

## CONTENTS

Kendall Center Overview .....	2
Structure .....	4
1. Positions .....	4
a. Director .....	4
b. Faculty Associate for Excellence in Teaching .....	5
c. Faculty Associate for New Faculty Programming .....	6
d. Faculty Associate for Diversity and Inclusive Excellence .....	7
e. Faculty Associate for Research, Scholarship and Creativity .....	9
f. Administrative Assistant .....	10
2. Budget .....	11
a. Endowed Funds .....	11
b. Operating Funds .....	11
c. Travel Funds .....	11
d. Grants .....	12
e. Programming .....	13
f. Individual Support for Faculty .....	13
3. Space .....	14
Faculty Development at Gustavus .....	14
1. Faculty Development Committee .....	14
2. First Term Seminar .....	15
3. Writing Across the Curriculum .....	15
4. Assessment Director .....	15
5. Center for Community-Based Service and Learning .....	16
6. Center for International and Cultural Education .....	16
7. Academic Support Center .....	16
8. Gustavus Technology Services .....	17
Evolution .....	17
Program Concerns and Questions .....	18
1. Diffusion vs Centralization .....	18
2. Assessment .....	19
3. Institutional Support for Individual Faculty Development .....	19
Appendices .....	21

## KENDALL CENTER FOR ENGAGED LEARNING SELF-STUDY

In Fall 2016, the John S. Kendall Center for Engaged Learning will mark the 15<sup>th</sup> year of a faculty-led faculty development program at Gustavus Adolphus College. The program began with speakers, lunches, and workshops focused primarily on teaching techniques and developed into a robust multi-faceted center that supports faculty work in teaching and research, scholarship, and creativity. As the mission reflects:

The John S. Kendall Center for Engaged Learning supports faculty in achieving their potential as teachers and scholars. Responsive to the professional needs and interests of each faculty member, the Kendall Center includes support for teaching initiatives and faculty research, scholarship, and creativity, and provides on-campus opportunities for focused conversation on pedagogy, assessment of student learning, and collaboration among colleagues. Through its support of such opportunities, the Kendall Center fosters the pursuit of teaching and scholarly excellence throughout all stages of each faculty member's career and for all Gustavus students. (See [Appendix 1](#))

In its early years, faculty development at Gustavus advanced by a 2002 Bush Foundation grant to explore faculty development possibilities through conversations and pilot programs. The result of this study was a 2003-2007 Bush Foundation Grant to implement a comprehensive faculty development program.<sup>1</sup> The grant implemented programming that remains at the heart of the Kendall Center, such as new faculty orientation and mentoring, curriculum and departmental mini-grants, Teachers Talking, summer workshops, and Faculty Development Day. The Bush Grant also supported a short-lived pre-tenure faculty leave program and ultimately provided an opportunity to test ideas and programming and work with faculty across campus to deliver on faculty needs. External program-wide assessment showed that the program was a success in improving teaching, learning, research, and the overall scholarly community at Gustavus. At the end of the Bush Grant, faculty leaders and administration recognized the need for an endowed faculty development program to support faculty work and, in 2007, they found willing partners and a name in the legacy of John S. Kendall, former faculty member and college president.

### KENDALL CENTER OVERVIEW

As an endowed program, the Kendall Center has flourished in providing support for teaching and faculty research, scholarship, and creativity and has remained committed to core principles that have guided the emphases and growth of the program:

- The mission of the Kendall Center is to provide support for faculty to enhance their work as faculty members, including research, scholarship, and creativity, teaching, and service. (As a faculty focused program, the Kendall Center does not provide resource support for undergraduate research programs or projects. The Director of Undergraduate Research in the Provost's Office administers these resources.)
- The Kendall Center is a comprehensive faculty development program that supports all faculty work: teaching, scholarship and creativity, and service. Faculty development at Gustavus is defined broadly and not limited to faculty work in the classroom.
- The Kendall Center is faculty-led. The faculty director and faculty associates remain active scholars and teachers.

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<sup>1</sup> The 1999 Bush grant provided \$20,000 in seed money. The 2004-2007 Bush grant provided \$225,000 to implement programming. From 2004-2007, the College provided increasing funds to prepare to take over the faculty development program.

- Kendall Center programming is driven by faculty needs. Development of new programming and assessment of old programming focuses on meeting the varied and evolving set of needs of faculty members at Gustavus.

Under these principles, the Kendall Center offers programming and resources in the following areas:

*Support for faculty research, scholarship, and creativity*

Faculty research, scholarship, and creativity are essential to faculty professional development and promotion, significantly contributes to student learning, and promotes a college culture of intellectual curiosity and scholarship and creativity. The Kendall Center supports scholarship and creativity through workshops, grants, and writing retreats. The Center also manages the faculty travel budget and applications as well as administers faculty development grants for the Faculty Development Committee.

*Support for teaching and learning*

As a liberal arts college, teaching is central to the mission of the College, student learning, and faculty professional development and research. The Kendall Center supports critical reflection and scholarship on pedagogical methods and student learning through reading groups, discussions, workshops, and grants.

*Support for innovation in the classroom and curriculum*

The curriculum as developed and implemented by faculty is foundational the mission of the college and student learning. The Kendall Center supports innovation in teaching and curriculum through workshops, discussions, grants, and an innovative teaching award.

*Support for meaningful and productive participation in college service and leadership.*

Participation in the college's shared governance process and the life of the campus community is an expectation of tenure-track and tenured faculty members and often a reality for non-tenure-track faculty. The Kendall Center supports faculty in their participation in this realm of the college and in their efforts to establish healthy boundaries around this participation.

*New faculty mentoring and orientation*

The development and orientation of new faculty plays a significant role in their retention and in developing a supportive and vibrant scholarly and teaching community. The Kendall Center fosters the development of new faculty through its year-long mentoring and new faculty orientation programs.

*Support for professional partnerships and dialogue in the college community*

A supportive learning and intellectual community is important to the learning and development of all campus constituencies. The Kendall Center partners with a number of administrative and support offices across campus to develop programming, dialogue, and support for the community.

