15-996 Teaching Manual

This document. This document is designed to guide instructors through the process of teaching the course. It begins with a central teaching checklist, which should be followed (roughly) top-to-bottom. It covers the key steps in all stages of the course: preparation, teaching, and wrap-up. Each step in the checklist links to a lower section of the document, which provides detailed instructions and supplementary materials for how to carry out that step.

Main Teaching Checklist

Class Setup Checklist (to do ahead of time)

TIME-SENSITIVE ITEMS: start these at least 3 months before the course

- [ ] Email Deb Cavlovich to handle the following items:
    - Secure a room[1] and time slot for the course.
    - Finalize dates for the course. (Be sure to account for spring break!)
    - Request that at least one student instructor (ideally both) be listed as an official instructor for the course, so you get important updates about entering grades, FCEs, etc, and have access to CMU's instructor portal.
- [ ] Recruit and prepare guest-lecturers. (See *Recruiting and preparing guest-lecturers*)

LESS TIME-SENSITIVE ITEMS (in approximate recommended order)

- [ ] Take instructor training. (sSee *Instructor training*)
- [ ] Get added to our IRB. (See *Doing IRB-approved research*)
- [ ] Set up class google drive. (See *Setting up the google drive*)
- [ ] Make Week 1 lecture. (See *Making Week 1 lecture*)
- [ ] Prepare Canvas site. (See *Building the Canvas site*)
- [ ] Decide if you will do class projects, and if so, do setup. (See *Class projects*)
- [ ] Decide if you will have a student panel, and if so, do setup. (See *Running a grad student panel*)
- [ ] Prepare the course library. (See *Course library*)
- [ ] Create the course evaluation and all other feedback channels. (See *Feedback channels*)
- [ ] Update the links to materials on the website. (See *Modifying the website*)

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[1] Movable desks are highly recommended, so that students can sit in groups. Also, it is a good idea to ensure the space is large enough that groups won't be distracted by each other. Gates 4303 is a good choice.

- ☐ Get the course roster from S3 (you need to be an official instructor for access) and use it to build an attendance spreadsheet.[2]

Class Launch Checklist (to do in the ~2 weeks leading up to class)

- ☐ Set up weekly meeting time with all instructors, to begin a few weeks before the course and persist throughout.
- ☐ Plan small discussion group structure and build pre-class surveys. (See *Pre-class surveys and forming small discussion groups*)
- ☐ Send out the welcome email. (See *Welcome email*)
- ☐ Make small groups and notify students. (See *Pre-class surveys and forming small discussion groups*)
- ☐ Learn students' names and pronunciations via NameCoach on Canvas.
- ☐ Walk through Week 1 to make sure all A/V and docs work, timing is right, etc.
- ☐ Get all discussion activities / in-class materials ready for students.
  - If remote: online platforms for collaborative activities
  - If in-person: paper copy of discussion guide for every table, physical papers showing which groups sit where, all physical supplies needed for discussion activities

During Class Checklist (to do weekly while class is ongoing)

- ☐ Take attendance during class.
- ☐ Grade Pre-Class Activities and Post-Class Reflections, responding to any that require responses. (See *Posting, grading, and responding to out-of-class work*)
- ☐ Meet with co-instructors to discuss:
  - Attendance patterns and correspondence with students about missing and makeup assignments. (See *Attendance and makeup assignments*)
  - Whether anything concerning came up this week, and if so, make a plan of action.
  - Next week's plan, and make sure you have all resources ready.
  - Any project-related to-dos, if you are running projects.

Class Closeout Checklist (to do after class ends)

- ☐ Remind students to submit official FCEs. (Email templates in *Feedback channels*.)
- ☐ Recruit a new co-instructor. (See *Recruiting a new co-instructor*)
- ☐ Complete the *Turnover Procedure*.

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[2] If the roster is not updated, contact enrollment admin.

Recruiting and preparing guest lecturers

Weeks 2-6 have guest lecturers (and some weeks have multiple). Often, we have the same people each year come back and give similar / the same lectures. The lecturer's expertise should connect conceptually to the core question and multiple of the lenses of the given week, but the lecture doesn't necessarily have to *answer* the core question or explicitly engage with all the lenses. Optionally, you can invite the guest-lecturers to stay after their lecture and participate in discussion (e.g., in the past, we have had the lecturer moderate a lens group).

You will meet with each guest lecturer at least once leading up to their lecture, but guest lecturers will need varied levels of support depending on whether they have already lectured in the course before / know what the course is about.

STEPS

Step 1: Identify candidate guest lecturers for Weeks 2-6.
Tip: Start with those who lectured in each of those weeks the previous year, unless there is some reason to switch lecturers. To find who lectured previously, see the In-Class Schedules document from previous course offerings.

Step 2: Email your first choices early (>2 months before the first day of class).
Below are two email templates, depending on whether the person has lectured before. If the person you want says no, ask them for recommendations for other people you can ask.

Email template #1 (for lecturers who have lectured in 15-996 before):

> Dear <name>,
>
> I'm reaching out to ask if you'd be willing to guest-lecture again for this Spring's offering of 15-996 (CS-JEDI), on the topic of <topic>. Your lecture would be 30 minutes, held on <date, time> in <room number> GHC. The setting of the lecture would be similar to that of last spring, where your audience would be all ~30 first-year PhD students. Details on what your lecture might discuss, and how this will be similar / different from last time you lectured, are at the bottom of this email.
>
> If you do decide to lecture, my co-instructor <name> and I will send you more detailed information and will reach out to schedule a meeting. We're happy to provide additional info

about the class (or this particular session), and/or co-design the lecture with you to the extent that it would be helpful.

Thanks so much,
<name>

Details on lecture topic:
Core question:
Lenses:
<Other info: any key similarities or difference from last year's lecture, and/or specifics you're hoping they will discuss>

Email template #2 (for lecturers who are new to the course):

Dear <name>,

I'm a PhD student in CSD and a co-instructor of 15-996, our department's course on Diversity, Equity, and Inclusion for all first-year PhD students (course website here). I'm wondering if you would be interested in guest-lecturing for our course on the topic of <topic>. Your lecture would be 30 minutes, held on <date, time> in <room number> GHC.

Below are some more details on the topic we're hoping you would discuss. Note that these guidelines are just a proposal - the lecture content and format are very flexible, as we want lecturers to talk about what they feel is most important in the way that they feel most comfortable (so long as it engages with the current week's topic).

