



CONNECTICUT COLLEGE



2018-19 Guide for New Faculty

GUIDE FOR NEW FACULTY 2018-19
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TO OUR NEW FACULTY

Welcome to Connecticut College! You have joined a community of scholarship and teaching, and my deepest commitment is to help you flourish in all aspects of your career. Please feel encouraged to drop by the office or to join me for a cup of coffee and informal discussion. My staff and I welcome your visits, phone calls, and email messages. We are located in 203 Fanning Hall.

This booklet was created to acquaint you with your new community. It contains information on topics ranging from the professional to the social—from the Registrar’s guidelines on grading to the names and uses of buildings on campus, and just about everything in between. You will also find descriptions of the recent experiences of some of our faculty going through the tenure process and some glimpses into the lives of our students. I hope you find this booklet useful. It has been designed as a supplement to the faculty handbook, *Policies and Procedures: Information for Faculty, Administrators, Trustees* (also known as “IFF”).

We all wish you the very best as you begin your new careers at Connecticut College. Your faculty and staff colleagues are invested in your success and will be more than willing to help you in any way they can, so be sure to ask if you need assistance. The year in front of you has the potential to be intellectually rich and rewarding. Good luck, enjoy your students and colleagues, and take delight in all your scholarly and creative endeavors.

Here’s to a wonderful year!

All best wishes,

A handwritten signature in black ink, appearing to read "Jeffrey Cole". The signature is written in a cursive, flowing style.

Jeffrey Cole
Dean of the Faculty
Professor of Anthropology

PART I:

ABOUT BEING A FACULTY MEMBER AT CONNECTICUT COLLEGE

A. ACADEMIC PROCEDURES: GUIDELINES FOR NEW FACULTY

This section on academic life has been prepared for you by the Registrar's Office and includes information about all academic procedures, including registration and grading, as well as the handling of incompletes and withdrawals.

1. Please adhere to all deadlines

The Academic Calendar outlines all notable dates for the semester, including breaks and the dates when final grades are due.

2. Please read all memos and emails

Emails and memos from the Registrar's Office often include additional dates, deadlines or instructions.

3. Classroom Information

Detailed information regarding classrooms is available in Virtual EMS. Classroom scheduling for all academic courses is handled by the Registrar's office through the end of the Drop/Add period. Please send an email to classrooms@conncoll.edu with classroom change requests. Additional information about classrooms can be found at: <http://www.conncoll.edu/academics/registrar/resources-for-facultystaff/classroom-information/>

4. Self Service for Faculty

It is important that all faculty members use their Connecticut College Email accounts and access CamelWeb. The only way to view class lists and advisees' academic records and post final grades is through the link to Self Service from CamelWeb. You can access CamelWeb on the College's main web page. You will be prompted to provide your username and password to gain access CamelWeb.

From the home page on CamelWeb, you can reach Self Service by clicking on the icon furthest to the right.

After logging into Self Service, click on the menu **Faculty Services**, which will give you access to:

- Your teaching schedule in a given term;
- Your Class List(s) and the ability to email individual students in your class or email the entire class at the conncoll.edu account;
- Information about the students enrolled in your courses; and
- On-line grading at the end of the semester.

While you're in Self Service, click on the menu **Personal Information** to review your address information, email information, and emergency contacts. Please notify Human Resources if anything needs to be changed/updated.

5. Registration for Degree-Seeking Students

Most upper-class students pre-register for classes during the previous semester. First year students are assigned their FYS course by the Office of the Dean of College, and register for their remaining courses after meeting with their adviser during Orientation. Incoming transfer students also have the opportunity to pre-register for up to four courses and will meet to discuss their course selections after meeting with their adviser during Orientation.

The registration/add/delete period is the first two weeks of the semester. All degree-seeking students may add and delete courses on line during the first week of the semester, using their PIN, which is distributed by the faculty advisers. During the second week all adds and deletes must be completed on an add/delete form, with the approval and signature of the instructor, as well as the signature of the student's adviser. Please avoid sending the Registrar requests via email.

Enrollment Limits: Any course with an enrollment limit, as approved by the faculty, will appear in the College catalog. As the faculty member, you may stop enrollment at that level or alternately you may decide to exceed the enrollment limit by signing an add/delete form for a student. Before over-enrolling your class, please note your room assignment and confirm that there is space in the classroom for additional students. In courses where there is no enrollment limit the only time a student may be turned away from enrolling in the course is if he/she has not met the pre-requisite(s) listed in the catalog.

Pre-requisites: Pre-requisites are approved by the faculty and are listed in the College catalog and in the Self Service catalog.

Attendance at Class: A student who pre-registers for a course is obligated to appear at the first meeting of that course. In the case of absence, the student must notify the instructor within two working days of the first class meeting of his/her intention to continue in the class. Otherwise an instructor is not obligated to keep that student on the class list and may assign his/her place to another student who did not pre-register. Faculty members should notify the Registrar's Office of such situations so we can ensure that the student deletes the course from his/her schedule.

Regular attendance at classes and other scheduled academic appointments is expected of all students. Absences represent a serious loss to the students. Instructors are asked to contact the appropriate academic dean in cases of extended or repeated absence. After warnings from the instructor and the academic dean, excessive absence may result in failure in the course. No instructor is expected to give extra help or to grant extensions to a student who has missed classes voluntarily.

6. Registration for Non-degree Students

Non-degree (special day) students are not permitted to pre-register for classes. They must apply to be special students through the Registrar's Office. Once admitted, these students register at the beginning of the semester using the Registration/Change of Course Form available in the Registrar's Office. However, they must apply to be special students through the Registrar's Office one month before the start of the semester. Non-degree students cannot register online and must obtain the signature of each instructor on the form. Non-degree students bring their registration forms to the Accounting Office and then submit them to the Registrar's Office for processing. This process must be completed before the end of the add/delete period.

7. Class Lists

Faculty members may view their class lists at any time through Self Service. Incoming freshmen and transfer students will be registering for the remainder of their courses during Orientation. If you wish to view (and perhaps print) your class lists before classes begin, please remember that online course registration continues through the first week of classes—there is no specific cut-off time before classes begin.

After the limited add and delete period ends, we need to be sure that each student is registered correctly for his/her classes. Consequently, we ask that you report any enrollment discrepancies between your most current class roster and the students who are actually attending the course.

8. Final Exams

Connecticut College has a unique exam procedure. If your course requires a final examination, it will be self-scheduled by the student during the final exam period. Exceptions include courses for which there is a pedagogical need to have a single examination period. Instructors shall preschedule their examinations through the Office of the Registrar. During the semester, all faculty members must inform the Registrar's Office of the type of final exam or final project that will be offered for all courses under their teaching jurisdiction. If you will offer self-scheduled

exams, you must provide the Registrar's Office with one copy of the exam for each student in the class (with his or her name on it in the upper right hand corner), along with six extra copies of the exam. Information regarding final exams will be sent to you by mid-semester.

9. Final Grades

Final grades for the fall and spring semesters are submitted online through Self Service. An email regarding the grading process will be sent to you at the end of each semester.

The letter grades used and their associated grade points are: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.0; NF, 0.0; IF, 0.0.

For juniors and seniors who have elected the satisfactory/unsatisfactory option in a given course, the grade of "satisfactory" is assigned for course work completed at or above a "C-;" a grade of "unsatisfactory" will be assigned for course work completed at or below a "D+." Neither the satisfactory nor the unsatisfactory grade will factor into the cumulative grade point average, and credit will be earned for a satisfactory grade only. Please note that if a student has elected the S/U option the only choices available for online grading will be "S" or "U."

If a one- or two-credit course is to be graded passed/not passed, only a "P" or an "NP" will appear as a grading option. In this case "P" is equal to a "D-" or better and "NP" is equal to an "F."

Once the faculty has voted on the awarding of the degrees at the final faculty meeting of the year, no changes of grade will be accepted or posted for a student who is graduating or has graduated. Senior transcripts are frozen after the final faculty meeting of the year.

10. Grade Point Average

Grade point averages are calculated by summing the grade points and dividing by the sum of the corresponding semester hours. Courses graded on a passed/not passed or on a satisfactory/unsatisfactory basis are not calculated into the grade point average.

Course work taken during the summer and while on leave from the College (Study Abroad/Study Away or **approved** leave, with **approved** transfer credit), will be included in a student's grade point average calculation.

11. Incompletes

All course work is normally due by the last day of exams for the semester. An incomplete, for up to four weeks after the last day of exams, may be granted only with the approval of the instructor and the class dean. Applications for incompletes must be filed by the end of the final examination period. Incompletes extended beyond four weeks require the approval of the faculty member and a petition to the Committee on Academic Standing and will be granted only in the most extraordinary of circumstances.

If a final grade has not been submitted within four weeks of the beginning of the following semester, the incomplete grade will be replaced with an administrative failure. This will be calculated into the grade point average as a failure unless a different grade, based on previously completed work, is submitted by the instructor.

12. Academic Policy

Academic Degree Requirements

- a. The equivalent of 128 semester hours is required for the degree.
- b. A student is expected to complete all degree requirements in the equivalent of eight semesters or fewer, depending upon transfer credit

(RTC students should refer to the Satisfactory Academic Progress section of the catalog). A student must complete a minimum of 64 semester hours at the 200 level or higher.

No more than four one-semester hour courses may be counted toward the 128 semester hours required for the degree.

At least 64 semester hours must be taken outside any single department (as defined by the course designations).

The minimum cumulative grade point average for the degree is 2.0.

The normal course load per semester is four courses (the equivalent of 16 semester hours) in order to complete the degree requirements in a maximum of eight semesters (RTC students should refer to the Satisfactory Academic Progress section of the catalog). The record of each student who is not enrolled in a minimum of 16 semester hours will be reviewed by the Committee on Academic Standing at the end of each semester. Poor scholarship is not grounds for reduction of the normal course load. A student must be enrolled in a minimum of 12 semester hours to be eligible for on-campus housing. Campus housing is not available for RTC students.

Voluntary Withdrawal

The Voluntary Withdrawal Period begins two weeks after the conclusion of the Delete Period and ends five weeks before the last day of classes. During this period, a student may withdraw from one or more courses with a grade of "W" recorded on the transcript. Under exceptional circumstances the Committee on Academic Standing may allow a student to withdraw from courses after the end of the Voluntary Withdrawal Period. A student may not at any time fall more than two courses (eight semester hours) behind the normal accumulation of four courses per semester (all students should refer to the Satisfactory Academic Progress section of the catalog). If a student has fallen eight or more semester hours behind the normal accumulation the voluntary withdrawal option will not be available, except by explicit permission of the

Committee on Academic Standing, until the student has earned additional credit through over-pointing or completing summer school courses. A student may only use eight semester hours of Advanced Placement credit to repair credit deficiencies. Any student who has an Honor Council case pending in relation to a course, or who has received a penalty in relation to a course, is not permitted to exercise the voluntary withdrawal option in that course.

Graduating in Less Than Four Years

Students seeking to receive a bachelor's degree in fewer than four years (not applicable to RTC students) must obtain approval for their course of study from their major adviser and from the Committee on Academic Standing.

Completing Degree Requirements during the Summer or Fall

The College's annual Commencement ceremony is held in May. Students who have not completed the necessary coursework but who are within eight credits of the total required for graduation may, with the signature of their academic dean, participate in Commencement. Such students will be eligible to receive their degrees in the fall semester of the next academic year, as long as they complete the required coursework and submit the appropriate documentation to the Office of the Registrar no later than September 15. The degrees will be conferred in October, upon approval by the faculty and the board of trustees. There will be no separate Commencement ceremony during the fall semester. For the purposes of Latin honors and other awards, students receiving their degrees in the fall semester will be considered members of the class that graduated the preceding May.

Students within eight credits of graduation at Commencement who submit the necessary documentation after September 15 will receive their degrees the following May, as will any students who complete their degree requirements during the fall semester. In such cases, the College will provide an official letter stating that the student has completed the necessary coursework for the degree. A specific notation will also be made on the student's transcript indicating that the degree requirements have been fulfilled.

Overpointing (not applicable to RTC students)

Students may enroll in up to 19 semester hours per term, subject to approval from their faculty adviser. Any additional coursework is considered over-pointing and requires special approval prior to the end of the Limited Add Period. Students who have not met the guidelines below by the end of the Limited Add Period will have excess courses deleted from their schedule at the discretion of the Registrar. Requirements for over-pointing are as follows:

From 20 to 23 credits: Students must have earned a grade point average of at least 3.0 during the previous. Students whose grade point average from the previous semester was below 3.0 must obtain approval from both their faculty adviser and their academic dean. Approval forms are available from the Registrar's Office.

From 24 to 27 credits: Students must obtain approval from both their faculty adviser and their academic dean.

Students may not enroll in more than twenty-seven credits without the approval of the Committee on Academic Standing. Under normal circumstances a student may not take more than six courses that are worth four or more credits.

Satisfactory/Unsatisfactory Option

In each semester of the **junior** and **senior** years (to a maximum of four semesters), a student with a cumulative and current grade point average of 2.0 may elect one otherwise letter-graded course for which the instructor is required to enter the final mark as either Satisfactory (S) or Unsatisfactory (U). **Return-to-College** students must petition the Committee on Academic Standing to elect the satisfactory/unsatisfactory option. **Non-degree** students may elect one satisfactory/unsatisfactory course per semester. A grade of Satisfactory will be awarded for course work completed at or above a "C-;" the grade of Unsatisfactory is awarded for course work completed at or below a "D+." Neither the Satisfactory nor the Unsatisfactory grade will factor into the cumulative grade point average, and credit is only earned for a Satisfactory grade. A grade of Unsatisfactory automatically excludes a student from Dean's Honors and Dean's High Honors for that semester.

A course elected for this option:

- May not be drawn from the requirements and electives of the major.
- May not be used for a course intended to satisfy a minor, a General Education, or a certificate program requirement.

The option may be filed from the first day of classes to the end of the first six weeks of classes. Upon submission of the Satisfactory/Unsatisfactory form, the instructor will be notified of the student's election of the option.

Additional information about the S/U option can be found in the College catalog.

AP Credit

AP credit or the equivalent may be used to satisfy General Education requirements, subject to the approval of the department. Please see the catalog for details regarding General Education requirements. Students should be aware that Advanced Placement credit may not be counted toward the Modes of Inquiry or any other components of the Connections program.

Pre-Freshman Credit

Connecticut College will grant credit for pre-freshman work, providing the student has earned grades of "C" or above for transferable courses (those having an approximate counterpart in the Connecticut College curriculum), taken at an accredited institution and having met the following criteria:

The course work must:

- Have been completed on a college campus;
- Have been completed in a class with matriculated college students; and
- Not have been used to satisfy any high school graduation requirements.

It is the responsibility of the student to forward an official transcript of any pre-freshman course work to the Registrar's Office. Once an official transcript has been received, the student's complete file will be reviewed to determine if the credits should be posted to the Connecticut College transcript. It may be necessary for the student to submit additional documentation from his/her high school. Connecticut College does not award credit for programs where the above criteria have not been satisfied, i.e., the University of Connecticut's CO-OP program, Kenyon College's SCA Program, Syracuse University's Project Advance, or CLEP.

Transfer Credit for Transfer Students

The evaluation of transfer credit is determined by the Registrar's Office. Transfer credit is granted for approved courses (those having an approximate counterpart in the Connecticut College curriculum) taken at an accredited institution for which the student has earned grades of "C" or above for course work that was completed before matriculation at Connecticut College.

