

SYRACUSE UNIVERSITY
TEACHING ASSISTANT ORIENTATION PROGRAM 2017
-- General Portion --
EVALUATION RESULTS

[N=275]

SESSIONS

LARGE GROUP SESSIONS:

SESSION Scale: 1= NOT, 3 = Somewhat, 5=Very	A. How <u>informative</u> was this session?										Summary	
	Not		2		Somewhat		4		Very		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
Inclusive U	.	.	3	1.1	38	14.0	93	34.3	137	50.6	271	4.3
Distressed Students	2	0.8	6	2.3	49	18.6	98	37.1	109	41.3	264	4.2
Being a Responsible Employee	20	7.6	31	11.7	67	25.4	75	28.4	71	26.9	264	3.6
Orange Door	5	1.9	11	4.3	53	20.6	73	28.4	115	44.7	257	4.1
Orange Success	5	1.9	13	5.0	36	13.8	75	28.7	132	50.6	261	4.2
Total	32	2.4	64	4.9	243	18.5	414	31.4	564	42.8	1317	4.1

SESSION Scale: 1= NOT, 3 = Somewhat, 5=Very	B. How <u>interesting</u> was this session?										Summary	
	Not		2		Somewhat		4		Very		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
Inclusive U	1	0.4	17	6.3	73	26.9	91	33.6	89	32.8	271	3.9
Distressed Students	7	2.7	16	6.1	82	31.1	93	35.2	66	25.0	264	3.7
Being a Responsible Employee	19	7.2	41	15.5	85	32.1	78	29.4	42	15.8	265	3.3
Orange Door	11	4.3	26	10.1	39	15.2	81	31.5	100	38.9	257	3.9
Orange Success	12	4.6	34	13.0	49	18.8	80	30.7	86	33.0	261	3.7
Total	50	3.8	134	10.2	328	24.9	423	32.1	383	29.1	1318	3.7

COMMENTS: [N=173] 42 (+) 77 (+/-) 54 (-)

General Large Group Sessions Comments (n=95) 30 (+) 51 (+/-) 14 (-)

- + I thought all of the sessions were motivating, inspiring and very informative. All of them held my attention the whole time despite the long days.
- + It was great to have staff from different departments coming over. Really liked how they made resources available and accessible.
- + It was welcoming.
- + They were all good.
- + They were all informative and I'm glad they were included.
- + I found most large group sessions to be useful and informative.
- + The large group sessions were very useful, the instructor/facilitators were willing to address all issues raised and make sure everyone understood what was being delivered.
- + So far, so good. I think these sessions really reveal the characteristics of Syracuse University.
- + This was good for understanding all the different responsibilities.
- + It was comfortable and good enough.
- + It's great...helpful.
- + The large group sessions were fun and very informative.
- + Overall, the large group sessions were very informative and dynamic.
- + I enjoyed learning about some of the organizations I previously didn't know about at SU.

General Large Group Sessions Comments (Cont.)

- + The information provided during the large group sessions was very informative.
- + Overall, they were informative and a good review of policies.
- + Overall, the large group sessions were informative and presented clearly.
- + They are really informative and I learned a lot about how to be a TA and how to live in Syracuse. The PPT is good and lecturers are responsible and delivered really good speech.
- + It was very helpful to understand all the things that we are supposed to do in order to be better TAs.
- + Very useful and a lot of new information for me.
- + Good
- + Good generic topic choices to do all at once.
- + Not too long, went by fast. I liked the videos.
- + I felt that overall, the large group sessions were both relevant and informative.
- + The Large Group sessions covered a lot of information.
- + I loved that there was a large focus on inclusion.
- + Inclusive U and Orange Door were great presentation.
- + I think Orange SUccess and Inclusive U were presented the best.
- + Really appreciated Inclusive U, Distressed Students and Orange Door.
- + Orange SUccess is a great idea and I liked hearing more about it.
- +/- The quality of the sessions (with the exception of “Being a Responsible Employee”) was very high.
- +/- They were mostly very good.
- +/- They’re pretty helpful.
- +/- I wish the responsible employee session had been longer since I believe that information is vital, and thus more time is needed to fully explain it.
- +/- Sometimes tedious to sit through or listen to, but some were very helpful!
- +/- The large group sessions were informative but not as engaging.
- +/- Very informative, but orientated toward non-STEM subjects. Lots of the TA Orientation could be accomplished at the department level and this would be more engaging.
- +/- The large group sessions are informative, but the speed of most of the speakers is a little faster to follow than the ones for international students before the 15th.
- +/- The Large Group Sessions were useful and full of important information but also a bit difficult to take in. The presenters give a lot of information at once and it can be hard to absorb, especially if it’s the 2nd, 3rd, or 4th such session that day.
- +/- They could be overwhelming with information.
- +/- I thought the Large Group Sessions had room for improvement.
- +/- Takes too long...but it is useful.
- +/- The sessions were all very informative but felt very long. I think most of the lessons could have been shorter while still covering the necessary material. Although juvenile, it would have helped people pay attention if there were evaluations or worksheets for each.
- +/- These seemed to clearly advance the strategic goals of the university. However, I thought they could have been combined as a panel or could have been shorter. I appreciated Dr. Srinivas’ candor very much.
- +/- There need to be minibreaks or small activities to keep people involved, I think.
- +/- Too many in a row drained energy but were individually good sessions.
- +/- Time of these sessions is too long. No need for everyone to participate in this part.
- +/- I think some of the sessions were a bit too long. But the presenters did a pretty good job of presenting their topics.
- +/- The Large Group Sessions include many useful information...but maybe time is not enough. I still have many questions to solve. Many contents are also difficult to understand in such a short time.
- +/- Most sessions needed more time.
- +/- Most were okay. But, the Employee one is an important topic and was glossed over.
- +/- It would have been nice seeing more POC presenting. There was not a great representation.
- +/- I would like to hear more about time management techniques and work/life balance.
- +/- Some were very interesting while others did not meet the descriptions in which I was hoping to learn more from.
- +/- Some topics were really interesting such as Inclusive U and Distressed Students, while others might’ve been a bit dragging and not clear on main points.
- +/- Though I believe that there is reason to have and explain the topics in the Large Group Sessions, a lot of the common and somewhat well-known topics/information were heavily explained/dwelled on, when at times, I felt the important and lesser-known information was glossed over.
- +/- Effective overall, except in making Title IX responsibilities of reporting explicit (this should have been done).
- +/- Very disparate and too long for most of them.
- +/- Could some presentations have been slightly shorter/more condensed?
- +/- Most seemed like they could have used the time more efficiently.
- +/- Some presentations were set up better than others.

General Large Group Sessions Comments (Cont.)

- +/- A lot of the content felt like it could have been handled better with a hand-out.
- +/- These sessions were great in general but probably shorter time frame for each one would have been better.
- +/- Most were fine.
- +/- Many of them were lecture-based. Having large group sessions that can be more interactive would work well.
- +/- While the large group sessions are meant to induce general awareness among the student (TA) community, they should definitely be more “FUN.” But, besides this, great effort!
- +/- Would be nice to have more interaction.
- +/- Lacked interactivity, keeping it hard to maintain focus. The topics were important, but it was hard to pay attention.
- +/- Difficult to hold attention in a large group.
- +/- They were too long and largely unnecessary.
- +/- Why not make them optional so that only the TAs who are interested can join? Too much time and energy spent on them but we couldn’t get the most out of it because we were full of repeated information.
- +/- Many sessions seemed very repetitive and often did not get through all the information. If sessions did not repeat, they may be able to get in some of the other important information.
- +/- Some of these sessions were very repetitive. Try to diversify more because information was over-hammered at some points.
- +/- Repetitive. Could condense information in a couple slides, especially the session on counseling. Too much verbiage on slides. I did like the information on veterans and the Newhouse produced video was very interesting. Could have more videos to show group, and from there have thoughtful conversation.
- +/- The order of the sessions should be considered because some of the sessions built off of each other.
- +/- The sequence was less effective than I had imagined. I would rather have learned about Being a Responsible Employee and FERPA before the other sessions.
- +/- Some of the sessions had a lot of overlap, but I didn’t mind that too much. Overall, they were mostly informative.
- +/- Understand the need for the information in these sessions to be given, but perhaps possible to streamline these considering the audience more than likely has been in university settings for many years.
- +/- I couldn’t attend Inclusive U and Distressed Students sessions because I had to go to home to get the electricity on. I informed my TM and advisor in the department.
- +/- I thought these sessions were fine – especially considering the presenters had to work with a large group and had to deliver pretty mandatory information. I thought that some positive values of the university were communicated – inclusion, diversity – but it still felt sort of perfunctory.
- +/- N/A
- Overall, too vague and general to be helpful.
- The contents mentioned could be done in PowerPoint or some other forms. I do not think these sessions are a necessity, personally. Especially, because the schedule is too tight within three days.
- Large group sessions were often grasping. The ideas were MUCH too vast and vague to be effective. We could just as easily have read brochures. Lack of specificity and connection in large groups.
- Early mornings/long days and dim lights aren’t a great mix.
- For the most part, boring...needed more visuals/videos with examples.
- Too many TAs spent too much time interrupting sessions by constantly going in and out of the room.
- I felt like getting information is important but actually practicing what I learned is also very important, to see if I understood the materials correctly. I thought Orange Door and Orange Success could be more effective in small groups.
- The schedule was too full.
- Seemed long...could it have been a bit shorter and more precise?
- Could be A LOT shorter.
- Length of time was long. Many became repetitive.
- Not a very effective way to introduce these important topics/policies. Hoped the presenters were more prepared.
- Speak too fast – that I cannot keep with.
- I feel that after the new TAs joined in the orientation on August 15th, the Large Group sessions became a little unfriendly to our international TAs. The speech is too fast that I hardly can follow the presenters.

Inclusive U (n=6) 4 (+) 2 (+/-) 0 (-)

- + Inclusive U (1)
- + Inclusive U was great to see all the things being done here and all the tools and resources we, as TAs, and these students have to ensure they are getting the most of each class.
- + Good to know because of the new initiatives at SU and now we, as TAs, play a role.
- + Inclusive U gave clear indications of what students need and what will be provided to TAs.
- +/- Loved the visibility with Inclusive U program, but the presentation doesn’t need to be a full hour, especially since it is redundant with Universal Design.
- +/- Please provide more information about the buddy program.

Large Group Sessions Comments (Cont.)

Distressed Students (n=4) 1 (+) 3 (+/-) 0 (-)

- + Distressed students (1)
- +/- To be honest, I barely remember the distressed students talk – needs more relevant advice and tools.
- +/- I don't know when folks should go to Counseling Center vs. Student Assistance.
- +/- The way information was presented was confusing to those with no knowledge of how the “medical” field works. I feel that many people left more confused about the two separate departments than before: clarify the confidentiality policies better.

Being a Responsible Employee (n=35) 0 (+) 15 (+/-) 20 (-)

- +/- In Being a Responsible Employee – Title IX: I thought Title IX covers more than sexual harassment. I wished she would have talked about other aspects of Title IX.
- +/- We did not reach the most important part of “Being a Responsible Employee” – our responsibilities as TAs.
- +/- Being a Responsible Employee was frustrating – we didn't get the most important information and that piano analogy was over simplistic and baffling.
- +/- Being a Responsible Employee left many questions about what our duties are and what the reporting process looks like in practice. I needed to ask people after the section to feel more comfortable and knowledgeable about SU and Title IX policy.
- +/- Tons of information. I would have greatly appreciated if the Responsible Employee and I-9 training and FERPA had been expanded to include how I, as a graduate student, am protected. There was a lot about my responsibilities, but very little about what the university is doing to keep me safe.
- +/- Thinking specifically about “Being a Responsible Employee,” making sure the reporting structure is given and explained seems important as much of the other content was covered in “Distressed Students!”
- +/- Responsible Employee needed a longer time slot and needs more FERPA education, need clear decision tree when deciding how and what needs reporting and where to report.
- +/- I would have liked to see more concrete presentation on the rights and responsibilities of us as TAs, especially in regards to Federal Laws such as Title IX and FERPA..
- +/- I would have preferred to receive more information during this session.
- +/- “Being a Responsible Employee” did not have enough time to get to the important information, i.e., what needs to be reported to the Title IX office.
- +/- This session, I felt, was rushed and I don't think I got the key information. I think a lot of the interactive question-and-answer elements could be taken out to make sure there is time for all of the information.
- +/- The “Being a Responsible Employee” session was cut short and the last slides seemed very important.
- +/- “Being a Responsible Employee” just talked about sexual assault, what else?
- +/- The “Being a Responsible Employee” session never actually reached what TAs are responsible for. DANG!
- +/- For the “Being a Responsible Employee” session: It seemed like the speaker is used to addressing undergraduates. We spent too much time covering basic concepts. This is useful, but most of us already have some familiarity. The biggest issue is that we did not cover the most important point. I left the session without learning what my responsibilities actually are.
- The Responsible Employee session did not address what I thought it would.
- For the Title IX talk, Percoski could save a lot of time by cutting down on the ludicrous amount of audience questions (i.e., simple questions she asks the audience).
- We needed more time for “Being a Responsible Employee”
- For Being a Responsible Employee, I felt as if the most important information was given last minute as we were leaving the session.
- “Being a Responsible Employee” was **not** helpful. Presentation was **rushed**, Title IX content was not wholly discussed, left **lots** of questions! Discussions about sexual assault could also have been handled more carefully.
- Responsible Employee – took too long, confirming what each individual offense was rather than policy.
- I thought the Being a Responsible Employee session was **very poor**. We spent too much time on basic concepts and then ran out of time. She didn't finish her presentation and so crucial information was glossed over or not stated, and given the reputations universities already have for covering up sexual assault on campus, this was extremely disappointing and upsetting.
- She never even said at the end how to BE a responsible employee!!! Horrible time management...
- The “Being a Responsible Employee” did not meet my expectations due to it only defining what “harassment” and things like that were, yet never got to the examples or part on what to do if a student reports that to us.
- The speaker in the “Being a Responsible Employee” lecture did not focus on the most important issue – what our responsibilities are and what protocol we need to follow.
- I thought the “Being a Responsible Employee” session could've been organized in a way that provided the key information up front...a different approach entirely.
- We spent too much time on the definition of sexual assault and never got to **how** we TAs are supposed to act/react if someone reports something to us (Being a Responsible Employee).
- I was unhappy that after such a long session on “Being a Responsible Employee” we didn't even talk about what we **really** needed to know. Put that information first!

