Graduate Council Report
August 21, 2013
Addendum to the Report of March 18 2013
Christine Johnson and Frank Blum
(on behalf of the **Taskforce on Graduate Teaching Assistant Professional Development**)

Executive Summary

The Task Force makes the following major **findings**.
- GTAs are involved in a wide variety of instructional activities that could be put into the broad categories of *instructor*, *lab/discussion TA*, *course TA*, and *grader*.
- There is *insufficient time* in the current system to adequately prepare GTAs, and ITAs in particular, for their particular teaching responsibilities.
- There is a need for additional GTA training in specific support areas including: FERPA, sexual harassment, crisis response, academic integrity, and D2L.
- Coordination of the programs given near the beginning of the semester for GTAs, and especially ITAs, is lacking. Schedules are often overlapping and not communicated well or in a timely manner.
- Most units offer training for their GTAs, though the amount of support varies widely across campus. Many set up mentoring relationships between faculty (and/or senior graduate students) and new GTAs.
- After the initial training, there are only a few limited opportunities for students to do professional development for improving their teaching skills.

The Task Force makes the following **recommendations**:
- The University establishes a Professional Development program for GTAs.
- First-time international GTAs should arrive two weeks before classes start. During their initial week, ITAs should complete many of the important functional (ITA testing, training, employment paperwork) and cultural sensitivity activities. It is important to consider the need for housing and expenses for incoming international students during this time.
- One week before classes start, *all new GTAs* (domestic and international) should focus on the GTA professional development (teaching workshops, etc.). Time should be reserved in this week for unit activities/testing/orientation and include some experiences for continuing GTAs.
- GTA training/workshops should be structured to recommend competencies for GTAs doing different activities in the broad categories of, for example, *instructor*, *lab/discussion TA*, *course TA*, and *grader*.
- Academic units should be encouraged to offer discipline-specific GTA training during the week prior to the start of the semester.
- A new position, housed within the Graduate College (or Provost's office), reporting to the Graduate Dean (or Provost) should be established to coordinate/supervise professional development programs for GTAs. The person appointed should ensure that various activities, such as the ITA tests, GRAD 5981, GRAD 5991, ITLE and ILE offerings assisting international TAs are distinct, yet coordinated.

Taskforce on Graduate Teaching Assistant (GTA) Professional Development Report
18 March 2012

Frank Blum and Christine Johnson, Co-Chairs
Committee Members

Janice Analla	Frank Blum	Udaya DeSilva
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Taskforce on Graduate Teaching Assistant (GTA) Professional Development
Report

The following report outlines the formation, operation, observations, and recommendations of the Task Force. It also includes more detailed reports of the subgroups and more detailed information from each subgroup in appendices.

Charge to the Task Force
The taskforce was charged by Dean Sheryl Tucker of the Graduate School *To explore how OSU can facilitate, support and enhance the success of all Graduate Teaching Assistants/Associates (GTAs).*

Structure and Activities
Generally, the Taskforce met on the third and fourth weeks in the calendar month in the Fall Semester of 2012. The membership of the Task force was designed to have broad representation from the different stakeholders. The roster of members is given in Appendix C.

The Task Force was also divided into three groups, each with a specific task. The assignments were:
Group A (Analla, Blum, Islam, Kamath, Wanger) *Role and Scope of TAs in Their Units at OSU*
Group B (DeSilva, Fry, Johnson, Madihally, Phillips) *Best Practices at Other Institutions*
Group C (Francisco, Reim, Sebring, J. White, M. White) *Existing Structures at OSU*

Group A – Interviewed faculty, department heads, and graduate students across the campus.
Group B - Surveyed other peer institutions and interviewed two directors of teaching assistant programs at institutions with exceptional programs.
Group C – Interviewed Directors of ITA Program, ITLE, department heads, and graduate coordinators on campus.

Findings
Each group summarized their own findings and based on these, the overall summary was made in the final report under the Executive Summary.

Recommendations
Each group summarized their own recommendations and based on these, the overall summary was made in the final report under the Executive Summary.

Group A Report - Role and Scope of TAs in Their Units at OSU

<u>Task</u>

Group A was charged with the task of assessing the role and scope of GTAs in various academic units at OSU.

Activities

Group A members divided the various colleges among themselves and gathered data from graduate coordinators, department heads, faculty and GTAs through interviews and email questionnaires.

Findings

- GTAs are involved in a wide variety of instructional activities including preparing and delivering lectures in the classroom, leading laboratory/discussion sections, grading, managing D2L content, holding office hours and proctoring exams.

- The four broad GTA roles of *instructor*, *lab/discussion TA*, *course TA*, and *grader* could be used to describe the GTA appointments across campus. In the first two roles, the GTAs are responsible for self-contained portion of the class or lab/discussion section and perform most of the activities listed above, while in the last two roles they support the faculty member teaching a course.

- The instructor role is common for GTAs in A&S, COE and CoHS, and quite rare in CEAT and SSB, where occasionally doctoral students teach select undergraduate courses in a few departments.

- Many colleges (CEAT, A&S, CoHS, COE) regularly appointed lab/discussion TAs with the laboratory TA role exhibiting considerable diversity in the technical nature of the subject – from software instruction in computer labs to conducting bench top experimental labs.

- The course TA role is widely used across many academic units. In CEAT, SSB and CASNR it is the most common GTA role for master's students. The grader role is somewhat common in A&S to support large UG classes and used rarely in CEAT academic units.

- As instructors or lab/discussion TAs, the GTAs were assigned to one to three sections depending on their level of support (25% FTE or 50% FTE). However, it was quite common for a course TA, especially in CEAT, to be assigned to multiple classes and/or instructors even with a 25% FTE appointment. Such split appointments are necessary to support the large number of UG and MS level courses in CEAT and SSB.

- The need for additional GTA training was echoed by many academic units in the following areas; FERPA, sexual harassment, crisis response, academic integrity, and D2L (GTA specific).

- Currently there is very limited training/mentoring of GTAs who are appointed as instructors and existing programs are department specific and informal.

Recommendations

- Have first-time GTAs (or at least international GTAs) arrive two weeks before classes start. These students will need to be paid and housed. The ITA testing and GTA training on a variety of items could be conducted during this time.

- Structure GTA training to allow for recommended competency for GTAs doing different activities (as noted above).

Summary of Data Gathered

The information gathered from various colleges and academic units is summarized below under the four broad GTA roles of instructor, lab/discussion TA, course TA, and grader. Detailed summaries prepared by Group A members for various colleges are included in Appendix A.

Instructor – In this role, GTAs teach one or more sections of undergraduate courses, especially lower level courses with guidance from faculty. They are responsible for preparing and delivering lectures, holding office hours, grading homework/quizzes/projects/papers/exams, proctoring exams and assigning grades.
- CEAT (IEM, ECEN) occasionally appoints PhD students as instructors.
- SSB (FIN, MKTG, MSIS) also appoints only PhD students to teach and they may transition from a research/support role to teaching as they progress through their doctoral program.
- CASNR uses GTAs to fill in for faculty.
- A&S routinely appoints graduate students to teach lower level courses (PSYC, STAT, POLS, PHIL, GEOG)
- CoHS and COE appoint graduate students as instructors for multiple classes

Lab/Discussion TA – In this role, GTAs prepare materials and teach lab or discussion sessions of undergraduate courses with guidance from course instructor. They also hold office hours, grade homework/quizzes/projects/exams, proctor exams, etc.
- CEAT uses GTAs to conduct discussion sections of ENGR and ENSC courses. In departments like MAE, ECEN and CHE the Lab TA role is quite common (especially ECEN) for GTAs and they handle different type of labs - Computer Lab/Bench top experimental Lab/Capstone Lab – especially in CHE.
- Many A&S departments (PSYC, BOT, CHEM, ZOO, GEOG) use GTAs to conduct lab sections of UG courses, and departments like ART and HIST use them to lead discussions and in-class activities.
- CoHS and COE employ GTAs to teach or co-teach multiple labs.

Course TA – In this role, GTAs support large undergraduate classes. They also support on-campus and distance sections of graduate classes. They perform a variety of tasks in this support role including preparing homework solutions, assisting with course management using D2L, holding office hours, grading homework/quizzes/projects/exams, tutoring, and proctoring exams.
- In CEAT, this is a common GTA role for instance, in IEM and CHE, TAs are used to support theory courses in MAE. This is the second most common role, but a distant second to Lab TAs in ECEN.
- In CASNR and SSB, this is the main role for Master's students.