While transfer students are given credit for approved courses taken at other institutions, they are required to complete at least two full years of academic work in residence (full-time status [not applicable to RTC students]), including one semester of the senior year, and earn at least 64 credits at Connecticut College.

Responsibility for Errors in Choice of Study

Although advisers will give all reasonable aid and direction, students will be held responsible for errors in their choice of studies. Students should regularly seek guidance on their academic programs; they should consult their academic advisers until they have elected a major and with their major adviser thereafter. After such consultation, students are free and responsible to choose their own program, subject only to college, departmental, or interdisciplinary program regulations.

Declaration of Major

A student may declare a major at the beginning of the freshman year or thereafter until the second semester of the sophomore year. Each student must submit a declaration of major form no later than March 31 (or October 31) of the second semester of the sophomore year.

General Education

In the academic year 2014-15, faculty approved the first substantial revision of our General Education program in over 30 years. This new "Connections" curriculum is of such a comprehensive nature that it is being phased in gradually. It is designed to promote the following principles that were endorsed by the faculty in December of 2013:

- Cultivate different ways of knowing through disciplinary breadth
- Foster intellectual curiosity, critical thinking, and imagination in conjunction with practical skills
- Enable students to develop a rigorous, intentional, and integrative educational plan and a reflective educational experience
- Promote excellence through inclusion
- Put the liberal arts into action by engaging global and local communities



To accomplish these goals, the faculty designed a program of study that includes the following components:

- 1) **Enhanced First Year Seminars** that Employ **Team Advising** (effective Fall '15)
- 2) 100-level **ConnCourses** that Emphasize Interdisciplinary Perspectives, Integrative Thinking, and Real World Applications (effective Fall '16)
- 3) **A Minimum of Two Semesters of Study of One Language at Any Level and Transcript Recognition for Advanced Proficiency and Demonstrated Application of the Language in International or other Practical Context.** (effective Fall '16)
- 4) **Integrative Pathways** – An Innovative Program of Study that Features Intentional Learning Based in Disciplinary Breadth, Global-Local Engagement, and a Senior Reflective Experience (effective Fall '18)
- 5) **A Commitment to Full Participation in Course Design and Practices**

For more information about any of these Connections components, go to the Connections page on the College website or the Connections link through CamelWeb.

Because Connections is being implemented gradually, you will have students who are completing both the outgoing general education program and the new one. Academic year 2018-19 will be the last year of students who may still be completing the outgoing education program. These general education courses introduce students to the orienting questions, conceptual frameworks, and methods of inquiry and expression of the natural and social sciences, humanities, and arts. Lists of courses which satisfy the distribution requirement areas are published annually and posted on the College website.

The seven General Education areas are:

Area 1: Physical and Biological Sciences

Area 2: Mathematics and Formal Reasoning

- Area 3: Social Sciences
- Area 4: Critical Studies in Literature and the Arts
- Area 5: Creative Arts
- Area 6: Philosophical and Religious Studies
- Area 7: Historical Studies

Students complete one course from each of these seven areas, taken in seven different departments, as defined by the course designations. Each of these courses, when completed at Connecticut College, must be taken for a letter grade and must be worth at least four credit hours. Any exceptions to the seven-department rule must be approved by the Committee on Academic Standing. These seven courses should normally be completed by the end of the sophomore year. With special permission, appropriate coursework taken at other institutions may be counted towards these requirements.

In the Fall of 2016, these seven areas were replaced by the following five Modes of Inquiry. Students now have the option of taking courses in all five of the Modes of Inquiry or taking four out of five Modes of Inquiry within an Integrative Pathway or Center Certificate Program. In the Fall of 2016, several pilot integrative pathways were introduced for students to join in addition to the four center certificate programs. Additional pathways continue to be added each year. Students entering the college in 2016-17 will be the first cohort of students to complete the new Connections program.

The five Modes of Inquiry are:

1. Creative Expression

The practice of various art forms – at times including research, dialogue, creation, and performance – enables students to broaden their imagination, while also enhancing their ability to explore and interpret the vast array of human experiences. This process can occur in many forms, including performing arts, visual arts, creative writing, architecture, and media arts. Creative Expression courses provide students with tools that enhance reflexivity and cultural awareness and facilitate the ability to express ideas.

2. Critical Interpretation and Analysis

Critical interpretation and analysis fosters the ability to recognize the cultural, aesthetic, and ethical significance of objects of study. Students in Critical Interpretation courses will apply critical thinking informed by aesthetic and historical awareness, textual interpretation, and analysis. These abilities are honed through serious and sustained engagement with and writing about texts of various kinds – photographs, films, primary documents, critical and theoretical essays, novels, plays, cultural artifacts, works of music and art, among others.

3. Quantitative and Formal Reasoning

The processes of interpreting and analyzing quantitative information and symbolic systems are required to understand society, the world, and the universe. Students will engage in this Mode of Inquiry through creative problem-solving, modeling natural or social phenomena, investigating logical systems, and analyzing numerical data.

4. Scientific Inquiry and Analysis

Scientific approaches are essential to addressing many of the issues facing our world. Students should engage in evidence-based problem-solving that explores processes in the physical world. This involves the abilities to develop hypotheses, make empirical observations, analyze data and evaluate results within the context of a theoretical framework of a scientific field. Courses in this Mode will engage students in how scientific knowledge is produced and in the ways that this knowledge intersects with society.

5. Social and Historical Inquiry

This Mode of Inquiry examines the diverse ways that human societies are organized as well as the complexity of the human experience across history. Courses designated as Social and Historical Inquiry will include exposure to the variety of methodologies and theories (empirical, interpretive, humanist, narrative) designed to investigate human interaction across time and space. Students will consider social, political, economic, and other cultural influences on human interactions with attention to language and structures of power and privilege, especially as manifested through race, ethnicity, class, gender, sexuality, age, and ability.

13. Foreign Language and Cross-Curricular Requirements

Former Foreign Language Requirements:

Each student must include a course in a foreign language at the intermediate level or higher; as an option, students may choose a new language, in which case they must complete a two-semester sequence of the same elementary language. A new language is one in which a student has studied for not more than one full year of secondary school.

The foreign language requirement may be waived upon the recommendation of the appropriate language department on the basis of one or more of the following: departmental tests, interviews, or an SAT Subject Test score of 560 or higher. Students must seek this waiver during the freshman year.

Students who have a documented disability in foreign language acquisition, as certified by the Director of Student Accessibility Services, may petition the Committee on Academic Standing for a substitution of the foreign language requirement. Provided the Committee on Academic Standing approves, students must select two foreign culture courses in place of the typical foreign language course(s). Both culture courses must be offered in English by foreign language

departments or programs at Connecticut College. The courses can be taken at any level, and both need not pertain to the same language/culture.

New Foreign Language Requirements (Effective for Fall 2016):

As a foundation for incorporating world languages and cultures into students' academic programs, each student will complete a minimum of two semesters of study of one language at any level, either at Connecticut College or at a comparable institution. Normally, language courses will be completed by the end of the sophomore year so that students may incorporate and deepen their knowledge in culminating work in the junior and senior years.

Additionally, students will work with advisors to apply their language study to scholarship and other activities that reach beyond the traditional classroom. These experiences may include, but are not limited to: study away and SATA programs with intensive language study; course TRIPS with language and culture components; certificate programs through the academic centers; science practica or internships involving international collaborations; international internships; community learning components in languages other than English; student teaching; FLAC sections; participation in the World Languages program in the New London schools; CC Language Fellow and Language Assistant positions; honors theses and Senior Integrated Projects employing research in languages other than English. These practical applications are strongly recommended to build upon the required language coursework.

Students who achieve advanced-level proficiency in a language, and who apply their language in an international or other practical context, may have this noted on their academic transcript.

The curricular changes in this motion will go into effect for first-year students and transfer students entering the College in the Fall of 2016.

Writing Across the Curriculum

Each student must complete two designated Writing (W) courses. For most students, one of these courses will be a freshman seminar. Writing courses are designed to integrate the teaching of writing with the teaching of subject matter, and to foster a deep connection between writing and critical thinking. Courses that fulfill the writing requirement normally include the following elements:

- A minimum range of 15 to 25 pages of graded writing
- Writing assignments distributed over the course of the semester
- Feedback from the instructor on writing, along with opportunities for students to make use of these suggestions
- Time devoted to discussing skills and strategies for writing

Technology

Information skills are an essential part of a modern liberal arts education. Students should acquire skills in Internet navigation and research, database searching, and traditional library research. In addition, students should be able to integrate appropriate technology into their learning and research.

14. Advising

First year students are assigned an advising team, consisting of a faculty advisor, who is also the instructor of their first year seminar, a staff advisor, and at least two student advisers (SAs). Responsibilities of the student advisers include the orientation of the incoming students to College policies and procedures and their preparation for meeting with their faculty advisers.

During the summer entering first year students register for a first year seminar and one other course. When first year students meet with their advisers before classes begin, they select the remainder of their courses with their adviser's approval and register online the day before classes begin. This faculty member will remain the student's adviser until he or she declares a major, at which time the student will choose an adviser in the department of his or her major field.

A Faculty Advising Handbook is available from the Office of the Dean of the College and on CamelWeb (by navigating to Faculty Resources).

The Office of Career and Professional Development offers a five-year program that takes a student from initial career exploration, the CONNections funded internship after the junior year, to senior year job search assistance. The office furnishes individual career counseling; exploratory learning about one's strengths, weaknesses, and interests; internship opportunities; interviews with alumni panelists in fields of interest; guidance in preparing a career e-portfolio; personalized mentoring; and academic planning. The e-portfolio allows students to maintain an on-line record of the career and academic planning process throughout their enrollment at the college.

15. Placement Tests

Over the summer and during orientation (prior to registration) placement tests are given in a number of departments. These tests make it possible for departments to help place students in the course level that is best suited to their abilities.

16. Latin Honors

Beginning with the 2011-2012 academic year, Connecticut College implemented a new system for the calculation of Latin Honors at graduation. This change affected ALL students who matriculated in or after the fall of 2008. Students seeking additional information about the new legislation should contact the Registrar's Office or be referred to the College catalog.

If you have any questions about anything outlined in this document or would like assistance in navigating through Self Service, please contact the Registrar's Office at registrar@conncoll.edu.

B. GUIDELINES FOR FACULTY REGARDING STUDENTS WITH DISABILITIES

Under the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 as amended, otherwise qualified students with disabilities are legally entitled to receive appropriate and reasonable accommodations that provide them with equal access to educational activities. Disabilities covered include sensory and motor impairments, chronic illnesses, psychiatric disorders, learning disabilities, and attention deficit disorder.

Accommodations can involve many campus functions and require adjustments in one or more of the following areas: residential life, transportation, scheduling, curriculum, classrooms, and coursework. Such adjustments are made in cooperation with various members of the campus community who are responsible for the areas affected. In the case of providing academic accommodations to students, faculty are asked to collaborate in providing modifications that will help to insure equal access to the classroom and coursework for students with disabilities.

In order to be certain that we meet our obligations to students with disabilities, please include the following statement on your course syllabus:

Office of Student Accessibility Services

If you have a physical, mental or learning disability, either hidden or visible, which may require classroom, test-taking, or other reasonable modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Office of Student Accessibility Services. You can do so by going to the Office of Student Accessibility Services, which is located in the Academic Resource Center (ARC) on the second floor of Shain Library in Room 236, or by contacting the Office at 860-439-5240 or 860-439-5428, or by email to sas@conncoll.edu.

Students initiate the accommodation process by registering with the Office of Student Accessibility Services and requesting an accommodation. In order to qualify, the student must present adequate documentation of both a disability and the need for the accommodation(s) requested. Letters which list approved accommodations will be given to students who request them for delivery to each faculty member in person. Students are advised to schedule an appointment with faculty in order to discuss the accommodations in a confidential setting and make the necessary logistical arrangements. We hope that this approach will foster responsible self-advocacy among students and encourage them to communicate with faculty early in the semester.

Please contact the Office of Student Accessibility Services to speak with the Director or Student Accessibility Coordinator (Ext. 5240 or 5428) if you have questions or comments about services to students with disabilities on campus. They are available to discuss your concerns about students with disabilities or suspected disabilities that may be interfering with equal access to learning. More information can also be found on the Student Accessibility Services webpage at <http://www.conncoll.edu/campus-life/accessibility-services/>.

C. THE HONOR CODE

The Honor Code is the cornerstone of the Connecticut College experience, and students are expected to uphold academic excellence, maintain high community standards, and practice responsible citizenship that ultimately protects the core principles of our College. With the privilege of having a diverse student body, students should be able to interact and learn from each other in ways that uphold community respect and personal freedom.

Instituted in 1924, the Honor Code is a system based on trust and mutual respect. The honor system at Connecticut College is unique in that it is upheld and presided over by a student-governed conduct process known as the Honor Council. Because students take the Honor Code very seriously, there is a strong trust between students, faculty, and the administration. The Honor Code sets the tone for campus life and acts as a philosophy to live by through demonstrating a commitment to personal participation in improving the quality of life in our community.

During orientation, this honor system is thoroughly explained to new students. When students matriculate, they pledge to adhere to the Connecticut College Honor Code by formally signing the Connecticut College matriculation pledge:

I accept membership into Connecticut College, a community committed to cultural and intellectual diversity. I understand my obligation to this community under the Honor Code and pledge to uphold standards of behavior governed by honor. I pledge to take responsibility for my beliefs, and to conduct myself with integrity, civility, and the utmost respect for the dignity of all human beings. I pledge that my actions will be thoughtful and ethical and that I will do my best to instill a sense of responsibility in those among us who falter.

Suggested Language for Course Syllabus

“Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, submitting the

same work in two courses without prior approval, unauthorized discussion, collaboration, or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the College's Honor Council for resolution.”

Honor Pledge

On all exams, tests and quizzes taken at Connecticut College, students are required, as part of their adherence to the Honor Code, to write out the Connecticut College Honor Pledge: “I promise not to give or receive aid on this exam.” It is signed by the student. It is an outward indication of a student's pledge to work on his/her honor.

Faculty FAQ: Honor Code/Academic Dishonesty Violations

In accordance with *IFF* (2.1.1.4 Course Requirements and Final Examination sections), all allegations of academic dishonesty should be referred to the Honor Council for resolution.

What do I do if I suspect a student has violated the Honor Code?

Faculty members should tell the student to report him/herself to Sarah Cardwell, Senior Associate Dean of Student Life, and then contact Dean Cardwell as well. Honor Code violations are processed through the College’s conduct process (typically referred to Honor Council). Dean Cardwell will coordinate the hearing process with the faculty member and the student. The Dean of the College’s office also serves as a resource for faculty members in these situations.

Can I discuss the matter with the student?

Yes. Many faculty members will discuss the violation with the student as well as let the student know they have referred the violation to the Honor Council.

What are my responsibilities as the faculty member?

The faculty member will provide Sarah Cardwell with documentation of the alleged violation, a copy of the course syllabus, and any other pertinent information related to the violation.

Do I need to attend and provide information at the hearing?

We prefer all those involved in a case to attend the hearing. However, in instances when a faculty member cannot attend the hearing, the faculty member may submit a detailed statement in lieu of their presence. The presence of a faculty member at the hearing does allow the hearing board to clarify any questions they may have on the content or circumstances of the case.

What are the possible sanctions?

