

April 2024



Message to Faculty

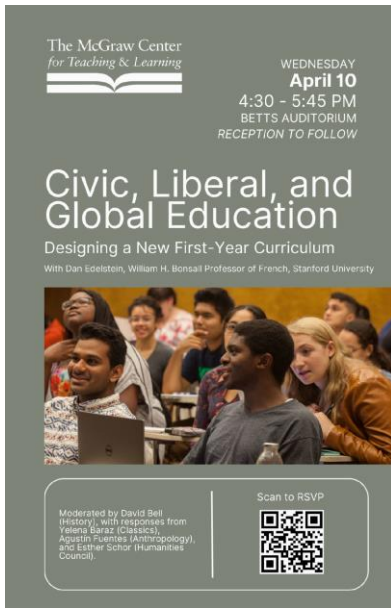
One of the pleasures of my position is the opportunity to consult with the teaching teams applying for the Collaborative Teaching Initiative (CTI). This unique initiative enables graduate students in the Humanities and Social Sciences to co-design and co-teach an undergraduate course with a faculty mentor. The objective is twofold: to give graduate students the opportunity to develop pedagogically under the guidance of a seasoned instructor (though, as many of the participating faculty members express, the learning often goes both ways) and to offer new courses to undergraduates.

Next year's crop of CTI courses—nine in the fall and four in spring—offers students the opportunity to explore a variety of interesting topics and engage in innovative activities and assignments. I look forward to hearing about how these courses go!

For more information on the CTI, see the Graduate School's [description here](#) and the application on the Office of the Dean of the College's [website here](#).

All my best,
Jessica

Program Preview



The McGraw Center
for Teaching & Learning


WEDNESDAY
April 10
4:30 - 5:45 PM
BETTS AUDITORIUM
RECEPTION TO FOLLOW

Civic, Liberal, and Global Education

Designing a New First-Year Curriculum
With Dan Edelstein, William H. Bonsall Professor of French, Stanford University

Moderated by David Bell (History), with responses from Yelena Baraz (Classics), Agustín Fuentes (Anthropology), and Esther Schor (Humanities Council).

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On April 10th, Dan Edelstein, William H. Bonsall Professor of French at Stanford and faculty director of their civic, liberal and global education program, will be on campus to take part in a **panel discussion** on designing a first-year curriculum. Launched in fall 2021, **Stanford's new first-year Civic, Liberal, and Global Education requirement** (known as "COLLEGE"), is a three-course sequence "designed to provide students a shared intellectual experience and an opportunity to deepen their critical and ethical thinking skills about society and the world." The courses include "Why College? Your Education and the Good Life," which asks students to reflect on the purpose of college in their own lives; "**Citizenship in the 21st Century**", a seminar that "addresses both the historical roots as well as the future of citizenship, especially as it comes under stress from populism, authoritarianism, climate change, and other challenges"; and "**Global Perspectives**," in which students "investigate several different global phenomena" in order to "locate [their] own actions in a global context." David Bell (History) will moderate and Yelena Baraz (Classics), Agustín Fuentes (Anthropology), and Esther Schor (English and Humanities Council) will respond.

Resource Reminder

New on our website are resources for mentoring undergraduate and graduate students. In addition to suggestions for supporting undergrads through their independent work, our **Mentoring at Princeton pages** include guidance on **mentoring grad students as learners and scholars** as well as **teachers**. In particular, we encourage faculty to develop your own mentoring philosophy and to be explicit with mentees about your approach, discussing your expectations and setting boundaries for the relationship. We offer guidance on creating healthy labs and include several examples of lab manuals, which you can use as inspiration for creating your own. Join us for a **Teaching in Community lunch** on Thursday, April 18th to explore strategies for giving graduate students meaningful feedback in a variety of contexts and for soliciting feedback from your mentees.

