

# Graduate Student Development

at the Centre for Teaching and Learning  
2018



# Table of Contents

	2	Approach to graduate student development at the Centre for Teaching and Learning (CTL)
Programs at a glance	4	
	6	Programs for international graduate students
Teaching programs for all graduate students	10	
	14	Impact of programs
Mentoring graduate students as educational leaders	18	
	24	National and international recognition
Growth of graduate programs	26	
	28	Looking forward: Trends and opportunities
Graduate student programs by the numbers	30	



# Approach to Graduate Student Development at the Centre for Teaching and Learning (CTL)

Five core principles guide our work with graduate students:

**1** We promote the instructional excellence of teaching assistants (TAs) to enhance the undergraduate student experience at Western.

CTL workshops enable TAs to create deep and transformative learning experiences for Western's 33,000 undergraduate students. Programs teach TAs to design effective tutorials, promote student engagement using active learning techniques, implement authentic assessment of student learning, and incorporate technology in the classroom. Each year, 2,500-3,000 registrants participate in hands-on TA training activities and receive constructive feedback on their instructional skills.

**2** We promote intercultural fluency and internationalization of the curriculum by preparing graduate students to teach in diverse classrooms and by facilitating the academic transition of international graduate students.

Our TA programs highlight inclusive teaching skills such as facilitating student participation and group work across differences, developing culturally relevant assessment and feedback practices, and designing activities for diverse learners. At the same time, the CTL offers the largest suite of programs in Canada for international graduate students to support their academic success – an important initiative given that 23% of Western's graduate students are international.

**45%**

**OF PARTICIPANTS AT CTL GRADUATE DEVELOPMENT PROGRAMS IN 2017-18 WERE INTERNATIONAL STUDENTS OR PERMANENT RESIDENTS.**

**3** We enhance the transferable skills graduate students gain from teaching assistantships.

Teaching assistantships are essential work-integrated and experiential learning opportunities for Western's 2,000 TAs. The CTL helps graduate students to maximize their learning experience by offering training before, during, and after their TA positions. Additionally, our hands-on microteaching programs allow Western's remaining 4,300 graduate students who do not have TAs to develop their teaching and presentation skills through experiential learning.

**4** We take a developmental approach: Our programs are tailored to develop the competencies graduate students need to succeed at each stage of their graduate career.

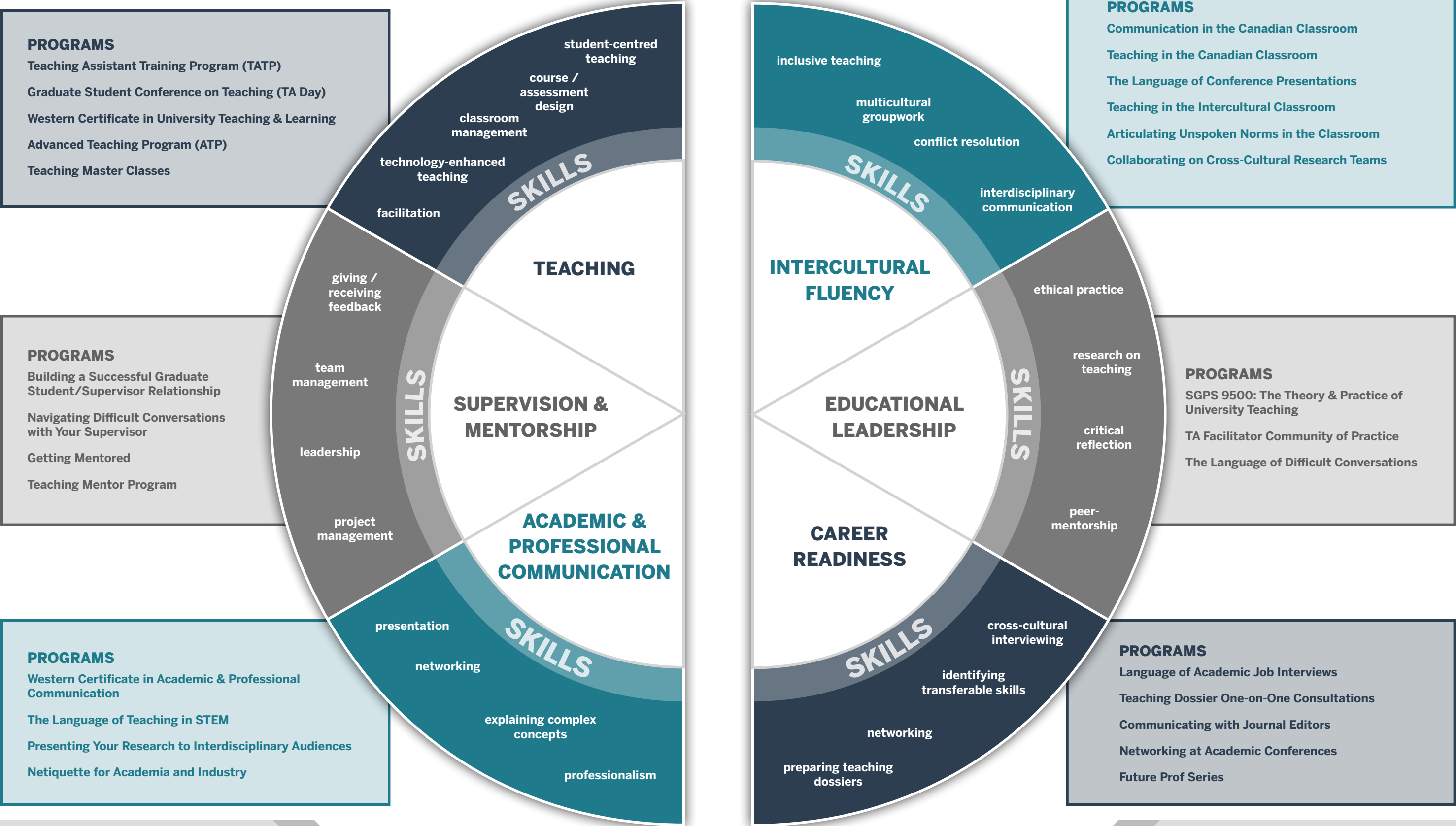
The CTL helps graduate students gain skills for academia and beyond. Supervision programs help participants build positive relationships with their supervisors, get mentored and enable them to complete their programs on time. Teaching programs help teaching assistants simplify complex concepts for students and compile teaching dossiers for academic jobs. Communication programs highlight skills such as teamwork, presentation, and intercultural fluency so that graduate students are prepared to collaborate effectively in diverse environments in academia or industry.