If you do decide to lecture, my co-instructor <name> and I will send you more detailed information about the course, and we can set up a time to chat about how we can best support your work in putting together the talk. In the meantime, we're happy to provide additional info about the class (or this particular session), and/or co-design the lecture with you to the extent that it would be helpful.

Thanks so much,
<name>

More details on the lecture topic <Note: this is an example – change this to topic & description of your choice>: The topic of the week is "stereotype threat and identity safety in academic settings" (I am using the term "identity safety" as it is defined here). What we're hoping you would discuss, primarily, is how the core principles of lab counterculture can increase identity safety in research environments (in research groups, and maybe also in

> other educational settings like in the classroom, at conferences, etc.). It might also be interesting to discuss approaches students can take to facilitate the implementation of lab counterculture strategies in their own research groups and communities.

Step 3: Once a lecturer agrees, set up an initial meeting.

Meeting should be 1 hour for someone who has lectured before in CS-JEDI, and 90 minutes if not. In this meeting, start by going through the Course Intro for Lecturers slide deck, designed to introduce instructors to the course and their week's topic, plus give them some guidance on the nature of their audience. ****IMPORTANT: This slide deck is merely a template, and not a perfectly polished slide deck. It may be out of date, for example, or may not give details on the relevant weeks of the course. Before meeting, you should look through the Course Intro for Lecturers slide deck, familiarize yourself with it, and make any necessary updates.

Step 4. Follow up with lecturers after meeting.

After the meeting, follow up by sending them materials pertaining to their week of class, plus any additional resources you want from the *Lecturer_Resources* directory (e.g., the intro slides, the culturally responsive teaching guide). Plus, request their headshot and bio if you don't already have it.

Email Template:

> Hi <name>,
>
> It was great to chat today about your upcoming lecture. Below are the course materials for all weeks leading up to week <#> (your week). In addition, here is the slide deck from today, and here is a resource for lecturers, which synthesizes culturally responsive pedagogy strategies from several Eberly Center resources that could be helpful for your lecture. Here <link> is the in-class schedules document, which gives a minute-by-minute breakdown of each week of class. You can find other higher-level course resources on the course website; or, if there is a specific resource you're looking for, let us know and we can send it over.
>
> One question: Would you be comfortable with us putting a headshot of you and a short (2-3 sentence) bio in our course schedule document? If so, it would be great if you could send over a headshot and a short bio containing the following information:
> - Preferred name
> - Preferred pronouns
> - Title / position at CMU
> - Any other info about your experience, background, and interests related to DEI?

> Thanks so much, and please let us know if there is any more information that would be helpful to have!
>
> Cheers,
> <Name>
>
> **Course materials for all weeks leading up to Week <#>**
>
> *Week 1:* Week 1 has no pre-class activity. During Week 1 class, small groups will do the following two activities:
> Activity 1: Identity iceberg <link>, where students sort identities based on whether they believe them to be visible or not. If they have time, they will also discuss a question something like this: How do you think being aware that others may have hidden identities potentially affecting their experiences can be helpful in being inclusive to each other?
> Activity 2: Practice inclusive discussion practices. Here, students will work through a scenario, each practicing both using and responding to inclusive discussion techniques.
>
> <then, link the pre-class activities for all weeks leading up to the lecturer's week (including their week)>

Step 5: Send calendar invites to guest lecturers for their day of class.

Step 6: Update the In-Class Schedules document with lecturer headshots and bios.

Step 7: Post the slides**.**
After the lecture, request the slides from the lecturer and post a PDF of the slides on the website and on the google drive. (That is, host the PDF on the class google drive, and link to it on the website.)

Instructor Training

Instructors of this course must undergo an approximately 2-hour training, executed by a senior instructor (this is a train-the-trainer model) before the course begins. The training materials are set up to be used off-the-shelf, and they should be followed top-to-bottom by the trainer.

STEPS

Step 1: Trainer preparation.
Before the training, the trainer should re-familiarize themselves with the course materials as well as the training materials. Trainers can optionally recruit additional people (friends, or past instructors) to participate in the training. It can be nice to have more people involved for simulating the scenarios that will be discussed during the training.

Step 2: Trainee preparation.
Before the training, trainees should review the course syllabus and the pedagogy page of the website. ***If the trainee has not taken the course before, the senior instructor should sit down with them and go through the pedagogy page and syllabus with them to introduce them to the course structure.

Doing IRB-approved research

To ensure we get publishable data from the course, instructors must be added to our IRB, which we have through the Eberly Center. The instructions below include how to contact the appropriate person at the Eberly Center and the formal steps by which you must inform students, per the IRB, that research is being conducted.

STEPS

Step 1: Contact Michael Melville
Contact Michael Melville (mmelvill@andrew) at the Eberly Center and ask for the following: (1) to get a link to the CITI training required to be added to the IRB for this course, and (2) to arrange time for Michael to come in and read the IRB paragraph to the class during the first day.

Note: In addition to having Michael formally inform the participants, it is important to make a plan about how you will more informally make it clear to students why you are officially collecting data and for what it will be used (at a high level).

Step 2: Take the CITI training sent to you by Michael and send him the certificate.

Step 3: Enter into the In-Class Schedules document Michale Melville doing the IRB reading.

Step 4: Make sure the IRB paragraph is at the bottom of the syllabus.

Setting up the google drive

The prior set of instructors should have set up a google drive folder for the current semester and populated it with any course materials that they updated from last semester's curriculum. It should already contain the correct folder substructure.

Find this google drive folder; you will populate it with all the necessary documents from the previous semester's curriculum, which is archived in the google directory:

15-996_Central_Repository / (year)_Spring.

From this archive, copy over all necessary documents one-by-one into your new google drive folder. As you copy them over, update them as you see fit (correcting dates, links, formatting, etc.)

When done, go over all documents once more, including those that were already in the folder (those which had been updated by the past instructional team) to make sure that everything is polished and correct.

Making week 1 lecture

The intro lecture for this course is extremely important – it delivers most of the important logistical information for the course and sets the tone for the class. In the past, this lecture has been approximately 30-40 minutes long. Plan to be pressed for time, as there is a lot to cover.

