

# Knox Faculty Development Newsletter

Early August, 2018

## Gearing up for Fall edition (Sorry.)



### [Sign up here](#): Course Design Work Day, Thursday, August 23

Are you teaching a course that (you hope) satisfies one or more of the **Elements** requirements? Or a course that (you hope) is helping **first-year students** adjust successfully to college? If so, you're cordially invited to a half-day (or a whole day!) devoted to helping you meet your goals. If you teach a course with multiple sections, this would be a great time to get together with colleagues to discuss common goals. Lunch will be provided to faculty who sign up for both sessions.

- 9 - 12: **Elements courses**--time, support, and snacks so that you can reflect on your course goals and align your syllabus and assignments to those goals.
- 1 - 4: **First-year friendlier courses**--learn about evidence-based practices for teaching first-year students and work on your course(s) on your own or in consultation with colleagues. Also, snacks.

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## New on the Faculty Development website

- Updated forms on the [faculty grants](#) page
- [Rubric](#): how learner-centered is your syllabus?
- Updated (and searchable!) [newsletter archive](#) updated
- Resources (internal and external) on [academic accommodations](#)

## Timely link from the web

James Lang in the *Chronicle*: [How to prepare for class without overpreparing](#) : ideas on activities to begin and end class sessions; annotation exercises (on paper, or using online tools); electronic polling basics.

## Upcoming Opportunity: Faculty group discussing teaching, using the Authentic Intellectual Work framework

Scott DeWitt (Educational Studies) is interested in starting a group of faculty who meet regularly over the course of the academic year to talk about their teaching using the Authentic Intellectual Work framework. Scott writes:

*The Authentic Intellectual Work framework is a research-based tool for analyzing instruction and assessments. During the first stage of the collaboration, we expect to focus on broad categories of instructional goals: higher order thinking, deep disciplinary knowledge, substantive conversation, and connections to the world beyond school. These categories are not prescriptive, but provide a vocabulary for starting with instructors' goals and examining ways to more effectively achieve those goals.*

If you'd be interested in joining such a group, use [this form](#) to indicate your interest and availability.

## Suggestions?

If you, too, have an interest you'd like to share with colleagues, a book, article, or film to recommend for December reading/discussion groups, or any other thoughts about faculty development, let me know about it [here](#).

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## ACM Newsletter

The Summer **ACM Notes newsletter** for faculty and staff is available at <http://www.acm.edu/ACMNotes-SpringSummer2018>.

Highlights include:

- ACM fellowships give students graduate-level research experiences this summer at flagship universities.
- Three faculty developed a one-day workshop to spark students' creativity and problem solving.
- With a change in strategic direction, ACM will pursue new learning experiences for students.
- St. Olaf joins the ACM Tuition Remission Exchange Program effective in fall 2019.
- Faculty from nine ACM colleges have been awarded FaCE grants for collaborative projects.
- The ACM Film Festival and Nick Adams Short Story Contest showcase students' talent.