- In A&S, they assist in learning/tutoring centers (STAT, CHEM, BOT, ART, HIST, ZOO), assist in field work (BOT) and support large classes (POLS).
- In CoHS, they assist large UG classes and in COE they assist faculty who teach UG classes.

Grader – In this role, the GTA duties are limited to preparing homework solutions and grading homework/quizzes/projects/exams with very little or no student contact.
- In CEAT, GTAs are occasionally hired as graders (IEM, ECEN, MAE)
- A&S employs graduate students as graders for large UG courses (PSYC, STAT, CHEM, POLS, PHIL, ART, HIST, SOC, ZOO, GEOG)

Group B - Best Practices at Other Institutions

Our subgroup was charged with examining the programs and policies of peer institutions regarding the professional development of Graduate Teaching Assistants. The Dean of the Graduate College encouraged us to review the following institutional peers: Colorado State University, Iowa State University, Kansas State University, Louisiana State University, Texas A&M University, Texas Tech University, University of Arkansas, University of Kansas, University of Missouri-Columbia, University of Nebraska-Lincoln, University of Oklahoma, University of Texas-Austin, and West Virginia University. In addition to these recommended peers, subcommittee members were encouraged to examine other US institutions of higher education based on those universities having peer departments/ programs. Our analysis of practices at peer institutions focused on three broad GTA topics: Orientation training for GTAs, continuing professional development for GTAs (after initial orientation), and programs specifically for international GTAs.

Orientation Training:
Common Elements
- One-day orientation: Most peer institutions offer a one-day orientation/ training for all new GTAs. For many peer institutions the one-day new GTA orientation is required, and it is scheduled one or two weeks before the beginning of the semester. Often students register online. Typically the orientation includes general as well as break-out sessions on more specific topics which correspond to the TA's role and classroom responsibilities. Many peer institutions utilize the staff from their Institute for Teaching and Learning Excellence for the delivery of content/ sessions. Often a session is devoted to having a panel of experienced GTAs share their experiences.
- Departmental orientation: Many peer institutions encourage the academic departments to offer discipline-specific training during the week prior to the start of the semester.

Unique and/ or Innovative Elements
- At some institutions the one-day orientation is coordinated/ organized by the Graduate College.
- Texas A&M University sends the dates of the new GTA training to all departments in June/ July. They repeat the one-day orientation session over three consecutive days in an attempt to have smaller group sizes. Also, they do not allow students to self-register; instead the department registers the GTAs.
- University of California-Los Angeles attempts to tailor the orientation break-out sessions to fit the needs of each department.
- Iowa State University offers a separate, three-hour teaching assistant training for new international graduate students.
- Some institutions provide lunch, and some send attendance reports to the department after the training.

Continuing Professional Development:

Common Elements
- Workshops and other on-going GTA training sessions: Nearly every peer institution offers workshops and seminars (typically sponsored by their Institute for Teaching and Learning Excellence) to enhance GTAs competencies. Training topics are typically focused on classroom teaching techniques and issues that may occur (e.g., syllabus development, encouraging discussion, dealing with disruptions) as well as cultural sensitivity and diversity topics.
- Teaching certificate: Many peer institutions offer a teaching certificate.
- Resource webpages and online materials: Many peer institutions have online/website resources of teaching tips and guides.
- Discipline-specific courses on teaching: Several peer institutions offer department/ discipline-specific courses on teaching. Some offer these as special topics courses (e.g., teaching STEM).

Less Common Elements
- Campus-wide GTA handbook
- A stand-alone office for GTA preparation
- University-wide awards to recognize excellence in GTA instruction
- Specific training on utilizing technology in the classroom

Unique and/ or Innovative Elements
- Louisiana State University video records the GTA workshops and seminars sponsored by their Institute of Teaching and Learning Excellence, and they create a video archive so the seminars can be viewed later online. Their GTAs can also join online webinars on various teaching topics.
- The University of Nebraska provides developmental support through classroom observations of GTAs.
- The Ohio State University holds a Teaching Resource Fair twice annually where GTAs and others can pick up teaching resources and related materials. They also provide seed grants to the academic departments for GTA program enhancement to create, expand or enhance GTA preparation; they especially seek proposals that provide pre-assignment training and ongoing mentoring (including peer mentoring).
- Texas A&M University sponsors an annual conference on college teaching where faculty and graduate students give presentations on teaching-related projects. The Graduate College supports a graduate student-led Graduate Teaching Academy which offers professional development opportunities in the area of college teaching.
- At the University of Arkansas, a subcommittee of the university's Graduate Council serves as an advisory council for GTA effectiveness; the advisory council facilitates campus-wide preparation of GTAs and plans programs, seminars, and other professional development activities throughout the year.

- The University of California-Los Angeles requires that all new GTAs enroll in a department-specific seminar course where they learn instruction techniques that are specific to teaching in their discipline as well as general principles of effective teaching. The seminar is led by an experienced GTA or faculty member in the department and includes practice teaching sessions.
- The Institute for Teaching and Learning Excellence-equivalent at the University of California-Los Angeles offers department-specific GTA training, including effective methods of teaching the discipline's content and integrating technology into one's teaching to enhance active learning. Also, select graduate students participate in a program to be employed as a 'master GTA' who are then responsible for training and mentoring other GTA. The semester-long preparation to become a 'master GTA' is led by the department's graduate coordinator.
- The University of Texas-Austin held a GTA Emergency Response Training.

International Teaching Assistants:
Common Elements
- English proficiency tests: Nearly every peer institution has a university-wide policy on the proficiency of spoken English for individuals whose native language is not English and who are serving in an instructional capacity at the university. Among many peer institutions, these policies involve a campus-wide examination that includes a teaching simulation session during which the oral English proficiency is rated by linguistic experts as well as undergraduate students.
- English courses: Many peer institutions offer English courses which focus on oral communication to improve intelligibility and comprehensibility. Most peer institutions require these courses for international students who score poorly on standardized screening tests such as the speaking portion of the Internet-based TOEFL. At some institutions there is a series of three courses (each three credit hours).

Less Common Elements
- The scores of the teaching simulation/ oral English proficiency exam are reported to students and departments as one of several (e.g., four) possible levels of certification, with each certification level corresponding to different teaching duties (e.g., recitation or discussion leader, but not sole, stand-alone instructor).
- Separate/ additional orientation session for international GTAs.

Unique and/ or Innovative Elements
- Regarding the teaching simulation exam to assess oral English proficiency, Iowa State University offers the exam several times before fall semester (starting early August), three times during fall semester (before spring semester), and at the end of spring semester. Students may login via their SIS and obtain their exam score, and faculty

members may login to the network to view students' scores (only for their department's students).

- At Iowa State University the programs for international GTAs (including the English courses and the teaching simulation exam) are housed within the Graduate College and led by a program coordinator who has a background in applied linguistics. Additional staff members include two senior lecturers, four instructors, and a program assistant.
- Iowa State University also has a Pronunciation Lab, which is a campus-wide resource for international students to practice their oral production. The lab offers a number of pronunciation software applications and is open Monday through Friday, 8am-5pm. Students can reserve a time slot online. Alternatively, they can check out a laptop with pronunciation software.
- The University of Nebraska has a mandatory Institute for International Teaching Assistants that offers programs for international teaching assistants to develop training in English pronunciation and intonation, classroom communication skills, and instructional strategies. Staff members follow up with classroom observation. International GTAs must complete the institute before being certified to teach. This program is overseen by the Associate Dean of the Graduate College.

Recommendations:
1. Continue to offer a one-day orientation for all new GTAs. However, make the orientation session mandatory/ required. Schedule the orientation one or two weeks before the beginning of the semester. Include general as well as break-out sessions on more specific topics which correspond to the GTA's role and classroom responsibilities. Utilize staff and resources from the Institute for Teaching and Learning Excellence for the delivery of content/ sessions. Send the dates of the new GTA training to all departments in May/ June. Provide lunch, and send attendance reports to the academic departments after the training. Consider a separate training session for new international GTAs.

2. Encourage academic departments to offer discipline-specific GTA training during the week prior to the start of the semester.

