June 29, 2004

MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs
Chairman Wilson
Vice Chairman Aldridge

FROM: Alan Mabe

SUBJECT: Meeting of the Committee Thursday, July 8, 2004

FOR THE COMMITTEE ON EDUCATIONAL PLANNING, POLICIES, AND PROGRAMS MEETING

Chairman Gilchrist has asked me to notify you that the next meeting of the Committee on Educational Planning, Policies, and Programs is scheduled for Thursday, July 8, 2004, in the Executive Conference Room, here in General Administration building. Please note that the meeting will begin at 1:00 p.m.

1.   Election of Committee Officers

2.   Approval of the Minutes of the Meeting on May 13, 2004 (vote)

3.   Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

Request for authorization to discontinue the following baccalaureate degree program.
- Bachelor of Science in Manufacturing Engineering Technology at the University of North Carolina at Charlotte

Request for authorization to establish the following baccalaureate degree program:
- Bachelor of Science in Birth-Kindergarten at Elizabeth City State University

Request for authorization to establish the following master's degree program:
- Master of Science in Computer Science and Engineering at NCA&T State University

Request for approval of licensure for the following programs:
Licensure for the Art Institute of Charlotte to offer Degree Programs in Charlotte
- Bachelor of Arts in Fashion Marketing and Management
- Bachelor of Arts in Interior Design

Licensure for Miller-Motte Technical College to offer Degree Programs in Wilmington
- Bachelor of Science in Business Administration
- Associate of Applied Science in Cosmetology

<u>Strategic Planning</u>
4. Editorial Correction of Mission Statement for UNCW—Dr. Mabe (information)

<u>Access: Enrollment Planning</u>
5. Proposed Revised Reporting of Participation—Dr. Mabe (information)

<u>Accountability</u>
6. Report on Passing Rates for NC Bar Exams—Dr. Mabe (information)
7. Report on Training, Monitoring, and Evaluation of Graduate Teaching Assistants—Dr. Brown (information)
8. Report on Retention Conference (information)

<u>Other</u>
9. Presentation on Revision of Rules and Standards for Licensure—Dr. Mabe, Dr. Howard-Vital (information)

Request for Authorization to Establish a Bachelor of Science in Birth through Kindergarten at Elizabeth City State University

Introduction

Elizabeth City State University notified the Office of the President of its intent to plan a Bachelor of Science degree in Birth through Kindergarten (CIP 13.1209) in March 2003.

Program Description

The proposed Bachelor of Science in Birth through Kindergarten is structured for those who plan to work as educators in a variety of settings with young children from birth to age five. The program will be housed in the School of Education and Psychology, along with other education programs. The 127 hour curriculum for the BK program is multidisciplinary and will include the required 45 hour general education core courses and courses from psychology, sociology, health education, and special education. One of the goals of the program is to help BK students develop an understanding of the appropriate curricula and methods of instruction for children from birth through kindergarten. Field experiences will be an integral part of the BK program. Students will be able to utilize Elizabeth City State University Laboratory School, Head Start, public schools, shelters, and hospitals. Individuals who currently hold North Carolina teacher licensure in the areas of elementary education or special education can pursue a BK or a Preschool License. The proposed program will offer individualized programs of study that are developed with a faculty advisor based on the student's previous academic and experiential backgrounds. The proposed program also supports the North Carolina Department of Public Instruction's documented need for graduates with special knowledge and skills as a requirement to work with young children with and without special needs.

To strengthen ties with the College of the Albemarle Community College, the proposed program will develop a Two-Plus-Two-Program that will allow community college graduates who hold an Associate of Arts degree in early childhood education to transfer to ECSU with advanced standing.

Program Need

Providing quality early childhood care has become a crucial priority for the State of North Carolina. The need for the BK program has been established through surveys (1995, 2002); there is a projected enrollment of 80 students after four years. The proposed BK program is also based on national data which describe the need for quality, higher education preparation for early caregiver workers. There is a significant educational gap for those who wish to teach children at the BK developmental stage. The proposed BK program will be important to the Elizabeth City-Pasquotank area, and surrounding counties; representatives from these areas encouraged a BK program.

Resources

Elizabeth City State University has the facilities, faculty, and the experience to support a Birth through Kindergarten Program. No additional state funds are required. Program needs will be addressed through internal reallocations, contract and grant funding, and enrollment increase funds.

Recommendation

It is recommended that the Board of Governors approve the request to establish the Bachelor of Science in Birth through Kindergarten at Elizabeth City State University effective August 2004.

Request for Authorization to Establish a Master of Science in Computational Science and Engineering at North Carolina A&T State University

Introduction

North Carolina A&T State University notified the UNC Office of the President of its intent to plan a Master of Science in Computational Science and Engineering degree (CIP# 14.9999) in February 2004. The university requests authorization to establish the program in August 2004.