**5** We engage in evidence-based practice.

Educational developers at the CTL are active scholars who conduct research to assess the impact of CTL programming and design programs grounded in current scholarship in the fields of graduate education and supervision, adult learning, and intercultural learning, among others. This has resulted in 28 peer-reviewed presentations and 23 peer-reviewed publications by full-time staff, as well as invited keynotes and workshops at over 20 universities and colleges around the world.

# Graduate Student Programs at a Glance

Graduate students develop six key competencies:







# Programs for International Graduate Students

The CTL is a national leader in international teaching assistant (ITA) development:

- ▶ The centre has the most comprehensive suite of intercultural programs for international graduate students in Canada and the only certificate program geared towards international graduate students,<sup>1</sup> who represent 23% of Western’s graduate student body.
- ▶ CTL educational developers have been invited to over 20 universities and colleges around the world to share our approach to international graduate student programs.
- ▶ *Communication Strategies for International Graduate Students*, an e-publication, is used by institutions across North America to help ITAs adjust to academia. Currently, 33 institutions have active subscriptions to the publication.
- ▶ Programs were found to have significant impact on the teaching self-efficacy and confidence of ITAs in four mixed-methods studies. See page 14 for details.

“

“CTL courses helped me shape my teaching philosophy and helped me transfer those skills into both my professional and academic careers. During my graduate career at Western, I was nominated yearly for the Teaching Assistant award and received the prestigious Vanier Canada Graduate Scholarship.

CTL teaching development programs helped me develop skills in leadership, supervision and facilitation that I use daily in my work as president of Intelligent Engineering Design.

I am able to give constructive feedback to members of my team who come from different professional and cultural backgrounds; and the facilitation and presentation skills I practiced in the CTL’s programs help me communicate effectively with students, clients and business partners.”



**Mahdy A. Hamada**  
MEdSc’09, PhD’14, Western University  
Founder and President of Intelligent Engineering Design Ltd. (IE Design)  
Adjunct Professor, Department of Civil and Environmental Engineering at Western

”

<sup>1</sup>Osborne, B., Kasprzak, M., & Majeed, M. (June 2016). *Recommendations and Resources for Supporting International Students and Teaching Assistants at the University of Toronto*. Centre for Teaching Support and Innovation: University of Toronto.

“The ITA workshop series has helped me to realize how my communication style can differ from that of others due to cultural differences in values, attitudes and beliefs regarding communication (e.g. to ask questions or participate in class can be an unfamiliar expectation for many international students since they might not be prepared to speak up or assert their opinions in front of their teachers or supervisors). This helped me to develop new ways to express ideas in the Canadian context. This has had a positive impact on my relationship with teachers, students and peers.”

(ITA in Health Science)

Language of Conference Presentations workshop “taught me many constructive strategies such as using verbal signposts, using good body language and appropriate visuals, how to tailor message to audience, and how to increase audience understanding with explicit discourse markers. This workshop makes me clearly know what kind of academic presentation is expected in Canadian academia.”

(ITA in Education)

## Western Certificate in Academic and Professional Communication for International Graduate Students

Six programs comprise the Certificate. These programs facilitate the academic and teaching success of international graduate students by promoting intercultural fluency and interdisciplinary communication skills.

### The programs help ITAs to:

- ▶ Communicate effectively across cultures and disciplines with students, faculty and staff
- ▶ Become adept at giving and receiving constructive feedback by being sensitive to cultural differences in feedback patterns while teaching and working with their supervisors
- ▶ Increase student participation through active learning techniques when they teach
- ▶ Reflect on their own teaching and presentation skills through micro-teaching videos
- ▶ Collaborate and conduct research in intercultural groups
- ▶ Resolve conflict across cultures in ways that maintain positive relationships
- ▶ Recognize stages of culture shock and apply strategies for adjustment

## Components of Certificate for ITAs

	PROGRAMS	EXPERIENTIAL LEARNING COMPONENT
AUDIENCE FOUNDATIONAL	<b>Communication in the Canadian Classroom</b>   12 hours <ul style="list-style-type: none"> <li>▶ Develop English language skills for teaching by practicing strategies to explain complex ideas concisely and identify strategies to navigate culture shock.</li> </ul>	Simulations
AUDIENCE INTERMEDIATE	<b>Teaching in the Canadian Classroom</b>   16 hours <ul style="list-style-type: none"> <li>▶ Practice skills in facilitating student learning across cultural differences by engaging in lesson planning, active learning, feedback, teaching immediacy behaviours, and classroom management.</li> </ul>	Micro-teaching
	<b>Language of Conference / Research Presentations</b>   6 hours <ul style="list-style-type: none"> <li>▶ Practice techniques to organize presentations, respond to questions from peers during Q&amp;A sessions, emphasize the key contributions of their research, and utilize effective body language during presentations.</li> </ul>	Micro-presentations
	<b>Language of Advanced Discussions</b>   20 hours <ul style="list-style-type: none"> <li>▶ Apply language skills for debating, managing a class discussion, and articulating opinions with confidence.</li> </ul>	Simulations
AUDIENCE ADVANCED	<b>Language of Difficult Conversations</b>   8 hours <ul style="list-style-type: none"> <li>▶ Practice interpersonal and linguistic skills to resolve conflict in professional workplace contexts and academic settings with peers, supervisors, professors, and undergraduate students.</li> </ul>	Role-plays
	<b>Language of Academic Job Interviews</b>   6 hours <ul style="list-style-type: none"> <li>▶ Identify cultural differences in the recruitment and interview process and apply strategies to respond to common interview questions.</li> </ul>	Mock interviews



What is micro-teaching?

Micro-teaching is a hands-on experiential approach to TA training where participants:

- 1

Facilitate a 10-minute lesson to a group of five peers who participate as students. Lesson is video-recorded.
- 2

Receive feedback from peers and facilitator on their use of student engagement and active learning techniques.
- 3

Review video-recording and reflect on effectiveness of teaching.
- 4

Implement peer feedback in a second 10-minute lesson.

Teaching Programs for all Graduate Students

The CTL offers **14 different programs for graduate students** to enhance their instructional skills and prepare them for future faculty careers. Taken together, these workshops comprise the **Western Certificate in University Teaching and Learning**. CTL graduate student programs are also open to postdoctoral scholars.

Completion of certificate components enables graduate students to:

- ▶ Design and deliver lessons in their home disciplines that support student learning
- ▶ Promote student engagement in the classroom using active learning techniques
- ▶ Assess student learning fairly and consistently using formative and summative assessment methods
- ▶ Seek and incorporate constructive feedback on their teaching from students, mentors and peers

81%

of Western graduate students (n = 857) surveyed in a 2017 needs assessment rated the Western Certificate in University Teaching and Learning as “moderately” to “very impactful” on their professional development.

