



Grinnell College 2022 Summer Workshops

To accommodate summer plans, late sign-ups will be accepted this summer!
(Please contact hallkarla@grinnell.edu if you would like to participate in a workshop.)

Collaborating with Students in Course Design (sponsored by Humanities in Action)

May 31 & June 1 (Tues-Wed) | In-person, HSSC A1231 (multipurpose room)

Workshop leader: Ed Cohn; Guest presenter: Alison Cook-Sather

This workshop will introduce participants to several models of collaborating with students on the design of courses. It will be facilitated by Professor Alison Cook-Sather of Bryn Mawr College, an internationally recognized expert in faculty-student pedagogical partnerships. It will be useful both for faculty who will be working with students this summer under the Humanities in Action grant and for those who are interested in a similar collaboration at some point in the future. Professors who collaborate with students have been extremely enthusiastic about their experiences, noting that partnering with students enabled them to gain insight into the diversity of student experiences and develop plans that foster deeper student engagement and learning.

Designing Digital Assignments

May 31-June 1-2 (Tues-Thurs) | 9:00 AM-noon | In-person/online, HSSC S2310 (hybrid option)

Workshop leaders: Gina Donovan, Tierney Steelberg, Mo Pelzel

This workshop will offer a high-level overview of some approaches to digital assignments readily available and supported on campus, for an audience of participants interested in incorporating a new approach to digital assignments into their teaching. Day one will offer an introduction to digital assignments at Grinnell and will feature a panel discussion of faculty colleagues sharing their examples and perspectives. Day two will provide an overview of a variety of pedagogical approaches and related applications (such as audiovisual assignments, digital publishing assignments, and more). Day three will cover additional considerations of digital assignments (such as accessibility, privacy, and copyright considerations) and will give participants time to brainstorm or workshop a potential assignment with the support of peers and DLAC staff. For more information, please see this website: [Designing Digital Assignments Workshop](#).

Grading for Growth and Equity

June 6-7-8 (Mon-Wed) | 1:00-4:00 PM | HSSC S2310 (hybrid option)

Workshop leaders: Peter-Michael Osera, Vanessa Preast

In this workshop, we will discuss the limitations of traditional grading systems and introduce alternative systems appropriate for any discipline, e.g., specifications- and mastery-based "ungrading," that have the potential to better support our students and their learning. In addition to surveying the work done by the education research community towards understanding the effects of traditional grading systems, we will promote the idea that we do not need to respond to these findings with immediate, extensive changes to our current grading practices. Instead, we will brainstorm and workshop digestible ways to improve our practices now so that we can begin the long road of making our grading systems easier to manage, digestible by students,

and equitable for all. Upon completion of the workshop, participants will be able to deploy an improvement---workshopped and peer-reviewed---to the grading systems of their own classes in the 2022-2023 academic year that addresses some of the pitfalls of traditional grading introduced in this workshop.

Annotation as a Scholarly and Pedagogical Practice

June 7-8-9 (Tues-Thurs) | 9:00 AM-noon | Online

Workshop leader: Mo Pelzel

The annotation of documents with commentary, interrogation, background information, and other forms of gloss and marginalia is a valuable method of reading and interacting closely with texts. This workshop will explore annotation as a practice in both scholarly research and instructional pedagogy. Participants will be in conversation with faculty colleagues at Grinnell and with outside experts to discuss the purposes and objectives of annotation as well as the methods and applications that support annotation in a primarily digital environment. Attendees will share and learn about digital annotation methods currently supported at Grinnell, with particular attention to the [Hypothes.is](#) platform. Examples of course annotation assignments at Grinnell will be shared. Free book provided! See [Book Order form for *Annotation* by R. Kalir](#).