Sanctions depend on the type and severity of the violation. The council considers academic violations particularly egregious and typically issues a conduct sanction in conjunction with an educational sanction relevant to the academic violation. Educational sanctions may include, but are not limited to: loss of self-scheduled and/or un-proctored exam privileges, grade reduction, an

“F” for the exam/assignment/course, or no credit for the exam/assignment. Student conduct sanctions may also reflect a student’s prior discipline history.

What if I disagree with the outcome?

Whether a student is found responsible or not responsible for the violation, the finding of responsibility by the hearing board is binding. When found responsible, the sanctions related to the assignment/course grade are recommendations to the professor. The professor may choose to accept or alter these sanctions. Student conduct sanctions do not fall under the purview of the professor. A student may appeal his/her sanction to the Dean of Students.

Can the student appeal the sanction?

A student may submit a letter requesting a review based on the student conduct review process guidelines outlined in the Student Handbook. Dean Cardwell will notify the professor if a sanction is changed as a result of a request for review.

Once a decision is reached by the hearing board, what is my responsibility to the student?

The faculty member needs to notify the student via email (please cc: the academic dean and Sarah Cardwell) as to whether or not the recommendation is accepted. If the recommendation is altered, the academic dean and Dean Cardwell should be notified. In the event a student is directed to receive a “F” in the class, the student should continue as a full participant in the class.

Who is told about the violation and sanction?

Dean Cardwell will notify the student, the class dean, and the faculty member of the results of the hearing and, if applicable, the terms of the sanctions.

When a violation has been reported, may a student withdraw from the class?

No. Academic regulations prohibit voluntary withdrawal from a course in which a student has an academic hearing pending or when the student has received a penalty in relation to an academic violation in that course.

Who is on the Honor Council?

The Honor Council is comprised of seventeen students: four students representing each class year (16 students) and a student chair. Eight members of the council will hear the case. The council members have received extensive training regarding the college’s policies, processes and procedures. Dean Cardwell advises the council and is present for all academic dishonesty hearings. Two faculty liaisons also serve as consultants to the council for all academic integrity hearings.

Student Conduct Philosophy

The student conduct process at Connecticut College approaches Honor Code violations from an educational perspective. The Honor Code encourages personal responsibility and accountability mindful of an individual’s impact on the community. The sanctioning process provides an

opportunity for students to reflect on their choices, the consequences of those actions, and make amends to the community.

Questions?

Sarah Cardwell, Senior Associate Dean of Student Life at x2839 or scardwel@conncoll.edu.

Professor Tristan Borer, Faculty Consultant to the Honor Council, tristan.borer@conncoll.edu

Professor Simon Feldman, Faculty Consultant to the Honor Council, sfeld@conncoll.edu

(READ THE FOLLOWING SECTION BEFORE YOUR FIRST FACULTY MEETING)

D. ABOUT THE FACULTY HANDBOOK KNOWN AS "*IFF*"— *POLICIES AND PROCEDURES: INFORMATION FOR FACULTY, ADMINISTRATORS, AND TRUSTEES*

The book, *Policies and Procedures: Information for Faculty, Administrators, and Trustees*,” spells out the College’s policies and procedures relating to faculty responsibilities, privileges and benefits and describes shared governance. It also includes the bylaws and rules relating to faculty organization and describes the committee, departmental and program structures at the College, as well as the structure and responsibilities of the board of trustees. You may be wondering why it’s called, “*IFF*.” Before a major revision some years ago, its title was simply, *Information for Faculty (IFF)*. It’s generally felt that “P&P” just doesn’t lend itself well to be the acronym for this book.

At the end of each section in *IFF* is a description of how portions of that section can be amended: some policies and procedures are under the purview of the board of trustees, while most can be amended by the faculty. Much of what you will find in this book is faculty legislation, which is crafted by the committee called the Faculty Steering and Conference Committee (FSCC). Each piece of legislation written by this committee is presented to the faculty as a whole at a faculty meeting where it may be discussed in preparation for a vote at the next meeting. Although they do not typically have voting rights, adjunct faculty are participating members of the faculty, welcome to attend faculty meetings and to speak on the floor of the faculty. Thus, all faculty members have a voice in shaping faculty legislation.

Shared Governance/Academic Freedom and Tenure

Shared governance is a widely held value at the College. The administration, faculty, and Student Government Association (SGA) work well together. The College’s president chairs faculty meetings when he/she is on campus; students sit on many of the major committees on campus

(and staff sit on some as well); and there is a general air of cooperation among the three constituencies.

Section 1.1 of *Policies and Procedures* states: “The Board of Trustees, the faculty, and the administration endorse, as the basis of shared governance at Connecticut College, the 1966 Joint Statement on Government of Colleges and Universities (AAUP Policy Documents & Reports), 2001 Edition, pp. 217-223, excluding footnotes (www.aaup.org), reproduced in Appendix A.”

This is followed by Section 1.2: “The Board of Trustees in February 1950, endorsed the document of the American Association of University Professors on academic freedom, the 1940 Statement of Principles on Academic Freedom and Tenure (AAUP Policy Documents & Reports, 2015 edition, pp. 13–19) (www.aaup.org), reproduced in Appendix B.

Committees

IFF is also your resource for assistance in figuring out the College’s committee structure. Section 5 explains the general functions, jurisdictions and obligations of all standing committees and then describes each one. Three major committees that you will often hear referred to are the Faculty Steering and Conference Committee (FSCC), the Committee on Appointments, Promotion and Tenure (CAPT), and the Priorities, Planning and Budget Committee (PPBC). FSCC is the lead faculty committee, with responsibilities for charging many of the other committees. FSCC and CAPT are staffed only with faculty members, whereas the PPBC also has student, administrative and staff members.

If you have any questions about the contents of *IFF*, don’t hesitate to contact the Associate Dean or Dean of the Faculty.

E. GETTING TENURE

We asked faculty members who were recently awarded tenure to respond to four questions about their experience with the process. We hope their comments help to demystify the process for you. Their anonymous responses are arranged in the same order for each question.

1. What do you think mattered most about your teaching?

First Respondent: Since only two years of teaching at Conn were considered for my tenure, it was important that my colleagues were able to give meaningful reviews of my teaching in addition to the student evaluations. Some courses were unusual (small enrollments, or had a cohort of students who I had been warned were not greatly hard-working), and so these sorts of things had to be explained in my personal statement and colleagues' letters.

Second Respondent:

- A. Offering a contemporary and interdisciplinary approach not previously offered.

- B. Positive interactions with my colleagues in the department—working together with them to make curricular changes that reflected my contributions in ways that benefited everyone’s teaching. Being a team player while adding new ingredients to the mix.
- C. My energy, passion, and interest in the students

Third Respondent: Communicating to my students my love for the material and my desire to help them master the content and the analytical and writing skills they need to succeed in college. They found helpful my energy, enthusiasm, and ability to incorporate many different kinds of sources into classroom teaching and learning. I learned to be very organized in lectures using outlines and guide questions for assigned readings. I always asked for a lot of work, but they usually tolerated those demands because I gave them ample feedback (using two-page paper evaluation sheets for instance), and I was always available for extra office hours around paper writing time. CC students can be unrealistic in their demands for entertaining classes and for high grades, which means we have extra work to help them take responsibility for their own learning and find their own motivations.

Fourth Respondent: Be available to your students—in class, outside of class, and by e-mail. Be in your office as much as possible (five days a week, if possible). When working with students, either in a group or individually, be responsive to their abilities and talents. Always maintain high standards, but be flexible with regard to your pedagogical techniques—do not become too attached to any one style of teaching (either cutting-edge or old-fashioned).

2. What do you think mattered most about your research or scholarship (which includes artistic production)?

First Respondent: Well, in my case, since I already had an established and continuing research record, I don't think that research was at all an issue in my tenure review.

Second Respondent: I think what mattered most to the Committee on Promotion and Tenure (CAPT) was my national/international profile measured by the quality and amount of recognition I received through producing and exposure, publication, awards and invitations to lecture. What mattered most to me was growing the work and taking some risks – these qualities are not always compatible with outside recognition, so I needed to strike a careful balance. What mattered to the committee and myself was that my work adds to the current discourse in my field.

Third Respondent: Always keeping the Chair and other active senior members of my Department informed of what I was researching, presenting, and publishing helped them develop confidence in my dedication to scholarship. They learned more about my writing and my analysis in a writing group that involved both tenured and untenured members of my department. Moving forward with more than one publication project at a time also proved a good approach because it allowed me to complete more projects overall and made me less vulnerable to delays in any one particular publication. Overall, it was key for me to find ways to be open about what I was doing

and obtaining frank and supportive assessments of my work and if I was getting enough done to be considered on track at CC.

Fourth Respondent: Most faculty members have very specialized areas of research—as do you. Do not be disheartened by the possibility that only a few people on campus share your research interests. Your colleagues still value what you do, even if they cannot immediately understand the specifics of what you study. Because of the small size of the college, it is critical that you maintain an active place within the broader scholarly community—make use of all the travel funds and similar resources that are available to you.

3. What do you think mattered most about your service to the College?

First Respondent: This was the aspect that needed the greatest explanation, since I had only been here for two years (one semester of which I was on parental leave). However, my duties in expanding the curriculum into other areas (my new cross-listed course on environmental modeling, for example), service in committees (FLMC, Dean's committee on planning the new science building), and reviving the college's participation in the mathematical contest in modeling, all helped. Ironically, the committee in which I've recently been most active—the steering committee of the Goodwin-Niering Center—was not even mentioned in my personal statement for tenure review, since I started on that committee just around the time my tenure application was submitted.

Second Respondent: Effectiveness in key service positions in and out of my department. It was helpful that people in the college community knew who I was based partially on service outside my department. My engagement with colleagues outside my department was appreciated and noticed, and the service I provided within my department was acknowledged too.

Third Respondent: Stay involved in those areas and projects you care most about. That gives you more motivation and helps you create a coherent narrative about how your service relates to your teaching and scholarship when you need to write about it for third-year review and tenure review. For example, I was interested and involved in diversity issues (so I worked with Unity House, La Unidad, the Multicultural and Diversity Committee, and the Center for Comparative Study of Race and Ethnicity) and I brought in speakers and organized panels that related to those issues and to the classes I was teaching in a particular semester. I served on search committees and went to talks for related departments and those that contributed to what my students need to learn. I served on college-wide committees and task forces dealing with issues I felt were important: curriculum, family friendly policies, and college housing. Senior members of my Department offered advice about which commitments might entail more work than I could handle and offered to deflect requests for service that I felt were too much. They were very good at running interference for me. Service allowed me to get to know well colleagues and staff outside my department who wrote letters for my file.

Fourth Respondent: Be willing to do whatever needs to get done on campus. If some aspect of your departmental curriculum needs to be improved, volunteer to help implement the necessary changes. If some practice at the college-wide level needs to be fixed, determine what needs to be done and work to correct it yourself. Find out the functions of the various committees and volunteer for those that deal with issues you find important.

4. Please share any other impressions about the tenure and promotion process that might be helpful for faculty new to Connecticut College.

First Respondent: Hmmm—nothing much to say here!

Second Respondent: ADVICE: your tenure package/dossier is a daunting task. A couple of hints:

Write your annual report professionally and in a voice compatible with the one you will use to write your tenure statements. Be direct, accurate, and concise. You will need to include your annual reports as written in your tenure document. Some consistency in format will help the committee when they read everything together.

I found it helpful to keep a box or file handy for all my yearly accomplishments, invitations, service activities, publicity, lectures etc. as they happen. Sometimes I just jotted down a reminder with a date, and I tossed it in the file. I saved everything, and edited it later when it came time to write the annual report and to put together my supporting materials.

Get advice from people outside your department. Remember that you will be assessed by people who may know very little about what is important in your area of scholarship. Heed only the advice that seems right for you.

Be selective about what you choose to do, what is gained, and who gains what.

Utilize the Center for Teaching & Learning. It is an amazing resource for tenure preparation.

Third Respondent: Try to achieve a good sense for what your department expects and keep an open dialogue going over the semesters so you know where you stand in their eyes. For example, I found it very helpful to learn that they were not worried at all about very harsh student evaluations from my first semester. I suffered in silence tremendously for two weeks before the meeting with my Chair about how the first semester had gone for me. Cultivate allies and confidants—both tenured and untenured outside your department. They can help you meet the needs of the College, balance the views of your colleagues within a department, and help you more fully enjoy the broader work environment that the College offers. Your home department may not turn out to be your favorite place, but you can put together a good community at the College. We might be a small institution, but we are less than an hour from three larger Universities, and we are less than three hours from Boston and NYC. Use those resources and wider scholarly communities. I even used our location to bring in fellow junior scholars for weekend workshops on research and publications. I never felt alone intellectually, but that's

because I took action. Best of luck! The College can be a great base for you to develop a fruitful career as a scholar and a teacher.

Fourth Respondent: Become a fully participating member of the college community—and be sure your colleagues recognize that fact. Make your presence known on campus, in big ways and in small. There are several routine activities that will enhance your profile on campus. For example:

- Attend all faculty meetings.
- Go to at least a few public lectures, performances, or recitals.
- Take students to lunch on campus. (Each faculty member gets one free meal a week at one of the dining halls.)
- Publish your professional accomplishments in the Source (the college newsletter).

Another good idea, which would require a bit more time, is to give a talk at a local chapter of the college's alumni association. You could easily combine such an event with a trip to a professional conference—or even a family vacation.



F. FACULTY CULTURE IN THIS LIBERAL ARTS SETTING

By Marc

Forster, Henry B. Plant Professor of History

Connecticut College is a residential liberal arts college and its faculty culture is quite different from that found at large research universities where most of our faculty is trained. Connecticut College, like most other elite colleges, is a place where the faculty takes scholarship and teaching seriously—excellent scholarship and excellent teaching are required for tenure, and outstanding teachers are honored as much as fine scholars—indeed, they are often the same people! The Connecticut College faculty is also a powerful force in the governance of the College, a role it takes seriously and engages in actively.

Faculty members speak frequently about the teacher-scholar model. We believe that our scholarship constantly informs our teaching and that an active scholar will be a more engaged teacher. There is of course some tension in this model. Some faculty find it difficult to bring

their scholarship to students, and students are not always interested in the scholarly debates we found so intriguing in graduate school. But, most of us find that there is not a simple trade-off between scholarship and teaching and that we learn from our students. Most of all, this is a place where faculty can and should find a rewarding balance between teaching and scholarship. In order to find this balance, one has to be present and active on campus. This is not a job where a faculty member can show up, teach his/her classes, and leave.

Despite the need to be around campus during the semester, new colleagues will soon recognize that they have joined a faculty full of active, publishing scholars, a fact that might surprise their dissertation advisors back at the big university. The College supports scholarship generously, with sabbaticals and research funds, and our faculty members earn many prestigious grants. As a result, we are able to “play with the big guys” across all disciplines and departments. This is something we are all proud of. This is a small college and few of us have colleagues working directly in our scholarly fields. This can seem difficult, but our location allows faculty members to seek out colleagues at nearby institutions. Furthermore, many of us make connections with scholars in related disciplines, connections that may lead to scholarly collaboration or team-teaching. Many of us find that this sort of interdisciplinary work tends to broaden our scholarship in rewarding ways over the course of our careers.

An important way in which Connecticut College differs from a university is in the requirement that each faculty member serve the college and the faculty. There are a myriad of committees, task forces, working groups, centers and other groups active at all times. Some of this work, particularly faculty oversight over the curriculum and the dominant role of the faculty in tenure and promotion processes are central faculty prerogatives and we cannot turn them over to administrators. Unlike many colleges, our faculty also has a strong role in salary and budget matters as well, and chairs of the most important faculty committees participate in senior administrators’ meetings. New faculty can seek out service that fits their interests and time constraints as they work toward tenure. Faculty expect colleagues who have earned tenure to take on more demanding service duties.