*Support for ongoing assessment*

Improvement and development of teaching, pedagogical methods, innovative curriculum, and learning require ongoing assessment. The Kendall Center supports assessment efforts through assessment of its own programming, encouragement of assessment in grants and programming, and partnerships with the College Assessment Director and others on campus. (See Appendices [2](#) and [8](#).)

## STRUCTURE

### 1. *Positions*

The delivery of Kendall Center resources in these various areas is accomplished through a faculty led and faculty driven model with a faculty director and (currently) four faculty associates. The growth and expansion of Kendall Center programming led to the emergence of the director/faculty associates in 2008. The director and faculty associates receive reassigned time (and/or stipends) to develop and deliver Kendall Center programming. Since 2008, faculty associate positions have shifted and transformed with faculty needs and Kendall Center priorities. (See Appendices [4a](#), [b](#), [c](#), [d](#), and [e](#) for position descriptions of the Director and Faculty Associates.) The current Kendall Center structure and staffing is:

- **Director of the Kendall Center**  
Alisa Rosenthal, Associate Professor, Political Science
- **Faculty Associate for Excellence in Teaching**  
Kyle Chambers, Associate Professor, Psychological Science
- **Faculty Associate for New Faculty Programming**  
Pamela Kittelson, Professor, Biology
- **Faculty Associate for Diversity and Inclusive Excellence**  
Thia Cooper, Associate Professor, Religion
- **Faculty Associate for Research, Scholarship, and Creativity**  
Leila Brammer, Professor, Communication Studies
- **Administrative Assistant**  
Cathy Blaukat

#### a. **Director**

The director is appointed by the Provost's Office for a three-year term. The role of the director is to coordinate, plan, implement, and assess Kendall Center programming as well as to serve as an advocate for appropriate faculty development support, both connected to the Kendall Center and beyond. Ultimately, the director is responsible for fulfilling the mission of the Kendall Center through coordinating and developing opportunities for faculty to gather, learn, and talk about teaching, learning, scholarship, creativity, and assessment. The main responsibilities of the position include reporting to the Provost; coordinating faculty associates and related programming; serving as an ex officio member of and liaising with the Faculty Development Committee; serving on additional committees and working groups concerned with faculty development (e.g. Course Evaluation Working Group); overseeing and administering the Kendall Center program and other faculty development opportunities that fall under the program; partnering with other offices and programs (e.g. Writing Across the Curriculum, First Term Seminar, Community-Based Service and Learning, the Assessment Director), and ad hoc groups (e.g. STEM faculty interested in addressing diversity) in delivering coordinated campus-wide faculty development opportunities; serving as the public face of the program in a variety of contexts (e.g. alumni events, donor contacts).

In meeting these responsibilities, the director gathers, organizes, and disseminates pedagogical research and learning theory to address current and emerging needs of faculty and students. The director often takes the lead in piloting new programs and projects. Recent examples include instituting confidential consultations for faculty members seeking advice or assistance; writing retreats; creating a calendar including relevant dates and information for faculty; scholarship and creativity achievement groups; an innovative pedagogy weekend workshop; syllabus creation events; grading events; reading and discussion groups; summer writing and grant development workshops; summer scholarship coaching. The director also organizes and is primarily responsible for the Teachers Talking series, Faculty Development Day (a half-day faculty workshop occurring before the beginning of fall semester addressing faculty-development-related subjects), and Camp Kendall/summer workshops as well as faculty social events, such as the opening faculty social, the chili cook-off and pie-off, and the final Friday faculty social. (Appendices [3a](#) and [3b](#) include the schedules and topics for Teachers Talking lunches and Summer Workshops.)

The Kendall Center director meets with Faculty Associates and the administrative assistant to coordinate programming, available resources, and to determine program direction and priorities. In collaboration with the director, Faculty Associates and members of the Faculty Development Committee review Kendall Center grant applications and applications for new Faculty Associate positions.

Faculty associate positions are identified by the director of the Kendall Center in consultation with the other faculty associates and the Faculty Development Committee. The Kendall Center seeks applicants for open positions and faculty associates are recommended to the Provost by the Kendall Center director and appointed by the Provost.

**b. Faculty Associate for Excellence in Teaching**

In 2010, the Kendall Center created a Faculty Associate for Technology position whose occupant worked to help faculty members leverage technology to achieve their pedagogical goals. Recognizing that technological solutions are only one option among many tools that teachers can use to assist student learning, and intending to emphasize the commitment to excellence in teaching, the Kendall Center modified this position in 2015 to focus on Excellence in Teaching more globally. This new position contributes to helping faculty achieve their potential as teachers and scholars by making resources for excellent teaching more public, and by establishing means of formally rewarding faculty member efforts to work toward excellence.

To these ends, during the current academic year, the Kendall Center introduced a series of “How I Teach” blog posts in which Gustavus faculty members share their thoughts on assignments, course activities, and teaching in general. These blog posts allow readers to peek into classrooms and learn from one another’s successes and challenges. (<https://kendallcenter.blog.gustavus.edu/category/howiteach/>). In addition, a (new) Innovative Teaching Award will publicly recognize and reward faculty efforts to make teaching innovations that improve student learning outcomes.

Both the blog series and the nomination for the teaching award will be used to identify faculty members and projects that may provide content for future community programs, including a Demonstration Derby, a collection of short demonstrations

(~10 minutes) of innovative course activities, projects, or assignments to be held at Kendall Center events. These events include Camp Kendall, Faculty Development Day, Teachers Talking, and an Innovation Bootcamp, an intensive, hands-on series of workshops designed to give faculty the opportunity to implement an innovation in their own course design or to learn tools that could lead to future innovations.

This year's Faculty Associate for Excellence in Teaching also served as the co-chair of the Academics Working Group charged with developing innovative strategies for the college's Strategic Action Plan. In this role (and to the benefit of his work in the Kendall Center), he collected and publicized effective innovative teaching models from other colleges and universities and led the strategic planning process's efforts to foreground the inclusion of pedagogical innovation in the academic plan.

**c. Faculty Associate for New Faculty Programming**

The Kendall Center New Faculty Programming provides resources and develops fora to address the needs of new faculty transitioning to Gustavus. All new faculty (tenure-track and non-tenure-track; full-time and part-time) are included in these development opportunities. (See [Appendix 3c](#) for New Faculty Programming Schedule.)

