

**Section 1: CONTACT INFORMATION**

**PRINCIPAL APPLICANT**

Full Name\*: Karyn Olsen, PhD

Organization and/or Institution: Teaching Support Centre, Western University

Role: Educational Developer

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**CO-APPLICANT**

Full Name\*: Zoe Morris, PhD

Organization and/or Institution: Center for Teaching and Learning, University of Georgia (UGA)

Role: Assistant Director of TA Development and Recognition

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**Section 2: EXCHANGE MINI-DESCRIPTION (50-word maximum)**

*Include a brief summary of the proposed exchange. The short descriptions of all funded exchanges will be posted to the EDC website.*

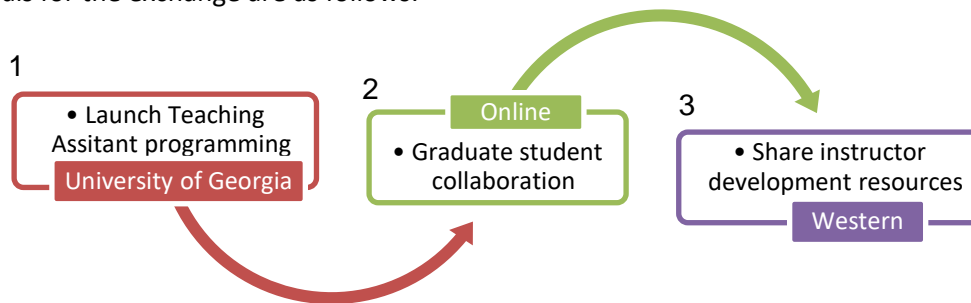
This international collaboration between Western University and the University of Georgia focuses on graduate student development. The exchange includes launching a course on pedagogy at UGA, connecting graduate students across institutions to design and exchange teaching cases, and sharing the finalized cases with wider graduate, faculty, and educational development communities.

**Section 3: FULL EXCHANGE DESCRIPTION (1000-word maximum)**

*Provide a full description of the proposed exchange including the aims of the exchange, a description of its format and any intended outcomes/outputs. Refer to the EDGEs peer review rubric for additional guidance.*

Please consider our proposal for an international collaboration that focuses on graduate student instructor development. We (Karyn Olsen, Western University and Zoe Morris, University of Georgia) have planned a collaboration that will connect our two Centres, generate lasting instructor development resources, and facilitate graduate student mentorship.

The goals for the exchange are as follows:



1. **Co-develop and deliver a “just-in-time” credit course (GRSC 7770) modelled after Western’s Teaching Assistant Training Program (TATP)** that fulfills the UGA’s requirements for TA training and overcomes barriers to student enrollment. The 20-hour short course will be offered August 10-12, 2018. Karyn coordinates TATP at Western and will work with Zoe to adapt and deliver the program for the first time this summer.
2. **Connect students in GRSC 7770 with graduate students enrolled in Western’s graduate course on university teaching (SGPS 9500)** in Fall 2018. The groups will meet monthly (4 x 1.5 hours). We will use our active learning classrooms to have students work together to develop, exchange, and debrief teaching case studies. We want to draw on the diverse backgrounds of graduate students at Canadian and American institutions to explore different perspectives on current and meaningful issues in higher education. Zoe’s previous experiences supporting UGA graduate students through challenging teaching experiences (e.g., politically divided classrooms, inclusive spaces that acknowledge historic and cultural contexts, and active shooter training for TAs) will be of particular benefit to this activity.

3. **Showcase the collaboration and finalized teaching cases.** Zoe Morris and one graduate student from GRSC 7770 will travel to Western to co-present with Western colleagues at the Spring Perspectives on Teaching Conference (for faculty) and the Future Professor Workshop Series (for graduate students) in May 2019. The teaching cases will also be published online for other Educational Developers to adopt into their own graduate student training. We intend to submit a proposal to our respective Research Ethics Boards so that we can gather graduate student feedback on the collaboration and later present/publish this work.

**What will the proposed exchange achieve?**

- This exchange *expands the professional networks* of both our teaching Centres by establishing a relationship based on a mutual interest in graduate student professional development. There will also be opportunities to involve additional colleagues as part of the exchange (e.g., co-instructors for GRSC 7770 and SGPS 9500).
- The reciprocal sharing of expertise through this exchange *improves knowledge sharing* between our Centres and among Educational Developers with regards to key issues in higher education, workshop plans, and approaches to facilitation.
- The exchange also facilitates *graduate student mentorship* by exposing graduate students at each institution to a wider body of experiences and perspectives on teaching. By bringing together Educational Developers from Canadian and American institutions we will be able to *reflect on and celebrate the common and unique challenges* we face in graduate student instructor development.

**Who will the exchange support?**

- Zoe has been in her position for less than 2 years and is interested in bringing established TA training to her graduate students. While there is a network of teaching centres in Georgia, most do not have positions specific to TA development. TATP is an effective instructor training program<sup>1</sup> that has been offered at Western for >15 years. Partnership with Western would allow Zoe to tap directly into pre-existing programming and delivery experience.
- The exchange offers Karyn a chance to act as a leader and mentor. Karyn has worked full time in graduate student development since 2014 but this international context will be a novel facilitation and networking experience.
- The exchange will also support the development of graduate student instructors at both institutions. By having students collaborate to develop and work through case studies on current and meaningful issues in higher education, they will be better prepared as current instructors and future faculty. This stage in our collaboration is also an opportunity to explore unique strategies for teaching inclusively given differing emphases on our two campuses (i.e., addressing the needs of Indigenous, African American, LGBTQ, and International students).

