

## Graduate Pedagogy Fellows Program

*Sponsored by the Center for Innovations in Teaching and Learning (CITL), Division of Graduate Studies, and  
Division of Student Success*

### About the Program

The Graduate Pedagogy Fellows (GPF) program 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 of effective and equitable teaching practices, craft an enhanced professional development opportunity for fellow 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 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 graduate student leaders, in every graduate program on our campus, who are well-versed in effective and equity-minded teaching methods and who can contribute to robust systems of support for their fellow graduate student educators.

### Program Objectives

By participating in the certificate program, Graduate Pedagogy Fellows will ...

- Gain extensive knowledge and professional development in research-informed teaching methods including: prioritizing equity-minded, anti-racist, and accessibility-aware teaching strategies; understanding how learning happens; promoting active and collaborative learning; assessing student learning; and encouraging effective communication among members of a teaching team.
- Apply this knowledge to discipline-specific pedagogical goals and objectives defined in collaboration with each graduate department and/or academic division.
- Participate in an interdisciplinary community of peers focused on pedagogy.
- Collaborate with their department to review existing department TA preparation programs, identify areas for further development and support, and refine goals and objectives.
- Develop or refine a discipline-specific, research-informed TA preparation program or additional professional development opportunity for graduate student educators in their home department.
- Gain experience as a peer leader, supporting fellow graduate students in their specific disciplinary field to utilize research-informed, equity-minded teaching practices.

## Schedule and Activities in 2020-21

- In Fall 2020, graduate students interested in the program are invited to apply directly to their departments to be considered as this year's departmental candidate for the program. From the departmental candidates, CITL will select a cohort of approximately 20 Fellows.
- In Winter 2021, the Graduate Pedagogy Fellows will take a ten-week course, hosted by CITL, that meets every Thursday at 3:00-4:30 p.m. (Pacific time), in preparation to support their peers in adopting evidence-based, equity-minded teaching methods. This year, the 10-week course will be held remotely, and will include synchronous (live) weekly sessions and some asynchronous work in between each session.
- In Spring 2021, the Fellows will attend two workshops, meet one-one-one at least twice with a CITL mentor, and collaborate with their home departments to develop a discipline-specific TA preparation program (or additional teaching-related professional development opportunity) for their departments, with the objective of facilitating a pedagogical program for graduate student educators in their departments in academic year 2021-22.

## Benefits to Departments

The GPF program provides academic departments with support to 1) enhance their culture of teaching and learning and 2) advance graduate student professional development. Through this program, CITL works with graduate programs on campus to enhance existing department-specific TA training programs and develop new offerings with the aim that all Teaching Assistants at UC Santa Cruz receive research-informed, in-depth, discipline-specific pedagogical professional development, whether it is delivered in a credit-bearing course, a series of workshops, a peer mentorship program, or through another model a department or division prefers.

CITL works directly with departmental leadership to learn about departmental needs for TA development, and to support each Fellow to identify areas for enhanced teaching-related professional development for graduate students, with special attention to the TA role.

## Benefits to Graduate Students

The GPF program provides graduate students with the opportunity to pursue advanced pedagogical professional development with a focus on current research in teaching and learning in higher education. GPF is unique in that it builds an interdisciplinary community of educators in a longer-term (two academic quarters) program, and sets up graduate students to take on an ongoing leadership role in their department.

Participants receive a \$2,000 fellowship award for the two-quarter program, take part in a supportive interdisciplinary community focused on pedagogy, and strengthen their pedagogical and program development expertise—which can enhance their professional experience and contribute to their career goals.

Fellows are recognized as leaders as they work with their departments to plan pedagogical professional development for graduate student peers. They gain the opportunity to create and advance robust structures of professional learning about equity-minded and effective teaching methods, especially for graduate students who serve as Teaching Assistants in their departments.

## Application Process

In Fall 2020, CITL invites applications for the 2020-21 GPF program, which begins in Winter 2021. Interested graduate students submit applications directly to their departments, and each department then selects one candidate to forward to CITL.

CITL requests that graduate programs put forth one GPF candidate by end of day on Friday, November 20, 2020. Given this timeline, we recommend departments set an internal department application deadline sometime during the week of November 2, 2020. From among the departmental nominees, CITL will select approximately 20 Fellows for the 2020-21 cohort. Graduate students from any program are welcome to apply. If needed, CITL will give first priority to candidates from departments that have not recently sent a graduate student to this program. ***Please see the Call for Applications for more specific application information.***

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

- Have experience being 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 2021-22 to facilitate a pedagogical program for graduate student peers in their department.

## Timeline

November 2, 2020	Graduate students submit applications to their home departments
November 20, 2020	Departments put forth one GPF candidate each by submitting the selected graduate student's application materials to <a href="mailto:citl@ucsc.edu">citl@ucsc.edu</a>
December 1, 2020	Candidates and their departments notified of acceptance