



Annual Report for Academic Year 2019 – 2020

MCTL Structure and Administration

Name Change

The Faculty Center for Teaching (FCT) officially changed its name to the *Muhlenberg Center for Teaching and Learning* (MCTL) beginning in August of 2019. The new name is a product of several years of feedback from the College community and is more consistent with the names of similar organizations across higher education. More importantly, the name better reflects what we do. Rather than focusing narrowly on improving faculty teaching, “FCT” has served a much more integrative function that connects many constituencies across campus and supports many aspects of professional development beyond the classroom. We believe that the new name is a more accurate representation of the role that the center plays in the lives of faculty and staff across campus.

Staffing

Academic year 2019 – 2020 was Mark Sciutto’s (Psychology) first year of service in his role as Director of the Muhlenberg Center for Teaching and Learning (MCTL). Linda McGuire graciously agreed to serve one additional year as a member of the advisory board to provide continuity through the leadership transition. MCTL and the entire College is deeply indebted to Linda for her tireless efforts over the course of her term as Director. During this past year, Cathy Kim (Education) continued her excellent work as the Assistant Director. Continuing advisory board members included Sharon Albert (Religion Studies), Paul Murphy (Music), and Sherri Young (Chemistry). Two new faculty members joined the advisory board: Lynda Yankaskas (History) and Holly Cate (Theatre). Brenda Larimer (Psychology) continued her exemplary work as the administrative assistant charged with supporting MCTL. She will begin a well-earned retirement at the end of the 2019-20 year.

The MCTL Board met once a month with each meeting lasting 90 – 120 minutes with additional meetings as needed to review grant proposals and plan new faculty orientation activities. In addition to working on MCTL programming, the board also began discussions about how to best support the changing needs of faculty and staff across campus in the midst of a pandemic.

Consistent with the name change, MCTL formed a temporary liaison group to help guide MCTL in its continued move toward greater integration of faculty and staff in our mission. Specifically, the liaisons included staff members from many areas of campus that are integrally connected to teaching and learning. The liaison group included: Jenna Azar (Digital Learning), Charles French (Wescoe), David Hallowell (Academic Resource Center), Beth Halpern (Community Engagement), Rachel Hamelers (Library), Jane Hudak (Wescoe/GCE), AJ Lemheney (GCE), Jan Schumacher (Student Affairs). The liaison group met approximately every other month.

Reporting Structure

The MCTL Director continues to report directly to the Associate Provost for Faculty and Diversity Initiatives (APFDI). As such, Mark Sciutto met regularly with Muhlenberg's Associate Provost, Brooke Vick, to update her on the Center's activities and to seek advice, counsel, and support regarding MCTL initiatives.

MCTL Activity 2019-2020

Campus-wide Programming and Workshops

MCTL continued to offer a variety of programs throughout the year. As has been the case in the past few years, some of the programs focused on a central theme for the year. Other programs targeted areas of need and emerging issues in higher education or on campus. See [Appendix A](#) for a complete list of specific programs.

Thematic Programming. The *Teachers Talking Series* has been MCTL's venue for thematic programming over the past 3 years. In its fourth year, the series focused on the issue of "*Sustainable Practices at Work*." We offered a series of programs that would encourage colleagues to reflect on their work practices through a lens of "Sustainability." Sustainability is an interdisciplinary field of study that considers how we can best address current needs and manage current resources in ways that support the needs of future generations. For the most part, sustainability is a concept that we think of largely in the context of ecological and environmental practices. While Muhlenberg is a leader in environmentally sustainable practices, we continue to struggle with sustainability in our professional practices. Over the 2019-20 academic year, MCTL offered a series of programs designed to facilitate the examination of the major domains of our work through the lens of "sustainability"? See [Appendix B](#) for a summary of the 2019-20 Teachers Talking Series theme.

