

# CELT Newsletter: May 2026

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Dear CELT Colleagues:

Congratulations on another successful semester of learning and teaching at Middlesex College. Thank you for joining us at our many CELT activities over the past year and for sharing your ideas and teaching strategies. We want to thank everyone who volunteered to lead workshops and share your successful classroom approaches. You are doing innovative teaching in your classes and we appreciate your participation and contribution to our CELT activities.

As we finish up this very busy year, the CELT Board is busy planning our programming for Fall 2026. Our theme for the coming academic year is **Growing and Adapting in an Evolving World**. Save the date for our **CELT Professional Day** on Tuesday, September 1 starting at 11 AM after the AFT meeting. We will have a speaker on Tuesday and workshops on all three days, September 1, 2, and 3. All CELT programming is open to all full-time and adjunct faculty. Please watch your email in mid-July for details on our programs for September and Fall semester and how to sign up. Please join us!

Have a good end to the semester and thank you for all you do for teaching and learning at Middlesex College. Wishing everyone a restful and restorative break, and a fun summer. See you on September 1st!

Best regards, Susan and the CELT Board

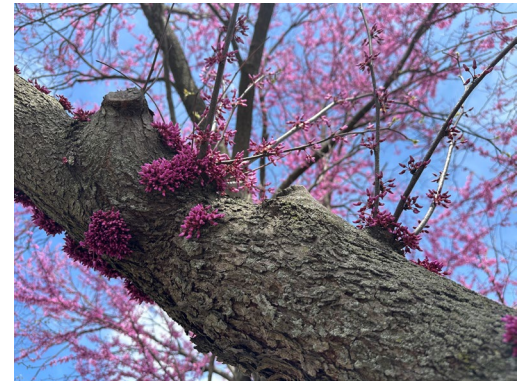
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## Interested in leading a workshop for CELT?

CELT welcomes both full-time and adjunct faculty to present workshops for your faculty colleagues. Are you doing something new in your classes? Present something at a conference? Doing something innovative in your STEM classes? Please let us know and we are happy to put you on our schedule! Members of the CELT Spring Learning Community will be sharing their work on *Integrating Culturally Responsive Pedagogy* at our CELT session in October. Join us as we share ideas across the disciplines.

## Suggestions for Summer Reading:

We hope you find a good beach read for your summer reading. We also recommend some of the following books on pedagogy. In the second edition of *Teaching with AI: A Practical Guide to a New Era of Human Learning* by José Antonio Bowden and C. Edward Watson, the authors update their ideas on how to effectively and ethically use AI as a tool for teaching. In the book, *The Present Professor*, Elizabeth Norell defines presence and how it can help faculty be more authentic and transformational in their teaching. Online teaching wearing you out? Flower Darby has written a new book, *The Joyful Online Teacher: Finding our Fizz in Asynchronous Classes*. Darby gives practical ideas on how to improve the online learning experience for both students and faculty.



## CELT Theme 2026 – 2027

### Growing and Adapting in an Evolving World

**As faculty, we need to constantly adapt and change our approaches to meet our student's needs. Over the year, we will explore strategies for AI and other innovative approaches for teaching now.**

**Save the date for**

**CELT Professional Day!**

**Tuesday, September 1 @ 11 AM with a keynote speaker**

**Workshops on 9/2 and 9/3**

**Everyone is welcome to attend!**

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## Helpful Articles

Here are some articles to help sustain your teaching.

[Refresh and Renewal: A Pilot Study Intervention for Faculty Well-Being](#) reminds us why faculty well being matters.

In *Higher Ed Today*, [Effective Strategies for Combating Faculty Burnout](#), shares strategies to avoid burnout which include attending faculty development programs. Join us to reinvigorate your teaching!

