This document outlines my teaching experience in higher education. It includes:

1. A statement on my [teaching methodology](#method);
2. Details on my [pedagogical training](#train);
3. A [statement on my contribution and commitment to diversity](#diversity) both inside and outside academia; and
4. A [list of courses](#list) I have taught.

Additional information on my teaching experience – including course descriptions, syllabi, career advice, and learning guides for students – can be found on at: <https://rkuo.weebly.com/teaching.html>.

**Learning and Teaching Method**

My students were negotiating $37 million in development assistance between USAID and a fictional country. But there was a twist: The host government had only fragile political support. One student representative memorably requested that he “needed more bribes [from the U.S.] to handle my country’s corruption.” The USAID team promptly boosted funds for government accountability programs.

My students connected human interactions to political outcomes, and I have developed a dozen additional simulations in my *Negotiation and Statecraft* course. My classes draw upon:

1. *Eight years of professional experience in foreign policy analysis and international strategy*. My students get real-world examples of how theory and practice meet.
2. *Dedicated pedagogical training*. My training in teaching was formal, systematic, and integrative. As a Princeton McGraw Fellow, I learned and applied the teaching process from the ground up: linking course objectives to assessments, grading rubrics to reading design, and the psychology of student attention to in-class engagement strategies.

After one of my courses, my students see politics as exciting and relevant for their lives; can use theory and history in evaluating current political challenges; and develop the analytical and professional skills needed in their future careers.

My student evaluation scores were equal to or better than instructors in my departments and academic institutions. I received an average normalized score of 91 out of 100 across all my evaluations.

[[1]](#footnote-1)

Rather than a simple transmission of information, my learners should emerge from the educational process as independent, analytically fluid, and self-directed thinkers. I therefore emphasize three teaching principles:

1. *Team-Based, Interactive Learning*

My courses build the unique skills that collaborative, professional environments require. My students face changing negotiation dynamics in each week-long simulation in *Negotiations and Statecraft*. By randomizing their groups, they learn how to work with and manage diverse personality types. One student commented that: “I have learned so much being in this class and I feel my negotiation style & leadership has increased & improved.”

I use active learning techniques to break up individual classes and periodically reinvigorate students. Small group work, for example, clarifies and reinforces concepts, while I have learners review archival documents to practice historiography and understand decision-making incentives. Even in lectures, I include music, propaganda, videos, and other media to illustrate how leaders and societies viewed policies and to re-engage students. Reflecting on my teaching style, one student said:

Professor Kuo is one of the most personable instructors I've ever had at the collegiate level. He creates and engaging, dynamic environment in the truest of senses and grounds the often abstract material with accessible (and often funny) comparisons/explanations. Use of popular culture references serves as a way to grab the attention of students who might not inherently be interested in the subject material.

Moreover, I incorporate peer evaluation, when possible, into my assignments/grades. Giving constructive feedback is an essential professional skill, and students better understand evaluation expectations by “switching roles” as part of a deliberate assessment framework. At Fordham, I prepared two writing-intensive courses where students provided peer evaluations of concept validity, argumentation, and writing style across multiple drafts. In *Negotiations and Statecraft*, the class votes on their most and least liked negotiators, highlighting the importance of bargaining reputations.

1. *Professional Relevance*

My course assignments enhance professional skills. I adapt and teach decision-making and analytical rubrics from my foreign policy career, such as SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats). My students then have assignment opportunities to apply these techniques for themselves. As one student stated:

Raymond was an extremely well-informed, engaged, and dedicated preceptor. He always went above and beyond to ensure that we understood the material and assessed relevant issues from all angles. In addition conducting precepts in a typical format, he also employed SWOT analysis and other “policy-planning” discussion methods for precepts on current topics--I found this highly beneficial.

Similarly, for most written assignments in my courses, students can choose an op-ed, policy memo, or academic/research format. The first two formats in particular exercise writing styles better suited to government, NGO, and business expectations. Many students turn these into professional writing samples, and I use separate grading rubrics more strongly emphasizing brevity and clarity.

1. *Student Support*

I begin each semester with both named and anonymous surveys of student needs. They were particularly useful in the sudden Spring 2020 transition to online-only instruction, as I already knew my learners’ resource, time, and location constraints. This also presented an opportunity to check-in with them on non-academic concerns, such as finances and mental health.

I make a particular effort to reach out to students having some difficulty with the material. My website hosts several guides helping novice learners to read theoretical and empirical political science, as well as a document highlighting the importance of citation and originality. In addition, I have an open door policy with my students, and privately contact any individuals who may need further assistance. One of my learners stated:

Professor Kuo helped me when I was struggling to keep up in class due to my learning disability. He seemed to really care about my doing well in the class and gave extremely helpful tips. I remember I was really struggling and I told my friend that professors like Kuo make me want to try harder and do well because of how much they care.

Beyond my formal course load, I mentored one graduate student at the University at Albany, SUNY, as well as seven undergraduate thesis students at Fordham University. I continue to mentor several former students in their careers and education, with one recently receiving the Fulbright Fellowship to London.