Program Highlight

Last month, we hosted an event celebrating Dean of the College Jill Dolan's teaching career, "Teaching for the Questions: Jill Dolan in conversation with Judith Hamera." Dolan remarked that "good pedagogy is feminist pedagogy," reminded the audience that "the classroom is a place where change happens," and encouraged faculty to "resist the urge to privatize teaching." I was particularly struck by her discussion of teaching as an act of translation. As a public intellectual, Dolan often writes for non-academic audiences. (See, for example, her award-winning blog, **The Feminist Spectator**, in which she "ruminates on theatre, performance, film, and television, focusing on gender, sexuality, race, other identities and overlaps, and our common humanity.") Dolan discussed her belief that it is our responsibility, as teachers, to give students tools of analysis and to demystify criticism. Dolan's responses to incisive questions from professor of dance Judith Hamera, as well as from the audience, embodied what she shared is her personal motto, "humor, humility, humanity."



Class Notes

Our Inclusive Teaching Book Club just finished reading and discussing chapter 5 of Kelly Hogan and Viji Sathy's book, *Inclusive Teaching*. (Reminder that the pair will be on campus to give a faculty **workshop on inclusive teaching strategies** later this month.) In "Classroom Environments and Interactions," Hogan and Sathy outline strategies for making class discussions more equitable and inclusive.

Likening the role of instructors to choreographers in the way they must account for students in both time and space as they lesson plan, Hogan and Sathy emphasize the importance of structuring class discussions: having a plan (but remaining flexible), co-creating "rules of engagement" with your students, keeping time, considering (and adjusting, if necessary) the physical space, and offering clear prompts. One of the more surprising sections of the chapter is about "random calling," a strategy that they admit can be uncomfortable for students and instructors alike.

Although as a student, I was terrified of being unexpectedly called upon to share—to me, random calling felt like more of a threat than an invitation—I was convinced by Hogan and Sathy's argument (informed by **Dallimore, Hertenstein, and Platt's 2013 study**) that it can be a useful strategy to increase and, importantly, to diversify student participation.

Random calling, they contend, might help to demonstrate that all types of students can be expert in the course's content, while allowing the same few students to repeatedly respond to the instructor's questions can reinforce stereotypes about which students excel at certain subjects. Hogan and Sathy suggest random calling groups, rather than individuals, and assigning rotating roles within the groups (for instance, speaker, recorder, and time-keeper) to ensure that the class is hearing from different students each session. They recommend that as part of the "rules of engagement" faculty establish at the start of the semester, students are given the option to "pass" on answering a question without repercussions. Finally, as they do with all their strategies, Hogan and Sathy encourage faculty to be transparent with students about why you're employing this technique.

Applications Open

The McGraw Center for Teaching and Learning invites proposals from full-time faculty for **Inclusive Pedagogy Grants**. These grants support the revision of an element of an existing undergraduate course that you will offer in AY 2024-25 to more strongly reflect equitable and inclusive teaching practices. Successful projects will have a defined scope. For example, you might propose additions to or modifications of course content, new classroom activities or pedagogical practices, or redesigned assignments that foster access and inclusion in their broadest sense. (For more expansive innovations, consider applying to **The 250th Anniversary Fund for Innovation in Undergraduate Education** next year.) Priority will be given to first-time grantees.

Grantees will receive an honorarium of \$1,800.

- A complete proposal, approximately 500 words in length, should include the following: your name and department affiliation;
- a description of your course or a link to the description on the Registrar's site; a description of the course changes you plan to implement; and
- a description of how these changes will enhance equitable and inclusive teaching.

For full consideration, **please submit your proposal here** by **Tuesday, April 30th**.

INCLUSIVE TEACHING
Strategies for Promoting Equity in the College Classroom

With Dr. Viji Sathy and Dr. Kelly Hogan

Teaching strategies that emphasize structured active learning can create more equitable classrooms and improve learning for all students. In this introduction to inclusive teaching techniques, award-winning professors Kelly Hogan and Viji Sathy will provide a framework for inclusive design, present their own research results, and ask participants to reflect on inequities and diversity in their classrooms through interactive activities.

FRIDAY
April 26
10:30 AM – 12:00 PM
LEWIS SCIENCE LIBRARY
ROOM 120

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The McGraw Center for Teaching & Learning | OFFICE OF THE Provost | PRINCETON UNIVERSITY | Inclusive Teaching at Princeton



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