Other Programs. In addition to the thematic programming in the Teachers Talking Series, MCTL offered or co-sponsored a range of programs throughout the year. Topics included targeted small group discussions (e.g., using IDEA evaluations, preparing for 3rd year reviews), collaborations with colleagues on and off campus (e.g., PCLA program on working with international students, Digital Brew IV, LVAIC community of practice for non-tenure track faculty), and informal community-building events (e.g., Peer Partner Dinner, drop-in sessions). Due to the pandemic and sudden shift to remote learning, MCTL also offered virtual programs and provided support and consultation as need to the Digital Learning Team and the Provost's office.

Learning Community: Community-Engaged Scholarship (CES) in a Liberal Arts Context

The Muhlenberg Center for Teaching and Learning (MCTL) was pleased to partner with the Office of Community Engagement to facilitate a learning community focused on supporting community-engaged scholarship. The learning community was funded and supported by the Mellon Foundation "Practicing the Liberal Arts" grant. In the Fall of 2019, the Office of Community

Engagement and MCTL partnered to host an informal lunch event to explore the forms of CES that are already taking place on campus and assess the needs for supporting this work in a more systematic way. This learning community was one of the outcomes of this discussion.

In Spring 2020, MCTL and the Office of Community Engagement hosted a series of regular work sessions to provide a space for faculty and staff to connect diverse disciplinary perspectives in ways that contribute to core issues in CES. Initially, the plan was to offer 4 work sessions in the spring followed by a full-day workshop in May and a community-presentation/conference/colloquium in late fall. The spring workshop and conference have been postponed in light of the pandemic. However, the learning community met twice in person (2/12/20, 2/25/20) and twice virtually (4/3/20, 4/24/20) in the spring semester. We also concluded our spring work with a final mini-workshop held virtually on 5/14/20 with just the learning community participants. A summary of work session topics and learning community participants are included in [Appendix C](#).

New Faculty Orientation

At its two-day New Faculty Orientation (NFO) session in August 2019, MCTL welcomed fifteen new faculty members (five tenure-track, five lecturers, and five full-time visiting). NFO continues to serve as an excellent opportunity for new faculty to be introduced to the teaching and learning context at Muhlenberg and meet a community of peers, a select group of senior colleagues, and key administrators.

Under the leadership of the MCTL Assistant Director, Cathy Kim, this year's NFO continued to offer sessions that have been well received in the past (e.g., inclusive pedagogy, second year faculty panel, Micro Digital Brew). We also revised the "Getting to Know Muhlenberg" session to be centered on case-scenarios that first-year faculty might encounter and the potential resources relevant to those scenarios. We also added a session titled "Designing and Reflecting on Meaningful Assignments" to encourage new faculty to think more intentionally about their objectives and the modalities of addressing those objectives.

New Faculty Orientation was very well received by this year's cohort. (See [Appendix D](#)). The second-year panel, digital brew, and the inclusive pedagogy sessions continue to be very highly valued by new faculty. With the likelihood of a "remote" start to the Fall 2020 semester, MCTL is beginning the process of re-imagining the structure of NFO in the event that we can no longer have an in-person orientation.

As in years past, Cathy organized sessions for new faculty during the academic year (on such topics as academic integrity, creating mentoring network, making sense of the IDEA evaluation results, and campus academic resources). As the rapid switch to remote teaching took place, she also organized a session on digital tools with Lora Taub, Dean for Digital Learning, and members of her team leading the session.

For AY 2019-2020, MCTL continued to revise the Peer Partner Program to be more effective and inclusive. For example, new colleagues were asked to complete an "intake questionnaire" to help us better identify potential faculty partners. We also issued a broad invite to senior colleagues across campus to volunteer as a senior partner. We included a brief intake questionnaire for the senior partners as well.

