



JOHN S. KENDALL CENTER FOR ENGAGED LEARNING

GUSTAVUS ADOLPHUS COLLEGE

Faculty Development Day & Veggie Giveaway

Wednesday, August 29, 2018

8:30am-12:30pm

St. Peter Room

Faculty Development Day serves a number of important purposes for Gustavus faculty.

- It offers an opportunity to convene with colleagues to explore effective practices in and out of the classroom.
- Sessions provide faculty with concrete ideas they can incorporate into their classes, research, and workflow.
- And the day provides a chance to connect with new and returning colleagues.
- **Veggie Giveaway allows you to share your end-of-summer garden bounty and/or to reap the benefits of the garden bounty of others. Bring your own bag to take veggies home in!**
- Also...door prizes!

Schedule (workshop descriptions on reverse)

8:30-8:45am Gathering and Refreshments
Introduction to KCEL, Faculty Associates, and the Day

8:45-9:30am Session 1
Nobel Conference in the Classroom (St. Peter Room)

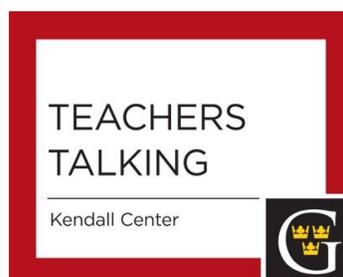
9:30-10:15am Session 2
Dastardly Dilemmas: A Hands-on Inclusivity Workshop (St. Peter Room)

10:15-10:30am Coffee Break (St. Peter Room)

10:30-11:15am Session 3
Teaching Argument (St. Peter Room)

11:15am-12pm Session 4
Grants from A to Z (St. Peter Room)

12:00-12:30pm Lunch (St. Peter Room)





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Nobel Conference in the Classroom

The Nobel Conference brings students, educators and members of the general public together with the leading thinkers of our time, to explore revolutionary, transformative and pressing scientific questions and the ethical issues that arise with them. Lisa Heldke, director of the Nobel program, and Jim Dontje, co-chair of this year's conference, will discuss various ways in which you might make use of this year's Nobel Conference on soil to excite your students about the event, inspire them to attend the talks, and explore the topic more fully for themselves.

Dastardly Dilemmas: A Hands-on Inclusivity Workshop

This session will focus on real solutions for your sticky situations, dastardly dilemmas, and issues that challenge you most in your work. This session is less about theories in inclusive teaching and more about practical strategies you can try this semester. The session is facilitated by Kelly Karstad, Carly Overfelt, Lisa Dembouski, and Hannah Godbout, whose varied superpowers include stress and resilience, access for students with dis/abilities, international and multilingual student support, student mental health needs, and inclusive teaching. To prepare for this session, please think about a situation you encountered last year where: you felt stuck, a student surprised you, you didn't know how to support an advisee, an issue you anticipate could arise this year, or any other kind of problem we can help you(re)solve in this interactive, participant-driven session. Come discover your own superpowers in this dynamic and fun workshop! (Capes optional. No, really.)

Teaching Argument

Writing Center Director Eric Vrooman and Writing Across the Curriculum Director Rebecca Fremo share news from a summer collaborative project. They will describe how the FTS Think Tank used both direct assessment data and faculty survey data in order to generate a new resource: The FTS Teaching Commons for Writing. This collaboratively authored web resource will help instructors introduce, model, and assess students' work on two key concepts: understanding rhetorical situation and reading and writing arguments. Fremo and Vrooman will walk us through the resource and share how they will assess students' and faculty members' experiences focusing on argument in FTS this fall.

Grants from A to Z

For a small, liberal arts college Gustavus has had considerable success in winning external grants. There are important resources at the college to help faculty identify, apply for, and administer grants. In this session Pam Conners (Communications), Amanda Nienow (Chemistry), and Matt Panciera (Classics) will discuss some of those resources and describe their experiences in all aspects of grants, from the writing and application process to their participation in the programs and research supported by them. Finally, they will touch on the benefits – scholarly, pedagogical, financial – they have experienced in connection with grants they have been part of.



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