Session 4.05

Transforming Orientation and Training for Graduate Instructors and Teaching Assistants

Jossette Bailey M.A.
Purdue University
jfbailey@purdue.edu
jossettebailey@gmail.com

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We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…this week and in all aspects of our organization.

Note on language

- **DRC** – Disability Resource Center
- **Professor** – Any instructor who is **not** a graduate student. Full professor, teaching professor, adjunct, etc.
- **GTA** – Graduate student serving as a TA or Graduate Instructor
- **Graduate Instructor** – Grad student who teaches a class
- **TA / Teaching Assistant** – Grad student supporting a professor in the classroom, as a lab or recitation leader, doing grading, proctoring exams, etc.

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This Session and Beyond

- Describe graduate student demographics at your institution
- Distinguish between graduate student roles
- Assess current programming
- Identify areas for expanded programming
- Prioritize where to focus your efforts
- Build your collaborative network

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Activity:

Who Are Our Graduate Students?

Starting from *Something*

What do you **already know**?
- Testing center data
- Contacts with professors and graduate instructors
- Misc. helpful sources

Where can you **find out more**?
- Institutional data
- "**The** Graduate School"
- Graduate student organizations

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Enrollment and Employment

Institutional Data

• New graduate students per year

• Percentage international

• Number of GTAs compared to professors

• Breakdown of graduate students per program

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International Graduate Students

Differences in…

• Disability law

• Education system

• Language and terminology

• Accommodation process

• Cultural understanding

GTA Role Comparison

Teaching Assistant

- Assisting a professor
- STEM
- Industry
- Research

Instructor

- Teaching their own class
- Humanities, social sciences
- Professors
- Research

GTA Involvement

- Starting out in lower-level courses
  - General education requirements
  - Prerequisites
  - Higher student-to-teacher ratio

- Courses with first- and second-year students
  - New to university
  - New to self-advocacy
  - New to navigating accommodations on their own

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Existing Programming @ Purdue

- Graduate Student Orientation (Presentation)
  - What the DRC does, requesting accommodations

- Graduate Resource Fair (Tabling)
  - Tabling event, chance to talk to students but tends to only attract students looking for accommodations

- Request from instructor or program (Presentation)
  - What the DRC does, requesting accommodations

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Resource: Reflection Document

Reflection Activity: Current Practices

What programming does **your office** already provide for...

• Graduate students as students with disabilities?

• Graduate students as instructors?

• New or continuing professors?

Programming Options and Scale

- Adaptability is key
- Presentations with short and extended versions
  - 15 minutes, 30 minutes
- Handouts & online resources (DRC website and/or Canvas)

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Use What You Have

Combine slides from different presentations

• What the DRC does

• New student orientation

• Slides geared toward instructors

Collect available resources

• An example accommodation letter

• Testing accommodation instructions

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Orientation vs Training

Orientation might include…

- What the DRC does

- What is disability?

- Legal overview

- Accommodation process

- Testing center information

- How to get help from DRC

- Handouts / resources

Training might include...

Orientation, plus...

- Action items
  - What to do with the accommodation notification
  - Implementation for common accommodations
- Role-specific guidance
  - Lab TA, recitation TA
- Discipline-specific suggestions
- TA/Instructor "dos and don'ts"
- Interaction (scenarios, demonstration, Q & A time)

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More on Training

- Best suited for smaller groups, class visits, departmental orientation specifically for GTAs

- GTA responsibility, compliance, most common issues, basic tips

- Universal Design suggestions may not be possible

Prioritization

- Who needs orientation? Who needs training?
    - Academic programs
    - Types of courses

- Training in what?
    - What to do with accommodation letter
    - Student interactions
    - Testing accommodations
    - Labs (extended time, etc.)
    - Who to contact with questions

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Making Connections

Initiating Collaboration

- Identify key departmental contacts
  - Graduate Student Services Manager
  - Program Coordinator
- Department websites & handbooks
  - Existing orientation, training, professional development, required course
  - Details on role of GTAs and expectations

Resource: Planning Document

- Key Contacts
- GTA Role
- Notes
  - What programming does the department provide (e.g., TA orientation, training, PD, required course?)
  - Notes on priority
  - Link to handbook

Thank you!

Connect with me on LinkedIn

Jossette Bailey

Graduate Student KPC

Interest Form

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Session Evaluation

tinyurl.com/AHEADFeedback

Your feedback helps shape future programming.

Thank you for attending!