



JOHN S. KENDALL CENTER FOR ENGAGED LEARNING

GUSTAVUS ADOLPHUS COLLEGE

CAMP KENDALL 2022

Join us for Camp Kendall this summer! Sessions include topics in wellbeing, course development of various kinds, publishing from teaching, GTS Moodle updates, inclusive and community building strategies and techniques.

Participants will receive a \$200 stipend for a full day workshop and a \$100 stipend for a half-day session. Anyone signing up for more than two sessions will be put on the waiting list for the third session. Email Cathy Blaukat with your 1st, 2nd, and/or 3rd preferences.

Developing Student Assessment for Community-Engaged Learning

Session 1: Wednesday, June 8, 12-2 pm in the President's Dining Room (PDR)

Session 2: Asynchronous unit completed during week of June 13

Session 3: Monday, June 20, 12-2 pm in the Interpretive Center

This three-part workshop will guide participants through the construction of custom built, ready-to-use assessment tools for their own CEL-oriented courses. Alyssa Melby, Program Director for Academic Civic Engagement at St. Olaf College, will guide faculty as we learn from one another about current assessment practices and the process of developing and using course-specific rubrics to directly assess student learning in civic and intercultural outcomes. The first session will cover some basics of assessments and rubric development as well as sharing current practices and brainstorming how these assessments can support other personal and professional goals (department reviews, tenure and promotion, grant seeking, etc.). The second session, conducted asynchronously, will guide participants in developing CEL assessment skills, discovering best practices for supporting a growth mindset for students and using a practice rubric to "score" real-life reflection pieces. The final session will first invite faculty to "smash the rubricarchy" in a hands-on creative reconstruction of several AAC&U VALUE Rubrics to develop something tailor made for their course. The group will then work collectively to reverse-engineer student reflection questions that will elicit responses to match the designed rubrics. Each session will also be accompanied by 1-2 hours of required prep work. Compensation is \$100 per each session, with an added \$100 bonus for completing all three sessions. Facilitated by Martin Lang.

Teaching a WRITL Course

Tuesday, June 14, 9 am to 4 pm in the President's Dining Room (PDR)

Are you teaching a WRITL course this spring or thinking of proposing or teaching a WRITL course in the future? Then come and join Writing Across the Curriculum Director, Nissa Parmar and Eric Vrooman, the Director of the Writing Center, for an intensive workshop to develop, refine, and get feedback on your course curriculum and assessments.

Incorporating Environmental Sustainability into your Course

Wednesday, June 15, 9 am to 4 pm in the Interpretive Center

This interactive workshop will allow participants to develop ideas for course content and engage in intellectual dialogue related to curriculum development in the area of environmental sustainability. Incorporating environmental sustainability into your course is an excellent method to engage students and to promote interdisciplinary learning at Gustavus. Environmental sustainability can explore social, political, economic, ethical, and scientific issues related to climate change, food systems, human rights, religion, economic development, ecological systems, environmental justice, public health and wellness, land use and sustainable design, energy, water, etc. Facilitated by Jeff Jeremiason and Chuck Niederriter.

Publishing from Teaching: How to Turn Teaching Practices into Published Scholarship

Monday, June 20, 9 am to Noon in the Interpretive Center

The scholarship of teaching, learning and education (SOTLE) domain has advanced dramatically over the last decade, with many institutions' focus on educational impact resulting in greater emphasis on pedagogical research. This workshop provides an interactive space for developing your SOTLE ideas and projects. Kathy Lund Dean will help guide participants through important contribution reflection and idea positioning steps that can help transition teaching experiences and practices to published scholarship. With time for small group discussion of SOTLE projects, participants should come away with workable next steps for moving an idea toward a scholarly project. Facilitated by Kathy Lund Dean.

Incorporating Voter Engagement in the Classroom

Tuesday, June 21, Noon to 3 pm in the St Peter Room

This workshop will give participants resources to integrate voter engagement—and civic engagement more broadly—into any classroom. We'll review the benefits of civic engagement for students and society; ways to discuss voting in a non-partisan manner; and effective methods of encouraging informed voting on issues students care about. Come away with sample syllabus language and an assignment! Facilitated by Hagar Attia, Marian Broida, and Yurie Hong.

Embodied Resilience for Educators

Wednesday, June 22, 1 to 4 pm in the Interpretive Center

The last few years have been incredibly difficult for all in education. This half-day workshop will look at foundational strategies for building resilience in light of emerging research within this field. Designed for those new to the concept of resilience, as well as those who have studied it for years, the workshop will explore current research from an embodied perspective. The goal will be to give participants the strategies to cultivate resilience within themselves as well as uncover how this might positively influence the larger systems within which we participate. Facilitated by Michele Rusinko.

