

# CHICAGO CENTER FOR TEACHING

## Spring 2019 Newsletter IV



Chicago  
Center for  
Teaching

THE UNIVERSITY OF CHICAGO

### UPCOMING EVENTS

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#### **Engaging Students with Technology**

**Wednesday, May 15, 1:30PM–3:00PM, Wieboldt Hall Room 310 D/E**

Technology in the classroom can be a distraction—students texting, scrolling through Facebook, or even doing work for other classes takes away from group discussion and is detrimental to teaching and learning for all involved. As a result, many instructors view computers or tablets as problems to be dealt with rather than powerful tools for making education engaging and accessible. In

this workshop, participants will use three online resources supported by both Academic Technology Services and the Chicago Center for Teaching and integrate them into successful lesson plans, take-home assignments, and in-class activities. Participants will use tablets and/or laptop computers to access LucidChart, an interactive mind-mapping tool, PollEverywhere, a platform for real-time student feedback and visual data representation, and Google's suite of collaborative applications to engage students in innovative digital pedagogies that complement course content of any discipline.

**Grad Students and Postdocs REGISTER HERE**

### **Creating Equitable and Rigorous Exams**

**Thursday, May 16, 12:00PM–1:00PM, Wieboldt Hall Room 310 D/E**

Join Gina C. Pieters, Economics Lecturer, as she shares her methods for creating exams that allow students to share what they have learned, take responsibility for what they do not yet know, minimize the impact of non-course factors on student assessment, and reduce exam grading burdens. Emphasis is on no-cost to low-cost methods that do not compromise exam standards or quality.

**Grad Students and Postdocs REGISTER HERE**

**Faculty, Lecturers, and all other Community Members  
REGISTER HERE**

### **Inclusive Pedagogy Reading Group**

**Thursday, May 16, 3:20PM–5:00PM, Wieboldt Hall Room 310 D/E**

The Inclusive Pedagogy Reading Group welcomes faculty, lecturers, postdocs, and graduate students who want to explore topics around inclusion, teaching and learning. It is an open discussion group facilitated by Cheryl Richardson, Associate Director for Inclusive Teaching Initiatives. This quarter we will read *Mad at School: Rhetorics of Mental Disability and Academic Life* by Margaret Price. University of Michigan Press notes: "Mad at School explores the

contested boundaries between disability, illness, and mental illness in the setting of U.S. higher education. Much of the research and teaching within disability studies assumes a disabled body but a rational and energetic (an "agile") mind. In *Mad at School*, scholar and disabilities activist Margaret Price asks: How might our education practices change if we understood disability to incorporate the disabled mind?"

All are welcome! We will discuss pages 1-102 of the book.

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### **Pathways to College Teaching Careers**

**Friday, May 17, 9:00AM–1:00PM, Ida Noyes Hall, Library**

Navigating from a graduate program or postdoc into a teaching position can be both an exciting professional and intellectual experience as well as a challenging, uncertain transition. After spending many years at one particular institution, how can you understand the teaching cultures at different institutions and how to demonstrate fit? And once in a new position, what do teaching and other professional responsibilities look like and how do they compare to your experience at UChicago? This event will provide graduate students and postdocs the opportunity to explore what it means to pursue a teaching career at a diverse group of institutions. In panels and small group lunch discussions, alumni from Chicago-area institutions and faculty from several liberal arts colleges will provide insight into the relevant skills and experiences that University of Chicago graduate students and postdocs might cultivate to prepare for successful teaching careers at a variety of institution types. They will also discuss how best to demonstrate and communicate these skills and experiences to hiring committees. Light breakfast and lunch will be served. REGISTRATION IS REQUIRED via GRAD Gargoyle (Events > GRAD Events).

