

“Object Lessons” for Junior Faculty



Faculty Communities for Inclusive Teaching, 2015

Project Overview

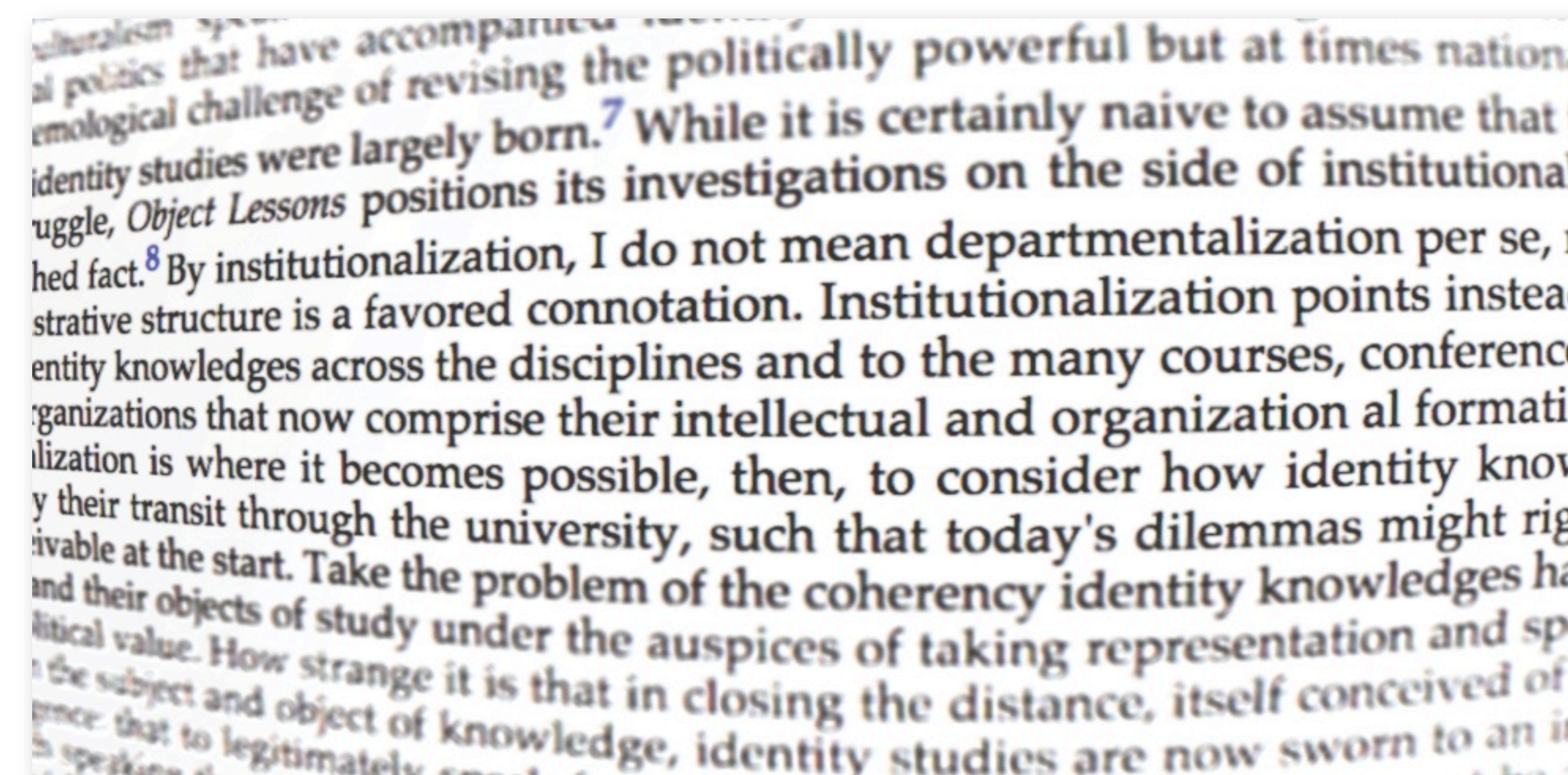
- How do identity-based knowledge formations pose particular challenges to pedagogy?
- What lessons from our own research on area-based or identity-based knowledge formations can inform our practices in the classroom?
- What kinds of support and insight can junior faculty offer one another in the initial years of teaching at Michigan?