Specifically, the programming has five areas:

1. Continued development of new faculty as excellent teachers and advisors. Discussions include logistical and practical considerations such as procedures and deadlines as well as transforming pedagogical theories into best practices.
2. Integrating, continuing or modifying scholarship and creativity to meet Gustavus' commitment to excellence in creativity and scholarship and adapting to the resources and other commitments at a liberal arts college.
3. Personnel procedures and concerns (such as progress toward tenure) and preparation of cover letters and teaching philosophies for non-tenure-track faculty conducting job searches.
4. Avenues through which to navigate and connect to the community at large, departments, interdisciplinary programs, and committees. Discussions focus on practical knowledge, campus resources, and broader topics of mission, the liberal arts and community culture.
5. Developing or maintaining healthy work-life perspectives.

There are several specific elements of New Faculty Programming designed to accomplish these goals. These include New Faculty Orientation Day, a full day orientation program prior to the first week of classes at which all tenure and non-tenure track faculty meet one another as well as key administrators, the Kendall Center director and the Faculty Associate for New Faculty Programming; tour important offices (the Registrar, Academic Support and Technology Services); converse with returning faculty about their experiences as new faculty; learn more about available resources. The Kendall Center also hosts a Lunch for New Tenure-Track Faculty. This lunch occurs prior to the first week of classes and introduces new tenure-track faculty to each other, key administrators, and second year tenure-track faculty.

Recognizing that orientations and a fire hose-like stream of information often overwhelm new faculty members, the Faculty Associate for New Faculty Programming oversees a year-long series of orientation sessions. This is a series of lunch sessions, occurring every 2-3 weeks, that focus on a range of subjects of interest and

importance to new faculty such as: evaluating student learning, facilitating effective discussion, designing effective writing assignments, sustaining scholarship and well-being, advising students, study away, the College mission, and writing successful grants. Some sessions, such as those addressing the review and tenure process, faculty governance, and committee structure, are designated for tenure-track faculty only. Responding to requests from recent new faculty, this year's programming also includes a series for non-tenure-track faculty including the following sessions: Applying and Interviewing for Tenure Track Jobs, and Life beyond the Ivory Tower. Faculty panelists participating in these new sessions are also available for mentoring of non-tenure-track faculty.

The Mentor Partnership Programs pairs tenure-track faculty members (years one and two) with a senior faculty colleague. Mentor pairs are arranged by the Faculty Associate for New Faculty Programming based on knowledge of senior faculty members and conversations with the department chairs of incoming tenure-track faculty members. Together, the mentor-mentee pair can confidentially discuss issues of importance to the new faculty member and explore the history and ethos of the college. Mentors help new faculty acclimate and adapt to Gustavus while also facilitating collegial relationships outside home departments. Recognizing that much recent research supports the idea of mentoring networks rather than simply partners, this spring the Kendall Center encouraged new tenure-track faculty to consult with their mentors about other faculty who might be helpful mentors to them and to invite them to lunch or coffee (on the Kendall Center), thus increasing their opportunities for contact with potential mentors.

A final way to provide resources to new faculty members is through special sessions or consultations as requested. This allows for flexibility in meeting individual and group needs among new faculty. For example, this fall, we held a special session for all 'fast track' tenure candidates (n=5) since their evaluation timeline is compressed and often not fully understood by their Department Chairs (and thus by the faculty members themselves). Also, this fall, after a mentor's request, a new faculty member was paired with a senior colleague to provide additional support and information resources on publication of a book.

Assessment of Orientation Day and the on-going sessions have resulted in appropriate changes to each based on the assessment data and suggestions by new faculty. Since on-going assessment confirms high satisfaction with existing programs and we have nimble flexibility at providing 'pop-up' sessions on request, most changes have been tweaks rather than substantive changes. At the conclusion of this year and after assessment of the mentoring experience by mentees and mentors, the Faculty Associate for New Faculty Programming will evaluate whether a redesign to a mentoring network or group mentoring system would better accomplish the mentoring partner program's goals.

**d. Faculty Associate for Diversity and Inclusive Excellence**

The Faculty Associate for Diversity and Inclusive Excellence, now in its second year, focuses efforts in four areas:

*Planning and designing events to increase faculty knowledge of and capacity to develop more inclusive courses, classrooms, labs, and studio spaces*

The Faculty Associate for Diversity and Inclusive Excellence co-ordinates and delivers inclusion-oriented presentations at Faculty Development Day each fall. In addition, the Faculty Associate for Diversity and Inclusive Excellence coordinates partnership opportunities with other offices and programs on campus focused on building the capacity of all community members in areas of diversity and inclusion. Most recently, under the leadership of this Faculty Associate, the Kendall Center co-sponsored a campus visit by Dr. Shakti Butler, diversity and racial equity educator, who met with faculty, staff, and students, presented a campus-wide-workshop, and led a train-the-trainers session including many faculty. Working in conjunction with partners from the Academic Support Center, the Career Center, and interested faculty, the Kendall Center will co-sponsor the visit of Lisa King, co-director of collegeautismspectrum.com and a nationally recognized leader of workshops and trainings, to campus this spring. King will meet with a group of faculty in a “train-the-trainers” workshop to communicate strategies for working with students on the autism-spectrum inclusively.

*Individual consultations with faculty: assistance with planning and implementation of inclusive courses and discussion of classroom strategies*

The Faculty Associate for Diversity and Inclusive Excellence frequently serves as a resource for individual faculty seeking to create more inclusive courses, respond to microaggressions in the classroom, support students, improve their own understanding of implicit bias, etc. Informal and confidential, these consultations provide faculty with a non-threatening place to discuss challenging classroom dynamics, to strategize successful tactics, and to plan constructively for the future.