Not surprisingly, faculty culture is not uniform across the campus. There are departmental and divisional subcultures. Differences can be found, for example, between the scientists who spend enormous amounts of time in their labs and humanists and social scientists who may do the bulk of their scholarship in their home offices. Some departments have frequent department meetings, others rarely meet as a group. Some departments have long-standing chairs, others rotate their chair regularly.

The Connecticut College faculty has a deeply egalitarian ethos. This is perhaps symbolized most dramatically by our monthly faculty meetings. All members of the faculty are expected to attend and each one has a vote and voice, regardless of rank. Often routine business is conducted—votes approving courses and revisions of curriculum—but at other times important policy issues are debated. There are other deeply symbolic aspects of this egalitarianism, particularly in our

insistence that salary raises meet cost of living increases before merit pay be considered and our belief that teaching loads should be uniform across the faculty.

Faculty cultures evolve continuously and ours is no exception. In the late 1980s and 1990s the College moved to strengthen faculty scholarship—reducing the teaching load, expanding sabbaticals, and putting more resources into support for research. In the past ten years, the Center for Teaching & Learning has worked to bring new pedagogies and a focus on active learning to the College, with great success. Meanwhile, the character of the faculty is also evolving, as more faculty of color and international faculty join our ranks, bringing new perspectives that are changing our culture. Recent initiatives have also sought to improve the experience of women faculty, an issue that may have been somewhat neglected in our long (30 year) transition to co-education. The College as a whole also seeks to be a “family-friendly” institution. In one sense this is easy for the faculty, since a small college is a good place for raising a family—but in other ways it is difficult, particularly for finding jobs for spouses.

New faculty should spend some time learning about the College. This is a pretty open place and faculty culture is not a matter of secret folkways, but it is different from what most of you are used to, even if you were a student at a small college. Faculty members want their new colleagues to succeed and they want to help, but they may not always realize how much of what we do is obscure to new colleagues. Ask lots of questions—no one will be offended!

G. RESOURCES AND OPPORTUNITIES FOR FACULTY

1. The Office of the Dean of the Faculty – Jeffrey Cole, Dean

Jeffrey Cole is the Dean of the Faculty. He oversees all academic departments, centers, and programs at the College. He appoints academic department chairs and directors of interdisciplinary major programs, and he is also responsible for the appointment, promotion, tenure and termination of individual faculty members, as well as the academic quality of the College's curriculum. He works closely with the President, Katherine Bergeron, and the Dean of Institutional Equity and Inclusion, John McKnight, to encourage and support faculty initiatives relating to diversity and full participation.

The Dean's office staff consists of Anne Bernhard, Interim Associate Dean of the Faculty; Amy Dooling, Associate Dean for Global Initiatives and Director of the Global Commons; Jenny Doak, Senior Assistant to the Dean of Faculty; Amanda Barnes, Secretary to the Faculty and Assistant to the Associate Dean of the Faculty; Charlene Gobeli, Human Resources Specialist; Jeanette Barrett-Hall, Accounts Payable assistant; and Melissa Ryan, Assistant Director of the Global Commons. Also reporting to the Dean of the Faculty is the Director of Institutional Research and Planning, whose office does a wide range of faculty- and curriculum-related work throughout the year. All can be found in Fanning Hall, and each member of this office is happy to answer any questions you might have!

Research Matters

In the spring of 2010 the Dean of the Faculty announced the start of a new program called “Research Matters: Support for Faculty Scholarship and Creativity.” Connecticut College has long been acclaimed for the excellence of the Joy Schechtman Mankoff Center for Teaching & Learning. Since research and teaching are valued equally here, the Dean thought it important to create a program that would balance support for these two areas of faculty responsibility.

The new program supports research through a variety of initiatives targeting the different stages of the research agenda. Although adjunct faculty are not eligible for individual Research Matters grants, they are warmly encouraged to attend Research Matters workshops and our Faculty@Work series. The latter offers both a light lunch (free! no RSVP required) and the chance to hear faculty colleagues talk about their recent research. You will be receiving a brochure outlining the details of this program.

The Take-a-Student-to-Lunch Program

In response to initial data from the Wabash National Study of Liberal Arts Education indicating our students’ desire for more contact with faculty members outside the classroom, the Dean of the Faculty’s Office developed a program in fall 2008 to pay for faculty members to eat lunch with their students once per week in any College dining hall. Sheets of meal tickets are distributed to full-time faculty members’ mailboxes in eight-week intervals. Each ticket is preprinted with the faculty member’s name. Feedback from our students has indicated that sharing a meal with a faculty member is a potent form of student-faculty engagement that “humanizes” professors in their students’ eyes and promotes discussion of non-course-related views and issues. This program will be continuing this year. Questions? Contact the Associate Dean.

2. The Office of the Dean of the College – Jefferson Singer, Dean

The Dean of the College (DoC) oversees the management and operation of offices and centers that provide advising and support for the academic program on campus and abroad. The Dean of the College addresses academic priorities related to general education, advising, inclusive excellence, international education, academic support, career advising, and life after college. The dean’s office consists the Associate Dean of the College for the Curriculum as well as associate and assistant class deans responsible for bolstering academic support for first-year students, sophomores, juniors, and seniors. The Dean of the College is also responsible for implementing all elements of the new Connections curriculum, including first-year seminars, and team-advising, while supporting and supervising:

- Dean of Fellowships and Graduate Study
- Office of Study Abroad
- Academic Resource Center

- Writing Center
- Office of Accessibility
- Office of Career and Professional Development
- Community Partnerships

The Dean of the College serves as a member of the President’s cabinet and works collaboratively with key colleagues to ensure the quality of the student academic experience. The DoC works with the Dean of Admission to promote an understanding of the College’s Connections curriculum on the part of prospective students and to ensure the smooth transition of all students from admission to matriculation. S/he liaises with the dean of the faculty on implementing the College’s curriculum and advising programs and ensuring the excellence of the liberal arts. S/he collaborates with the dean of students in the design of programs and policies around residential learning and student persistence. S/he collaborates with the Registrar to develop timely communications around academic expectations and deadlines. S/he works with the dean of institutional equity and inclusion in advancing the principle of full participation in the curriculum. The DoC serves on the Priorities, Planning and Budget Committee, the Committee on Academic Standing, the Educational Policy Committee and serves as consultant to the Academic and Administrative Procedures Committee. The Dean participates in opening Convocation and Commencement ceremonies.

3. The Office of the Dean of Institution Equity and Inclusion – John McKnight, Dean

The Dean of Institutional Equity and Inclusion (DIEI) serves as the senior leader for fostering and coordinating efforts to create a diverse, inclusive and welcoming environment for all faculty, staff and students. As a collaborative member of the College’s administrative leadership team, including the Dean of the Faculty, Dean of the College, Dean of Students and Dean of Admission, the DIEI shares the responsibility for recruiting and retaining faculty, staff and students from underrepresented groups and leads the campus in its efforts toward *full participation*, a conceptual framework defined in the following manner:

Full participation is an affirmative value focused on creating institutions that enable people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others (Sturm 2006, 2010).*

The Dean of Institutional Equity and Inclusion serves as the Affirmative Action Officer (AAO) and has oversight for the Americans with Disabilities Act (ADA) for the campus community. In

*Sturm, S. (2006). The architecture of inclusion: Advancing workplace equity in higher education. *Harvard Journal of Law and Gender*, 29, 246-334.

Sturm, S. (2010). Activating systemic change toward full participation: The pivotal role of mission-driven institutional intermediaries. *Saint Louis Law Journal*, 54, 1117-1137

these roles, the Dean works collaboratively with the offices of Human Resources and Disability Services to monitor legal compliance and ensure equity for students and employees.

The Dean is a member of the Committee on Enrollment Strategy and the Student Experience (ESSE) a standing committee of the Board of Trustees and also serves as a member of the Priorities, Planning & Budget Committee. (PPBC) The Dean is responsible for overseeing the Mellon Mays Undergraduate Fellowship program, advancing the principles of full participation in the general curriculum and the co-curriculum.

Areas reporting to the Dean of Institutional Equity and Inclusion, include:

- Associate Dean of Institutional Equity and Inclusion
- Religious and Spiritual Life
- Title IX Office
- Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Ally/Asexual (LGBTQIA) Center
- Womxn's Center
- Unity House Multicultural Center

4. The Joy Schechtman Mankoff Center for Teaching & Learning – Michael Reder, Director

The Joy Schechtman Mankoff Center for Teaching & Learning (CTL) at Connecticut College promotes effective teaching that cultivates engaged student learning. The CTL fosters a campus culture that values a diversity of learning, teaching, and disciplinary styles; encourages honest discussion of teaching and learning; and cultivates intentional, evidence-informed teaching.

To achieve its mission, the CTL

- Organizes programming that facilitates the exchange of ideas about teaching and learning
- Seeks to cultivate a culture of critically self-reflective, evidence-informed decision making related to teaching and course design, and the creation of curricula and allocation of resources in the service of improving student learning
- Offers resources and support for early-career faculty, including programs that promote their smooth transition into the community and their success in the areas of teaching, scholarship, and service
- Helps create both informal and formal sources of support for faculty members at all career stages, especially related to teaching and learning
- Collaborates closely with the Office of the Dean of the Faculty, Institutional Research, Information Services and Instructional Technology, and academic departments and programs in joint endeavors in support of faculty careers, teaching, and learning

- Engages in efforts to improve teaching and learning at small liberal arts colleges at the regional and national levels

The CTL is directed by Michael Reder, reder@conncoll.edu. Karen Gonzalez Rice serves as Faculty Fellow.

Major Programs of the Center for Teaching & Learning

Class of '57 Teaching Seminar for Incoming Faculty

Aimed at helping incoming faculty members become effective teachers and engaged members of the Connecticut College community, monthly seminar meetings support early-career faculty and model aspects of effective teaching and learning. The seminar includes both formal discussions and workshops as well as casual meetings and social events throughout the academic year.

Our seminar features the CTL's distinctive peer mentoring approach, in which second- and third-year faculty and the CTL leaders organize and run each seminar. Teaching Seminar members become a supportive, cross-disciplinary cohort for early-career faculty, able to respond well to their needs.

Through the Teaching Seminar our faculty form bonds that have transformed the teaching culture at Connecticut College, making teaching "community property": something not only valued, but also shared openly, discussed critically, and practiced intentionally.

Talking Teaching

Run throughout the year, at breakfast or lunch conversations facilitated by the Talking Teaching coordinators, faculty members engage in open, wide-ranging discussions on effective teaching practices and improving student learning.

Recent topics include:

- The Art of Critique: Public Feedback that Enhances Student Learning
- "Do I Really Have to Take This Course?": Teaching Students New (or Resistant) to Your Discipline
- Slackers: Why Care If They Don't?
- "I Work Hardest When I Have a Personal Relationship with the Professor": Motivating Students, Establishing Relationships & Setting Boundaries
- Visual Literacy 101
- Gender, Authority & the Classroom
- Grading & Evaluation

- Teaching & Learning with “Hothouse Students” and “Helicopter Parents”
- The Relationship between Athletics & Academics
- Liberal Arts 2.0: The Role of Technology in the Small Liberal Arts Classroom

Evidence-Informed Teaching

Through our extensive library, our *CTL Magazine*, and our close collaborations with the Office of Institutional Research, we encourage faculty to utilize the variety of evidence we have about effective teaching and student learning, especially when designing their courses and curricula. In the past, two CTL student research scholars conduct student focus groups that document student experiences at Connecticut College to further inform faculty teaching and the design of our academic program.

Camp Teach & Learn

In May, immediately following graduation, the CTL sponsors several days of intensive teaching development opportunities meant to build upon other programs and to introduce new initiatives. Faculty are offered the opportunity to participate in a variety of workshops—ranging from a day to a week—that address issues such as teaching critical thinking skills, designing effective presentations for students, using technology to enhance student learning, equity and learning, teaching first-year students, metacognition, utilizing data from the Wabash National Study, teaching information fluency skills, using writing to enhance student learning, and oral communication in the classroom. We also offer a variety of reading groups on higher education, cognition, and learning. For complete details and past offerings, visit the CTL website at: <https://www.conncoll.edu/offices/center-for-teaching--learning/ctl-resources/>.

5. Internal Funding 101

Connecticut College offers generous support for the teaching and research activities of our faculty, either on their own or in collaboration with colleagues and students. Some sources of support are open to adjuncts and visitors, as well as to tenured and tenure-track faculty members. Questions? Please call the contact person for each grant opportunity listed below.

I. Faculty Funding Administered by the Office of the Dean of the Faculty

Contact: Accounts Payable specialist, Jeanette Barrett-Hall, x2013, or Anne Bernhard, Interim Associate Dean of the Faculty, 2030; aeber@conncoll.edu

R. F. Johnson Faculty Development Grants (for tenured, tenure-track, lecturers, and continuing part-time faculty members; visiting faculty may apply for one of the two rounds per academic year) and *Hodgkins Fund* (for tenure-track faculty members)

- A single proposal process for both funds
- Can be used for travel to conferences, for research travel, for research supplies
- Awarded twice a year, proposals due October 15 and April 15

- Except holders of endowed chairs, tenured and tenure-track faculty are encouraged to apply to every round. Two consecutive grants can be applied to the same event.
- Amounts vary with the number of applicants and with the activity. (International travel grants are higher than domestic travel grants; grants to presenters are higher than grants to conference attendees.)
- Decisions made by Committee on Faculty Compensation
- Report and receipts required

Research Matters Individual Grants (for tenured, tenure-track, and continuing part-time faculty members)

- Can be used for research travel, research supplies, travel to conferences
- Can finance collaborative research with students
- Can supplement R. F. Johnson grants
- Awarded three times a year: proposals due October 1, January 15, and March 1
- Decisions made by the Committee on Faculty Compensation
- Report and receipts required

Research Matters Group Grants

- For faculty reading groups and faculty writing groups with grants of up to about \$500 per group. These can be anything from a writing group that shares drafts of work-in-progress to an interdisciplinary reading group to a departmental seminar.
- To apply, send a brief proposal to Anne Bernhard, Interim Associate Dean of the Faculty (aeber@conncoll.edu). Include a description of the topic, a list of participants, and a budget for books and refreshments. If you want to form a faculty reading or writing group, but don't have members, feel free to put out a call for participants. There is no deadline for submissions; we will fund qualifying proposals as long as resources are available.

Faculty-Student Engagement Funds (for all faculty members, including adjuncts and visitors)

- Can be used for field trips, meals, student-run symposia, and other events that will enhance the interaction between the faculty member and students in a regularly scheduled class (not individual study or honors study students)
- Awarded twice a year, once for each semester
- Decisions made by the offices of the Dean of Faculty and Dean of College
- Report and receipts required

Start-up Funds (for newly hired tenure-track faculty members) and *Endowed Chair Funds* (for holders of endowed chairs)

- Can be used for any professional development costs*
- Start-up funds awarded in hire letters
- Associate Dean of the Faculty pre-approval required
- Receipts required

Enders Fellows (for Humanities faculty who have successfully completed their Third Year Review)

- Can be used for any professional development costs*
- Maximum of three awarded each year
- Awarded for use over two academic years
- Decisions made by the Office of the Dean of Faculty
- Report and receipts required

Faculty Awards (Rash, King, Regan, and Mulvey)

- Nominations and self-nominations typically due in December
- Materials submitted by nominees in late February
- Decisions made by Committee on Faculty Compensation
- Awards announced at spring Faculty Recognition Reception
- Recipients typically speak at one of the following events:
 - Convocation; Fall Weekend; Honors & Awards Ceremony; Reunion
- Receipts required

Susan Eckert Lynch '62 Faculty Research Fund (for all newly hired tenure-track faculty members)

- Stipends for research in the first, second and third years of teaching
- Associate Dean of Faculty pre-approval required
- Report to donor required

II. Faculty Research Funding Administered by Centers and Programs

Ammerman Faculty Research Fellow Grant

- Administered by Ammerman Center
- Contact Andrea Wollensak (ajwol@conncoll.edu)

* Per IRS Regulations, reimbursements for child-care costs are taxable.