Large Group Sessions Comments (Cont.)

Being a Responsible Employee (Cont.)

- Being a Responsible Employee need more time/efficiency.
- I personally feel that the large take away from this session was missed since we ran out of time. In fact, I think many students did not learn that we are mandatory reporters due to the fact that this was never discussed.
- My biggest issue was with “Being a Responsible Employee” – the tone of this session was offensive to me. Jokes about stalking? Why couldn’t we have had an honest conversation about why these issues are so pervasive in our culture?
- “Being a Responsible Employee” session showed **bad** time management – spent **too much time** on the basics of the basic terminology and asking vacuous questions (the answer is right there on the screen) and **rushed** through/skipped the actual important information for us as TAs. Also should have brought up the “false accusations” issue sooner and dealt with it right off the bat/integrated into the presentation because that question always comes up with this topic and so it should have been directly prepared for. Also, asking for examples is very uncomfortable to people who have had these experiences.
- Being a Responsible Employee was not useful at all. I do not believe we learned anything about how to handle a sexual harassment situation.
- Being a Responsible Employee seemed pretty low on useful information about our actual responsibilities. I felt like I was getting vague, largely unhelpful definitions of different sub-categories of harassment rather than useful information on how I should handle my position as a mandated reporter, for example.
- The Responsible Employee session was terrible. Asking the audience to define sexual terms and cheerily list of examples of sexual harassment, etc. is wildly inappropriate. We’re adults so just tell us what is what. So much time was spent on that that we didn’t even get to the practical side of us being mandated reporters.

Orange Door (n=9) 2 (+) 4 (+/-) 3 (-)

- + Good to know about.
- + Orange Door was my favorite. #GoOrange
- +/- Orange Door, while interesting, did not need to be its own session.
- +/- The Orange Door video was very well made but didn’t offer specific examples of ways to make class/campus more accessible to veterans.
- +/- Orange Door: could touch more on how we as TAs can help vets. Seemed more like an advertisement for the program.
- +/- I kind of felt like the Orange Door presentation was kind of useless- the video was great but not necessary for us – it seemed like a veteran student at SU recruitment video which wasn’t necessary for TA orientation.
- STOP AMERICAN IMPERIALISM – the video was for the wrong audience.
- Not very informative for the TA’s as far as any additional resources or responsibilities.
- I had trouble staying engaged during Orange Door – maybe make it more interactive.

Orange SSuccess (n=14) 5 (+) 2 (+/-) 7 (-)

- + Orange SSuccess was very comprehensive.
- + Orange SSuccess was my favorite presentation of the 5 large group sessions because I learned about a new system that didn’t exist when I was at SU as an undergrad.
- + I found Orange SSuccess particularly useful as a toolset.
- + I really enjoyed learning about Orange SSuccess.
- + Orange SSuccess sounds like a really helpful tool for study process management.
- +/- I am still unsure how to fully use Orange SSuccess and I tried logging in after the session, like we were informed to to so, and nothing on my profile was set up...
- +/- Many of the details of certain things, Like Orange SSuccess should be dedicated to a YouTube video; but, the reason for it should be discussed. I cannot remember how to navigate in-platform steps, but this was the majority of the talk.
- I had trouble staying engaged in Orange SSuccess – maybe make it more interactive.
- I was shocked that the phone numbers were visible to the audience of those being used as an example (it was stated that they did not ask to use their profiles first).
- I am concerned about the personal information being shared through Orange SSuccess both in terms of the TA’s contact information being shared as a default and the examples of how we as TAs could use it to alert other professors and administrators about the personal status of students.
- Were those actual students and their phone numbers? FERPA?
- Orange SSuccess system seemed a bit buggy; especially the part where it is difficult to delete phone-numbers.
- Orange SSuccess featured a real student’s name and phone number, which is surely a privacy violation.
- Orange SSuccess appears to be entirely unnecessary and unethical, violating privacy. It was peddled to us under threats/promises of denouncements and using it was a weapon against others. I am not including my department for fear of retaliation from her.

IF our information is posted publically, or to all faculty or student members on Orange SSuccess, it is without our consent and a violation of federal law.

BREAK-OUT SESSIONS

BREAK-OUT SESSIONS	C. How <u>informative</u> was this session?										Summary	
	Not		2		Somewhat		4		Very		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
Scale: 1= NOT, 3 = Somewhat, 5=Very												
Universal Design	.	.	4	1.5	30	11.2	103	38.6	130	48.7	267	4.3
Identity and Diversity in the Classroom	14	5.2	17	6.4	53	19.9	85	31.8	98	36.7	267	3.9
Total	14	2.6	21	3.9	83	15.5	188	35.2	228	42.7	534	4.1

BREAK-OUT SESSIONS	D. How <u>interesting</u> was this session?										Summary	
	Not		2		Somewhat		4		Very		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
Scale: 1= NOT, 3 = Somewhat, 5=Very												
Universal Design	1	0.4	10	3.7	52	19.5	97	36.3	107	40.1	267	4.1
Identity and Diversity in the Classroom	13	4.9	10	3.8	41	15.4	75	28.2	127	47.7	266	4.1
Total	14	2.6	20	3.8	93	17.4	172	32.3	234	43.9	533	4.1

COMMENTS: [N=187] 116 (+) 62 (+/-) 9 (-)

General Breakout Session Comments: (n=6) 67 (+) 22 (+/-) 1 (-)

- + All the sessions were interesting, inspiring and motivating – keeping my attention throughout.
- + Useful as general knowledge.
- + It was good to do together...flowed well.
- + These were both amazing and extremely helpful! Everyone involved with the presentations did amazing!
- + Loved both these sessions!
- + Both these session were good.
- + I really enjoyed both sessions.
- + Very impressive!
- + Interesting.
- + Both really great and led by mentors who truly know what they were talking about and were articulate and kind/sensitive with the specific topics.
- + Teaching Mentors are great – I’d love to be a part of this group in future.
- + Liked that TMs were giving these presentations.
- + The TMs in these sections were all very knowledgeable and enthusiastic about the material they presented.
- + Enjoyed a lot of the presenters’ humor, and got very helpful information in these two sessions.
- + I thought these sessions were very good and helpful.
- + Helpful
- + Informative
- + Learned lots of info.
- + These were informative and helped us in how to deal with situations we may have not experienced or had to handle before.
- + The breakout sessions did a great job of exposing me to what to expect in the Syracuse University community and particularly in the classroom.
- + Both sessions were incredible and absolutely urgent and necessary.
- + Both were engaging with practical applications of the subject material.
- + Both sessions were great!
- + These were very good and I have no comments.
- + I enjoyed these, learned and found the presenters entertaining.
- + Great interactions among audience and presenters.
- + Fantastic session on important topics with great presenters!

Breakout Sessions Comments (Cont.)

- + Both of these sessions were very well facilitated and provided a lot of useful scenarios and strategies.
- + The presenters of both sessions did a great job of providing interesting, relevant information.
- + I thought these topics fit in very well with the training.
- + Both were very useful in providing knowledge needed to accommodate everyone in the classroom.
- + It's not that easy to design a successful class. It takes time and energy and techniques. These sessions gave us constructive advice and useful suggestions.
- + I enjoyed both sessions because they made me more aware of how diverse my class may be in many aspects. I think as a TA, it's important to be cognizant of that, so the students can be comfortable utilizing me as a resource and also to prevent myself from unknowingly offending students.
- + It is very important to know this knowledge so that we don't face an uncommon problem in the future.
- + I am glad SU cares about these issues enough to make everyone go to these panels.
- + Awesome – loved it.
- + The breakout sessions were appropriate/good.
- + Really useful and down to earth with some examples.
- + Very useful primers on evolving nature of the modern university classroom.
- + Very good and interesting.
- + They were informative enough to get a good idea of how to apply practices that are inclusive and that take into account the diversity in the classroom
- + Good (2)
- +/- Sessions felt very general, but still important.
- +/- I enjoyed these sessions and would have liked more ideas for resources I can consult in the future, and/or access to slides where applicable.
- +/- Both are good. But, I think more time could be spent on “how to” instead of “what is.”
- +/- Great job by both teams. But, ‘TJ’ could be louder and/or more clear while he spoke.
- +/- The breakout sessions were very interesting, yet I felt the information could have stood pairing down.
- +/- The most interesting thing about these sessions was to listen to personal experiences from the TAs, which should be more present in the next trainings.
- +/- Maybe Session # 5 and Session #10 could be combined into one session.
- +/- Could be compressed to one session.
- +/- Many sessions could be shorter such as: Inclusive U, Distressed Students and Orange Door.
- +/- Seemed repetitive.
- +/- These sessions were good but it didn't seem particularly applicable to STEM TAs.
- +/- Good content, but not STEM orientated. Please make the skit more relative/provide STEM version of both sessions in classroom.
- +/- Geared towards humanities more than STEM – so not as useful.
- +/- I don't remember much about them. I needed some time to soak the information up, but because I didn't, I couldn't even focus on the things that I was really interested in.
- +/- These two sessions should be more interactive I think, because you can easily get distracted from the topic.
- +/- I was familiar with the material. Although I appreciate these topics, I was surprised and disappointed by how this was given time during Large Group Sessions and Break-Out Sessions.
- +/- Next time, show more examples in both sessions.
- +/- I would have really liked a few more tips on “safe spaces.”
- +/- The sessions informed us of policy and how we are mandated to behave. I understand that these few days were just a “crash course” on university teaching, but much of this material is better suited to discussions (semester-long course discussions).
- +/- Unfortunately, I hadn't arrive in Syracuse yet, so I was un able to attend.
- +/- N/A (2)
- I don't like the classroom. It's too big. They don't have microphone. As an international student, I feel like I cannot listen to them clearly.

Universal Design (n=36) 28 (+) 7 (+/-) 1 (-)

- + The Universal Design Session is well-imprinted in my mind.
- + I learned a lot from the Universal Design session.
- + New to me and very helpful.
- + I liked the idea of Universal Design.
- + Really informative and thought provoking.
- + Universal Design was very good and had excellent examples in action.
- + Universal Design was well done.
- + I learned a lot. Skits were great and informative.
- + Helpful – because it allowed me to think about relevant factors that I need to think about and be prepared for.
- + I especially liked the UD session.

Breakout Sessions Comments (Cont.)

Universal Design (Cont.)

- + Universal Design was very useful to see what opportunities are available to make the class as accessible as possible for all students.
- + Universal design gave great practical tools to bring to the classroom.
- + Universal Design was one of my favorite sessions and I will probably think of some ways to incorporate UD in my class.
- + Excellent!
- + UD Session is one of the best!!!
- + Universal Design did a great job explaining an interesting topic that could apply in/out of classroom. Concrete examples were helpful.
- + Really enjoyed the UD session and think it is very important.
- + The Universal Design session was very well presented with the sequence of information very clearly thought out. Great balance between information and sharing of TM's experiences.
- + Found this session (#10) extremely useful, especially the discussion.
- + I enjoyed the Universal Design session because I never really understood why some professors are so strict about timed tests or harsh due dates, so it was nice to hear that there are people working to create less stressful classroom environments. I think in the long run, students (all students) could be more successful because of this.
- + UD – more helpful session of the two.
- + University Design was very helpful for me because it was something that I was not familiar with and I did not have that much knowledge of it.
- + Universal Design was extremely useful information.
- + Universal Design was good. It was great to hear from actual students about what experiences they'd had when working with TAs and profs.
- + Really enjoyed Universal Design. Learned a lot that I plan on implementing moving forward.
- + I found UD to be one of the most interesting and informative of the sessions. I felt as though a number of tips and strategies offered were very helpful. I also like the use of skits and videos to make things clear.
- + The video/experiment in Universal Design was super useful!
- + A valuable and essential framework for new/returning TAs.
- +/- For Universal Design - some more examples using multiple intelligences of learning.
- +/- Universal Design was pretty typical stuff.
- +/- Universal Design:
- +/- Session #10 was a little messy feeling because there were three TMs presenting. I lost focus quite often.
- +/- Universal Design is an interesting topic, but it was presented in a dry, uninteresting manner.
- +/- Universal Design was a bit difficult to generalize across other disciplines.
- +/- Universal Design is a helpful concept to keep in mind when designing activities or lectures in the classroom. I'm not sure if there could've been a better way to illustrate classroom discussions that could harm students, but I did feel the questions of students using/claiming beliefs to avoid work or the questions mitigating harm for students who belong to minority, sexuality, ethnic, racial and others.
- Universal Design was extraordinarily redundant.

Identity and Diversity in the Classroom

(n=61)

21 (+)

33 (+/-)

7 (-)

- + Thought the Diversity one was excellent.
- + Identity and Diversity was super necessary.
- + Identity and Diversity was a very good session. I'm glad it left lots of space for discussion and questions.
- + The Identity and Diversity in the Classroom session was incredible. Really well presented with important information and lots of collaborative thought from the audience.
- + The Identity and Diversity in the Classroom session was probably the best session in my opinion. It was very engaging and thought provoking.
- + Diversity – AWESOME job and there was great conversation – probably one of the best break-outs.
- + Breakout Session #11 was phenomenal. It was a very comfortable environment even though the room was very large. I thought the TMs handled topics, situations and questions very well.
- + TJ and Teresa did a great job at this presentation.
- + The leaders of Identity and Diversity were great! They handled a very heavy/difficult topic wonderfully.
- + Identity and Diversity in the Classroom was extremely interesting and was facilitated very well.
- + ID and Diversity section very well done. Kept emotions and objectivity in balance. As a CIS-white male with conservative ideologies, I greatly enjoyed the academic nature of this discussion. Tastefully done.
- + Identity and Diversity was great!
- + Identity and Diversity was great. Thought provoking conversation is always good.
- + The issues raised in the "Identity and Diversity" session are imprinted in my mind.

