

The Kendall Center for Engaged Learning has put together some workshops for our annual faculty development that takes place in the summer known as "Camp Kendall". Some of these workshops may have an opportunity for faculty to come together face to face, but all of them will also be available as online and synchronous events. We are also experimenting with spreading them out over the course of the summer instead of confining them to the one traditional week in early June.

They will be led and facilitated by colleagues, both faculty and staff, who have expertise and interests in the topic of their workshop; but to a great extent the success of a session will rise and fall on the willingness of the participating faculty to share their ideas and experiences. In that sense this is an opportunity for us to learn from each other. In addition, although the facilitating faculty come from specific disciplines, they are committed to leading a session that will be useful to colleagues from various departments.

Faculty should write to Cathy Blaukat (cblaukat@gustavus.edu) to register for a workshop. If there is room, faculty will be allowed to attend more than one workshop. **Please mark clearly your order of preference for all workshops that you are wanting to attend.** Each participant will receive a stipend of \$200 for attending a full day workshop, and \$100 for a half day workshop.

The following workshops are now available for registration (there will be more announced in next week's faculty-I and later in the summer):

Reading and Discussion of Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*

Day 1: Tuesday, June 8, 9:30 am - 12:30 pm; Day 2 Friday, June 11, 9:30 am - 12:30 pm
(this workshop is split over 2 days and participants are asked to attend both sessions)
Online via Zoom (the zoom link will be provided once sign up is complete)
Facilitator: Jill Locke, Political Science and Gender, Women, and Sexuality Studies

In this workshop, faculty will read Ahmed's classic text on diversity work and discuss the knowledge generated by diversity workers, how institutions present "diversity" as a solution to racism and sexism, and the presence of what Ahmed describes as "brick walls." Faculty will generate their own discussion topics as we extend Ahmed's critique to Gustavus and consider the implications of her analysis for meaningful antiracist and antisexist work here. The book will be provided to all participants.

From the publisher: "What does diversity do? What are we doing when we use the language of diversity? Sara Ahmed offers an account of the diversity world based on interviews with diversity practitioners in higher education, as well as her own experience of doing diversity work. Diversity is an ordinary, even unremarkable, feature of institutional life. Yet diversity practitioners often experience institutions as resistant to their work, as captured through their use of the metaphor of the "brick wall." *On Being Included* offers an explanation of this apparent paradox. It explores the gap

between symbolic commitments to diversity and the experience of those who embody diversity. Commitments to diversity are understood as "non-performatives" that do not bring about what they name. The book provides an account of institutional whiteness and shows how racism can be obscured by the institutionalization of diversity. Diversity is used as evidence that institutions do not have a problem with racism. *On Being Included* offers a critique of what happens when diversity is offered as a solution. It also shows how diversity workers generate knowledge of institutions in attempting to transform them."

A Time to Reflect: Teaching during a Pandemic and Moodle

Time: Thursday, June 10, 9:30 am - 1 pm

Hybrid session allowing you to attend in person or via Zoom (the campus location and zoom link will be provided once sign up is complete)

Facilitator: Marni Dunning, GTS

Now that you have 2+ semesters of teaching during a pandemic, come chat about what has worked and what has not worked, especially in regards to your use of Moodle; what you wish Moodle would do differently; what tools related to the learning management system that you wish you had or knew more about; and whatever else you would like to discuss.

Refreshments will be provided to those who attend in person.

The Challenge Curriculum Seminar

Time: Friday, June 18, 8:30-12:30

Online via Zoom (the zoom link will be provided once sign up is complete)

Facilitators: Hayley Russell, Health and Exercise Science; Laura Burrack, Biology

One of the key elements of the new Challenge Curriculum is the Challenge Seminar course (aka the general education capstone). The goal of this workshop is to demystify the Challenge Seminar by highlighting examples of how the course criteria have been implemented in pilot courses and sharing ideas for assignments and course assessment tools. Workshop participants will have the opportunity to learn about pilot capstones taught this academic year and brainstorm possible course ideas and assignments to get them started on the path towards teaching a Challenge Seminar in the future.

Strategizing Support for Community-Engaged Learning

Time: Tuesday, June 29, 10 am - 2 pm

Online via Zoom (the zoom link will be provided once sign up is complete)

Facilitator: Martin Lang, Communication Studies and Faculty Associate in KCEL for Community-Engaged Learning

As the College launches a new model of support for community-oriented teaching and research, this workshop will gather experienced practitioners of community-engaged learning (CEL) to discuss how the Kendall Center can help faculty, students, and community partners achieve

their best outcomes. Martin Lang, Faculty Associate for Community-Engaged Learning, will discuss recent changes to support for CEL and report on insights gathered from veteran practitioners over the past year. Building on that foundation, participants will turn their attention to strategic planning, plying our collective wisdom to shape this new model in ways best suited to our success. We will discuss needs such as professional development, material resources, assessment, community relations, and other considerations in order to guide the Kendall Center's approach to effectively supporting new and ongoing CEL work across campus. Intended for faculty with two or more years of CEL experience. Contact Martin Lang (mlang3@gustavus.edu) with questions or requests.

Scholarly Article-Writing

Time: a few meetings throughout the summer

Online via Zoom (the zoom link will be provided once sign up is complete)

Facilitator: Pamela Conners, Communication Studies and Faculty Associate in KCEL for Research, Scholarship and Creativity

The Kendall Center will also be sponsoring a scholarly article-writing group this summer. Individuals in this group will meet periodically with the goal of producing a draft of an article by the end of the summer. Everyone will be provided with a copy of the book, *Writing Your Journal Article in 12 Weeks*. The stipend for participating in this group will be \$150.