

UC San Diego

TEACHING AND LEARNING COMMONS

Summer Graduate Teaching Scholars (SGTS) Program

Preparation and Support from the Teaching and Learning Commons

The SGTS program provides opportunities for advanced graduate students to obtain mentored teaching experience while serving as instructor of record for a UC San Diego undergraduate course during summer session.

For information on Eligibility, Nominations, and Program Requirements, see:

<http://undergrad.ucsd.edu/programs/sgts.html>

Before Summer: [Pedagogical Training](#) & Mentorship

Advanced College Teaching Course via Teaching & Learning Commons ([View Syllabus](#))

- Earn [Specialist in Student-Centered College Teaching](#)
- **Complete prerequisites** for this course either via *Introduction to College Teaching*, five *Foundations of Teaching* workshops, or equivalent prior training

+ **Mentoring from faculty mentors, Teaching & Learning Commons, and SGTS community**

Before & During Summer: Practice & Community

Mentorship & Collaboration

- [Suggestions for regular meetings](#) & classroom observation with faculty mentors (optional [observation feedback form](#), [additional ideas can be found here](#))
- Google Chat group for SGTS & summer instructors

Peer Engagement and Leadership

- [Leadership in Teaching: Graduate Peer Review of Instruction](#) (5-hour commitment in June/Summer), guided by Engaged Teaching staff
- **Summer Teacher's Lounge** - Drop-in community space for support & troubleshooting

After Summer: Recognition & Reflection

Document Teaching Impact

- Submit end-of-summer **reflections** ([Scholars](#) & [Mentors](#))
- Eligible for [Scholar in Student-Centered College Teaching](#) upon submission of reflections and contribution to furthering teaching in their field (shared publication, annotated syllabus, and/or teaching portfolio)

Recognition Events

- [SGTS Teaching Awards](#) and Fall 2025 Teaching Celebration

Additional Details

Before Summer:

1. **[Pedagogical Training](#): Advanced College Teaching Course** via Teaching & Learning Commons ([View Syllabus](#))
 - This preparation will help you develop expertise in evidence-based and equitable teaching practices and course design that will serve you in teaching at UC San Diego, in talking about your teaching in job interviews, and teaching in your future career!
 - Complete in winter or spring before you teach with SGTS
 - Can earn [Specialist in Student-Centered College Teaching](#) certificate
 - **Complete prerequisites** for this course at any point in your teaching journey either via *Introduction to College Teaching*, five *Foundations of Teaching* workshops, or equivalent prior training. These prerequisites are essential to gain day-to-day teaching skills that are not directly covered in ACT and core concepts that are foundational to the content in ACT.
 2. **Mentoring from faculty mentors, Teaching & Learning Commons, and SGTS community**
 - **Faculty teaching mentors:** [Guidance is provided](#) for meeting with Faculty teaching mentors, both to the mentees and mentors.
 - **Individual consultations** with Engaged Teaching staff are available during course development in Winter and Spring quarters, for support in all aspects of course design and facilitation. Support is also available for analyzing and addressing previous student feedback prior to the teaching experience.
 - **Summer Teaching Alumni Panel:** Opportunity to ask questions about the upcoming summer teaching experience. Generally held either synchronously on Zoom or asynchronously via Google Chat.
 - **Google Chat space for the Summer Teaching Community:** Throughout the course preparation process and summer teaching experience, Teaching Scholars are invited to a dedicated Google Chat workspace for community building, asking questions, and sharing insights with fellow graduate students preparing to teach in Summer Session, facilitated by Engaged Teaching staff.
 - **Course Preparation Time:** Dedicated time and space prior to summer session to work on preparing course materials, with fellow instructors and Engaged Teaching staff nearby to answer questions or talk through ideas.
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During Summer: Practice & Community

Mentorship & Collaboration

- [Suggestions for regular meetings](#) & classroom observation with faculty mentors (optional [observation feedback form](#), [additional ideas can be found here](#))
- Google Chat space for SGTS & summer instructors (ongoing)

Peer Engagement and Leadership

- [Leadership in Teaching: Graduate Peer Review of Instruction](#) (5-hour commitment in June/Summer). This program is an opportunity to gain experience doing peer review of teaching for colleagues and to get data/ insights on one's own teaching as well, with minimal hours needed to commit. This is exclusive to those who have participated in Introduction to College Teaching and/or Advanced College Teaching. [Read more here](#).
- **Summer Teacher's Lounge** - Drop-in community space for support & troubleshooting. The "teacher's lounge" meetings during summer session offer Teaching Scholars a chance to reflect on experiences in the classroom, collectively troubleshoot class-related struggles, and learn about useful in-the-moment ideas for the coming week.

After Summer: Recognition & Reflection

Document Teaching Impact

- Support for **assessing and documenting teaching effectiveness** through workshop and/or individual consultations.
- Submit end-of-summer **reflections** ([Scholars](#) & [Mentors](#))
- Eligible for [Scholar in Student-Centered College Teaching](#) upon submission of reflections and contribution to furthering teaching in their field (shared publication, annotated syllabus, and/or teaching portfolio)

Recognition Events

- [SGTS Teaching Awards](#) and End-of Summer 2025 Teaching Celebration
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SGTS Program Learning Outcomes

Following this program, participants will be able to...

1. **Design a course** integrating Backward Design by writing measurable, active Learning Outcomes and identifying assessment evidence aligned with those outcomes
2. Identify, critique, and **implement evidence-based learning and teaching strategies** to create a student-centered, inclusive classroom
3. Develop **confidence in their ability** to effectively facilitate and manage a classroom
4. Practice **metacognition in their development as instructors** through regular reflection opportunities, consultation with Graduate Teaching Consultants, and formative feedback from classroom observations
5. Value and justify the **role of a learning community** associated with teaching and learning in their development as instructors