**Grad Students and Postdocs REGISTER HERE**

## **Inclusive Pedagogical Practice @UChicago**

**Select Fridays in May, 10:00AM-12:00PM, Wieboldt Hall Room 310 D/E**

The Inclusive Pedagogical Practice @UChicago series highlights the inclusive pedagogical work of faculty, lecturers, graduate students, and staff. During each session, a University of Chicago educator will share their work or lead us in learning. Join us on select Fridays from 10am-Noon. See below for presentation dates, topics, and registration links.

**May 17-** Supporting First Generation, Low-Income, Immigrant and Undocumented Students with Devon Moore and Ileri Rivas, recipients of Inclusive Pedagogy Grant (2018). [Click here to Register.](#)

**May 24-** Gender Pronoun Use in the Classroom with Kendra Malone, Director of LGBTQ Student Life. [Click here to Register.](#)

**May 31-** Universal Access in the Humanities Core: Jessica Hurley, recipient of Inclusive Pedagogy Grant (2018).  
[Click here to Register.](#)

**Grad Students and Postdocs REGISTER HERE**

### **Race & Pedagogy @ the SMART Museum**

**Friday, May 17, 4:00PM–5:30PM, Smart Museum of Art**

Join the Race and Pedagogy Working Group and Natasha Ritsma, Academic Engagement Coordinator at the Smart Museum, and Issa Lampe, Director of the Feitler Center, for a workshop on how to productively teach concepts of race and identity using visual culture and works of art. This workshop is designed around the Smart's current exhibits "Solidary & Solitary" and "Smart to the Core: Embodying the Self." Teaching visual culture and race presents unique challenges for instructors, as well as many unique advantages and opportunities. This workshop will engage with strategies from museum instructors and curators, and ask questions about how teachers from various fields might use works of art to lead students through the complex intersections of personal experience and scholarly understanding that often arise in conversations that involve racially triggering imagery and cultural stereotypes.

This workshop is designed for those teaching at the college level, in all disciplines. Space is limited; please register in advance.

**Grad Students and Postdocs REGISTER HERE**

### **Inclusive Assessment in STEM**

**Thursday, May 23, 12:00PM–1:30PM**

**Eckhardt Research Center Room 576**

Women and historically underrepresented minorities are severely under-represented in most STEM disciplines. One reason many students switch out of STEM majors are poor grades (Griffith 2010, Economics of Education Review). However, the way in which students are graded can be biased such that some groups of students under-perform, despite having good conceptual understanding of the course material. Through this 90-minute workshop, we will identify structures that underlie these biases and ways in which we can reduce them to make assessment more inclusive and holistic. The guidelines we develop will be hosted on the CCT website and all workshop participants will be credited as co-authors or contributors, unless they wish to remain anonymous.

**Grad Students and Postdocs REGISTER HERE**

### **Beyond the Lecture: What's the Evidence for Active Learning?**

**Thursday, May 23, 1:30PM-3:00PM**

**Biological Sciences Learning Center, Room 205**

Think back to your student years: do you remember feeling incredibly bored during many lectures and wishing there were other options? If you're curious or skeptical about teaching approaches beyond the lecture, this workshop is for you. Workshop participants will explore what active learning is, delve into the evidence for whether it works, and investigate 3 teaching methods that can be incorporated to boost student engagement.

Lunch will be included.

**Grad Students and Postdocs REGISTER HERE**

## **What does an anti-racist classroom look like?**

**Tuesday, May 28, 5:30PM-7:30PM,  
Center for Identity and Inclusion, Amandla Lounge**

This event is designed to explore this question and brainstorm how we envision an anti-racist classroom. We will discuss: What is anti-racist pedagogy? What are some of the benefits and challenges of employing antiracist teaching practices here and now? What pedagogical strategies can be used to address race in the classroom? What are the questions that arise when considering race alongside 'traditional' academic roles (student, teacher, student-teacher)? The goal of this event is to move beyond theory and explore practices that aim to actively combat and dismantle racism as it shows up in the university classroom. Location: Center for Identity and Inclusion Amandla Lounge.

