

Survey of Departmental GTA Training and Development - 2015

Last Modified: 12/15/2014

Forty-three (43) departments/programs responded to the 2015 survey (84% response rate).

- Accounting
- Aerospace Engineering & Mechanics
- American Studies
- Anthropology
- Biological Sciences
- Chemical & Biological Engineering
- Chemistry
- Civil, Construction, & Environmental Engineering
- Clothing, Textiles, & Interior Design
- Communication (CIS), General
- Communication (COM) Studies
- Computer Science
- Criminal Justice
- Curriculum & Instruction
- Economics, Finance, & Legal Studies
- Educational Leadership, Policy, & Technology Studies – Social and Cultural Studies
- Educational Studies in Psychology, Research Methodology, & Counseling
- Electrical & Computer Engineering
- English
- Geography
- Geological Sciences
- Health Sciences
- History
- Human Development & Family Studies
- Human Nutrition & Hospitality Management
- Information Systems, Statistics, & Management Science
- Human Performance & Kinesiology
- Management
- Marketing
- Mathematics
- Mechanical Engineering
- Modern Languages & Classics: German
- Modern Languages & Classics: French
- Modern Languages & Classics: Spanish
- Music (Applied & Theory)
- Physics & Astronomy
- Political Science
- Psychology
- Social Work
- Special Education & Multiple Abilities
- Telecommunication & Film
- Theatre & Dance

1. Which of the following roles and responsibilities does the GTA Coordinator within this department fulfill? Check all answers that apply.

Answer		%
Solve various problems that arise each semester		98%
Deal with policy issues		88%
Coordinate GTA assignments with faculty needs		86%
Assign all GTAs their duties each semester		77%
Ensure each GTA has a faculty mentor		70%
Provide initial orientation for new GTAs at the departmental level (after the University-wide workshop)		70%
Ensure that GTAs complete mandatory UA Training Tutorials, such as "Preventing Sexual Harassment"		63%
Assure that written evaluations occur for each GTA during the semester or at the semester's end		51%
Provide individual meetings with GTAs		47%
Write Memorandum of Appointments		47%
Provide regular group meetings for GTAs		44%
Conduct classroom visits		33%
Provide follow-up meetings with GTAs after classroom visits		30%
Assign GTAs to teams to observe more experienced GTAs		19%
Other		12%

2. You indicated that the GTA Coordinator fulfills tasks or duties beyond those included above by selecting "other." Please briefly describe what additional duties the GTA Coordinator completes:

Text Response

Advises all graduate students for registration

Each week she leads a class in which she teaches the TA's the subjects to be covered in upcoming labs.

I create and provide standard materials such as a standard syllabus, assignment guidelines, and other planning tools to help our GTAs.

Primary supervision of FTTI instructors, observations and FAR assessments for them.

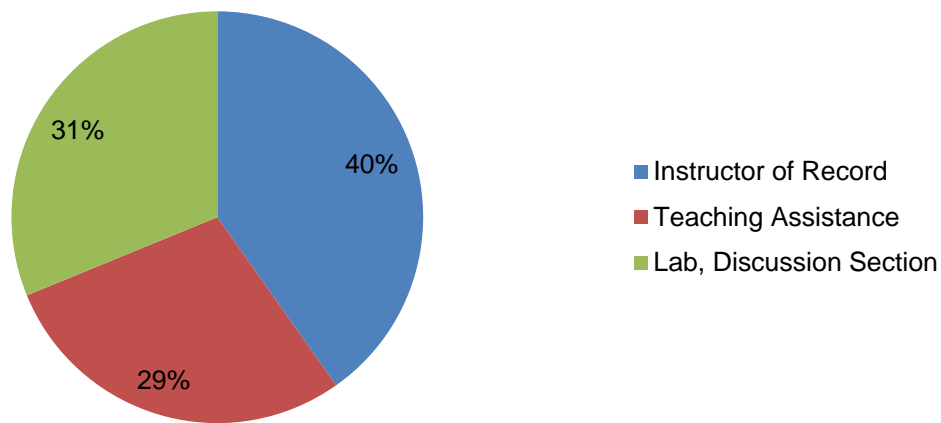
Supervise creation of materials and assessment measures for GTAs. Review student evals.

Handle excellence in teaching nominations, grad. outcome assessment

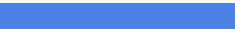



Everything required

3. How many GTAs in your department are responsible primarily for:



Percentage Breakdown of GTAs' Responsibilities














4. Do your GTAs normally take a course in teaching before they actually teach?

Answer		%
No		50%
Yes, we require a specific course for classroom instruction		28%
Yes, but the course is not required to be a GTA responsible primarily for classroom instruction		13%
No, but they are required to have teaching experience before they teach		10%
Total		100%

5. Do you require your GTAs to work as in-class assistants before they are responsible primarily for classroom instruction?