Program Description

The goal of this program is for students to (a) master high performance computer programming tools as well as data acquisition and processing techniques; (b) acquire computational modeling, simulation and visualization skills; (c) relate acquired knowledge and skills to specific applications of science, engineering, technology, and business; and (d) learn to develop novel and robust computational tools and methods to solve scientific, engineering, technological, or business problems. The interdisciplinary curriculum combines applied mathematics, high performance parallel and scalable computing, scientific modeling and simulation, data visualization, and domain areas such as physical sciences and engineering, life sciences, agricultural and environmental sciences, technology, and business. Graduates of the program will be highly versatile computational scientists, engineers, technologists, or business executives capable of interacting and collaborating effectively with professionals in a variety of fields.

Program Need

Information and computational technology has been recognized as one of the engines of economic growth, and industry and national laboratories have expressed concern about unmet needs for well-trained computational scientists and engineers. Computational techniques have become an integral part of scientific discovery processing and engineering design. The demand for computational scientists, engineers, and technologists in several critical areas of national interest is steadily increasing. NCA&TSU is a national leader in producing African American engineering baccalaureate degrees, and the pool of students graduating with relevant undergraduate degrees is sufficient to support a master's program. Although Duke University offers a graduate certificate program and NC State offers a graduate minor in Computational Science and Engineering, no other master's degree program exists in the state. The program would be the first in the nation at an HBCU. It is anticipated that 18 full-time and 6 part-time students will be enrolled by the fourth year of the program.

Resources

No additional state resources are required. Program needs will be addressed through internal reallocations, contract and grant funding, and enrollment increase funds.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Science in Computational Science and Engineering degree at North Carolina A&T State University effective August 2004.

**Request for Authorization to Discontinue the Bachelor of Science in
Manufacturing Engineering Technology at
The University of North Carolina at Charlotte**

<u>Requested Action</u>

The University of North Carolina at Charlotte requests permission to discontinue the Bachelor of Science in Manufacturing Engineering Technology (CIP 15.0612).

<u>Rationale</u>

UNCC is in the process of reworking the programs in Engineering Technology to address areas in which they can project reasonable need and demand. They will be submitting information on this in the near future. Since the enrollment in this program has been low for several years, and the last student in it is scheduled to graduate in December 2004, it seems to be an appropriate point at which to officially terminate the program.

<u>Recommendation</u>

It is recommended that the Board of Governors approve the request to discontinue the Bachelor of Science in Manufacturing Engineering Technology at The University of North Carolina at Charlotte, effective December 31, 2004.

An editorial correction is needed in UNCW's mission statement. In line 13, the word should be "throughout" rather than "through." While this is just an editorial correction, OP thinks it important that any change be reported to the Committee.

The University of North Carolina at Wilmington
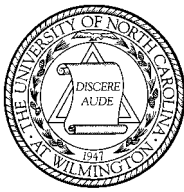
The University of North Carolina at Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship and artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's level and a doctoral program in marine biology complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

Reporting of NC High School Graduates' Participation Rate in UNC Institutions

UNC has been reporting the fall first-time-in-college freshmen that are graduates of an NC high school in the previous year for the purpose of calculating the participation rate. A number of students who graduate from an NC high school the previous year enroll in January as first-time-in-college freshmen. We are expanding our analysis of participation to include those students. To do so we will adjust how we report the fall term participation rates. The fall participation rate will be reported as a preliminary fall participation rate, and after data from spring enrollment is available we will produce a report on the annual participation rate.

In addition to reporting the year-by-year preliminary and annual participation rates, we will provide a three-year rolling average of preliminary fall and annual participation rates. We also plan to develop further analysis when we have data from DPI regarding the composition and choices of program of study of the high school student body. The charts below provide an analysis of recent data in this new format.

Participation in UNC: Fall and Annual Rates

Grad Year	HS Grads	New HS FTIC Fall Term	Prelim. Fall Participation	New HS FTIC Spring Term	Fall/Spring Total	Annual Participation	Participation Year
1992-93	63,454	16,463	25.9%	534	16,997	26.8%	93-94
1993-94	60,753	16,568	27.3%	512	17,080	28.1%	94-95
1994-95	62,946	17,363	27.6%	550	17,913	28.5%	95-96
1995-96	60,544	17,728	29.3%	672	18,400	30.4%	96-97
1996-97	61,638	18,500	30.0%	675	19,175	31.1%	97-98
1997-98	63,136	19,193	30.4%	669	19,862	31.5%	98-99
1998-99	64,148	19,445	30.3%	720	20,165	31.4%	99-00
1999-00	66,403	20,151	30.3%	722	20,873	31.4%	00-01
2000-01	67,521	20,868	30.9%	726	21,594	32.0%	01-02
2001-02	70,494	21,251	30.1%	760	22,011	31.2%	02-03
2002-03	74,622	22,663	30.4%	715	23,378	31.3%	03-04

