
Annual Reports

Center for Innovative Pedagogy

Spring 2023

CIP Newsletter Spring 2023

Center for Innovative Pedagogy
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KENYON CIP

Semesterly Newsletter



Note from the Director

By Joe Murphy

I don't much like making (or keeping) New Year's resolutions, but I do like what they stand for. A good resolution speaks to a belief that the future world might be better. A kept resolution comes from clear-eyed reflection on what we're really willing to do to get to that better world. Will we care for ourselves better? Make a difference in our community? Finish or start a project?

I see many of these opportunities as I look at the contents of this newsletter. We have offerings about physical and mental health, getting reading and writing done, and many opportunities for learning in community with speakers, authors, and each other. I'm not asking for a "resolution", but I hope something in this issue will spark your interest.

We're also starting work on our third What Works conference, to be held online this May 30th through June 2nd. You'll see the call for proposals in this issue, and I'd like to extend a personal invitation to you to discuss your ideas for conference sessions. The online mode is a wonderful way for us to engage colleagues from other institutions who might not make the journey to Kenyon, for reasons ranging from budget constraints to climate impact to simple bad timing. At the same time, we need to respect those of us who can come together in three dimensions, and I'd love to think with you about ways we might make a conference that's equitably welcoming for onsite and online participants.

LOOKING FORWARD



Tech Tuesday Series

Many of you have enjoyed our Tech Tuesday Learning Series over the past several years, where we highlight educational technologies at an introductory level. We've seen dwindling attendance, despite the enduring interest over the past year. In an effort to meet our busy, over-worked and over-scheduled community where they are, we plan to eliminate in-person Tech Tuesday sessions for the time being and direct that energy toward creating asynchronous learning materials (videos, sample assignments) that cover these technologies and can also be readily used in the classroom. Watch for weekly announcements featuring these tech tips and materials.

Make feedback from students a part of your course planning

By Alex Alderman

As you set your schedule for the semester, consider reserving half a class for gathering mid-semester feedback. In the Group Instructional Feedback Technique (GIFT) session, a representative of the CIP will facilitate a structured group discussion with students during class time. For 20-30 minutes, the students will offer their own perspectives on the course and work together to identify the most significant points. The CIP will then return a summary of the students' responses to you so you can debrief with your students. Taking a mid-semester perspective on your course offers significant benefits over waiting for end-of-semester course evaluations. It's feedback you can use while the course is ongoing - whether that means making changes to the course or helping students understand your teaching choices better. The GIFT session is also structured to remind students of their own role as learners in a course and give them a chance to consider changes they might make in their own habits.



If you're interested in scheduling a GIFT session for your course, please use [our online form](#) or contact us at cip@kenyon.edu.

Upcoming Visiting Speakers

Margaret Price: Mental Disability in the College Classroom

Alongside SASS and the Cox Health and Counseling center, the CIP will welcome Dr. Margaret Price, Associate Professor of English and director of the Disability Studies Program at The Ohio State University to give a talk titled "Mental Disability in the College Classroom: Reimagining Access and Design" on **January 24, 2023 at 11:00am in the Community Foundation Theater**. Margaret Price is co-founder and lead PI of the Transformative Access Project at OSU, which "re-imagines access as a collective process that centers race, ethnicity, disability, class, gender, and sexuality." Her award-winning research focuses on sharing concrete strategies and starting necessary dialogues about creating a culture of care and a sense of shared accountability in academic spaces. She is at work on a book about access in university culture, which is under contract with Duke University Press.

This event is part of the Disability = Diversity program.

Joshua Cook, Voice Coach

Join classical voice professional Joshua Cook in conversation on the speaking voice and classroom vocal health! Joshua will outline factors of vocal fatigue in the classroom, discuss a pragmatic view of how we engage with our speaking voice, and demonstrate exercises to promote a healthier speaking voice.

Please feel free to bring any questions you may have about vocal health or specific real-world instances you would like to discuss as a group.

This one-hour workshop will be in person, at the CIP, on **January 10th at 11 AM**. **RSVP at <https://forms.gle/zsEiIPJrCN8wdNoH7> or email Joe Murphy (murphyjm@kenyon.edu) for more information.**



The Science and Nature Writing Faculty Learning Community

By: Chris Gillen and Geetha Iyer

The Science and Nature Writing initiative convened a learning community in fall 2022, led by Mellon Science and Nature Writing Fellow Geetha Iyer and focusing on writing for audiences beyond our professional disciplines. Faculty and staff from departments, programs, and offices across the campus participated. Early in the semester, we discussed examples of science and nature writing submitted by participants.



