



TEXAS A&M ESSENTIALS

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POTENTIAL GRADUATE ASSISTANT EDUCATIONAL RESPONSIBILITIES (BY TITLE)

GRADUATE ASSISTANT NON-TEACHING (GANT)

- Assist faculty grading
- Develop course material
- Tutor or interact with students in class or via online courses

GRADUATE ASSISTANT RESEARCH (GAR)

- Mentor students in labs or other research venues

GRADUATE ASSISTANT TEACHING (GAT)

- Teach laboratory sections
- Prepare lecture or lab content
- Conduct review, recitation or homework help sessions

GRADUATE ASSISTANT LECTURER (GAL)

- Teach lecture courses (often supervised by faculty)
- Co-teach course with faculty

GRADUATE ASSISTANT EXTENSION (GA-EXT)

- Combination of duties described previously, except tailored specifically for extension projects

Graduate Students Support Undergraduate Education

UNDERGRADUATE INSTRUCTION

The impact of graduate students on undergraduate education is far-reaching, yet difficult to quantify. Here are a few of the many ways in which graduate students (often graduate assistants) formally impact undergraduate education.

- Teach course sections
- Teach labs
- Support faculty-led sections
- Guest lecture
- Facilitate discussion boards or small group activities
- Mentor in lab environments

GRADUATE ASSISTANT EMPLOYMENT

The following table shows graduate assistant employment for FY 2011 broken down by employing unit and graduate assistant responsibilities.

	TAMU	AGRILIFE RESEARCH	AGRILIFE EXTENSION	TEES	TEEX	TAMU GALVESTON	TEXAS FOREST SERVICE	TTI	TOTAL
GAL	-	2	-	-	-	-	-	-	2
GA-EXT	-	-	27	-	-	-	-	-	27
GANT	449	3	-	9	-	4	3	-	468
GAR	1,593	457	-	950	-	26	-	122	3,148
GAT	1,320	3	-	-	-	45	-	-	1,368
TOTAL	3,364	463	27	959	-	75	3	122	5,013

PREPARING GRADUATE STUDENTS TO BE EXCELLENT TEACHERS

The University requires that all first-time graduate teaching assistants (GATs) attend the Teaching Assistant Training Evaluation Program (TATEP), hosted by the Center for Teaching Excellence (CTE). Here, students are exposed to a number of topics such as learning styles, techniques for engaging the class, teaching in a diverse classroom, and university policies protecting students. The University also requires a certain level of English language proficiency for students from non-English speaking countries. Students who support teaching are held to a higher level of proficiency than those who do not.

A number of other professional development opportunities are provided to prepare graduate students for their responsibilities in undergraduate education.

- Center for the Integration of Research, Teaching, and Learning (CIRTL) cirtl.tamu.edu
- Center for Teaching Excellence (CTE) cte.tamu.edu
- College Teaching Certificate eahr.tamu.edu
- [Academy for Future Faculty](http://academy.tamu.edu) (CTE)
- Other Discipline-Specific Training Opportunities—Conducted at the department, course, or instructor level



ENGAGING UNDERGRADS IN THE DISCOVERY OF NEW KNOWLEDGE

Approximately 30% of undergraduate students are engaged in research with faculty. Many of these are also mentored by graduate students. One such example includes approximately 160 undergraduate students taking part in the National Science Foundation's Research Experience for Undergraduates (REU) site programs each summer.

The Office of Honors and Undergraduate Research offers a training session entitled "How to Mentor Undergraduate Researchers." Nearly 250 graduate students have taken this class since 2007.

ENGAGING IN MENTORSHIP AND SERVICE

Graduate students regularly support the educational mission of Texas A&M through mentorship and service. There are countless ways in which graduate students advise, train, supervise, tutor, mentor or generally contribute to undergraduate student success. Often these are tied to a graduate student's employment with the university, but many times these are volunteer efforts not linked directly to an academic unit, but rather a student organization or a graduate student-led event development opportunity. Some examples of this include:

- **CAREER CENTER ADVISING**
- **STUDENT RESEARCH WEEK MENTORING/JUDGING**
- **STUDENT LEARNING CENTER ADVISING**
- **PATHWAYS TO THE DOCTORATE MENTORING/JUDGING**
- **THESIS OFFICE ADVISING**
- **STUDY ABROAD TEACHING ASSISTANTSHIPS**
- **UNIVERSITY WRITING CENTER ADVISING**
- **STUDENT ORGANIZATION LEADERSHIP**
- **LIBRARY RESEARCH SUPPORT**
- **UNDERGRADUATE RESEARCH MENTORSHIP**
- **COLLEGE- OR DEPARTMENT-LEVEL SUMMER RECRUITMENT CAMP GUIDANCE**
- **RESEARCH ABROAD ASSISTANTSHIPS**
- **GENERAL ACADEMIC PROGRAM ADVISING**

BENEFITS OF GRADUATE STUDENT DIVERSITY TO UNDERGRADUATE EDUCATION

Graduate assistants help provide a diverse context within which students learn. Graduate and professional students compose 24% of the total student population, yet they represent 86% of all international students on campus. These students help create a more globally representative atmosphere for all of our students, and provide opportunities to help broaden our students' perspectives.