Answer		%
Yes		55%
No		45%
Total		100%

6. How do you prepare your GTAs for classroom instruction? (Select all that apply)

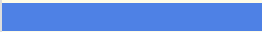

Answer		%
Mentoring		92%
Resources regarding syllabi		68%
Workshops/seminars by your department		60%
Departmental handouts		40%
A course on teaching		40%
Professional development activities		36%
Teaching seminars by department		28%
Teaching handbooks or manuals		20%
Tutoring Supervision		16%
Other		4%
Instructional videos for teaching		4%

7. You indicated "other" in how you prepare GTAs for classroom instruction. Please briefly describe what additional methods you use to prepare GTAs to teach.

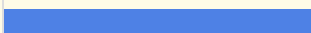


Text Response

Provide articles related to teaching - will, for the first time, in spring, 2015 offer a pedagogy special topics course open to doctoral level students - eventually plan on moving this to fall so it is available to our GTAs during their first semester

8. Do you require your GTA lab or discussion section supervisors to assist in labs before they are responsible for leading or supervising a lab, discussion, or similar session?

Answer		%
No		55%
Yes		45%
Total		100%

9. How do you prepare your GTAs to supervise labs or discussion sections? Select all that apply.



Answer		%
Assisting with lab or discussion sections		65%
Other		35%
Taking a class in leading a lab or discussion section		15%

10. You indicated "other" in how you prepare GTAs to supervise/lead lab or discussion sections. Please briefly describe what additional methods you use to prepare GTAs to supervise/lead lab and discussion sections.



Text Response

Lab instructors are provided with all assignments and provided all materials needed for preparing in-class activities.
 Individual meetings with supervising faculty
 Attend GTA workshops, and if they are international students, they attend ITAP.
 Each TA is taught in advance what to teach in their next lab. This is done both in group and individual sessions, depending on the particular course in question, but it is not a formal course taken for credit.
 GTA technical focus is used to evaluate their suitability to instruct a particular laboratory section. Once appointed, the faculty member responsible for the laboratory works one-on-one with each GTA assigned to the laboratory.
 Lead faculty member instructs the GTAs as to how he wants the labs handled. All labs follow the same schedule.




11. Does each GTA have a mentor either assigned by the department or chosen by the GTA?

Answer		%
Yes		76%
No		24%
Total		100%











12. How would you describe your current GTA evaluation process?

Answer		%
Primarily informal process		51%
Primarily formal process		49%
Total		100%

13. What type of evaluative feedback do you give to your GTAs?

Answer		%
Primarily informal feedback		61%
Primarily formal feedback		34%
No feedback given to GTA (e.g. used for internal purposes only)		5%
Total		100%

14. Check all answers that apply to your formal evaluative process of your departmental GTAs.

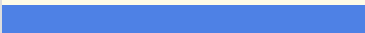

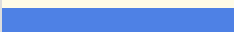






Answer		%
Student Opinion of Instruction (SOI) Evaluations		95%
Formal evaluation forms completed by supervising faculty		70%
Formal classroom or lab visits/evaluation		60%
Written evaluations		25%
Summative classroom teaching or summative lab or discussion supervision evaluations		15%
GTA Self-Evaluations		15%
Outcome matrices/rubrics		10%
Videotaping GTAs		10%
Other		5%
Mid-semester evaluations		5%

15. You indicated "other" in describing your formal evaluation process of your department's GTAs. Please briefly describe below what other processes or methods you utilize in evaluating GTA performance.





Text Response

Monthly group meetings and individual meetings at end of academic year.