Participants

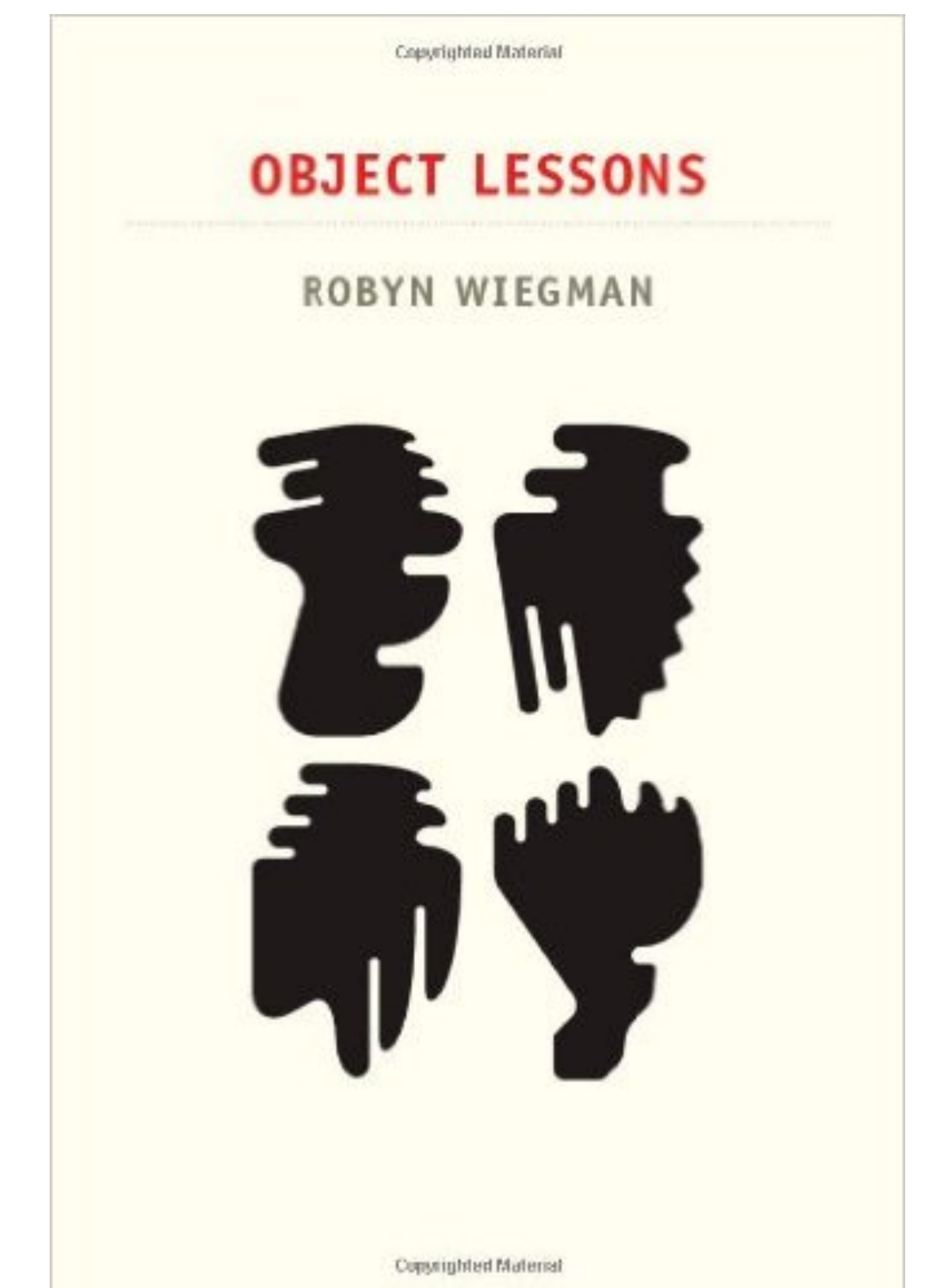
- Clare Croft
Dance, School of MT&D
- Manan Desai
American Culture, LSA
- Jatin Dua
Anthropology, LSA
- S.E. Kile
Asian Languages and Cultures, LSA
- Madhumita Lahiri
English, LSA
- Sara McClelland
Psychology, Women’s Studies, LSA

Key Insights / New Questions

- The utility of having “off-the-record” horizontal conversations around teaching among tenure-track faculty
 - The support provided by meeting roughly once a month to debrief and brainstorm, as well as discuss the book
 - The productive nature of a teaching conversation where no one is an “expert”
- The surprising insights that came from having a cross-disciplinary conversation – for instance:
 - The salience of the body in the Dance classroom compared to the national diversity of a classroom in Asian Languages and Cultures
 - Discussions around the place of identity-based knowledges in the English curriculum versus those in the American Culture classroom
- The importance of having conversations that approach research and teaching as united activities (as our central text did) instead of seeing them as two parallel components of the career
 - The energy gained by letting insights from research feed into teaching, and vice versa



Resources



Next Steps

We are hosting a breakfast with Robyn Wiegman, author of the book that grounded our discussions, in December 2015.

We hope to keep collaborating as a working group in planning our syllabi and strategizing our future teaching.