**Grad Students and Postdocs REGISTER HERE**

## **Workshop on Teaching Portfolios**

**Wednesday, May 29, 1:30PM-3:00PM, Wieboldt Hall Room 310 D/E**

After getting started in the Seminar on Teaching Portfolios, this Workshop provides a venue for graduate students and postdocs to share and receive feedback on a draft of their teaching portfolio. Participants should have ready to share: a table of contents, statement of teaching philosophy, teaching biography/teaching experience, at least 1 syllabus, and a summary of student evaluations. The portfolio may be presented as a PDF or website. Participants should bring a laptop. This workshop, in conjunction with the Seminar on Teaching Portfolios, fulfills requirement III.1. of the CCT Teaching Certificate programs. To register, participants must have already attended the CCT Seminar on Teaching Portfolios. Registration required via GRADGargoyle.

**Grad Students and Postdocs REGISTER HERE**

## **Workshop on Course Design**

**Thursday, May 30, 1:00PM-3:00PM, Wieboldt Hall Room 310 D/E**

After getting started in the Seminar, this Workshop provides a venue to get feedback on a course in development. Participants create a draft syllabus and complete a “course alignment sheet” (distributed to those who register), and then come to the session ready to exchange constructive peer feedback, guided by CCT staff. Requirements: Registration via the links below, and previous attendance at the Seminar on Course Design.

**Grad Students and Postdocs REGISTER HERE**

**Faculty, Lecturers, and all other Community Members  
REGISTER HERE**

## **Eat Teach Talk Run- Small Group Exercises**

**Friday, May 31, 12:30PM-1:30PM, Wieboldt Hall Room 310 D/E**

Join us for a quick and enjoyable way to stay engaged in a community of future faculty committed to teaching! EAT Fruit and banh mi sandwiches! TEACH Hear 6-minute lightning talks on innovative teaching techniques presented by other grad students. TALK Consider – in small groups – which of the techniques presented deserves the ‘Best Idea’ award. RUN! Return to Lab/Library/Classroom! One-hour discussions over a tasty lunch allow grad and postdoc instructors to share their latest innovations in classroom teaching with other graduate students and postdocs.

Interested in presenting? Email Julie Hanlon [jhanlon@uchicago.edu](mailto:jhanlon@uchicago.edu). Interested in attending? Register now via GRADGargoyle!

Small Group Exercises: While many instructors utilize “small group exercises,” what small group exercises look like in practice can vary considerably across fields and disciplines and between instructors. What does a “small group exercise” look like in your classroom? ETTR is looking for examples of small group exercises that are engaging and enhance student learning.

**Grad Students and Postdocs REGISTER HERE**



## **Excellence in Course Design Award**

The CCT annual Excellence in Course Design Award acknowledges the achievements of University of Chicago graduate students in the area of course design. It offers graduate students formal recognition of their pedagogical development and reflection on student-centered and inclusive teaching during the period of their doctoral studies. All graduate students who have taught a course of their own design, at University of Chicago or elsewhere, are eligible to apply. Winners are recognized on our website and their syllabi are made available to other UChicago graduate students in our online materials bank and used as examples in workshops on course design.

The deadline for submissions for 2019 Excellence in Course Design Award is **Friday, July 5, 2019.**

For more information about this award please visit the [Excellence in Course Design Award](#) page on our website [here](#).

## **Academic Job Market Summer Camp**

**Monday, July 15-Friday, July 19, 9:00AM-12:00/1:30PM**

**UChicagoGRAD HQ (Bookstore 3rd Floor)**

Are you planning to apply for academic jobs this fall? Put your best foot forward by attending UChicagoGRAD's Academic Job Market Summer Camp. You'll receive advice from UChicagoGRAD and CCT advisors as well as faculty from UChicago and other area institutions. You'll also have opportunities to hone your documents and interview skills. RSVP for each session in [GRADGargoyle](#).