Then, based on those conversations, we crafted writing prompts that we might use as a basis for a course assignment or class activity. Later in the semester, we wrote and workshopped pieces in response to those prompts. The learning community intends to continue its work in the Spring semester, transitioning from generating new work towards getting pieces prepared to submit for publication. Apart from the professional goals of the learning community, the fall semester's regular meetings have helped participants reconnect as a community after pandemic-mandated isolation. We look forward to reforging those connections in the spring and welcome new participants to join us. Contact Geetha Iyer, Chris Gillen, or Joe Murphy for more information.

Campus Resource Spotlight: My SSP

My Student Support Program (My SSP) is a new service to support the overall well-being and mental health of Kenyon students. My SSP is offered at no additional cost and will provide access to 24/7 real-time, confidential clinical support and immediate crisis support. My SSP is staffed by masters-level clinicians who are experienced in supporting the unique challenges students face, and in providing support in Mandarin, Cantonese, French, Spanish and English. They also offer an extensive library of self-directed digital emotional health and well-being content.



My SSP also provides consultative support for staff and faculty. Employees who work directly with students can consult with a mental health counselor, who can give guidance on how best to provide specific student support. For a My SSP consult, please call through the app or contact Campus Safety Switchboard (740-427-5000) and request a staff/faculty consultation with a My SSP counselor.

Access is through the My SSP app, available in the Apple and Android app stores, the website myssp.app, and the campus emergency line 740-427-5555. Faculty and staff can download the app to acquaint ourselves with its resources before recommending it to students!

Join us for a CEL Faculty Learning Community!

The CEL Faculty Fellows, Julie Brodie and Pierre Dairon, along with OCP and CIP, invite you to join them this spring for a Faculty Learning Community (FLC).



What is an FLC? An FLC is an interdisciplinary group of faculty with a common interest in a particular topic who meet regularly throughout the semester to learn with and from each other. The CEL FLC will be a chance for those with any level of experience to increase their knowledge and skills about community-engaged learning pedagogy. We will investigate and discuss various CEL teaching methods, assignments, readings, and assessment strategies. **Each session will have time for learning and discussion as well as time to work on developing or revising your own syllabus.**

Meet others from across campus, extend your knowledge about CEL pedagogy, and explore a new way to engage students and encourage civic engagement. **Set aside a dedicated time for you!** Create a new syllabus, enrich your teaching practice, and enjoy the support of your colleagues!

How do I sign up? Watch for sign up information in **January**.

Join us for breakfast January 27 from 8-9am in Edwards House to learn more. And this meeting, we will set future meeting dates that work for the participants. We anticipate about 4-5 sessions throughout the semester. Snacks or meals will be provided.

Stipend: Participants who attend all sessions will receive a \$400 stipend. An additional \$600 stipend will be provided when your new/revised CEL course is taught.

Contact Julie Brodie, Pierre Dairon, Jan Thomas or Alex Alderman.

To learn more about CEL courses at Kenyon see the [OCP Website](#)

2023 What Works Conference!

By Alex Alderman

Planning something interesting for next semester? Why not take good notes and tell us about it in May?

The Center for Innovative Pedagogy at Kenyon College invites presentations on teaching and learning for the 2023 What Works virtual conference, to be held the week of May 30-June 2, 2023.

This conference is an opportunity for faculty and academic support professionals to share their experiences innovating for the classroom.



We will consider all proposals that would apply to undergraduate education at a small college or university, but we especially want to encourage proposals in three areas:

- collaboration between faculty and staff to support student learning
- new applications of educational technology
- courses that employ pedagogies of diversity, equity and inclusion

Proposals are being accepted at <https://forms.gle/C7rRj9aQutzRQMwV6>. **The deadline to submit is Wednesday, March 1.** Proposals submitted after this date may still be considered. Presenters will be notified of their acceptance status by March 30.

Please feel free to contact Joe Murphy (murphyjm@kenyon.edu) or Alex Alderman (alderman1@kenyon.edu) to discuss your ideas for a session!

Additional Ways to Share and Learn: Alternative Grading Discussion Group

This fall, the CIP hosted a series of discussion lunches on the topic of alternative grading strategies. Interested faculty joined us to read short articles, review example assignments, and share their own teaching experiences. Strategies we looked at in the fall included Asao B. Inoue's model of labor-based grading, grading contracts, and approaches to "ungrading" in different disciplines. These strategies aim to focus student attention away from final grades toward reflective, ongoing improvement of their practices.