What <u>needs</u> to be covered:

- Course logistics (e.g., weekly schedule, where to find course materials, what the homework looks like and what students can write for it, deadlines…)
- Enrichment opportunities (e.g., library, project,..)
- Course motivation
- Learning objectives
- Instructions and required background for whatever activities students will do that day

There are many other things that we have found helpful to cover, in order to set a positive tone for the course. Here are some messages we have found useful:

- Establishing expectations between students and instructors
- Emphasizing that feedback is welcome
- Emphasizing that we are not looking for specific answers or for students to take up any particular viewpoints
- Describing intersectionality to make the point that identities are not used to simply apply homogeneous assumptions about the experiences of people who hold them, or divide people up into groups

STEPS

<u>**Step 1**: Design week 1 agenda</u>

Design the entire agenda of the first week of class and what students must do prior to class, if anything. This is necessary to do first so that you know what needs to be included in the lecture, and how much time you have.

<u>**Step 2:** Build your slides.</u>

Here are the raw slides from Spring 2022.

<u>**Step 3:** Practice giving the lecture.</u>

It is advised that you practice giving this lecture as though you're practicing for an important research talk, as (a) this lecture is central to the tone that will be set for the course, and (b) there is a lot to get through in the time allotted.

Building the Canvas site

In this class, Canvas is solely used for accepting, grading, and leaving comments on student homework submissions. Building the Canvas site involves the following steps:

STEPS

Step 1: Launch the Canvas site.
Email <canvas-help@andrew.cmu.edu> for support in launching a Canvas site for the course. Follow their instructions for launching the Canvas site.

Email Template:

> Hi,
> I'm an instructor for course number 15-996, being offered this spring. I'm wondering if you can assist me in launching a Canvas site for the course?
> Thank you!
> <name>

Step 2: Invite all course instructors to be instructors on the Canvas site.

Step 3: Enable NameCoach to allow students to submit their name pronunciations.

Step 4: Under Assignments, create the following assignments.
This will require you to set the appropriate deadlines and configure the submission portals to open automatically with the timing described. *Notes:* (1) It is recommended that you do not configure these portals to close — students may submit assignments after the fact, and this will be a pain to deal with if the portals close. And (2), make sure you configure submission portals to enable students to upload the maximum possible range of file types for all assignments.

Step 4a: Create one assignment for every pre-class activity.
Configure the submission portal for the Week X+1 pre-class activity to open automatically at the end of class in Week X.

Step 4b: Create one assignment for every post-class activity.
Configure the submission portal for Week X to open automatically at the end of class in Week X.

Step 4c: Create one “makeup work” assignment.
This is where students can submit any makeup assignments they complete. This submission portal should remain open throughout the entire course.

Class projects

There exists infrastructure for students to do an optional class project for additional enrichment. Projects are intended to be flexible and optional for students, and they are to be carried out during the course (but instructors can allow more flexible timelines if they prefer). See the *Project Overview* course document for details.

Instructors can choose whether, and under what constraints, they want to permit students to do class projects. Facilitating projects requires some work on the part of the instructors: specifically, each instructor mentors some subset of the projects, and should meet 20 minutes once per week with each group they're mentoring. They may also offer supportive resources to students, e.g., readings, connections to experts at CMU, etc.

STEPS

Step 1: Update Project Overview document
Make any updates necessary to the Project Overview document, per your plan for carrying out the class project.

Step 2: Build sign-up form
Build and release the project sign-up form (below), by which students sign up to do a project, write down ideas about what their project might be, and denote their availability to meet.

Project Sign-Up Form

Response permissions: All instructors can see responses.
Timing: Send out before class begins, closes the 2nd day of class (instructors are free to change this timeline if they prefer).
Reminder: Enable email notifications so you are notified when a student responds.

> **Survey title:** 15-996 course project sign-up
>
> **Survey header:**
> The first step in doing a project is meeting with an instructor to finalize what your project will be. To prepare for that meeting, please fill in the questions below in as much detail as you can. NOTE: your answers here are not binding, and it's okay if you provide multiple possible options for some answers, or if you can't answer all the questions yet.

Survey questions:

1. What is your name?
2. If you're in a group, who are your group members?
3. Which of the following 20-minute meeting slots work for you / your group? [Insert time-slots that work for instructors in the week after the first day of class.]
4. What is the (rough) title of your project?
5. What are the learning goals of your project?
6. What resources do you need for this project? (These can be written resources, connections to experts, budget, etc.)
7. What concrete milestones are you planning to reach by the end of your project?
8. If this is a group project, what are 1-2 expectations you have of your group members?

Step 3: Next steps with students who filled out the form

Contact each student (or group of students) that has filled out this form to establish a preliminary meeting time, based on their survey responses. Each meeting will be attended by one instructor, who will mentor that project. In each such meeting, the instructor will walk the student(s) through finalizing their answers to the questions on the new project form template. Save the filled-out versions for each student project in the same folder. This form will serve as a guide to the entire rest of the project.

Step 4: Create calendar invite

At the end of each of these initial meetings, create a recurring calendar event for follow-up meetings on the project and invite the relevant students.

Step 5 (weekly): Follow up with students

Follow up on any tasks required to support the project (e.g. orchestrating presentations of their work, contacting experts or finding resources…) established in meetings.

Running a grad student panel

One alternative format for a class period is to have a graduate student panel on the week's topic. (In the original iteration, this was done in Week 6, the final week, on Allyship.) This can provide an excellent opportunity for students to hear from more senior graduate students on their experiences in our community.

Instructors can either invite a guest speaker to moderate the panel (in which case they might give a short opening lecture on the week's topic), or the course instructors themselves can serve as moderators. The former is recommended, as the outside perspective can help keep the students on-task and furthermore free up the instructors to manage other aspects of the class.

STEPS

Step 1: Develop a panel agenda.
This should describe the high-level topic of the panel and an approximate time-schedule for how the panel will go. (Intro questions for panelists, Q&A from students, etc.)

Step 2: Recruit 4-5 PhD student panelists.

Email Template:

> Hi <name>,
>
> In the last week of 15-996 this spring (the department's DEI course for all first-years - course website here), <name> will be moderating a PhD student panel on allyship. The panel will be held <time>, <date>, in <room number>, GHC.
>
> We're wondering if you would be willing to be on that panel, maybe to talk about your work related to <allyship-related work they've done>. Here is some info about the panel:
>
> - The other confirmed panelists so far are <names>; we will probably aim for 4-5 panelists total. (If you have any recommendations for who to invite, they would be most welcome!)
> - Panelists will be asked a few questions by <moderator>——questions that will be provided to panelists ahead of time——and then the students will have the opportunity to ask questions. Here is the full panel agenda <link document created in previous TODO>.
>
> Let us know if you have any questions, and we hope you can join us for the panel!