- Eligibility: Tenured, tenure-track, and full-time visitors
- Grants of \$1,500 and identifies the awardee as an *Ammerman Research Fellow*
- One year renewable grant (for up to two consecutive years)
- Support for new research that is identified within the interconnected fields of arts, digital culture, humanities, and science
- Deadline 12/1 and 6/30

Ammerman Collaborative Research Grant

- Administered by Ammerman Center
- Contact Andrea Wollensak (ajwol@conncoll.edu)
- Eligibility: Tenured, tenure-track, and full-time visitors
- Grants of \$6000 and identifies the awardee as an *Ammerman Research Fellows*
- Projects will be collaborative in nature and consist of at least two faculty from different disciplines
- The projects should aim to engage Ammerman students in the longer term as certificate students, and require work that either prepares them for their senior integrative project or is part of that project
- Proposal that explore innovative interdisciplinarity are particularly encouraged
- Deadline 6/30

Center for the Comparative Study of Race and Ethnicity

- Contact: Nathalie Etoke, ccsre@conncoll.edu (Fall 2018) or Sandy Grande (Spring 2019)
- Grants support a range of scholarly activities, programming, and engagement by individuals and groups, with topics relevant to the study of race, ethnicity and social difference
- Open to faculty, staff, and students

Margaret Sheridan Grants for Community Learning Research

- Administered by Holleran Center for Community Action and Public Policy
- Contact Audrey Zakriski, x5134 or Rebecca McCue, x2596
- Eligibility: Tenured, tenure-track, and full-time visitors
- Grants of \$1500 for new community learning courses or new research
- Grants of \$1000 to revise existing course or to support ongoing research
- Grants of \$500 for student assistant or community sponsor
- Awarded once a year; proposals due June 15

- Decisions made by Holleran staff
- Presentation and participation in two small-group community learning workshops, report and receipts required

III. Curriculum Development Awards

Ammerman Center for Arts and Technology Multidisciplinary Teaching Grants

- Contact Andrea Wollensack (ajwol@conncoll.edu) or x2748
- Eligibility: Interested parties are encouraged to discuss their projects with the Center director prior to submitting their proposal
- Funds support new course development through adaptation of the outcomes and findings of multidisciplinary and collaborative research related to arts and technology
- The developed course can be taught by a single faculty member provided that the preceding research is collaborative and multidisciplinary
- Faculty will receive stipends for new course development and small funds will be available to offset expenses related to teaching the courses

Ammerman Individual Course Grant

- Administered by Ammerman Center
- Contact Andrea Wollensack (ajwol@conncoll.edu) or x2748
- Eligibility: Tenured, tenure-track, and full-time visitors
- Grants of \$2000 for a new course and \$1000 for substantially revised course
- New and substantially revised 4-credit course and connected courses that introduces innovative topics and approaches within the broad and interconnected fields of arts, digital culture, humanities and science that are leveraged by technology
- Course proposals identified by the Connections and MOIs are particularly encouraged
- Global/local component and/or community engagement is strongly encouraged
- Deadline 6/30

Ammerman Collaborative and Multi-Disciplinary Course Grant

- Administered by Ammerman Center
- Contact Andrea Wollensack (ajwol@conncoll.edu)
- Eligibility: Tenured, tenure-track, and full-time visitors
- Grants of \$4000
- Groups of faculty (two members or more) propose to develop a new 4-credit multi-disciplinary course that introduces innovative topics and approaches within the broad and interconnected fields of arts, digital culture, humanities, and science that are leveraged by

- technology into the existing curriculum
- Course proposals identified by the Connections and MOIs are particularly encouraged
- Global/local component and/or community engagement is strongly encouraged
- Deadline 6/30

Center for the Comparative Study of Race and Ethnicity (CCSRE)

- Contact Nathalie Etoke, ccsre@conncoll.edu (Fall 2018) or Sandy Grande (Spring 2019)
- Resources and support for curricular and co-curricular initiatives related to CCSRE programming
- 2018-19 theme: Syzygy

International Curriculum Development Fund Administered through the Office of Global Initiatives

- Contact: Amy Dooling, x2583
- Eligibility: Priority given to tenured and tenure-track faculty members
- For curricular renewal and faculty development relating to international education and initiatives
- Supports both individual projects and large-scale initiatives planned by groups of faculty
- Awards typically made in the spring semester, for projects taking place the following academic year
- Decisions made by the International Commons Steering Committee
- Reports and receipts required

Joy Shechtman Mankoff Center for Teaching & Learning

- Contact: Michael Reder, x2122
- Eligibility: Interested parties are encouraged to discuss their projects with the Center director prior to submitting their proposal
- Supports collaborative activities focused on improving teaching and learning across the College
- Funded activities could include faculty learning groups (departmental and interdisciplinary); workshops; or bringing outside experts to campus
- Funding will *not* be offered to individuals or to support activities in a single course; only proposals involving groups of faculty working together on improving faculty teaching and student learning, either *within* a department, discipline, or program, or *across* departments, disciplines, and programs, will be considered

- Grants range from \$300 to \$2000, depending on the potential impact the project will have on faculty teaching and student learning
- Proposals evaluated by members of the CTL Advisory Board

Margaret Sheridan Grants for Community Learning Courses and Research

- See description above

IV. Student Travel Grants Administered by the Office of the Dean of the College

Student Travel-to-Conference Grants (for presenters at regional, national or student conferences)

- Contact: Office of the Dean of College (x2050; doc@conncoll.edu)
- Typically \$200
- Rolling deadline
- Application form available from Dean of the College Office
- Report and receipts required

V. Student Awards Administered by the Office of the Dean of the Faculty

President Claire Gaudiani '66 Award for Excellence in the Senior Integrative Project

- Nominations solicited from SIP supervisors in April
- Each Center nominates one candidate
- Decision made by Educational Planning Committee
- Award announced at the end-of-year celebration of the winner's Center
- Cash prize

Jewel Plummer Cobb Prize (for a graduating senior woman for in a STEM discipline)

- Contact: Amanda Barnes, x 2030
- Call for nominations issued in the spring
- Decision made by the Educational Planning Committee
- Award announced at Honors and Awards Ceremony
- Cash prize

Harold Juli Student-Faculty Research Award (for a current student who has done joint research with a faculty member and achieved significant results)

- Contact: Amanda Barnes, x 2030
- Call for nominations issued in the spring

- Decision made by the Office of the Dean of Faculty
- Award announced at Honors and Awards Ceremony
- Cash prize

VI. Student Research Grants and Programs

ConnSSHARP (for students in the Social Sciences, Humanities, and Arts)

- Contact the Office of the Dean of the College, x 2050
- Summer stipend to student pursuing research with a faculty member
- Typically for a rising senior, although rising juniors have won
- Call for nominations issued early in the spring
- Decision made by the Office of the Dean of College
- Honors study or two individual studies required in the next academic year

Summer Science Research Institute

Many math and science students at Connecticut College have the opportunity to do research on campus during the summer with faculty. Students work closely with a faculty member on a research project that is decided upon by the faculty member and the student. In return, the student receives a stipend and free housing on campus. Further information about the program:

- Students participating in the program who receive a stipend are expected to engage in the research process five days a week for 8 weeks.
- Students attend orientation sessions on lab safety and other information relevant to conducting and presenting research. Throughout the summer they are also expected to attend weekly Science Colloquia and to present their work at one of the sessions. All students are also required to participate in a poster session in the fall.
- There is a formal application process through Moodle. Applications are due in February. Students must meet and discuss projects with potential faculty collaborators before applying.
- Preference will be given to current juniors, although first-year and second-year students may apply. Open to students in astrophysics, biological sciences, botany, BCMB, chemistry, computer science, environmental studies, geophysics, mathematics, neuroscience, and physics
- Funding for the program comes from: a recurring ACL for the SSRI program (2016), Endowed Keck funds, Science Leaders Program, Integrative Quantitative Life Sciences Program (Hearst/Arthur Vining Davis endowed funds), Individual faculty grants, CELS internships.
- Contact: Emily Tarsis, SSRI Coordinator; x2964, etarsis@conncoll.edu

Mellon Mays Undergraduate Fellowship Program

- Contact Henryatta Ballah, co-coordinator, MMUF@conncoll.edu
- The program seeks to reduce the underrepresentation of faculty from historically marginalized groups
- It supports the pursuit of the PhD by students from underrepresented populations, and others who support the goals of the MMUF program
- Faculty mentorship and research training
- Stipends for academic year and summer, travel funds for research, support for research related fees and materials
- GRE preparation

Mellon Undergraduate Environmental Research Fund

- Contact Peter Siver, x2160, pasiv@conncoll.edu
- Summer stipend for student working on a research project with a faculty member
- Any student who is doing a project related to environmental studies is eligible
- Applications should be sent to Peter Siver, Director of the Environmental Studies Program
- A research report is due at the end of the summer

6. Information Services and the Connecticut College Library – Lee Hisle, Vice President for Information Services and Librarian of the College

The best place for detailed information about IS and the Library (ies) is the College's website. The link appears on the College's home page; click "Navigation," and then scroll down to "Libraries." You can also go directly to <http://libraries.conncoll.edu>. Information Services' *Faculty Guide* provides an overview of all their resources and services, and is available at the reference desk or through your liaison. Here we will give you an overview.

Libraries

Libraries first. On campus, located next door to the Crozier-Williams College Center, the *Shain Library* is the main repository for the College's print and media collections. Shain Library also serves as an Information Commons providing computer access to the online catalogue and to the libraries' electronic resources; it also provides a new Technology Commons, located on the lower level, providing wide access to technological resources. Rare books and manuscripts are housed in the Linda Lear Center for Special Collections and Archives, located on the second floor of



Shain Library. During the 2014-2015 academic year, Shain Library was renovated extensively, and the renovated library now provides vastly improved work spaces and technology offerings.

Housed in a separate building—the Cummings Art Center—you will find the *Greer Music Library (GML)*. Unique to GML is its collection of circulating CDs, LPs, and scores.

One important thing for you to know is that Connecticut College, Trinity College, and Wesleyan University joined together many years ago in a library consortium known as the CTW Consortium. Thus, there is a CTW catalogue that provides access to the holdings of all three institutions. Items requested through CTW are made available via the CTW delivery service, which runs Monday through Friday.

The library liaison program is especially important for new faculty in learning about the library's resources and services. A list of subject-specific liaisons is available online at <http://www.conncoll.edu/information-services/libraries/research-resources/libraryit-liaisons/> or at the Reference Desk. Liaisons can help you become familiar with their services, whether it's requesting the purchase of a book or film, or just directing you to the right people for course reserves or setting up a Moodle account. Liaisons also provide assistance in using the library catalog and research databases and other resources. As subject specialists, they can provide instruction for your students and work with you to develop collections that serve the needs of the College's academic departments.

Shain's reference staff members offer many services to undergraduates: they teach research classes for courses and give students direct assistance through the reference desk, phone, IM, and email. They will also assist faculty with their own personal research needs; although the collection in the library may not be able to meet those needs, the staff can help with referrals, and with identifying the location of appropriate research collections and their access. Please stop by the Reference Desk or call the Director of Research Support and Instruction, Carrie Kent, at x2444.

Information Services

At Connecticut College libraries and technology services are conjoined under the leadership and guidance of W. Lee Hisle, Vice President for Information Services and Librarian of the College. The Information Services home page can be found at <http://www.conncoll.edu/information-services/>. Once there, you will find links to pages for “Libraries,” “Instructional Technology,” “Technology Services,” and “Digital Scholarship.” The Libraries provide a page specifically devoted to faculty resources; from the libraries' home page (<http://libraries.conncoll.edu>), click “Research Resources,” then “For Faculty...” You may wish to bookmark this page; the address is <http://www.conncoll.edu/information-services/libraries/research-resources/for-faculty/>. **Be sure to make yourself very familiar with this site.** You'll find a range of topics, including a link to a page on Teaching and Learning with Technology (<http://www.conncoll.edu/information->

services/instructional-technology/technologies-for-teaching-and-learning/), which in turn provides links to get information on classrooms and course web pages (Moodle).

The following is some useful information regarding computing:

- The technology IT Service Desk at (860) 439-HELP (ext. 4357), <http://webhelpdesk.conncoll.edu>, or help@conncoll.edu offers assistance with computing and networking questions. The Web Help Desk link is also available through <http://www.conncoll.edu/information-services/technology-services/technology-services-for-faculty--staff/>. This is the first point of contact for reporting computer or networking problems, although a call to the IT Service Desk for answering technology questions and making technology requests may be necessary. Heather Romanski is the IT Service Desk Manager. Her e-mail address is hromansk@conncoll.edu and her telephone number is 860-439-2351.
- The IT Service Desk is staffed during campus office hours (8:30 am – 4 pm during the summer and 8:30 am – 5 pm during the semester). Student workers offer limited support after office hours during most hours that Shain Library is open.
- CamelWeb is the College's Intranet system; it offers access to the College directory; announcements and events, updated daily; links to email, Moodle, and Self-Service; information on campus services; documents and policies; and Human Resources Information. You need to have your e-mail and network account activated before you can access CamelWeb. It takes one to three days to create your e-mail and network account after the Dean of the Faculty's office initiates the process. To access CamelWeb, go to <http://camelweb.conncoll.edu>.
- The access to the college network and the Internet is via either a wired Ethernet connection in your office or via wireless, with access points in all academic, administrative, and residential buildings. Every residence hall, including student rooms and common rooms, now has robust wireless access. For more information on wireless access, you can visit the Web site <http://www.conncoll.edu/information-services/technology-services/wifi-and-network-access/>.
- Access to many college electronic resources from off campus requires a Virtual Private Network (VPN) connection. VPN connection information is through Technology Services' Wi-Fi & Network Access site; visit <http://www.conncoll.edu/information-services/technology-services/wifi-and-network-access/> and then click "VPN (off-campus access)."
- Shain Library has three electronic classrooms containing PC or Macintosh computers. For more information, visit <http://www.conncoll.edu/information-services/instructional-technology/computer-labs/>.
- Shain Library's new Technology Commons has numerous resources that enable faculty to work with students to study, use, and create new technologies in their fields of academic interest. Resources include the Digital Scholarship & Curriculum Center, which provides

tools such as scanning and video capture; the Advanced Technology Lab, providing advanced graphics, audio and design software; the Advanced Workstation Cluster, which has dual-screen workstations and computers equipped with a range of sophisticated software; and the Diane Y. Williams '59 Visualization Wall, which provides for a range of wide-screen interactive visualization applications.