Teaching Grants and Support for Conference Travel

MCTL has continued to work with the Provost, FDSC, and the Writing Program Committee to ensure equity and coordination in providing summer funding opportunities for faculty development. MCTL awarded pedagogical development grants to five faculty members for the summer of 2020. The MCTL board also reviewed applications for new course development grants and submitted recommendations pertaining to those applications to the Provost's Office. This year, we had an unusually high number of new course applications and were only able to fund 10 out of the 18 proposals submitted. To distribute funds broadly, all of the projects were funded at the 4-week level. No projects received funding for 8-weeks. MCTL continued to provide up to \$500 in support for faculty participation in teaching conferences or workshops. Two awards were made during this fiscal year. Several additional awards were cancelled due to travel restrictions during the pandemic. MCTL also reviews and makes recommendations for grants in two areas of the Mellon "Practicing the Liberal Arts" grant: Program Review Grants and Faculty Course Development Grants. This year, we recommended funding one Program Review Grant and two Course Development grants. A more detailed account of the above grant information is in [Appendix E](#). Recipients of Summer Grants from this cycle will be invited to participate in a future session to share their work with the campus community.

Additionally, the MCTL budget provided support for Mark Sciutto, Cathy Kim, Sharon Albert, and Kammie Takahashi to attend the 2019 *Professional and Organizational Development (POD) Network in Higher Education* in Pittsburgh, PA.

Conclusion

AY 2019 – 2020 was another active and productive year for the Muhlenberg Center for Teaching and Learning. We have continued a progression toward great inclusion and transparency in the nature of our work. Beginning with the name change and the involvement of staff liaisons, we have taken important steps to broaden our reach and position MCTL to adapt to the dynamic needs of our community. We are pleased with the intellectual depth and variety that our programming offered and are encouraged by the broader involvement and attendance at our programs. We were particularly encouraged by the strong attendance at our virtual sessions after the transition to remote work. As MCTL continues to struggle with challenges related to time constraints and the lack of designated faculty/staff development space on campus, the events of the spring have broadened our thinking and challenged us to re-imagine how we address our mission.

We genuinely appreciate the continuing good will and generosity of the administration, the Shire family, and our colleagues in supporting our work.

Respectfully submitted on behalf of MCTL,



Mark J. Sciutto, Ph.D.

Director, Muhlenberg Center for Teaching and Learning

Appendix A

2019-20 MCTL Events and Programs

Fall 2019

MCTL Open House (Thursday 9/12, 4:30 – 6:00 p.m.; Seegers 111-112) Faculty and staff were invited to provide input and suggestions about what sorts of development programming they would like MCTL to offer. The MCTL Board continued to draw on information gathered at that session to inform and drive campus-wide programming initiatives moving forward.

Teachers Talking Series Opening Session. (Thursday 10/17, 5 p.m. - 6:30 p.m.; Hoffman House) - The topic of the series for this year is "**Sustainable Practices at Work**". "Sustainability" involves decisions about how to manage our current resources in ways that support our future goals. While Muhlenberg is a leader in environmentally sustainable practices, we continue to struggle with sustainability in our day to day work. At this session, we began to explore this theme and set the stage for related programs throughout the year.

Tony Jack Public Lecture and Faculty/Staff Workshop - MCTL was proud to co-sponsor a public lecture by Tony Jack (see recent NYT [op-ed](#)), who spoke about the challenges that colleges face in supporting students with financial insecurity. In addition to the public lecture (10/22 at 7 p.m.), there was also a Faculty-Staff Workshop the following day (10/23 from 9:30 - 11).

Preparing for the 3rd Year Review (10/22/19, 11 a.m. – 12:30 p.m.) – Sherri Young (Chemistry) and Mark Sciutto (Psychology) led a Q & A session with faculty preparing for the 3rd year review process.

Teachers Talking Series: Strategies for Reducing Burnout and Creating a Healthy Work Climate. (Tuesday 10/29, 5:00 p.m. - 6:30 p.m.; Miller Forum) - This session was a follow-up discussion to the self-care event last spring (2019; *Disrupting Dialogues: Battling Burn Out and Restoring Self and Community*). Kate Richmond (Psychology), Kenneth Michniewicz (Psychology), Sherri Young (Chemistry), and Michele Paules (Student Support Services) presented the results of a campus-wide self-care survey administered this past spring. In addition to presenting themes and issues identified in the survey, prompts for small- and large-group discussions were used to facilitate a discussion of both short- and long-term strategies to promote self-care and a healthy work climate among faculty and staff.