*Reading/Doing groups*

While the items above primarily address and react to the immediate context, the role of the Faculty Associate for Diversity and Inclusive Excellence also includes proactively thinking about necessary structural changes at the college and beyond. The creation of reading/doing groups is a recent example of this. In January 2015, one such group read and discussed *Ensuring International Student Success in Higher Education*, a practical text focused on offering concrete ideas for faculty development. Ten faculty met during January term to discuss the book and to improve their practices in the classroom. Despite the title’s focus on international students, the text provided an excellent source for thinking about building inclusive classrooms more broadly. A second reading/doing group met during January 2016 and was organized around three chapters from Chandra Mohanty’s *Feminisms Without Borders*. Again, the group’s theme and topic was broader than the book title suggests. The group examined chapters addressing issues such as the corporatization of the university, inclusive pedagogies, and structural change. The group’s organizing question was: How can GAC become a just institution? The group was composed of 22 participants, including faculty, staff, administrators, and students.

*Community conversations*

Recognizing a need to provide fora for members of marginalized and underrepresented groups to meet, identify shared obstacles, and identify potential solutions (which the Faculty Associate for Diversity and Inclusive Excellence then works to implement), the Kendall Center sponsors a series of opportunities for members of these groups to come together. Groups already meeting include: faculty of color, faculty with young children, faculty with disabilities, and faculty from religious tradi-



tions other than Christianity. Future groups may include faculty who are caregivers and LGBTQ faculty. Conversations are open to faculty who define themselves as belonging to that group. The Kendall Center helps to organize a meeting time and location for the groups and provides refreshments, but the Faculty Associate for Diversity and Inclusive Excellence remains for the conversation only when identifying as a member of the group in question. The intention is to provide safe spaces for discussion while reducing the administrative burden on individuals to call and organize meetings and advocate solutions. During community conversations, group attendees discuss ways in which GAC can become more accommodating and inclusive. Practical outcomes from these conversations have included the presence of and insistence on using microphones at faculty meetings as well as the installation of an electrical outlet in the one room on campus designated for breast milk pumping. The groups range in size from 5-25 and in at least one case, faculty with disabilities, the group has invited staff and administrators to participate.

Future goals for the Faculty Associate for Diversity and Inclusive Excellence include focusing on the problem of implicit bias, faculty/faculty interaction, and a mentoring system for becoming full professor.

**e. Faculty Associate for Research, Scholarship and Creativity**

In 2013, the Kendall Center began sponsoring writing retreats for faculty. The success of the retreats as well as a desire to more intentionally support faculty scholarship and creativity resulted in the creation of Faculty Associate for Research, Scholarship, and Creativity. This position also created a home for other existing Kendall Center programs and activities, such as Shop Talk, Scholarship and Creativity Achievement Groups, and the Faculty Achievements Publication.

First, the Faculty Associate for Research, Scholarship, and Creativity is responsible for the faculty writing retreats. These include one-day weekend retreats on campus and at the American Swedish Institute in Minneapolis and overnight retreats at the Mount Olivet Retreat Center (See [Appendix 3d](#)). The Kendall Center Administrative Assistant coordinates and manages the logistics of these retreats but the faculty associate oversees and assesses the process and provides on-the-ground coordination during the overnight retreats. In academic year 2014-2015, the Kendall Center piloted on-campus writing days. While faculty express interest in this opportunity, the lack of consistent available space proved a substantial obstacle. In the remodeled Anderson Building into which the Kendall Center will move in January 2017, the Kendall Center space will enable faculty writing during the week on a regular basis.

Faculty Shop Talks are faculty research presentations that occur five to six times per semester on Friday afternoons (see [Appendix 3e](#)). Initiated and originally organized by a faculty group and funded by the Provost's Office, since 2012, the Kendall Center has scheduled and coordinated these popular opportunities for faculty to gather, share and learn about one another's scholarship, and enjoy each other's company in a convivial atmosphere. The faculty associate is responsible for set-up, coordination, and clean-up for the event.

Started in 2010, the biannual Faculty Achievement Publication highlights faculty scholarship and creativity across campus, develops interdisciplinary connections, informs administrative offices and others about faculty work (Marketing, Advancement,

and the Board of Trustees), and connects new members of the campus community. In addition to coordinating faculty members' submissions of their achievement for the publication, the Faculty Associate for Research, Scholarship, and Creativity edits, proofs, and prepares the copy, and serves as the liaison to Marketing and Communication to publish it. (See Appendix 10 – hard copy only.)

The Faculty Associate for Research, Scholarship, and Creativity also oversees Scholarship and Creativity Achievement Groups. These small interdisciplinary faculty groups began in Fall 2013 and offer faculty a space to set short and long-term scholarship and creativity goals for themselves. The groups meet twice a semester to discuss the members' goals, progress, accomplishments, and future plans. In 2015-2016, four groups are meeting.

The Faculty Associate for Research, Scholarship, and Creativity has also initiated new programming around sabbatical planning and re-entry. In fall 2015, the first post-sabbatical retreat was held to provide a forum for discussing concerns and opportunities upon return to campus and to set intentions and plans for continuing scholarship and creativity as well as life-work balance. In spring 2016, pre-sabbatical faculty will meet to discuss sabbatical plans and goals and create the first cohort group that will meet upon their return to campus in Fall 2017. Ideally, the pre- and post-sabbatical gatherings will create a sense of support and connect faculty across different departments.

The Faculty Associate for Research, Scholarship, and Creativity is also responsible for developing workshops for Faculty Development Day and planning and facilitating faculty workshops on creating a writing life and overcoming barriers to writing.

**f. Administrative Assistant**

The Kendall Center and its programming are dependent upon its administrative assistant whose competence and professionalism allow her to complete her numerous and varied tasks in just 25 hours per week. She successfully completes a list of varied duties to support the center and its programming as well as to partner with the Provost's Office and Faculty Development Committee where necessary. Specific responsibilities include administration of budgets; coordination and communication of faculty development activities including reservations and logistical support; coordination of all Kendall Center information and records.

The Kendall Center is responsible for a number of budgets, including endowed Kendall Center funds, the Kendall Center operating budget, the faculty travel budget, Kendall Center grants, and Faculty Development Committee grants. Managing these multiple budgets requires working with a number of offices, administrative assistants, and faculty to manage expenses for programming (lunches, book groups, etc.), partnerships, grants, speakers, and workshops.

