2014-2015 FUTURE FACULTY PROGRAM

The Future Faculty Program, supported by the Graduate School, is a year-long professional development program that brings together 15 award-winning teaching assistants from across campus to talk about, reflect upon, and improve their teaching, while preparing them for the academic job market and the rigors of their first faculty positions. Experienced teaching assistants who have been recognized at the institutional level for their outstanding teaching and who are preparing for careers in higher education are invited to apply to the program.

If you are a 2014-2015 OVPI Outstanding Teaching Assistant Award winner or a Graduate School Excellence in Teaching Award winner, you may apply to be a member of the next Future Faculty Program class. Application are available in the spring with a deadline of late March each year.

Front: Hyong (Brian) Il Yim, Timothy Godfrey, Melissa Mitchell, Elizabeth Studer, Rao Ling, Thomas Dornhoffer, Jennimaria Palomaki, Kimberly Kellett
Back: Wyatt Geist, Chase Mason, Joshua King, David Brew, Heather Gallivan, Ny Voarintosa, Robert Poister

OUTSTANDING TEACHING ASSISTANT & EXCELLENCE IN TEACHING AWARD

Nominations for the 2014-2015 will be accepted beginning in November 2014.
(Nomination deadline: 5:00 PM, January 16, 2015)

The University recognizes the significant contribution graduate students make to the instructional mission of the University with these two separate awards. Nominees for either award must have fulfilled TA Policy, have taught at least once within the last two terms, and must be enrolled fulltime in the semester of application. Further details for eligibility are included on respective award applications.

Outstanding Teaching Assistant Award (OTA)
The Outstanding Teaching Assistant Award, sponsored by the Office of the Senior Vice President for Academic Affairs and Provost. Departments may nominate up to 10% of their eligible TAs or LAs.

Excellence in Teaching by Graduate Students
The Excellence in Teaching Award, sponsored by the Graduate School. Departments may nominate one eligible TA or LA who has received or is being concurrently nominated for the OTA. Only candidates who have demonstrated superior teaching skills and who have contributed to teaching beyond their own classroom responsibilities should be nominated.
GRADUATE SCHOOL’S TEACHING PORTFOLIO PROGRAM

Spring Deadline: February 6, 2015
Portfolios should be submitted to the Graduate School through the online submission website by 5:00 p.m. at https://gradstatus.uga.edu/Competitions/G106

Since the Spring semester of 2005, the Graduate School has sponsored the Graduate School Teaching Portfolio Program. The purpose of the program is to encourage graduate students to document their teaching experiences at UGA in order to reflect upon and improve their teaching and to be prepared to present their teaching accomplishments on the job market. Many graduate students have found that preparing a teaching portfolio well before they begin their academic job searches has greatly helped them during the application process. Some credit a teaching portfolio for helping them get their jobs! The portfolio is designed to provide graduate students with feedback and official recognition on a portfolio documenting their UGA teaching experiences.

Spring 2015 Teaching Portfolio Workshop:
http://www.ctl.uga.edu/events/category/graduate-teaching-assistant-workshops

Components and Samples
Sample portfolios and portfolio consultations are available through the Center for Teaching and Learning (542-0534) or you can view the sample portfolios at the links below:

Jayna DeVore  Luanna Prevost
Shannon Whitlock  Daniel Bulger

For additional information about preparing the portfolio, please contact Judy Milton at the Graduate School.

The Teaching Portfolio is the cornerstone for the Interdisciplinary Certificate in University Teaching.

GRADUATE SCHOOL’S INTERDISCIPLINARY CERTIFICATE IN UNIVERSITY TEACHING

In support of the Graduate School’s teaching certificate program, the CTL offers course work in the area of teaching development, and assistance with the demonstration of teaching scholarship. Students interested in pursuing the teaching certificate should contact Judy Milton (jmilton@uga.edu), Certificate Director and Assistant Dean of the Graduate School, to submit a formal application as soon as they have formulated plans for pursuing the Certificate and a plan of study. This should be done as early as possible after deciding to pursue the certificate.


