



JOHN S. KENDALL CENTER FOR ENGAGED LEARNING

GUSTAVUS ADOLPHUS COLLEGE

Faculty Development Day & Veggie Giveaway

Wednesday, August 30, 2017

8:30am-1:00pm

Heritage 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.
- Workshops 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)

8:30-9:10am Gathering and Refreshments (Heritage Room)

9:00am-9:30am Introduction to KCEL, Faculty Associates, and the Day

9:30-10:30am Session 1

Purposeful Advising Using Starfish (Heritage Room) **Please bring laptop!**

Strategies for Successful Research, Scholarship, and Creativity (St. Peter Room)

10:30-10:40am Coffee and Conversation Break

10:40-11:40am Session 2

Purposeful Advising Using Starfish (Heritage Room) **Please bring laptop!**

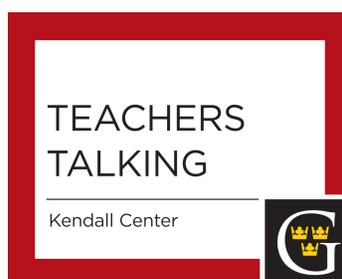
Strategies for Successful Research, Scholarship, and Creativity (St. Peter Room)

11:40-11:45am Coffee Refill Opportunity

11:45am-12:30pm Session 3

Responding to Controversy and Bias in Class: Whether and How (Heritage Room)

12:30-1pm Lunch (St. Peter Room)





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Purposeful Advising Using Starfish (Session 1 and 2)

Advising and mentoring students is one of the most rewarding aspects of teaching at Gustavus. It can also be one of the most demanding, time consuming, and complex parts of the job...and something that comes with little to no preparation or training. In this workshop, we will talk about advising and introduce the new web-based advising software system called Starfish. Our discussion of advising best practices will draw from the Appreciative Advising model used by the First Term Seminar program and the Center for Academic Resources and Enhancement (CARE). Participants will be introduced to key principles in appreciative advising and learn how to use Starfish to put these principles into practice. The College's adoption of Starfish brings with it some key changes to the faculty advising process, making some tasks – like scheduling advising appointments, notetaking, and raising alerts – much easier, while also increasing the role of the advisor in responding to early alerts. This workshop will introduce and discuss these changes. Additionally, participants will learn how to set up a Starfish account and easily create and track advising appointments and office hours, record information about advising appointments, provide students with positive feedback, raise alerts that get sent to the people who need to know when things aren't going well, and connect students to the resources they need to be successful. **Please bring a laptop.** (Facilitated by Kate Knutson, FTS Director and Amy Tabor, Starfish)

Strategies for Successful Research, Scholarship, and Creativity (Sessions 1 and 2)

A panel comprised of Priscilla Briggs (Art & Art History), Barbara Fister (Library), Darío Sánchez-González (Modern Languages, Literatures, and Cultures), and Dwight Stoll (Chemistry) will talk about their scholarly and creative endeavors, discussing what has contributed to their accomplishments, the obstacles they have had to overcome, and how they balance their research and creative work with other faculty responsibilities. Session participants will then have the opportunity to discuss their own work in small groups, with the goal of identifying one new strategy for scholarly and creative success during the coming academic year. (Facilitated by Blake Couey, Faculty Associate for Research, Scholarship, and Creativity)

Responding to Bias and Controversy in Class: Whether and How (Session 3)

In the immediate wake of displays of racism, violence, and oppression, such as those that took place in Charlottesville, Virginia on August 12th, it can be difficult to know whether to address such incidents in the classroom and, if one chooses to do so, how best to structure the conversation. This session provides tools to think through why you might address such events and how you can do so thoughtfully and effectively. Strategies to be discussed include short acknowledgements, spending a full class session, rethinking part of a course, and campus teach-ins. (Facilitated by Thia Cooper, Faculty Associate for Diversity, Equity and Inclusion)

