to help you with a conceptual framework for thinking about how to define and discuss their expectations with their students and the use (or not) of AI in assignments. The article, [The Artificial Intelligence Assessment Scale: A Framework for Ethical Integration of Generative AI in Educational Assessment](#), in *The Journal of University Teaching and Learning Practice*, the authors ask the reader to "redefine academic integrity in the age of AI," as well as gives suggestions to consider how assessments need to be adjusted in light of GenAI tools. Included is a 5-point scale which may be helpful in crafting your own policy for AI use in your classes. The Medical University of South Carolina shares their [AI Acceptable Use Framework for Academic Tasks](#) and offers key considerations in making your policies. While many students feel that they will need AI in the workplace, Stanford University researchers have found that [Companies are being Torn Apart by AI "Workslop"](#) which needs a human with common sense to fix and make usable AI produced work to be effective in the workplace. How can we help students use AI ethically and create content that is usable for their work flow and not produce "slop?"