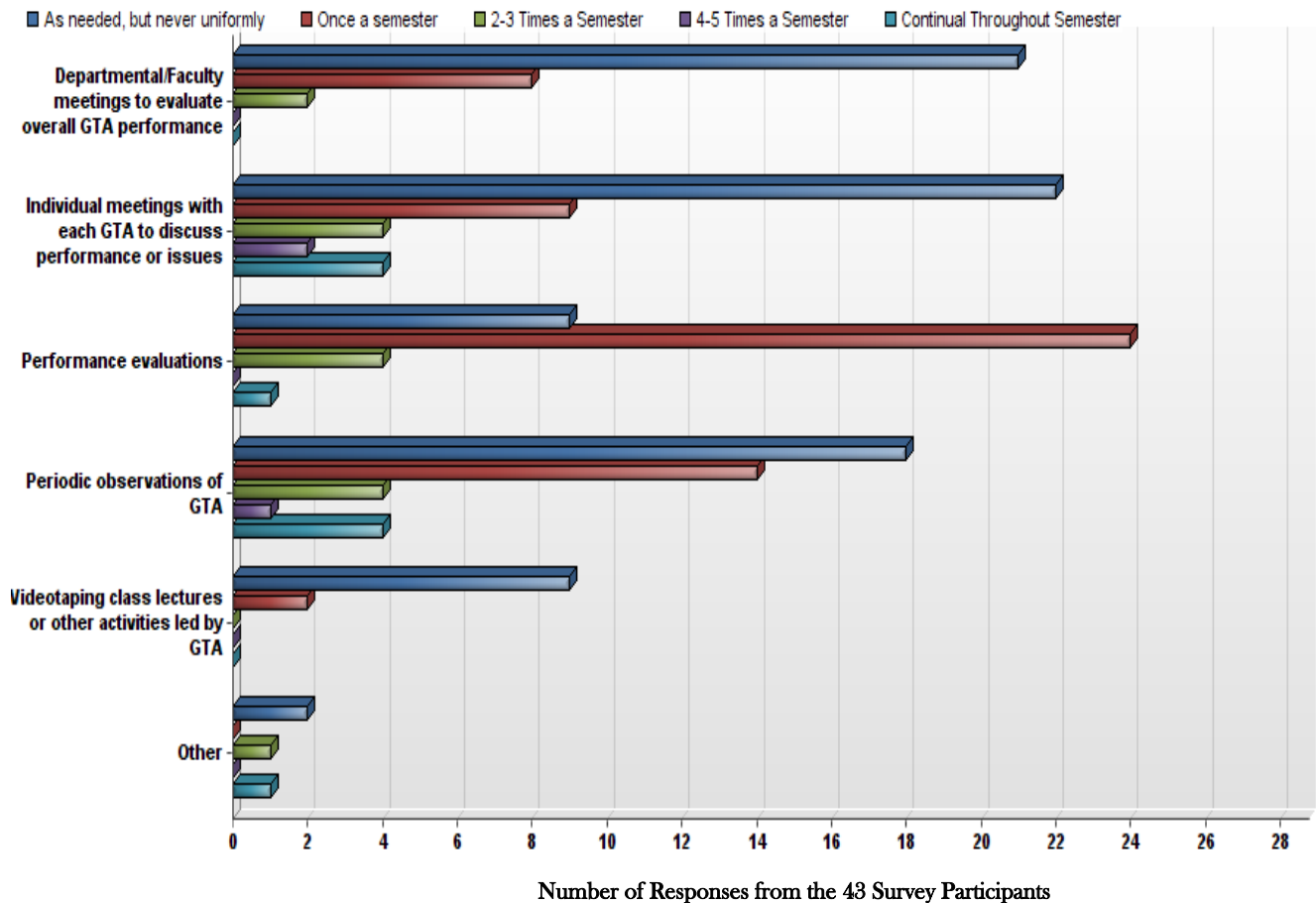
16. Check all answers that apply to your informal evaluation process of your departmental GTAs.

Answer		%
Meetings with individual GTAs as problems or ineffective teaching methods are observed		76%
Consistent observation by mentors, faculty, experienced GTAs and peers		67%
Regular meetings with coordinator		52%
Classroom or lab visits by coordinator		43%
Classroom or lab visits by faculty in addition to the coordinator		33%
Regular emails and phone calls with coordinator		29%
Feedback from head/lead GTA		29%
Faculty/graduate committee meetings to discuss individual GTAs		14%
Interviews of the students with whom each GTA interacts		14%
Other		0%

17. How many written or oral evaluations, formal or informal, do your GTAs receive each semester?

Answer		%
1-3		83%
0		12%
More than 5		2%
4-5		2%
Total		100%

18. Please indicate how often each of these evaluative processes is used in your department.



19. Please describe what "other" evaluative processes are used in your department that were not described above and state with what frequency they are conducted.

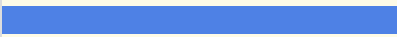










Text Response

All of our GTAs are certified and experienced classroom teachers. We have team teaching occurring as well as course team meetings occurring at least monthly and sometimes weekly. The "other" is that I am basically their continual resource, mentor, mother, teacher, etc. They meet with me as the need arises, often, to discuss issues of the classroom or their struggles and successes.

Program chair review of the SOIs - once per semester

GTAs have multiple peer teaching evaluations, both written and oral, multiple times a semester. GTA supervisor also observes teaching about twice per GTA per semester.

20. What opportunities do you provide to enhance GTA development AFTER their initial orientation? (Select all that apply).