> Cheers,
> <names>

Step 3: Send the panelists logistical info.
Once the panelists have agreed to participate, let them know that students' questions will be compiled ahead of time, and remind them to look over the panel agenda and reach out with any questions.

Optional: Offer instructor office hours to panelists. If you want to do this, you can inform panelists that you / the panel moderator will be online for 20-30 minutes before class, so if they want to, they can come early to ask questions/brief with instructors before the panel begins.

Step 4: Update the pre-class activity and in-class schedules documents.
Adapt that week's pre-class activity instructions to require students to include a question for the panel in their submission. Update the in-class schedules document to reflect that the panel is happening in place of the standard class format.

Step 5: Compile students' questions.
As far in advance of class as possible, compile students' questions into the bottom of the panel agenda document, and notify panelists that the questions are there to look over ahead of time.

Course library

One of the instructors should be appointed to manage the 15-996 course library. This library includes many popular books on JEDI topics, and it is available all year round to CMU graduate students. However, we make special efforts to encourage students in this class to read them by collecting these books from the library (even those that are overdue) before the class begins, and then we bring them on a cart and encourage students to check them out.

Responsibilities of the library manager:

1. Bring the cart to class each week.
2. Put your name and email at the top of the library spreadsheet after “Library manager:” and occasionally answer inquiries (what books are there, etc.).
3. Keep the library cart in your office so that students can come check out books. (They may email you to schedule a pick-up time, if you are often not there.)
4. Help students check out books. When a student seeks to check out a book, follow these three steps:
    a. Make sure there are no holds. (If there are, contact the person with the hold and give them first dibs.)
    b. Make sure the book is properly signed out on the sign-out sheet and remind the student that the book is due in 6 weeks.
    c. Update the spreadsheet, noting the book’s check-out date and due date.

STEPS

Step 1: Before class begins, appoint one of the instructors as the library manager.

Step 2: Update library spreadsheet
Update the 15-996 course library spreadsheet with the correct info about who is the library manager.

Step 3: Collect all overdue books from students before the course starts.

Step 4 (weekly): Bring the book cart to class each week.

Feedback channels

A core part of this course is getting honest student feedback. This course offers many channels for getting such feedback.

Channel #1: Course evaluation.

The course evaluation is done at the end of the Week 6 class. We generally allot students 15 minutes of in-class time to fill out the survey, which is done online via Survey Monkey using a form constructed by the Eberly Center. The responses are then sent to the Eberly Center, where they are compiled and anonymized before reaching the instructors.

STEPS

Step 1: Survey setup process

By *Week 1*, contact Mike Melville (mmelvill@andrew) at the Eberly Center to inquire about him making the course evaluation.
By *Week 4*, ask the Eberly Center to make the course evaluation via Survey Monkey. Make sure to leave enough time for editing iterations of the survey.

Channel #2: Anonymous feedback portal.

The anonymous feedback portal is a google form where the entries can be seen by the instructors only. Students can submit questions, concerns, or feedback through this portal. Students' identities are not recorded when they fill out the form.

STEPS

Step 1: Build submission portal.

Build the anonymous feedback portal in google forms. (Make sure you enable email notifications on the google form so that you're notified when students make submissions!) The form contents can be found below.

Anonymous Feedback Portal

Response permissions: All instructors can see responses
Timing: Live all semester
Reminder: Enable email notifications so you are notified when a student responds

> **Survey title:** 15-996 Anonymous Feedback Form

> **Survey header:** Thank you for spending the time and energy to give us feedback! We value your ideas, and we will do our best to address your concerns.
>
> **Survey questions:**
>
> 1. Please leave your anonymous feedback here.

Channel #3: Non-instructor staff contact.

It is a good idea to have at least one staff member on retainer to whom students can go and give feedback in the event that they are not comfortable conveying their feedback to course staff through any of the provided portals. In the past, this role has been filled by Darla Coleman, SCS's executive director of DEI.

STEPS

Step 1: Before class starts, contact this staff member and ask them if they are comfortable filling this role once they know what it entails.

Email Template:

> Dear <name>,
>
> I'm one of the student co-instructors for the upcoming spring offering of 15-996 (the CSD JEDI course). I'm wondering if you would again be willing to serve in the role of being a backup contact for students in the course? A detailed description of what this role entails is below (we're happy to make amendments to this plan at your request). The duration of your role would be the duration of the course: from <date> to <date>.
>
> Thanks so much,
> <name>
>
> **Detailed description of this role:** Basically, you will be serving as a backup contact, to whom students come to discuss any aspect of the course, in the event that they do not feel comfortable using the other feedback channels provided. In the syllabus, we instruct students to email you if they would like to talk with you (we are happy to change this, if you prefer a different mode of initial contact).
> Usually, few (if any) students use this option, as we provide more convenient alternatives. However, if a student did come to you and express any concerns, your role would be limited to (1) asking the student what they want you to share with us (or any subset of the instructors),

> and (2) send the designated instructor(s) a quick email either directly summarizing their thoughts, or requesting to meet with me and/or <name> (my co-instructor) if you prefer.

Channel #4: Official FCE.

At the end of the semester, CMU will run an official Faculty Course Evaluation (FCE) for 15-996. This evaluation is important, as it is the official record that will be kept on file with the university. Once these go out, you should send multiple reminders to students to fill them out (email template below). This will be around the end of April / early May. If you are an official course instructor, you will receive reminder emails when these evaluations open for students. If not, plan to check with an official instructor around April or May.

STEPS

Step 1: Send out reminder ~1 week before FCE deadline.

Email Template:

> Hi everyone,
> A quick reminder to please take a few minutes to complete the FCE (i.e., the official CMU course evaluation) for 15-996.
> Thanks so much for your time, and best of luck finishing out the semester!
> Best wishes,
> <Instructors>

Step 2: Send out follow-up reminder (can be on same thread) ~1 day before FCE deadline.

Email Template:

> Hi everyone,
> Just a reminder to fill out the FCE - the deadline is <day (date)>!
> Thanks everyone (and congrats on being done with the semester!)
> <Instructors>

Channel #5: Post-last-class feedback session (informal).