Digital Brew IV. (Monday 11/4 (4:30 - 6:00 p.m.; Digital Learning HIVE, Trexler B-06) – MCTL continued its ongoing partnership with the Digital Learning Team for the fourth edition of Digital Brew. This session provided faculty and staff with a chance to explore the ways in which digital technologies can enrich our teaching and scholarship, with a focus on the role that technology can play in the "sustainability" of our work.

Peer Partner Program Dinner. (Monday, 11/18, 5 - 6:30; 108-110 Seegers) - MCTL coordinated our annual gathering to support the Peer Partner program. First and second year faculty and their peer partners were invited to share their experiences and take time to unwind in preparation for the end of the semester.

What International Students at Muhlenberg want Faculty and Staff to Know. (Tuesday, 12/3, 5 - 6:30; Hoffman House). In the spring of 2019, the teaching and learning centers at Muhlenberg College and Lafayette College received a small grant from the Pennsylvania Consortium of Liberal Arts Colleges (PCLA). The collaborative grant, *Students as Critical Partners for Inclusive Pedagogical Practices*, provided stipends for four Muhlenberg student researchers to do a preliminary study related to the academic and social experiences international students are having here at the college. The student researchers working on project were Jiatao (Tony) Fang, Kaelyn Kappes, Ji Ku, and Michelle Sanchez. MCTL sponsored a campus-wide event at which the student researchers shared their findings and encouraged attendees to think through the information, and identify possible next steps to improve the experiences international students are having on campus.

Networking Event for Non-Tenure Track Faculty. (Monday, 12/9/19, 12 – 1 p.m.; Seegers Union) –MCTL hosted a networking lunch to provide non-tenure track faculty with an opportunity to meet and share experiences with other faculty in the LVAIC consortium. This event was part of a yearlong Community of Practice coordinated with faculty developers at the other LVAIC schools. Other events included virtual book clubs and campus speakers focusing on issues relevant to non-tenure track faculty.

Spring 2020

Teachers Talking Series: Teaching “Hacks” (Tuesday, 1/15 , 11:30 a.m. - 1:30 p.m.; Seegers) - Teaching hacks are relatively simple strategies that we might use to improve student learning and/or reduce our workload. These strategies might free up additional class time, increase the efficiency of our practices, or better support our ability to work on scholarship or service. At this informal session, the philosophy was Browse, Borrow and Build. Attendees could grab a quick snack while browsing through colleagues' teaching ideas. Hopefully, attendees left with some great ideas to extend and build upon in their own work and will share their own ideas and experiences.

Using IDEA Course Evaluations for Formative Assessment (1/29/20, 2/6/20). Mark Sciutto (Psychology) and Cathy Kim (Education) led a brief workshop and Q & A session primarily for newer faculty. The session focused on how to interpret our new course evaluation forms (IDEA) and how they can provide information to improve teaching.

Teachers Talking Series “Deep Work” (Friday 2/14; 2:00 p.m. - 3:30 p.m.; Seegers 111-112). Dawn Lonsinger (English) and Sherri Young (Chemistry) facilitated a session based on Cal Newport's book "Deep Work." As we face increasing distractions in our day to day work, how can we carve out time to engage in the kind of sustained, meaningful work that inspires us? Portions of the book were made available electronically in advance to everyone.

Note. Because of the pandemic and the sudden shift to fully remote work, MCTL decided to reschedule to programs initially intended for late in the Spring semester. In lieu of those programs, MCTL opted to provide time and space for colleagues to meet and share their experiences in a less structured format. Specifically, we hosted a Virtual Open House on 4/15/20 and two informal “drop-in” sessions (4/24/20, 5/1/20).

Appendix B

MCTL 2019-20 Theme

Teachers Talking Series: “Sustainable” Practices at Work

“Sustainability” is an interdisciplinary field of study that considers how we can best address current needs and manage current resources in ways that support the needs of future generations. For the most part, sustainability is a concept that we think of largely in the context of ecological and environmental practices. However, *might it also be informative to think about the sustainability of our professional practices, especially in our teaching?* Are we approaching our current work in ways that support our future needs? For instance:

- How “sustainable are our current teaching practices (e.g., grading, course design/revision, student expectations)? How can we balance the time it takes to innovate in our teaching with other responsibilities?
- To what extent is our current balance of teaching, scholarship and service “sustainable? How can we make continuous investments in scholarship or shared governance while maintaining excellence in the classroom?
- What are some ways to support self-care and a work-life balance that is more “sustainable”?