Three-year Rolling Average Participation Rates

1992-95	187,153	50,394	26.9%	1596	51,990	27.8%	93-96
1993-96	184,243	51,659	28.0%	1734	53,393	29.0%	94-97
1994-97	185,128	53,591	28.9%	1897	55,488	30.0%	95-98
1995-98	185,318	55,421	29.9%	2016	57,437	31.0%	96-99
1996-99	188,922	57,138	30.2%	2064	59,202	31.3%	97-00
1997-00	193,687	58,789	30.4%	2111	60,900	31.4%	98-01
1998-01	198,072	60,464	30.5%	2168	62,632	31.6%	99-02
1999-02	204,418	62,270	30.5%	2208	64,478	31.5%	00-03
2000-03	212,637	64,782	30.5%	2201	66,983	31.5%	01-04

DRAFT

NINTH ANNUAL REPORT ON THE TRAINING, MONITORING, AND EVALUATION OF GRADUATE TEACHING ASSISTANTS (GTAs): ACADEMIC YEAR 2002-2003

EXECUTIVE SUMMARY AND PREFACE

This ninth annual report responds to the Board's Policy and Guidelines on *Training, Monitoring, and Evaluation of Graduate Teaching Assistants (GTAs)*. (See Section 400.3.5 and 400.3.5.1[G], *UNC Policy Manual*.) The report describes GTA training, monitoring, and evaluation, especially at the nine UNC institutions employing significant numbers of GTAs during the 2002-2003 academic year. The report's emphasis is on those GTAs who are assigned full responsibility, under faculty supervision, to teach courses in a lecture or laboratory setting.

According to data supplied by UNC institutions, 4,981 GTA appointments were made across UNC during the Fall 2002 and Spring 2003 semesters, although only 52% of these GTAs had full or primary responsibility for lecture or laboratory instruction under faculty supervision. Nine campuses made significant use of GTAs, each with over 100 GTA appointments. UNC-CH and NCSU made the most extensive use of GTAs, representing 34% and 30% of the total GTA appointments respectively. (See Table 1 below.) Nine UNC institutions employed 302 international teaching assistants (ITAs), representing 6% of total GTA appointments at those institutions. (See Table 2 below.)

UNC institutions report extensive programs for the training, evaluation, and supervision of GTAs, including careful screening and placement of international teaching assistants. Many institutions provide English as a Second Language and other instructional programs to ITAs before they assume primary responsibility for lectures or laboratories. GTAs are given ample opportunity for involvement with campus or departmental committees and other bodies and are eligible for a number of awards and honors in recognition of their contributions to the teaching mission of their institutions. Both NCSU and UNC-CH have developed enhanced programs for preparing the "faculty of the future," with extensive opportunities to learn about and prepare for the multiple responsibilities that make up the faculty career.

As has been noted in previous reports, the effective use of GTAs, particularly in research extensive universities, is essential to meeting the demands for both undergraduate instruction and graduate education. Many universities have no other way to meet undergraduate instructional needs with available resources while also providing opportunities for graduate student support and for faculty contributions to research and service. Although use of GTAs as undergraduate classroom instructors has raised some concern, the GTA experience has a positive impact on the teaching mission of the University and on the professional development of graduate students, who will be the next generation of the professoriate.

In their impact on the teaching mission of the University, GTAs allow faculty to increase the time spent on course development and design, improve the University's ability to teach more undergraduate students in smaller classes (e.g., recitation, laboratory, or tutorial assignments), and help ensure that undergraduate students receive more one-on-one, specialized attention, particularly in large lecture sections taught by faculty. Some GTAs teach in areas outside their specialized disciplines, encouraging cross-disciplinary perspectives and enriching the intellectual climate of the campus. In addition, GTAs can be effective role models for undergraduates, encouraging them to consider pursuing advanced degrees.

GTA appointments are also essential to the professional development of graduate students and their preparation for positions in academia, industry, and the public sector. Through their appointments as GTAs, graduate students enhance their personal learning and develop important interpersonal, organizational, and leadership skills, as they manage and communicate in a classroom environment. They develop a deeper understanding of the field in which they teach as well as of the mission and operations of their department and the University. Perhaps most importantly, GTAs receive essential preparation for assuming their own positions as university faculty members.

However, the effective use of GTAs requires that they receive adequate training, supervision, and evaluation by faculty mentors. This report demonstrates that UNC institutions take this responsibility seriously and have put in place appropriate policies and procedures to comply with University guidelines. The report includes quantitative data in sections I and II on the use of GTAs by UNC institutions and provides an update to previous reports on the ways in which institutions ensure the competency of GTAs, promote communications with and about GTAs, and recognize their accomplishments. Section V provides examples of effective practices and recent initiatives.