Participants receive a certificate of completion and letter of accomplishment upon completing the five certificate components:

1  MICRO-TEACHING  Completion of one program:	<p><b>Teaching Assistant Training Program (TATP)</b>   20 hours</p> <p>Competencies developed: presentation, facilitation, leading labs and tutorials, giving feedback, lesson design, and teaching in diverse classes.</p> <p><b>Advanced Teaching Program (ATP)</b>   20 hours</p> <p>Competencies developed: course design, active learning, authentic assessment of student learning, building classroom community, and classroom assessment techniques.</p> <p><b>Teaching in the Canadian Classroom (TCC)</b>   16 hours</p> <p>Competencies developed: intercultural fluency and teaching in diverse classrooms.</p> <p><b>SGPS 9500: Theory and Practice of University Teaching</b>   40 hours</p> <p>Competencies developed: curriculum design, ethical teaching, teaching with technology, and globalizing higher education.</p>
2  SHORT PROGRAMS  Participation in ten workshops:	<p><b>Future Prof Series</b>   1.5 hours</p> <p>Interactive seminars for future professors and professionals provide insight into teaching and career strategies across the disciplines.</p> <p><b>Sample sessions:</b></p> <ul style="list-style-type: none"><li>▶ Leveraging Your Teaching Skills for Future Careers</li><li>▶ Building Your Teaching Dossier</li><li>▶ Building Effective Relationships with Supervisors</li><li>▶ Supporting the Wellness of Undergraduate Students</li></ul> <p><b>Teaching Master Classes</b>   2 hours</p> <p>Graduate students observe the undergraduate classes of Western’s most innovative professors, then meet the instructor for a post-class discussion of the student engagement strategies they use.</p>
3  PEER OBSERVATION	<p><b>Teaching Mentor Program</b>   6 hours</p> <p>In groups of four, graduate students visit each others’ tutorials / labs for peer observation of teaching and give feedback on student-centred instructional strategies and classroom management approaches.</p>
4  TEACHING DOSSIER	<p><b>One-on-one Consultation</b>   1 hour</p> <p>Graduate students complete and submit a teaching philosophy statement and dossier for feedback.</p>
5  WRITTEN PROJECT	<p><b>Course Outline or Research on Teaching Proposal</b></p> <p>Graduate students complete and submit a course syllabus or a proposal on a teaching research project for feedback.</p>

# SGPS 9500: The Theory & Practice of University Teaching

YOUR INSTRUCTORS:  
Dr. Lauren Anstey • Dr. Karyn Olsen  
gs9500@uwo.ca

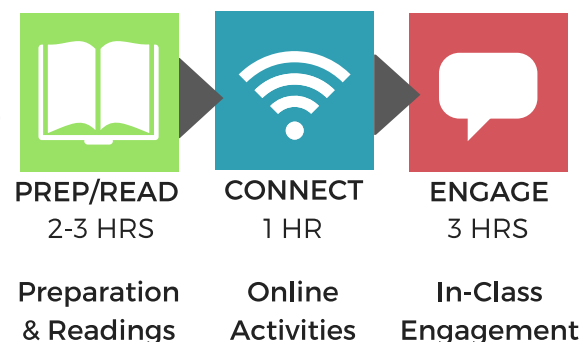
IN-CLASS DETAILS:  
FNB 2210  
Thursdays 12:30PM - 3:30PM • Sept 13 - Dec 6 /18

## LEARNING OUTCOMES

Learners will be able to:

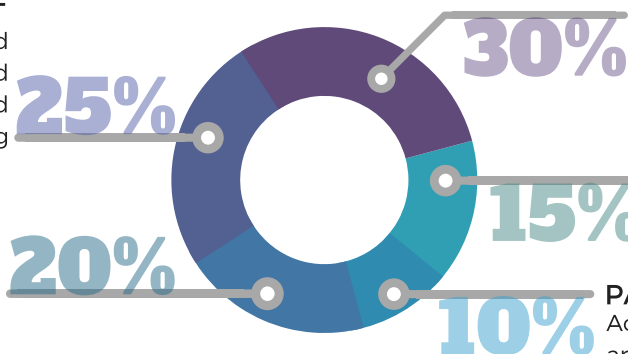
- critically reflect** upon research literature
- facilitate** active learning experiences by **practicing** teaching skills
- give** and **receive** constructive peer feedback about instruction
- communicate** your teaching philosophy
- articulate** an evidence-based rationale for lesson and course-design choices.

## WEEKLY COURSE STRUCTURE



## ASSIGNMENTS & EVALUATION

**CASE ASSIGNMENT**  
Develop a problem-based case scenario and facilitation guide related to teaching and learning



**MICRO-TEACHING**  
Teach 3 ten-minute lessons; receive and provide feedback from/to peers

**TEACHING PHILOSOPHY**  
Draft a statement of your teaching beliefs

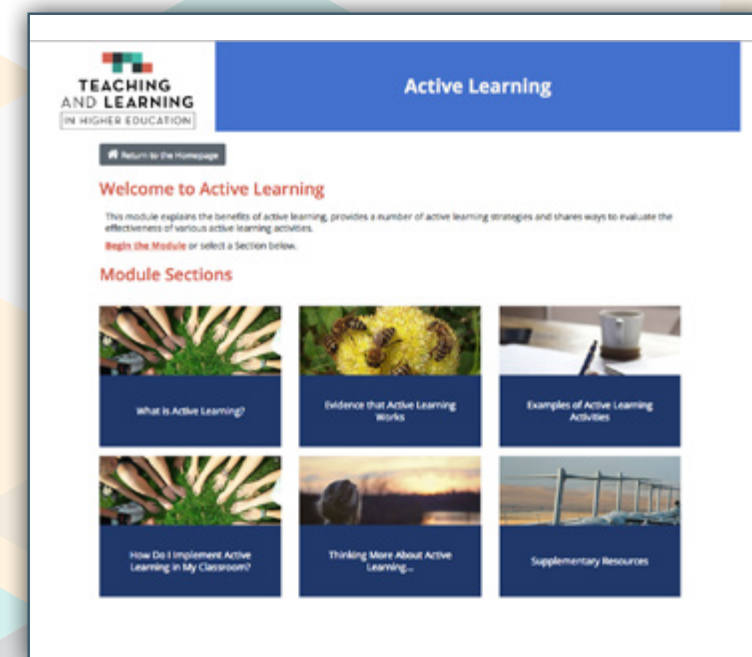
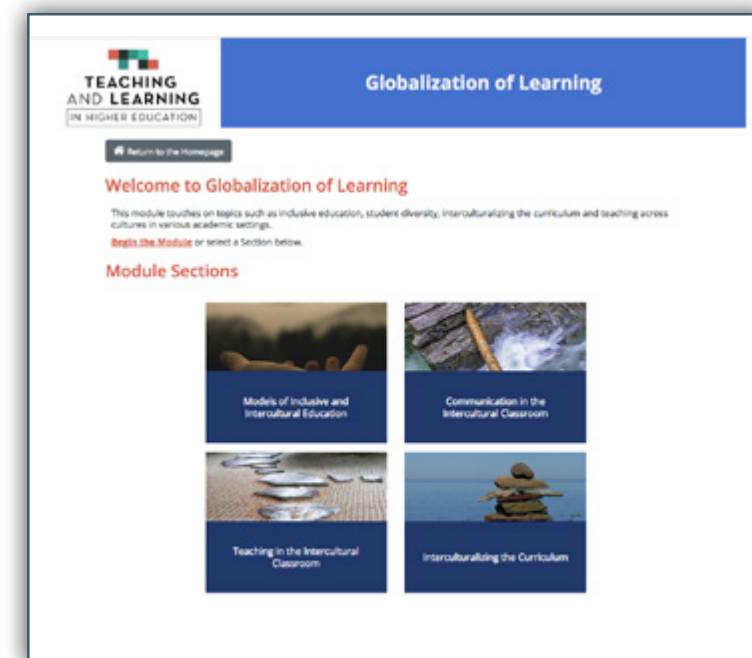
**PARTICIPATION**  
Actively participate in online and in-class activities