Breakout Sessions Comments (Cont.)**Identity and Diversity in the Classroom (Cont.)**

- + Really informative and thought provoking.
- + Identity and Diversity was very well done and challenging with topics.
- + A vital conversation that may encourage more dialogue in smaller groups.
- + It's useful. Many questions we may meet up with in teaching are answered. Mentors shared their valuable experiences.
- + Also a helpful session – because it makes you think about relevant factors that you need to be prepared for.
- + Interesting, made us think about important topics such as how to make our classrooms more accessible and safe for all students.
- + From this session I really learned a lot and the skits were great and very informative.
- +/- Loved the examples in “Identity and Diversity” – yes, they were triggers, but it was necessary.
- +/- For Identity and Diversity – it was more about posing more questions/issue than solutions. I would have liked more strategies on having difficult conversations.
- +/- Identity and Diversity in the Classroom sparked a lot of good discussion and I think this session could have been a bit longer or have been held in smaller groups so that this discussion could have gone even deeper.
- +/- I thought the Identity & Diversity session was very interesting and a topic that needs to be addressed in today's society. I wish we had more time to discuss the concepts further.
- +/- Identity and Diversity needed more time. I feel like it kind of went off the rails and conclusions weren't drawn.
- +/- The Identity and Diversity Session is mainly centered on an American point of view, so many international students felt lost in the discussions; but, the TMs handled it very well.
- +/- So important and there was a great discussion. However, I think having a more complete sketch would help prompt more specific answers to identity and diversity. The skit was too open-ended, leading to people fighting/debating about unnecessary things.
- +/- Identity and Diversity was interesting because of learning all the audiences' opinions. I enjoyed the discussion style, but missed what types of resources are available for safe space training, and speaking about diversity in ways we could reach out to other departments.
- +/- The Identity and Diversity session sparked discussion but I'm not sure that it covered everything. Maybe get a couple more keynote speakers who have dealt with the issues being talked about.
- +/- The Identity and Diversity session was very important and useful but could have benefitted from better structure and contextual information in sharing of experiences and personal viewpoints.
- +/- Identity & Diversity in the Classroom I find is a very important topic; but, the issue was more on LGBTQ and identity than racial.
- +/- I & D felt a little repetitive. Again, the information is deeply generalized.
- +/- I felt that some parts of the Identity – wasn't very well explained.
- +/- Identity and Diversity in the classroom could have been much deeper and illuminating. It was superficial.
- +/- I think a different skit in ID session would have been more helpful. It seemed as though some people got confused by the skit and it got the discussion off track.
- +/- #11 – Interesting skit but a bit more clarity would have been useful.
- +/- The Identity Session is too open-ended. In such a large group and without a microphone, it is hard to hear what people are talking about.
- +/- There needed to be more discussion as to how to handle any points of contention.
- +/- For #11, we had a lot of discussion but we never reached a consensus as to what seems to be appropriate or correct.
- +/- At the end of session #11, I felt like we still didn't have a good grasp/good solution to move forward with, although discussion was fantastic.
- +/- In Identity and Diversity, we never received concrete strategies.
- +/- Identity and Diversity laid out potential problems, but didn't offer many actual solutions.
- +/- For the Identity and Diversity sessions, I think the speakers should make it more clear that a safe space should be a safe space for everyone. For example, a student with an unpopular opinion should not have to worry about offending ANYONE in a truly safe space.
- +/- I found the Identity and Diversity Session had a lot of potential and is very necessary, but the format was rather unnecessary and offensive. The skit without context led to what felt like a free-for-all to share opinions on the validity of trans-people. It treated trans-people as a “difficult topic” and as a site of debate. Then, the content of the presentation was mostly ignored in favor of discussing if it is meant to tell a student they cannot hold offensive views. I would have preferred more guidance on how to defend, support or uplift individuals with marginalized identities rather than spending time having my identity called into question.
- +/- Identity and Diversity is extremely important to talk about, though the session seemed mismanaged. The skit and following discussion had little framing and essentially had people discussing the other identities in the room in problematic ways. There also seemed to be a conflation of safety and comfort that allowed some of this problematic discourse.
- + During Identity and Diversity, people were interested in concrete solutions to the presented situations, which were not provided. This would have been very helpful.
- +/- I couldn't understand this session?
- +/- I & D was great, but I feel like we lost a bit of focus.

Breakout Sessions Comments (Cont.)

Identity and Diversity in the Classroom (Cont.)

- +/- There were no microphones used in “Identity and Diversity in the Classroom” session, and I was sitting back in the hall. It was really hard to hear what the presenters were talking about. It was an interesting session, though.
- +/- For the Identity and Diversity session, I think topics may be selected carefully in order to not offend anyone. Those are really sensitive issues.
- +/- A little bit more structure would have been a great asset to this session, but wonderful overall.
- +/- Identity and Diversity was too discussion based – needed practices and solution – people doubtlessly left without real training on how to handle.
- +/- None.
- Identity and Diversity in the Classroom was not very informative.
- Identity & Diversity: I personally didn’t like the nature of the session because it had the presenters pushing their political views to some degree. I don’t have to know the presenter’s views in order to hold respect for diversity. Personally, in my department, we couldn’t care less about the background of anyone. Everyone is treated based on who we are.
- There were some questions and concerns around the methods used in regards to “safer” spaces. Although I understood the point that they were getting across, allowing people to sit through a scenario that hits home until someone finally names the violence IS violence itself. The session would have worked had they quickly moved to naming the problem and to larger conversation.
- We need information about our roles, not lectures in why diversity is good. You are preaching to the choir...
- I didn’t feel that the Identity/Diversity session was facilitated well. Too much about the issue vs. how we as TAs should manage, teach, incorporate, address and resolve.
- Identity and Diversity sustained more questions than provided answers/suggestions.
- Discussion was repetitive and very opinionated.

CONCURRENT SESSIONS #1

CONCURRENT SESSIONS #1	E. How <u>informative</u> was this session?										Summary	
	Not		2		Somewhat		4		Very			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Scale: 1= NOT, 3 = Somewhat, 5=Very												
Introduction to the Globalized Classroom	5	4.9	12	11.7	24	23.3	29	28.2	33	32.0	103	3.7
Motivating Students	.	.	14	8.1	44	25.6	57	33.1	57	33.1	172	3.9
Creating a Teaching Persona	.	.	9	5.2	26	15.1	48	27.9	89	51.7	172	4.3
Welcome to Being a TA	5	4.6	13	12.0	22	20.4	26	24.1	42	38.9	108	3.8
Total	10	1.8	48	8.6	116	20.9	160	28.8	221	39.8	555	4.0

CONCURRENT SESSIONS #1	F. How <u>interesting</u> was this session?										Summary	
	Not		2		Somewhat		4		Very			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Scale: 1= NOT, 3 = Somewhat, 5=Very												
Introduction to the Globalized Classroom	4	3.9	9	8.7	30	29.1	29	28.2	31	30.1	103	3.7
Motivating Students	5	2.9	14	8.1	34	19.8	67	39.0	52	30.2	172	3.9
Creating a Teaching Persona	.	.	6	3.5	35	20.5	51	29.8	79	46.2	171	4.2
Welcome to Being a TA	3	2.8	6	5.6	13	12.0	27	25.0	59	54.6	108	4.2
Total	12	2.2	35	6.3	112	20.2	174	31.4	221	39.9	554	4.0

COMMENTS: [N=156] 76 (+) 67 (+/-) 13 (-)

General Concurrent Sessions 1 Comments: (n=46) 28 (+) 15(+/-) 3 (-)

- + **AMAZING!**
- + These were more specific and very beneficial.
- + Very informative
- + Very useful and helpful.
- + Great sessions!
- + It's easy to get involved in.
- + The Concurrent Sessions #1 were very useful.
- + One of the best parts in the orientation after August 15th.
- + Both sessions were okay.
- + Both sessions were very well presented and the information provided was useful. There was a very good balance of background/contextual information with the TMs' shared experiences and perspectives.
- + I found #13 & #15 very interesting and memorable. The presenters were enthusiastic and incorporated engaging activities.
- + Allowing us to pick the sessions was great.
- + These sessions (#12 & #14) were very hopeful. Brought t up ideas I had never considered before both regarding aspects that make up a teaching persona as well as distinct aspects of having a diverse classroom.
- + #12 & #14 engaged the audience well. I liked that they allowed for discussion. Handouts were helpful.
- + I found both #14 & #15 immensely helpful and at time, very engaging.
- + I felt that there were many good options for the sessions and it made me feel that any of them were the right choice.
- + Mentors were really enthusiastic in sharing their know-how. I appreciate that very much.
- + The sections I attended (#13 & #14) allowed me to consider aspects of being a TA that I did not originally anticipate which I really enjoyed.
- + I liked #13 & #14, appreciated how they were real about concerns that I had about teaching.
- + #13 & #14 – nice job.
- + I chose #13 & 14 – thoroughly happy with my choices.
- + These sessions (13&14) offered helpful pieces of information.
- + Overall, these sessions were helpful and gave me new and different perspectives to think about.
- + These sessions were the best to understand what to expect in a classroom in SU.
- + Very helpful sessions for someone who's being a TA for the first time.
- + Rachel was awesome! So were Noah and Andrea.
- + Heather is the best.
- + Excellent delivery by the teaching mentors, provided solid foundation for the new TAs to start on.
- +/- Sometimes I felt like themes were a little bit repetitive.
- +/- Repetitive in my opinion.
- +/- I think some sessions might not be necessary for education majors because they're pretty familiar with those issues.
- +/- Wish we could go to all of them ☹
- +/- Cleared many confusions I had!
- +/- I think these would have been better in smaller, more interactive groups.
- +/- I think the sessions addressed problems well. They don't really inform me how to correct or prevent them, however.
- +/- I expected more personal stories and practical tips in #13 & #15.
- +/- 13 & 14 – good and interesting – but not orientated/not enough content for STEM students.
- +/- A lot of the instruction was hard to relate or did not relate to a math class.
- +/- Important – also hard to get motivated to focused.
- +/- I think both sessions (#12 & #15) could have been more informative and offered more tips. They both discussed issues but didn't offer many tips or advice on how to tackle them.
- +/- Informative, yet some topics that were presented weren't anything special.
- +/- Somewhat informative and interesting (#14&15) and helpful for considering the coming experiences of TA-ing.
- +/- N/A (1)
- Sessions were really long and required a lot of interaction, therefore, a bigger break between sessions would be nice.
- No need for all the TAs to participate in.
- I felt like both of these sessions (“Motivating Students” and “Welcome to Being a TA”) were too long and generally forgettable.

Introduction to the Globalized Classroom (n=25) 9 (+) 10 (+/-) 6 (-)

- + Good
- + Provided language around events and terms that are common to Americans but maybe recognized or may not exist. This session made me aware of the different students through what you say.
- + Very interesting!
- + Globalized – got people (specifically international students) to share their P.O.V.s

General Concurrent Sessions #1 Comments (Cont.)

Introduction to the Globalized Classroom (Cont.)

- + I liked the Globalized Classroom lecture. How to help students from totally different backgrounds mingle and feel comfortable in my course is something I really am interested in.
- + Globalized Classroom was better, for respecting diversity, than the breakout sessions. No one stormed out angrily and it was interactive.
- + Helps to introduce the atmosphere of a TA.
- + The Introduction to the Globalized Classroom helps a lot for TA in Globalization class (for me).
- + I thoroughly enjoyed “Intro to a Globalized Classroom.” Very informative, used great real-life examples and was helpful hearing the TMs share their experiences.
- +/- Session #12 was fantastic because it felt very relaxed even though the room was full. It felt a little rushed because so many questions/comments were allowed.
- +/- I feel like I didn’t quite get a lot of practical information in the globalized session.
- +/- The Intro to the Globalized Classroom brought up some interesting points about differences in understanding historical figures. However, I found the discussion to be forced and unproductive on understanding resources for international students that domestic students do not know about. Also, I felt the discussion relied heavily on international students explaining their experiences while not allowing for a more objective view that doesn’t rely on people explaining their experiences.
- +/- Globalized (#12) one was a little vague for me. Specifically, because I couldn’t relate the title of the class and the topic so that my expectations were not satisfied.
- +/- Globalized Classroom didn’t give enough strategies. Focused too much on the wrong topics. Find ways to discuss more on how to incorporate international students and actually have an international Teaching Mentor.
- +/- Good material – but it felt a bit difficult to speak up in the Globalized Classroom session.
- +/- Globalized Classroom had time management issues. We didn’t get through a lot and again, little advice was offered.
- +/- I did not think this was very structured or practically useful – I would have liked to focus on grading papers from ESL students.
- +/- Globalized Classroom is a little dry.
- +/- Since TAs will work with university undergraduates, a facilitator sharing their intercultural experience with middle school students was less effective than if international TAs discussed their experiences as students and TAs at SU; one facilitator mentioned working in ENL at SU: that seems more relevant context to discuss.
- Introduction to the Globalized Classroom was really bad. I really expected that international students be presenters. The material that was presented was not at all helpful for bringing up the important and real aspects of having an international student in the classroom. Very disappointing.
- I wish the Globalized Classroom was taught by an international student.
- #12 should be led by international TAs.
- I didn’t like the “Globalized Classroom.” The speaker presuppose all the TAs are familiar with an American Classroom and know how to handle it. SO they talked about how to deal with a Chinese student in some specific questions. But in fact, as a Chinese student, I want to know how to deal with students from other cultures.
- Felt like binary divide between US and Chinese classrooms and didn’t include other cultures.
- None of these sessions felt relevant to me.

Motivating Students

(n=26)

12 (+)

11 (+/-)

3 (-)

- + Great presentation! Very clear, funny and ideas I will bring with me.
- + Excellent! Very engaging and informative.
- + Good use of theory.
- + Pretty fun for me. Motivating Students had a lot of cool ideas.
- + Fun and informative.
- + Motivating Students was actually really informative and gave me a lot of tools.
- + Very useful.
- + Motivating Students was very practical – left with real tools to use.
- + Motivating Students discussed important theories and I felt I learned a lot.
- + Helpful
- + Motivating Students – definitely received some theory that I did before receive and it allowed me to understand my limits of it.
- + Motivating Students gave us a really solid theoretical basis for motivating students and gave us the chance to discuss concrete situations.
- +/- Motivating Students had some good, practical advice but was too heavy on theory.
- +/- It was weird how theoretical motivating students was but also helpful.
- +/- The Motivating Students was a bit disorganized. Good activities were planned, but the execution was not ideal.
- +/- Motivating Students had too much information for such a short period of time.
- +/- For the Motivating Students, it was neat to learn the theories but I wish there were **strategies** that they taught us.

Concurrent Sessions #1 Comments (Cont.)

Motivating Students Comments (Cont.)

