

Young Kyung Min, Ph.D.
Program for Writing & Rhetoric

CTL Faculty Fellows Project Report

Faculty across disciplines express serious concerns about students who increasingly struggle with sustained reading, critical inquiry, comprehension, and analytical writing. As a faculty member who teaches academic reading and writing, I have developed a framework of slow education to address these concerns by integrating the practice of “slow looking” in the curriculum. Slow looking begins with the simple act of “noticing” by using the bodily senses to slow down and ground awareness in the present moment, which is foundational to any mindfulness practice. My project aims to guide students to cultivate the attentional and perceptual capacities they need for deep engagement with academic literacy and critical inquiry.

Drawing on the insights of slow education, I have redesigned the curricula of WRTG 1250 (Advanced First-Year Writing & Rhetoric) and WRTG 1150 (First-Year Writing & Rhetoric). Working with the theme of “Cultivating Human Intelligence in the Age of Artificial Intelligence,” these courses guided my students to slow down and develop essential academic literacy skills in a holistic way by engaging their bodily senses, emotions, and thoughts. My students documented their mindfulness practices in weekly journals and used them as springboards for close reading, primary data sources for their writing, and the foundation of their inquiry. They learned to integrate their own experiences with the work of others by adapting their reading and writing practices to different genres, purposes, and audiences. They evaluated their own engagement with the coursework throughout the semester. In each unit, they reflected on their strengths, areas for improvement, and overall progress as a reader, thinker, researcher, writer, and learner. Through guided self-reflection and feedback from me, their classmates, and writing center tutors, they developed a clearer understanding of their work and strengthen their metacognitive awareness.

I have collected and analyzed my student’s papers, reflections, and self-assessments to evaluate how their practices of slowing down helped them cultivate the attentional, perceptual, and reflective capacities needed for deep engagement with academic literacy and critical inquiry. Drawing on these findings, I have been writing my manuscript (“Literacy Crisis in Our Digital Age: A Slow Educator’s Response”). I am almost finished with it and plan to submit it to the *Journal of Diversity in Higher Education*. I will provide CTL with updates as the manuscript moves through the submission and review process.

I have also developed a workshop proposal for the conference *New Directions in the Humanities* which will be held in Portugal Lisbon July 1- 3, 2026. My workshop proposal “Transforming Traditions: Critical Thinking Pedagogy in the Age of Artificial Intelligence” has been accepted and I am scheduled to facilitate the workshop on July 2. Inspired by the growing international interest in the slow movement, this workshop highlights the insights of slow education, which embraces a holistic approach to teaching critical thinking by engaging students’ bodily senses,

emotions, and thoughts. The workshop explores the transformative potential of “slow education” for academic writing courses by creating inclusive environments that nurture critical thinking, compassion, resilience, and creativity. Participants will engage in practices of “slow looking” and explore adaptable strategies for integrating such approaches into various disciplinary contexts.

My participation in the Faculty Fellows Program during the 2025-2026 year has provided valuable opportunities to engage with colleagues from across the university. Through our conversations, I have gained a deeper understanding for the challenges faculty face, the skillful ways they respond to their challenges, and the innovative pedagogical approaches they are developing. Listening to their perspectives and learning from their experiences has helped me grow not only as a teacher but also as a learner. Our conversations have also deepened my understanding of how slow education can be applied across disciplines and contributed significantly to the development of both my manuscript and conference workshop.

As I continue to develop this pedagogy, I look forward to future opportunities to collaborate with CTL. My workshop “[Power of Slow Education in Our Hurried Times](#)” that I facilitated at CTL last year, received very positive feedback from faculty and staff across the campus. It demonstrated a strong interest in exploring contemplative and slow approaches to teaching and learning in today’s accelerated digital culture.

I would like to offer workshop through CTL and continue collaborating with faculty and staff in exploring how we can balance digital technologies with tactile, embodied approaches to teaching and learning to cultivate students’ capacities for awareness, presence, curiosity, compassion, and resilience—capacities that are crucial for **cultivating “human intelligence” in the age of artificial intelligence.**

I am very grateful for the opportunity to participate in the Faculty Fellows Program this year. The experience has been intellectually stimulating, professionally enriching, and personally meaningful. I especially appreciate the leadership of Amanda McAndrew and Kirk Ambrose and the many opportunities they created for faculty fellows to learn from one another. I look forward to continuing these conversations and contributing to the ongoing work of fostering meaningful and innovative teaching and learning across our campus community and beyond.