3. Create a new position housed within the Graduate College (or Provost's office) to coordinate professional development programs for graduate teaching assistants. This individual should directly report to the Dean of the Graduate College (or to the Provost) and serve as the primary contact for departments on GTA-related training and professional development.
- Responsibilities of this position should include the following: coordinate the new GTA orientation (including collecting information from academic units pertaining to the GTA duties and responsibilities, level of training needed, and number of new GTA); assess existing, available resources on-campus (e.g., in the College of Education, ELI, English Department, Mathematics Department) that could be used for GTA training; organize workshops, seminars and other on-going GTA training sessions (with the assistance and resources of ITLE and with the input of GPSGA leaders); work with GPSGA to invite seminar speakers to campus; oversee the university's teaching certificate; work with

ITLE to develop online/website resources of teaching tips and guides for GTAs; interact with academic departments about GTA responsibilities and training requirements; serve as a resource for academic departments to develop discipline-specific courses on teaching; develop a campus-wide handbook for GTAs; and coordinate university-wide awards to recognize excellence in GTA instruction.

- In addition, this individual should coordinate all issues related to OSU's requirements for non-native English speaking graduate students who serve in instructional roles in the classroom and/or laboratory setting (i.e., ITA exam, GRAD 5981, GRAD 5991). Regarding the ITA exam, this individual should schedule the ITA exam; provide timely communication to the academic units regarding the ITA exam schedule; secure undergraduate students to participate as ITA exam raters; and provide exam results in a timely manner to the academic units and students. This individual should also coordinate with the ELI regarding programs to improve English language proficiency of those international graduate students who require improvement.
- See Figure 1 for a depiction of the organizational structure for the Coordinator position.

Figure 1. Organizational structure for the GTA Professional Development Coordinator position
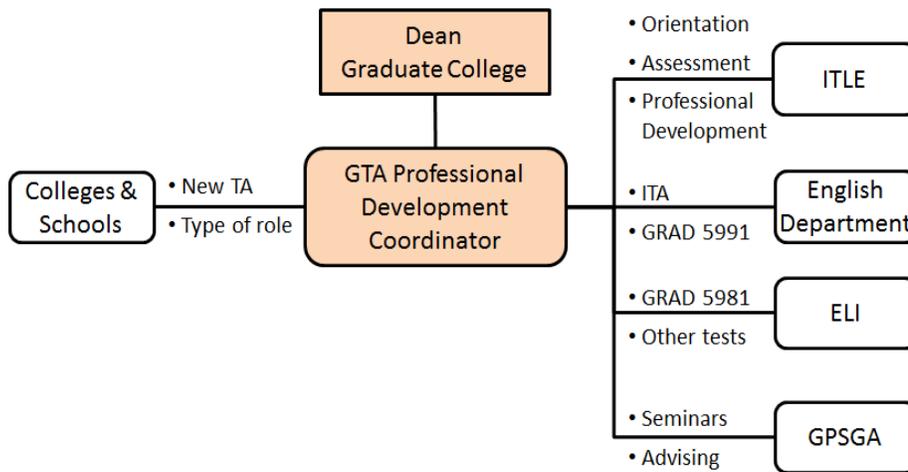
4. Involve ITLE in the professional development of GTAs by...
   - Offering workshops, seminars and other on-going GTA training sessions. Video record these sessions and create a video archive so they can be viewed later online.
   - Providing developmental support through classroom observations of GTAs.
   - Sponsoring an annual conference on college teaching where faculty and graduate students give presentations on teaching-related projects. This could be parallel to the annual OSU Research Symposium but held annually during fall semester and focusing on teaching projects.

5. Make improvements to the administration of the ITA exam. Offer the ITA exam on several dates before fall semester (starting early August), at the end of fall semester (before January), and at the end of spring semester. As noted above, we recommend that the GTA Professional Development Coordinator be responsible for scheduling the exam; providing timely communication to the academic units regarding the ITA exam schedule; securing undergraduate students to participate as ITA exam raters; and providing exam results in a timely manner to the academic units and students.

6. Make enhancements to GRAD 5981 and GRAD 5991 offerings. The GTA Professional Development Coordinator should review the content of each course to ensure distinct, yet complementary, objectives are being taught, and the Coordinator should facilitate communication between the two programs that teach these courses. Additionally, we recommend increasing the number of credit hours for both courses from one credit hour to two credit hours. This would enable those international graduate student who need improvement to have additional contact hours with linguistic specialists.

Group C - Existing Structures at OSU

Our subgroup investigated existing programs at OSU for graduate teaching assistant professional development. We spoke with many people at OSU about their experiences, including graduate coordinators, department heads, graduate students, the staff in the English Language Institute (ELI), which offers GRAD 5981, Dr. Gene Halleck, Professor of English and Director of the International Teaching Assistant (ITA) Program, and Dr. Christine Ormsbee, Assistant Provost and Director of ITLE. Our goals were to determine what GTA professional development opportunities departments offer, what is done on a more campus-wide basis, what obstacles hinder conducting training for GTAs, how the process for helping and testing international TAs could be improved, and to gauge reactions of students, faculty, and staff to possible changes.

Summary of findings

- GTAs arrive on campus too late to do the necessary training and testing prior to the fall semester.
- There are often scheduling conflicts between campus-wide training programs and required departmental activities, and finding facilities for programs close to the start of the semester is problematic.
- Most departments offer training for their GTAs, though the amount of support varies widely across campus. Many set up mentoring relationships between faculty (and/or senior graduate students) and new GTAs.
- ITLE has hosted two GTA conferences that were well-received and provided valuable information and training for GTAs. However, the campus lacks a systematic, sustained GTA professional development program.
- Most students take the ITA exam the Saturday before classes, which is far too close to the beginning of the semester for students and departments to know who is qualified to teach. While Dr. Halleck has also offered the exam earlier, most students want to wait to take it at the last minute.
- Communication among the ITA Program personnel, University Assessment and Testing, and departments regarding the ITA exam is poor, decreasing faculty participation in exams and delaying dissemination of results.
- Despite the high quality of instruction, there is wide agreement among instructors, students, and departments that one-credit courses like GRAD 5981 and GRAD 5991 offer insufficient opportunities for international GTAs to practice their language skills. However, the cost and time commitment of additional hours are perceived to be significant barriers, though they may not be.

Recommendations

- New international GTAs should be on campus two weeks prior to the start of fall classes, and new domestic GTAs should be available for orientation activities a couple days later than this. Returning GTAs should arrive early enough to be able to take part in continuing professional development programs.

- There should be a standardized calendar for GTA professional development programs that take place prior to the start of classes in the fall. This should be organized to minimize conflicts among programs run by various units on campus. Broad, campus-wide training should be in the week that is two weeks before classes, and departments should provide discipline-specific training and orientation the week prior to classes.
- A new position within the Graduate College should be created to coordinate GTA professional development activities. This individual will work with units on campus, including departments, ITLE, ISS, GPSGA, the ITA personnel, etc., to determine what programs would best serve our students, organize training and workshops, be a resource for departments developing discipline-specific programs, and serve as a contact person for issues related to GTA professional development and testing.
- The administration of the ITA exam should be reorganized so that communication is significantly improved. The GTA professional development coordinator should, in consultation with the ITA Program personnel, oversee the scheduling of exams, early communication of exam times and dates to departments, and timely reporting of results to departments.
- ITAs should be required to take the ITA exam substantially before the start of a semester. In the fall, the exam should be administered at least one week prior to the start of classes. For the spring semester, the exam should take place by mid-December at the latest. Exams in early December are preferable to facilitate making TA assignments for these students for spring, which may necessitate minor revisions to the policy requiring students in GRAD 5981 to have completed the course prior to testing.
- GRAD 5981 and GRAD 5991 should be at least two-hour courses, preferably at no additional cost to students. Departments should ensure that their GTAs have sufficient time to complete courses in their discipline as well as 5981 or 5991.

Discussion

While there are many resources currently available for GTA professional development at OSU, much of the professional development is done at the departmental level with only sporadic campus-wide efforts. There is little coordination among different programs, which leads to students having to miss some development opportunities because of other obligations, and communication regarding many aspects of GTA training programs and testing is sorely lacking. A centralized coordinator for GTA professional development could help address many of these concerns.

By interviewing faculty throughout campus, we learned that all or almost all departments do formal training for their GTAs. The scope of these programs differs widely by discipline, though the vast majority of departments at least do some form of mentoring for new GTAs. Some focus more on one-on-one training from a senior faculty member or experienced graduate student, sometimes specific to a particular course; others train new GTAs in small groups and discuss teaching issues more generally. When practical, a program consisting of a combination of group discussions and practicum experience seems to be ideal. It is common for new GTAs to shadow an experienced instructor, assume some duties in a "student teaching" type of role during the first semester, and then graduate to a more substantial role in the classroom the next semester, ranging from running discussion or lab sections to teaching a section independently.