After the last day of class, it can be nice for student instructors to stay 30-45 minutes after class to answer follow-up questions, and to get additional verbal feedback and suggestions from students. We find this to be one of the most useful channels of feedback. During this time, make sure someone is noting students' feedback.

Modifying the website

Our website is located online at https://www.cs.cmu.edu/~15996. Throughout the course, you will need to make three kinds of updates to the website, listed in the steps below.
These three steps are the bare minimum of updates you need to make, but you may also want to make additional content changes, depending on how the course has been changed since the previous iteration.

STEPS

Step 1: Before the course begins (and throughout), update all links to materials.
Step 2: Post lecture slides as they become available (again, just updating links).
Step 3: After the course ends, upload a zip file to the downloads page.

There are two approaches to updating the website, outlined below. Approach #1 is easier, but Approach #2 allows for more instructor control and extensive changes. There is also a section on how-tos if you are the owner of the website on the AFS server (CMU's website server), as owners may change over time as people graduate and lose their CMU email addresses.

Approach 1 (easier): have the website owner make the changes.
This approach is good for simpler changes, as it avoids you having to download jekyll and ruby on your own laptop. If you want to take this approach, here is how you do all three of the checkboxes above:

- *To update links to materials,* email the following text to the current owner, with the links replaced with those you want for each material. To have zip files hosted, email the zip file to the owner.

```
canvas-link: "https://canvas.cmu.edu/courses/27208"
anonymous-feedback-link: "https://docs.google.com/forms/d/e/1FAIpQLSfPMQZefgWDn4odjfnx3S7-uAWjSLMidmmm-ULmFszCxsot_Q/viewform?usp=sf_link"
google-drive-link: "https://drive.google.com/drive/folders/1nNA8pJixKEG00-6fQRz_2KeqaDUqSMNT?usp=sharing"
syllabus-link: "https://docs.google.com/document/d/1iXlYBPZcX3x7XF3vyVXHU23NWST4ZHajMrlT43yaT54/edit?usp=sharing"
discussion-guide-link: "https://docs.google.com/document/d/1A2qfT_kDWqUxDXFYNQSPZFEaDo3stIlnDqZcIzkIWPk/edit?usp=sharing"
groups-and-lenses-link: "https://docs.google.com/spreadsheets/d/1WdLJx18KmNg5P4eGSLtvZUmgCnTI4leUvg73ak9_Bi0/edit?usp=sharing"
project-overview-link: "https://docs.google.com/document/d/1uA8w5xIVxlHaaZdzHn5VjiWqzV2iN_B7BiO9ctFtLK8/edit?usp=sharing"
glossary-link: "https://docs.google.com/document/d/1n_UvJCiebe6JXhFPeTtH_R58FSLpEDoP-6wXqCx3RSU/edit?usp=sharing"
library-link: "https://docs.google.com/spreadsheets/d/1fIZ_Jk95J4ZjMw37tsLmqemLTUplo3BzfVrmmqMDM4A/edit?usp=sharing"
schedules-link: "https://docs.google.com/document/d/1HNWG59fslUiBIt0cms5qOACqGHBTzeG1Vp9NPgr6EtA/edit?usp=sharing"
make-up-link: "https://docs.google.com/document/d/1fAkSX3l8w2CCDsycfH67cZWJmOktdsFdFPMEyKbKrVg/edit?usp=sharing"
supportive-resources-link: https://docs.google.com/document/d/1ORv6IwTCR0vOK6NWvXH3RA4IM6DgCboBhCAZDVM7n6I/edit?usp=sharing
get-involved-link: "https://docs.google.com/document/d/1cG1berA4zuZGEDohbMqRIfhuejbrA5JvZEgOqEYzhG8/edit?usp=sharing"

pre-class-2-link: "https://docs.google.com/document/d/1ywumdPzMki6hr68KYMjwXlg_vELD4HGQ1OTAXGjDs7A/edit?usp=sharing"
pre-class-3-link: "https://docs.google.com/document/d/1fbWk8O71Gwj0wuG9K68rTh05pCoJ8D1zpNd-hyO9VpI/edit?usp=sharing"
pre-class-4-link: "https://docs.google.com/document/d/1dVEs_5yUWiqDsn3EbcxkftQasFlESueXLT9FXZqJRJU/edit?usp=sharing"
pre-class-5-link: "https://docs.google.com/document/d/1m6ROqsg6k5Z1U8Q641JIz6UUf9OLshaQtEkIs8BjNdU/edit?usp=sharing"
pre-class-6-link: "https://docs.google.com/document/d/1OJc0Pxua3t26QvZ9lDfFX0KTpxHEfux7VSUDW2vzkRc/edit?usp=sharing"
post-class-link: "https://docs.google.com/document/d/1cXwAfwuPtx6e6q7-Xtf6jJ8AUdnaSwBhm4aKMkgWWQo/edit?usp=sharing"
```

```
lec-slides-1-link: "https://drive.google.com/file/d/1_0h0h3-gBd4wRf72fccJOf-4NDFgJ3vh/view?usp=sharing"
lec-slides-2-link: ""
lec-slides-3-link: "https://drive.google.com/file/d/15a5tscqwtx_-kyueX_rfI7jDGxOIn-Ba/view?usp=sharing"
lec-slides-4-link: "https://drive.google.com/file/d/1Gy4fltI2Vjagl-I4w2NOQDRPRp3WdfwU/view?usp=sharing"
lec-slides-5-link: "https://drive.google.com/file/d/14Z9CchQflD4PJDQAQxPG0v2AMqJmoOAv/view?usp=sharing"
lec-slides-6-link: ""
```

- *To upload a zip file*, just email the zip file to the owner.
- *To make larger content changes,* first contact the owner. If the changes are simple enough, they may agree to directly make them. If they are complicated, they may ask you to directly update the github repos.

Approach 2: directly update the github repos (there are two).
If you want to make more involved changes to the website's content, it may make sense to get access to the github repository and update the website back-end yourself. The website is built in Jekyll, which you will need to download and use. If you need help updating the website files themselves, contact the website owner. Otherwise, take the following steps.

STEP 1. Download Jekyll. Use this guide to download Jekyll (recommended approach for macOS: download Homebrew → Ruby → Jekyll).

