

# Transformative Learning in the Humanities Faculty Fellows Application Invitation

**Timeline:** Applications were due March 15, 2021 and decisions were announced on May 3, 2021

## Application Invitation Overview:

We invite faculty (full and part-time) from across CUNY's campuses to apply to become "Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellows" (Mellon TLH Faculty Fellows). Mellon TLH Fellows will work together to share and develop active, creative, participatory learning practices and pedagogical research designed to engage our CUNY students and help ensure their success in and beyond the classroom. Mellon TLH Fellows will receive a stipend for their participation and receive a letter of recognition designed to honor pedagogical work as research and a significant contribution to CUNY's success.

Mellon TLH Faculty Fellows will take part in one remote, half-day summer institute on June 23, 2021, plus three seminar meetings during the semester of their cohort (Fall 2021 or Spring 2022). At this time (January 2021), we are planning on a fully remote summer institute and a hybrid model for the Fall 2021 seminar meetings.

Mellon TLH Fellows will concentrate on three goals central to TLH's mission:

1. Equitable, creative, student-centered pedagogical research and methods designed for CUNY's diverse student body;
2. Greater institutional recognition for the importance of teaching;
3. The role of an urgent and indispensable humanities that encourages imagination, creativity, ethics, and collaboration that is as crucial as critical thinking and analysis for the future of CUNY students and a more just and equitable society.

We recognize diversity and inclusion are necessary to transformative teaching and learning excellence. We seek applicants from a wide range of fields in the humanities, the qualitative social sciences, and the arts, and across all of CUNY's campuses and professional schools. This includes faculty who have no experience, some experience, or extensive experience with active and participatory learning methods.

*Prior experience is not required.*

**2021-2022 Cohorts:** There will be one faculty seminar cohort of up to 17 faculty in Fall 2021 and two cohorts (of up to 17 faculty each) in Spring 2022. There will be a total of up to 51 Mellon TLH Faculty Fellows this academic year. All three cohorts (for Fall 2021 and Spring 2022) will meet this summer on June 23, 2021, for the TLH summer institute.

**About the Mellon TLH Faculty Fellows:** The Mellon TLH Faculty Fellows teach full- and part-time across CUNY's 25 campuses in the humanities, arts, and interpretive social sciences. In total, over the course of two academic years (2021-2022 and 2022-2023), there will be up to 102 Mellon TLH Faculty Fellows, divided into six semester-long cohorts of up to 17 people each. This call is for 2021-2022 Mellon TLH Faculty Fellows. A year from now, another call will go out for 2022-2023 Mellon TLH Faculty

Fellows. Participants will be given the title: “Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellows.”

**About the Peer-to-Peer Seminars:** The focus of the faculty seminars (three synchronous meetings over the course of one semester) will largely be determined by the participants who make up each cohort. TLH espouses a “[flipped classroom](#)” model, concentrating on [participatory and active learning](#) techniques. Some sample topics that might be covered in a seminar include:

- Introduction to pedagogical research on the benefits (to students and faculty) of participatory learning methods
- How to be a good mentor
- Examining and sharing teaching habits and best practices
- Co-creating a syllabus and planning a class with students
- Alternative forms of assessment (e.g., self- and peer-evaluation, formative feedback)
- Metacognition and other self-reflective activities for students
- Broad skills to be taught in introductory humanities classes: collaboration, written and spoken communication, project management, critical thinking
- Pedagogies of care: team-based and support-based learning methods