While it is important for departments to continue to conduct discipline-specific training themselves, there are many issues that are common to teaching in any area. The two GTA

conferences hosted in January and August 2012 were a successful way of reaching a broad audience to facilitate discussion on these topics. However, this can have only limited effectiveness without additional follow-ups and a standardized calendar that ensures GTAs will be able to participate in workshops without missing other required activities on campus. Ideally, one would have something similar to the conferences hosted this year at least every fall at a time when every GTA could attend. This would including special sessions for new GTAs and new international GTAs, followed by regular professional development sessions coordinated by the Graduate College with the assistance of ITLE and other resources on campus. Training on basic subjects is particularly important for new GTAs, but it is also vital to have continuing education for experienced GTAs that moves beyond topics like how to write a syllabus and toward more advanced issues, such as best practices in active learning in the classroom. With the help of ITLE, video of workshops could be put on the web for all GTAs to watch, creating a library of helpful materials on a variety of issues. There is broad consensus on campus that a centralized program like this would lift some burden from the departments, allowing them to deal with more localized issues in their training. It would also improve communication on campus regarding GTA teaching issues. There is the potential for increased cooperation across units; for example, English Department is developing a pilot program to help train personnel from other departments to work with GTAs in their disciplines, which could be evaluated for its effectiveness and cost.

   Our subgroup focused a significant amount of our time on international GTAs. A recurring theme we heard from many graduate coordinators and department heads is that the process relating to the ITA exam needs serious attention. Many are dissatisfied with when the exam has typically taken place and the lack of clear and timely communication about the exam scheduling. In both the fall and the spring semesters, the exam is often the Saturday before the start of classes, which is far too late for the departments who need to know whether a GTA can each that semester. Dr. Halleck has offered to give the exam earlier; this year, she had one exam on the Tuesday before fall classes and another on the usual day. Approximately 90% of the students waited until the later time to take the exam, wanting to do more preparation. For the spring semester, Dr. Halleck offered an exam on Dec. 1, and the turnout was heavy enough that she added additional testing slots after it reached capacity. This date was particularly useful because it gave departments and students ample time to make arrangements in case students failed the exam. OSU policy currently requires students who need to take GRAD 5981 to complete the course and have a positive recommendation from their instructor prior to taking the ITA exam (https://uat.okstate.edu/index.php?option=com_content&view=article&id=50). This caused difficulties this fall because Dec. 1 was one week prior to the end of the semester, so the policy as written forces GRAD 5981 students to wait to take the January exam. Waivers were granted this fall, but this should be addressed for the future.

   Communication about the ITA exam has been ineffective. Currently, students register for the ITA exam with University Assessment and Testing, which schedules the students for a testing time. The goal is to test students from the same department in blocks to make it easier for departmental faculty to attend the exams and give their support and feedback. This fall, the schedules for the exams were released on a website late on the afternoon of the day before the exam, which is not much time to arrange for faculty to be present. We heard a number of stories of departmental personnel not realizing when exams were taking place and even driving in from out of town only to realize the exams had occurred earlier in the day. Regardless of who is at fault in these situations, it is clear that there is a dire need for improved communication. In fact, in the course of our interviews, we noticed that some of the complaints from departments were

based on misunderstandings. For example, many department heads and graduate coordinators were upset that exams took place so close to the start of the semester, creating difficulties with teaching assignments. The departmental administrators generally thought this reflected an unwillingness of the ITA program to accommodate earlier exams. However, Dr. Halleck agreed that the exams were too late, noting that she had run exams earlier, but students generally refused to take them, preferring to wait until later. One could easily solve this problem by mandating that students take the exam at earlier times absent a special situation or even, if practical, eliminating the exams the Saturday before classes. This fall, one department used an incentive mechanism instead, offering to pay for their students' ITA exam fees if they would take the exam on the early date, and all of their students did. In addition, it would be especially helpful if funds and personnel were available to videotape the ITA exams, allowing more faculty members from the students' disciplines to review the presentations later to help the GTAs improve. We believe that having a centralized GTA professional development coordinator whose job is focused solely on GTAs could help solve many of these concerns.

International TAs who score below certain thresholds on standardized tests (TOEFL, the Internet-based Test of English as a Foreign Language, and IELTS, the International English Language Testing System) require special attention before they are ready to teach at OSU. These students must take the ITA exam prior to being cleared to teach. If they score 250 or above on the ITA exam, they may teach with no additional training. If they score between 240 and 249 on the ITA exam, they may teach but must enroll concurrently in GRAD 5991, a one-credit course that focuses on preparing international GTAs for teaching while improving their English, and try the exam again afterward. Teaching assistants from the English Department with academic backgrounds in how non-native English speakers learn the language teach the course under Dr. Halleck's supervision. If a student scores under 240 on the ITA exam, he or she is asked to seek English-language training, such as GRAD 5981. Students with especially low TOEFL or IELTS scores often enroll in this course as well; their other option is to retake the standardized test to try to get a better score, though the recommendation is that students get help with their English. Instructors from the English Language Institute (ELI) teach GRAD 5981. It is also a one-credit course, though its level is much more basic than GRAD 5991.

Everyone we talked to praised the quality of instruction in both GRAD 5981 and 5991. Unfortunately, nearly everyone, including the instructors, also thought that one credit hour was wholly insufficient to make the types of improvements many of these ITAs need prior to teaching at OSU. Grades are based on attendance, and as one instructor told us, the amount of class time the students have cannot begin to address all the problems they have with spoken English. In addition, students who begin in one of these two courses usually have not been through an intensive program like ELI offers to introduce students to American culture, creating additional hurdles to relating well to students. The students need additional practice conversing with others in English about everyday topics; Dr. Halleck remarked that an additional TA would help in GRAD 5991 to provide opportunities for required weekly conversations with students.

We recommend that these courses be expanded to at least two credit hours each. We heard two potential objections to this. First, students do not want to pay for additional credit hours. We hope this concern may be moot as the system for tuition waivers undergoes revision. Second, many were worried that departments would object to increased obligations for their students outside the core courses in their discipline. However, we never heard anyone actually argue that this was a reason not to increase the number of credit hours in either course. To the contrary, departmental administrators seemed to recognize the benefit of having better-prepared

GTAs in the long run and were willing to find ways to adapt. Having an additional credit hour in these classes will not be a panacea, but it ought to help address some of the current inadequacy.

GTAs play an integral role in instruction at OSU. Making improvements to their training and continuing professional development will pay significant dividends, not only helping the quality of teaching at OSU but also better preparing our graduate students to be effective instructors and mentors when they graduate. Better coordination of GTA professional development resources on campus is vital to serving our students well.

APPENDICIES

Appendix A – Group A Information – Role and Scope of GTAs

SSB and CASNR
The following is a list of different roles for Masters students in Business and Agriculture that were similar across both colleges.
- Proctor exams
- Grade papers and quizzes in undergraduate classes
- Assist with management of D2L and posting of grades
- Support distance and campus classes—addressing student questions, grader, etc.
- Hold office hours to address undergraduate questions in the classes that they support—tutoring, etc.
- Asked to help gather articles on research topics
- Track attendance in undergraduate classes

The following is a list of different roles for Doctoral students in Business and Agriculture.
- Support large undergraduate lower level and upper division classes with expectation that they could be asked to teach in the future.
- Support large undergraduate classes with the expectation that could be asked to fill in when faculty member is gone (Entomology)
- Prepare and teach two classes—would be instructor of record (MIS and MKTG)
- Prepare and teach undergraduate principles class towards the end of PhD program (FIN)
- Assist with large principal classes but will not be instructor of record (ECON, MGMT). Do not teach, only assist.
- Grader
- Hold office hours
- Proctor exams
- Assist and sometimes run experiential exercises undergraduate class (MGMT)

College of Arts and Sciences
The following is a list of different roles of GTA in the College of Arts and Sciences listed in order of most to least teaching intensive.

- Teach sections of select lower level courses (PSYC, STAT, POLS, PHIL, GEOG)
- Prepare, teach and grade for lab sections of undergraduate courses (PSYC, BOT, CHEM, ZOO, GEOG)
- Assist in learning/tutoring centers or office hours (STAT, CHEM, BOT, ART, HIST, ZOO)
- Assist in field work (BOT)
- Support large classes (POLS)
- Assist in large classes with the expectation to teach them in the future (POLS, PHIL, ART, HIST, SOC, ZOO)
- Lead discussions and in-class activities (ART, HIST)

- Serve as graders for undergraduate courses (PSYC, STAT, CHEM, POLS, PHIL, ART, HIST, SOC, ZOO, GEOG)
- Consult with Graduate students across campus (STAT)
- Provide tech support for distance and campus classes (POLS)
- Proctor exams (most)

Responses by Department

Psychology
1. Teach sections of select lower level courses, such as PSYC 1113,
2. Teach lab sections of select undergraduate courses, such as Experimental and Quantitative Methods.
3. Serve as graders for larger sections of undergraduate courses.