The series will continue in the spring semester. Join us Tuesday, January 31 for a discussion of late work policies as they relate to "ungrading" approaches to assessment.

FALL 2022 WRITING GROUP PARTICIPANTS DO GREAT THINGS

By *Eric Holdener*



During the fall 2022 semester the CIP once again hosted five writing groups, providing dozens of faculty with distraction-free time during which they diligently worked on personal/academic writing projects. Because schedules and home situations are so variable – to say nothing of personal writing styles and habits – we structure these sessions to be as accommodating as possible. Some faculty write “in-person” in the CIP’s Edwards House* classroom, while others join via Google Meet. Sessions have set starting and ending times, but participants come and go as their schedules allow. The sense of commitment to the time period itself and to one’s fellow writers are the critical elements that keep faculty coming back every week, and the results are impressive.

We do not track any individual writer’s progress, and we would never elevate one writer’s output above another’s. However, after a semester total of 7,182 writer-hours (54 writers x 9.5 hours/week x 14 weeks) we can safely report that new papers were submitted for publication; old manuscripts were edited and resubmitted; chapters and books were sent to publishers; and one great American novel is poised to rocket to the top of the NYT Best Sellers List! Okay, that last bit might be a tad hyperbolic, but the sum of our writers’ collective experiences comes close to that level of accomplishment.

Spring groups begin shortly and there is still plenty of room if you’d like to join us! Sign up at <https://forms.gle/varh735VPugURviP8>

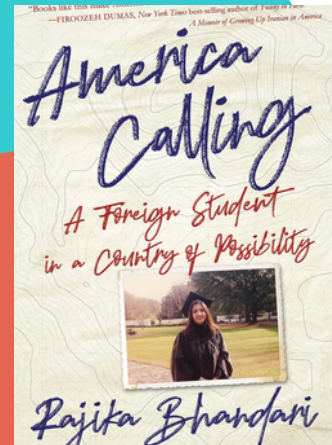
*** Fun Fact: Did you know that the CIP is conveniently located right next door to the Wigin Street Cafe, and you can get yourself a cup of coffee, tea, chai, or even a smoothie to help you find your creative muse?**

READING WITH THE CIP

By: Joe Murphy

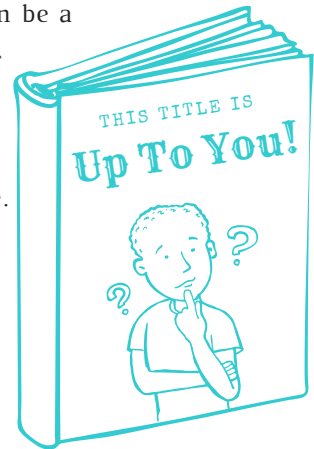
Whether you want to talk about books, or just protect the time to read one, the CIP has you covered this spring!

The CIP and the Center for Global Engagement will co-sponsor a book club this semester! We'll be reading [America Calling: A Foreign Student in a Country of Possibility](#) by Rajika Bhandari. Following up on Bhandari's keynote address for Global Engagement Week, this is an opportunity to dig more deeply into her memoir. *America Calling* is both a deeply personal story of Bhandari's search for her place and voice as an international student, and an incisive analysis of America's relationship with the rest of the world through the most powerful tool of diplomacy: education.



We're particularly excited to invite students to join us in this conversation! We'll discuss the book in halves, meeting **February 7th and 21st at 4 PM in Edwards House**. RSVP at <https://forms.gle/cKbdsZx5rCTDafGe9>

This semester the CIP will also debut a "**Silent Book Club.**" We know it can be a challenge to find time to read a book about teaching during the semester or even to want to share your thoughts in a larger conversation, when you've been teaching and engaging all day. So please consider joining us for a book club where we actually **do** the reading in a relaxing, quiet atmosphere.



How does it work?

1. You choose a book related to teaching and we will buy it for you in a format of your choice.
2. Show up to "Silent Book Club" with said book in tow.
3. See friendly faces, partake in refreshments, slow down and enjoy some quiet time to read.
4. At the end of our book club, you'll have a chance to share about what you read and what you learned that you might be interested in implementing in your own classrooms.

The first session of this book club will meet on **Wednesdays in February** (1, 8, 15, 22) and the second session will be **Thursdays in in March** (23, 30) **and April** (6 and 13). All sessions will take place from 12-1pm and lunch will be provided. If you're interested in joining us for this new book club, please sign up here: <https://forms.gle/Qk2JhjvfPNjUTQg36>.