**Commitment:**

- *Four meetings:* there will be one remote half-day institute on June 23<sup>rd</sup> and then three synchronous meetings with your cohort during the semester with a module or asynchronous activity in between. We likely will adopt a hybrid model for synchronous meetings to offer a remote option to all participants.
- *One student assignment or activity:* each faculty participant will develop one assignment, lesson plan, or activity, inspired by the TLH institute or seminar, to implement in their concurrent course with their Mellon TLH Student Scholars (e.g., an activity that achieves 100% student participation; student-authored blog posts; student teams with rotating leaders). We encourage student products from this activity be made public in a special student section of our OpenEd CUNY group.
- *One event:* faculty will organize a public event focusing on transformative pedagogy (e.g., a workshop), possibly in collaboration with students and/or perhaps in conjunction with local Teaching and Learning Centers, to showcase the work of students in their signature classes and engage other faculty across CUNY.
- *One public contribution to knowledge:* faculty will publish something for the general public (e.g., a sample assignment uploaded to OpenEd CUNY; a blog on the TLH Commons site; an op-ed; a public art performance; a community intervention) related to what they are learning and/or doing in the seminar.
- *Surveys:* Faculty will be asked to participate in a brief survey at the beginning and end of their seminar, and to distribute a survey to their students.

**Compensation:** Faculty will be given \$1,500 in support. Full-time faculty will receive stipends and part-time faculty will be paid as Non-Teaching Adjuncts (NTAs).

About TLH: These seminars are part of TLH's three-year initiative supported by the Andrew W. Mellon Foundation. The grant supports public talks, symposia, and workshops as well as the faculty seminars at all ranks (including adjuncts) in the humanities, arts, and interpretive social sciences.

## **Application Form**

**Name:**

**Rank/Title:**

**Department/Program:**

**Full-time or part-time:**

**CUNY Campus:**

**CUNY Email address:**

**Additional Email address:**  
(optional)

**Preferred Phone #:**

**Racial/Ethnic Identity:**  
(Please self-identify)

**Gender Identity:**  
(Please self-identify)

**List your preferred semester:**

**If you are not accepted as a Faculty Fellow for your preferred semester, would you like us to consider you for the other semester's cohort(s)?**

**If you listed Fall 2021 as your preferred semester, would you like to be considered for a co-teaching role to co-lead one of the two Spring 2022 cohorts?**

**List the courses you are assigned to teach in the academic year 2021-2022, and the estimated number of students enrolled in each course:**  
(list courses for your preferred semester first)

**Teaching Statement (Optional)**

(200 words or less)

**What do you hope to learn from the seminar?**

(max. 100 words)

**What will you—given the goals of the TLH grant—be bringing to the faculty seminar?**

(max. 100 words)

**Describe a time in which you collaborated with others to achieve a common goal or solution. Include details about your role as a collaborator, what you contributed to help the group achieve its goals.**

(max 200 words)

**If you have used [active, participatory, peer-to-peer learning](#) or a “[flipped classroom](#),” please give a specific example of how this worked in your class. OR, if you have not yet tried these methods, tell us about one specific goal to transform your classroom, such as increasing flexibility in your syllabus or grading policies.**

(max. 200 words)

**Describe how you might approach introducing Total Participation methods into a course (e.g., How will you explain the method to students? What specific “essential” or “soft” skills will students master in addition to course content?). In your answer, please note which course (i.e., the name of the course).**

(max. 200 words)

**How do you promote equity and social justice in your teaching?**

(max. 200 words)

**What kind of public event or workshop do you imagine planning?**

(100-word event abstract - we understand that at this point your ideas may be speculative and will likely change)

**What public contribution (e.g., a blog post, a podcast, a performance, artwork, a sample assignment, an article) do you imagine sharing after/during the semester? would you like to share after/during the seminar?**

(100 words; we understand that at this point your ideas will be speculative and will likely change)

**Have you participated in other events, trainings, seminars, or workshops focused on student-centered teaching and learning methods? If so, please list (1) the titles of events, (2) the names of the programs that organized them, and (3) corresponding years in which they took place in bullet-list form**

(e.g., “Active Learning,” Hostos Center for Teaching and Learning, 2019)

**Is there anything else you would like to share with us?**

(This is a good place to tell us something the application form might have missed, or you might ask us questions here.)