The Kendall Center administrative assistant receives and processes all faculty travel applications, works with administrative assistants and faculty across the campus to document expenses, process payments, and manage both individual faculty budget limits and the travel budget as a whole. She also oversees the budgets for all Kendall Center mini-grants, curriculum development grants, and scholarship of teaching and learning grants. As noted below, although neither the College's Research, Scholar-

ship, and Creativity Grants nor the Presidential Faculty/Student Collaboration Grants are administered by the Kendall Center, Cathy coordinates, prepares, and distributes the applications for those grants for the Faculty Development Committee. She does the same for faculty sabbatical proposals.

In addition, she plans, promotes, and coordinates Kendall Center and many shared faculty development activities. She schedules all programming (new faculty orientation, Teachers Talking, Shop Talks, workshops, speakers, etc.), promotes that programming (faculty list-serve, Kendall Center newsletter, emails, posters, fliers, etc.), and orders and coordinates all needed materials, books, and supplies. She also manages all Kendall Center communication, including updating the website, writing the newsletter, and creating the Kendall Center calendar.

The administrative assistant is also responsible for Kendall Center records and information. She collects information from the director and faculty associates for reports to the Provost's Office and for the Provost's Office Annual Report. To assist with the creation of the reports, she keeps a running list of Kendall Center programming and resources for each faculty associate. As a result of her diverse set of responsibilities and the connection to a number of offices and faculty members, she receives and manages a great deal of correspondence.

## 2. Budget

### a. Endowed Funds

The Kendall Center's endowed funds have averaged \$56,232 per year over the last 4 years. Prior to 2012, unused endowed funds would carry over in the Kendall Center's budget. At the end of 2012, this practice ended and endowed funds not used in a given fiscal year would return to the College. (See [Appendix 5.](#))

The Kendall Center's endowed funds are primarily used to pay for New Faculty Orientation Day, New Faculty Orientation Sessions, New Faculty Mentoring Program, and the wide range of grants offered by the Kendall Center detailed below. Over the past five years, the Kendall Center awarded grants averaging \$23,000 per year. (See [Appendix 6.](#))

In addition, endowed funds are used to support Kendall Center programming not covered by its operating funds including reading groups (see [Appendix 3f](#)), partnerships with other units, pilot programs, and faculty workshops.

### b. Operating Funds

The operating budget for the Kendall Center from the College has held steady at \$21,000 for the past five years. These funds are used to cover the operating expenses of the Kendall Center office (printing, phone, supplies), journals and other materials, Faculty Development Day, Faculty Socials, Teachers Talking, and Writing Retreats.

### c. Travel Funds

The Kendall Center budget includes \$93,000 designated as faculty travel funds. This reflects a decrease of \$4,000 instituted in academic year 2013-2014 from the previous travel funds budget of \$97,000 in place since 2003. This decrease affects the amount by which the Kendall Center overspends its travel budget but has not affect-

ed the number of faculty able to travel. As detailed in [Appendix 7](#), over the last five years, an average of 52.8% of eligible faculty have used their funds each year. Notable, given that nearly half of the faculty do not use their travel funds in any given year, is the fact that the Kendall Center routinely (and with the explicit permission of the Provost) has overspent this budget line by an average of \$17,367 per year over the last five years. Under Provost Braun, the Provost's Office has committed to covering the budget overages resulting from faculty using their travel funds.

Funds available for individual faculty travel have not increased since the 2008-2009 academic year. Disbursement of these funds is subject to the following rules:

- Tenured and tenure-track faculty may apply for up to \$500 to attend a conference or workshop; those who are presenting scholarly papers, chairing or responding to sessions, or presenting creative work at professional meetings in their discipline, are eligible to apply for up to an additional \$700.
- The maximum allocation available annually per faculty member is \$1,200 (apart from \$500 supplemental funding available for international conferences outside of Canada).
- Up to \$500 may be carried over from one fiscal year and may only be used to defray costs of presenting (i.e. not for attending).
- Full-time adjunct and visiting faculty in their first year of a full-time faculty position (4/7 teaching load equivalent or above) may apply for up to \$500 in professional conference travel funds if they are presenting at the conference. Full-time adjunct and visiting faculty in their second or successive year of a full-time faculty position may apply for up to \$700 in professional conference travel funds if they are presenting at the conference.

Given the prices of airline travel and hotel stays, many faculty report that their travel funds no longer cover the full cost of a single conference, even when rooming with another attendee. The situation is graver for non-tenure-track faculty who receive less travel funding than tenure-track faculty.

#### **d. Grants**

##### *Individual Teaching and Learning Mini-Grants*

Teaching and Learning mini-grants are intended to facilitate incorporation of new teaching strategies and best practices in the classroom. The mini-grant program encourages individual faculty to formulate a development plan related to teaching and student learning that is appropriate to their situation. The flexibility of the mini-grant program encourages faculty members to tailor their continued learning so that it will translate into enhanced student learning in the classroom.

##### *Departmental and Program Mini-Grants*

Faculty development grants supporting departmental and interdisciplinary program initiatives enable a group of faculty to work together to enhance course offerings, hone teaching methods, cultivate student learning, and, as appropriate, facilitate department/program members' research and creativity intended to facilitate student learning.

##### *Scholarship of Teaching and Learning Grants*

Faculty development grants supporting faculty in projects examining teaching and learning practices in their discipline(s) by using systematic research methods and by making the results known to the campus community. Such projects may be aimed at significant curricular reforms, designing new curricula, conducting research that informs teaching and learning at the local (course, department, college) level, or initiating activities that would improve the quality of instruction at Gustavus Adolphus College.

*Curriculum Development and Revitalization Grants*

Faculty development grants offering support for faculty designing a new semester-long course, or substantially re-designing an existing semester-long course, to reflect a global, multicultural, or interdisciplinary curricular emphasis.

*International Faculty Development Grant*

One annual grant intended to support and encourage faculty international research and pedagogy by supporting faculty participation in a January or Summer Council on International Educational Exchange (CIEE) International Faculty Development Seminar.

*Open Access Publishing Assistance Fund*

Pilot program designed to support the ability of our faculty and researchers to participate more fully in the open access scholarly publication movement by covering some or all of the costs required to publish in open access venues.

(See [Appendix 6](#) for information about specific grant projects and recipients.)