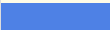











Answer		%
Continued mentoring/supervision		83%
Visiting scholar seminars		32%
Departmental course		27%
Workshops		24%
Teaching seminars		15%
Teaching colloquia		12%
Practicums		12%
Lectures		12%
Focus Groups for GTAs		10%
Other		5%
Lab supervision seminars		5%

21. What "other" opportunities do you provide to enhance GTA development AFTER their initial orientation? Please briefly describe.

Text Response

going to conferences that focus primarily on teaching foreign languages (AAFLT)

22. Which training or development activity listed below, that has already been implemented in your department, do you feel has resulted in the greatest improvement in overall GTA performance in your department?

Answer		%
Regular meetings between GTA and supervising faculty		24%
Faculty and peer mentoring		22%
Required departmental course on teaching, leading a lab, etc.		17%
Faculty and peer observations		12%
Job/duty specific training (e.g. assisting in classroom before teaching or assisting in lab before supervising)		10%
Utilization of an experienced, "head" GTA		7%
Focus on pedagogy during orientation		2%
Utilizing an Outcomes Based Assessment Model		2%
Development and Provision of a Teaching/Lab/GTA Manual		2%
Other		0%
More in-depth orientations for GTAs		0%
Regularly provided workshops related to GTA roles		0%
Total		100%

23. Are you considering any of these changes for the immediate future to assist your GTAs in their various roles? (Please indicate no more than the top 3 changes being considered).

Answer		%
We are not considering any changes		29%
Increase mentoring/supervision		22%
Develop a handbook or manual for GTAs		20%
Provide more resources to GTAs		20%
More frequent meetings with GTAs		17%
Rotate faculty member(s) in charge		15%
Expand existing teaching evaluations		15%
More class visits by faculty and/or veteran GTAs		15%
Increase in-class/lab observations		10%
Develop new teaching evaluations		10%
Colloquia or seminars on teaching/lab supervision		7%
Refine mentorship process		7%
Videotape GTAs		7%
Team teaching, co-teaching		5%
Provide an optional course on teaching		2%
Other		2%
Require a course on teaching		2%
Develop a Task Force or committee to address GTA issues		0%

24. Please briefly describe what "other" changes you are considering for the immediate future to assist your GTAs in their various roles.

Text Response

Increase opportunities for GTAs to serve as instructor of record

25. Please indicate what prompted your decision to implement any changes in how you assist and develop GTAs. Select all that apply.

Answer		%
Preparing GTAs for their professional careers		62%
Continually Improving Classroom Teaching/Lab Supervising Experience		55%
Wish to improve		45%
Providing undergraduates with high-level instruction		45%
Desire for closer supervision of GTAs		28%
Changing Faculty Roles and Responsibilities		24%
A previous lack of satisfactory performance by GTAs		7%
Upcoming program review or accreditation process		7%
Other		3%

26. Please briefly describe what "other" reason has prompted a consideration of implementing changes in how your department trains, assists, or develops GTAs.

Text Response

Reduction of the learning curve time for GTAs to understand the logistics of their roles as well as to standardize our processes.

27. Please indicate below up to 3 additional services you would like to see the University provide to support your GTAs.

Answer		%
Continue the Graduate School workshop for new GTAs		39%
Provide a list of training videos		39%
Provide departments more faculty positions, to avoid having advanced undergraduates taught by GTAs		39%
Provide a list of resources for GTAs		34%
Provide departments with funding earmarked for professional development seminars on pedagogy for GTAs		34%
Provide departments with "senior" GTA lines to serve as peer mentors or head GTAs		27%
Increase recognition from UA administration of the need to have experienced teachers closely supervise GTAs		12%
Provide more STEM-focused teaching and/or lab/discussion workshops		12%
Provide a course on professionalism		7%
Provide more guidance on how to handle disruptive students		5%
Increase frequency of workshops already offered by the University		5%
Provide resources for videotaping GTAs in their classrooms/labs		5%
Provide more non-STEM-focused teaching and/or lab/discussion workshops		2%
Other		0%

28. Please briefly comment on any other aspect of GTA Orientation or ongoing GTA Development NOT COVERED by this survey, if applicable.

Text Response

Our GTAs do not teach courses on their own; they only support the professor/instructor of record.

I would be HAPPY to provide a seminar on professionalism!!!!!!!!!!!!!! I do it for my own GTAs and it includes communication, preparedness, wardrobe, and use of social media.

I am comfortable with the information covered by the survey.

To make clear, our TA's teach only labs, not entire lecture classes of any kind, thus each TA works closely with faculty.

This survey was helpful for suggesting changes we could implement to strengthen our GTA preparation and evaluation.

Professionalization, mentoring, and interviewing/job market issues don't seem emphasized.

That and general GTA supervision/mentoring from multiple fac members also needs more recognition. It cannot all fall to one faculty member.