- Technology workshops are available through the “Teaching with Technology” workshop series. For more information, visit the Web site <http://www.conncoll.edu/information-services/instructional-technology/instructional-technology-programs/> or check the blog, “Engage,” at <https://teachtechconncoll.wordpress.com/>.

7. College Relations: The Office of Corporate, Foundation and Government Relations **Naima Gherbi, Director**

Building partnerships between Connecticut College and public and private organizations that share our commitment to education and research is the mission of the Office of Corporate, Foundation, and Government Relations. The staff helps faculty prepare and submit research and travel grants, drafts proposals for institutional projects and priorities, identifies funding opportunities, and serves as a link to hundreds of public and private organizations that support higher education.

8. The Five Interdisciplinary Academic Centers

Each of Connecticut College’s five academic centers is led by a faculty director and an interdisciplinary board composed of faculty members whose teaching and/or research is related to the mission of that center. Becoming involved in activities sponsored by these centers is a good way to meet faculty members outside one’s own department and can lead to a later position on a center’s board of advisors.

Four of the five centers offer a certificate program for students (all but the CCSRE, which has a faculty rather than a student focus). Students may apply during their sophomore year to join one of these center programs. If accepted, they take a few courses to prepare them for the program and engage in a major center project that usually has some relationship also to the student’s major. A final senior project (the senior integrated project or SIP) often ties together the student’s center work and major field of study. These students then graduate with a center certificate in addition to their bachelor’s degree.

THE HOLLERAN CENTER FOR COMMUNITY ACTION AND PUBLIC POLICY

The Holleran Center is a multidisciplinary, academic center dedicated to teaching, research, and community collaborations that foster active citizenship and community leadership in a multicultural and democratic society. It offers the academic Certificate Program in Community Action (PICA), and sophomore students from all disciplines complete a rigorous application process to enter into the program. PICA provides a unique opportunity for students to combine course work in any major with community-based experience. Students engage in a wide variety

of community projects and action research and build their knowledge and skill base for effective community action and public policy work. The Holleran Center also provides resources and support to faculty who would like to engage in action research and/or develop a community learning component in their courses.

THE TOOR CUMMINGS CENTER FOR INTERNATIONAL STUDIES AND THE LIBERAL ARTS (CISLA)

The CISLA mission is to encourage students to become public intellectuals: those who are politically concerned, socially engaged, and culturally sensitive and informed. CISLA prepares them to internationalize their majors and become responsible citizens in a global community. CISLA students do an internship during their junior year in a country in which the language and culture they are studying is found; in their senior year, they write a SIP tying their internship work to their major.

THE AMMERMAN CENTER FOR ARTS AND TECHNOLOGY

The Ammerman Center for Arts and Technology gathers faculty and students who study and contribute to the symbiotic relationship between technology and the arts. Through interdisciplinary collaborations and individual work, students and faculty not only promote proficiency in working with technology, but also deepen the understanding of the meaning and role of technology within the larger context of the liberal arts. Students explore issues in arts and technology through individual studies, course work, internships, research assistantships, an associates program, and a certificate program that incorporates an intensive research project. To encourage imaginative, as well as speculative, thinking about the use of technology in the arts, the Center also sponsors colloquia, symposia, special events, exhibitions, performances, and interactions with visiting scholars.

THE GOODWIN-NIERING CENTER FOR THE ENVIRONMENT



The Center is a comprehensive, interdisciplinary program that builds on one of the nation's leading undergraduate environmental studies programs. The Center fosters research, education, and curriculum development aimed at understanding contemporary ecological challenges. Every other year the Center hosts a conference on a theme related to the environment.

THE CENTER FOR THE COMPARATIVE STUDY OF RACE AND ETHNICITY (CCSRE)

The newest of our centers, the CCSRE aims to move beyond national, disciplinary, and traditional conceptual boundaries of race and ethnicity, engaging participants in critical analyses of the broader systems of domination and subordination. In this manner, it serves as the intellectual home for dialogue across categories of race, class, gender, age, sexuality, religion and nation. This center's primary mission is to be a resource to faculty, whereas the other four centers are student-focused.

9. Study Away/Teach Away Programs (SATA) – Shirley Parson, Director of National/International Programs, Study Away Office

The College's own Study Away/Teach Away (SATA) programs provide our students the unique opportunity to participate with their own professors in a joint educational enterprise designed to enhance their knowledge and appreciation of political, economic and social systems significantly different from their own. These SATA programs are led by tenured professors—something to look forward to! They are organized by the Study Away Office.



A SATA group typically includes ten to twenty students and is led by one or two faculty members. Many SATA groups study in developing nations and interact with local communities.

During the SATA semester, students carry a regular course load by taking classes offered by the Connecticut College professor(s) and faculty

at the host institution. The academic focus placed on these programs varies from one country to another and from one year to the next, depending on the academic interests of the professors leading the program.

10. TRIPs - Traveling Research and Immersion Programs – Shirley Parson, Director, Study Away Office

Course-related travel enhances on-campus discussion. The Traveling Research and Immersion Program (TRIP) is a short-term (1-2 weeks), faculty-led trip to a site, either domestic or international, that is designed to give students a hands-on experience that has been crafted to complement the work of a specific course. TRIP was conceived to create transforming opportunities for faculty and students by providing immersion experiences at domestic and international sites in order to deepen the intellectual discussion upon return to classroom and campus.

A TRIP course typically takes place in the spring semester, with the TRIP component occurring during spring break. TRIPs are organized by the Study Away office: when TRIP funding is available, a call goes out to all faculty. Any professor (tenured, tenure-track, visiting, etc.) can apply for TRIP funding.

11. Office of Religious and Spiritual Life

The campus Office of Religious and Spiritual Life (ORSL) at Connecticut College works with a staff of religious professionals to provide religious services and programs for students from various religious and faith perspectives and to serve as a resource for everyone on campus. It is a place where students, faculty, and staff can come with their questions, concerns and requests for

assistance with family events such as weddings, funerals, baptisms, etc. Services and programs are open to the public.

Harkness Chapel is the site of religious services for the whole community and the location of the offices of the chaplains and the Dean of Religious and Spiritual Life. There is a small library in the chapel that offers a comfortable place for students to study or for groups to hold meetings. ORSL provides fellowship and worship gatherings. Students are invited in cooperation with the office to form interest groups, fellowship gatherings, or study/discussion groups to meet in the chapel. Religious gatherings currently meeting on campus include Hillel (Jewish Students Fellowship), the Unitarian/Universalist student organization, and a regular Saturday night mass at 6:00 p.m. in Harkness Chapel. The Zachs Hillel House on campus near Winthrop Hall provides programs, religious services and Shabbat dinners for the college and community. Members of the college community are also invited to the recreational area in the Hillel House basement. The chaplains hold regular office hours and invite members of the community to make appointments for conversation. The chapel is open for weddings for members of the Connecticut College community.

PART II

ABOUT THE COLLEGE

A. THE HISTORY OF CONNECTICUT COLLEGE

The College was founded in 1911, but its history began in 1909 when Wesleyan University announced that it would no longer offer admission to women. At that time, more women than ever were seeking higher education and demanding the right to vote. A committee was formed, and towns across the state of Connecticut began offering prospective sites.



Students studying in the original Palmer Library (1923)

A New London hilltop, later described as "the finest college site in the world," was the committee's first choice, and they asked New London to raise \$100,000 to ensure that their proposal would succeed. A 10-day fundraising campaign exceeded the goal by \$35,000. Nearly a third of the inhabitants of the city and the surrounding communities contributed, including many children, along with virtually every business and organization.

A board of incorporators petitioned the State of Connecticut for a charter, which was granted in April 1911. The incorporators became the board of trustees, whose first responsibilities were to appoint a president and a campus architect. As it prepared to make these decisions, the board learned with some astonishment that its chairman, Morton Plant, was giving \$1 million for an endowment. The future of the College—Connecticut College for Women—was assured. From then until 1969, when it shortened its name to Connecticut College and became a coeducational institution, it earned a strong reputation for itself as a premier women's college. As early as 1924, when it first became accredited by the top accrediting group, the Association of American Colleges, it was admitted to the association's list of two hundred leading colleges out of 1,300 in the nation.

Today, Connecticut College is a thriving private, coeducational liberal arts college known for the extraordinary students who are attracted here by rigorous academics and a comprehensive residential life program, as well as the diverse opportunities to explore their interests through funded internships, community service or international study.

B. ACADEMIC FACT SHEET 2017-18

STUDENT BODY AND FACULTY

In fall 2017, Connecticut College enrolled 1,817 students (1,766 full-time and 51 part-time undergraduates, for a total of 1783 student FTEs). The female-male ratio among full-time students is 63%:37%. Using the federal government's race/ethnicity categories, Connecticut College's fall 2017 undergraduate population was 71.4% White, 19.6% U.S. students of color (including multiracial individuals), 7.5% foreign citizens (of any race), and 1.5% race unreported. Together, U.S. students of color and foreign students of color constitute 25.0% of our undergraduates.

Based on home addresses on file with the College, the five most common home states of our full-time U.S. students are Massachusetts (30.2% of U.S. students), Connecticut (18.5%), New York (12.6%), California (4.9%), and Maine (4.3%). Based on home address, the most common home countries of our full-time international students are China (32 students), Vietnam (13), Canada (9), Japan (6), and Pakistan, the Republic of Korea, Turkey, and the United Kingdom (each with 5).

The College continues to have a 9-to-1 student-faculty ratio, based on 182 full-time and 66 part-time faculty members (204 FTEs). By gender, 52.2% of full-time faculty members are women and 47.8% are men. Using the federal race/ ethnicity categories, our fall 2016 full-time faculty is 68.7% White, 19.8% U.S. persons of color, and 11.5% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute 26.4% of full-time faculty members. In terms of academic training, over 93% of our full-time faculty members hold a PhD or other terminal degree (such as an MFA). Of this fall's 182 full-time faculty members, 115 (63%) are tenured, 32 (18%) are untenured, and 35 (19%) are not on the tenure track (e.g., lecturers and visitors). Women account for about 45%, 66%, and 63% of tenured, untenured, and non-tenure-track faculty members, respectively.

FINANCIAL AID

For fall 2017, the average need-based grant for the Class of 2021 was \$39,350, and 59% of all first-year students received need-based financial aid. Beginning with the Class of 2021, many students were provided with merit funding for the first time. This resulted in 85% of the incoming class receiving institutional grant funding in the form of need-based and/or merit grants.

COURSEWORK

In AY 2016-17, 784 "regular courses" were offered, with total enrollments of 13,356 (this figure excludes independent studies, honors work, 1-credit courses, and the like). Of these courses, 36% were General Education courses, 33% were Writing (W) courses, and 12% were taught in a language other than English. The average class size for regular courses was 17 students, although

this varied greatly by course level and by discipline. For example, 100-level courses last year averaged 22 students, while 400-level courses averaged 10 students. There were also 108 laboratory sections (most in the natural sciences), with an average enrollment of about 13 students. Lab sections are thus another way that the College offers small-class experiences and close student-faculty engagement.

MAJORS AND MINORS

Connecticut College students can currently choose from 42 majors and 43 minors and, with faculty approval, may design their own major or minor. Members of the Class of 2017 graduated with 40 different majors; 18 of these majors were declared by 10 or more graduates, and 12 majors were declared by 20 or more graduates. The ten most common were Economics (75 graduates), Psychology (47), Behavioral Neuroscience (32), Computer Science (29), Government (27), Biological Sciences (26), International Relations (24), English (23), History (23), and Mathematics (23). Among the Class of 2017, 28 % of the 442 graduates double or triple majored. Two students in the Class of 2017 (0.5%) self-designed their majors. (Of these two, one had a second “regular” major.) In addition, 217 members of the Class of 2017 (49%) graduated with one or more minors in addition to their major(s) – 187 students with one minor and 30 students with two minors. The ten most common minors were Psychology (26), Art (16), Economics (16), English (16), Mathematics (16), Applied Statistics (14), History (14), Computer Science (12), Hispanic Studies (12), Dance (10) and Environmental Studies (10). Thirty-seven students in the Class of 2017 (8%) wrote theses and graduated with honors.

CERTIFICATE PROGRAMS

In addition to their majors and minors, our students have six certificate programs from which to choose. The four interdisciplinary Centers are perhaps the best known of these, and among the Class of 2017, 55 students (12.4%) earned Center certificates (21 from the Toor Cummings Center for International Studies and the Liberal Arts, 3 from the Ammerman Center for Arts & Technology, 21 from the Holleran Center for Community Action and Public Policy, and 10 from the Goodwin-Niering Center for the Environment). Since the first certificates were awarded in 1992, 1,316 graduates have earned Center certificates. In addition, among the Class of 2017, 12 students earned Connecticut teacher certification and 5 graduated with certificates in Museum Studies.

STUDENT-FACULTY RESEARCH AND OTHER INTERACTION OUTSIDE THE CLASSROOM

Student-faculty research opportunities such as the Keck, ConnSSHARP, Science Leaders, and Mellon Undergraduate Research programs promote faculty-student creative work, research, and fieldwork that often lead to conference presentations or publications. Upon graduating, 84% of Class of 2017 members reported that they had done some form of capstone project; 30% reported completing an individual study with a professor, 18% reported making a public presentation of research, and 12% reported giving a public performance or exhibition. Since fall 2008, the

College has paid for faculty members to eat a meal with students in a College dining hall once per week, with an average of about 1,500 meals each year. Student-faculty engagement is also fostered through the Residential Education Fellows (REF) program's weekly events—a total of 62 in 2016-17—and the Faculty-Student Engagement Fund. In 2016-17, this fund provided just over \$34,000 in funding for 133 course-related events and projects with students, with additional funds available specifically for First-Year Seminar instructors' programming with their students.

COLLEGE-FUNDED INTERNSHIPS

In summer 2017, 321 members of the Class of 2018 (75%) completed internships funded through the Office of Career and Professional Development (formerly CELS) or by a Center. About 16% of these were completed outside the United States, and 31 were completed in organizations associated with Connecticut College alumni.

STUDY AWAY

About half of our graduates in recent years have studied off campus in some form—individually on a study away program or in a group on a faculty-led Study Away Teach Away (SATA) program. Among graduates in the Class of 2017, 232 students (52%) studied away in a total of 38 different countries. Of these 232 students, 206 participated in study away program and 26 participated in a SATA program. The most common study away locations were Denmark (35), Italy (29), the United Kingdom (26), Spain (24), and France (17).

FRESHMAN RETENTION AND GRADUATION RATES

Freshman retention rates and graduation rates are calculated by tracking each fall's cohort of incoming first-time, full-time students to see what percentage of them persists into their sophomore year and what percentage graduates in 4 or 6 years. (Students who transfer into the College are not included in these calculations.) Our freshman-to-sophomore retention rate has averaged around 90% for many years and was 90.6% for the fall 2016 entering cohort. Our 6-year graduation rates have been in the low-to-mid-80% in recent years. For the Class of 2015 (the most recent cohort for which we can calculate a 6-year graduation rate), the rate was 84%.

AFTER GRADUATION

Gathering thorough, accurate data on our students' post-graduation activities is challenging. We combine alumni responses to the annual "one-year-out" survey with additional data from the National Student Clearinghouse, LinkedIn, and other online sources. (We extend these searches out to about 16 months post-graduation to capture graduate school enrollments in the second academic year following students' graduation.) In this way, we've created snapshots in time that include data on about 85% of the members of the Classes of 2013 to 2016, about 95% of whom are employed, in graduate school, completing a fellowship, or working in public service programs such as AmeriCorps VISTA. The most common graduate degree completed by our students is the nonterminal master's degree (i.e., a master's degree other than an MBA or MFA).