One comment I received best encapsulates my desired end-state for students. After an extensive debate on U.S. and European policy towards the Iranian nuclear program, one student stated that he no longer knew what solution was the most appropriate, but he was very excited to find out more about the situation. I strive to inculcate that sense of complexity and animation – that politics is both incredibly challenging yet eminently worthy of deep thought and vigorous discussion – in all my courses.

**Pedagogical Training**

I received the bulk of my pedagogical training from the [McGraw Center](https://mcgraw.princeton.edu/), Princeton University’s division for teaching and learning. All graduate students took a two-day course on active learning techniques prior to serving as Teaching Assistants. However, I undertook three additional training programs to enhance my course design, class management, and student engagement abilities.

First, I received a Teaching Transcript. This included completing five pedagogy workshops on syllabus and course design, successfully incorporating technology in the classroom, and content organization and timing. The Transcript also required video-recorded class observation by a McGraw Center Fellow, as well as review of an original syllabus and teaching statement.

Second, I applied and was selected for the Center’s inaugural [Teagle Seminar](https://mcgraw.princeton.edu/graduate-students/teaching-seminar), then a year-long course where participants (both graduate students and professors) reviewed and debated the pedagogical literature; learned effective course design grounded in focused learning objectives; and created syllabi, assessments, and class plans maximizing learner contact and engagement. My *Statecraft and Negotiation* course was born from this seminar.

Third, the McGraw Center selected me as a Fellow from 2011-2014. Each semester, I led new social science Teaching Assistants in their two-day training course on becoming an effective educator. I also served as a resource person/advisor whenever graduate students had teaching and pedagogy questions throughout the academic year.

At the University at Albany, SUNY, I continued honing my teaching skills through the [Institute for Teaching, Learning and Academic Leadership](https://www.itlal.org/). In particular, I focused on team-based learning techniques and student engagement through digital technology. Finally, as a proud Wesleyan University alum, as well as a former faculty member at Fordham University, I love the liberal arts approach to education. It fosters an unmatched, holistic perspective that I believe generates greater creativity, suppler thinking, and deeper analysis. I am eager to once again contribute to this kind of environment at Carleton, supporting students animated by a sense of justice and activism.

**Support for Diversity and Mentorship**

I have a strong record of supporting diversity initiatives both professionally and through volunteer activities. Most recently, the Diversity in National Security Network and New America selected me as a [2020 Asian American Pacific Islander National Security & Foreign Policy Next Generation Leader](https://www.newamerica.org/better-life-lab/articles/2020-asian-american-pacific-islander-national-security-foreign-policy-next-generation-leaders/). The award recognizes Leaders’ prior efforts to increase diversity in these fields. The group also promotes mentorship and networking opportunities that I can draw upon to support BIPOC undergraduates looking to break into careers in international affairs.

This will augment the career and mentorship efforts I primarily use to support diversity and inclusion in academia. Each semester, I host a career panel for undergraduate and graduate students in the foreign policy, legal, and NGO sectors. Panelists are typically former colleagues or part of my extended policy network, such as the Truman National Security Project’s TruDiversity group (composed of BIPOC working in international affairs). I have taken this panel “on the road” with colleagues at City College and Baruch College in New York City, more directly engaging with underrepresented groups in these industries.

As a professor, I have mentored undergraduate and graduate students. Critically, I previously managed Fulbright grants at the Council for International Exchange of Scholars. I am especially proud that one of my Fordham undergraduates received an open award to London to advance her work in nuclear policy. This is the hardest Fulbright grant to obtain, especially since she does not possess a graduate degree and works in a field often closed to Latinas. Beyond my letter of recommendation, she and I refined her application materials, aligning them to the subtle language cues grantmakers use to signal their award intentions, as well as doing mock interviews.

Outside of academia, I have supported outreach and education initiatives to underserved communities. In the wake of a family tragedy, my parents, sister, and I established a small scholarship for students at a STEM magnet school in Los Angeles’ San Fernando Valley. For the past 22 years, we have provided small college grants for impressive candidates from the area’s BIPOC communities.

**Courses Taught**

|  |  |  |
| --- | --- | --- |
| *Course* | *Semester* | *Total Students* |
|  |  |  |
| Analysis of International Politics (G) | F 2015, F 2016 | 10 |
|  |  |  |
| Global Security (G) | S 2015, S 2016 | 15 |
|  |  |  |
| Negotiation and Statecraft (U, G) | F 2014, S 2017 | 40 |
|  |  |  |
| Introduction to International Politics (U) | S 2011, F 2015, S 2016, F 2016 | 271 |
|  |  |  |
| American Foreign Policy (U) | F 2010, F 2014, S 2016, S 2017 | 155 |
|  |  |  |
| Politics in Developing Countries (U) | F 2011 | 86 |
|  |  |  |
| The Law and Ethics of War (U) | S 2020 | 35 |

1. Princeton courses are in orange, Albany in purple, and Fordham in red, in line with school colors. [↑](#footnote-ref-1)