For more information on the teaching certificate, visit the Graduate School’s website at:
http://grad.uga.edu/index.php/current-students/professional-development/university-teaching/

TEACHING SUPPORT SEMINARS

GRSC 7770: Seminar on College Teaching. For more information, contact Dr. Paul Quick (pauquick@uga.edu).
GRSC 7800: College Teaching and Student Learning. For more information, contact Dr. Denise Domizi (dpinette@uga.edu).
GRSC 7900: Course Design. For more information, contact Dr. Denise Domizi (dpinette@uga.edu).
EDHI 9040: Teaching with Technology in the College Classroom (Pre Req: GRSC 7770 or dept. equivalent) For more information, contact Dr. Sherry Clouser (sac@uga.edu).
2014 GRADUATE TEACHING ASSISTANT ORIENTATION PROGRAM

Before the beginning of each fall semester, CTL organizes a campus-wide orientation for all new graduate students with instructional responsibilities during the current academic year. During this 4-hour session, all new teaching and laboratory assistants, graders, and discussion leaders who are required to attend TA Orientation are provided with resources and guidance to help them get started as a TA/LA at UGA. This year’s orientation, including the Saturday make-up orientation, offered training sessions to 623 new TA/LA’s from approximately 108 different departments.

In this session, TAs have opportunities to learn about and discuss topics such as their role and responsibility as a teaching assistant, how to effectively engage with their supervising professor, and strategies to design their curriculum and lesson plans. More specifically, participants in the TA Orientation Program become familiar with key policies and resources related to successful teaching and learning practice at UGA; learn how and what to prepare for their first few weeks in the classroom and/or laboratory environment; and are introduced to the resources available within their departments and across campus that offer support for individuals engaged in teaching and learning endeavors at UGA.

“[The] best sessions were structured as a class - Best Practices...”

Survey feedback from the 2014 TA Orientation participants revealed that 97% of the new GTAs were pleased overall with the topics and information presented at the orientation. They found the last two sessions, “Panel Discussions” with the Future Faculty Program TA’s (92%) and “Planning for Teaching and Learning” with Dr. Paul Quick and Dr. Denise Domizi (99%) to be the most beneficial, citing a desire to have more time for these sessions.

While 68% of the participants felt that this orientation program addressed their concerns about preparing to enter the classroom, 35% still did not have a clear sense of responsibility regarding their positions. Many expressed departmental concerns that were logistics-related issues such as access to supplies, dress code, and job duties/expectations. These departmental specific concerns were understandably constant themes in feedback since classes began only four days after orientation.

In addition to the TA Orientation program, CTL provides campus-wide support on matters relating to instruction by coordinating a wide variety of programs, activities, seminars, and consultations that serve graduate teaching and laboratory assistants throughout the academic year. Please visit our site, wwwctl.uga.edu for programming details.

“I gained the most from [Dr. Domizi’s] active learning lecture”

“Paul Quick demonstrated perfectly”

“Gary Green was good with engaging [participants]”

“Dr. Quick was excellent. All sessions should be structured like this...”

Dr. Paul Quick, Coordinator of TA Development
MID-SEMESTER FORMATIVE EVALUATIONS

The CTL offers mid-semester formative evaluations (MSFE) to those who teach courses at the University of Georgia. The purpose of a MSFE is to provide structured feedback to instructors from their students regarding the functioning of the class and the quality of student learning at around the mid-point in the semester. The process is anonymous for the students and is confidential for the instructor. While a MSFE can be performed at any point during the semester, it is recommended that at least four weeks have passed. Depending on the size of your class, one or more faculty members from the CTL's MSFE team will come to your class and interact with your students. The MSFE process typically takes 25 to 30 minutes of class time to complete, and we find that the last 25 to 30 minutes of class is the ideal time to perform the evaluation.

The CTL's MSFE asks students to respond to three basic questions:
1. What aspects of class are going well?
2. What aspects of class need improvement?
3. What changes in the course would benefit student learning?

Click to Request a Mid-Semester Formative Evaluation for your course.

The Center for Teaching and Learning (CTL) is a support unit of the Office of the Vice President for Instruction. It is devoted to the advancement of instruction and faculty development at The University of Georgia. CTL sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. Dr. Eddie Watson is the director of CTL, and Dr. Paul Quick is the Coordinator of TA Development and Recognition.

* Fall Orientation for TAs and LAs
* GRSC 7770, 7800, 7900; EDHI 9040
* TA Handbook
* TA Newsletter
* Teaching Resources
* SoTL Support
* Individual Consultation
* University Awards for Outstanding Teaching
* The Future Faculty Program
* Instructional Technology Resources
* Teaching Seminars and Workshops
* Web Resources on Teaching (http://www.ctl.uga.edu/)
* Teaching Portfolio Samples and Consultation
* University Teaching Certificate Support
* eLC Help Sessions

TA Newsletter is a publication of the Center for Teaching and Learning. Kristina Collins and Andrea Skellie composed, edited, designed and produced the newsletter. Teaching Assistants are encouraged to submit articles for publication in this newsletter. Submissions should be forwarded to Dr. Paul Quick at pauquick@uga.edu.