Each of these questions, on some level, involves decisions about how to manage our current resources in ways that support our future goals (i.e., sustainability). While Muhlenberg is a leader in environmentally sustainable practices, we continue to struggle with sustainability in our professional practices. Over the 2019-20 academic year, MCTL will offer a series of programs designed to facilitate the examination of the major domains of our work through the lens of “sustainability”?

Appendix C

Learning Community: Community Engaged Scholarship in a Liberal Arts Context

Overview: The Muhlenberg Center for Teaching and Learning (MCTL) was pleased to partner with the Office of Community Engagement to facilitate a learning community focused on supporting community-engaged scholarship. The learning community was funded and supported by the Mellon Foundation “Practicing the Liberal Arts” grant.

Community-engaged scholarship (CES) is clearly aligned with several core aspects of the College’s strategic plan, especially our goal to “deepen engaged learning to foreground our academic distinctiveness.” A focus on community-engaged scholarship also emerged as a key part of the College’s application for the Carnegie Classification for Community Engagement. Our faculty, staff, students and community partners engage in interdisciplinary inquiry in ways that are truly transformative for all involved. Opportunities for CES are one of the most compelling pathways for students to practice the liberal arts. Coursework intentionally designed around CES allows students to develop skills, make connections and reflect upon how these skills, honed in a liberal arts environment, are essential to understanding and seeking solutions in a complex and fast-paced world. In the fall of 2019, the Office of Community Engagement and the Muhlenberg Center for Teaching and Learning partnered to host an informal lunch event to explore the forms of CES that are already taking place on campus and assess the needs for supporting this work in a more systematic way. The CES learning community is one of the outcomes of this discussion. In addition to an informal discussion at lunch, we also surveyed other faculty and staff who have connections to CES in their work. Several clear themes emerged:

1. We are already doing an impressive amount of CES spanning multiple disciplines and involving meaningful collaborations among faculty, staff, students and community members. The examples of CES on campus are exemplary models of the value of the liberal arts and the transformative impact on student learning. These examples also reinforce that learning happens in many places on and off campus; learning does not just take place in a physical classroom directed by a faculty member. Student involvement and curricular connections for these projects take on many forms, but there is a need for opportunities to explore different models for student-faculty/staff and community collaborations in CES.
2. Much of the existing CES on campus is driven by individuals’ connections with specific organizations rather than forming partnerships around broader issues.
3. There is a strong desire among those who do CES to have ongoing opportunities to learn from each other and find ways to better recognize and communicate the value of this kind of work on campus and beyond.

Summary of the Proposed Learning Community

It was our intention to host a series of regular work sessions over the course of the spring and fall 2020 semesters. These sessions would complement a formal workshop in May and a community-presentation/conference/colloquium in late fall. Rather than participants working primarily on

their own CES project, the sessions will be structured to connect diverse disciplinary perspectives in ways that contribute to core issues. For instance, participants at our fall lunch (and survey responses) identified common areas for which their scholarship is relevant (e.g., food insecurity, education access, criminal justice reform, arts access). These core issues served as a foundation for the learning community. By pooling together CES projects based on core issues, we can draw on expertise from multiple disciplines, with a goal of having broad representation from humanities, humanistic social sciences and natural sciences within each core issue working group. By organizing the community around these core issues (rather than individual organization needs), colleagues can better share resources, learn from other disciplinary approaches, and collaborate with communities in more meaningful ways.