Chemistry
1. Supervise laboratories
2. Tutor in the Chemistry Tutoring Center
3. Assist with grading homework and exams
4. Proctor exams
5. Prepare samples (advanced labs)

Statistics
1. Teach free-standing classes
2. Grade Home works, quizzes and exams.
3. Assist with learning assistant centers in the department such as SLIK
4. Do consulting with Graduate students (mostly Ph. D.) from across the campus
5. Proctor exams
6. Hold office hours

Communication Sciences and Disorders
1. Help gather citations for lit reviews;
2. Collect and analyze data;
3. Tutor various classes (usually mine!);
4. Grade exams and projects;
5. Help gather data for our annual assessment;
6. In the case of a faculty absence (conference, illness, distance ed. section of an), proctor undergraduate exams.

Botany
Botany TAs prep and teach labs, write and grade short lab assignments, write and grade lab exams, grade lab reports, and proctor and (sometimes) grade lecture exams. Prepping involves setting up equipment and making solutions for wet labs before lab, working with students to complete the lab including data acquisition and statistics, etc. Prep often means going to the grocery store or into the field for plant materials, to Lowes for equipment repair or set up types of purchases, as well as buying supplies online from time to time.
For field-oriented labs (ecology, field botany, plant taxonomy), they drive vans to field sites and supervise students running transects to collect plant distribution data, collect plants, identify

plants, etc. These TAs also write and grade assignments, lab exams, and lab reports, as well assist with data gathering and analyses. For some labs, the faculty member is present the entire time, and for others, the faculty member is not present for an extended period of time. Some labs have several Saturday field trips, while others are during the week within a 3-4 block of time.

Our BIOL 1114 TAs also man the Learning Resource Center in LSW; students are required to complete pre-lab exercises in the LRC before lab. These TAs grade pre-lab assignments and lab reports, in addition to prepping and teaching the labs, which also involve grading assignments, they grade lab reports, do exam proctoring, etc.

All TAs have office hours to assist individual students.

Political Science
In our MA program, TAs perform one of two things
-Assist POLS 1113- grading assignments, proctoring exams, study review sessions, taking
    attendance, answering exams, scanning exams, entering grades
-Teach POLS 1113 independently
In the MS program, TAs provide tech support for distance classes
In the PhD program, TAs begin by assisting in the classroom (same tasks as above) and then
    move to teach their own intro. section

Philosophy
In Philosophy, 1st year TAs work w/ a faculty member in his/her class, help w/ grading, etc. and teach some sections (under supervision). They change faculty each semester, so they are exposed to more than one way to organize and conduct a course. 2nd and 3rd-year TAs teach their own sections of an introductory course, w/ full responsibility for the course (but there is a faculty advisor).

Art
We just began our new MA program in art history this fall, so these duties may develop and change over the next few years. But at the moment, GTAs in our program assist with grading quizzes, exams, and writing assignments, hold office hours and help students with exam prep or other questions, lead some discussions and in-class activities, oversee review sessions, and occasionally lecture.

History
In the History Department, TAs assist with HIST 1103, a regent's mandated general education class. The TAs grade papers and exams, hold office hours and help students prepare for exams, and in some cases (depending on the faculty preferences) hold discussion sections in coordination with lectures.

Sociology
Sociology has two levels of GTAs: those who teach their own courses and those who assist faculty instructors of classes. Those who teach their own classes are usually Ph.D. students and they usually introduction to sociology. They have the same responsibilities as other instructors. Those who assist faculty are typically MS students. They assist with grading homework & exams, proctoring exams, showing films, and occasionally giving guest lectures. They are generally assigned to two upper level courses each semester (10 hours per course) except for the

core courses of theory and methods which have full enrollments (45-50) and have much more written assignments to grade.

Zoology
The primary task for the majority of TAs is supervising laboratories, which includes instruction and grading laboratory homework. In addition, teaching assistants may work in the Learning Resource Center where they provide tutoring to students on primarily laboratory activities. A few TAs will also help within lecture classrooms as an in-class assistant and all TAs will participate in proctoring exams (typically under the supervision of a faculty member).
Supervise laboratory sections
Grade lab practicals, quizzes, and weekly activities and proctor lecture exams. Develop questions and dissections for lab practicals

Geography
In the Department of Geography a GTA may (depending on whether they are MS or PhD and depending on specific assignment):
--proctor exams
--assist with grading introductory course term papers
--instruct and grade Physical Geography laboratory sections
--teach introductory courses in Physical Geography, Cultural Geography, or World Regional Geography

College of Human Sciences
The following responses are based on interviews with 11 faculty and administrators in the College of Human Sciences

GTA Roles
- Instructor of record for multiple classes
- Instructor of record for multiple labs
- Assist in large (333 students) required undergraduate class
- Teach class/lab in absence of faculty
- Grade papers
- Grade weekly lab reports
- Proctor exams
- Maintain class attendance
- Draft quizzes, assignments, projects, PowerPoint presentations
- Assist faculty with class management
- Interact with and field student questions
- Maintain D2L for courses

Resources Needed
- Office space within the Human Sciences building to work and hold office hours
- Password protected computers
- Computer access in a secure environment
- Access to the software used in classes/labs

- Teacher training (classroom management, pedagogy, learning styles, best practices)
- GTA specific D2L training
- Crisis response training (in-class health crisis, disgruntled student, threat of violence)
- FERPA and sexual harassment training
- Additional lab space (for student discussion) and additional lab storage areas
- More money (to attract and maintain out-of-state and international students)
- Funding to attend and present at regional/national conferences
- Development of a teaching certificate or credential

College of Education
The following responses are based on interviews with 13 faculty and administrators in the College of Education

GTA Roles
- Instructor of record for multiple classes
- Assist faculty with teaching of undergraduate classes
- Teach class in absence of faculty
- Teach or co-teach labs
- Develop course materials
- Grade papers
- Proctor exams
- Maintain class attendance
- Draft quizzes, assignments, projects, PowerPoint presentations
- Assist faculty with class management
- Interact with and field student questions
- Maintain D2L for courses

Resources Needed
- Office space for required office hours
- Password protected computers
- Computer access in a secure environment
- Access to the software used in classes/labs
- Statistical software
- Access to all instructional systems (D2L, SIS, technology)
- Teacher training (classroom management, pedagogy, learning styles, best practices)
- GTA specific D2L training
- Training regarding OSU policies associated with instruction (academic integrity, grading, etc.)
- Greater mentoring by faculty
- More money associated with GTA
- More professional development and travel monies
- Fringe benefits, especially health insurance
- Greater lead time between assignment of GTA and the start of the semester
- Waiver of fees for students who have completed coursework but are serving as GTA

- Access to textbooks, syllabi, and faculty notes for courses developed by faculty

College of Engineering, Architecture and Technology
The following is compilation of responses to email questionnaires sent to the various academic units within CEAT.

Electrical and Computer Engineering
Instructor – Classes in ECE are only rarely taught by a TA and then it is almost always a PhD student participating in the practicum portion of the Certificate Program in University Faculty Preparation. The student is closely supervised by a faculty member but may have a large degree of control over how the course is taught. This is the least common use of TAs in ECE.
Lab TA – This is by far the most common use of TAs in ECE. Every course with an organized lab section (one or more sections) is assigned Lab TA support in proportion to the number of sections, students, and contact hours, and based on the judgment of the Head. Assignments are usually in increments of 0.25 FTE.
Course TA – This is the second most common use of TAs in ECE, but the number is a distant second to Lab TAs.
Grader –TAs are utilized as a Grader (with no student contact) only occasionally – usually when a student needing an assistantship (and no other assistantship is available) is fully qualified to grade, but has not passed (or possibly not even taken) the ITA. This occurs with only one or two TAs each semester at most.

Biosystems and Agricultural Engineering
Historically, the BAE department has not had many GTAs. The funding mechanism for supporting GTAs has been historically tied to course expectations. While courses maintained reasonable number of students, the use of and need for GTAs was not exceptionally high. The department has need now, but doesn't have a history of funding GTAs from the college (s?) to the department. In fact, there is still some confusion about where BAE courses are truly funded as related to GTAs (and perhaps technical fees). As enrollment has risen, there is a greater need for GTAs with less historical records of such expenditures.
Most of the current needs relate to Lab TAs, but the expansion of those roles to include grading of homework and exams is critical as well.

