

Christina Katopodis, PhD

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Qualifications Summary

- 12 years of experience in transformative DEI pedagogy, mentorship, and supporting students' workforce readiness
- 8 years of administrative leadership and management experience forwarding innovation and DEI in higher ed
- 8 years of collaboration on diverse and inclusive teams working toward social justice in education

Relevant Work Experience

Transformative Learning in the Humanities (TLH), New York, NY Oct. 2020 - Present

A three-year CUNY initiative supported by the Mellon Foundation that focuses on innovative teaching.

Associate Director and Postdoctoral Research Associate

- Created and implemented a DEI-informed strategic plan; devised data-driven program assessment methods; managed a \$2M budget; established a communications plan.
- Hired and mentored a diverse team of six staff; led democratic team meetings. Selected a 10-person Faculty Advisory Board and a 24-person Student Advisory Board from every imaginable background, representing a range of disciplines and lived experiences across CUNY's 25 campuses.
- Organized and facilitated the training of 7,000+ faculty, staff and students in antiracist, equitable, and inclusive practices, and active learning, impacting ~47,000 undergraduate and graduate students.
- Mentored 200+ professors from a wide array of backgrounds and lived experiences, across 30 unique disciplines in effective, democratic digital pedagogies while they taught remote, hybrid, and in-person courses.
- Facilitated curriculum development and curated instructional design resources to ensure online and hybrid courses taught by Mellon TLH Faculty Fellows met the expectations of the TLH program: equitable, inclusive, transformational teaching that inspires students' community and civic engagement.
- Coauthored a book on anti-racist teaching methods, *The New College Classroom*, published by Harvard University Press on August 30, 2022, with Cathy N. Davidson.
- Organized a Spring 2021 workshop series of 75 virtual workshops on transformative teaching. Collaborated across departments to award 90 faculty stipends and create a scholarship for 80 students who participated in the series.

Community Leadership, New York, NY Sep. 2014 - Present

Broad support for a range of academic organizations and interest groups; and driving social justice through advocacy.

- Board member for Ralph Waldo Emerson Society, Margaret Fuller Society, and The Thoreau Society.
- Chair of the Margaret Fuller Society Committee on Racial Justice.
- Chair of The Thoreau Society Justice, Equity and Belonging Committee.
- Web developer for the Emerson and Fuller Societies.
- Delivered 12 keynotes and over 20 seminars and workshops on antiracist, feminist, and accessible classroom approaches with an emphasis on diversity, inclusion, and representation in the US, Canada, Europe and Australia.
- Spearheaded the "Teaching Matters" series for the CUNY Innovative Teaching Academy (CITA), engaging over 800 CUNY faculty and staff in workshops on topics including DEI, universal design, and care in the classroom.
- Changemaker on the *Duck & Goose* (2022) Apple TV series to bring a "Collaboration by Difference" method, originally developed at HASTAC, into the curriculum for the preschool show.
- Consulted on Uppsala University's Democracy in Higher Education project, a 10-year initiative supported by the Swedish government, as well as a [grant](#) for a co-created assessment project inspired by TLH's Spring 2021 series.

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- Elected to the Executive Committee for the PhD Program in English for 3 years (2017-2020); chaired 4 committees; co-founded “Better to Speak,” an advocacy group for women and gender nonconforming adjuncts (2015-2017)

The Futures Initiative (FI), New York, NY

Jun. 2017 - Oct. 2020

A CUNY Graduate Center research institute focused on innovation in higher education.

Research Fellow

- Organized 10 conferences, and 22 workshops, and panels in the “University Worth Fighting For” series, bringing FI’s mission for inclusion and equity to life at CUNY and for the broader public.
- Designed and implemented executive materials, including the project’s [2019](#) and [2020](#) annual reports for the CUNY Council of Presidents and the Mellon Foundation.

Instructor of Record

Aug. 2011 - Dec. 2020

Practiced inclusive, antiracist, feminist teaching methods in instructional and curriculum design across different institutions.

- At New Jersey City University (2016, 2020), designed and taught 3 undergraduate level composition courses, onsite and online, for a majority nonwhite, nontraditional student body, making adaptations to accommodate a variety of diversely-abled students.
- At Hunter College (2014-2018), designed and taught 13 undergraduate level courses in English to a population of students that boasts over 100 unique first languages, making strides to prioritize linguistic justice and accessibility.
- Awarded the 2019 Diana Colbert Innovative Teaching Award in recognition of an original, collaborative approach to co-creating the syllabus with students through the use of digital and student-led techniques.
- Taught 3 courses at Tallahassee Community College (2011-2013) with a majority population of nontraditional-aged students who were returning to school after some time away, taking courses full time while working full time.
- Taught English as a Second Language (ESL) in three K-12 schools across Villa Lourdes, Panama (2008).

Education & Certifications

Doctor of Philosophy in English

Feb. 2021

- The Graduate Center at the City University of New York (CUNY), New York, NY
- Certificates in American Studies and Women’s and Gender Studies

Master of Arts in Liberal Studies

Feb. 2011

- The Graduate Center at CUNY, New York, NY

Bachelor of Arts in English & Creative Writing

May 2009

The George Washington University, Washington, DC

Select Publications and Presentations

Katopodis, Christina, “[Teaching for a Habitable Future with Octavia Butler](#),” *ELN* vol. 61, no. 1 (2023): 77-94.

Katopodis, Christina. “[Self-Evaluation: The Humanistic Skill We Need in a Just Society](#),” *Zeal* vol. 1, no. 2 (2023): 141-46.

Davidson, Cathy N. and Christina Katopodis, *The New College Classroom* (Harvard University Press, 2022).

Katopodis, Christina, and Cathy N. Davidson, “Contract Grading and Peer Review,” in [Ungrading: Why Rating Students Undermines Learning \(and What to Do Instead\)](#), edited by Susan D. Blum. (West Virginia UP, 2020).

Katopodis, Christina, “Radical Tools, Radical Pedagogy: Teaching to Transform,” ASA, New Orleans, LA, 2022.

Katopodis, Christina, “Digitizing Nineteenth-Century Women’s Writing Using Manifold,” MLA, Virtual Conference, 2021.

Katopodis, Christina, “The Classroom as Training Ground for Digital Democracy,” Simon Fraser U., Vancouver, 2019.

Katopodis, Christina, “Participatory Pedagogy and Connecting Classrooms to Student Backgrounds,” Hunter College, 2018.

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Katopodis, Christina, "Classrooms and Social Justice: Why Start with Pedagogy?" Community College and the Future of the Humanities, CUNY Graduate Center, 2018.