In addition, National Science Foundation data show that, on average, about 27 Connecticut College graduates earn doctorates each year. Percentage-wise, this works out to about 6% of our graduates earning doctorates, based on a total of 253 earned doctorates between 2003 and 2012.

Compiled by John Nugent, Office of Institutional Research and Planning, with data from the Registrar's Office, the Dean of the Faculty's Office, the Financial Aid Office, the Office of Career and Professional Development, the Study Away Office, and the National Science Foundation. Questions or comments? Contact jdug@conncoll.edu or 860-439-5266. For additional information, see <https://www.conncoll.edu/institutional-research/>

C. HOW THE CAMELS GOT THEIR NAME



The men who arrived on campus in 1969 asked the college for help in organizing a basketball team. Mike Shinault, former head of the college's print shop and mailroom was the sole volunteer for the job of coach. Southern drawlin' Shinault, an ex-Navy man who had coached several service basketball teams, threw himself into the project with his customary energy and sardonic humor. Searching for an appropriate mascot for his team, he remembered seeing a Pakistani team with an unusual appellation while he was in the Navy. And so, into a sports world overpopulated by Wolves, Bears, and Eagles came the Camels. The name was different. And so were they. "We had a lot of fans in those days." said Shinault of the early years. "We were so funny that people would come just to see what we were gonna do." - *Peggy Ford '73, CCAM, Fall 1979*

D. YOUR STUDENTS' LIVES ON CAMPUS

1. Overview

Each year the Student Activities Council (SAC), residence halls (referred to as "houses"), class year executive boards, and student organizations sponsor a wide variety of events in collaboration with the Office of Student Engagement and New Student Programs and the Office of Residential Education and Living. Although many students engage in social interaction on campus, others choose to visit local entertainment venues and participate in off-campus programs sponsored by several student groups. The busiest nights of the week are Thursday and Saturday, but special events are offered almost every night of the academic year. The programs offered range from live concerts, theater productions, cultural programs, movie screenings and panels to game shows, sports tournaments, art exhibits, dances and improvisational comedy performances. In addition, student groups sponsor events to raise awareness and funds to support local, regional, national and global causes. Many student groups also participate in service projects in both the local community and beyond.

Each year several large-scale traditional events are held which attract the majority of the student body as attendees. These include HarvestFest (a fundraising event for student groups held during

Fall Weekend) Camelympics, Moonlight Breakfast, Festivus (an all-student winter holiday celebration), Eclipse (student performance raising cultural awareness), and Floralia (Conn's day-long spring concert) to name a few. Typical SAC programs include a live music series held in one of our campus coffee shops featuring professional artists as well as student performers, off campus trips, a weekly film series, and multiple large scale concerns featuring national touring acts.

Over 80 student organizations offer additional events featuring political debates, cultural programs, speakers, and hot topics. Conn also has several student-managed A Cappella groups all of whom perform on campus throughout the year.

A large number of students are active in recreational sports activities. Approximately 20 club sport teams are active each year competing against other regional colleges and universities. The active club sports include ice hockey, field hockey, dance, equestrian, ultimate Frisbee, rugby, ski team, volleyball, tennis, baseball and soccer. Many students also get involved in the intramural sport program offered by the Athletics department.

Students also manage three coffee shops which are open to everyone on campus. The Walk-In Coffee Closet is located in Harkness House (south campus) with an outpost in Cummings Arts Center and Coffee Grounds located in Katherine Blunt House (known as "KB" in central campus).

2. *Residence Life*

Connecticut College is truly a residential institution. Approximately 98% of our students live on



campus. Furthermore, we have no fraternities and sororities; therefore, much campus activity revolves around our residence houses. The Office of Residential Education and Living works to complement the out-of-classroom education of our students. Students do have the option of proposing their own theme housing or opting to live in pre-designated theme housing (quiet designated housing, substance-free housing, multicultural/language housing (in Knowlton), Earth House, and apartment-style housing).

These houses are staffed by student leaders and supervised by Assistant Directors who are Masters-level full-time professional staff. Each house has a Housefellow and 1-3 Floor Governors (depending on building size). Each house also has a senator who sits on the Student Government Association (SGA). Many houses are comprised of mixed-class years; however, 40% of incoming first year students will leave on all first-year floors.

Getting Involved with Residence Houses as a Residential Education Fellow (REF): During the 2009-2010 academic year, a program linking faculty fellows to residence halls was initiated. Eleven faculty members are selected to serve as Residential Education Fellows and work with residence hall staff to develop programming that engages students and faculty outside of the classroom. These programs have led to small, close conversations about study away experiences to larger campus-wide programs tackling complex issues facing the world today.

3. *Athletics*

Connecticut College has a vibrant athletics program offering varied levels of competition and activity to all students. As a member of the New England Small College Athletic Conference (NESCAC), Connecticut College sponsors 28 varsity sports (12 for men, 15 for women, and 1 coed). Competition in the NESCAC is among the most challenging in all of NCAA Division III with regular season schedules against Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams.



4. *Student Organizations and Clubs*

In addition to club sports, Conn offers a wide variety of personal interest groups and clubs, all of which are open to first year students. Within the first few weeks of school, the Student Involvement Fair is held on the Library Green. At this time, students can sign up to be put on mailing lists for as many activities as they are interested in. They may then choose the groups in which they intend to become active and involved.

5. *Student Government*

The Student Government Association (SGA) serves as liaison between the students and the faculty and staff. SGA seeks to provide extended channels of communication, increased areas of cooperation and a greater acceptance of shared responsibility between faculty, administration, and the student body in matters of general and academic interests.

The assembly consists of the SGA president and vice-president; Student Activities Council (SAC), Honor Council, Chief of Communications, Chairs of Academic Affairs, Sustainability, Equity & Inclusion, Residential Affairs; Parliamentarian and Presidential Associate; the four class presidents and a house senator from each residential house/area.

The primary purpose of the student-run Honor Council at Conn is to uphold the Student Honor Code. The Honor Council conducts the matriculation of all new students. This ceremony acknowledges students' willingness to abide by the Honor Code. The Honor Code allows for our important policy and practice of shared governance. The Honor Council also hears cases in which violations of the Honor Code are alleged, except for cases involving the most serious violations,

such as violations of our bias or sexual misconduct policies, which are resolved through the Dean’s grievance hearing process or the Title IX investigation process.

Class Councils—there is one for each class—consist of the class president, vice president, assistant to the president, secretary, S.A.C. reps, Honor Council reps, and two elected members from each house.

6. Student Well-Being

Student well-being is a key component of academic success and students can take advantage of a variety of programs to attend to their mind, body, and spirit. Each fall, “Fresh Check Day” is held focusing on students’ mental health and well-being. Students are involved in peer education programs addressing such topics as sexual violence, alcohol and drugs, mindfulness, nutrition, physical and mental health. Students are heavily involved with the College’s Green Dot Bystander Initiative to address sexual violence on campus. Over the course of the year, students support and participate in the six-year bystander training, Green Dot athletic games, Green Dot Bingo, and Rock the Dot A Cappella Challenge.

7. Division of Student Life

The division of Student Life focuses on the well-being, residential and co-curricular experience of students’ lives on campus. The following offices are within this division:

Victor Arcelus, Dean of Students, Crozier Williams 218, 860-439-2825

Residential Education and Living, Warnshuis, 860-439-2834

Sexual Violence Prevention & Advocacy, Crozier Williams 222, 860-439-2219

Student Counseling Services, Warnshuis, 860-439-4587

Student Engagement & New Student Programs, Crozier Williams 221, 860-439-2108

Student Health Services, Warnshuis, 860-439-2275

Student Wellness, Alcohol & Other Drug Education, Crozier Williams 223, 860-439-2826

Campus Safety, Nichols House, 860-439-2222

E. ACADEMIC BUILDINGS

The College’s academic buildings are each as varied and unique as the departments they house.

BILL HALL houses the Department of Psychology and the Office of Computer Services. Also in this building are laboratories, classrooms, seminar rooms and a large lecture hall. Bill Hall is the home of the college computing center, an accelerator laboratory, as well as the Alvin Clark telescope in the rooftop observatory.

BLAUSTEIN HUMANITIES CENTER is the location of classrooms and office space for the departments of Classics, English, French, Italian, German, Russian, Philosophy, and Religious Studies. The Language Lab is a resource for all languages taught at the college. It utilizes everything from audio tapes for simple drilling to recently upgraded computer facilities for more comprehensive work.

BOWLES HALL, located on the Williams Street side of campus just beyond the Chapel, is home to the Education and Human Development departments. This building was once a farmhouse, and subsequently it was the site of The Children's School, a pre-school program operated by the Human Development Department. That school, now known as The Children's Program, is now located between the campus and the Thames River, in Holmes Hall, on Nameaug Avenue.

THE COLLEGE CENTER AT CROZIER-WILLIAMS, third floor, is where you will find the Dance department. The building also houses the Post Office, Bookshop, convenience store, Humphrey's pub, the Oasis snack shop, and meeting rooms.

CUMMINGS ARTS CENTER houses the departments of Art, Art History, Music and Studio Art. It contains working studios for art as well as galleries, music practice rooms, a lecture hall, coffee bar, concert hall, darkroom, slide library, and the Greer Music Library.

FANNING HALL is the location of classrooms and faculty offices for the Government and Math departments, the Center for International Studies and the Liberal Arts (CISLA) and the Study Away Office. It is Connecticut College's main administrative building. It holds the offices of the President of the College, Dean of the Faculty, full-time Associate Dean of the Faculty, Affirmative Action Officer, Dean of the College, Dean of Institutional Equity and Inclusion, and the Dean of Studies Office. The Information Office and the Registrar's Office are also located here.

The F.W. OLIN SCIENCE CENTER is a four story, 34,000 square-foot structure that houses all introductory laboratories for all the physical sciences, and is home to the Physics Department. The center provides a 150-seat classroom with state-of-the-art audio-visual facilities, plus several smaller classrooms, a machine shop, student reading room, student computer lab, lounge, computer lab for the Center for Arts and Technology, and office spaces for the Arboretum and the Goodwin Niering Center for the Environment. Physics research facilities include the Olin Observatory equipped with a computer-controlled 20-inch telescope, the Astronomical Image Processing Lab, the Daghlian Ion Accelerator lab, the Tunable-Diode Laser Spectroscopy lab, and the Optics lab.

HALE LABORATORY is the home of the Chemistry Department and has several classrooms, office space, labs, and Brown Auditorium.

HOLMES HALL, located away from the main campus area on Nameaug Avenue, closer to the Thames River, houses The Children's Program, a pre-school program for all children, including those with special needs.

LIBRARIES are described above. (See the Library's web site for helpful information: <http://www.conncoll.edu/is/info-resources/>.)

NEW LONDON HALL is the oldest building on campus and houses faculty members teaching Biology, Botany, and Computer Science. A complete remodeling of this building took place during the 2011-2012 academic year. Both an electron microscope and greenhouse are available again for faculty and student use in the building now that the renovation is completed.

PALMER AUDITORIUM seats approximately 1,300 and houses theater classrooms and offices for the theater department and [onStage](#), the College's performing arts series, which brings professional music, theater, and dance companies to campus for performances and workshops.

TANSILL THEATER, seating audiences of 140, is an intimate black box theater located on the second floor of Hillyer Hall. A black box allows for various stage and seating configurations such as in-the-round, thrust or the traditional proscenium style.

WINTHROP HALL, and its **Annex**, located right behind Larrabee house, is where the Anthropology, Economics, Hispanic Studies, History, and Sociology departments can be found. There are also several seminar rooms and the Archaeology labs.

WOODWORTH HOUSE is situated near Williams Street behind the Admission Office. Here the offices and some classrooms for the East Asian Languages and Cultures department are to be found.

740 WILLIAMS STREET, otherwise known as the pink house, has become the home of Gender and Women's Studies and the Center for the Comparative Study of Race and Ethnicity. You will be invited to many wonderful events, including talks given by your colleagues, in the pink house. In fact, you may be invited to give such a talk yourself!

E. OTHER FACILITIES AND SERVICES

ACADEMIC RESOURCE CENTER: The Academic Resource Center brings together a broad array of staff and services with a single goal: to make sure all students reach their highest academic potential. Professional staff in the center help incorporate best practices for student learning into freshman orientation, pre-major advising, fellowship applications, funded internships and other signature experiences of the College. Located on the second floor of Shain Library, the center provides space for collaborative projects, quantitative

analysis, research, tutoring and workshops. The Director, Noel Garrett, is eager to work with faculty, and collaborates actively with the Joy Schechtman Mankoff Center for Teaching & Learning.

ARBORETUM (ARBO): Across from the campus on Williams Street is the main entrance to the Connecticut College Arboretum. The Arbo is a 445-acre parcel of land owned by Connecticut College and maintained by the Botany department. Its forests, pond, and outdoor amphitheater provide excellent research and experimental opportunities for Anthropology, Biology, Botany, and Environmental Studies classes. Buck Lodge, a rustic stone building located near the pond, is frequently used by the college community for recreational gatherings and meetings. The Arbo is the ideal place to walk, study, read or just sit and think. It is open every day of the week until sunset. Maps and information are available at the Arboretum Office on the first floor of the Olin Science Center. In addition, there is a botany walk (in the Caroline Black Garden) near Abbey House for students, faculty and staff to enjoy.



ATHLETIC CENTER (AC): For those of you who are athletically inclined or for those who just want to exercise, the Athletic Center (AC) offers a variety of activities. The Athletic Center provides a broad range of facilities and programs that contribute to the fitness and wellness of our student body and also our faculty and staff. The Athletic Center comprises the Charles B. Luce Fieldhouse, the Lott Natatorium (pool, diving area, locker rooms), the new Lee and Anne Higdon Fitness Center (2,900 square feet of cardio stations, weight training machines and free weights), and the Christoffers Rowing Tanks. Dayton Arena is adjacent to the AC and provides ice for our varsity teams, club teams and open skating for the community. The Silfen track and Artificial Turf lie behind the AC for runners, and our location on the Thames River (really an estuary) is perfect for varsity sailing and rowing.

THE CAMEL CARD OFFICE is located in Crozier Williams on the way to the post office. This is where faculty and staff register their cars (now on a three-year basis), and obtain their Camel Card ID, as well as office keys. The Camel Card office is the repository for all campus keys. Should you lock yourself out of your office, please call the Gatehouse (x2222) for help. A Campus Safety officer will come to your rescue. For any questions about Camel Card office services, contact the office at extension 2250 or by email at camelcard@conncoll.edu.

CAMPUS SAFETY is located in Nichols near Human Resources at the Route 32 edge of South Parking Lot. Note: the College charges a \$200 fee for faculty and staff parking privileges on campus **that is waived** unless an individual receives a parking ticket and fails to pay within the allotted 60 days. Only in that situation is this fee invoked.

THE COLLEGE CENTER AT CROZIER-WILLIAMS (Cro) holds the heart of activities and serves as a center for social life. The first floor of the building includes the campus snack shop, the campus bar (for students 21 and older), a convenience store, the campus post office (where student and faculty mailboxes are located), an ATM, a stamp machine, and the Campus Bookshop. WCNI, the radio station affiliated with Connecticut College, also has expansive facilities on the first floor. Cro has one large and several smaller multi-purpose rooms for campus events. On the second floor are a TV, pool table, the Office of Student Life, the Office of Volunteers for Community Service, the Office of Conferences and Special Events, and offices for student organizations, such as S.G.A. and the Voice. The Dance Department also has offices and dance studios on the third floor. With its beautiful design, the College Center is one of the most popular places for students to hang out and for faculty and staff to have lunch.