- +/- I liked hearing about the models, but the information was too dense as presented – maybe a handout?
- +/- In “Motivating Students” – The “If you can hear me, clap once...” method of classroom management felt belittling and condescending. Other instructors modeled more age-appropriate classroom management techniques which were just as effective without being so patronizing.
- +/- Session #13 was kind of a review of common knowledge of motivating students; however, it was interesting and well presented.
- +/- More motivation strategies would be helpful.
- +/- The session on “Motivating Students” seemed to me as being very theoretical. Though there were practical examples, I don’t think giving the participants a bunch of “theories” would help them be better teachers.
- +/- For Motivation, the main takeaway was that all students are different. Few concrete strategies given.
- I didn’t so much enjoy the Motivating Students session just because they really skipped over the first two theories and didn’t really give us a chance to learn about it. I would suggest just making the session call “ARCS.”
- I didn’t feel like I learned how to motivate a student very well.
- Motivating Students session wasn’t interesting because of the room design and lighting.

Creating a Teaching Persona

(n=33)

17 (+)

15 (+/-)

1 (-)

- + Great!
- + Creating a Teaching Persona was a really great session.
- + Very interesting!
- + Helpful
- + Loved the Creating a Teaching Persona session. Got me thinking!
- + Creating a Teaching Persona had good, specific questions for us to think about.
- + Creating a Teaching Persona had good, concrete information for us to think about.
- + Creating a Persona was interesting because it brought up things I hadn’t thought about.
- + Creating a Teaching Person was my favorite and really got me to think about how formal or informal I will be in the classroom.
- + I like Teaching Persona part, which teaches me important tools in grading, guiding and ways of getting along with students.
- + I really liked the “Creating a Teaching Persona.” It gave me a lot of great tips to prepare for the semester and thinking about my own rules and boundaries and thinking about what my department will and will not allow.
- + Creating a Teaching Persona helped formulate the questions I had been asking myself about how to act as a TA. I learned there really is no “wrong” answer, just what works best in your department and with your personality.
- + Creating a Teaching Persona: Gave me ideas and things to think about like my way of dress or name to be called.
- + Very useful!
- + creating a Teaching Persona: useful experiences were shared and discussed. I learned to adapt myself much better to different classes. This is quite important because I was really afraid of facing students and wondering what kind of teachers do they like?
- + Good
- + Creating a Teaching Persona was a great presentation. Noah was a great speaker and had some good ideas for teaching. Definitely my favorite session so far because it brought up many questions that I had not thought of.
- +/- “Creating a Teaching Person” – Great information – lots to remember – maybe put some advice on resources on the web or in a hand-out for the future?
- +/- I didn’t get as much out of this session as I thought I would.
- +/- The Creating a Teaching Persona was well done, but not something I personally felt I needed.
- +/- Teaching Personas was interesting, but I felt it was more so for people without vibrant personalities.
- +/- #14 was really useful – perhaps the length could be extended?
- +/- Session #14’s presentation just wasn’t relatable, but did offer a lot to think about.
- +/- Teaching Persona session was great. It would have been nice if it were longer with more specific examples.
- +/- This session seemed to be lacking something. Felt like a big waste of time.
- +/- For Creating a Teaching Persona, it’s hard to teach someone how to become a good TA since we have to be in the role and learn from our mistakes...
- +/- Wished they’d given more specific experiences of other TAs.
- +/- This session was great with information and thinking questions) but seemed a bit scattered and overload with many perspectives. Maybe a more generalized approach with open-ended prompts and discussion to specifics.
- +/- Creating a Teaching Persona raised a lot of important questions; but, unfortunately, did not offer a lot of insight.
- +/- Creating a Teaching Persona: It raises some questions that it would be better without. After all, we’re humans and we all have different personalities.

Concurrent Sessions #1 Comments (Cont.)

Creating a Teaching Persona Comments (Cont.)

- +/- This session was not informative enough, and some of the contents I do not completely agree with.
- +/- Please, for #14 – do in a larger room next year.
- Teaching Persona was very general and not helpful.

“Welcome to Being a TA” (n=26) 10 (+) 16 (+/-) 0 (-)

- + Welcome to being a TA was fun and helpful.
- + Welcome to Being a TA was very well-directed, thought-provoking and insightful.
- + I thoroughly enjoyed this session. I thought it was informative, used some great real life examples and also it was helpful sharing the teaching mentors share their experiences.
- + Welcome to being a TA was great, especially the example of the “Wellness Wheel.”
- + The facilitators were attentive, encouraging and dynamic.
- + Great!
- + “Welcome to Being a TA” was a very helpful session that I think helped me think about juggling activities in grad. school.
- + Fun and informative.
- + Welcoming to Being a TA – very much enjoyed the juggling metaphor.
- + This session was good for introducing to me the local places and atmosphere of TA at SU.
- +/- Welcome to Being a TA could’ve had less of the juggling activity but the wellness chart helped me identify what balance I need.
- +/- I felt Session #15’s goal was to give us an idea of our expectations, but the TM’s used the time to talk about wellness (helpful, but not what I expected).
- +/- Seemed to be lacking something...felt a bit like a waste of time.
- +/- In Welcome to Being a TA – juggling took a lot of time but wasn’t so informative. The most helpful part was when mentors shared their own experience. I think it’s better to prepare some case studies and work through them.
- +/- Welcome to Being a TA didn’t have a lot of information but the information was good.
- +/- Welcome to Being a TA was very comforting, but I’m not sure how useful it will be in reality.
- +/- We could have used advice for specific work/life balance issues.
- +/- No solutions were really offered on how to juggle work-life balance.
- +/- Welcome to Being a TA made me consider important topics, but I wish they had given us more specific solutions or methods we could implement.
- +/- I felt like this session talked more about problems I already knew and was concerned about but did not present any solutions.
- +/- Welcome to Being a TA felt a bit as if they were simultaneously trying to put the fear of God into us and reassure us that we’d be okay.
- +/- Welcome to Being a TA needs to be more helpful with ways to help cope rather than being motivational. Very positive TMs and helpful/kind. Maybe talk about places available to help outside of just counseling → physical, nutritional, etc.
- +/- TAs explained their experiences and the aspects of life that we need to balance – but no truly useful tips for this adjustment.
- +/- Not terribly informative, but pretty interesting.
- +/- The “Welcome to Being a TA” wasn’t what I thought it would be. I thought it would be more practical than mental.
- +/- I feel as if there could have been more tactics as to how we should handle course/work load in “Welcome to Being a TA.”

CONCURRENT SESSIONS #2

CONCURRENT SESSIONS #2 Scale: 1= NOT, 3 = Somewhat, 5=Very	G. How <u>informative</u> was this session?										Summary	
	Not		2		Somewhat		4		Very			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Dealing with Challenges in the Classroom	2	1.5	8	5.8	34	24.8	39	28.5	54	39.4	137	4.0
Effective Assessment Strategies in the Class	.	.	6	4.1	33	22.4	56	38.1	52	35.4	147	4.0
Grading and Rubrics	5	2.7	13	7.1	35	19.0	53	28.8	78	42.4	184	4.0
Integrating Technology in the Classroom	.	.	1	1.2	7	8.5	28	34.1	46	56.1	82	4.5
Total	7	1.3	28	5.1	109	19.8	176	32.0	230	41.8	550	4.1

Concurrent Sessions #2 (Cont.)

CONCURRENT SESSIONS #2 Scale: 1= NOT, 3 = Somewhat, 5=Very	H. How <u>interesting</u> was this session?										Summary	
	Not		2		Somewhat		4		Very		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
Dealing with Challenges in the Classroom	1	0.7	5	3.6	34	24.8	40	29.2	57	41.6	137	4.1
Effective Assessment Strategies in the Class	.	.	11	7.5	38	25.9	56	38.1	42	28.6	147	3.9
Grading and Rubrics	5	2.7	13	7.1	42	22.8	55	29.9	69	37.5	184	3.9
Integrating Technology in the Classroom	.	.	1	1.2	11	13.4	25	30.5	45	54.9	82	4.4
Total	6	1.1	30	5.5	125	22.7	176	32.0	213	38.7	550	4.0

COMMENTS: [N=157] 83 (+) 59 (+/-) 15 (-)

General Concurrent Sessions #2 Comments (n= 51) 30 (+) 15 (+/-) 6 (-)

- + Great!
- + Good! (2)
- + Very well taught/lead.
- + Woosang was great!
- + Useful information.
- + Informative and helpful.
- + Practical and helpful.
- + Helpful information and handouts.
- + Great experience...especially how with how useful technology can be in the American classroom.
- + I kind of benefitted from these sessions because I'm really into these things (Challenges and Grading) and because they were in the morning and I was more energetic.
- + I liked the two sessions that I've attended (Dealing with Challenges and Technology). They were really helpful. TMs touched on many issues related to the topics.
- + These sessions helped with developing effective strategies and tools to use in the classroom to best get the material across to students.
- + Gave us useful techniques for common classroom problems.
- + The role-playing is so helpful!
- + A lot of good food for thought in these sessions.
- + I like the use of skits generated by the audience (#16 & 17). At first, was afraid I would miss important content by having to choose, but later realized there was a lot of bleed-over between presentations (good thing!).
- + #16 & #17 sessions were fantastic in their delivery of the material.
- + Much better than Tuesdays.
- + The topics these sessions refer to is really something I am interested in and worried about at the same time. Lectures give us excellent advice and instructions.
- + Both sessions were very well moderated by the TMs and provided very useful information and shared good insights into a range of approaches.
- + #16 & #18 – Great job.
- + Both #16 & #18 were very good, but especially Grading and Rubrics.
- + In #16 & 18, practical experiences were shared. We may meet many disagreements and challenges as a new TA. We are also confused of how to grade students. Interactions and discussion in these sessions helped me solve most of my worries.
- + Both #16 & #18 work for me as a TA. Especially because now I feel more prepared to deal with my classes.
- + Both #16 & #18 offered/presented interesting concepts I hadn't considered, which made both valuable to attend.
- + Great presenters and they did a great job at covering the essentials of their topics.
- + Great presenters at both #18 & #19. I would have loved handouts, which I know are available online, but I had trouble finding.
- + 18 & 19 – Good content and integration of tech. → excellent for STEM.
- + I really enjoyed the Assessment and Grading sessions. The speakers and the content were interesting and held my attention well.
- +/- Both these were great! (except for the skits). Would have loved to go even more in-depth.
- +/- I think I primarily wanted more information from these sessions. Also, no one likes doing skits so that's always a poor teaching tool.
- +/- Some parts were too vague or too specific and I feared I wouldn't remember the details.
- +/- Here, too, I felt the themes were a little bit repetitive, sessions too long and we could have used a bigger break between them.

General Concurrent Sessions #2 Comments (Cont.)

- +/- I think some contents are similar to big group sessions.
- +/- Both of the sessions I attended were great (Assessment and Grading/Rubrics) but neither seemed very applicable to STEM.
- +/- “Assessment” and “Grading” sessions were general and mostly applied to the social and humanities sciences but not to STEM> It was interesting but not really helpful for me.
- +/- I expect to listen to more specific and focused topics; such as “How to use Blackboard as a TA.” The way most lectures are presented is a little general.
- +/- Wish we could have gone to all four sessions.
- +/- Some information was really helpful.
- +/- You can’t really make these more interesting. Just thick subject matter.
- +/- Both #17 & #19 provided a lot of useful strategies. All of the presenters were enthusiastic and engaging, but maybe due to the time crunch, they seemed less conscious of speaking slowly and clearly. This made these sessions a bit more difficult for international students, particularly #19 – Integrating Technology in the Classroom. But the content in both session was awesome!
- +/- No new or “outside the box” strategies obtained from #17 or #18.
- +/- I went to #16 & #17 which were very good – but I wanted to attend #18 & #19 as well ☹
- +/- N/A
- Time is too long.
- Most content was presented by candidates who were not associated with engineering. As an engineering student, I would like to see some representation from my field.
- Honestly, most of the concurrent sessions had little to nothing that seemed very useful for STEM TAs. Maybe consider separating TAs more specifically in future orientations?
- Same complaint as with Concurrent Sessions 1: they didn’t apply much to a math classroom.
- In #17 & #18 – PLEASE speak slower, so international students can fully understand and take benefit from the presentations.
- NONE

Dealing with Challenges in the Classroom

(n=33)

17 (+)

13 (+/-)

3 (-)

- + I hoped that most sessions were structured like “Dealing with Challenges in the Classroom.” It acknowledged power differences, white supremacy and experience that POC may experience. I had not seen this elsewhere. If we are preparing TAs for this work, we have to acknowledge where we are right now and this session did just that.
- + Dealing with Challenges was the **BEST** session I attended the entire 3 days! The presenters were great, had good handouts and had fun activities!
- + The group leaders for Dealing with Challenges were great. It was a very hands-on sessions. The skits gave us a chance to be creative and get involved, and the leaders did a great job of addressing political issues, issues of racism, sexism, classism.
- + Dealing with Challenges was well-directed and the handout was very helpful.
- + Extremely helpful and interesting session. Highly recommend to everyone.
- + Patterns of interaction were stimulating and encouraging, especially post lunch/generated dialogue beyond the session.
- + Dealing with Challenges in the Classroom was one of the best sessions. Specifically Laura Jaffe’s explanations – very helpful. Very informative and good.
- + Done really well.
- + “Dealing with Challenges...” was very engaging and tackled a lot of important issues.
- + Dealing with Challenges in the Classroom should be mandatory!
- + Dealing with Challenges was my favorite session (appreciated the acknowledgement of context – historical, sociological, etc.). Overall, I felt a sense of this in all the Teaching Mentor-led sessions, but it was strongest here.
- + Dealing with Challenges in the Classroom was awesome.
- + Dealing with Challenges in the Classroom was excellent! The information presented will definitely be applicable to my TA assignment and the TMs were awesome!
- + Dealing with Challenges in the Classroom – **amazing**. They gave us a sheet with specific tips.
- + Fantastic and interesting session.
- + Helpful indeed.
- + Dealing with Challenges in the Classroom was a helpful session and presented in an engaging way.
- +/- The Challenges Session was very interesting. But, just because of time, the last problems were not well-covered.
- +/- Some of the skits didn’t work as well.
- +/- PLEASE DO UNPREPARED SKITS! Dealing with Challenges had great presenters and content but the skits took away from it and made the session unbearable.
- +/- Session #16 had good intentions but ended up not going as planned. The session was rushed and chaotic because a full room of students were put into groups. It was hard to pay attention because groups were unsure of whether or not they were going to present. Not a concrete presentation.
- +/- Dealing with Challenges in the Classroom provided good information and examples; but, it was hard to think about how I could implement most of the strategies when I can’t dictate or contest subject matter/policies for the class I will teach.
- +/- Found presentation style was too long for the time allotted by having people make skit, but it was engaging.

Concurrent Sessions #2 Comments (Cont.)