Chemical Engineering
Typically, we use our Graduate Teaching Assistants/Associates in the more traditional (support) scenario as you have described. They assist the instructors, grade papers, and in some cases, teach discussion sections of lower division courses. Upper division courses are usually assigned in our department to PhD. candidates, and they act in a similar fashion.
We would separately classify laboratory TAs.
Computer Labs – Students learn technology. TAs help students develop skills within the computer environment and guide them to be able to create and debug computer programs. TAs would grade in-lab projects and homeworks.
Bench top experimental labs – Students learn elementary techniques of chemistry, or materials testing, or electronic devices. TAs help students with proper techniques, guide for safety, for measurement techniques. Experiments are mostly recipe driven, students follow the recipe. TAs may grade laboratory notebooks.

Capstone Labs – Students implement engineering and science principles within complex situations, then design devices and/or experiments to achieve analysis. These include Unit Operations Lab, and other senior-level robotics lab or even student projects such as the concrete canoe, build-it-fly-it, ChemE-car. TAs help in open ended projects, help create projects, maintain and train students on complicated equipment, develop equipment manuals, upgrade data acquisition and control systems. TAs would not likely grade, it requires an experienced professor to evaluate the student completeness, comprehensiveness, propriety, and explanation of the work.

Industrial Engineering and Management
Instructor role is somewhat rare in IE&M. One or two senior doctoral students are employed to teach UG courses in a semester. IE&M also appoints MS students to conduct discussion sections for ENGR courses. The course TA role is the most common type of appointment for MS students. Each appointment usually covers multiple courses because several UG and graduate level courses need some form of the limited TA support available. A limited number of TA appointments are also made to conduct lab sections of UG courses. Appointment as a grader only is quite rare in IE&M.

Mechanical and Aerospace Engineering
Discussion Session TA – These TAs are used for ENGR & ENGSC courses and their responsibility is to work example problems related to the HW due that particular week in the discussion sessions of about 25 students, hold office hours during the week, help with exam grading and exam proctoring.
Laboratory Course TA – These TAs are exclusively used in the courses that either are completely lab orientated or have a component of lab. Their responsibility is to setup the lab experiment for the week, briefly demonstrate the lab experiment and be available in the lab to answer questions about the lab experiment while the students are conducting the experiment. They also at times help with grading part of the lab reports.
Theory Course TA – Theses TAs prepare homework solutions (occasionally), hold office hours, grade homework/projects/exams, and proctor exams.
Grader – We hardly have graders. If we do, their main job is to grade HW and may be exams. No student contact.

Appendix B – Group B – Information from Different Schools

Colorado State University
(1) Orientation for New Graduate Teaching Assistants
- 1-day, 8-hour training (8 am to 5 pm)
- Held August 9 (classes begin August 20); 7 business days before classes begin
- Students register online
- Students arrive at 7:30 am for sign in and refreshments; 1-hour lunch is provided
- Program includes these topics:
    o Welcome and introduction
    o Fundamentals of teaching and learning
    o Q&A on teaching and learning
    o Classroom behavioral issues
    o Disruptive behavior of students and faculty
    o GTA panel discussion (3 GTAs)
    o Extracurricular programs and resources (e.g., graduate teaching certificate program; library resources)
    o Academic integrity
    o Wrap-up
- Breakout sessions (2) on these topics:
    o Running an effective laboratory
    o Teaching with technology
    o Testing and Grading
    o Universal design for inclusive learning
    o Responding to student writing
    o Making presentations and leading discussions
    o How to teach a lab to students who know a lot less than you
(2) Programs for International Teaching Assistants
I was unable to find specific information on campus-wide programs for ITAs. I have sent an inquiry to the director of CSU's learning and teaching institute.
(3) Professional development opportunities for GTAs throughout the academic year
- Offer a Graduate Teaching Certificate
    o 1 course in post-secondary teaching theory and practice
    o Attend at least 6 pedagogical workshops (and write a reflection statement on each)
    o Participate in at least 20 hours of teaching, tutoring, mentoring or teaching internship
    o Creation of a Teaching ePortfolio
- Consulting
    o If GTAs have a teaching issue, they may seek one-on-one consultation from a member of the Institute for Learning and Teaching's instructional design team.
- Online resource of teaching guides and tips
    o Tips – designed to be read within 3 minutes
    o Guides – more extensive on specific issues
    o Website resources (wikis, blogs, portfolios)
- Short courses and workshops – for faculty and graduate students

- Summer conference/ retreats
- Professional Development Institute
    - Event in January open to faculty, professional staff, and graduate students
    - 1-day conference on a variety of topics (concurrent sessions); sessions vary in length from 50 minutes to all day; anyone on campus may submit a session proposal
    - Broad topics (not only teaching/ learning)

Iowa State University
(1) Orientation for New Graduate Teaching Assistants
- Teaching Seminar – annual 2-day professional development seminar for new teaching assistants and faculty (in August)
    - Organized by the Center for Excellence in Learning and Teaching
    - Day 1 is designed for new faculty and new teaching assistants (separate tracks)
        - Morning session for GTAs: sessions specific to the role of a GTA
        - Afternoon session for GTAs: workshops focusing on effective grading, classroom management, and preparing for the first day of class
    - Day 2 is only for faculty: New Faculty Orientation
    - Dates: One week prior to the start of fall semester
    - Includes plenaries, panels, and workshops for both novice and more experienced TAs and faculty. Participants select which panels and workshops are most appropriate for them.
- Separate new International Teaching Assistant Orientation
    - "The Teaching and Studying in a U.S. Classroom Cross-Cultural Workshop for International TAs"
    - 2.5 hour session in the evening (6:30 – 9:00 pm); held the 2nd day of the semester (Tuesday).
    - Topics include - What are ISU classes like; undergraduate characteristics and their expectations of their professors and TAs; communicate more effectively when English is not your 1st language, or you speak another dialect of English; video examples of TAs teaching recitation classes.
(2) Programs for International Teaching Assistants
- Testing for Oral English Proficiency
    - All international graduate students who are offered or considered for a teaching assistantship are required to take the Oral English Certification Test (OECT). The OECT consists of 2 sections: the Oral Proficiency Interview (OPI) section and the TEACH teaching simulation section. OPI is rated by an interviewer and 2-3 other raters, and for TEACH "the class" usually consists of 2-3 raters and a proctor, including at least one ISU student. The raters individually assign a score for the overall comprehensibility and effectiveness of the spoken language and listening ability. The scores of OPI and TEACH are combined, and the result is reported to students and departments as one of 4 possible levels of certification:

- Fully certified (Level 1) - Recommended teaching duties: Whatever the department needs, but some personal support for the TA in the first semester is recommended.
- Conditionally certified (Level 2) - Recommended teaching duties: Not a sole, stand-alone instructor, but may be a recitation or discussion leader, an occasional presenter, or any of the duties described in the lower levels.
- Certified with restrictions (Level 3) - Recommended teaching duties: May work as a laboratory instructor reviewing assignments and helping with experiments, or individually with students as tutors or in help-rooms, or any of the duties described in the lowest level.
- Not certified (Level 4) - Recommended teaching duties: Assignments that don't require oral proficiency, such as taking care of or setting up equipment, grading papers and assignments, doing webpages, and proctoring examinations.
- The rubric/metric for scoring is available for viewing on the OECT website.
- Examinee statistics – test results from the past three semesters are aggregated and presented on the OECT website.
- Students in these 4 categories are each appointed to different teaching duties.
- Potential ITAs who demonstrate spoken English proficiency on the TOEFL IBT, IELTS, or TSE are exempt from taking one or both sections of the OECT.
- Testing dates:
  - Offered at end of summer session – July 22
  - Offered before fall semester – August 7, 8, 9, 15, 16, 17 and 24
  - Offered 3 times during fall semester (before spring semester) - November 30, December 7, and December 14 – all Fridays
  - Offered early spring semester – January 5 & 13
  - Offered at the end of spring semester – May 5 & 7
- Students with Level 2, Level 3, and Level 4 scores on the OECT need to complete an English course (ENGL 180) before being retested.
  - ENGL 180 - Oral Communication Skills for International Teaching Assistants: course sections are aimed at enhancing the intelligibility and comprehensibility of International TAs' spoken English.
  - Level 2 students must take one semester of English 180 (3 credits) during or before the first semester of teaching duties.
  - Level 3 students need to take 1-2 semesters of English 180 (3 credits each); these classes must be taken during or before the first semester of teaching duties and continue for a second semester if still teaching, with retesting at the end of each semester.
  - Level 1 students must take up to 3 semesters of English 180 (3 credits each) and are also allowed to re-test at the end of each semester.
- Students who were required or recommended, but did not take the English class are eligible for re-testing only after one year.
- Accessing scores:
  - Students may login via their SIS and obtain their OECT score.