STEP 2. Get access. Get access to Bailey Flanigan's (bflaniga@andrew) Github repositories, 15-996-website and 15-996-website-static. The former houses the back-end website files, and the latter houses the _site folder, which is the build of the website. This second repository feeds the AFS server (CMU's server for hosting official CMU websites).

STEP 3. Clone repos and update website. Clone the 15-996-website repo and the 15-996-website-static repo into separate directories. Update the files as desired (note: to update all links to course materials throughout the website, just update the links in the config.yml file).

You can simulate the website on your computer by running the following command from the main website folder:

```
bundle exec jekyll serve
```

The simulated version will appear in your local browser at http://localhost:4000/~15996/. Note that if you change the _config.yml file, you will need to end the current simulated version (ctrl-c) and then re-serve the site to see your changes.

STEP 4. Push changes. Once the local copy is finished, push the changed back-end files to the 15-996-website repo. Then, from the main folder, run the below command to build the html files for the website, which will appear in the _site folder.

```
bundle exec jekyll build
```

Copy these files into the cloned version of the 15-996-website-static repo and push the changes to the 15-996-website-static repo. Note that you have updated both repositories in this process.

STEP 5. Alert the website owner to pull the changes to the AFS server. Send an email to the person who currently owns the website on the AFS server, and ask them to pull the new version of the 15-996-website-static repo to the AFS server hosted website.

Instructions for AFS website owner:

Information about AFS, our website's AFS folder, and ownership of this folder: AFS is CMU's web server for hosting their websites. Our website exists on this server at the path

/afs/cs.cmu.edu/user/<owner andrew id>/www/15-996-website-static

Where <owner andrew id> is the andrew ID of the person who currently owns this folder. The person who owns this folder is the only one who can actually instate updates to the website.

Updating the website. This folder already has a cloned version of the 15-996-website-static github repository. The owner can sync changes from this github repo via the following series of commands:

```
ssh <andrewid>@linux.gp.cs.cmu.edu
cd www/15-996-website-static
git pull
```

Changing ownership of the website. There are two approaches to switching ownership of the website, described below. Approach #1 is easier. It is important to change ownership of the website regularly, because if the owner graduates and their folder on the AFS server is deleted, you will need to recreate the folder from scratch (Approach #2).

Approach 1: change the owner of the website folder on the AFS server. This approach has the advantage that it preserves the folder, so it will retain the cloned 15-996-website-static github repo. In order to do this, contact the SCS helpdesk and ask them to switch the owner of the folder /afs/cs.cmu.edu/user/<past owner andrew id>/www/15-996-website-static to the account of the new owner, i.e, the new path should be /afs/cs.cmu.edu/user/<new owner andrew id>/www/15-996-website-static.

Approach 2: Create a new folder from scratch and clone the github repo into it. Here is a general resource for doing this (we enumerate the steps below, as they pertain specifically to our site).

1. Ssh into the server as above.

2. Run the command:
   ```
   git clone <https link from github repo 15-996-website-static>
   ```
3. Give permissions to the AFS web server to launch your website according to this page, section “Setting AFS permissions”. **Note that this section of the website is out of date; the updated command to run is:**
   ```
   fs sa . wwwsrv:http-ftp l
   fs sa . system:anyuser l
   ```

You can test whether this worked by navigating to the 15-996-website-static directory and typing fs la, which shows permissions. You want system:anyuser and wwwsrv to have normal access.

4. Ask for a shortcut URL as described on this page in the section ”Request a shortcut URL”, and give the following information:
   Andrew ID: <new owner>
   SCS URL cs.cmu.edu/~15996
   Where is your website hosted? AFS Volume
   AFS website path: /afs/cs.cmu.edu/user/<new owner andrew id>/www/15-996-website-static
   Additional Details: The requested short URL was originally pointing to a website in a directory owned by <previous owner’s name + andrew ID> name. They are aware of this request.

To password-protect / un-password protect the website

1. Navigate to the website folder on your computer
2. Type ls-a to make sure there is a file called .htaccess

To enable password protection:
At the bottom of the .htaccess file, add the four lines at the bottom of this site:
https://computing.cs.cmu.edu/help-support/using-htaccess

```
AuthType Shibboleth
ShibRequestSetting requireSession 1
ShibRequestSetting redirectToSSL 443
Require valid-user
```

To disable password protection, remove those lines.

Pre-class surveys and forming small discussion groups

In the original format of this class, there are two kinds of discussion groups: *lens groups* (larger, randomly assigned each week), and *synthesis groups* (smaller, permanently assigned). However, this structure can be modified by instructors if they choose, as switching groups during class can be logistically challenging.

Regardless of how discussion is structured, the key consideration when forming discussion groups is whether they will be *moderated* (an instructor or guest-lecturer will be present throughout discussion) or *unmoderated*. **If a group is to be moderated**, its members can be chosen arbitrarily. **If a group is not to be moderated,** we want to ensure two things:

(1) Students are <u>always</u> grouped with someone who they consider a supportive peer.
(2) Students are <u>never</u> grouped with someone who they have stated they are absolutely not comfortable being in a discussion group with.

We learn students' preferences on these dimensions by having students complete two separate surveys before the class begins, Pre-Class Surveys 1 and 2 (see below, or past semester materials, for survey contents).

STEPS

<u>**Step 1:** Design plan for in-class group structure.</u>
Decide how you want to structure discussion groups throughout the course. (Do they rotate? Are they consistent?)

<u>**Step 2:** Build surveys</u>
Build Pre-Class Surveys 1 and 2 via google forms. Make sure that student responses are NOT anonymous. Make sure only the faculty instructor has access to form 2.

Pre-Class Survey 1

Response permissions: All instructors can see responses
Timing: Send out > 10 days before the first day of class

> **Survey title:** 15-996 Pre-Class Survey 1

Survey header: Welcome to 15-996! Thanks so much for taking the time to fill out this survey —– it will help us create a more welcoming learning environment for everyone.

Survey Questions:

1. Do you want to be called by any name other than your official name in the syllabus?
2. What pronouns do you prefer?
3. What additional resources or support do you need to help you learn?
4. Is there anything else you want the instructors to know before class, to help us best support your learning?
5. What are the expectations you have of us as your instructors?
6. Is there anyone in your cohort who would make you more comfortable and/or support you in a discussion group? We will try to place everyone in a discussion group with someone on their list. To make this easier, please list as many people as you can.
7. Are there particular topics you're hoping to learn about in this class, and/or topics on which you'd like recommendations for further reading?