**e. Programming**

As described in the Director and Faculty Associate sections above, the Kendall Center offers a wide variety of programming designed to support faculty. This programming is supported both by operating funds and endowment funds. While the percentage of endowment funds devoted to programming vs. grants varies from year to year depending on the needs of faculty and the programming priorities of the Kendall Center, slightly more than half of the endowment funds are usually designated for programming.

**f. Individual Support for Faculty**

More generally, the college currently provides no cross-faculty support for research, scholarship, and creativity endeavors by faculty nor for most costs associated with course and curriculum development. Faculty may apply for Research, Scholarship, and Creativity grants (circa 15 grants per year) and/or Presidential Faculty-Student Collaboration Grants (circa 6 grants per year) but these are the only sources of research, scholarship, and creativity support available to all faculty.<sup>2</sup> Faculty travel funds cannot be used for research trips, lab/studio supplies, page costs, or subventions. While Kendall Center mini-grants are available for individuals and departments/programs working on curricular innovation and revision on a departmental or programmatic level, in most cases, they cannot be used to purchase background materials for new course development by individual faculty.

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<sup>2</sup> A small number of departments have endowed budget lines available to support faculty scholarship. In most cases, the amount per faculty member is less than \$250.

Working with the Faculty Senate, the Faculty Development Committee, and the Provost's Office, the Kendall Center helped to develop a proposal for Professional Development Accounts for faculty in 2010. These accounts were a central priority of the 2010 Academic Strategic Plan endorsed by both the faculty and the Provost's Office. At the time of the proposal, two obstacles to PDAs were identified: (1) concerns from the Finance Office about the logistics of such Professional Development Accounts, and (2) the increased burden such accounts would place on the college's budget. Since 2010, we have successfully allayed the concerns of the college's Finance Office who now agree that Professional Development Accounts, if funded, could be implemented. Unfortunately, we have made no progress at all regarding additional funding for Professional Development Accounts despite repeated efforts to work with Institutional Advancement and despite the expressed support of the Provost's Office for these accounts.

### 3. *Space*

Currently, the Kendall Center is housed in an office on the ground floor of Beck Hall. The office includes a space for the administrative assistant and a space for (very) small meetings. Before Beck Hall opened in Fall 2011, the Kendall Center occupied several temporary spaces. Consequently, most faculty have little or no idea that there is a *physical* Kendall Center, nor where it is located. The completion of the renovation of Anderson Hall, scheduled for January 2017, will provide new space and opportunities for the Kendall Center. That space will include an office for the administrative assistant, a small meeting space, and a writing space. This space will allow the Kendall Center to develop more programming, house a resource library, and offer space for faculty to actively explore teaching, scholarship, and creativity together.

#### **FACULTY DEVELOPMENT AT GUSTAVUS**

Faculty development at Gustavus lives in a number of places beyond the Kendall Center. Central to the mission of the Kendall Center is partnering with others coordinating faculty development activities. While the various and numerous Kendall Center programming, resources, and grants are demonstrated in the work of the director and faculty associates, across campus, a number of faculty development opportunities are provided by a variety of campus committees and organizations, including the Faculty Development Committee, First Term Seminar Program, Writing Across the Curriculum Program, Academic Support and Advising, Community-Based Learning, and Gustavus Technology Services. The Kendall Center seeks to partner with and support these faculty development activities, contributing resources, administrative support, and substantive expertise when possible.

##### 1. *Faculty Development Committee*

The Faculty Development Committee is the faculty committee tasked with encouraging the professional development of faculty. Thus, the Kendall Center works closely with the Faculty Development Committee with the director serving as an *ex officio* member of the Committee, regularly reporting on Kendall Center activities and consulting with the Committee about possible ideas for new Kendall Center programming, feedback on existing programming, and seeking suggestions. In this way, the Faculty Development Committee serves as an advisory board for the Kendall Center.

In addition, the Kendall Center administrative assistant receives and makes available to the Faculty Development Committee all applications for faculty Research, Scholarship,

and Creativity Grants and Presidential Faculty-Student Research Collaboration Grants to the Faculty Development Committee. The Kendall Center administrative assistant also administers those grants. The Kendall Center also works with representatives of the Faculty Development Committee in reviewing Kendall Center Grants and faculty associate applications.

2. *First Term Seminar*

The First Term Seminar program requires all faculty teaching within it to participate in a week-long workshop held every other summer. In the off-summer, the program holds “refresher” FTS workshops on specific topics for continuing FTS faculty. While the Kendall Center and the FTS program co-ordinate to make sure that workshops are not counter-scheduled, the FTS training is designed and implemented by the FTS program. (Most faculty who participate in the week-long FTS training consider it an outstanding faculty development program.)

As a result of regular consultations with the FTS Director, the Kendall Center has deepened its partnership with the FTS program in recent years. During 2015-2016, the Kendall Center has partnered with the FTS program to fund monthly breakfasts for FTS instructors, thus providing a regular opportunity for those teaching in the program to meet. In addition, responding to a request from a first-time FTS instructor, the Kendall Center partnered with the FTS program to create an informal mentoring program that pairs first-time FTS instructors with experienced FTS instructors. Finally, the FTS program recently developed an “advising curriculum” that instructors may incorporate in their FTS courses. A Kendall Center Curriculum Development and Revitalization Grant supported the development of this curriculum.

3. *Writing Across the Curriculum*

The Kendall Center maintains an ongoing relationship with the Writing Across the Curriculum program’s faculty development efforts. In the past several years, the Kendall Center has provided logistical and administrative support for the WAC Program’s Teachers Talking Writing programs, and co-sponsored multiple-day WAC workshops and speakers. The director of the Writing Center, in collaboration with the FTS Director and Writing Across the Curriculum Director, also consults with and identifies resources for individual faculty members. The WAC Program also coordinates with the Academic Support Center to co-sponsor workshops supporting English Language Learner and Multi Language Learner students.