- Faculty members may login to the network to view students' scores (only for their department's students).
- Structure of International TA program:
  - Program is housed within the Graduate College
  - Program coordinator is a PhD faculty member in the English Department (specialty in applied linguistics)
  - Additional staff: 2 senior lecturers, 4 instructors (who are also PhD students in English department with emphasis in applied linguistics), 1 program assistant (also PhD student in English department – applied linguistics)
- Pronunciation Laboratory
  - Service available for international teaching assistants
  - Based on their performance on the OECT, the students are either required or recommended to work independently in the Pronunciation Lab. The lab offers a number of pronunciation software applications and is open Monday through Friday, 8am-5pm. Students can reserve a time slot online. Alternatively, they can check out a laptop with pronunciation software.
    - Level 1 lower band - Recommended to complete at least 1 hour of independent work per week
    - Level 2 - Required to complete at least 2 hours of independent work per week.
    - Level 3 upper band - Required to complete 3-4 hours of independent work per week.
    - Level 3 lower band - Required to complete 5-6 hours of independent work per week.
    - Level 4 - Required to complete at least 7 hours of independent work per week.
- Conversation Resources
  - ENGL 99S - Advanced Speaking and Pronunciation for International Students
  - Intensive English and Orientation Program – a special non-credit course to special course to help ISU international visiting scholars, faculty, staff, and graduate students continue to improve their English language skills.
    - The course is offered during the fall semester in two sessions: Session 1 (first half of the semester) focuses on professional academic skills (e.g., oral presentation techniques and practice, professional discussion strategies, individual pronunciation feedback), and Session 2 (second half of the semester) works on conversational skills, including idiomatic expressions and slang, cross-cultural comparisons, and discussions about current events. The cost is $250 per session.
  - Coffee, Tea and English – Friday afternoons from 4:30-6:00 pm, the English department hosts a coffee/tea and encourages international students/ faculty to practice their spoken English.
- ITA Teaching Excellence Award – an annual teaching award specifically given to an ITA.
- Computer-Assisted Language Learning Resources – in addition to the software applications in the Pronunciation Lab, the ITA program provides a resource website with links to FREE online pronunciation, listening, vocabulary resources and dictionaries.

(3) Professional development opportunities for GTAs throughout the academic year
- Publishes a campus-wide Teaching Assistant Handbook - has sections examining TA roles, cultural differences for international TAs, successful teaching, undergraduate students, and university policies and procedures. It contains advice on teaching skills, such as asking and answering questions and grading fairly. It also lists campus resources available for students.
- Offer a Graduate Student Teaching Certificate – offered by the Graduate College
    - 12-credit hours of coursework, including 3-credits of teaching pedagogy and 3-credits of teaching practicum; must also attend 4 Center for Excellence in Learning and Teaching events.
- Workshops sponsored by the Center for Excellence in Learning and Teaching
- Graduate Minority Assistant Program - Professional Development Seminars – various topics; one topic focuses on communication (How to be an effective TA and teacher)

Louisiana State University
General Resources
Online materials (links, documents, videos are organized in the Faculty Technology Center. There is a stand-alone GTA Resources page (http://itsweb.lsu.edu/USS/FTC/GTA%20Resources/item44316.html). Features on that page include videos on "Tips and Tricks" offered by exceptional faculty. A "Food for Thought" series offers various in person seminars which are videotaped and archived. Content for fall 2012 includes using Moodle, techniques for engaging learners, linking assessment to outcomes, and special topics such as academic integrity, classroom civility, disruptive behaviors, and related topics. In addition, GTAs can join more general online webinars with topics like "Louisiana's Cultural Gumbo," the Moodle gradebook and using Adobe Connect Pro. A GTA Open House is offered at the start of the year where students and faculty can mingle, observe various technologies in person, and more. LSU's Center for Instructional Media provides extensive support in training faculty and GTAs in classroom technologies, visual resources, smart room features, and videoconferencing. LSU has a graduate assistantships handbook available at http://gradschool.lsu.edu/files/item11837.pdf.

International GTAs
The Spoken English Program certifies international graduate teaching assistants. State law requires that the university must certify students be certified. Any international student whose native language is not English must pass an oral proficiency interview and complete an English course. When students pass English 1501, the Spoken English Program coordinator sends an official English Proficiency Certificate letter to the student's department. Finally, they must receive a recommendation to teach before they international GTAs may interact with any LSU students.

The Ohio State University
GTA Preparation
GTA preparation is viewed as a process, which will take several years. Training includes departmental orientation/training and university programming. In 2003, the Office of Academic Affairs provided funds to establish "GTA Program Enhancement Initiatives" which expanded central programming and provided awards for both GTAs and for efforts that improve the GTA

experience (the funding for the overall program is described as "significant", http://ucat.osu.edu/GTAprograms/about/about.html.) Two departments receive awards annually which includes $2500 (http://ucat.osu.edu/selected_links/gta_portal/exemplary.html). GTA Coordinators can receive awards of $500 annually for professional development including attending conferences. A Teaching Resource Fair is held twice annually where GTAs and others can pick up teaching resources and related materials. A Teaching Orientation is held at least annually (see list at end of this report). The effort is located in the University Center for the Advancement of Teaching.

A unique element is the "Preparing Future Faculty" program which creates a one-to-one mentoring relationship between PFF "Fellows" and a faculty member at a partner institution. The program is based on a national initiative from the Association of American Colleges and Universities in concert with the Council of Graduate Schools. Mentoring activities may include observing the mentor; learning about hiring and tenure practices; pedagogical discussion; attending faculty meetings, giving lectures and job talks and learning about the culture at another institution.

An innovative aspect is the "Seed Grants for GTA Program Enhancement at Ohio State" open to academic units or consortia to create, expand or enhance GTA preparation. They especially seek proposals that provide pre-appointment training and ongoing mentoring (including peer mentoring).

Departmental Courses (selective examples)
The Political Science Department offers a stand alone course to prepare students interested in careers at the college and university level. The course includes scholarly readings on teaching in the discipline, developing pedagogy, learning styles, diversity/disability matters, syllabus development, lecturing, using technology, etc.

The Sociology Department requires the majority of new master's students to serve as teaching assistants in the introductory course. They receive a department-sponsored orientation which the department assessed at several points. Seeing places for improvement, they secured a Seed Grant (see above) to enhance their preparation. A particular area of development requested by students concerned the challenges of teaching concepts to incoming first-year undergraduates.

International Students
The Foreign Language Center (in the Departments of Foreign Languages, Division of Arts and Humanities) offers a "Combined Language GTA Training" (see course syllabus at http://flc.osu.edu/resources/gta/default.cfm). The course occurs at the start of the GTA experience and is specific to teaching language and culture for international TAs (syllabus at http://flc.osu.edu/resources/gta/TATrainingSyllabusAU12.pdf).
International TAs report a few weeks before fall classes and go through orientation to the university and to teaching. The content includes assisting them with various paperwork (http://flc.osu.edu/resources/gta/Intl-Info.cfm). They must take the SPEAK test and, if required by their scores, undergo a Mock Teaching test. All international students take an English Composition Placement Test as well.
Purdue University

Much of the orientation is department specific and broad. They have many courses offered in different programs.

Stanford University
They have both university level and department level training for TAs. http://www.stanford.edu/dept/CTL/TA/orientation.html. They do have significant information on-line. Another potential person who could help is Dr. Robyn Wright Dunbar, whom Madihally has met in one of the workshops.

Texas A&M University
There is a Center for Teaching Excellence (CTE) which offers workshops to assist with enhancement of teaching practice. CTE helps faculty in one-on-one consulting on Teaching & Curriculum. There is a dedicated website related to teaching efforts and information about the need for excellence in teaching.
CTE offers one-day training (from 8 am to 5 pm, lunch and refreshments are included) program http://cte.tamu.edu/content/ta-training three times, a week before the beginning of the semester. The information for the training is easily accessible and provides necessary information for registration. In 2012, they had these trainings on TWTh schedule. They try to have an even distribution of participants from different colleges on each day. According to the website they state that information about the dates is send to colleges in June-July about the day. If TAs cannot attend on their assigned training date, they can attend on another day that the training is offered.