Pre-Class Survey 2

Response permissions: ONLY faculty instructors can see responses
Timing: Send out > 10 days before the first day of class (along with Pre-Class Survey 1)

Survey title: 15-996 Pre-Class Survey 2

Survey header: Welcome to 15-996! Thanks so much for taking the time to fill out this survey—–it will help us create a more welcoming learning environment for everyone.

NOTE: The result of this survey will go to the faculty instructor only. Responses are confidential and no-questions-asked; just provide the name of a person/persons (if any) and we will try to ensure you are not in a group with them. It will not be obvious in class, based on the groupings, who responded in what ways to this question.

Survey Questions:

> 1. Is there anyone in your PhD cohort that you are not comfortable being in a discussion group with? (We will use this information to make discussion groups.)

Step 3: Form groups.

After responses are received, email the faculty instructor requesting they (1) use the inputs of these two surveys to build discussion groups (along with any instructions regarding group sizes, number of groups, etc.), and (2) release the group assignments before the course begins via a spreadsheet. sizes, number of groups, etc.) and (2) release the group assignments before the course begins via a spreadsheet.

Welcome email

STEPS

Step 1: Send out welcome email
Send out welcome email > 10 days before class begins (template below), which will contain Pre-Class Survey 1.

Step 2: Send out pre-class survey 2
At the same time, have the faculty instructor send out an email that will contain Pre-Class Survey 2.

Email template:

> Hi everyone,
>
> Welcome to 15-996!
>
> <Instructors> are the co-instructors for this course.
>
> Class meets on <day>, from <times> ET: you can add it to your calendar via this google calendar invite. The course will meet 6 times total, starting <date> and ending <date>.
>
> Below are two updates about the class. Note that #2 has a few short action items due next Monday.
>
> #1. Course resources.
>
> Many of these resources are hosted on google drive. You are free to comment in the margins of these documents if you have questions, comments, or suggestions (or if you find typos!). Some files will only be accessible when you are logged into your CMU account; if you are logged in and still have permissions issues, please let us know - we appreciate your help! :)
>
> - Course website: the "home" page is the main day-to-day resource for students. Not all links from the website and syllabus are live yet -- we will be bringing them online over the next few weeks.
> - Syllabus. Note: you do not need to read the documents linked at the top of the syllabus before the class starts - we will recap the key ones in class.
> - Course Canvas page: we will use this only for submitting and grading homework assignments, and for NameCoach (see next section of this email).
> - Course google drive: the majority of course resources are hosted here.
> - Course updates and reminders will be sent out via email.

#2. By Monday, Jan 31 at 11:59pm ET, please do the following:

1. Fill out this short pre-class survey (10 minutes max).
2. Fill out the one-question survey Zico sent out.
3. To help us learn your names, go onto the course Canvas page and record yourself stating your name via NameCoach (Account > Name recording and pronouns).

If you have any questions or concerns, please contact any of us! We are here for you and we're looking forward to a great class.

<Instructors>

Our contact info:
<name> (<pronouns>): <email>

Attendance and Makeup Assignments

Attendance should be recorded each class period.

Course policy on absences: If a student will have a planned absence, they must tell the instructors in advance. If they miss class by mistake, they need to contact an instructor as soon as possible. Doing neither of these things is grounds for failing the course. These policies need to be communicated clearly to students at the beginning of the course.

If a student tells you in advance that they will miss >½ a class period (or have accidentally done so and contact you after the fact): respond and let them know that they need not complete a pre-class activity or post-class activity for that week; instead submit a makeup assignment, which is a combination of a pre- and post-class activity. It is helpful if you provide them with the link to the Makeup Assignment document in the email you send them, and tell them the deadline, which is 11:59 the day before the next class period. If the student has already done the pre-class activity by the time they contact you, you can tell them they can use its contents as part of the content in their makeup assignment.

If you notice a student has missed class, but they haven't contacted you: this is up to the discretion of the instructors. The more generous move is to follow up with the student and ask that they complete the Makeup Assignment, i.e., send them the message described above.

Posting, grading, and responding to out-of-class work

Every week, students will complete two assignments outside of class: the *Pre-Class Activity* and the *Post-Class Reflection*. The only other type of assignment a student may be required to complete in this class is the *Makeup Assignment*, which is done in the event of a student missing >½ of a class period.

Posting assignments:
Pre-Class Activities can all be posted on the website ahead of the first day of class (this is easier from a logistics + website updating perspective), but if you want to release them throughout the course, then the Week X+1 pre-class activity should be released directly after Week X's class. *Note:* It is a good idea to send out a reminder email to students a few days before the pre-class activity deadline.

Post-Class Reflections' instructions are consistent week to week, so the instructions document just remains posted throughout the course.

Makeup Assignments have consistent instructions, so the instructions document just remains posted throughout the course.

Assignment Deadlines:
Pre-Class Activities are designed to take ~45-60 minutes, and they are due by midnight the night before class.

Post-Class Reflections are designed to take ~30 minutes (although sometimes students seem to spend much longer). They are due by midnight 2 days after class (or earlier). There is a trade-off here, because we want the class to be fresh in students' minds when they write the reflection, but we also don't want them to feel overly rushed.

Makeup Assignments are designed to take ~80 minutes and are due at midnight the day before the class after the missed class (i.e., if a student misses Week X class, they must turn in their makeup assignment for that week at midnight before Week X+1's class.

Grading: We are generally very flexible with grading. That is, if the student wrote something in good faith, we give them a passing grade on the assignment. We try to have the Week X pre- and post-class assignments graded by Week X+1's class.

Late work and extensions:

In this class, we emphasize two things: (1) that turning in work on time is important (and why), and (2) that we understand that students are busy. We will be generous with extensions when students contact the instructors ahead of time to let them know they need more time.

Pre-Class Activity deadlines are the most important, because doing the pre-class activity is what prepares students for the class. If a student fails to complete their pre-class activity twice before the relevant class, instructors should send them an email reminding them that (1) pre-class activities must be submitted ahead of the relevant class, and (2) if they need an extension, they can always contact instructors to let them know ahead of time.

Post-Class Reflection and *Makeup Assignment* deadlines are more flexible – as long as the student submits it before the following week's class, it's not a big deal.