I. INSTITUTIONAL USE OF GTAs

A. Number of GTA Positions. Table 1 combines the number of GTA positions, by institution and type of position, for the fall 2002 and spring 2003 semesters. The figures refer to positions, rather than to individual GTAs. For example, the same person holding a GTA position in both the fall and spring semesters is counted as two positions for purposes of reporting. Table 1 includes all graduate positions that support the teaching mission, such as graduate assistants and graduate laboratory assistants, but it does not include graduate research assistants. The institutions are listed in descending order based on the total number of GTAs employed. Data are included for the number of GTA positions involving full responsibility (under faculty supervision) to teach sections of lecture or laboratory courses.

Also included are the proportions of these assignments to the total graduate teaching assistant positions. For example, according to the data reported by NCSU, 24% of the GTA positions related to the instructional mission were used to teach lecture sections with full course responsibility; 37% of the GTA positions were used to teach laboratory sections, and the remaining 39% of GTA positions at NCSU were used for assignments not involving full course responsibility, such as laboratory preparation, tutoring, grading, or course development.

Including all graduate teaching assistant assignments related to the instructional mission of the University, UNC institutions reported using a total of 4,981 GTA positions during the 2002-2003 academic year (Table 1). This total is slightly higher than the number of GTAs employed in 2001-2002, when the total was 4,728. Four UNC institutions (FSU, NCCU, UNCA, and WSSU) did not employ any GTAs. Two institutions, ECSU and UNCP, used only a small number of GTAs (2 and 7, respectively), while NCSA used GTAs on a limited basis (43 GTAs). The remaining nine institutions (UNC-CH, NCSU, NCA&T, UNCG, UNCC, UNCW, ECU, ASU, and WCU) made more extensive use of GTAs, each with over 100 GTA positions. The research extensive universities (UNC-CH, NCSU) accounted for 64% percent of all GTA positions within UNC.

B. Scope of GTA Activities. As indicated in Table 1, for the 16 UNC institutions combined, 52% percent of GTAs had full responsibility to teach sections of either lecture or laboratory courses, while the remaining 48% percent served in other positions. Courses employing GTAs typically are introductory-level courses within the general education program, such as freshman English, basic mathematics courses, introductory science laboratories, and physical education activity classes. Instructional duties for GTAs include a wide range of activities: classroom lecturing or laboratory responsibilities under faculty supervision; assistance in laboratory, recitation, performance, and discussion sections; and individual and small-group tutoring assignments.

Even at smaller institutions, GTAs provide limited but important contributions to the teaching mission. At UNCP, 7 GTAs serve as instructors in physical education activity courses. NCSA employed its 43 GTAs as assistants to faculty members in laboratory sections within the School of Design and Production and the School of Music.

Non-instructional graduate assistant positions contributing to the instructional mission include activities such as laboratory preparations, equipment and computer maintenance, drafting examination questions, grading exams and papers, providing audio-visual support, or working in academic support units.

Table 1. GTA Positions by Institution and Type of Position
(2002-03 Academic Year)

Institution	GTAs in Lecture Sections		GTAs in Laboratory Sections		GTAs in Other Positions		Total	Total Percent
	Number	Percent	Number	Percent	Number	Percent	Total	Percent
UNC-CH	563	33%	6	0%	1,135	67%	1,704	34%
NCSU	351	24%	548	37%	578	39%	1,477	30%
UNCG	270	71%	110	29%	0	0%	380	8%
UNCW	22	6%	148	40%	196	54%	366	7%
UNCC	38	10%	78	21%	248	68%	364	7%
NCA&T	22	12%	87	46%	82	43%	191	4%
ECU	94	45%	97	46%	18	9%	209	4%
WCU	21	16%	39	30%	71	54%	131	3%
ASU	33	31%	68	64%	6	6%	107	2%
NCSA	0	0%	0	0%	43	100%	43	1%
UNCP	0	0%	0	0%	7	100%	7	0%
ECSU	2	0%	0	0%	0	0%	2	0%
FSU	0	0%	0	0%	0	0%	0	0%
NCCU	0	0%	0	0%	0	0%	0	0%
UNCA	0	0%	0	0%	0	0%	0	0%
WSSU	0	0%	0	0%	0	0%	0	0%
Total	**1,416**	**28%**	**1,181**	**24%**	**2,384**	**48%**	**4,981**	**100%**

Note: Laboratory sections are those primarily involving experimentation, testing, or practice.

II. PROCEDURES TO ASSURE THE COMPETENCY OF GTAs

A. Teaching Contracts. Each of the nine UNC institutions making appreciable use of GTAs provides formal contracts or letters of appointment for GTAs, usually through the graduate school. These documents outline the basic requirements, policies, and procedures pertaining to GTAs. In addition, many departments provide more detailed statements outlining the specific course responsibilities for each GTA.