4. *Assessment Director*

The Assessment Director’s duties include faculty development around the practice of assessment. Much of this work occurs through the Assessment Director’s work with Program Assessment Liaisons (attached to every department and program) and appropriate college committees (Committee for the Assessment of Student Learning, College-Wide Assessment Committee), but the Kendall Center also works to incorporate assessment-related faculty development into its activities and to support those emerging from the Assessment Director’s work. During academic year 2014-2015, the Provost’s Office, Assessment Director, and Kendall Center partnered to develop three Faculty Learning Communities focused on critical thinking, quantitative literacy, and written communication and the utility of the AAC&U VALUE rubrics for assessing these skills. More recently, after consultation with the Assessment Director, the Kendall Center provided copies of *Using Quality Benchmarks for Assessing and Developing Undergraduate*

*Programs* (Dunn, McCarthy, Baker, & Halonen, 2010) to all interested department and program chairs to assist in their planning and implementation of assessment efforts.

5. *Center for Community-Based Service and Learning*

The Center for Community-Based Service and Learning runs an annual workshop to support new faculty in developing community-based learning, provides various grants to support faculty and departments in developing community-based curricula, and consults with individual faculty in course development. The Kendall Center Director regularly consults with the Director for Community-Based Service and Learning regarding the planning of these workshops and grant opportunities as well as serving as a reviewer for some of the grants offered by the Center. After the loss of administrative support in the Center for Community-Based Service and Learning, the Kendall Center now provides logistical assistance for the grants offered through the center.

6. *Center for International and Cultural Education*

The Center for International and Cultural Education offers faculty teaching off-campus courses access to resources concerning the development of cultural competency among students, common experiences of students studying abroad, and information about the logistics of traveling with students.

In 2014, the Kendall Center offered its first annual International Faculty Development Grant, supporting one faculty member's participation in a CIEE International Faculty Development Seminar. The decision to offer this grant occurred in consultation with the then-director of the CICE and with her support. The CICE Director (or designee) serves on the committee evaluating grant applications.

From 2013-2015, the Kendall Center experimented with a Faculty Associate for Global and Cultural Engagement. Intended to function as a partnership with the Center for International and Cultural Education, this experiment coincided with a near-complete transition of administrators out of the CICE. While both faculty associates who served in this role did excellent work (completing a preliminary audit of internationalization efforts on campus, compiling web resources of disciplinary examples of internationalized courses, leading a reading group, and coordinating a workshop about developing cultural competency among faculty), the turnover in the CICE made it impossible to develop the partnership as hoped. As of 2015-2016, the CICE is fully staffed once again and we look forward to revisiting the idea of a Faculty Associate for Global and Cultural Engagement.

7. *Academic Support Center*

The Academic Support Center supports faculty advising and provides accessibility assistance for students. Working with the Kendall Center, they lead Teachers Talking sessions and new faculty orientation sessions on faculty advising, inclusive classrooms, disability accommodations, and multi-lingual learners (with the Writing Across the Curriculum Program). They also work with the FTS program to provide training for faculty advisors. The Academic Support Center also trains those faculty registering first-year students during the summer.

An Advising Task Force, working in conjunction with the Academic Support Center, has raised the possibility of a Kendall Center Faculty Associate for Advising whose charge would include preparation and on-going development for faculty advisors. (At present, no such development is required. Faculty who choose to participate in summer registration



receive some training regarding the curriculum and faculty who teach FTS receive some additional training directed at their particular advising responsibilities. The Academic Support Center offers a New Faculty Advisor Training luncheon for interested new faculty but attendance is not required.) A Faculty Associate for Advising would shift the emphasis on development of faculty as advisors to the faculty, a laudable goal. But whether this is the only or best way to lodge such development with faculty is an open question. Proposals of this sort are some of what we have in mind when we ask the question below about the pros and cons of centralizing faculty development in the Kendall Center.

#### 8. *Gustavus Technology Services*

Gustavus Technology Services offers some faculty workshops in utilizing software and teaching applications, including Moodle. The Moodle support specialist and other personnel are available to consult with individual faculty members. GTS plays an important role in assisting with the maintenance of the Kendall Center web page and has provided support and assistance in efforts to streamline the submission process for the Faculty Achievement book to lessen the quantity of redundant effort required.

The Kendall Center also works with many additional individuals, committees, and offices to provide resources and support for faculty development (e.g. Personnel Committee, Third-Year Review Committee, Global Engagement Committee, the Director of Undergraduate Research, the Grant Office, the Center for International and Cultural Education, Disability Services, Career Center, and the new student orientation Reading in Common Program). In addition, the Kendall Center has supported and sponsored ideas initiated by individuals, groups of faculty, and departments, including the InteGrate Climate Change Initiative (workshops and resources for faculty to integrate climate change in their courses), the Library (Kendall Center book collection, Open Access efforts, Open Humanities database, and promoting faculty scholarship and creativity), a group of STEM faculty seeking to increase diversity and inclusion in their fields, and writing and reading groups (e.g. Education Department writing group, first-year tenure-track faculty writing group, *Lean In* reading group for staff, faculty, and administrators). The Kendall Center co-sponsors the Gustavus Author Tea along with the Bookmark and the Folke Bernadotte Library.

### **EVOLUTION**

As noted above, the Kendall Center has evolved and grown over the years to better meet the needs of faculty. The ideals of faculty-led and faculty-driven support for faculty work have guided the program through these changes. Since the Kendall Center began, Gustavus has undergone a number of changes in the Provost's Office. Unsurprisingly, each transition has resulted in the negotiation and re-negotiation of the relationship between the Kendall Center and the Provost's Office. Nonetheless, no "formal" statement of the relationship or commitment to the faculty-led philosophy of the Center exists.

The addition of faculty associates enabled the development of additional programming support for faculty development by relieving the director of sole responsibility for all programming. The faculty associates provide specialization of focus, which allows better assessment of faculty needs and easy identification by faculty for consultations or new ideas. The faculty associate model allows for flexibility in adding, re-focusing, or eliminating positions as dictated by faculty needs. Currently, New Faculty Programming is the longest standing faculty associate position. Both the Faculty Associate for Diversity and Inclusive Excellence and the Faculty Associate for Research, Scholarship, and Creativity grew out of existing programming and recognition of the need for additional programming and support.