**What are the outputs and how do they align with EDGES outcomes?**

- This exchange will generate 1) *a TA training program for UGA*, and 2) *a series of case studies* that can be shared widely in multiple communities. Both outputs enable our growth as educational developers/leaders, and the collaboration itself fosters reciprocal knowledge-sharing between our Centres.

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<sup>1</sup> Meadows KN, Olsen KC, Dimitrov N, Dawson DL (2015) Evaluating the Differential Impact of Teaching Assistant Training Programs on International Graduate Student Teaching. *Canadian Journal of Higher Education*, 45(3):34-55.

- We will present the case studies to audiences of faculty members and graduate students at Western's Spring Perspectives on Teaching Conference (300+ attendees) and the Future Professor Workshop Series (80+ attendees).
- The case studies will also become part of a repository available to future GRSC 7770 instructors. The long-term goal is to run 20+ sections of the course simultaneously across campus.
- The finalized teaching cases will be published online for the benefit of all Educational Developers engaged in instructor development.
- We plan to report on the successes and challenges of our collaboration at STLHE 2019 or EDC 2020 (with a publication to follow). Certainly, this output provides the opportunity to reflect on and celebrate the unique and similar aspects of our roles as educational developers engaged in graduate student development.

**What are the benefits of the exchange? How are the outputs meaningful for those involved?**

The exchange is *beneficial to us (the applicants)* because it presents unique educational leadership and peer mentorship opportunities. The established professional and international connection is *valuable to our Centres* because we believe it will lead to ongoing mutual support and could result in additional future exchanges. *GRSC 7770 and SGPS 9500 graduate students* also benefit from the exchange because it directly involves them in a peer-driven instructor development experience and offers venues to share the results beyond the classroom. Finally, *wider communities of graduate students, faculty members, and educational developers* will benefit from engaging with the repository of case studies generated through our collaboration.

**Section 4: PRIORITY CONSIDERATION (150-word maximum)**

*Describe how, if at all, the proposed exchange will involve and/or support individuals who meet one or more of the following criteria:*

- I. Have been working in the area of educational development for 5 years or less;*
- II. Are in some way isolated, owing perhaps to geography, the nature of their work or other factors;*
- III. Are considering or are in the midst of a career transition.*

Zoe was hired by the CTL <2 two years ago and the role has been challenging given that none of her colleagues work on TA development. To date, she has improved existing programming and introduced new workshops by reaching out online for advice from Canadian teaching centres and through the American POD network. In February, Zoe attended her first EDC conference and connected face-to-face with colleagues who regularly support graduate student and faculty development. The conference was rewarding and many themes (e.g., decolonizing and indigenizing curriculum) were particularly eye-opening as this work is not yet addressed on American campuses.

In order to be prepared to launch GRSC 7770 in August, Zoe is seeking the mentorship and facilitative support of an Educational Developer who already leads courses for TAs successfully. As a more senior developer, Karyn will be able to advise on pedagogical, logistical, and budgetary considerations and support program implementation.

**Section 5: PROPOSED EXCHANGE TIMELINE AND BUDGET**

*Include a timeline that highlights all key exchange activities and provide an associated budget, indicating how the grant funds will be applied and identifying any in-kind or other contributions.*

	Description	Expense	Estimate Cost	In Kind	Funds Requested
<b>EXCHANGE 1</b>					
London, Ontario → Athens, Georgia August 8 -13, 2018	Karyn Olsen visits UGA to support launch of graduate course on pedagogy	Flight	\$526		\$526
		Connecting shuttle	\$100		\$100
		Accommodation (5 nights)	\$588	In kind Western	
		Supplies for program delivery (lunches for students, refreshments workshop supplies, photocopies)	\$500	In kind UGA	
<b>ONLINE EXCHANGE</b>					
September – December, 2018	Graduate students enrolled in Western and UGA pedagogy courses collaborate online to develop, exchange, and debrief teaching cases		No Cost		
<b>EXCHANGE 2</b>					
Athens, Georgia → London, Ontario May, 2019 (exact dates not yet determined)	Zoe Morris and one graduate student visit Western to co-present collaboration and teaching cases to faculty and graduate student audiences	Flight (\$518 x2)	\$1036		\$1036
		Connecting shuttle (\$100 x2)	\$200		\$200
		Shared accommodation (~5 nights)	\$480	In kind UGA	
		Supplies for presentations (photocopies, refreshments)	\$250	In kind Western	
Total:			\$3880	(-\$1818 in kind)	<b>\$1862</b>

\*See supporting documentation of cost estimates attached to this application.

**Section 6: AGREEMENTS**

[X] I/We agree to provide the EDC community, who funds this grant, with access to resulting outputs and resources for which the copyright remains with the author(s).

[X] I/We acknowledge that I/we will submit an interim report and a final report to the EDC.