Grantwriting and Proposal Development in the Sciences for Research and Pedagogy

June 13-14-15-16 (Mon-Thurs) | 9:00 AM-noon | Online

Workshop leader: Susan Ferrari

Participants will learn about major grant programs supporting research and pedagogy (or both) in the sciences, with a particular focus on programs targeted at undergraduate institutions. They will also learn about the proposal review process and how to effectively sell their ideas to review panels from colleagues who have reviewed grants for funding agencies. They will make progress towards developing proposals by workshopping proposal components with their peers. Finally, they will develop an accountability plan that gives them a manageable timeline for developing a strong proposal, with a goal of submitting a proposal in the next year.

Tutorial Instructors Workshop

June 13-14-15-16-17 (Mon-Fri) | 9:00 AM-noon | Online

Workshop leaders: Tim Arner and Sarah Purcell

This is the annual workshop for Fall Tutorial instructors to help them prepare their course. There will be discussion of syllabus and assignment design as well as advising first-year students.

Building Conflict, Mediation, and Restorative Justice Curriculum

June 14-15-16 (Tues-Thurs) | 1:00-4:00 PM | In-person/hybrid option, HSSC S2314

Workshop leader: Briggittine French; Guest leader: Johanna Solomon

This workshop, led by Professor Johanna Solomon of Kent State University, will focus on the planning and design of strategic curricular modules centered around applied conflict management, resolution, and transformation activities for use in the classroom. These will

include trainings on, and design of, interactive curricular components such as modules from the Alternatives to Violence Project (avpusa.org) and other Restorative Justice frames such as RJ circles, mediation, negotiation, and community organizing/ group facilitation. Each component will be designed with an inclusive classroom in mind, and techniques will be chosen with an eye toward developing skills to transform conflict and the academic perspectives that underpin them.

Identifying the Hidden Curriculum: Navigating unwritten norms, expectations, and assumptions embedded within academia

June 21-22-23 (Tues-Thurs) | 1:30-4:30 PM | Online

Workshop leaders: Autumn Wilke, Cynthia Hansen

In this workshop, the “hidden curriculum” is the social and disciplinary norms often invisible to both students and faculty that includes expectations about class preparation, in-session focus, respectful discussion behavior, and the role of feedback. These norms send implicit and explicit messages regarding who is valued within a particular learning space and have impacts not only on student success but also on inclusion and wellbeing. Participants in this workshop will have the opportunity to reflect on what hidden curricula might exist within their own teaching practices and gain practical tools for addressing implicit messaging within syllabi, assignment prompts, and other aspects of their courses. They will collaborate with cross-departmental colleagues within their division to discuss division-wide manifestations of the hidden curriculum (examining both hidden curriculum for students but also in expectations for colleagues and peers) and develop syllabi guidelines and language to address hidden curriculum.

Beyond GSP, Part II

June 27-28-29-30 (Mon-Thurs) | 1:00-4:00 PM | Noyce 1245

Workshop leaders: Andrew Graham and Joe Mileti

This 2022 summer workshop is a follow-up to our successful 2019 workshop focused specifically on evaluation of introductory courses across the Science Division. This workshop will connect curricular development, pedagogy, and learning environments, but the primary emphasis will be on evaluating the curriculum within the context of diversity, equity, and inclusion. Goals include: 1) Review relevant data on student participation and success in 100-level Science courses, disaggregated by race/ethnicity, first-gen status, socioeconomic status, and gender. 2) Identify additional data needs, if any. 3) Review and identify content and skills essential across co-requisite courses. 4) Review and discuss existing strategies for promoting student success in introductory courses. 5) Develop an action plan for implementing suggested changes derived from evaluation.

Commenting on (Multilingual) Student Writing

July 11-12-13 (Mon-Wed) | 9:00 AM-noon | Online

Workshop leaders: Erin Todey and Taylor Price

In this workshop, participants will learn about best practices for giving feedback to student writers, especially multilingual writers. We will move from theory to practice: reading and discussing selected research from scholars in second language acquisition and composition studies, then commenting on sample student papers. We will explore the relationship between the writing process and “correct” language: When does it make sense to expect students to

produce “standard English,” and when can that expectation interfere with learning? Participants will leave the workshop with practical strategies for commenting on student writing in ways that motivate revision and help students develop as writers and thinkers across many disciplines and at many stages of their undergraduate careers.