## WEEKLY SCHEDULE

Weekly activities are detailed on the OWL course site	Effective Instruction	Course Design	Teaching Ethics & Intro to Case Studies	Micro-teaching 1	Teaching Philosophy	Micro-teaching 2
	1	2	3	4	5	6
Micro-teaching 3	Developing your Case Study	Teaching with Cases	Teaching with Technology	Diversity & Globalization	Current Issues in Higher Ed	The University of the Future
7	8	9	10	11	12	13

# Modelling Blended Learning Approaches in University Teaching

We collaborated with Queens University and the University of Waterloo to develop two online modules on Teaching and Learning in Higher Education. These modules allow us to offer the SGPS 9500 course in blended format and complement other face-to-face workshops with flipped and online learning components.





# Impact of Programs

Over the past 10 years, we have conducted six studies on the impact of our programs:

- ▶ Research by Boman<sup>2</sup> demonstrated that the TA Training Program results in significant **increases in the teaching self-efficacy and effective teaching behaviours of both international and Canadian TAs**.
- ▶ A mixed-methods study by LeGros<sup>3</sup> on the Communication in the Canadian Classroom program demonstrated significant **changes in international TAs' effective teaching behaviours** as measured by observer ratings of video recorded microteaching on the Teacher Behaviour Inventory<sup>4</sup>.
- ▶ Two mixed-methods studies further demonstrated **increased ability to communicate effectively with diverse audiences** in a variety of settings and found that ITAs **apply what they learn in CTL programs in other areas of their graduate career** – such as in communicating with their supervisors, presenting at academic conferences and in their own coursework<sup>5,6,7</sup>.

“For the [micro-teaches] in TCC, I had to pick a topic that was considered difficult in engineering and I had to teach it to non-engineers. So, that was very interesting because in that case, you have to make sure that you teach the concept but you teach it in a way that they get it, even though they don't have the background. So this actually helped me to present more complex things in a simple way, and that was very helpful for my engineering students, too.”

(ITA in Engineering)

<sup>2</sup>Boman, J.S. (2008). *Outcomes of a graduate teaching assistant training program* (Unpublished doctoral dissertation). University of Western Ontario, London, ON.

<sup>3</sup>LeGros, N. (2010). *Developing teaching communication competence in international graduate students* (Unpublished master's thesis). Western University, London, ON.

<sup>4</sup>Murray, H.G. (1997). Effective teaching behaviors in the college classroom. In R. P. Perry & J. C. Smart (Eds.), *Effective teaching in higher education: Research and practice* (pp. 171-204). New York, NY: Agathon Press.

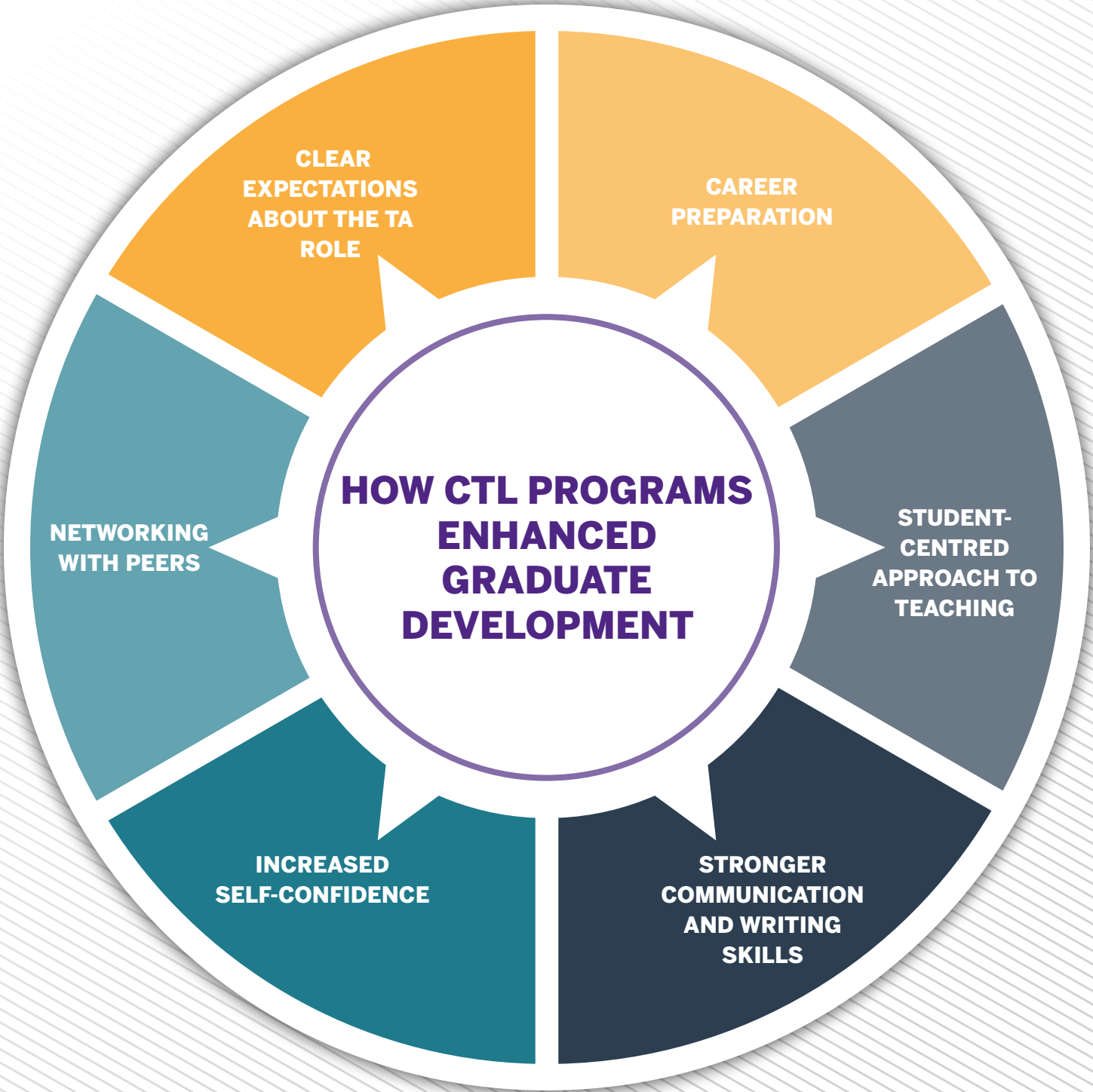
<sup>5</sup>Dimitrov, N., Dawson, D.L., Olsen, K.C., & Meadows, K.N. (2014). Developing the intercultural competence of graduate students. *Canadian Journal of Higher Education*, 44(3), 86-103.

