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 **2018-2019**

**Thursday, September 6, 2018**[Avoiding hidden messages](https://gustavus.edu/kendallcenter/concertFiles/media/tt.pdf): Strategies to reduce implicit bias in recommendation and reference letters.
Implicit bias is an unconscious process by which we favor some perceived identities or characteristics relative to others. Because we are often not aware of them, these biases may be revealed in subtle ways - such as the language we use to evaluate our colleagues and students. In this teachers talking, we will explore how implicit bias can influence the letters we write for others and review specific, concrete strategies for interrupting this unconscious influence.

**Tuesday, September 25, 2018**
Gender identity and equity in the classroom and across campus facilitated. Gustavus holds respecting and caring for all members of our community as a core value. One way to do this is to see and recognize the identities of our students. For students who don't identify with the gender assigned at birth (transgender), with both genders, or with neither gender, names matter. In this Teachers Talking, we will share simple and meaningful ways we can recognize and respect the gender identities of our students and colleagues. Please bring a laptop, tablet, or phone to this Teachers Talking session.

**Tuesday, October 9, 2018**Enhanced Advising: Talking Transfer with Tom
Transfer credits. Transfer students. AP/IB/PSEO/CIS credit. The number and variety of ways that students can transfer credit to Gustavus can seem confusing and overwhelming. We're seeing more first year students arrive at Gustavus having already earned some type of college credit. What are the implications for your department, our curriculum, and the College? Finally, while most Gustavus students come to us directly from high school, we also typically welcome 40-50 new transfer students each year who started their full-time college careers at another institution. What should faculty know about this population, their expectations, and the challenges they face? Come to this session prepared to discuss both your past experience and your thoughts about the future as they relate to transfer credits and transfer students. Facilitated by Tom McHugh, Director - Center for Academic Resources and Enhancement (CARE).

**Tuesday, October 16, 2018**
Join Pamela Conners (RSCD Director/Communication Studies) and Sarah Bridges (Research and Sponsored Programs) for lunch and a discussion about opportunities, resources, and professional development for student-faculty collaboration on Research, Scholarship, Creativity, and Dialogue. Share your experiences – good and bad – and learn more about RSCD with students.

**Thursday, November 8, 2018**Connecting Career Readiness to the Liberal Arts Classroom
Join Career Development Specialists, Faculty Members and Employer Partners for a discussion on connecting Career Readiness to the Liberal Arts Classroom. Career Development will review the NACE Career Readiness Competencies and share examples of using these competencies within the classroom. Together, we are eager to learn from each other, share best practices and hear how you are assisting our students with career readiness, vocation, and professionalism.

**Tuesday, November 27, 2018**Digital Projects for Engaged Pedagogy
Join us for lunch and conversation as we explore some of the digital tools available for use in the classroom and see how faculty have incorporated digital projects into their courses. We'll discuss both the benefits and frustrations of working with students on digital projects, the pros and cons of creating public-facing student scholarship, and what kinds of support faculty would like to have when they develop new assignments with a digital component. These conversations grow out of our previous Mellon grant and will help librarians explore ways to provide support for digital scholarship across the curriculum.

**Thursday, December 13, 2018**Team-teaching at Gustavus
Have you ever wanted to team-teach a course with a colleague but weren’t sure how to go about it? Come hear about the benefits of team-taught classes, logistical factors to consider, and tips on how to ensure that the collaboration is mutually productive for faculty and students. Laura Burrack (Bio), Yurie Hong (Classics), and Margaret Bloch-Qazi (Bio) will share their experiences and perspectives on a range of collaborative opportunities including team-taught and linked courses

**Thursday, January 24, 2019**Mayday! 2019 will feature internationally renowned author, reporter, Minnesota native, and columnist – Thomas Friedman. The Mayday! peace conference will focus on journalism and peace, helping us to examine our news consumption, fake news, and the importance of a free press in our information society. Friedman has authored six bestselling books which range broadly from Middle East politics, globalization and finance, technology, environmentalism, and conflict and diplomacy. Come to hear and share about ways to connect your courses to the work of Thomas Friedman and the Mayday! conference theme.

**Wednesday, February 13, 2019**Using Universal Design to Create Accessible Classrooms
Consider how many access letters you’ve received from students in the past. Chances are, you’ve seen a handful or more. These letters address barriers that students may face when accessing course material. The concept of universal design encourages instructors to consider potential student barriers during the planning stages of their courses in an effort to promote inclusive education. Oftentimes, instructors find that universally-designed classes enhance learning opportunities for all learners, not just students with disabilities. Staff from Accessibility Resources will be joined by faculty from multiple disciplines to discuss ways to incorporate universal design in your planning, as well as to consider ways you’re already creating inclusive environments.

**Wednesday, February 27, 2019**Frequently Asked Questions on Supporting Multilingual Learners
How can I encourage my international student to speak up in class? How should I respond to multilingual student writing? Are international and multilingual students allowed more time on exams? Join Carly Overfelt and others for a conversation about these and other questions faculty and staff may have about multilingual students.

**Wednesday, March 13, 2019**Preparing Students for Celebration of Creative Inquiry: Now and in the Future
Join Pamela Conners (Director of Undergraduate Research, Scholarship, Creativity, and Dialogue) for a conversation about ways to prepare students for presenting their work at this year's Celebration of Creative Inquiry on May 3. We'll also look forward to next year and discuss possible innovations for CCI 2020.

**Wednesday, March 27, 2019**Commenting on Student Writing
This session will be a conversation about how to improve student writing as effectively and efficiently as possible. WC tutors will be on hand to discuss feedback that works best for them (as writers and as tutors).

**Wednesday, April 10, 2019**
Online CBT (Cognitive Behavioral Therapy): A Two Year look at Gustavus Data
Gustavus began offering the Learn to Live program, an online CBT program, in 2016. This talk will review the impact of the program on students. It will look at utilization rates, overall satisfaction, and self reported academic impact of the program. Participants will leave with a greater understanding of mental health concerns on college campuses and a greater understanding of the Learn to Live program.

**Wednesday, April 24, 2019**
Incorporating the Nobel Conference 2019 Theme into the Classroom
How can we incorporate Nobel Conference 55 into our fall 2019 classes? Bring your fall 2019 syllabi for this short workshop and overview of Nobel Conference 55 -- Climate Changed: Facing Our Future.

**Wednesday, May 8, 2019**
Global Learning and J-Term
Approximately 60% of Gustavus students who study away do so during the January Interim term, which makes J-Term an important time to introduce students to global issues and concepts. This Teachers Talking session will focus on methods for integrating global learning and intercultural development theory into faculty-led study away courses—domestic and international—and strategies for helping students interact with their local hosts. In addition, this session will discuss employing strong intercultural student learning outcomes and using embedded assessment to gauge our progress.