Teaching and Learning in Prison

July 12-13-14 (Tues-Thurs) | Afternoons, TBD | Online + 1 site visit

Workshop leaders: Emily Guenther and John Garrison

This pedagogy workshop is for faculty and staff who are interested in teaching in prison through the Liberal Arts in Prison Program (LAPP). More faculty and staff will have an opportunity to teach in the coming years because of an Innovation Fund Grant that will expand LAPP to the state's only women's prison. Participants will not only learn about the practicalities of prison but also explore how the experience might fit into their overall goals as an educator. We will work together to think through how one might adapt a course, including choosing materials, crafting assignments, and facilitating discussions with incarcerated students who are adult, non-traditional students. Together, we will also discuss the unique role of prison education today. The workshop will begin with two online sessions led by Grinnell faculty who have taught in the prison program, and it will culminate with an opportunity to visit one of our prison sites to talk with current incarcerated students about their experience in Grinnell courses with LAPP.

Preparing to Facilitate the 'First-Year Experience: Connections' Course

July 11-12-13-14 (Mon-Thurs) | 9:00 AM-12 noon | Online

Workshop leaders: Maure Smith-Benanti, Jen Jacobsen, Lakesia Johnson, Mark Levandoski

This workshop will briefly cover the history of the First Year Experience (FYE) Course, the current context for the course as part of Grinnell's First Year Experience, learning outcomes for the course, as well as a summary of what we've learned thus far, including assessment. This course will also share experiential pedagogical strategies for teaching the core content (personal sustainability, identity development, dialogue across difference, respect inclusive of sexual respect, help- and mentorship-seeking) as well as provide opportunities for participants to deeply engage with the course material and activities.

Contextualizing Spatial Data with ArcGIS Online & StoryMaps

July 18-19 (Mon-Tues) | 1:00-4:00 PM | In-person/online, HSSC N2170 (hybrid option)

Workshop leaders: Tierney Steelberg, Gina Donovan

This workshop is an approachable 2-day introduction to spatial mapping for participants who are new to the topic or the applications. This session will focus on the context that basic applications can provide to spatial data. We will begin by providing a brief overview of data and data sets. Participants will then make a simple interactive map in ArcGIS Online, focusing on what aspects of the data are revealed by the ArcGIS mapping capabilities. Once participants make a sample map, we will talk about the StoryMaps platform and specifically how that platform can showcase and further contextualize the created map. Participants will make a StoryMap with their created ArcGIS map and share their StoryMap with other workshop participants. For more information, please see this website: [ArcGIS & StoryMaps Summer Workshop](#).

Caregiving in the College Community

July 26-27-28-29 (Tues-Fri) | 1:00-4:00 PM | HSSC S2310

Workshop leaders: Tammy Nyden and Susan Sanning

The pandemic has shined a light on our mutual interdependence and the central role of caregivers for our institutions, economy, and communities. In this workshop, participants will read and discuss the *Care Manifesto*, which “imagines a world in which care is everywhere - from our most intimate ties to our relationship with the planet itself,” - a world that values and shares care – “no longer tolerated as an exploited form of labor, shouldered mainly by women and the poor.” Building on the *Care Manifesto*’s concept of “promiscuous care,” we will consider how the Grinnell College community can best support caregiving– particularly staff and faculty caregivers. We will recognize the dual role many staff and faculty members play in caring for the college while also engaging in childcare, eldercare, disability care, and care for ill loved ones; the rural and Iowa contexts as they affect access to care and care supports; and how care aligns with the values and mission of the college. We will collectively prepare a document that can challenge and inspire us to become a more caring college community.