- Monday, July 15: Introduction, Hiring Committee Panel, CV Best Practices, International Academe
- Tuesday, July 16: Cover Letters, Research Statements (STEM and HUM/SS), Getting a Postdoc
- Wednesday, July 17: Teaching Statements and Portfolios, Diversity Statements, Navigating Identity
- Thursday, July 18: Interview Best Practices, Campus Visits & Teaching Demos, Creating a Scholarly Website



- Friday, July 19: Job Document Working Groups and Lunch
- Discussion

**Grad Students and Postdocs REGISTER HERE**

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**Be on the lookout for more up-to-date workshops and offerings on our website:**

**[teaching.uchicago.edu](https://teaching.uchicago.edu)**

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## **FOLLOW US ON SOCIAL MEDIA!**

**Twitter:** <https://twitter.com/UChicagoCCT>

Follow for: Informational threads, infographics, and connections to other teaching and learning professionals!

**Facebook:** <https://www.facebook.com/chicagocenterforteaching>

Follow for: Event information, photos and images, general updates and individual spotlights!



**OPPORTUNITIES FROM OUR CAMPUS PARTNERS**

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### **Job Announcement: FT Writing Specialist Positions**

The Writing Program is excited to announce the create of four, 12-month, benefits-eligible Writing Specialist position with a start date of June 24.

The job is renewable upon performance and need. While it's not a requirement, we are hoping to hire someone who intends to stay in the position for at least 2 years. Like all of our positions, this position is open to scholars in all fields (not just Humanities!). We will give preference to applicants who have previous teaching experience in our program. Because this position is FT, it is only open to non students. You can find the job listing on Workday: <https://workday.uchicago.edu/>, Req # **Writing Specialist position, JR04738**. Please email Linda Smith-Brecheisen with any questions about the position at [lasmith@uchicago.edu](mailto:lasmith@uchicago.edu).

## **Faculty Recruitment to Enhance Diversity at Liberal Arts Colleges**

**Thursday, May 16th, 12:00 pm, UChicagoGRAD HQ**

The LADO consortium comprises 28 liberal arts colleges with an interest in actively recruiting talented and diverse faculty members, and C3 consists of four liberal arts colleges and four research universities(including the University of Chicago)that seek to advance innovation and transformation in higher education by investing in faculty from underrepresented groups.

Faculty and administrators from several liberal arts colleges representing LADO and C3 will visit campus to meet with graduate students and postdoctoral fellows across a wide variety of disciplines. These representatives will participate in panels on teaching, scholarship, and social and intellectual life at liberal arts colleges. Graduate students and Postdocs are encouraged to participate even if they are not currently looking for a faculty position. Lunch will be provided.

Please register through [Grad Gargoyle](#) to attend this event.



## C.V. Workshop [Arts of Teaching]

**Thursday, May 16, 4:00-5:30 pm, Swift Hall 400**

The Curriculum Vitae (CV) is one of the main documents that academics use to summarize their experience and qualifications. Whether you are preparing an application for an internal fellowship or a faculty position you will need such a document. In this workshop we will discuss the components of a CV, focusing on those specific to the academic study of religion, and how best to showcase your work in the doctoral program University of Chicago Divinity School. Students are encouraged to bring drafts of their CVs to discuss. This workshop will be led by **Prof. Sarah Fredericks**. Please RSVP by Monday, May 13, to [craftofteaching@uchicago.edu](mailto:craftofteaching@uchicago.edu). Coffee and Tea Provided.

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### **SUGGESTIONS FOR THE CCT?**

We welcome the feedback of any and all CCT constituents and those who may like to engage with us in the future. Fill out the form linked below to share your questions, thoughts, and ideas about teaching with us!

[CCT Suggestions and Feedback Form](#)

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Chicago Center for Teaching · 1050 E 59th St · Chicago, IL 60637-1559 · USA