<sup>6</sup>Meadows, K.N., Olsen, K.C., Dimitrov, N., & Dawson, D.L. (2015). Evaluating the differential impact of teaching assistant training programs on international graduate student teaching. *The Canadian Journal of Higher Education*, 45(3), 34-55.

<sup>7</sup>Dimitrov, N., Meadows, K.N., Kustra, E., Ackerson, T., Prada, L. Baker, N., Potter, M.K. (2013). *Assessing graduate teaching development programs for impact on future faculty*. Toronto, ON: Higher Education Quality Council of Ontario. Retrieved from <http://www.heqco.ca/SiteCollectionDocuments/Formatted%20Windsor-Western.pdf>

## Results of 2017 Survey

When asked to reflect on the impact of CTL programming on their teaching, graduate students (n = 857) identified **six concrete areas** in which CTL programs enhanced their development both as TAs and as graduate students.





Quotes from graduate students from the 2017 centre review survey:

Student-centred approaches to teaching

The SGPS 9500 course was an **incredible introduction to ways of thinking about teaching and becoming learner-centred**... One-off workshops are great for targeting a unique skill (e.g., teaching philosophy statements).

The CTL has impacted me to a great extent in that before attending my first workshop, all I cared about my TAship was about getting it done. After a few workshops, I began to care about what I did and how I did it ("Was I engaging?", "Was a certain method effective?"). At this point, **I am more interested in my students' experience; whether they are learning, whether the material is making an impact on their university experience.**

Stronger writing and communication skills for graduate studies

CTL programming provided me an opportunity to practice my teaching and speaking skills. **I have used the skills I learned from CTL programming both in academic classroom settings as well as during my presentations at NGOs and non-profit organizations.** I have drastically improved as a public speaker.

Due to the publish and flourish [workshop] I started an interdisciplinary writing group. My writing skills have improved and it also provided an invaluable networking opportunity.

Increased self-confidence

Being able to hear the experiences of other instructors gives me a **great deal of confidence** in my own experiences. The ATP course was especially helpful as it provided me good practice in presenting information and allowed me to receive immediate and applicable feedback.

Teaching in the Canadian classroom is great. **The instructor creates a space where I as an international student feel safe and supported.** She has changed my perception of who I am as an international student and has helped me to 'accept' myself and also to believe (again) in my potential.

Clear expectations about the TA role

Taking TATP at the beginning of my degree was incredibly helpful in knowing the expectations of TAs and learning how to teach without any prior experience.

The CTL helped me see **how different students learn**, particularly in different disciplines. Also, I find the programs a great opportunity to get feedback and improve in a non-threatening environment.

Networking with peers

I am grateful that I had the opportunity to take SGPS 9500. It was a great review on current teaching practices and it **connected me with a network of peers** to work with and learn from.

I valued the **peer feedback** I received in the Teaching Mentor Program, it was very informative to have my teaching evaluated by a third party.

TATP was also a great way to build community outside of my department.

Career preparation

TATP was the best thing I could have done for myself - not only for my work as a TA, but also for my potential future in teaching.

I was able to get a position as an instructor in my department and I believe that the **CTL programs and workshops helped me get the position and prepare for it.**





## Mentoring Graduate Students as Educational Leaders

The CTL mentors exceptional graduate students to be educational leaders on campus through two initiatives: the TA Facilitator Community of Practice, and the *Teaching Innovation Projects* journal.

### TA Facilitator Community of Practice

12 experienced graduate students are selected as part-time TA Facilitators on the CTL team each year. As Facilitators, they mentor new graduate students to their TA roles on campus and model teaching excellence for their peers. The CTL develops the leadership skills of TA Facilitators through a three-day Instructional Skills Workshop and ongoing retreats.

TA Facilitators:

- ▶ Co-instruct the 20-hour Teaching Assistant Training Program for over **230** new graduate students each year
- ▶ Contribute to annual revisions of the Teaching Assistant Training Program curriculum
- ▶ Facilitate micro-teaching in our Advanced Teaching Program and present on panel discussions at the Future Prof Series
- ▶ Volunteer as reviewers on the *Teaching Innovation Projects* journal
- ▶ Contribute to instructional design projects such as online modules on academic and professional communication, teaching online, and active learning

Graduates of our TA Facilitator team have **continued on to successful faculty positions in Canada and the US or became educational developers or leaders of teaching centres** at Karolinksa Institutet (Sweden), University of Georgia (U.S.), University of British Columbia, University of Saskatchewan, Wilfrid Laurier University, Memorial University, Mount Allison University, Mount Royal University, Royal Conservatory of Music, Fanshawe College, and Niagara College.

“My teaching philosophy and core pedagogical values stem from my TA training at the CTL during my Masters and PhD studies. CTL graduate student development programs helped me gain confidence, explore teaching through a research-based approach, and create strong bonds of collaboration with my students and mentees. I credit the CTL at Western with recognizing my gifts while I was a TA and later nurturing me as a professor. This mentorship has propelled me into educational leadership and recognition at the national level through the International Brightspace Innovation Award in Teaching and Learning and the Pleva Award of Teaching Excellence.”