Structure

1. **Spring Work Sessions** - Four sessions were held over the course of the spring 2020 semester. Each session was structured around a focused theme or issue that can inform CES work across the different working groups. Topics included:
 - Conceptualizing Community-Engaged Scholarship (2/12)
 - Issue-Based Models of CES and Student Involvement: Poverty Initiative Example (2/25)
 - Community-Partner Perspectives (4/3)
 - Visibility and Recognition of CES Work (4/24)

Readings were selected from the following book to structure sessions. Each participant received a copy of the book.

Beckman, M., & Long, J. F. (2016). *Community-Based Research: Teaching for Community Impact*. Stylus Publishing, LLC.

2. **Workshop (May)** - We initially intended to have a full day workshop with an invited speaker that would provide a chance for learning community participants to place their ongoing work in a broader context. Because of the necessity of remote work, we postponed the invited speaker and conducted a ½ day virtual workshop on 5/14 to help provide some closure for the spring work and plan for future work.
3. **Fall Work Sessions** – We intended to offer two work sessions early in the fall 2020 semester (Sept, Oct). The focus of these sessions would be on a) generating a set of recommendations and resources that can serve as a foundation for future CES on campus and b) preparing for the community conference. However, in consultation with colleagues, we decided to move these events to the spring when participants were better adjusted to a full-time online context. We will hold a virtual meeting on Monday October 26th from 4-5:30 to plan for spring work sessions.

4. **Community Conference.** We planned to host a conference open to faculty, staff, students and community partners late in the fall 2020 semester. The conference would be an opportunity to generate ideas, showcase specific projects, assess the impact of CES in a liberal arts context, and develop future directions. Due to the pandemic, we postponed the conference until a later time.

Alignment with Mellon Grant Aims. The learning community supports two of the primary initiatives in the “Practicing the Liberal Arts” Mellon grant:

1. Deepen understanding of models for faculty-student collaboration and strengthen the intellectual community among humanities and humanistic social science colleagues.
2. Support student-faculty collaborations that meaningfully engage with our local and global community.

The learning community supports these initiatives in several ways. In the broadest sense, the learning community provides a sorely needed collaborative space for CES in the context of a liberal arts education. The learning community will strengthen our intellectual community by engaging faculty, staff and students from multiple disciplines in discussions of how their work informs our understanding of important core issues and how student engagement in CES supports integrative learning. The learning community also offers several opportunities for meaningful engagement with community partners through select working sessions, the workshop, and the fall conference. More importantly, we hope that the focus on core issues and structural support for CES will provide a foundation for ongoing support of CES and serve as an invitation for colleagues across campus to explore CES.

Learning Community Participants

Participant	Department/Program
Jenna Azar	Digital Learning
Erika Bagley	Psychology
Ben Carter	Anthropology
Chrysan Cronin	Public Health
Gail Eisenberg	Business
Rachel Hamelers	Library
Robin Hochella	President’s Office
Erika Iyengar	Biology
Frederick Wright Jones	Art
Roland Kushner	Business
Kristen Leipter	Library
Dawn Lonsinger	English
Kate Richmond	Psychology
Leticia Robles-Moreno	Theatre
Stefanie Sinno	Psychology

