



TEACHER SCHOLAR DOCTORAL FELLOWSHIP APPLICATION

Submit the completed application form and all attachments in PDF format to
 Graduate Awards & Scholarship at gradstudies.awards@usask.ca.

Last name	First name
Student number	E-mail address
Name of mentor	E-mail address
Unit	Unit

Potential tips for course selection:

Minimum expected enrollment – 20+

Activities in T2 must not conflict with activities in T1 for this program

The level of the sessional agreement must in accordance with the [PSAC collective agreement](#)

Must have confirmation by **June 30th** of successful appointment of sessional position

Please provide the following information for the course being taught in Term 2:

Course name for Term 2	Course number and section number

Estimated number of undergraduate students expected to enroll in the course:

Provide the syllabus for the course the graduate student has been assigned to teach. If this is a new course and no syllabus is available, provide an outline.

Unit must provide CGPS with a copy of the offer letter and the EJS for T2 sessional appointment.

The **student** affirms by their signature that they meet the following eligibility requirements and conditions of this fellowship:

- Has a cumulative graduate grade point average of 80+%
- Will be enrolled in the 2nd to 5th year of study in a PhD program at the time the fellowship is held
- Will not be beyond the 5th year of their PhD program at any time while holding the fellowship
- Will have completed their comprehensive exam or equivalent before taking up the TSDF
- Will be registered in and will complete all of the requirements of the GSR 982 course in Term 1/Term 2
- Will teach the course in collaboration with a faculty mentor

Name of Student (printed)	Signature of Student	Date



Note that all of the following signatures must be provided. It is understood that the same individual may serve in more than one, and perhaps all, of the following roles.

The **Supervisor** of the student applying under this program affirms that they are familiar with the terms, conditions, and objectives of the Teacher Scholars Doctoral Fellowship program and agrees with the student participating in the program.

Name of the Supervisor

Signature of the Supervisor

Date

The **Faculty Mentor** (this may or may not be the same individual as the supervisor) affirms by their signature that they understand the terms, conditions, and objectives of the Teacher Scholar Doctoral Fellowship program and agrees to:

- Meet at least weekly with the student throughout the term of their fellowship to provide support and advice
- Be available from September 1st to April 30th
- Provide assistance and guidance to the student while they are developing their teaching methods
- Make at least three classroom visits (ideally the third week of each month) to observe the student’s teaching
- Provide written feedback from each classroom visit on the student’s strengths and areas for improvement

I confirm that I have read the Statement of Intent from the student.

Name of the Faculty Mentor

Signature of the Faculty Mentor

Date

The **Dean/Director/Head** of the unit in which the fellow will teach the course indicated above affirms that:

- Arrangements have been made to appoint the student as a sessional instructor for this course
- Arrangements are in place to cover the associated cost of this sessional appointment
- A faculty mentor has been confirmed for the graduate teaching scholar doctoral fellow
- An appropriate sessional teaching appointment has been confirmed for the Graduate Teaching Scholar Doctoral Fellow in Term 2 that does not conflict with GSR 982 meeting times Thursday afternoons 2:30 pm – 3:30 pm
- A letter will be sent to the Graduate Student Fellow, on behalf of the Department or College, to confirm their acceptance of the fellowship and the teaching assignment in Term 2

Name of the Dean/Director/Head of
the unit in which the Fellow will teach

Signature of the Dean/Director/Head
of the unit in which the Fellow will
teach

Date



Statements of intent from the graduate student and faculty mentor must accompany the application, along with the syllabus for the course. Please address each part of the statements of intent using the text boxes below.

Graduate Student – Statement of Intent

1. Describe your previous teaching experience.

2. Why are you applying for this fellowship?

3. What are your expectations for this program?



4. What are your expectations from your Mentor?

5. How are you going to measure the degree to which your expectations have been met?

Faculty Mentor – Statement of Intent (Minimum: 150 words)

1. Describe your mentorship approach using examples from your peer and student teaching evaluations.



2. What are your expectations for the student in this program?

3. What expectations do you have for yourself in the program?

4. How are you going to measure the degree to which your expectations have been met?



5. Describe something you have done in a classroom or in your course design that would be considered creative or innovative.

6. Why is this course suited to the graduate students' previous teaching background, experience, goals, interests, and area of expertise?

Graduate Student and Faculty Mentor – Joint Statement of Intent

1. What expectations do you jointly have from this program?



2. Describe from your combined experiences what makes a good teacher.

3. Describe one method, strategy or technique that demonstrates innovative or creative teaching. Explain why this method, strategy, or technique is innovative or creative within the context of your discipline. As a team, how do you plan to measure the success or impact of this method, strategy, or technique within the student's teaching practice?

4. The mentor should give an example of a topic in your course that is difficult to teach. Have the student describe their approach to teaching this topic. The faculty mentor should then provide a copy of written feedback to the student providing constructive feedback on his or her teaching approach.
Mentor

Student



5. The mentor should provide a short written summary of the student's potential teaching abilities (e.g. strengths and areas of development for teaching). Then the student should respond to this summary, highlighting a few specific methods, strategies, techniques, or examples to further develop.

Mentor

Student

6. Describe what you are hoping to learn from each other by participating in this program.

Mentor

Student