

Supporting GTAs as They Teach Towards the Future

Outcomes

1. Managing school and job responsibilities

1.a. GTAs should communicate with supervisor; divide work, school, and personal life; manage tasks using a scheduling system (ex. planner, calendar, apps); focus study time on important classes; use Student Support and Advocacy Center (SSAC), Title IX, AAUP.

1.b. Faculty, staff, and admin could create learning communities to exchange ideas and support.

2. Self-care and wellbeing

2.a. GTAs should recognize early signs of burnout and take proactive steps; create community with other GTAs; use Learning Services, Counseling and Psychological Services (CAPS).

2.b. Faculty, staff, and admin could assist new GTAs navigate their roles and responsibilities.

3. Issues faced by multicultural/international student GTAs

3.a. GTAs can seek out scholars with similar interests; create student organizations (ex. Black Graduate Student Association); find course work on research interests (ex. M.A., independent study); discuss identity in classroom to address social justice and equity.

3.b. Faculty, staff, and admin could increase faculty of color; provide mentorship opportunities; build relationships; establish regular check-ins; build confidence by acknowledging efforts; provide information on U.S. college system; allow time for ESL GTAs to complete work duties.

4. Self-advocacy and conflict resolution

4. a. GTAs can advocate for the alignment of their teaching with their research interests by articulating their needs proactively with their supervisors; outlining career goals; asking for opportunities to build a particular skill set; making sure mentor is in line with their approach.

5. Opportunities for professional development

5. a. GTAs can take advantage of events in University Life, Graduate Student Life (ex. MaGIC), departmental colloquia; ask for teaching observations; develop teaching philosophy.

5. b. Faculty, staff, and admin can develop multiple/more equitable evaluations; consider how GTAs' identities influence evaluations; organize working groups and workshops to assist GTAs develop job materials such as teaching philosophies, portfolios (ex. SIS GTA Workshop).

6. Grad students transitioning into a faculty position at GMU

6. a. Graduate students can seek opportunities to work with faculty to observe and learn about responsibilities such as GTA supervision and participate in faculty meetings.

6. b. Faculty, staff, and admin can consult with GTAs on their professional development needs.

7. Mentoring and supporting GTAs as teachers

7. a. English Dept. GTAs take part in monthly professional development group; observe faculty; are observed by mentor in first semester and later evaluated.

7.b. English Dept. faculty, staff, and admin include GTAs in workshops/reading groups on teaching pedagogy; provide peer observations as a way to share strategies in a safe space; provide GTAs with work in the Writing Center; and mentor GTAs prior to teaching.