

## 2020-21 Graduate Pedagogy Fellows Program Call for Applications

The Center for Innovations in Teaching and Learning (CITL) invites applications for the Graduate Pedagogy Fellows program, which supports the development of peer leaders in 21st-century higher education pedagogy with a particular focus on the significance of the Teaching Assistant (TA) role in supporting equitable outcomes in student learning.

Graduate students who participate in this interdisciplinary program strengthen their knowledge and application of effective and equitable teaching practices, craft an enhanced professional development opportunity for TAs in their departments, and receive a certificate in pedagogical leadership—with the goal of facilitating professional development for graduate student educators in their departments during the following academic year. Through this program, CITL seeks to support graduate student professional development and undergraduate student success at UC Santa Cruz by cultivating TA trainers who are well-versed in effective and equity-minded teaching methods.

CITL Graduate Pedagogy Fellows are known for:

- advancing a more equitable culture of teaching and learning on our campus,
- creating more robust resources and support systems for peer graduate student educators in their teaching fields, and
- strengthening their own professional development in teaching and mentoring.

For more information about the program, including the cohorts of graduate students who have participated in this program since it began in 2017-2018, please visit:

<https://citl.ucsc.edu/programs/graduate-pedagogy-fellows/>

### About the 2020-21 Program

The structure and content of this program honors the discipline-specific teaching experiences of each participating Fellow. The success of the program requires each participant's disciplinary lens as well as openness to and engagement with the interdisciplinary dialogue that emerges.

In Winter 2021, Fellows participate in a 10-week course, hosted by CITL, that meets weekly on Thursdays at 3:00-4:30 p.m. (Pacific Time). During continued remote instruction, participants will meet weekly in synchronous Zoom sessions during this time, and will be asked to engage in some asynchronous activities between the live sessions. As such, the course requires participants to access materials in Canvas, such as readings, collaborative documents, and discussion boards.

The course is organized around the following research-informed areas:

- prioritizing equity-minded, anti-racist, accessibility-aware pedagogies;
- understanding how learning happens and applying that knowledge to teaching strategies pertinent to the TA role;
- promoting active and collaborative learning;
- assessing student learning in accessible and equitable ways;
- encouraging effective communication among members of a teaching team; and
- cultivating peer-to-peer mentorship and community around teaching.

In Spring 2021, Fellows collaborate with CITL and their home departments to develop or refine a hands-on, discipline-specific pedagogy program for graduate students in their departments. Depending on departmental needs, Fellows may design a pedagogy course, workshop series, or mentorship program. Fellows also prepare to serve as facilitators of the professional development opportunities they create, with the objective of leading those programs in the following academic year.

In the Spring, Fellows participate in the following commitments (dates are determined in late Winter based on Fellows' Spring schedules):

- two group workshops, and
- at least two one-on-one meetings with a CITL mentor.

## **Fellowship Award & Recognition**

- With sponsorship from the Division of Graduate Studies and Division of Student Success, each Fellow receives a \$2,000 fellowship award.
- Upon completion of the program, Fellows receive a certificate, issued by CITL, to indicate their leadership in utilizing and promoting effective and equitable teaching strategies in higher education classrooms.
- Fellows also gain recognition from their academic departments for their leadership as they work together to plan pedagogical professional development for graduate students in the following academic year.

## **How to Apply**

Each department with a graduate program is invited to solicit applications from interested graduate students, and to select from that pool one candidate to be considered for the 2020-2021 cohort of Graduate Pedagogy Fellows. From among this group of departmental nominees, CITL will select approximately 20 Fellows. All interested graduate students are encouraged to apply to their departments for consideration. If needed, CITL will give first priority to candidates from departments that have not recently participated in this program.

To apply to the Graduate Pedagogy Fellows program, prepare and submit the following materials to your department by **Monday, November 2, 2020**. We recommend that you check in with department staff to clarify your department's internal application deadline.

- A letter of interest (1-2 pages max) that addresses:
  - Your teaching and mentoring experience relevant to this program
  - Your interest in strengthening your pedagogy through intentional learning and participation in interdisciplinary community
  - Your interest in building a community around pedagogy and in being a peer leader to support graduate student educators (particularly TAs) in your department
- A current curriculum vitae (CV) (no more than 2 pages)
- A brief (no more than 1 page) letter of recommendation from a faculty or staff member who can speak to your teaching or mentoring experience and skillsets (e.g., the instructor of record for a class in which you have been a TA, the director of a mentoring program in which you have participated, etc.).
  - The letter should demonstrate your interest in effective teaching or mentoring and/or your capacity as a peer leader. This information can be based not only on strong teaching evaluations or teaching/mentoring observations, but also on your participation in TA/mentor meetings, grading sessions, review sessions, etc.
  - Please ask your recommender to submit their letter directly to your department.

**Each department will review applications and pass along the application of their selected departmental nominee to CITL by Friday, November 20, 2020.**

As a peer mentor to other graduate student educators within their department, a successful applicant will...

- Have experience as a TA and/or GSI for a range of courses within the department or field of study, preferably at UCSC;
- Indicate a clear interest in being a peer leader in pedagogy;
- Express investment in strengthening research-informed teaching practices to contribute to educational equity and student success;
- Be available in Winter and Spring 2021 for the full duration of the GPF program, which includes working closely with CITL and their home department to create or enhance a pedagogy program for graduate students; and
- Be available in 2021-2022 to facilitate a pedagogical program for graduate student peers in their department.

**CITL will notify applicants and their departments of acceptance by Tuesday, December 1, 2020.**