**Dr. Aleksandra Zecevic**

Associate Professor, School of Health Studies,  
Western University

# Teaching Innovation Projects (TIPs) Journal

**TIPs** is a national open-access journal published by the CTL. The journal provides graduate students with an opportunity to publish articles on innovative teaching strategies or instructor development practices.

The following five articles by Western students have been downloaded over **1,000 times each**:

- ▶ Social media as an educational tool in university level geography<sup>8</sup>
- ▶ Problem based learning in engineering education: Meeting the needs of industry<sup>9</sup>
- ▶ Stop and smell the roses: Incorporating smell as a multisensory learning tool in the university English classroom<sup>10</sup>
- ▶ Preparing students for practical exams: The dreaded anatomy bell ringer<sup>11</sup>
- ▶ Understanding the everyday: In-class ethnography for social science students<sup>12</sup>

The journal grew out of the CTL's Advanced Teaching Program which involves participants in a capstone project to design a teaching innovation in their discipline.



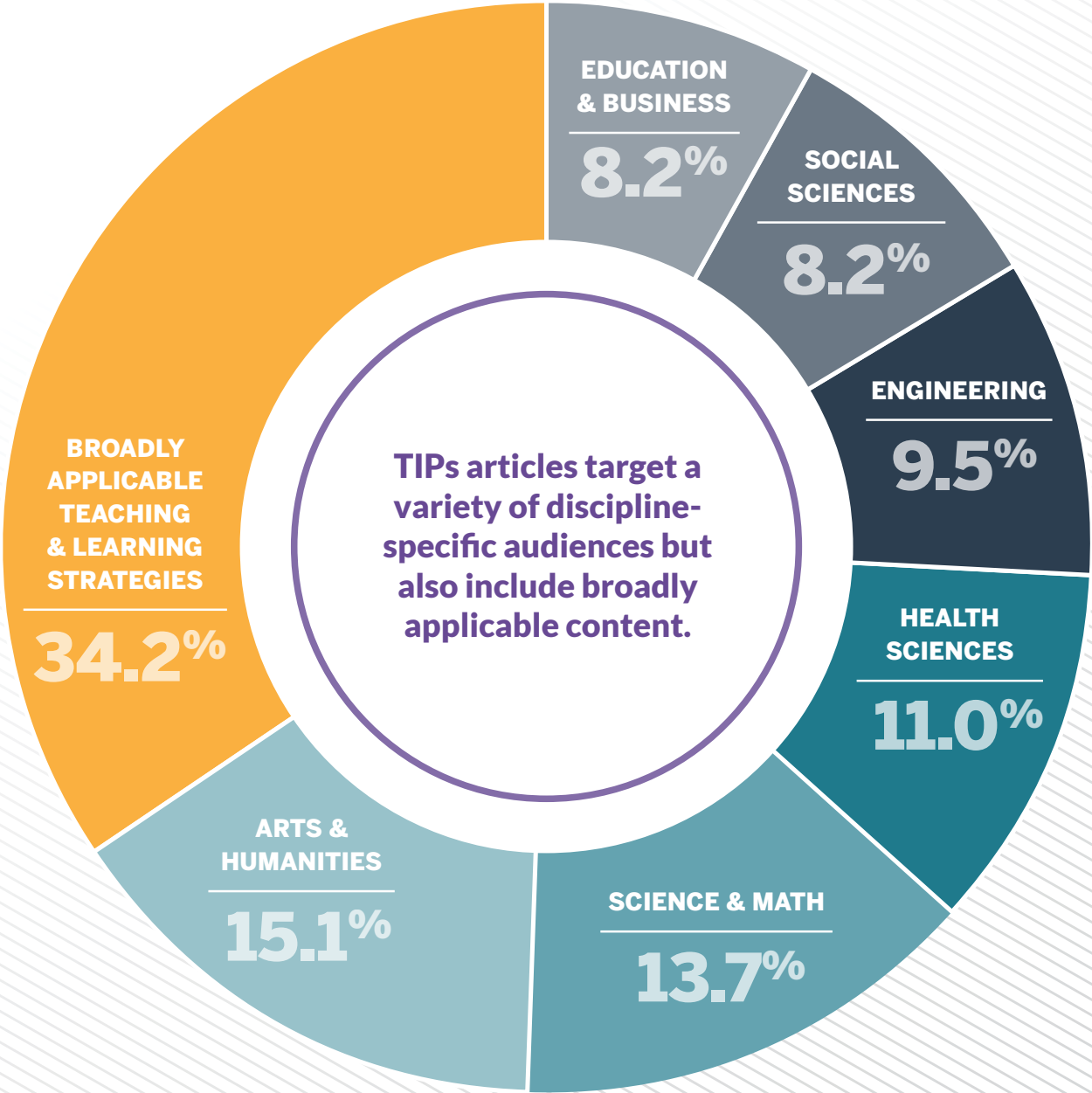
ARTICLE DOWNLOADS  
PER YEAR HAS  
INCREASED FROM 3,044  
TO **15,584** IN  
2017/18.



THE 73 TIPs ARTICLES  
HAVE BEEN DOWNLOADED  
OVER **81,000**  
TIMES.



**67%**  
OF ARTICLES WRITTEN  
BY WESTERN GRADUATE  
STUDENTS.



<sup>8</sup>Hundey, E. (2012). Social media as an educational tool in university level geography. *Teaching Innovation Projects*, 2(1), 5. Retrieved from <https://ir.lib.uwo.ca/tips/vol2/iss1/5>

<sup>9</sup>Grolinger, K. (2011). Problem based learning in engineering education: Meeting the needs of industry. *Teaching Innovation Projects*, 1(2), 2. Retrieved from <http://ir.lib.uwo.ca/tips/vol1/iss2/2>

<sup>10</sup>Oliver, S. (2012). Stop and smell the roses: Incorporating smell as a multisensory learning tool in the university English classroom. *Teaching Innovation Projects*, 2(2), 1. Retrieved from <https://ir.lib.uwo.ca/tips/vol2/iss2/1>

<sup>11</sup>Vanderloo, L. (2016). Preparing students for practical exams: The dreaded anatomy bell ringer. *Teaching Innovation Projects*, 6(1), 1. Retrieved from <https://ir.lib.uwo.ca/tips/vol6/iss1/1>

<sup>12</sup>Long, J. (2012). Understanding the everyday: In-class ethnography for social science students. *Teaching Innovation Projects*, 2(1), 1. Retrieved from <https://ir.lib.uwo.ca/tips/vol2/iss1/1>



# Promoting Excellence in Graduate Supervision and Teaching

CTL programs for faculty highlight best practices in graduate supervision pedagogy. We support faculty members in developing effective research teams, supervising students across cultures, and mentoring students to timely completion.