## New Ideas/New Pedagogy

### AI in Higher Ed:

*Inside Higher Ed* shares news about [Canvas Unrolls AI Teaching Agent](#) where a new AI agent aims to save faculty time on “low-value” tasks. While some faculty are embracing this idea, others worry that the rise of agentic AI will lead to a dead classroom where computers teach other computers. In another article from *Inside Higher Ed*, [Writing Faculty Push for the Right to Refuse AI](#) in their classes. Whatever side you are on, artificial intelligence continues to challenge how we teach and learn in Higher Ed. Watch our schedule for the Fall semester, with several workshops and a speaker on how to effectively and ethically use AI to enhance learning in your classes. *Analog Inspiration*, a card deck designed by Carter Moulton offers [47 teaching ideas](#) in a Google doc that gives suggestions on how to use AI to support learning.

### Working on syllabi and new policies for the Fall:

Summer offers us a time to reflect on what we did this past spring and what we want to bring forward to the fall. What changes are you planning to make to your syllabi? Which policies were successful and which ones could use revision? In *Faculty Focus*, the article [The Continuous Quest: Integrating Reflective Practices into Teaching](#), recommends keeping a teaching journal. The author used her journal to be more flexible and respond and course correct more quickly. The article offers suggestions for easy journaling and prompts to help you get started. In the journal, *Life Sciences Education*, the article [Reflective Practices in Education: A Primer for Practitioners](#) offers suggestions that can be used in all disciplines, not only STEM classes. If you are considering new classroom policies, *The International Journal for the Scholarship of Learning and Teaching* presents the article, [“It’s Pedagogical and It’s Selfish”: How Classroom Policies Promote Inclusive Pedagogy, Student Success, and Faculty Legitimacy](#). The article interviews faculty from across the disciplines and analyzes which policies are flexible, which ones are more selfish, and how these policies affect student learning. *The Center for Teaching and Learning* at Washington University in St. Louis offers the resource, [Designing Student-Focused Classroom Policies](#), asking the important questions, “What is the purpose of the various policies on your syllabus? Are the policies in place helping students learn?” In *Faculty Focus*, the article [Co-Creating the Classroom: Collaborative Ground Rules for Engaged Learning](#), suggests setting the tone from the first day by co-creating class rules and letting students know that their voice and opinions matter.

### Integrating Culturally Responsive Pedagogy:

Over the spring semester, a group of 8 Middlesex College faculty participated in a CELT Learning Community sponsored by the Office of the Vice President of Academic Affairs and the Middlesex College Foundation. The participants, Nahla Al Hamed, Martine Cadet, Joseph Foley, Mekhala Girish, Suman Jaiswal, Shambhu Kandel, Virender Kanwal, and Noah Ringler will be presenting their project posters and talking about how they are implementing their ideas in their classes at our CELT session on Tuesday, October 27 sat 2 PM. Interested in learning more about this topic? To start, [The Equity Minded Syllabus Checklist](#) gives faculty ideas to make sure their syllabi reach every learner. Here are a few additional articles to get you started: [\(Mis\)Understanding Students: Approaches to Affirming Student Identities, Culturally Responsive Teaching](#) (from the National Equity Project), [What is Culturally Responsive Teaching](#) (from *Education Week*), and [5 Culturally Responsive Teaching Strategies](#) from Northeastern University. Zaretta Hammond’s book, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (another good book for summer reading) draws on the research of neuroscience to help engage students to learn. Elana Aguilar interviews Dr. Hammond in the article, [Making Connections: Culturally Responsive Teaching and the Brain](#) for Edutopia. If you are interested in hearing about case studies and directly from educators, the University of Michigan shares [Stories of Culturally Responsive Teaching from Frontline Instructors](#). This reference shares three case studies that address navigating diversity and conflict, racism in the classroom, and redefining evaluation. In the article, [Curricula that Account for All Students: A Look at Culturally Responsive Teaching in Higher Ed](#), from *Every Learner Everywhere*, the author discusses how to make teaching relevant and engaging, how to close equity gaps, and how to reach students wherever they are. There is a lot of information written on this topic and even more will be shared by your faculty colleagues in October. Please join us!