Dealing with Challenges in the Classroom Comments (Cont.)

- +/- I believe it is difficult to understand the challenge with mock scenarios without actually experiencing it. Specific examples would have helped.
- +/- Dealing with Challenges was rushed.
- +/- The #16 part can improve if mentors can teach us clearer in other ways. I don't like the skit part.
- +/- I would have learned more from Session #16 if there was less interaction (self-presentations) and more real-life examples.
- +/- Was repetitive – we had heard this content before.
- +/- Few concrete strategies given.
- +/- Dealing with Challenges was O.K. Did not have enough time or depth.
- “Dealing with Challenges in the Classroom” – The skit format was extremely frustrating and stressful. In my group of introverts and international students, we struggled to think in terms of “performance” on the spot, even though we had good ideas we would have shared with the group.
- Challenges in the Classroom skit method was useless and took too much time. Tell me common problems and tell me how to solve them...obvious one though.
- For Challenges Session – I didn't like the skits.

Effective Assessment Strategies in the Classroom (n=18) 9 (+) 8 (+/-) 1 (-)

- + This is also an extremely helpful and interesting session – which I highly recommend to everyone.
- + Great session.
- + The use of an online poll in assessment strategies was interesting.
- + The Assessment Session was nice. I like they used a lot of examples.
- + Was able to think outside the box to create assessments.
- + Fantastic – and interesting.
- + This session was done really well.
- + A fair and transparent way to assess and grade students.
- + Dynamic facilitation and insightful content.
- +/- I felt as though better effective assessment strategies could have been talked about.
- +/- Session #17 was good and had great information but it would have been more interesting if the TMs moved away from the front of the room.
- +/- Assessment Strategies was O.K. I was kind of disappointed that they didn't cover how to deal with struggling students but it was informative.
- +/- #17 was O.K. – audience was engaged but it didn't feel cross-disciplinary – I wanted some specifics.
- +/- Effective Assessment was full of information but was straight lecture which loses the focus at times.
- +/- Wish this session was more interactive and less like I was being talked at.
- +/- Assessment strategies might have been better if separated into disciplines.
- +/- This information was provided already.
- This session is the same as “Motivating Students?”

Grading and Rubrics (n=37) 19 (+) 13 (+/-) 5 (-)

- + Great!
- + The examples given were amazing. Very enthusiastic Teaching Mentors.
- + Very informative.
- + The Grading Session was very helpful.
- + Grading and Rubrics was well done with good examples. It provided a great insight on options pertaining to many unique situations a TA may face.
- + Very helpful indeed.
- + Very engaging and helpful.
- + Very helpful and it allows for grading to be more efficient.
- + Specific examples (like rubrics and grading) were very informative.
- + I liked seeing an example of the thought process and logistics of creating grading rubrics.
- + I thought the live example of making a rubric was informative.
- + The Grading Session gave a very good idea on how to start your own rubric and on grading.
- + I appreciate the general takeaways I received from this session and the perspective of past TAs. I understood many new ways of creating rubrics and tips from TAs.
- + Session #18 helped me a ton for my new role in the Social Sciences.
- + Provided good insight to bring into the classroom.
- + Useful techniques
- + Grading and Rubrics provided some good basics for constructing rubrics.

Concurrent Sessions #2 Comments (Cont.)**Grading and Rubrics Comments (Cont.)**

- + This helps to figure out a fair and transparent way to assess (and grade) students.
- + Learning how to utilize a rubric effectively was useful and also using it as a tool if a student had a question about a grade.
- +/- “Grading and Rubrics” – This was a great overview, but I’m not sure I’m ready to build my own rubric. Would like having advice on resources for the future.
- +/- Grading and Rubrics would have benefitted from interaction rather than straight lecture.
- +/- Grading could be more down-to-earth.
- +/- Disappointed – very relevant and important topic, though.
- +/- Grading and Rubrics was passionate, but not very interesting.
- +/- I thought the information presented was engaging and helpful, but could go more in-depth such as in the grading/rubric – so I felt more prepared.
- +/- Grading and Rubrics gave a lot of great detailed information. I felt like it was stretched out unnecessarily long in the questions period, but otherwise was great.
- +/- Should include a handout for grading STEM classes.
- +/- Grading & Rubrics was useful for STEM, but not applicable so much to humanities or social science...separate sessions?
- +/- So many of the answers I need about grading are only able to be answered by my department.
- +/- I don’t believe I will be creating my own rubric, as I will be teaching a lab section, but I was interesting to learn about.
- +/- “Grading and Rubrics” wasn’t as helpful as I thought it could have been.
- +/- I feel like Grading & Rubrics should have been combined with Assessment.
- I personally did not feel like enough information was given about developing rubrics, or how you could handle curves.
- Didn’t apply much to STEM fields.
- Ask your instructor.
- In Grading and Rubrics – there were a lot of questions that the presenters couldn’t answer...which is fine, but figuring out a way to make that sessions more applicable to more areas of study would be better.
- Grading and Rubrics was only relevant to TAs who work for professors/who don’t design their own course.

Integrating Technology in the Classroom

(n=18)

8 (+)

10 (+/-)

0 (-)

- + Loved the use of examples in “Integrating Technology.” The TA Mentors were fantastic in use of examples and answering questions.
- + Technology is a huge aspect of classrooms and I learned about so many programs I can take with me.
- + The technology session was amazing – great tips and tools were presented.
- + The technology class introduced me to some great interactive tools and technology I was not aware of.
- + Great presentation! Very clear, practical and explanations helped me better understand the technology.
- + This session provided great insight to bring into the classroom.
- + The integrating part is much more informative than expected.
- + Technology in the classroom was very interesting and I now have some ideas on how to engage my class and keep them interested.
- +/- More concrete instruction would have been helpful for Grading & Rubrics.
- +/- The presentation on integrating technology in the classroom was pretty good and I came to know about some websites/software that I hadn’t heard of before.
- +/- Information presented was engaging and helpful and interesting but lacking something.
- +/- The tech session was interesting but seemed to wander through topics.
- +/- Great session – showed us a lot of platforms...the only area of improvement → have a session just for Blackboard.
- +/- The technology session may be a bit overwhelming. Should focus on what the thing does rather than saying “X,Y,Z does M.”
- +/- This session could have been longer.
- +/- Went a bit too fast!
- +/- Cool session – relevant ideas – kept audience involved. But they didn’t talk about Blackboard!!
- +/- Integrating technology session had some good tips but I would have liked more content.

AREA-SPECIFIC SESSSIONS

SESSION	I. How <u>informative</u> was this session?										Summary	
	Not		2		Somewhat		4		Very			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Scale: 1= NOT, 3 = Somewhat, 5=Very												
Teaching in the Arts	3	10.7	.	.	6	21.4	8	28.6	11	39.3	28	3.9
Teaching in the STEM disciplines	2	2.0	3	2.9	19	18.6	36	35.3	42	41.2	102	4.1
Humanities and Social Sciences	3	2.3	10	7.5	21	15.8	44	33.1	55	41.4	133	4.0
Architecture	.	.	.	.	1	14.3	1	14.3	5	71.4	7	4.6
Total	8	3.0	13	4.8	47	17.4	89	33.0	113	41.9	270	4.1

SESSION	J. How <u>interesting</u> was this session?										Summary	
	Not		2		Somewhat		4		Very			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Scale: 1= NOT, 3 = Somewhat, 5=Very												
Teaching in the Arts	2	7.1	5	17.9	3	10.7	10	35.7	8	28.6	28	3.6
Teaching in the STEM disciplines	3	2.9	6	5.9	21	20.6	35	34.3	37	36.3	102	4.0
Humanities and Social Sciences	3	2.3	12	9.0	27	20.3	38	28.6	53	39.8	133	3.9
Architecture	.	.	.	.	.	.	1	14.3	6	85.7	7	4.9
Total	8	3.0	23	8.5	51	18.9	84	31.1	104	38.5	270	3.9

COMMENTS: [N=128] 63 (+) 57 (+/-) 8 (-)

General Area-specific Sessions Comments (n= 3) 0 (+) 1 (+/-) 2 (-)

+/- N/A (1)

- I should have attended the Humanities and Social Sciences and NOT Teaching in the Arts – the descriptions should be more clear.
- As a CRS student, I was unsure whether to attend the Arts session or the Humanities, Social Sciences section – which was just O.K.

Teaching in the Arts (n=13) 5 (+) 5 (+/-) 3 (-)

- + Brittany and Vicky rocked it! Poll Everywhere was cool!
- + Very applicable. Most of the program felt as if it only applied to lecture-hall assistance class as opposed to teaching own entry level class.
- + Very happy to meet people in my discipline.
- + The second half of this session included specifics. More content like that would be helpful.
- + Helpful that it was geared towards the arts because grading and curriculum is quite different than other areas of study.
- +/- Although my program is within VPA, it is somewhat misplaced. I think I would benefitted more from the social sciences session.
- +/- Since I am in Art Education, I was not sure which session to go to. The emphasis was put on music and critiques and I wish it was more generalized. I did not get as much out of it as I had hoped for.
- +/- I think I was exhausted to really participate.
- +/- I think my session focused a little too much on the grading aspect of teaching in the arts and not enough on other topics.
- +/- Was disappointed there were not more area-specific sessions. Much of the other panels did not always have content designed for the arts and were often unhelpful. I also wish this session was more social and allowed us to get to know one another.
- It was not clear for those of us in VBPA/Design School which to go to (Arts or Humanities). I went to the Arts and it did not help me.
- “The Arts” is a very broad term. Differentiating assessment strategies within every area of the arts is extremely important. There were not a variety of different assessment methods mentioned.
- Too tired after 7-day full-time orientation to assess higher.

Area-Specific Sessions (Cont.)

<u>Teaching in the STEM Disciplines</u>	(n= 43)	25(+)	15 (+/-)	3 (-)
+ Gave different and helpful strategies for STEM.				
+ Cannot think of any cons.				
+ TMs did a great job. They summarized important strategies and information about STEM teaching. Handout was really helpful and I enjoyed it a lot.				
+ Brought the TAs of same discipline together – helped a lot!				
+ I met TAs from the same department. We discussed about characteristics of students in our department and specialties of physics courses. They are really different from other departments. Helping different departments solve their own questions is necessary. We should teach due to the specialties of our courses.				
+ I liked the breakout sessions into our individual groups and brainstorming ways to use technology such as clickers and Kahoot to engage students.				
+ STEM group activity was great!				
+ Another best part of orientation.				
+ Good for STEM → nice content.				
+ Great session – gave me useful tips that I can apply in order to deliver practically to my students.				
+ This was a great sessions on STEM-specific information. The group activity was very informative.				
+ This session was informative.				
+ Very interactive and informative.				
+ Very informative; expectations were established in the beginning.				
+ It was very helpful, and it was the first time I was able to meet the new members of my department. It was nice to brainstorm with them because I'll actually be teaching along side them.				
+ Great meeting other STEM TAs and strategies they have in their classrooms!				
+ Learned how to effectively teach and keep an audience interested.				
+ Liked the breakout into programs – was most relevant.				
+ This was very good as I could relate to the problems that might come up in the future. This was good as it is area-specific.				
+ It was so nice to finally have a space to discuss how to apply teaching techniques with members of our department – to be able to get into specifics.				
+ This was the <u>best</u> session I attended. We were put in different groups and we discussed some ways we could improve teaching on our fields.				
+ They provided some good strategies for teaching.				
+ Suggestions good – proven strategies for teaching in STEM.				
+ “Teaching in the STEM Disciplines” was the first session that really focused on any STEM teaching so it was very helpful. [I wish we had more sessions that were subject-specific.				
+ Best part by far. Full of easily-accessible and practical information.				
+/- Again, it would really make more sense to me if this was conducted by someone in engineering (at least one presenter), but regardless, Jeremy and Victoria did a wonderful job!				
+/- Lectures, although perhaps not the best are still the best way to teach course classes. University is about finding out how you as a student think and a holistic understanding of material – not learning verbatim and repeating in class. Most of this done outside class hours.				
+/- A little too broad, but well taught.				
+/- It was a great opportunity to meet all the TAs from my subject. Maybe that should be at the beginning of the orientation.				
+/- Repeat of Kahoot, but equally valuable.				
+/- Felt it didn't fully address all fields included in the STEM category and the teaching styles that are required in certain settings (Labs, etc.)				
+/- Maybe a smaller breakout group for STEM disciplines.				
+/- Could have used more information on lab stuff.				
+/- A lot of the information was pretty self-explanatory; but, I thought it was helpful to engage with others in my discipline.				
+/- Should be longer – maybe more specific sessions would be better.				
+/- I wish this was more interactive rather than lecture.				
+/- Maybe more methods could have been introduced.				
+/- My ignorant opinion is that more time could be devoted to improving lectures, and figuring out ways to make lectures engaging.				
+/- Not especially relevant to Economics, but neither was the social sciences one...more choices applicable to us, please.				
+/- No comments about it.				
- Much of discussion “clickers” – did not seem applicable.				

Area-specific Sessions Comments (Cont.)

Teaching in the STEM Disciplines Comments (Cont.)

- Maybe it is just my personal preference, but I don't like getting into small groups then sharing what we talked about, especially with 100 people - just way too much pressure for me.
- I felt this had room for improvement and did not need to be so long. I did not learn anything new...maybe we could have discussed the findings of each of the papers?