Highlights of CTL special projects and programs in graduate pedagogy include:

- ▶ 5 Purple Guide publications
- ▶ 5 Teaching Fellows in Graduate Education over the past 12 years
- ▶ Graduate Supervision Community of Practice

## Purple Guides

### Western Guide to Working with Teaching Assistants | 2017

This guide offers valuable strategies for working effectively with both tutorial and laboratory TAs, preparing TAs for grading, managing TA teams, and mentoring TAs as junior instructors.

### Graduate Program Practices at Western University | 2014

Based on interviews with graduate chairs and faculty across 56 departments at Western, the guide catalogues best practices in graduate education, from recruitment through coursework, comprehensive exams, thesis proposals, to placement and tracking.

### Western Guide to Professional Master's Programs | 2011

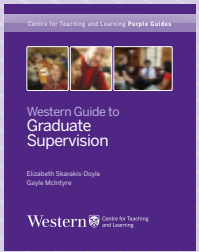
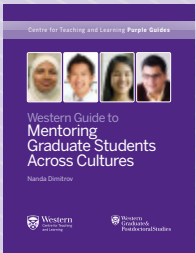
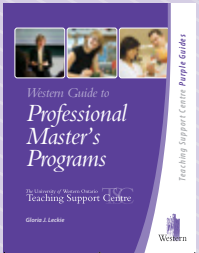
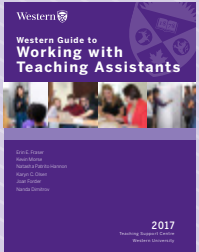
This guide is a resource for departments that plan to introduce new Professional Master's (PMA) or Professional Science Master's (PSM) degrees. It provides examples of existing programs, describes key criteria that new PSM programs need to meet, and discusses the types of competencies professional programs promote in order to help their graduates compete in the job market.

### Western Guide to Mentoring Graduate Students Across Cultures | 2009

This guide features concrete mentoring strategies to help supervisors promote independence and initiative in their mentees, bridge power differences in the relationship, set boundaries, communicate effectively, and support their students in the transition to Canadian academia.

### Western Guide to Graduate Supervision | 2008

Based on research with faculty and graduate students, this guide focuses on best practices for mentoring, promoting student progress, and clarifying expectations in the supervisor-student relationship.



## Teaching Fellows in Graduate Education

Teaching Fellows are faculty members who hold a 20% secondment to the CTL to:

- ▶ Develop resources and programs related to current issues in graduate education in collaboration with the School of Graduate and Postdoctoral Studies
- ▶ Provide consultation to departments related to mentorship and supervision of graduate students
- ▶ Conduct research on graduate supervision practices and share this research through Purple Guides

## Previous Teaching Fellows and Projects

- ▶ **Dr. Carol Beynon** (Education): Mapping Western's doctoral program outcomes (2017-present)
- ▶ **Dr. Katherine McKenna** (Women's Studies): Mentoring women graduate students (2016-17)
- ▶ **Dr. Gloria Leckie** (Prof. Emeritus, FIMS): Professional master's degrees and graduate program practices (2010-15)
- ▶ **Dr. Duncan Hunter** (Chemistry): Examining policies for parental leave (2009-10)
- ▶ **Dr. Elizabeth Skarakis Doyle** (Communication Sciences and Disorders): Graduate supervision practices and mentoring women in academe (2006-09)

## Graduate Supervision Community of Practice

Once a month, faculty members from across campus meet to share best practices and research on graduate supervision. Topics discussed include:

- ▶ Giving feedback to students across cultures
- ▶ Supporting ESL writers in the dissertation process
- ▶ Promoting students' mental health and well-being
- ▶ Mentoring year-X students to completion
- ▶ Setting expectations with new graduate students
- ▶ Creating community in large research labs





# National and International Recognition of CTL Staff and Programs

Members of the graduate team at the CTL are active scholars and award-winning researchers in the fields of TA and ITA professional development, cross-cultural graduate supervision, and intercultural teaching competence.

- ▶ Research on the application of intercultural teaching competence across the disciplines by members of the graduate development team<sup>13</sup> received the **Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development** by the Professional and Organizational Development Network in 2017.
- ▶ CTL educational developers have been invited to share Western’s approach to TA development through **keynotes and presentations** at 15 Canadian, 4 Asian, 1 European, and 1 American institutions.
- ▶ 22 Canadian, 10 American, and 1 Australian institutions have active subscriptions to our **e-publication** for ITAs, **Communication Strategies for International Graduate Students**.
- ▶ 7 Canadian graduate school websites link to our **Purple Guide: Mentoring Graduate Students Across Cultures**: University of Toronto, Queens University, McMaster University, Ryerson University, Brock University, Simon Fraser University, and the University of Calgary. The guide is also used by colleagues in Denmark, the U.S., France, Kenya, Sweden, and Switzerland.

<sup>13</sup>Dimitrov, N., & Haque, A. (2017). Intercultural teaching competence in the disciplines: Teaching strategies for intercultural learning. In G.M. Garcia-Perez, & C. Rojas-Primus (Eds.), *Promoting Intercultural Communication Competencies in Higher Education* (pp. 89-118). IGI Global.