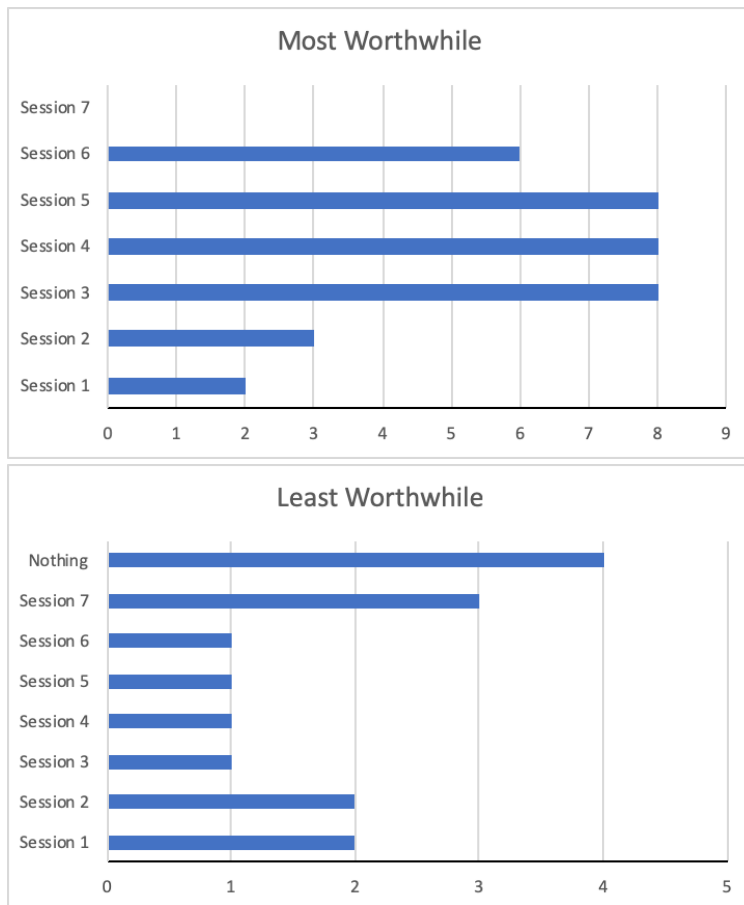
Appendix D

New Faculty Orientation 2019-2020 Feedback

Session Feedback:

- Session 1: Getting to Know Each Other
- Session 2: The First Year at Muhlenberg
- Session 3: Second-Year Faculty Panel
- Session 4: Digital “Micro Brew”
- Session 5: Inclusive Pedagogies
- Session 6: Meaningful Assignments
- Session 7: Active Learning Strategies*

*ran out of time; didn't offer



What additions or changes, if any, would you recommend in the orientation content or format?

- Include Title IX
- More frequent short/breaks, get up and move, a day break in between (x3)
- More time to talk and share ideas with 1st and 2nd year faculty
- Campus tour
- Reduce redundancy with HR session
- No changes (x3)
- More time for Q & A
- Start earlier (July) - occurs too close to semester
- Rotate more across sessions (meet different people)

- Switch sessions 1 and 2
- More time with session 5
- More time for MicroBrew

Are there other resources that the Muhlenberg Center for Teaching and Learning could provide to support you in your teaching and scholarship? What new faculty sessions would you like to see MCTL offer as part of the year-long orientation program?

- Review of syllabi (perhaps by more experienced faculty)
- Issue specifically for visiting faculty (x2)
- Library resources (x2)
- Introduction to student resource centers (academic and identity-based)
- Ideas and opportunities for research resources
- Time to workshop course materials
- How Muhlenberg deals with interdisciplinary work
- FAQ for new faculty
- Share new pedagogical research
- More tech sessions
- Writing letters of recommendation
- Session on scholarship, promotion

Appendix E

MCTL Grant Report for 2019 - 2020

The MCTL Board awarded 4-week pedagogical development grants to the following projects:

Faculty Member(s)	Project Description
Sharon Albert (Religion Studies)	To substantially update and restructure two Women's and Gender Studies (WST) courses, with particular emphases on (a) REL104: "Sex, Gender, and Religion" and (b) a Religion / Jewish Studies CUE to be taught for the first time in Fall 2020. The goal will be to establish more clearly defined parameters for these WST courses, both as individual units and as a group. Priorities will be 1) more intentionally developing REL104 as a foundational course for the study of gender and sexuality in Religion; and 2) ensuring the integrity of the CUE for both Majors it will serve.
Elizabeth Nathanson (Media & Communication) Stefanie Sinno (Psychology)	To translate previously "linked courses" into a new team-taught course "Conceptualizing Gender Through Lives and Screens" likely to be taught in 2021- 2022. This course will ultimately question how dominant popular representations of gender on screen affect (directly or indirectly) individuals' conceptions of gender (roles, expectations, norms, behaviors) across the lifespan. This course will make connections between central theories and constructs of psychology and media studies to consider how gender is developed, constructed and performed within individuals' immediate and broad environments. We will explore and unpack how gendered identities are always informed by other relations of power, such as race, class, ethnicity, and age, in context of mediated images.
Purvi Parikh (Religion Studies)	To support pedagogical development for REL 383: Nonviolence: Gandhi and his Legacy. Specifically, the focus of this proposal is to incorporate a new learning component building on prior collaboration with the M.K. Gandhi Institute for Nonviolence, located in Rochester, NY. The Gandhi Institute is a nonprofit that "equips people to use nonviolence to create a sustainable and just world for all." This proposal intends to build on student interests and the prior relationship with the Gandhi Institute to explore new opportunities for students to engage in experiential learning, integrative learning, service learning and/or fieldwork at or in collaboration with the Gandhi Institute.
Beth Schachter (Theatre)	To support advanced training in Iyengar Yoga and to begin training in the Feldenkrais Method of Somatic Education to enhance Acting and Directing courses and production work in the Theatre Major, including Acting I and II, Fundamentals of Directing, and various co-curricular programs. All of these experiences could be significantly improved by integrating these specific physical techniques throughout.