Humanities/Social Sciences Teaching

(n=66)

29 (+)

35 (+/-)

2 (-)

- + Great session!
- + I thought it was great and we all appreciated the candy!
- + The Humanities and Social Sciences section was great! Very personable presenters.
- + Good
- + It was well done. I had a lot of questions answered.
- + As it is expected: This session was the best to understand group dynamics and grading tips to directly apply them in class.
- + I really enjoyed this session – great, real life tips for having a class.
- + Excellent, informative, practical and engaging. Very helpful for future TAs.
- + Useful
- + Thank you for providing examples and scenarios!
- + This session covered a lot of techniques specific to discussion-based courses and subjective grading. It was engaging as well!
- + Presenters were great!
- + I thought both speakers were excellent...easily the highlight of the day.
- + Presenters were really great in this session and I received the most practical skills during this time.
- + They did a fantastic job talking about how to manage a discussion and how to structure a lesson plan.
- + Good strategies on time managing and drafting a lesson plan. TMs were very smooth and helpful.
- + Both TMs were very well prepared and engaging in their presentation of the information. This session was extremely useful.
- + Good instructors, great real-world examples and ideas for creating engaging lessons.
- + I like the way the lecturer delivers the speech. Everyone gets involved and the candies strategy is so smart!
- + The most valuable time here was discussing the application of different teaching methods within my discipline.
- + Very good presentations, detailed strategies, good speakers, active atmosphere.
- + I appreciate the provided examples.
- + Great – lots of helpful practices.
- + I got some good ideas and a better idea about what I personally would have to do.
- + Interactive and encouraged participation.
- + Interesting resources and discussion and interaction.
- + I thought the humanities/social sciences session helped tie in what I learned from previous sessions, but specifically for the field I will be TAing for. Learning how to create conversations during discussion classes and how to create a lesson plan was helpful as a first year TA.
- + Best session so far. Really smart, helpful, concise sessions. Relevant material. I want 95% more of **this kind** of information.
- + #22 Lots of information, strategies to grade papers, form discussions and lead students.
- + Good prep and good information.
- +/- This was good, but a bit general and coming after the other sessions, felt like repeated information.
- +/- Not bad.
- +/- I wish area-specific session would have played a bigger role in the overall orientation.
- +/- Session #22 helped guide me through lesson planning, but most other material was covered elsewhere already.
- +/- There was a lot of overlap from other sessions, but it helped to reinforce some important points. Again, hearing the experiences of the teaching mentors was very helpful.
- +/- Humanities and the Social Science should have been earlier in the Orientation.
- +/- I would have appreciated this session earlier on in the program; many reiterated points from sessions on assessment and managing classroom challenges.
- +/- Thought this could've been less redundant if it was less macro, and had more practical examples.
- +/- Seemed like stuff that had been covered in my pedagogy course – not the fault of the presenters.
- +/- I felt like it was mostly a repetition of things that we've already learned.
- +/- I felt that it was long and that the information in the first half was not needed. The second half of the presentation was very strong.
- +/- It seemed to be a lot of what we had already gone through. My discipline doesn't quite fit in within it as much.
- +/- Fun, but somewhat vague.

Area-specific Sessions Comments (Cont.)

Humanities/Social Sciences Teaching Comments (Cont.)

- +/- Too general.
- +/- Somewhat dry, mostly information from other sessions – discussion strategies helpful.
- +/- To be honest, the session was not all inclusive and it seemed highly subjective depending on the department.
- +/- It would be great to divide this up even more to focus on related programs within Humanities and Social Sciences. For instance, have instructor-of-record TAs in one group and other TAs in their respective groups. * Really not “one size fits all.”
- +/- Overall, this session was helpful, but at times, lacked energy.
- +/- Could have been a bit longer.
- +/- More time would be good – maybe smaller groups?
- +/- Art History is honestly a weird subject. I think having an “arts & Humanities” section would have been more tailored to my specific teaching concerns.
- +/- I was unsure of what session best fit my field (Museum Studies) and the one I chose didn’t feel right for my department. Arts didn’t seem right, either.
- +/- Although Museum Studies is part of the School of Design, this session was not helpful with the type of classes we will be dealing with. I found the information interesting but it was more critique-based than discussion-based.
- +/- Not very specific to my area (Sport Mgt.) at all.
- +/- Not really relevant to my field and there was nothing new that I didn’t read or hear about before.
- +/- There was not an area that really fit my program (Sport Mgt.), so it was not as informative for me. It was also somewhat repetitive to other sessions.
- +/- Most of the topics in this part have been discussed before.
- +/- Very informative, but felt very long. Was rushed and did not go accordingly. Worksheets were given out, but not collected, which was confusing. Much was planned for the presentation, but it may have been too much.
- +/- I wish it would have been more clear/to the point with less distractions and socializing.
- +/- This session provided an intro. to lesson planning, but was a touch reductive and talked about writing and grading writing in problematic ways that assume a product-oriented approach over a process-driven model.
- +/- At the Humanities and Social Sciences, Candy kept audience engaged. Information was fairly broad; however, would’ve appreciated more concrete examples.
- +/- The H&S session was good and gave great strategies. For me, personally, the information was not new.
- +/- “teaching plan” – a useful tool to use...but just rushed through the grading aspect due to a lack of time.
- +/- Wish time had been managed better; but, this was the best session that I attended.
- +/- The attitude of the teaching mentors was off-putting but I got some useful strategies to bring to the classroom.
- Too long, slow-paced, and repeated everything we’ve already learned.
- Speak too fast that we cannot get involved in - frustrating.

Architecture

(n=4)

4 (+)

0 (+/-)

0 (-)

- + Most useful and important part of the whole period. The area-specific session should be the major session. Much more persuasive and practical than other parts.
- + The Architecture-specific session was really informative, if not the most because of the information that was discussed really pertains to the TA-ship. The panel discussion afterwards was great! Amber Bartosh and Julie Larson were excellent mentors.
- + This was the most important/informative section.
- + Very specific, target at what I need.

SMALL GROUP SESSIONS

SESSION	K. How <u>informative</u> was this session?										Summary	
	Not		2		Somewhat		4		Very			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Small Group Discussions	2	0.8	4	1.5	20	7.6	57	21.6	181	68.6	264	4.6
Microteaching	1	0.4	2	0.7	12	4.5	54	20.1	199	74.3	268	4.7
Total	3	0.6	6	1.1	32	6.0	111	20.9	380	71.4	532	4.6

SMALL GROUP SESSIONS (Cont.)

SESSION	L. How <u>interesting</u> was this session?										Summary	
	Not		2		Somewhat		4		Very			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Scale: 1= NOT, 3 = Somewhat, 5=Very												
Small Group Discussions	2	0.8	5	1.9	13	4.9	61	23.1	183	69.3	264	4.6
Microteaching	1	0.4	4	1.5	14	5.2	47	17.5	202	75.4	268	4.7
Total	3	0.6	9	1.7	27	5.1	108	20.3	385	72.4	532	4.6

SMALL GROUP SESSIONS COMMENTS

[N=182]

142 (+)

27 (+/-)

13 (-)

- + Great! (2)
- + All of them were great.
- + More small groups please!
- + Good
- + Small groups were fantastic and allowed us to connect and clarify in really outstanding ways.
- + Wonderful small group led by TA Mentor (#27)
- + I like small group sessions best.
- + Small group was the best (#25).
- + Keep this. This was the most helpful part of orientation.
- + This was super helpful!
- + Helpful for sure.
- + Only useful section.
- + Most useful/interesting parts.
- + The best part about the whole orientation was definitely the small groups meetings part.
- + I felt the small group activities were the most beneficial part of TA orientation.
- + Benefitted from small group sessions the most.
- + It was good to have small groups to reflect on the different sessions.
- + I enjoyed the discussion and microteaching aspects. Being in smaller groups removed the pressure that comes with speaking to larger groups.
- + Chris was a great group leader. We were able to ask lots of questions and get clarification on confusing aspects of other sessions.
- + All small group activities were interesting and gave a lot of time for discussion and questions, which I liked. We were able to go over points that the Title IX Office did not have time to go over.
- + I think the small group sessions and microteaching were the most valuable parts of this training.
- + I think the small groups were the most effective. I learned the most there, as well as getting to know others.
- + The small group sessions were very useful and offered several opportunities to clarify issues raised in the larger group – and to raise questions that may not have been appropriate for the large group. The sessions were extremely useful.
- + Useful for debriefing and clarifying previous days’ discussions.
- + I liked having a small group to discuss questions or issues.
- + They were nice for discussion.
- + Small group discussion and activities helped resolve my anxiety with regard to teaching and helped me make friends.
- + The activities were really interesting (Group 23).
- + Enjoyed my group a lot.
- + Enjoyed these.
- + Gave me many useful suggestions and I really like these parts.
- + The small group sessions were some of the best because we got to address individual concerns and hear how other people planned to deal with specific classroom issues.
- + These parts were fun!
- + My small group (#5) is the best!
- + LOVED my group. Best group (#8).
- + I love my small group! (#17) A lot of questions were answered and a lot of material was covered in the small group sessions.
- + Was engaging, group (#9) interacted well.
- + Rachel (#10) is AWESOME!
- + These were great safe spaces to discuss more general or personal questions.

Small Group Sessions Comments (Cont.)

- + I loved my small group: the conversations we would have on certain topics really caused us to stay engaged in the material. Everything was explained in a way that all students can understand.
- + Small Group really helped to provide a space to ask more personal questions.
- + This is a fun program as we share thoughts, suggestions and supports to each other and learn together.
- + I loved our small group. You almost never get a chance like this to have conversations and get to know people from around the world and from different programs.
- + I like my group members. They are friendly and warm-hearted.
- + It was nice to get to be in a group outside my program.
- + Small group was great. Everyone was really involved with one another and really helpful. There was constant conversation and engagement from everyone within the group.
- + Enjoyed getting the chance to bond with other TAs in a small group setting.
- + Extremely useful - got a chance to discuss things from the previous days in a more informal way.
- + This was a good space for internalization of subject material and building comradery.
- + It's nice to see how other students think and their opinions.
- + I like the mix of subjects in small groups, because you get different perspectives. I learned good things that weren't touched in other sections.
- + Discussions were guided towards our needs, which was very helpful and much needed.
- + I felt very comfortable in participating in our discussions regarding personal presentations.
- + All the TAs and Chrissie contributed to the small group discussions.
- + Jennifer Sloane was very effective in leading small group discussion. The scenarios on the last day were very informative and discussions were very lengthy.
- + Karriann is a boss. She is approachable, honest and very helpful.
- + I liked my small group – my leader (Karriann) was great – clear and honest with us.
- + Chris was helpful with all teaching and grad life-related inquiries, and made sessions fun and accessible! This group was a nice way to meet and interact with students from other departments.
- + Heather was really helpful.
- + I had an amazing mentor for this orientation. Extremely helpful and engaging. Great Job Heather!!
- + Thumbs up!
- + I think the small group sessions were the most helpful sessions of the orientation. I was able to ask my peers any questions or concerns I had and also learned how to improve my teaching methods.
- + The most productive part of orientation since we got to talk about the things that were missed at the bigger sessions.
- + Really good to have discussions. More informed and gives better opportunities to express ideas.
- + Good way for grads to meet in a smaller setting.
- + So helpful! I really enjoyed coming together with my peers from across campus in a smaller group setting. It's nice knowing that there are others who are walking this journey as well. I learned so much from each of them as well as our TA Mentor – absolutely great!
- + The guys from the small group were like family for one hour or two every day.
- + It was helpful and fun to have more closed/small grouped conversations, and share our learning that took place in other sessions with one another.
- + Comfortable area to talk/ask questions.
- + Small group was wonderful and definitely a safe space to address any of our anxieties.
- + Some necessary questions were asked and we communicated well. That would be helpful.
- + Informative and constructive. Interesting and good mentor (Rwanda) made it more special.
- + Very fruitful conversations and learning experience! Nice that our group leader recapitulated mojo, objectives of being a tA, and how we can use different tools to become great teachers!
- + I liked my small group (#18) and the ice-breakers were useful.
- + My small group was very interactive. People had good questions and good answers.
- + Woosang is great – made everything clear. Really helpful.
- + Chrissie was awesome and friendly.
- + Small group discussions were the best when we asked Jeremy for advice/heard specific experiences of his.
- + Small group discussions allowed me to hear various perspectives and I was able to learn about each session without attending them.
- + Loved it – TJ is a phenomenal, patient, encouraging facilitator modeling respect and active listening.
- + TJ was great. Very engaging.
- + Ying was really welcoming and she was (all the time) tolerant for all our questions – even if she did not know the answers for our questions, she was so eager to help us that we felt that she was a great mentor!
- + Having small groups of varied fields made the microteaching super interesting and also low stress.
- + Small group discussions and Microteaching were good chances to get useful tips as well as to get to know other TAs from different departments.

Small Group Sessions Comments (Cont.)

- + I think more small group time/work would have made the three days easier to handle.
- + I like the small group discussion. Laura tells us some important information which might not be referred to in the orientation.
- + It was good listening to everyone else's perspectives on the day and workshops that we did not get to attend.
- + We had ample time for discussion and I enjoyed sitting in on all of the microteaching exercises.
- + I really enjoyed microteaching. I thought it was a great way to get us to think about teaching and our presentation of ourselves in the class.
- + Really enjoyed attending group and valued feedback from microteaching.
- + The feedback I received for my teaching will definitely help me better my skills.
- + The video outlining the microteaching was helpful in explaining the expectations.
- + Microteaching is very useful. (2)
- + Microteaching was useful because now we know how we are in front of a classroom and not just how we think we are.
- + Microteaching was an effective exercise to help us engage with material and think about presentation and polishing skills.
- + Microteaching was extremely helpful.
- + Microteaching was very helpful. (2)
- + Very helpful microteaching exercise, not just in highlighting weaknesses, but strengths as well.
- + I think microteaching is very helpful and important.
- + The Microteaching helped to provide useful feedback.
- + Microteaching was incredibly informative.
- + Microteaching was essential to this orientation. I learned a lot.
- + I enjoyed the experience of microteaching and the comments were very useful.
- + Microteaching was useful and instructive.
- + Microteaching provides an opportunity for us to improve and learn from each other.
- + Microteaching was so useful and helpful. I think it was a great exercise to try out teaching in a low-pressure environment and get good feedback. This was probably the most useful part of orientation.
- + Microteaching allowed me to gain outsider perspective not in my field about strengths/weaknesses.
- + Microteaching helped me a lot with respect to listening to my peers' inputs.
- + Microteaching was a great way to determine flaws.
- + Microteaching was very good as I could rectify the mistakes that I did during microteaching.
- + Microteaching was very helpful to recognize our strengths and weaknesses.
- + Microteaching was helpful in understanding how different people teach and how each style is very helpful.
- + Microteaching – great opportunity to test our teaching skills. Feedback was very helpful.
- + I liked hearing feedback about my microteaching section to see how I can improve.
- + I thought the microteaching feedback was very helpful. Everyone really "bought in" and made it really productive.
- + Microteaching was fun. Everyone had very interesting topics.
- + Microteaching is fun and informative.
- + It was cool learning about different topics.
- + I think microteaching offers a great opportunity to learn/grow.
- + Microteaching sessions were supportive and useful for me.
- + Microteaching was a fantastic experience for me. I have gotten effective feedback from my group's participants and from my mentor.
- + Microteaching was extremely valuable and I really appreciate the feedback.
- + Critique on microteaching was helpful.
- + Microteaching was the most valuable tool – in terms of insisting that we practice teaching and offering us feedback.
- + The microteaching section was more informative and helpful than I realized. I think the fact that my teaching mentor (Chrissie) alleviated some of the pressure of doing the exercise helped a great deal.
- + Microteaching gives students a chance to teach and absorb other's advantages. It's really helpful.
- + Microteaching was helpful to see your own pros and cons as well as others and being able to see that you are NOT the only one.
- + The microteaching is just excellent! And the mentor (Terese) is responsible and always willing to help.
- + My group was very diverse which provided lots of helpful feedback to ensure my teaching is good for all types of students.
- + Loved the teaching exercise. Gave me a chance to actually formulate how I would create a lesson, which I had never done before.
- + I learnt teaching skills from other TAs. Everyone has their own lightness. Also, I conclude some suggestions from their microteaching. This helps me avoiding doing this in class and try more useful methods to teach students better. What's more, I'm not as afraid as before to teaching in class. I'm more brave.
- + Phil was super helpful with the information. We bounced ideas off of each other and that was also helpful.
- + Vicky was awesome and really helpful. Feedback on everything was great as well. She even showed us how to navigate MySlice and Blackboard.
- + Vicky could answer all questions.
- + Ryan Curl is a cool Guy!
- + Ryan Curl was a great TM.