Masterful Self-Care for Educators

Thursday, June 23, 1 to 4 pm in the Interpretive Center

In the complexity of life, it is difficult to know how to care for ourselves, or what the balance of care between ourselves and others (our families, our students) ought to be. When this balance is tilted, more toward caring for others (as it often is for teachers) we can experience fatigue and resentment. And, when we take time for ourselves, we often feel we are neglecting other relationships and responsibilities that need our attention. This workshop looks carefully at these questions of balance and addresses how to best support and nourish ourselves while attending to the responsibilities and obligations we carry. We will briefly examine how older models of self-care and begin working through a more complex model of self-care which integrates evidence-based research about what increases self-respect and confidence, and how to set and maintain healthy boundaries.

Facilitated by Michele Rusinko.

Teach It: learn, discuss, share, and practice teaching inclusive and community building strategies and techniques.

Monday, August 15, 9 am to Noon in the St Peter Room

Facilitated by Doug Thompson, PhD, Vice President for Equity and Inclusion and Esther Wang, Kendall Center Faculty Associate for Diversity, Equity, and Inclusion

Moodle Updates

Monday, August 15, 1 pm to 4 pm in the St Peter Room

Facilitated by Marni Dunning, GTS

Advising Through Transitions

Tuesday, August 16, 9 am to 4 pm in the St Peter Room

Advising has always involved transition: student's transition from high school to college, from FTS/3CC advisor to a major advisor, between advisors (due to sabbaticals, retirements, etc.); faculty transition from one advising load to another as students declare or change majors. In recent years, everyone has faced additional transitions between curricula, advising processes, and registration systems. This one-day workshop, held in collaboration between FTS, ASC, and the Kendall Center, aims to strengthen faculty's capacity for Advising Through Transitions. Attendees in this workshop will learn about the current processes for critical advising transitions in order to support students through their transitions to Gustavus and within the College, and they will practice reviewing students' course plans (schedules), progress reports (degree audits), and timelines (4-year plans) to better understand requirements and common considerations and pitfalls. In doing so, attendees will also adapt and practice a process for using current advising tools when advising students. Facilitated by Lauren Hecht

Becoming a Career and Vocation Champion

Wednesday, August 17, 9 am to Noon in the St Peter Room

Gustavus Career and Vocation Champions is a campus wide program designed to equip faculty and staff to assist students with career and vocation questions or decision-making. We understand many of you are doing this work and having these conversations already - we want to provide the background, resources, and tools, so that you can be prepared and confident while assisting students. In this training, you will learn valuable helping skills and how best to make referrals to available resources. In addition, you will receive resources you can use to answer career and vocation related questions. We are also excited to hear from you how or what you are doing to assist our students with career readiness, vocation, and professionalism.

Facilitated by Jill Van Osdol '10 , Gustavus Center for Career Development

Structuring Your Class for Success

Wednesday August 17, 12:30 to 3:30 pm in the St Peter Room

In this short, interactive course, we will discuss how to plan fully to incorporate routines, procedures, and expectations in order to encourage a rich, engaging, and low-stress semester. Bring whatever materials you have ready, and thoughtfully plan for the new semester and beyond! Facilitated by Amy Vizenor.

Moodle Updates

Thursday, August 18, Noon to 3 pm in the St Peter Room

Facilitated by Marni Dunning, GTS

You've Submitted Your Manuscript: Successfully Managing Manuscript Reviews

Monday, August 22, 9 am to Noon in the Interpretive Center

Your manuscript is in-system at a journal! The session offers coaching in how to engage with what's next: either a revise and resubmit (R&R) invitation or a rejection decision. Kathy Lund Dean will share processes and options by which to successfully respond to any manuscript decision and decide how to move the manuscript forward. For R&R invitations, the workshop covers how to organize editorial and reviewer comments, and create the often-overlooked response to reviewer (RTR) document that must accompany any revised manuscript. After an introduction of general manuscript submission flow, Kathy will engage participants in discussion about their own experiences with either rejected manuscripts or R&R invitations and facilitate roundtables with participants with examples of real RTR letters that have different structures but serve similar purposes. Participants will have the opportunity to share their individual experiences in a small group that is supportive and coaching-oriented, and learn transferable manuscript decision response skills for any publication effort. Facilitated by Kathy Lund Dean.