THE POST OFFICE AND THE BOOKSHOP are located on the first floor of the College Center. At the campus Bookshop, you order your textbooks and buy office and art supplies, personal items, cards and gifts, books for recreational reading, books written by faculty members and alumni, and clothing such as t-shirts and sweats. All course books are sold in the Bookshop.

COUNSELING SERVICES are located on the second floor of Warnshuis Health Center. Counselors are available to students, free of charge, for consultation and therapy on a regular, short-term basis. Referrals are made to local psychotherapists and counselors if the situation warrants. All contact is held in the strictest confidence. No information is divulged to parents, academic or administrative personnel, or anyone else outside the health center without a student's written permission. In cooperation with other groups on campus, the counseling services sponsors support groups for death, divorce, eating disorders and stress. Faculty members can suggest that students who seem distressed make an appointment with a counselor. Counseling services are available Monday through Friday, 9–5.

DINING SERVICES: there are several dining halls on campus. The main dining hall is the Harris Refectory, located in the Plex on the north end of campus. Smaller, more homey places to eat include dining halls in Smith, Knowlton, Jane Addams, Harkness, and Freeman. Vegetarian meals are served in Freeman. Students can use their student ID in any dining hall, at any meal, and can invite faculty or staff. Faculty and staff can eat for reasonable rates in any of the dining halls. And don't forget those meal tickets you will be receiving to pay for your meal when you take a student to lunch or dinner!

There are several **CAFÉS** around campus. The fully renovated Blue Camel café and 24-hour study space is located on the first floor of Shain. Coffee Grounds, in Katharine Blunt (across the street from CRO), offers a variety of fresh baked goods to complement a wide selection of hot and cold beverages. This student-run venture serves as a study space, meeting place,

and venue for events of all kinds. Ruane's Den, in Harkness Residence Hall, offers an espresso bar, comfy chairs, and big screen televisions; it is open to students, faculty, and staff during the afternoon and evening—a great place for small meetings and an afternoon cup of coffee or tea! It will be managed by students, starting fall 2015. The Coffee Closet, in Cummings, provides drinks and small eats as well as cozier study spaces.

An **Employee Assistance Program (EAP)** provides confidential counseling services to employees and their household members free of charge. The College has contracted with Higher Ed EAP, which offers many different types of benefits and services, including counseling services, information resource benefits, lifestyle benefits, professional resource centers, personal development and training, a wellness center, and much more. They even offer classroom management and teaching resources. Contact information: www.HigherEdEAP.com, 800-225-2527 or 800-252-4555.

HUMAN RESOURCES is located in Strickland, just south of the Williams School and Cummings Hall on the Route 32 side of South Parking Lot. This is the place where faculty members go for answers to all questions relating to benefits or their employment status. Cheryl Miller is the Associate Vice President for Human Resources and Professional Development. Most other questions that faculty members have are handled by the Office of the Dean of the Faculty.

THE LGBTQIA CENTER serves the unique needs of lesbian, gay, bisexual, transgender, queer and questioning students by providing a supportive space, resource library, social events and educational programming. We are committed to understanding how homophobia and heterosexism interlink with sexism, racism and classism to perpetuate oppression. The Center also serves as a resource for the entire College community to learn about issues related to sexuality and gender identity. The Center is found in Burdick House on the ground floor facing the College Center at Crozier-Williams ("Cro"), and next to Larrabee Green.

THE ROTH WRITING CENTER is located on the second floor of Blaustein. The Roth Writing Center provides one-to-one peer tutoring to help student writers of all abilities during all stages of the writing process. This service is offered free of charge to students.

The Center is directed by Steve Shoemaker and staffed by more than two-dozen undergraduate writing consultants from a variety of majors who are specially trained to assist students with their writing projects. The goal of the Writing Center is to develop not only a student's writing abilities, but also his or her ability to think critically and communicate clearly within an academic discipline.

THE WOMXN'S CENTER is located on the garden level of Smith House, right below Smith dining hall. The mission of the Center is to educate, advocate, and create an

environment where historically marginalized identities are discussed critically and openly celebrated. As a community, we place the praxis of feminist intersectionality and social justice at the center and strive to represent the diverse and evolving needs of all individuals in relation to the vast spectrum of gender.



UNITY HOUSE MULTICULTURAL CENTER is the administrative office that supports students of color in their path to academic and personal excellence while at the College. In collaboration with students and various offices on campus, Unity House also coordinates the programming of cultural and educational events that promote the understanding of diverse cultures. There are a number of student

organizations affiliated with Unity House, which include Connecticut College Asian/Asian American Student Association (CCASA), La Unidad, Umoja, Society Organized Against Racism (SOAR), Unity Gospel Choir, ATLAS, MECHA, Eclipse, and Camelbacks. These organizations work closely with the Unity House staff in programming events of interest to their members and the larger campus community.

Unity House contains a multipurpose room and a kitchen that staff, faculty and students can reserve for events that support its mission. Attendance at most Unity events and participation in Unity organizations are open to everyone. The second floor houses a conference room and small library, the student interns' office, and additional smaller lounge spaces.

For first year students, the Genesis Pre-Orientation program and the ALANA Sisters and Brothers program, primarily for students of African, Latino/a, Asian, and Native American descent, help ease the transition into life at Connecticut College. Unity House provides its beautiful and spacious facilities for many events. The multi-purpose room is a great place to hold meetings, banquets, and discussions with invited speakers. Unity House and the student organizations sponsor workshops, lectures, films, and dinners on a regular basis.

Unity House recently initiated two programs: RISE and EXODUS. R.I.S.E (Rising Into the Sophomore Experience) provides students with a Unity House mentor who will consult, guide, and motivate them to set personal and academic goals that will guide students to take action steps to achieve their goals. EXODUS is a transition program for juniors and seniors as they prepare to leave their college experience and enter the "real world." Students in this program are provided with a Unity Mentor who will give them the guidance they need to pursue their post-graduation goals.

WARNSHUIS HEALTH CENTER: One of the benefits at Connecticut College is the Warnshuis Health Center. The building is located behind Shain Library, and the Health

Center is open Monday–Thursday, 9–7 and Friday, 9–5. The staff of nurses and physicians is ready to help students with all problems, both simple and complex. The entire staff is very approachable, supportive, and sensitive. Faculty and staff can use these services on a very limited basis.

ZACHS HILLEL HOUSE: The recently constructed Zachs Hillel House is located in the northeast end of campus and is the center for Jewish student life and related programming. The house includes study and meeting space for students, staff and faculty.

G. CONN LINGO

A.C. – Athletic Center

ARBO – The Connecticut Arboretum at Connecticut College is approximately 445 acres. It serves as an outside laboratory for scientific study by professors and their students and as a park for the community. The Arbo is also a refuge for wildlife and students alike. Gates close at dusk, so don't get locked inside.

CC-GREEN – stands for "Connecticut is Green," a name for all of the environmental initiatives underway at Conn, from campus-wide recycling and conservation initiatives, to ecological research in the arboretum, to Earth House, which strives to serve as an environmental model for the College. The environmental coordinators in each building, Students Against Violence to the Environment (SAVE), and the Center for Conservation Biology and Environmental Studies are just some of the groups who urge you to "Make the CONNnection and think about how your everyday choices affect the planet." These groups are located in the Steel House, on the southeast corner of campus.

CAMEL VAN – The camel van service provides safe, reliable, and affordable transportation to shopping malls, grocery stores, theaters, restaurants, and other points of interest in the greater New London area. The van operates Thursdays-Sundays. A specific schedule is published each Fall and made available at the Information Desk in the College Center.

CAMELYMPICS – An annual series of silly games in which the residential houses participate and compete with each other.

CELS – The acronym of the former name (Career Enhancing Life Skills) of the Office of Career and Professional Development. The office provides a four-year program through which students plan coursework and activities, culminating in a search for a career-related, [College-funded internship](#) and assistance for seniors embarking on [job searches](#), [fellowships](#) and [graduate school](#) applications.

COFFEE CLOSET – Located near the green side entrance of Cummings, this locale offers small eats and drinks.

COFFEE GROUNDS CAFÉ – An alternative café setting in KB, featuring bagels, pastries, gourmet coffees and teas, and student entertainment. It is entirely student run and staffed. Faculty and staff are welcome.

COLLEGE VOICE – The *College Voice* is an editorially independent newspaper that aims to be a constructive, informed, and informative resource and outlet for the Connecticut College community. It encourages student curiosity, talent, and self-expression that promotes diverse campus-wide dialogue, both in print and online. The *College Voice* writers and publications strive to always uphold journalistic ethics. For more information, go to <http://thecollegevoice.org>.

CRO – Known as "Cro," the Crozier-Williams College Center is the center of campus for the College community, which provides premiere event and meeting space. The Oasis snack shop, convenience store, bar, post office, bookshop and various student and administrative offices are located here, as is the Dance Department.

CULTURAL FESTIVALS – There are numerous intercultural festivals, which provide the College community with an opportunity to share the richness of our diverse cultures. Sponsored by Unity House, Knowlton House, and Student Activities Council.

EARTH DAY – Held on the third Sunday of April, Earth Day brings the College community and Southeastern Connecticut together to celebrate the Earth and educate people about the environment. Sponsored by SAVE (Students Against Violence to the Environment).

ECLIPSE WEEKEND – Begun in 1975, Eclipse Weekend began as a weekend full of events for both Connecticut College and U.S. Coast Guard Academy students and alumni of color. As the number of students at both institutions has increased, Eclipse has evolved and is now a diverse student club dedicated to organizing the events that take place during this weekend. Eclipse usually takes place during the Spring semester.

FAMILY WEEKEND – This is a weekend in the fall when students' families are invited to campus. Sporting events are held, parents meet roommates, and many students show their parents around the local area. It is also called "**Fall Weekend**."

HARVESTFEST – An outdoor carnival/festival with food and entertainment usually held in conjunction with Fall Weekend. Sponsored by the Student Activities Council (S.A.C.).

HOMECOMING WEEKEND – Alumni return on a fall weekend for a soccer game, cold beer, reminiscing and tailgating. This is part of Family Weekend.

HONOR COUNCIL – Students elected to review any cases involving a breach of the Honor Code.

J.A. – Jane Addams House, (dormitory) located in South Campus.

K.B. – Katharine Blunt House is a dormitory in Central Campus. Miss Blunt was president of Connecticut College, 1929-43 and 1945-46.

KOINÉ - The College yearbook, which has garnered many awards in past years. Koiné means "speech of the people" and was the name of the lingua franca of ancient Greece.

LGBTQIA – (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual).

This community is served by the director of Gender and Sexuality Programs and Director of the LGBTQIA resource center, which is located directly inside the north side entrance to Burdick Hall. Faculty involvement is much appreciated at the center!

PLEX – The complex of six North Campus residential houses: Hamilton, Lambdin, Johnson, Morrisson, Park, and Wright. It houses one-third of the campus, and is also interconnected to Harris Refectory, the largest dining hall on campus.

QUAD – Three (yes, 3) dorms on Central Campus (Blackstone, Branford, and Plant), and the green in between.

RUANE'S DEN – A student run café in Harkness House.

S.A.C. – Student Activities Council is responsible for organizing the social activities on campus.

S.G.A. – Student Government Association is divided into six branches: Student Assembly, J-Board, the Class Executive Boards and Class Councils, S.A.C., House Governors and House Councils, and the Board of Advisory Chairs (BAC). S.G.A governs the academic, social, and residential life of CC students.

SPECTRUM – An awareness group at Conn open to all students interested in raising awareness about homophobia and other issues related to sexual orientation.

SYNERGY – The “Connecticut College Blue” sculpture is located across from the Olin Science Center, between New London Hall and Fanning Hall.

THE WOMXN'S CENTER AT CONNECTICUT COLLEGE – The student center that seeks to empower all college community members and enhance community life through education and programming that emphasizes gender issues.

UFO – The informal and unofficial organization of untenured faculty (the “untenured faculty organization”) that is not always active.

UFOC – The informal and unofficial organization of faculty of color.

VOLUNTEER FAIR – More than 30 community service agencies are gathered together by the Office of Volunteers for Community Services (OVCS) at the beginning of each semester. The fair is a great way for students to become involved in the local community.

WCNI – A non-commercial, non-profit educational radio station owned and managed by Connecticut College Community Radio (CCCR), WCNI operates at 90.9 FM Stereo. The radio station is operated on a daily basis by the members of a student organization, recognized by the College's Student Government Association. WCNI plays a variety of music including new music, funk, Latin, reggae, and classical. The D.J's are from the College community as well as

the greater New London area. It is located at the North end of the College Center. Check out their website: www.wcniradio.org.

ZIP CARS – Whether for local shopping or longer treks, through Connecticut College's partnership with Zipcar, two vehicles are available to members of the campus community age 18 or older. Students, faculty, and staff are able to join Zipcar at Zipcar.com/connecticutcollege and make reservations, 24 hours a day and up to a year in advance.

H. Around New London

The New London Mall and New London Shopping Center are two nearby shopping areas. Shop Rite, in the New London Shopping Center, has a good selection of health foods and fresh, organic vegetables, and is the closest supermarket to campus. If you want a supermarket that is a step up, try the Super Stop & Shop in the Groton Shopping Center or on the Boston Post Road in Waterford, both of which are about five minutes away by car. Fiddleheads is a natural food co-op located on Broad Street in downtown New London. Also, five minutes by car is Waterford's Crystal Mall, where you'll find Macy's, J.C. Penney, Sears, Bed Bath & Beyond, and the Christmas Tree Shop. Other stores within the Crystal Mall include clothing, record and hobby stores, and a fairly large food court. Across from the Crystal Mall on route 85 is Waterford Commons, another shopping center. Downtown New London, Groton, Mystic, and Old Mystic Village also offer shops and many restaurants in every price range.

There are many places of interest near campus. Ocean Beach and Harkness Park are popular and close to the College, while Block Island, though a little further away, provides an opportunity for day trips of biking, swimming, and good food. Mystic, with its aquarium and Mystic Seaport, and Noank and Stonington are charming villages within a half-hour's drive from Conn. Theater lovers should seek out Waterford's Eugene O'Neill Theater, as well as the Yale Rep, the Goodspeed Opera House, Long Wharf Theater, and The Kate (the Katherine Hepburn Cultural Arts Center, in Old Saybrook.)

There are other colleges near Connecticut College. Mitchell College is a ten-minute car ride, and Wesleyan, Trinity, Brown, and Yale are about an hour away. Directly across the street from the College is the United States Coast Guard Academy. It is a great place to take a walk, especially down by the water, but you have to be admitted to their grounds. Students of the Academy ("Coasties") follow an incredibly strict physical and social regime, and they serve in the Coast Guard after graduation. In return, they receive a challenging (and free) education. Some of the Coasties choose to take classes here, so don't be surprised if you see navy blue uniforms on campus or in your classes.

Connecticut's state capital, Hartford, is less than an hour away from the College and offers the Hartford Stage Company, Hartford Symphony Orchestra, Hartford Ballet, Connecticut Opera, Hartford Orchestra, and Real Art Ways—a contemporary art center for music, video, visual arts,

poetry, and cinema. Providence and New Haven, each about 45 minutes away, also provide many cultural opportunities. The larger cities of Boston and New York are a bit further afield; both are served by rail service.