B. Training Programs. UNC institutions employing GTAs offer pedagogy courses or workshops either prior to or concurrent with the GTA appointment. A general orientation typically is provided to acquaint new GTAs with campus-wide resources (e.g., teaching centers, teaching consultants, writing centers, academic computing centers), as well as policies and practices regarding undergraduate instruction (e.g., academic and honor codes, grading,

prevention of sexual harassment and discrimination, health and safety practices, and effective teaching techniques). The campus teaching and learning center is typically involved in these orientations, as well as in continuing seminars or courses in effective teaching.

Frequently, individual departments provide additional GTA training, tailoring their approaches to the discipline, the nature of the courses to be taught, and the specific needs of their students. For example, at UNC-CH, the fall orientation is offered by the Center for Teaching and Learning, and the Graduate School offers a course in effective teaching open to students from all fields. Numerous departments also offer their own courses in effective teaching within the discipline, including Computer Science, Economics, English, German, History, Mathematics, Political Science, Psychology, Romance Languages, Russian, Sociology, Information and Library Science, and Journalism and Mass Communication.

Research extensive campuses in particular have taken targeted approaches to the training and preparation of graduate students. The Center for Teaching and Learning (CTL) at UNC-CH, with the Graduate School, has created a Program Director position to assist International Teaching Assistants. The CTL also maintains a network of departmental GTA coordinators and liaisons, which facilitates planning and communication related to GTA preparation. NCSU has developed a special program, "Preparing the Professoriate," which pairs fellowship recipients and other graduate students with faculty mentors; mentors work with GTAs to develop their teaching philosophies, refine teaching materials, and develop teaching portfolios, which not only can be used in the evaluation of GTAs but also provide a record of the graduate student's teaching experience for prospective employers.

C. English Proficiency for International Teaching Assistants. The English language competency of international students who serve as GTAs is an important concern at institutions which have substantial foreign graduate student enrollments. Extensive procedures are in place, consistent with the best practices nationally, to ensure the adequate English language proficiency of international teaching assistants (ITAs) involved in classroom, recitation, or laboratory instruction.

At NCSU, for example, ITAs must pass two levels of screening for language competency by attaining a minimum score on the Test of English as a Foreign Language (TOEFL) and by passing an oral English proficiency screening interview. Based on the results of the screenings, ITAs are placed in one of four categories: 1) clearance for any teaching responsibility; 2) assignment only to those teaching responsibilities that require relatively limited verbal interaction with students; 3) provisional clearance for teaching responsibilities that require relatively limited verbal interaction with students; and 4) assignment to teaching support responsibilities that require no verbal interaction with students (e.g., grading, lab set-up). Prior to clearance for an instructional role involving increased verbal interaction with undergraduates, ITAs in the second category are required to be re-screened and receive an acceptable score for full clearance; ITAs in the latter two categories are required to take one or more English as a Second Language (ESL) courses and pass a re-screening to receive an appointment involving significant verbal interaction with students.

Similar screening and evaluation practices for ITAs for whom English is a second language are in place at UNC-CH. ITAs who will have significant contact with students (i.e., those with full-course responsibility, recitation and lab leaders) must demonstrate oral proficiency in English before their appointment. Currently, determining the oral English proficiency of graduate students is the responsibility of departments. If graduate students do not have sufficient command of spoken English, the department either refers them to a course offered by the Graduate School, "Communicating in the American Classroom," or assigns them as teaching assistants with limited student contact or as research assistants.

UNC Charlotte's English Language Training Institute has developed an extensive program of support for ITAs, including videotaping to assess English language competence and a two-semester non-credit communications course required of all ITAs who need to improve their English competency. These students are assigned to non-teaching duties until their language assessments meet the required level. The other UNC institutions using ITAs have screening, training, and evaluation practices for ITAs consistent with the number of ITAs employed.

Table 2 compares ITA positions to total GTA positions at the nine UNC institutions giving ITAs primary responsibility for lecture or laboratory sessions. No other UNC institutions employed International Teaching Assistants.

Table 2. ITA Positions* Compared to Total GTA Positions by Institution (2002-03 Academic Year)

Institution	ITAs	Total GTAs	Percent
UNCCH	107	1,704	6%
NCSU	79	1,477	5%
UNCC	42	364	12%
UNCG	33	380	9%
NCA&T	19	191	10%
UNCW	11	366	3%
ECU	6	209	3%
ASU	3	107	3%
WCU	2	131	2%
Total	**302**	**4,929**	**6%**

*with full or primary responsibility for classroom instruction

D. Evaluation. Each of the nine UNC institutions making appreciable use of GTAs has established procedures for their evaluation. Classroom observation with feedback to the GTA is an integral part of training and evaluation. Written records from mentor observations and undergraduate student evaluations are maintained, usually becoming a part of the GTA's personnel file. Faculty members are involved in one-on-one mentoring with many GTAs. In addition, each institution ascertains that GTAs are in good academic standing in their programs.