Small Group Sessions Comments (Cont.)

- + The mentor, Caleb, was very warm and shared a lot of information.
- + Ahram Lee was very good in motivating and encouraging us. She helped us understand our individual doubts.
- + TJ is awesome – great group.
- +/- It's not really great to watch me teach. Perhaps I should do more of this myself?
- +/- Microteaching looks more like a performance.
- +/- I would have liked more time for small group activities and less lecture time, potentially, although this balance did work well.
- +/- Microteaching felt a bit like a chore, but was productive.
- +/- Microteaching → good...BUT, presentations were meant to be 5-7 minutes, so please don't stop me at 5.50, if I know my presentation is 7 minutes!
- +/- Microteaching, while embarrassing, is a good way to introduce TAs into their new roles.
- +/- Microteaching was helpful even if it was "cringey."
- +/- Microteaching was minimally helpful, but maybe gave a small confidence boost.
- +/- I dreaded the microteaching, but it didn't end up being so bad and I liked learning about other people's research.
- +/- The microteaching seems a little frightening at first, but ends up being a very beneficial experience.
- +/- The microteaching was very helpful but quite boring and repetitive watching everybody's presentation twice. Perhaps we could somehow have each person watch their own video without having to watch other people's twice.
- +/- It was a nice group and facilitation. However, I would have appreciated doing our microteaching the first day in order to have more time to present or to have more time to discuss teaching techniques.
- +/- Microteaching – maybe allowing students a small amount of time before teaching (different day) to become comfortable with public speaking would help.
- +/- Having two TMs in the international section helped bring more ideas.
- +/- I think some of the small group discussion felt superfluous, but being in smaller groups was a good method for discussions.
- +/- Although I was dreading the microteaching assignment and quite nervous about it, I loved learning different lessons for other TAs (just for personal knowledge) and I appreciated the level of feedback from them as well.
- +/- Start the session with ice breaking, so each participant in the session is comfortable to each other.
- +/- I felt the small group discussions were not that interesting, and maybe this information could be conveyed another way.
- +/- I enjoyed small group the best, but there was a lot of extra time allotted than necessary.
- +/- Helpful in practicing but it felt slow.
- +/- Needed more structure with small groups (#32).
- +/- Of course I felt tired sometimes, but I believe it was, in general, very helpful.
- +/- Microteaching was long, but needed.
- +/- Not sure how I feel about the microteaching session. I was lucky to have a friendly laid back group that got along well.
- +/- Our whole TA Orientation should be in small groups and just 1/3 of the actual time.
- +/- Small group activities were great. My only regret is that I didn't participate as much as I should have.
- +/- N/A
- Consider NOT showing the video. Instead, right after presenting have people reflect and then others give feedback. I noticed body language that shamed international students and/or students whose first language is not English. I am sure that is not the intention, but it can have a large impact on well-being.
- Too much time planned for discussions – could be reduced.
- Too much time in the group discussions – felt like a lot of dead time.
- Too much time spent on "discussions." We can all read the day's schedule on our own time. We covered all the points in ¼ of the allotted time – please cut it down.
- I felt like there was too much time for the small group discussions. Only 30 min. or an hour at most was required rather than 1.5-2 hrs.
- We often ran out of things to discuss. I would rather shorten the day than spend so much time in small groups.
- Small Group Discussions – not very relevant, repetitive. Could start the orientation later and have less time allotted for these discussions.
- Having the teaching filmed made me so self-conscious that I believe it negatively affected my performance. I'm very embarrassed to see myself on video or in photos.
- Small group was more like having fun than being useful.
- Short small group session was waste of time.
- Discussions went off on tangents and personal stories too often – not relevant or helpful! My video was cut way short, so I don't feel it was helpful.
- Lots of down time during an already very long day.
- Small group discussions provided information that could've been condensed or learned on my own time.

TEACHING MENTORS

TEACHING MENTORS	M. How well did your Teaching Mentor do each of the following?									
	2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	Total	Mean
Scale: 1= NOT, 3 = Somewhat, 5=Very										
led small group sessions effectively	3	1.1	5	1.8	37	13.6	227	83.5	272	4.8
communicated ideas	.	.	6	2.2	36	13.2	230	84.6	272	4.8
encouraged discussion	.	.	5	1.8	20	7.4	247	90.8	272	4.9
listened to alternative viewpoints	2	0.7	2	0.7	27	10.0	240	88.6	271	4.9
provided helpful feedback	.	.	7	2.6	28	10.3	237	87.1	272	4.8
Total	5	0.4	25	1.8	148	10.9	1181	86.9	1359	4.8

PROGRAMMING

OPTIONAL EVENT

OPTIONAL EVENT	N. How <u>worthwhile</u> was this program event?								Summary	
	2		Somewhat		4		Very			
	Scale: 1= NOT, 3 = Somewhat, 5=Very	N	%	N	%	N	%	N	%	Total	Mean
Happy Hour and BBQ at the Inn Complete	2	1.2	13	8.1	39	24.2	107	66.5	161	4.6
Total	2	1.2	13	8.1	39	24.2	107	66.5	161	4.6

COMMENTS: [N=124] 76 (+) 47 (+/-) 1 (-)

- + Amazing
- + It was awesome.
- + Awesome event!
- + The social event helped establish community – super please with how excellent it was.
- + Loved this event! Thanks!
- + Thanks a lot!
- + I really enjoyed this event.
- + It was a very nice event.
- + Fun event
- + Fun time had by all. ☺
- + It was fun!
- + Good fun.
- + It was a fun event. ☺
- + Very fun and relaxing.
- + Was fun and relaxed. A good way to meet other grad students.
- + It was great to get to meet people in a relaxed environment. The event was fun and I made some good friends.
- + Fun and relaxing time after a day full of information.
- + Very interesting event and nice area. I had a great time, especially because I like BBQ. Nice atmosphere, lot of food and fun!
- + Very good time. 10/10 will attend again.
- + Super fun, great opportunity to meet other students.
- + Very fun – great way to get to know others.
- + It was fun and a good way to meet people.
- + It was great to meet other grads and decompress. A lot of fun.
- + A great opportunity to meet new people.
- + Great idea.
- + Great time!
- + Great break!!
- + Good to socialize and meet other students from different programs.
- + Good time
- + Really allowed for us to meet other people and share our orientation experience with others.
- + Great for networking and making new friends!
- + The weather was perfect for it. And, it was a great opportunity to meet with and spend time with other TAs outside of the official TA orientation environment.
- + The event had a great atmosphere and good food.
- + Loved how transportation was provided from campus to the Inn.
- + It was useful to be outside of the main campus for the event.
- + Great way to meet other grads! Good food and great vibes.
- + The BBQ is good in both the food and the friendly atmosphere.
- + Nice to have social/unwinding time.
- + I really enjoyed. Food was good – I made lots of friends there. Thank you ☺
- + Thanks for feeding us!
- + Excellent food – and Karriann was there again to make us feel comfortable.
- + Great food! – presented a good opportunity to meet people we hadn’t interacted with.

Optional Event Comments (Cont.)

- + Free food!
- + The food was very good and free alcohol is nice.
- + Free BBQ and free booze?? 11/10 (+ a chance to meet other TAs).
- + Free food and beer... what's better?
- + Good food and refreshments.
- + Good food/great people
- + Free food and beer is great.
- + Free food and drinks are always worthwhile. It was very fun and a nice way to ease some of the tension of the week.
- + Food and drinks were great!
- + Food was great and drinks were as well. It was a nice end to a very long day.
- + Food and drinks were rally good – and a good opportunity to meet up with other TA's.
- + Loved the free alcohol.
- + Free beer is lovely, please keep this.
- + It was nice chatting in a low-stress environment and having built-in relaxation.
- + This definitely worked as a way to relieve stress and get to know other people from your department.
- + It gave you time to talk to people without really worrying about other things (as always being centered on sessions). It was good to include a purely social event.
- + Very cool event. Having a chance to network and meet other grads was very cool and should definitely be an annual event.
- + Got to meet more people in a social environment.
- + This was a great opportunity to socialize with others in my department.
- + I was able to find and connect with my cohort and small group.
- + Met lots of people.
- + It was a good opportunity to connect to other TAs.
- + Fun time to interact with other new TAs and get to better know people.
- + Good place to talk to other grad students and make friends outside of own department.
- + Amazing time to meet other grad students and the mentors.
- + Cool opportunity to socialize.
- + This is a very good event to know more people.
- + We had opportunity to meet the other TAs in a friendly, welcoming environment.
- + It was nice to have a social aspect of the week.
- + Very delightful!
- + The food and company were fantastic – a great opportunity to build friendships across departments.
- + Loved it!
- + This was a nice mingling event for end of day.
- + The event was helpful and informative.
- +/- Food was okay.
- +/- The food was good, although the beer selection could have been more varied.
- +/- Good food – not enough seating.
- +/- Not enough tables and chairs.
- +/- Plenty of food but the wine glasses were very small, hence making me uncomfortable going for a second or third round.
- +/- Free food and unlimited free drink! Awesome. It's an excellent chance for us to meet different people and make friends. But, I don't think 2 hours is enough time!!!
- +/- Seemed a little daunting at the end of two l-o-n-g days.
- +/- Timing was a bit difficult with other events I had scheduled and with the end of the day.
- +/- I would have gone if I didn't have to work!
- +/- Had to miss to handle apartment concerns, but wish I went!
- +/- Good to meet people at this event – would be helpful to have people meet others from their field before this kind of event → would encourage larger attendance.
- +/- I wish there could be staff leading conversations. Or some TAs might not be comfortable to start a chat with others.
- +/- A little too short and started a little too early. Maybe 5:30-9:00PM would be appropriate.
- +/- I wish this was a bit closer to dinner time and ran for longer.
- +/- Too short
- +/- Have it on the last day.
- +/- The food quality was not the best.
- +/- Just don't like BBQ personally.
- +/- Would suggest more seating for outside.
- +/- Needed more tables/chairs.
- +/- It was funny with tasty meals. You should include some activities for people as I remember all people were just sitting and talking.

Optional Event Comments (Cont.)

- +/- Possibly have some board games or games/music for people to enjoy.
- +/- Thank you for providing free food/drinks. The only issue I had was that it didn't help me meet any of the TAs or teaching mentors.
- +/- With all the sessions and food, along with jet-lag, it was a bit difficult for me to stay awake, but the food and ambiance were great.
- +/- I would suggest having the lunch the day of the BBQ earlier. In my case, I was still full from lunch earlier that day and slightly exhausted to take a bus all the way to South Campus.
- +/- More vegetarian and vegan food necessary.
- +/- Wish there were more dairy-free and meatless options.
- +/- Food was delicious! But, the vegetarian/meat options could have been labeled better.
- +/- N/A (2)
- +/- - (5)
- +/- DNA (12)
- Not much interaction between disciplines.

ACCOMMODATIONS/AMENITIES

ACCOMMODATIONS/ AMENITIES Scale: 1= Poor, 3 = Satisfactory, 5=Excellent	Response Frequency										Summary	
	Poor		2		Satisfactory		4		Excellent		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
quality of lodging (Kimmel Hall)	.	.	3	6.8	5	11.4	9	20.5	27	61.4	44	4.4
meal coupons/quality of lunches	.	.	1	0.4	15	5.8	47	18.1	197	75.8	260	4.7
quality of breakfasts	15	6.7	30	13.5	62	27.8	65	29.1	51	22.9	223	3.5
Total	15	2.8	34	6.5	82	15.6	121	23.0	275	52.2	527	4.2

COMMENTS:

[N=113]

51 (+)

50 (+/-)

12 (-)

- + Great! (2)
- + Great! No complaints whatsoever. (I did not stay in Kimmel Hall, so I cannot comment on that).
- + All great!
- + Good work
- + This is very good as we get to know around the place.
- + It was so helpful to have food provided!
- + Great work with food – thank you!
- + Meal coupons
- + The meal coupons are an excellent idea.
- + Loved the system of meal coupons for lunches – got to know area restaurants.
- + The use of meal coupons was very generous and smart since we get to experience local businesses and they get our immediate and future service.
- + Great idea with the food coupons.
- + Eating with small group encouraged discussion.
- + Meal coupon was great! Awesome opportunity to try new food and get to know people better. Process was very simple and delicious ☺
- + Meal coupons are good.
- + I like the meal coupons.
- + Liked the meal tickets!
- + I liked the free meal tokens ☺
- + Loved lunch!
- + Lunch coupon very helpful.
- + Lunch coupons were great.

Accommodations/Amenities Comments (Cont.)