Responding to student submissions: Students will sometimes submit responses for their homework that express deeper interest in a topic, open questions, confusion on a topic, concerns, stress, or other personal experiences. If instructors choose, they can respond to students' submissions with reading recommendations, answers to questions, pointers to other resources, or expressions of support. The default option is to respond to students via the Canvas platform, but if you're following up with a student with the intent of wanting a response from them, then email is best.
Note: Students are not by default aware that these responses on Canvas exist, so letting them know that they may receive responses from instructors on Canvas, and how students can find them, can be helpful.

Responding to difficult submissions: There may be rare cases in which a student (1) submits a response that articulates a serious or fundamental concern about the class, (2) expresses an opinion you want to know more about (as it may have implications for instructional decisions), or (3) expresses something otherwise concerning to instructors that results in the invocation of mandatory reporting policies. In such cases, it may be appropriate for the instructors to follow up with the student via email.

Below are some tips for how to respond in all three of these cases via email. If you decide to respond to a student by email, given the potential sensitivity of the situation, it is highly recommended that the response is discussed with and carefully considered by at least one other member of the instruction team.

Case (1) If a student articulates a serious concern about the class:

- If a student makes a serious critique of the course, it is natural to want to, in response, defend our decisions, correct misconceptions, and/or push back against criticism. However, when we respond, it is important to center and validate students' lived experiences rather than our own intentions or perspectives as instructors.
- When we respond, it is also important to remember that giving feedback takes work on the part of the student, and we can appreciate the student for taking the time to give this feedback, even if we don't agree with it.

Email example:

> (Subject: Quick follow-up on Week X Post-Class Reflection)
>
> Dear <name>,
>
> We just wanted to express our appreciation for the thoughtful feedback you shared in the post-class reflection. Your message has brought <> to the attention of the instructors, and < whatever information you want to communicate, e.g. we are working hard to make adjustments before next week's class >. If you have any further thoughts on this topic, either now or as the class continues, we welcome them.
>
> Thanks so much for your effort and participation in the class!
> <name>

Case (2) If you want to know more about a student's opinion:

- Be explicit about the fact that the student has no obligation to give more detailed information, and that you respect and value their time.
- Be explicit about the intention behind following up (e.g., we want to make the course a great experience for every student, and we're always looking to improve).

Email example:

> (Subject: Quick follow-up on Week X Post-Class Reflection)
>
> Dear <name>,
>
> We really appreciated the thoughtful perspective you shared in the post-class reflection.

> We want to be mindful of your time, so we do not have any expectations that you will respond to this email. However, in case you're willing to share a bit more, we do have one clarifying question: <question>. If you decide to respond, you can do so here, as a comment on your Canvas response, or via the feedback portal (linked) - up to you.
>
> Thanks so much for your effort and participation in the class!
> <name>

Case (3) If a student expresses something otherwise concerning to instructors that results in the invocation of mandatory reporting policies (e.g., thoughts conveying a student's potential to harm themselves or others).
In this case, you should involve the faculty instructor immediately in (a) deciding whether action must be taken from a mandatory reporting standpoint, and if actions do need to be taken, (b) crafting the response to the student informing them.

- If actions need to be taken by the instructors per the mandatory reporting protocol, be as clear with the student as possible about what actions are required, how the student's privacy will be protected, and what agency they have in the process.
- Offer the student all relevant supportive resources.
- Proofread correspondence carefully to minimize risk of the student feeling judged or put on the spot.

STEPS

Step 1: Post assignments.
Before the class begins (or as class progresses), post all Pre-Class Activities, Post-Class Reflections, and Makeup Assignment on the website and on Canvas. Make sure that the submission portals on Canvas don't open until the assignments are available.

Step 2 (weekly): Check in with students about late assignments.
Check in with other instructors to discuss any students who you need to reach out to about a pattern of late assignments, and reach out to them with reminders if necessary.

Step 3 (weekly): Grade Post-Class Reflections, Pre-Class Activities, and Makeup Assignments for the current week.
After grading these assignments, you should:

Step 3a. Discuss any concerns you have about any student responses and whether any actions should be taken in response (e.g., if there is an issue with group dynamics, or if there need to be clarifications in next week's class).
Step 3b. Write responses to students if necessary / desired.
Step 3c. Write down any feedback you think might be good to incorporate into the next course iteration.
Step 3d. Release grades and comments.

Step 4 (in week 5). Remind students to submit missing assignments.
After the second-to-last class, send out an email reminding students that all outstanding assignments must be submitted by the day after the last day of class (and that if students need an extension, they can let instructors know).

Recruiting a new co-instructor

After teaching the course, the current team of instructors must begin the process of recruiting a new student instructor. To do so, the standard process is to have all interested students fill out the Student Instructor Application and then for the current teaching team to evaluate these applications via the systematic process described below.

STEPS

Step 1: Set up the application survey.
Based on the Student Instructor Application, build the application document to be filled out by students. (This can be a google doc, a word doc, etc.)

Step 2: Send out a message recruiting potential applicants.
Messages should be sent out broadly to PhD students in the department via slack and/or email. Instructors can also mention the teaching opportunity in the last week of class, and afterwards should reach out to students from the past iteration (or earlier iterations) that they feel would be a good fit to teach the course.

Email template:

> Hi CSD students,
>
> Want to satisfy a TA requirement, get meaningful teaching experience, and build connections with other students? Be a student co-instructor for the new 6-week mini course, *CS-JEDI: Justice, Equity, Diversity, and Inclusion in Computer Science*.
>
> The course is held the first 6 weeks of each spring semester, and PhD students can satisfy one TA requirement by teaching it for two consecutive spring semesters.
>
> You do not need to be an expert on the subject to teach the course. Co-teaching this course is a unique opportunity to, as a PhD student, get meaningful and in-depth teaching experience, build supportive connections with first-year students, and learn more about diversity, equity, and inclusion. This experience is great for academic job applications and is also quite rewarding!
>
> To apply to co-teach the course, send us your responses to a few quick questions here<link>. To learn more about the time commitment and what teaching the course entails, reference the position description<link> or contact <Names> (<emails>).

Step 3: After the deadline, evaluate applications.

Applications are to be evaluated by the past two student instructors, plus the faculty instructor. Applications should be evaluated via the following procedure:

(1) rate applications in a blinded fashion according to the rubric in the Student Instructor Application document.

(2) unblind the applications, discuss them, and make a decision with all three instructors present.