All students need to be registered with information related to their residency status (International or Domestic) and classroom responsibility (please choose from: Teaching labs, leading a recitation, full lecture responsibility, or grading only). Probably this is used to classify the groups and address their needs. However, students cannot self-register by contacting the center directly. Only departments can register graduate TAs. Each department should keep a record of its registrants. At the end of the training, the CTE will send an attendance report. If the departments do not have detailed role of new TAs, they can also provide an approximate number of new TAs who plan on attending.

Registration information and details regarding room numbers will be provided to the registrants prior to the training session. The GTA training material can only be downloaded by the registered students.

CTE also has special topic courses STEM Teaching Professional Development for interested students. They offer two classes in the Spring SCEN 689 and ENGR 689, instructed by a team of two faculty members, one from the center and another from science or engineering. These classes are listed at the same time and same instructor from CTE is in both courses. Thus, probably common topics are taught to the entire group of students in both courses while discipline specific topics are taught the respective faculty members separately.

CTE also conducts conferences on College Teaching and has projects related to teaching enhancement, peer-review, and integrating research into classroom. The projects are funded by alumni.

The Office of Graduate Studies and the CTE support a graduate student-led Graduate Teaching Academy (GTA) which helps in professional development opportunities in the area of college teaching. http://gta.tamu.edu/ GTA has a Fellow Certificate Program and coordinates seminars, and classes on professional development.

University of Arkansas (from the website: http://grad.uark.edu/dean/ta-support.php.

They have a Teaching Assistant Effectiveness Advisory Committee (TAEAC) as part of the graduate council. The information can be easily accessed through the graduate college website. The role of TAEAC is to help enhance the preparedness of all teaching assistants on the UArk campus. TAEAC is composed of faculty members and teaching assistants from all sizes of departments, to insure that all groups are represented. TAEAC plans, develops, and implements programs, seminars, and other activities throughout the year. This is listed on the graduate college website.

In 1992, UArk established Wally Cordes Teaching and Faculty Support Center (TFSC) to assist the faculty with their scholarship of teaching and to act as a resource center for new teaching techniques and programs. The TFSC provides a central facility to assist departments, faculty, and teaching assistants in the continued improvement of learning and teaching. This center has information relevant to many topics related to teaching and managing small and large classes, http://tfsc.uark.edu/144.php.

However, there seems to be no GTA orientation.

University of California-Los Angeles http://www.oid.ucla.edu/units/tatp
http://www.oid.ucla.edu/units/tatp
There is the Office of Instructional Development (OID) which supports the instructional mission and enhances teaching and learning opportunities. Through grants, programs and services, OID promotes the effective use of current and emerging instructional methodologies and technologies.

OID has a two-tier system related to TA training, most of them are departmental specific. First, they have Teaching Assistant Consultant (TAC) and Technology Teaching Assistant Consultant (TTAC) programs. TAC's help graduate students in the department learn how to be better teachers, and how to deal with the responsibilities and conflicts that arise in the TA's job. TTACs help TAs learn how to make the appropriate use of technology in their labs or discussion sections. TTACs tutor TAs in the specifcs of various hardware and software packages as well as examining how technology might influence typical teaching issues such as motivating students, generating feedback, designing tests and assignments, and pursuing active learning strategies. TTACs should not be serving as computer support personnel for a department and they are not responsible for maintaining course websites for a department. TACs should not be involved in administrative tasks (hiring TAs or assigning positions) or course development activities creating course materials or such as writing tests or organizing course content. TA

evaluations made by a TAC should not be part of the TA's official teaching record and is not be used in the process of hiring or assigning TAs to their job positions.

The training of TACs and TTACs are delivered through a quarter long Central Seminar offered in fall quarter that guides them in developing department specific seminars. TAC Seminar is led by the TA Training Program Coordinator. The seminar meets once a week for two hours. TACs are expected to participate in class discussions, read relevant materials, complete short assignments, and consult individually with the TA Training Program Coordinator. The topics of the seminar include Microteaching, Syllabus Revisions & Sharing/ Panel of Returning TACs, Resources for TACs (How to reserve a computer lab? What kind of instructional videotapes are available and how to get them? How to schedule videotaping? Campus Resource Tour, Gradebook), Role Play, Presentations by Returning TACs, Copyright Issues Panel, Teaching Portfolios and Letters of Recommendation, Reflections/ Teaching Philosophy. The Central Seminar for TTAC is led by Campus-Wide Technology Teaching Assistant Coordinator. The seminar meets once a week for 2 hours. In the Central Seminar, TTACs learn how to operate new software and hardware.

TACs and TTACs are funded by the OID upon request from each department. Individual departments are responsible for recruiting and selecting TAC candidates within their own departments. TTAC program was cancelled last year due to budgetary issues.

Secondly, there is a TA Training Program for new TA and TACs are involved with the training. The new TA training is tailored to the needs of each department. In most departments, there is a seminar carries required of all new TAs. Most often, an experienced TAC teaches this course, but in some departments a faculty member teaches the course and the TAC assists. TAs enrolled in these seminars will often practice teaching in microteaching sessions, discuss pedagogical strategies, hear advice from experienced TAs, and learn about departmental procedures and guidelines. They learn about teaching techniques that are specific to teaching in their discipline as well as general principles of good teaching.

Each TTAC is required to develop a version of the Central Seminar and teach it to TAs in their department during the Winter or Spring Quarters. Typically, it is a 10 week long seminar similar to the Central Seminar, but the exact format will vary by department.

The University of Nebraska
General Information
UN-L offers a "one-day workshop for graduate teaching assistants, not so much as a training event but more to welcome them to campus and get them excited about teaching. The 2012 schedule can be found at: http://www.unl.edu/gtaworkshops/.

Over the years, we've encouraged departments to offer more discipline-specific training prior to the first week of classes and many of them do just that. In turn, the Office of Graduate Studies provides some developmental support through classroom observations and our Teaching Documentation Program http://www.unl.edu/gradstudies/current/teaching/tdp."

International TAs

International TAs maintains a minimal level of language proficiency (the SPEAK test, score of 45 or higher is needed along with a departmental recommendation to become a teacher) if English is not their native language (http://www.unl.edu/gradstudies/current/ita - this focuses on University of Nebraska-Lincoln). The Institute for International Teaching Assistants offers programs that enable TAs to develop "an understanding of the teaching role in American university classrooms, providing intensive training in English pronunciation and intonation, practicing classroom communication skills and instructional strategies, and assisting students during their first semester teaching with follow-up observations."   The institute is mandatory and students must complete the institute and demonstrate their competence before becoming a teacher at UNL. The associate dean for graduate studies oversees the program.

University of Texas-Austin
General Resources
A Graduate Student Instructor program provides a range of workshops (see list at end of this document). In addition, workshops for Blackboard, Canvas (cloud-based), and iClicker training are available. A video archive is maintained including webcasts and downloadable presentation materials.
UT has a TA policy (http://policies.utexas.edu/policies/teaching-assistants).   Departments hold responsibility for selection of TAs.   The policy lays out TA duties, appointments (semester by semester and for no longer than a single year which can be reappointed), benefits, termination, and the hours that TAs should work. In the aftermath of the 2010 shooting, the university held TA Emergency Response Training.
UT also offers a "Signature Course" experience for TA's. The TAs selected are exposed to the university's best instructors who teach interdisciplinary course designed to enhance reading, and writing method. A First Year Experience team prepares the GTA for courses like astronomy and the humanities, mapping, disasters, and the business of music (all interdisciplinary content). Small seminars with 18 students comprise some but UT also offers large format signature courses of 50-200 students with GTAs facilitating discussion sections of 17 students.

International GTAs
Awaiting a reply.

West Virginia University

They have many types of orientations for TAs and international students. For example, they have a two-day orientation for international students prior to SPEAK Test. Then they have a one-day TA training program and the schedule is also posted. This is primarily coordinated by the graduate college. http://grad.wvu.edu/graduate_academy/igtaorientation. There are many resource pages one could download. The primary coordinator is Dr. Jenny Douglas. Maybe we could think of inviting her to give a presentation.

Appendix C – GTA Professional Development Task Force Roster

Member	Position	E-mail
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Group A – Analla, Blum, Islam, Kamath, Wanger
Group B – DeSilva, Fry, Johnson, Madihally, Phillips
Group C – Francisco, Reim, Sebring, M. White, J. White

Appendix D – Abbreviations Used

ELI	English Language Institute
GPSGA	Graduate and Professional Student Government Association
GTA	Graduate Teaching Assistant
ISS	International Students and Scholars
ITA	International Teaching Assistant
ITLE	Institute for Teaching and Learning Excellence