

Faculty Inquiry Group Proposal Form

Please complete the form below to apply for FIG funding. Please limit your proposal to 2.5 pages or less.

1) Facilitator Information:

Name: Gina Szabady
Daytime Phone: 541-463-5695

Department: Writing & Literature
Email: szabadyg@lanecc.edu

2) Member Information (4 minimum, 8 maximum, including facilitator)

Please list names, departments and email addresses of participants.

- Gina Szabady, szabadyg@lanecc.edu – Writing & Literature
- Sarah Lushia, lushias@lanecc.edu – Writing & Literature
- Jennifer VonAmmon, vonammonj@lanecc.edu – Writing & Literature
- Ingrid Nordstrom, nordstromi@lanecc.edu – Writing & Literature
- Edrees Nawabi nawabie@lanecc.edu -- Writing & Literature
- [Daphne Gabriele, gabrielid@lanecc.edu – Writing & Literature]**
- [Lee Keeler, keelerl@lanecc.edu -- Writing & Literature]**

**Pending winter availability

3) Briefly explain the topic, issue, question, concern, project, and/or problem that the group will address.

This group is exploring the anti-racist and culturally response grading and assessment practices, with particular focus on grading as a classroom practice. Our interest in this area of inquiry grows out of a larger discussion within the department and the discipline writ large as teachers of first year writing grapple with our role in creating and advancing systemic racism within academics. To this end, we would like to read and discuss [*Grading for Equity*](#) by Joe Feldman.

4) Briefly explain how investigating this topic will help to improve teaching and learning in your department/s and/or at Lane.

This group will complement current and previous professional development opportunities both on campus and across the region/country that have focused on anti-racist and culturally responsive teaching and assignment design practices. By providing an opportunity to focus on the critical role of individual student assessment and the larger conversations about grading that take place between teacher(s) and student(s), this FIG will help faculty examine their current grading practices through an equity lens and develop techniques to support their development of an anti-racist assessment ecology.

5) Provide a tentative outline of planned activities, meetings and/or topics.

Please note: this group will need to navigate meeting requirements and on-campus policies but several folks have expressed a desire to meet in person. To accommodate needs and current safety measures, all meetings will have a Zoom option and will be held in spaces that can facilitated inclusive discussions for both in-person and online participants.

Week 2: Chapters 1-4

- What did you learn about grading?
- What of your prior knowledge was already confirmed?
- Temp Check: How do you feel about this book/argument so far?

Week 4: Chapters 5-8

- Quantitative assessment and writing assignments have always been awkward bedfellows. What does this discussion of “mathematical accuracy” add to that conversation?
- What new issues or ways of thinking does it invite us to consider?
- Temp Check: How do you feel about this book/argument so far?

Week 6: Chapters 9-11

- Writing has long been considered part of a “first year experience” and expected to teach a set of “study skills,” at least implicitly. How are these skills/behaviors/habits of mind like the behaviors or environmental factors described in these chapters? How/are they different?
- How does the notion of “hope” and “growth” described in chapter 11 relate to notions of “grit” and “perseverance” that were common in composition literature in previous decades? Do you think one set of concepts is more equitable than the other?
- Temp Check: How do you feel about this book/argument so far?

Week 8: Chapters 12-14

- As writing instructors, we know and likely often think and talk about the power of language to shape the world and individual experiences of it. What did you make of the discussion of “veils” and assumptions in this section?
- The proliferation of the term “soft skills” in conversations about education and employment during the past decade suggests a growing recognition of the importance of these skills, but they are still relegated to the squishy margins both in the descriptive language ascribed to them and in the way they are assessed in classrooms. In what ways do you grapple with teaching and/or assessing “soft skills?”
- Temp Check: Where have you landed by the end of the book? What will you use? What will you remember? How did the book make YOU feel about grading and assessment?

Week 10: Epilogue**Final’s week challenge!**

- Bring a grading artifact to share that EITHER reflects what you have learned here (a before and after version would be great to see) OR that you feel could be a more equitable instrument for workshop style discussion!

6) What do you see as potential outcomes of this FIG?

Throughout our time together, individual FIG members will learn specific strategies and practices related to equitable grading that they can apply in their current and future classrooms. In this incremental fashion, the FIG will continue to have a positive impact on

students in Writing courses for years to come. By supporting an ongoing conversation about teaching practices and shared values, this FIG will support the goals of the writing program to identify and develop consistent teaching and assessment practices across sections that still allow individuals discretion to create assignments and courses that align with their personal teaching philosophies and areas of expertise. Because the Writing Program is at a formative stage in developing a new assessment plan that centers supporting equity and student success, this FIG will support the long-term goals for writing program assessment by providing specific strategies and approaches to creating more equitable grading practices.

7) Please indicate the term/s you are willing to run the FIG.

Ideally, this FIG will take place during Winter term.

8) Faculty Inquiry Groups are expected to share their learning with an appropriate audience. Options include but are not limited to reports, presentations, or workshops for your department, your division, or the larger faculty community at the CTL Symposium. How will your group share your learning?

As noted above, this book will inform several professional development and assessment activities that the Writing Program will undertake in the 2021-22 year and beyond. As part of our work, individual participants will be asked to share any classroom deliverables they create, including at least one assignment or rubric to be shared in the Final's Week Challenge. These assignments will be added to an assignment library maintained on the department share drive and in the Writing Center for use/adaptation by other instructors in writing. The facilitator and several members have also expressed willingness to participate in a CTL Symposium if such an opportunity is made available.

9) Please share any additional information you feel we should know.

Several members of this FIG are interested in participating in an additional FIG this spring on a related book, *Failure Pedagogies*. Reading these two books together adds layers to the possibilities for professional development and program building.

10) Provide a brief overview of proposed budget.

- Up to 5 copies of Grading for Equity (some members do not need the book): \$121.25

Electronic Signature:

By typing my name here, I confirm that I have read and understood the program guidelines.

Gina Szabady