E. Supervision. GTAs typically report to a designated department or college GTA coordinator who is responsible for their general supervision and assignment of duties. Faculty mentors are used to ensure that GTAs are given ongoing training to develop teaching skills and techniques. Some are involved in team-teaching with GTAs. Mentors also review course materials (e.g., syllabi, lectures, exercises, examinations) prior to their use in the class. In some units, supervision is extensive, with a faculty member assigned full-time to the development and monitoring of GTAs. In others, teaching contracts incorporate expectations for faculty supervision, indicating specific times the faculty member will meet with the GTA to review course planning and work and to observe teaching.

III. COMMUNICATIONS WITH AND ABOUT GTAs

A. Representation of GTAs on Committees. Participation of GTAs on University committees is encouraged to facilitate communication and graduate student input into policy making. In many departments, GTAs serve on curriculum committees that review course curricula and decide on classroom resources such as textbooks. Besides frequent appointments to departmental- and school-level committees, GTAs often serve on University-wide groups involved in areas such as academic policies, planning, graduate education issues, and research. Most institutions have campus-wide graduate student associations, as do many departments. GTAs also occasionally serve on regional professional association committees within their disciplines.   Involvement in these activities is part of the professional development of GTAs, preparing them for institutional, departmental, and disciplinary service that will be expected of them as faculty members.

B. Institutional Brochures on GTAs. Brochures and handbooks are widely available to educate GTAs about their responsibilities and duties, campus services, University policies, and University resources for teaching and learning. Many of these handbooks are available on the World Wide Web. Examples at selected institutions include the following:

NCSU
Graduate Teaching Assistant Guidelines, the Graduate Student Brochure, Resources for Graduate Students, the International Teaching Assistant Policy Statement, and other relevant publications
http://www2.acs.ncsu.edu/grad

Preparing the Professoriate
http://www2.acs.ncsu.edu/grad/ptp/

Faculty Center for Teaching and Learning GTA Development Programs
http://www.ncsu.edu/fctl/Graduate_Students

UNC-CH
Center for Teaching and Learning: Teaching Assistant Development
http://ctl.unc.edu/tad.html

UNCC
Graduate Teaching Assistant Handbook
http://www.uncc.edu/gradmiss/students/handbook/gta.htm

UNCG
Teaching Assistant Handbook
http://www.uncg.edu/teaching_assistant_handbook.html

In addition, many departments provide department-specific handbooks. There is also an increasing effort to inform undergraduate or prospective students and their parents about the role of GTAs, including the distribution of brochures and discussions at freshman orientation programs.

C. Administrative Office Responsible for GTAs. At most UNC institutions, the graduate school is responsible for general oversight of GTA activities, including appointment and contracts, information and guidelines, and general training and evaluation. At UNC-CH, the Office of the Provost administers the University's program for GTAs primarily through the resources of the Center for Teaching and Learning. The Center oversees the implementation process associated with the GTA *Guidelines*. At NCSU, the Graduate School staff includes a Director of Graduate Student Teaching Programs and administers the Preparing the Professoriate program.

IV. RECOGNITION OF GTAs

A. Awards. UNC institutions making appreciable use of GTAs reward and recognize their contributions to the teaching mission of the University. Although most have awards at the departmental level or higher, many institutions also have expanded the college or campus-wide awards presented annually at a formal ceremony or convocation to recognize GTAs. Typically, GTAs are nominated by their departments and/or by students, and an awards committee makes the final selections based on student and faculty evaluations as well as a review of syllabi and course materials. Honors may include financial awards, plaques, certificates, and letters of appreciation. Several institutions have recently established new GTA awards, some funded by alumni.

B. Honors. Some institutions use means other than awards to recognize GTA contributions to teaching. For example, the Center for Teaching and Learning at UNC-CH annually selects four to six Graduate Teaching Consultants through a competitive departmental selection process. After intensive training, the Consultants lead orientation sessions for new GTAs, assist with the annual planning retreat for school and departmental liaisons, offer workshops throughout the year, and organize a spring colloquium on teaching for GTAs. At NCSU, participation in Preparing the Professoriate, which pairs graduate students with faculty mentors, provides fellowship recipients and other outstanding graduate students with enhanced professional development opportunities and a close working relationship with a faculty role model.

V. EXAMPLES OF EFFECTIVE PRACTICES AND RECENT INITIATIVES

Effective practices common to the nine UNC institutions making appreciable use of GTAs are highlighted in earlier sections of this report. Additional examples and new initiatives are provided below.

