

**DOCTORAL STUDENTS' FEEDBACK ON PROGRAMS OFFERED BY THE
CENTER FOR INNOVATIONS IN TEACHING AND LEARNING (CITL)
Results from the 2019 UCSC Graduate Student Survey
Report by IRAPS, July 2021**

In the 2019 UCSC Graduate Student Survey, students answered questions about participation in programs by the UCSC Center for Innovations in Teaching and Learning (CITL), which began providing programs and workshops for graduate students starting in Fall 2017. This report covers feedback from doctoral students. In 2019, 52% of doctoral students participated in the Graduate Student Survey.

Results

Participation in CITL programs/workshops

Doctoral students' participation in programs offered by the UCSC Center for Innovations in Teaching and Learning (CITL) varied by division, from 8% of BSOE doctoral students to 36% of Humanities doctoral students reporting having participated in at least one CITL program or workshop since starting at UCSC. Table 1 shows participation by division.

Table 1. Doctoral students' participation in programs offered by Center for Innovations in Teaching and Learning (CITL), by division

Division	Arts	Humanities	Social Sciences	PBSci	BSOE	Total
Total respondents	N = 25	N = 64	N = 131	N = 186	N = 92	N = 498
Percent who participated	28%	36%	32%	15%	8%	19%

Question text: Have you participated in any programs offered by the Center for Innovations in Teaching and Learning (CITL) (e.g. certificate programs, Graduate Pedagogy Fellows, workshops)?

Specific CITL programs/workshops attended

Doctoral students reported the name(s) of programs/workshops attended. Table 2 shows the CITL programs/workshops that students in each division mentioned having attended.

Table 2. Specific CITL programs/workshops attended by doctoral students, by division

	Arts	Humanities	Social Sciences	PBSci	BSOE
Active Learning Workshop			√	√	√
ACUE's Course in Effective Teaching Practices			√		
Course Design Workshop		√	√	√	√
Designing Rubrics Workshop			√		
Graduate Pedagogy Fellows	√	√	√	√	√
Preparing Your Teaching Statement & Portfolio		√	√	√	
Summer GSI Peer Support Team			√	√	√
Teaching and Learning in the Humanities Now		√			
Teaching for Equity Graduate Certificate Program	√	√	√	√	√
Teaching with Technology Graduate Certificate Program	√	√	√	√	
Universal Design for Learning Workshop	√		√	√	

Question text: Which CITL program(s) or workshop(s) did you participate in?

Changes Made to TA instruction as a result of CITL programs

Graduate students who participated in a CITL program answered the question, "Did you change anything about your teaching as a result of participating in that program/workshop? Please explain."

Arts doctoral students mentioned gaining tools to implement in the future, and making teaching more inclusive. As one Arts student noted, the Graduate Pedagogy Fellows program "greatly impacted my teaching practices in many ways. For instance, I am more intentional about inclusive teaching and incorporating active learning activities into discussions and lectures."

Humanities doctoral students mentioned incorporating active learning, changing the design and assessment of assignments, incorporating more classroom activities alongside less lecturing, creating new activities, quantifying expectations, and adjusting for different learning styles and backgrounds.

- As one Humanities student put succinctly, CITL workshops changed "Everything. My syllabus, my assignments, classroom activities, how I grade, content selected, etc. It all changed for the better. CITL has made me a much more effective and intentional teacher."
- Of 14 Humanities doctoral students providing comments in response to this question, 11 had made changes as a result of CITL programs and 3 students mentioned not having made any changes. One Humanities student said that teaching in a classroom without internet access was a barrier to being able to implement strategies in Teaching with Technology.

Since 1 in 3 Social Sciences doctoral students have attended CITL programs, many provided comments about how the programs helped TAs change aspects of teaching. Notably, Social Sciences TAs mentioned changing the design of assignments, changing the evaluation of assignments, having more inclusive curricula for students with a range of backgrounds, creating stronger syllabi, creating activities that built toward course objectives, and changing TA presentation style, including clearer language about what was expected in writing assignments. Social Sciences TAs also mentioned having a more collaborative approach to teaching, attending to issues of diversity including attention to gender and racial patterns in participation, focusing on specific learning outcomes, keeping in mind universal design guidelines, and having more ideas for class activities.

- One doctoral student mentioned, "I learned that traditional teaching methods advantage certain groups of students over others, particularly minorities and first-generation college students. Building in smaller tasks and activities into lesson plans is one of the changes I intend to make when teaching future courses."
- Another doctoral student said, "The work that CITL is doing to support graduate students has been a tremendous addition to graduate student training. I wish many of their newer programs - e.g. support for summer instructors in syllabus and course design - existed earlier on while I was going through the program."
- A third doctoral student mentioned, "Frankly I learned 10x as much in those workshops as I ever learned in the [departmental] training I got."
- A fourth doctoral student reported that the workshops "provided me with more information about learning goals, course design, active learning techniques, and overall pedagogy than anything I've received from my department."
- Of 27 Social Sciences doctoral students providing comments in response to this question, 24 had made changes as a result of CITL programs and 3 students reported not having made changes.

These three TAs mentioned that the workshops just made the TA more aware of a need for more preparation, that a workshop had not changed the TA's teaching but had changed the TA's thinking about how to talk about the approach to teaching, and that the content was not applicable to the sections that the TA was currently teaching.

PBSci doctoral students reported focusing on helping undergraduate students to develop a growth mindset, and to work toward answering their own questions. TAs also started using multiple teaching methods, having transparent learning outcomes, focusing on concepts rather than specific details, recognizing diversity issues and different learning styles, incorporating universal design, and changing how to answer students using questions to probe student understanding rather than simply giving the answers.

- One PBSci doctoral student wrote, "I now feel I have the knowledge and tools to help students who come from different backgrounds. For example, I now am much more clear about expectations for things I previously took for granted, such as office hours, which helps my first-generation college students. I also now know concrete strategies to make classes more supportive of students who are gender-nonconforming or face stereotype threat, whereas before I attended the workshops, I knew those terms but didn't really understand them."
- Another PBSci doctoral student wrote that a workshop "really brought the soul, humanity and compassion back into teaching for me".
- Of 15 PBSci doctoral students providing comments, 10 had made changes as a result of CITL programs, and 5 reported not having made any changes. Given that many PBSci students are on research assignments, these 5 included 2 doctoral students who mentioned having taken a workshop only after finishing working as a TA.

Since relatively fewer BSOE doctoral students' participated in CITL programs, only 6 BSOE students provided examples of changes made as a result of the workshops, including: making changes when developing a syllabus, learning plan, and learning objectives; being more "survivor centered"; aligning assessment with learning goals; incorporating active learning activities; and developing problem solving skills.

- One BSOE doctoral student wrote, "Active learning completely revolutionized my discussion section style, equipping many students with far greater understanding/engagement with the material than before. Strongly recommend making these a greater part of TA preparation."