Call for Proposals: Collaborative Teaching Project

Since 2012, the Collaborative Teaching Project (CTP) has supported Stanford faculty and graduate students by offering a series of team-taught courses in the humanities, with the goal of preparing graduate students for careers as liberal arts educators. CTP thus facilitates and funds collaborations between one faculty member and two graduate students (sometimes just one) in order to co-teach a course. The graduate students (GSs) and their faculty mentor (F) work together on as many aspects of the course as possible, including syllabus, gathering and choosing materials, preparing assignments, lectures, presentations, class activities, and other in-class events, grading and feedback, evaluation of the course itself, and so on.

While each course is unique and thus the exact format of collaboration can vary quite a bit, it is clear that GSs are not TAs in this situation, and are rather to be seen as apprentices, who by the end of the quarter of collaborative teaching should be far more ready to design and teach a course of their own than they were before. Vice-versa, it should be clear that Fs are not relying on GSs to save them time or take over a single task (such as grading), but are rather serving as mentors, and actively teaching their GSs how to teach, as well as benefiting from the GSs feedback and brainstorming. Accordingly, the application for CTP, to be prepared jointly by F and GCs (attached separately) requires that the format of collaboration be clearly specified.

In addition to co-teaching, all Fs and GCs are required to meet regularly to reflect on their experiences and discuss cutting-edge research on teaching and learning. The CTP cohort considers some of the latest breakthroughs in higher education pedagogy and explores how these ideas apply to the Stanford classroom. Many of the discussions touch on how instructors can best implement student engagement techniques in their own work, and how they can develop further as teachers. In general, there are 2 meetings per quarter, one for the full cohort to discuss classroom strategies (including one per year in which we invite a speaker who has experience with team teaching to address us on a yearly topic we will focus on throughout the year, e.g. inclusive classroom practices, or, now, remote teaching), and one for feedback for graduate students only, facilitated by VPTL. In addition, each teaching team will be required to plan their own educational experience based on their specific needs (e.g. they might meet with someone in VPTL to workshop syllabus creation, or to brainstorm more interactive assignments, or they might take a seminar on how to use PowerPoint effectively, or, given current circumstances, on how to use zoom). The core cohort meetings center around readings of research in teaching and learning; throughout, we emphasize how research ideas can be applied and/or have been applied to our real situations in the classroom at Stanford.

Goals

The goals of the Collaborative Teaching Project are:

- to provide graduate students with additional teaching experience above and beyond the courses that they typically teach in their departments
- to provide a structure of mentorship and support for graduate students as they acquire the skills to be excellent teachers in the humanities
- to provide a forum for faculty and graduate students to discuss teaching and related issues, specific to the humanities and across departments
- to support graduate students in their professional training and career education, and in particular to enhance their ability to talk about teaching with the appropriate professional vocabulary
- to build a cross-disciplinary community of innovative teachers in humanities
- to improve undergraduate teaching at Stanford through engagement with new pedagogic methods and reflection on teaching practices

Impact
This project has played a crucial role in training our graduate students as undergraduate teachers. It has also encouraged faculty to rethink their course structures and reflect on their teaching styles. As such, CTP has had significant impact on the quality of education that undergraduates at Stanford have received, graduate training, and faculty engagement with teaching.

Feedback from graduate students has been very positive. One of our alumnae published this article in Inside Higher Ed.

Application

To be considered for the program, please submit all materials (including course proposal, application form, endorsement of DGS/Dept chair) by 2 April, 2021. For graduate students, the CTP course DOES NOT fulfill a teaching requirement toward graduation but is a supplemental opportunity to acquire teaching experience. In order to be eligible, graduate students will normally have completed at least three of their required TAships. Graduate students may not hold an additional TAship in the quarter in which the CTP course is to be taught. Compensation for Fs is $2,000 research funds. GSs receive a stipend of $1,500.

Please direct questions to the current CTP Director, Laura Wittman (lwittman@stanford.edu). Information about past courses and plenary readings are available on our website: http://collaborativehumanities.stanford.edu.

Program Expectations:

The cornerstones of CTP are collaboration and reflection about teaching.

Collaboration between faculty and graduate students has been key to the success of this program. Graduate co-teachers (GS) should play a significant role in the planning, design, delivery, and student assessment of the team-taught course. The Faculty co-teacher (F) is expected to develop ways to fully involve GSs in both designing and teaching the course. When possible, faculty and graduate students should co-lead discussions or co-lecture.

In addition to classroom teaching, GCs might participate in:

- course (re)conceptualization
- review and selection of new texts and topics
- structure and content of class sessions
- reflecting on the course learning objectives
- developing lectures, in-class discussions, and activities
- developing written assignments, tests, quizzes
- the development of instructional technology

Faculty co-teachers are responsible for the logistical aspects of a course (reserving a room, ordering books, preparing resources, etc.).

Reflection: Conscious discussions about teaching are an essential component of this program. All co-instructors are expected to be present at all class sessions and to reflect on teaching practices outside the class sessions. The F should always be present and attentive to the GS’s teaching. Feedback and reflection between the F and GS should take place on a weekly basis.
Participation: All co-instructors must participate in all scheduled CTP plenary meetings. Each teaching team will lead one plenary discussion during the year. Each participant will complete a program evaluation, including a reflective statement, to the Director of the program at the end of the year.

Application Materials:

Applications must be prepared jointly by F and GSs. Please submit your completed application to the current director Laura Wittman (lwittman@stanford.edu) by the 2 April, 2021.

Each application must include the following information. The selection committee will take all materials into careful consideration.

1. Teaching Team Cover Form (see form at the end of this document)

2. Graduate Student Teaching Endorsements

   - List of Courses Taught (please include course titles)
   - Evidence of Teaching Effectiveness and Commitment (This can include recent online course evaluations (no more than 2 sets) and letters of support)
   - Brief statement of support from PhD advisor(s) for student to teach in CTP (100 words)
   - Statement by graduate applicant/s, describing their interest in participating in CTP (200-300 words)
   - Endorsement by faculty applicant, describing (1) why the graduate co-instructor would be a good candidate to co-teach the proposed course, and (2) how the proposed teaching experience will enhance the student’s development as a teacher and scholar (200-300 words).

3. Course Proposal

   - A description of the proposed course including format and structure (lecture, seminar, other), goals, learning objectives, plans for assessments, and desired enrollment. If the proposed course already exists, provide a preliminary description of how the course will be redesigned. If the proposed course is new, provide a brief description, including overall course rationale, scope, and audience.
   - A statement describing the proposed co-teaching model, which must include responses to the following questions: How will the GCs be involved in course design? What portions of the course do you plan to have the GCs teach? How do you plan to mentor the GCs so as to help them improve both their design and in-class teaching skills throughout the quarter? (300-400 words).