## NATIONAL AND INTERNATIONAL COLLABORATORS

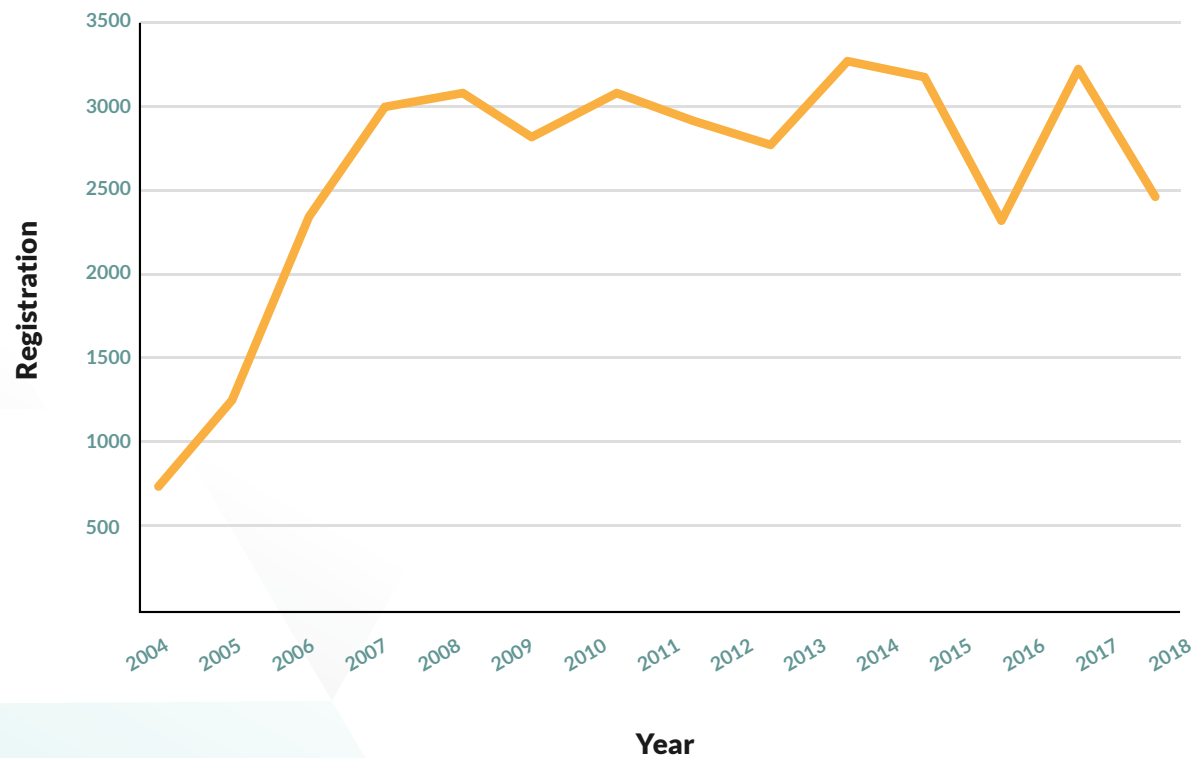
CANADA		Algoma University Brock University Dalhousie University Fanshawe College Kwantlen University College Lambton College Langara College Niagara College	Queens University Simon Fraser University Thompson Rivers University University of British Columbia University of Guelph, Ridgetown University of Waterloo Wilfrid Laurier University York University
HONG KONG		Chinese University of Hong Kong Hong Kong Baptist University Hong Kong University of Science and Technology	
JAPAN		Hokkaido University	
SWITZERLAND		École Polytechnique Fédérale de Lausanne	
UNITED STATES		University of Georgia	



# Growth of Graduate Programs at CTL

## Participation Growth

PARTICIPATION  
IN CTL GRADUATE  
PROGRAMS:



\*Fluctuation in the past four years is due to the addition and subsequent removal of the pilot Lead TA Program in 2013/14, 2014/15, 2016/17.

- 1984** First Graduate Course on the Theory and Practice of University Teaching (SGPS 9500)
- 1986** First Graduate Student Conference on Teaching (TA Day)
- 2006** 360 degree Graduate Student Professional Development Initiative begins
- 2007** Western Certificate in University Teaching and Learning launched
- 2008** *Western Guide to Graduate Supervision* published
- 2009** *Communication Strategies for International Graduate Students: Surviving and Thriving in Canadian Academia* published  
*Western Guide to Mentoring Graduate Students Across Cultures* published
- 2011** First issue of the *Teaching Innovation Projects* journal
- 2013** HEQCO funds two research projects to assess the impact of Centre programs on graduate student teaching effectiveness  
Lead TA Program pilot begins
- 2014** Western Certificate in Academic and Professional Communication for International Graduate Students launched
- 2015** "Active Learning" and "Globalization of Learning" online modules developed
- 2016** Society for Teaching and Learning in Higher Education (STLHE) Conference hosted by CTL
- 2017** *Western Guide to Working with Teaching Assistants* published
- 2018** First Own Your Future Spring Teaching Conference

# Looking Forward: Trends and Opportunities

Future initiatives in graduate student development at the CTL will support institutional priorities at Western in four key areas:

1

## Enhancing the Intercultural Fluency of all Graduate Students

Currently, the CTL hosts the largest number of professional development programs for International Teaching Assistants in Canada.

**With continued support, the CTL will** extend its programs on intercultural fluency to include all graduate students on campus while maintaining our original workshops designed specifically for ITAs. **New workshops will include:**

- ▶ Intercultural Communication in Canada: An Introduction
- ▶ Intercultural Research Teams: Effective Strategies for Group Success
- ▶ Intercultural Teaching Competence: Teaching in Diverse Classrooms

These workshops will further support the Own Your Future initiative introduced by the School of Graduate and Postdoctoral Studies, which highlights teaching and intercultural fluency as core competencies for all graduate students.

2

## Expanding Experiential Learning Opportunities for TAs

**With continued support, the CTL will develop workshops** for TAs to support teaching as an opportunity for work-integrated learning by incorporating structured reflection, mentorship, and goal-setting into our programs.

- ▶ TAships as Experiential Learning: Setting Professional Development Goals
- ▶ Articulating Transferable Skills for Future Careers
- ▶ Reflecting on Your TAship

3

## Increasing Flexibility through Blended and Online Programs

eLearning is an important institutional priority at Western, and a common theme arising from our needs assessment surveys is the desire for flexible online programs. Increased availability of high quality online materials—including resources, learning modules, and videos—would afford graduate students with greater access to programming (particularly for the rising numbers of students in fully online professional Masters programs).

**With continued support, the CTL will develop blended and fully online modules:**

- ▶ Presenting Complex Concepts to Students (blended)
- ▶ Effective Grading Practices (blended)
- ▶ Getting Feedback on Your Teaching (fully online)
- ▶ Teaching Online 101 (fully online)

4

## Supporting Teaching Excellence at the Graduate Level

Faculty have expressed interest in active, experiential teaching approaches to engage Western's 6,000+ graduate students beyond traditional seminar formats.

**In consultation with SGPS, the CTL will develop a workshop series on graduate level pedagogy.** These workshops will feature invited speakers and panels of Western faculty who showcase innovative approaches to graduate education.



# Graduate Student Programs by the Numbers

## OVERALL:

**81,000**

*Teaching Innovations Projects* (TIPs) article downloads since 2011

**73**

articles published by graduate students in the TIPs journal

**348**

graduate students have completed the Western certificate in University Teaching and Learning since 2007

**272**

Future Prof sessions presented since 2005

**33**

universities around the world subscribe to our e-publication, *Communication Strategies for International Graduate Students*

**5**

Purple Guides written on graduate development at Western

**4**

online modules developed for TAs

## DURING THE 2017/18 FISCAL YEAR:

**65**

departments/programs served by CTL graduate programs

**417**

hours of face-to-face workshops facilitated for graduate students

**530**

hours of micro-teaching facilitated for graduate students

**63**

events offered for graduate students

**45**

percent of CTL participants were international graduate students or permanent residents

**54**

percent of graduate student participants were Masters students

**233**

graduate students completed the 20-hour Teaching Assistant Training Program