UNC-CH
- A Preparing Future Faculty pilot project implemented in 2002-2003 is designed to assist Teaching Fellows, who have responsibility for designing their own courses. The pilot project, which involves four departments, was developed in response to recommendations by the undergraduate Student Body, the Graduate Student Professional Federation, and the Academy of Distinguished Teaching Scholars. It is funded by the Office of the Provost and the Parents' Council.
- Graduate Teaching Consultants, working through the Center for Teaching and Learning, are developing strategies for assisting GTAs in understanding the Honor Code and issues of academic integrity.
- The Teaching Assistant area of the Center for Teaching and Learning website is being enhanced with additional workshop materials and teaching resources.
- The Center for Teaching and Learning conducts a fall retreat for departmental GTA liaisons and faculty coordinators to plan programs and services for faculty working with GTAs.

NCSU
- The Graduate School offers a required all-day "Orientation to Teaching for New Graduate Teaching Assistants."
- The Graduate School has also developed a workshop for International Teaching Assistants, "Great Tips for International TAs," encompassing cultural, language, and pedagogical issues.
- The English Department has instituted a semester-long apprenticeship in the second graduate semester for new GTAs training to teach composition.
- GTAs participating in the Preparing the Professoriate program develop extensive teaching portfolios, which include their teaching philosophy as well as syllabi, teaching materials, and examinations developed for their classes.

UNCG
- The Graduate School offers an intensive workshop for GTAs each August; a number of departments offer courses which must be taken prior to receiving a GTA appointment.
- In addition to five University-level awards to recognize the teaching contributions of graduate students, nine departments offer awards for GTA contributions.
- In the Department of Human Development and Family Studies, students co-teach with a faculty member before being assigned primary responsibility for their own courses.
- The Department of Counseling and Human Development assigns all GTAs both a content and a teaching supervisor.
- In the English Department, all GTAs have peer mentors.

UNCW

- The Watson School of Education sponsors an array of activities for GTAs, including a luncheon with the Graduate Coordinator and the Dean to discuss issues of concern to GTAs and inclusion in all faculty professional development activities.
- In the History Department, a once-a-month GTA gathering includes teaching skills workshops conducted by faculty members.
- The Creative Writing Department holds weekly meetings for GTAs assigned to the introductory course, to address concerns and share effective classroom practices. In summer 2003, Creative Writing GTAs served as coordinators, instructors, and counselors in the Young Writers' Summer Workshop.

UNCC

- The Graduate School offers an all-University orientation and teaching-focused workshops required for all GTAs. Workshop sessions have included "Classroom Communication, Relationships and Behavior," "Teaching Tips," and "Getting the Most out of Mentoring."
- GTAs participate in annual Teaching Week activities, which provide an opportunity for them to interact with and learn from successful UNCC faculty on topics related to teaching undergraduates.
- In the English Department, graduate students are required to tutor in the Writing Resources Center in their first year. All GTAs are required to attend a departmental orientation, weekly staff meetings, and complete practicum and internship courses. The Director of University Writing Programs meets with GTAs regularly and visits their classrooms at least three times during their first classroom semester.
- The Center for Teaching is developing more opportunities for GTAs to become involved in existing programs as well as developing offerings specific to the needs of GTAs.
- Fifteen departments have developed their own graduate student associations under the umbrella of the Graduate and Professional Student Government. Funding for GPSA was increased to support this expanded involvement by graduate students.

NC A&T

- The School of Graduate Studies employs an external expert in teacher training to conduct its annual GTA workshop.
- GTAs are teamed with upper level undergraduates in some departments to assist with large-enrollment classes.
- The Graduate School is developing a handbook for GTAs.
- The Department of Electrical Engineering has developed a nomination procedure, award, and an incentive policy to recognize outstanding GTA performance.

ECU

- GTA training is primarily the responsibility of employing departments. A survey conducted by the Graduate School indicated that all units use a mentoring approach to ensure on-going development of graduate students' teaching skills.
- The Dean of the Graduate School is reviewing all departmental graduate student training programs and will develop campus-wide training manuals to complement departmental activities.

- In light of ECU's strategic goal to increase the number of international students on campus, the University is establishing a link with an English as a Second Language school to provide language training for ITAs.

WCU
- The Office of Research and Graduate Studies offers a required orientation session and teaching workshop for GTAs. The workshop includes presentations by the Faculty Center for Excellence in Teaching and Learning on the fundamentals of teaching and a panel discussion by distinguished instructors.
- In Chemistry and Biology, GTAs meet weekly with faculty mentors for guidance and instruction.
- In the Department of Health and Human Performance, GTAs are paired with faculty mentors for course planning and assessment.
- GTAS in the English Department must complete several steps to be assigned a freshman composition course. They complete at least one semester's work as a tutor in the Writing Center, take a course in "Methods of Teaching Composition," and assist faculty members for two semesters before becoming responsible for their own sections.