In recent years, a few associate positions have been eliminated or subsumed: Excellence in Teaching subsumed Technology; Research, Scholarship, and Creativity subsumed Scholarship of Teaching and Learning; an eighteen-month pilot of a Global and Cultural Engagement Faculty Associate will be re-evaluated in conjunction with the Center for International and Cultural Engagement and the Global Engagement Committee; and undergraduate research and assessment/evidence-based teaching moved to the Provost's Office, where these areas are led by faculty directors. With the creation of the Director of Undergraduate Research within the Provost's Office, the Celebration of Creative Inquiry, a forum to highlight undergraduate research developed under the Kendall Center, moved as well. In each case, the decisions were driven by the faculty development program's philosophy and faculty needs. In the same way, individual programs have evolved. The structure allows for flexibility driven by faculty needs.

### **PROGRAM CONCERNS AND QUESTIONS**

While we are proud of the Kendall Center's achievements and its contributions to the College, this external review offers a timely opportunity to examine our mission, goals, and practices. This examination leads us to three broad areas regarding which we seek the reviewers' insight and guidance.

#### *1. Diffusion vs Centralization*

As noted above, while the Kendall Center initiates, supports, and coordinates many, if not most, faculty development efforts across campus, many programs and offices create and develop specific faculty development components to meet their specific needs.

**Should faculty development be centralized under the Kendall Center?** In such a model, the Kendall Center would coordinate, plan, and deliver all faculty development on campus.

- ❖ Providing the campus community with a single source for faculty development enables more intentional planning of faculty development opportunities across the academic year.
- ❖ Centralized planning might be of help to faculty presently overwhelmed with options/choices and campus events. Coordination and execution by a single unit could assure that regular faculty development is ongoing, but doesn't inundate the campus.
- ❖ The Kendall Center's dedicated administrative support would relieve directors of many of the logistical tasks associated with programming, enabling them to focus more of their effort on content and delivery.
- ❖ Such a model might position the Kendall Center more "officially" to act as the advocate for faculty development broadly on matters such as Professional Development Accounts (see below).

But:

- ❖ Such a model might move the Kendall Center away from its faculty leadership and faculty-driven philosophy, resulting in pressure to assume responsibility for programming tangentially or unrelated to faculty development simply because it "relates" to faculty.
- ❖ Increasing the scope and responsibility of the Kendall Center might necessitate a full-time director, potentially undermining the commitment to a faculty-led program.
- ❖ It is unclear how or whether the Faculty Development Committee's work in recommending recipients of RSC and Presidential grants as well as sabbatical leave recipients might (or should) be affected by such a model.

**Should Gustavus/KCEL continue the diffuse partnership model in which programs and offices focus on their areas of interest and strength?** In such a model, the Kendall Center would continue to work with the various units on campus whose responsibilities include faculty development in some form.

- ❖ This model has the advantage of centering specific faculty development efforts on those with the relevant expertise and provides the greatest autonomy for program directors who may have important disciplinary knowledge and/or very different needs for delivery of faculty development. This model also allows program directors to maintain control over their budget and resources.
- ❖ One might ask whether it makes sense to “fix what ain’t broke.” Outstanding faculty development programming often emerges from units other than the Kendall Center, and the Kendall Center seeks to support, enable, and promote such programming where and how it can.
- ❖ The current model highlights the importance of faculty development programming across the curriculum and the college.

But:

- ❖ Each unit identifies its own priorities for faculty development in its area without coordination or (formal) consultation with other units. Consequently, duplication of effort and inefficient use of resources occur and remain likely.
- ❖ The efforts of the Kendall Center (and the College) to move toward a more intentional and systematic culture of assessment may be inhibited by the degree to which faculty development occurs (and is assessed) differently by different units. Would assessment coordinated in a single place produce more useful data?

## 2. *Assessment*

The Kendall Center assesses its programming largely through surveys of participants. Attendees of Faculty Development Day are asked to offer both formative and summative assessments; writing retreat attendees do the same; new faculty are asked to provide their input regarding their programming throughout the year. All grant recipients submit grant reports including assessment reports of their projects and initiatives. Informally, Faculty Associates and the Director regularly ask for and receive feedback about workshops and programming. These narrative surveys and conversations reveal an almost universally positive evaluation of the Kendall Center’s programming and resources. While gratifying, we are profoundly aware that this assessment strategy is limited in its ability to inform us about the actual *effects* of our programming and in its ability to guide us forward.

- **What are best practices in assessment of faculty development programming and resources?**
- **What would systematic and substantive assessment of Kendall Center programming require?**
- **If the “diffuse” model of faculty development (described above) remains, how can the Kendall Center best work with its partners to assess faculty development efforts across the campus?**

## 3. *Institutional Support for Individual Faculty Development*

As noted above in the “Budget” section, the Kendall Center’s endowment and a portion of the operating budget generously support funding for faculty development programming at Gustavus, support for the professional development of individual faculty mem-

bers is and has been woefully underfunded. Insofar as the Kendall Center's mission centers on supporting faculty development, we regard this unchanging state of affairs as deeply problematic.

→ **Recognizing the expectation that Gustavus faculty engage actively in research, scholarship, and creativity as well as the realities of budget constraints, how can the Kendall Center (in conjunction with the Provost's Office, Institutional Advancement, and others) effectively advocate for adequate support for individual faculty research, scholarship, and creativity efforts?**

## APPENDICES

(These files are housed on dropbox.com and may take a few moments to load.)

1. [Kendall Center Mission Statement](#)
2. [Kendall Center in a Nutshell](#)
3. *Comprehensive Programming List*
  - a. [Teachers Talking](#)
  - b. [Summer Workshops/Camp Kendall Programming](#)
  - c. [New Faculty Programming Schedule](#)
  - d. [Writing Retreat Dates](#)
  - e. [Shop Talks](#)
  - f. [Reading Groups](#)
4. *Position Descriptions*
  - a. [Director](#)
  - b. [Faculty Associate for Excellence in Teaching](#)
  - c. [Faculty Associate for New Faculty Programming](#)
  - d. [Faculty Associate for Diversity and Inclusive Excellence](#)
  - e. [Faculty Associate for Research, Scholarship, and Creativity](#)
5. [Budget Overview](#)
6. [Kendall Center Grants](#)
7. [Faculty Travel Fund](#)
8. [2014-2015 Kendall Center Annual Report](#)
9. *2015-2016 Kendall Center Calendar* (hard copy only)
10. *Faculty Achievement Book* (hard copy only)