Application to be a student instructor for CS-JEDI (CSD) in Spring 2023 and Spring 2024 (Due 10/01/2022)

Eligibility: Teaching CS-JEDI is an opportunity open to all CSD PhD students who will not graduate before Spring 2024. Having taken CS-JEDI in the past is <u>not</u> a requirement for teaching it.

Application deadline: Oct 1, 2022.

To apply, answer the following questions in as much detail as you want. Responses should be at most one page total, and can be written in any format. For your reference, the position description is included on page 2, and the rubric that will be used to evaluate responses to these questions is on page 3.

Q0. Name, PhD year, approximate planned graduation year.

Q1. Why do you want to be a student instructor for CS-JEDI?

Q2. What knowledge, skills, experiences, values, and/or perspectives would you bring to teaching CS-JEDI?

Q3. Teaching CS-JEDI requires managing time-sensitive logistics and keeping track of deadlines. Do you have past experiences that make you confident in your ability to manage these things successfully?

To submit the application, email your responses to Zico Kolter (zkolter@andrew), Bailey Flanigan (bflaniga@andrew), and Ananya Joshi (aajoshi@andrew) by <u>October 1st</u>. Please submit them <u>as an attachment</u>. You will hear back by October 20th.

Position Description: Student Instructor of CS-JEDI

Thank you for applying to be a student instructor of CS-JEDI. Student instructors for this course teach alongside another student instructor as well as a faculty member. If accepted, you will teach the course in Spring 2023 and Spring 2024 semesters, for which one of your TA requirements will be satisfied.

Time Commitment. The class runs for 6 weeks – approximately weeks 2-7 of Spring semester. The time commitment of co-teaching this class includes 30-40 hours of preparation time over the two months leading up to the class,[1] plus for the 6 weeks of class: 1.5 hours/week in class, and 4-5 hours/week outside of class.[2]

Responsibilities. The student instructors share primary responsibility for orchestrating the course, but can delegate to the faculty instructor as needed. Their main responsibilities include:
- Coordinating with guest-lecturers and supporting them as needed
- Managing course logistics like online platforms and grading
- Giving the opening course lecture
- Dropping in on groups during discussion activities, chatting about the material, and stepping in as a moderator when needed
- Accepting student feedback

Note: instructors are <u>not</u> required to develop curriculum materials (although instructors are free to propose changes) – they will be provided.

Support for instructors. Student instructors are provided significant support, including:
- **A faculty instructor**, from whom they can request support at any time.
- **Detailed curriculum documentation**, designed to be able to "pick up and use". Includes a checklist of todos, plus supporting resources from past years to help you complete them.
- **A two-hour training** before the course, which gives in-depth coverage of strategies for processing and responding to feedback, moderating, and facilitating difficult dialogues.

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[1] This encompasses training, familiarization with the materials, guest lecturer recruiting, and orchestrating surveys, emails, and setting up online course resources
[2] Outside of class work includes grading homeworks (pass/fail), responding to and supporting students, corresponding with guest lecturers, and doing basic classroom setup.

Application Rubric

	2 points	1 points
Q1	Applicant gives at least one specific reason for wanting to teach this course, which highlights personal characteristics, values, goals, or experiences.	Does the 2-point criteria to a partial degree
Q2	Applicant (1) gives specific examples of their knowledge, skills, past experiences, values, or perspectives relevant to DEI and/or teaching, and (2) connects these skills to how they will help the applicant teach the course.	Does the 2-point criteria to a partial degree
Q3	Applicant describes an experience or set of experiences that illustrates their ability to keep track of and meet deadlines, even during busy times.	Does the 2-point criteria to a partial degree