Survey Says! Creating Qualtrics Surveys

July 6 + 8 + 19 + 20 | 10:00 AM-12 noon | Online

Workshop leader: Vanessa Preat

Learn to build quality surveys in Qualtrics over four sessions using a "flipped classroom" approach. Sessions: (1) Basic features, (2) Advanced features, (3) Data, (4) Effectiveness. Each session consists of a) asynchronous instructional content and b) synchronous videoconference group work. First, the participants will access videos (30-60 minutes) and reading assignments to learn Qualtrics features and survey design principles. Then participants will attend hands-on practice sessions to discuss Qualtrics and edit surveys in small groups (60-90 minutes). Live sessions will be scheduled per participants' availability at least two days apart to give participants time to review content and practice between sessions. All participants are encouraged to build a Qualtrics survey. Workshop materials are available in MS Teams and live meetings will occur in Webex.

Planning the Future of American Studies at Grinnell College

August 1-2-3-4 (Mon-Thurs) | 9:00 AM-12 noon | Hybrid / HSSC A1231 (multipurpose room)

Workshop leader: Jeremy Chen

This curricular review/development workshop targets members of the American Studies concentration advisory board as well as other faculty interested in what American Studies offers to the overall Grinnell curriculum, and our students and faculty. Using the metaphor of an interdisciplinary ligament that seeks to connect student learning across divisions, disciplines, majors, and fields, workshop participants will examine and envision how AMS required courses, elective courses from across the curriculum, concentration requirements, and staffing needs and solutions can work to re-envision, sustain and strengthen American Studies. Participants will review the current American Studies concentration curriculum and policies; imagine future options for the concentration curricular revisions, restructuring, and creative staffing for the concentration; and help devise plans for future position proposals or the dissolution of AMS.

Designing and Sequencing Writing and Research Assignments (for current faculty)

August 2-3-4 (Tues-Thurs) | 1:00-4:00 PM | HSSC N1118

Workshop leaders: Tisha Turk and Liz Rodrigues

This workshop aims to help early career faculty design and sequence effective writing and research assignments to promote student learning. Workshop participants will discuss basic principles of assignment design, review models of effective writing assignments from a range of disciplines, plan at least one assignment for an upcoming course, get feedback on a syllabus, and learn from experienced faculty in Grinnell's science, social studies, and humanities divisions. Readings from *John Bean's Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* will be assigned.

Designing and Sequencing Writing and Research Assignments (for new faculty)

August 10-11-12 (Wed-Fri) | 1:00-4:00 PM | HSSC N1116

Workshop leaders: Tisha Turk and Liz Rodrigues

This workshop aims to help new faculty design and sequence effective writing and research assignments to promote student learning. Workshop participants will discuss basic principles of assignment design, review models of effective writing assignments from a range of disciplines, plan at least one assignment for an upcoming course, get feedback on a syllabus, and learn from experienced faculty in Grinnell's science, social studies, and humanities divisions. Readings from *John Bean's Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* will be assigned.

A Global Kitchen in the Liberal Arts

August 8-9-10-11 (Mon-Thurs) | 9:00 AM-12 noon | HSSC Global Kitchen and N1112

Workshop leaders: Todd Armstrong and David Stanley

This 4-day workshop will explore curricular and co-/extracurricular approaches to using the Global Kitchen in the HSSC. Topics discussed will include general kitchen use and policy; integration of food preparation in courses and programs; and the place of food studies in the liberal arts. Participants will cook together and explore ways to integrate local foods into our community and address food insecurity.

Faculty Mentoring: Experiences, Lessons, and Best Practices

Aug. 16 (Tues) | 1:00-4:00 PM | HSSC A1231 (multipurpose room)

Workshop leaders: Tim Arner and Jin Feng

Grinnell College's Faculty Mentoring Network (FMN) helps new faculty maintain an active research agenda as they adjust to life at the College and the demands of liberal arts teaching. The key element of the program is connecting an extra-departmental contact person to each new faculty member. The Dean's Office welcomes all past, present, and future faculty mentors who would like to share experiences, explore best practices, and develop into the best mentors they can be. Each participant will develop their own goals and an action plan as a faculty mentor by the end of the workshop.