New Course Development Grants

The MCTL Advisory Board reviews applications for new course development grants and submits recommendations pertaining to those applications to the Provost's Office. Below are the proposals that received funding for the summer of 2020.

Applicant	Grant Amount	Course Name
Kathleen Bachynski	\$2,000	From Harmless to Hazard: Changing Public Health Threats in the U.S.
Amy Corbin	\$2,000	Native American Literature & Film (ENG-356)
Tineke D'Haeseleer	\$2,000	When East Met West in China (HST-4XX)
Alexandra Frazer	\$2,000	Canine Cognition (PSY-4XX)
Merritt Jacob	\$2,000	Three Dimensional Parametric Design & Modeling for Experimental Scientists
Brian Kell	\$2,000	Introduction to Computer Science with Data Analytics
Dana Miranda	\$2,000	Coloniality and Catastrophe (PHL-290)
Lindsey Nagy	\$2,000	Immigration and Integration in the Netherlands
Ross Dardani	\$2,000	Law and Popular Culture (PSC-2XX)
Angel Diaz Davalos	\$2,000	Spanish for the Healthcare Professions

Mellon Foundation Practicing the Liberal Arts Grant Proposals

MCTL reviews and makes recommendations for grants in two areas of the Mellon "Practicing the Liberal Arts" grant:

1. Program Review Grants. These grants support the development of introductory theory/methods courses, academic departments and interdisciplinary programs are invited to apply for Program Review Grants to review existing curriculum in support of the development of scholarly skills in the major or minor. The goals of the grant are to integrate new pedagogies, including those that involve digital technology, in introductory courses in the major/minor to support scholarly skill development early in a student's academic experience.

2. Faculty Course Development Grants. Individual faculty are invited to apply for Faculty Course Grants to revise courses and develop assignments that support student-faculty scholarly collaborations or allow students to connect liberal arts skills with community projects. The course development goals of the faculty member should align with the goals of the Mellon grant: to integrate new pedagogies, including those that involve digital technology, in introductory courses in the major/minor to support scholarly skill development early in a student's academic experience.

MCTL recommended approving the following proposals under the Mellon grant this year:

Women's and Gender Studies Program Review– The WST program applied for funds to conduct a thorough review of the WST curriculum. What kinds of things are WST classes actually doing, and how they are doing them? What are the key questions that courses in the

program are raising? What kinds of assignments and pedagogical approaches are faculty using? What are the already existing links between and among the great diversity of WST classes? How can the links between courses in our curriculum be strengthened to support the development of scholarly skills in the WST minor? To perform this review, the WST program is proposing to conduct an inventory of current WST courses, summarize student routes to the minor, revisit the current program requirements and goals, and assess the program's administrative structure. As part of this curricular review, they will be benchmarking peer institutions and also consulting with an outside pedagogical expert.

New Course Grants. Below are the course development grants approved for this year under the Mellon grant.

Faculty Member(s)	Brief Description
Linda Miller, Beth Schachter	"Introduction to Creative Nonfiction" (Miller) and "Feminist Theory" (Schachter)
Fatma El-Turky	Arabic for the Community (ARB-183)