ASU
- The Graduate School sponsors a two-day workshop for GTAs focusing on such topics as classroom and library strategies, academic integrity, service learning, diversity, and professionalism in the classroom. An additional session features veteran GTAs who answer questions and share teaching strategies that have worked well for them.
- A teaching conference sponsored by the Faculty Development Center now includes GTAs in a collaborative experience with faculty members. GTAs and faculty are included in all conference sessions and special GTA-specific break-out sessions have been added to the conference.
- GTAs have begun to participate as instructors in the Freshman Seminar program, going through the same training as faculty preparing to teach the course.
- In the English Department, teaching apprentices work with faculty in writing courses for two semesters before being assigned primary responsibility for teaching writing sections.

An Interactive Workshop

June 10- 11, 2004

UNC Center for School Leadership Development
140 Friday Center Drive
Chapel Hill, North Carolina

This two-day, interactive workshop has been designed to provide an opportunity for campus teams from Focused Growth Institutions to explore their retention profiles, discuss retention best practices with colleagues, interact with colleagues addressing retention issues, and design or refine a retention plan for their campuses. Participants will receive a *Retention Sourcebook* prior to the workshop.

Workshop sessions are designed to review general retention issues, discuss team strategies for student success, and examine how teaching relates to retention. At the end of the workshop, campus teams will leave with specific strategies for improving retention on their campuses.

Thursday, June 10, 2004

10:15 – 10:30 Registration

10:30-10:45   Welcome – Dr. Gretchen M. Bataille
              Senior Vice President for Academic Affairs

               Introductions and Workshop Overview

              Dr. Michelle Howard-Vital, Associate Vice President,
              Academic Planning, Office of the President

10:45- 11:45 "Data Collection for Retention Efforts – Creating a Team
              Culture"

              Moderator: Dr. Betsy Brown, Associate Vice President for Faculty
              Support and International Programs, Office of the President, UNC

              Dr. Alan Mabe, Vice President for Academic Planning, Office of the
              President, UNC

Mr. Robert Fry, Vice President for Strategy Development and Analysis, Office of the President, UNC

Dr. Bobby Kanoy, Associate Vice President for Access and Outreach, Academic Affairs, Office of the President, UNC

12:00-1:00   **Lunch and discussions of retention profiles and retention goals by campus teams**

1:15-1:45   **"Developing a Campus Plan for Retention: A Team Effort"**

Moderator: Dr. Alan Mabe

Comments: Feedback from Participants

2:00 – 3:00   **"At the Core: The Role of Faculty in Student Retention Efforts"**

Introduction: Dr. Michelle Howard-Vital

Dr. Nancy Chism, Associate Vice Chancellor for Professional Development and Associate Dean of Faculties, Indiana University - Purdue University, Indianapolis

3:00-3:15   **Break**

3:15-4:45   **"A University Perspective on Comprehensive Retention Planning"**

Moderator: Dr. Bobby Kanoy

Dr. Harry Williams
Associate Vice Chancellor for Diversity
Appalachian State University

Dr. Cindy Wallace
Associate Vice Chancellor for Enrollment Services
Appalachian State University

Mr. Joe Watts
Director, National College Access Partnership
Office of the President, UNC

5:00-6:00   **Reception**
Dinner on your own

Friday, June 11, 2004

8:00   **Continental Breakfast**

8:30 - 9:15   **"Retention and the Future of Historically Black Colleges and Universities"**

                Dr. Carolyn Mahoney
                Provost and Vice Chancellor for Academic Affairs
                Elizabeth City State University

9:15-10:15   **"UNC Campus Initiatives: Supporting the Success of Diverse Students in the 21st Century"**

                Moderator: Ms. Jocelyn Foy, Interim Associate Vice Chancellor & Director of Undergraduate Admissions, North Carolina Central University

                Dr. Anita Blowers
                Director
                Office of Student Success and Retention
                University of North Carolina at Charlotte

                Mr. Daniel Lovett
                Associate Vice Chancellor for Enrollment Management
                Winston Salem State University

                Dr. Jim Black
                Associate Provost for Enrollment Services
                University of North Carolina at Greensboro

10:15 -10:30 **Break**

10:30-1l:30   **Panel Discussion: "Enhancing the Team Culture - Academic Affairs, Student Affairs and the Campus Climate for Retention"**

                Moderator: Dr. Jose Picart, Vice President for Diversity & African America Affairs, North Carolina State University

Mr. Danny Bell
Program Assistant, American Indian Studies
UNC Chapel Hill

Mr. Eric Almonte
Assistant Director, Ohio Board of Regents

Dr. Thomas Conway
Associate Vice Provost
Enrollment Management
North Carolina State University

Dr. Louise Maynor
North Carolina Central University
Chair, English Department

11:45-12:30   Lunch

12:30-1:30   Presentation of Campus Team Plans

Moderator: Dr. Michelle Howard-Vital

1:30   Closing Remarks

Dr. Michelle Howard-Vital