- + Meal coupons and participating vendors were great and had great variety.
- + The \$10 coupon for lunch was great and provided a lot of options.
- + It was a nice treat to get to choose lunch.
- + Thank you for the meal coupons! As a new student to Syracuse, it helped me discover new places to eat.
- + Loved the meal coupons! It was awesome having a variety.
- + I loved getting to pick the places we ate.
- + Food choices were great and a good amount on the coupon.
- + The meal coupons included a nice variety of places to eat, which was really great!
- + The meal options were very diverse and satisfying.
- + The restaurants on M Street are very nice and the coupons were a nice way to introduce us to them.
- + I like the coupons. I have tried almost everything on Marshall Street. They are tasty and reasonable in price.
- + Appreciate the lunches provided. Have enjoyed Marshall Street a lot by tasting world's food.
- + I was impressed by the quality of the food provided and the food available on Marshall Street under \$10.
- + I loved being able to choose what I wanted to eat for lunch each day and there was a big selection to choose from, as well.
- + There were several restaurants to choose from – which was very good!
- + The coffee saved me.
- + Coffee was nice ☺
- + All was soooooo good! Kimmel Hall was really convenient and it was good since I used the room alone.
- + Thanks for all the free food.
- + Good lunch arrangement = plenty of choices and very thoughtful for paying tax and tip!
- + Loved the freedom to choose where to eat. As someone who is vegan, I was worried about catering options; however, the meal coupons made it very easy.
- + Coupons were a great way to try new restaurants!
- + Coupons were a nice way to enrich our understanding of off-campus dining options and bolster community business.
- + Meal coupons and breakfast were much appreciated.
- + Meal coupons were very appreciated and a nice way to experience Marshall Street.
- + The meal coupons were a great way to figure out the restaurants in the area and food opportunities available.
- + Meal coupons were **GREAT!** Thank you!! ☺
- + Meals on Marshall Street are great.
- + Overall, great orientation and great in dividing up the departments.
- + Very thankful for accommodations.
- + The little quiches for breakfast were amazing.
- + Breakfast was awesome!
- + The breakfast was very awesome. Well-balanced with a variety of nutrients.
- + The breakfasts were great! (2)
- + I like breakfast, providing us with full energy.
- + Breakfast is nice.
- + Breakfast is delicious and abundant.
- + Great fruit! Yummy pastries
- + Breakfast was good and the choices for lunch were yummy and nice.
- + Thanks for everything!
- + Thank you for providing so many vegan options!
- + Loved not having to eat dining hall food each day!
- + Good tastes.
- + Wednesday's breakfast was the best.
- + Thank you for the free Strong Hearts 3 days in a row.
- + Please continue offering coupons!
- + The free lunches were great.
- + Lunch and breakfast were so satisfying.
- +/- The location for breakfast: was difficult to find places to sit or put a plate down to do something like put cream cheese on a bagel. Also, quality could have been better, especially on longer days.
- +/- Breakfast was not varied enough but lunch was great.
- +/- The breakfasts were good, although sometime they seemed to be a bit too sweet.
- +/- Not only mostly sweet breakfast would be nice.
- +/- For breakfast, I wish there was more allergy-safe options.
- +/- Wish that there had been more options for breakfast and wish there had been shorter lines for lunch. Maybe stagger lunch times?
- +/- Breakfast could have used more bacon. Grateful for the real fruit, though.
- +/- Breakfast can have less sweet, cookies, something more "plain."
- +/- Breakfasts weren't the most elaborate, but I was grateful to get breakfast at all, so who cares?

Accommodations/Amenities Comments (Cont.)

- +/- The breakfast wasn't what I had expected.
- +/- Breakfast wasn't very filling, and options were limited.
- +/- Hardly any protein at breakfast.
- +/- Breakfast lacked protein – hard boiled/scrambled eggs? These are long days.
- +/- Breakfast options lacked. Was hoping for warm options.
- +/- Something hot for breakfast maybe?
- +/- More food variety.
- +/- The breakfast would be better offered as snacks in afternoon (or late morning). Because it was minimal, I think most people came closer to start of the first session. Networking was not encouraged so I'm unclear what the objective was?
- +/- Breakfast could be better, everything else was enjoyable.
- +/- Did not attend breakfast, ate breakfast at home instead (wisdom teeth coming in, cannot eat anything hard).
- +/- Loved the breakfast, however, would have loved to see a protein included such as a cheese, nut or meat.
- +/- I liked the fruit and yogurt, but I didn't really like the pastries.
- +/- Breakfasts could incorporate more dairy-free and gluten-free alternatives besides fruit.
- +/- Add more breakfast variety.
- +/- I personally think the breakfasts could be less sugary.
- +/- I think sometimes breakfast is not so suitable for my oriental taste.
- +/- I wish orange juice was served on Day-2.
- +/- Not a huge breakfast fan.
- +/- Good coffee – but breakfast items could be improved in addition to the fruit.
- +/- Perhaps longer breaks in between sessions, rather than only 10 minutes.
- +/- Lunch time is too short...too many people on Marshall Street.
- +/- Places were busy when eating.
- +/- It may be better to cater food for lunch, allowing students to stay together on campus and interact with other grad students.
- +/- A lot of lunch options, but may need more time.
- +/- Lunch was good, but more time or divide lunch would be better.
- +/- Food was great but if more restaurants participated, lines wouldn't be so long.
- +/- Jimmy Johns!
- +/- Try to add Chipotle & Jimmy Johns!
- +/- Add Jimmy Johns to the list.
- +/- Meal coupons did not cover most full meals.
- +/- \$10 is not quite enough for lunch on Marshall Street.
- +/- Difficult to find food for \$10.
- +/- Could have used more fast-food options.
- +/- When eating with others, it would be helpful to find a way where checks could be split instead of checks having to be together because of the policy of the voucher.
- +/- Kimmel Hall was okay, considering it was a dorm, but there was a dead cockroach under the desk on the first day I checked in. It was also a bit difficult to keep the room ventilated as the door to the room automatically closed.
- +/- Why not have tea or coffee throughout the day? It would have energized us.
- +/- Thanks a lot for everything. Lunches & breakfasts were fine. Maybe there can be some coffee breaks for us and you. Because it was exhausting to be in orientation for a week.
- +/- The only thing I would add would be an afternoon coffee, tea, cookies break. Something that could work as a treat.
- +/- N/A (2)
- +/- Need coffee provided all day – otherwise, it's difficult to stay awake for three straight hours of presentations.
- Very light breakfast
- I have not been noticed before that there are not pillows and bed things in Kimmel Hall. That kind of troubles me at the beginning.
- Quality of breakfast was so bad that I ended up eating at home.
- I think breakfast was kind of crappy – only sweet pastries and flavored-sugar loaded yogurts instead of plain. Also, I wish there were lids for the coffee cups.
- There were no gluten free options for breakfast!
- The breakfast wasn't very good and had limited options
- Not a lot of breakfast options, especially healthier or filling ones.
- Vegetarian options should be **explicitly** labeled during breakfast (there was a dish where vegetarian quiches were mixed with meat options and it was **not** clear which was which).
- The catering by SU was really bad, stale food!
- Suggest providing better quality or by canceling breakfasts.

Accommodations/Amenities Comments (Cont.)

- You are rubbish on food allergies. You consistently made no effort to make allergen warnings available, let alone obtainable; included “unsafe” foods in truly bizarre contexts and have rampant cross-contamination (i.e., nuts in bread). You instead hid behind a allergen liability shield, providing no meaningful information for students with food allergies to eat safely. If this behavior is continued in the dining halls, I as an undergraduate would have been unable to eat without fearing for my life. By choosing to cover your own ass, you force students who depend on meal plans to make an impossible choice: risk anaphylactic shock or starve. This is 2017; I expect better.
- PARKING: If you expect us to be here from 8AM-5PM for three days in a row, you really should accommodate our parking. Telling us to park at Manley and bus over or try to find free street parking is **NOT** acceptable. Provide us with a parking lot or comp a garage for parking.

INFORMATION DISSEMINATION

INFORMATION DISSEMINATION Scale: 1= NOT, 3 = Somewhat, 5=Very	Response Frequency										Summary	
	Not		2		Somewhat		4		Very		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
How useful and informative was the e-mailed information?	3	1.1	10	3.8	64	24.1	95	35.7	94	35.3	266	4.0
Was the orientation information on the website easy to follow?	5	2.0	11	4.3	61	23.9	85	33.3	93	36.5	255	4.0
Were the Microteaching requirements clear and understandable?	.	.	6	2.2	23	8.6	86	32.1	153	57.1	268	4.4
How useful and informative were the orientation materials you received at registration?	2	0.8	10	3.8	42	16.0	89	33.8	120	45.6	263	4.2
Did you download the TAOP Guidebook app?	160	60.8	.	.	1	0.4	.	.	102	38.8	263	2.6
Was the information on the app useful and easy to follow?	17	13.5	8	6.3	20	15.9	31	24.6	50	39.7	126	3.7
Total	187	13.0	45	3.1	211	14.6	386	26.8	612	42.5	1441	3.8

COMMENTS: [N=183] 42 (+) 94 (+/-) 17 (-) 30 Suggestions

General Information Dissemination Comments: (n=48) 25 (+) 20 (+/-) 3 (-)

- + Perfect informing process!
- + Good (3)
- + The overall schedule was clear and well structured.
- + The e-mail and materials handed out were very helpful.
- + The map was really helpful.
- + They were helpful and made me think about things I wouldn't necessarily have thought on my own.
- + I felt comfortable and prepared.
- + Did not use the app – but the rest was very good – provided detailed information.
- + Very organized and easy to follow.
- + Everything was well-organized.
- + Information was distributed well...I wasn't still wondering about any details.
- + Understood exactly what I was supposed to do and when.
- + All the information was useful and clearly stated.
- + It helped a lot.
- + Useful and great.
- + Useful and easy for us to know what to do, what we should prepare to make the orientation better and efficient.
- + Information was provided easily.
- + Schedule is very clear and useful.
- + Loved the microteaching video.
- + Everything was clear and concise.
- + I always knew where I had to be.
- + All of the information was communicated well and timely.
- + Worked well.
- +/- Packet was fine – only used it to follow schedule.

Information Dissemination Comments (Cont.)

General Information Dissemination Comments: (Cont.)

- +/- Adequate
- +/- I didn't really need the physical things that were also e-mailed.
- +/- I wish we met with our department earlier than the last day (STEM min-breakout). I understand this will be done next week during the departmental orientations, but this week would have been nice, too.
- +/- I wish we would have received a little more information sooner than we did and with a little more clarification.
- +/- It would have been helpful to know that even if you weren't a TA, you'd still have to do things like the microteaching.
- +/- Sorry, I didn't download the app...I liked the schedule book. It's informative and detailed. I learnt everything from this.
- +/- I have not downloaded the app yet.
- +/- It's a little brief, so I'm glad we have the e-mails recapping the information.
- +/- What is a TAOP?
- +/- You should amalgamate all calendars. International students have many different events and have to go through several calendars.
- +/- I found there to be a lot of information at once on the emails and website. Could have used more clear emails about things we have to get done as ITAs and the schedule for all of the orientations we have to attend.
- +/- I wish there was more emails, especially concerning the scheduling and exemptions. All other materials was very good.
- +/- Before the orientation itself, I just didn't know what to do in the microteaching.'
- +/- Learned about it from my department rather than from orientation.
- +/- Some inconsistencies and a lot of information at once. Otherwise, generally helpful.
- +/- I was severely sick the first two days so was not at orientation Tues. & Wed.
- +/- No comment.
- +/- N/A (2)
- It should tell all the students that it's possible to learn all the things through the internet, no need for all the people to come back to school so early. Had I know that it's possible to finish this through the internet, I would not have come back so early like this. REALLY uncomfortable with this!
- Parking information
- I was on vacation so I really didn't care the information was successful in getting me to orientation.

E-mailed Information Comments (n=14) 4 (+) 6 (+/-) 4 (-)

- + E-mails formatted in a clear manner.
- + E-mail reminders were helpful.
- + I really appreciate that the schedule was e-mailed to us ahead of time – thanks for that.
- + The emails reminding us to register and apply for language exemption were helpful.
- +/- Would have been better to include tips.
- +/- e-mailing TA Orientation requirement info would be helpful.
- +/- It would be nice if we got the information a little earlier so that we can plan ahead (especially for internationals).
- +/- Send the information to both our syr.edu AND the e-mail used to apply.
- +/- The e-mails could have been more concise.
- +/- Email could have covered information on app, etc.
- Didn't get the emails concerning orientation, so I wasn't set up with MySlice. It would be great to send relevant information to the personal email address of students to make sure they receive it at least before classes start.
- There were too many e-mails sent in my opinion. I kept losing vital information in the stream of e-mails.
- E-mail information took too long, was very last minute.
- I was extremely confused by the e-mails.

Website Information Comments (n=6) 4 (+) 2 (+/-) 0 (-)

- +/- It is a bit difficult to find orientation-related materials on the SU website.
- +/- Have the schedule posted online earlier.
- +/- I never checked the website for orientation information.
- +/- N/A (3)
- I did not use any of the above and not sure I had access.
- The information was challenging for me to follow.

Microteaching Requirements Information Comments (n=4) 0 (+) 3 (+/-) 1 (-)

- +/- For microteaching, I would mention that the students being taught are college level, just to clarify.
- +/- The microteaching requirements were better explained in our small group sessions, but the video was useful!
- +/- On microteaching – it should be clearly stated that we will be in a diverse group (people from different departments).
- Microteaching requirements were brushed over and made it more nerve-wracking not knowing what to expect.

Information Dissemination Comments (Cont.)

Materials Received at Registration Comments (n=5) 1 (+) 2 (+/-) 2 (-)

- + The book that was given was extremely helpful for following an itinerary.
- +/- Only used schedule
- +/- Booklet/Schedule was helpful but the extra handouts were unnecessary – too much paper handed out.
- Too much information in handout. Better to refer people to Web for more.
- I think paper handouts are a waste and since they're on the website, they weren't even needed.

TAOP Guidebook App Comments (n=106) 8 (+) 61 (+/-) 7 (-) and 30 Suggestions

- + All good.
- + It is good.
- + The app is the real MVP.
- + It was helpful.
- + Very helpful
- + Loved the app, very helpful.
- + It was fine.
- + Yes! The app was very helpful → try to go to paperless in the future!
- +/- I should have downloaded the app, but I did just fine without it.
- +/- Downloaded – but I didn't end up using it.
- +/- App was a good idea, but not needed.
- +/- Definitely the information that I seek at the moment will come from my department, and since they are really personal, wouldn't be practical to see in the app.
- +/- We were not informed about the app or I forgot about it at least. Maybe it can be in front of the notebook we were given at the first date so that we see it and remember it for sure.
- +/- Navigating was easy but took some time to figure out.
- +/- Did not use.
- +/- Didn't use the app much.
- +/- Didn't really use it because we had the printed programs.
- +/- With the app, some of the information did not match the printed version, which was slightly confusing.
- +/- Did not download. (3)
- +/- I didn't feel the need to download the app. With all the e-mails, I felt very comfortable.
- +/- I barely used it as all the materials I needed were given to me. Perhaps find a way to include it more.
- +/- Did not know about the app.
- +/- I did not know it was available.
- +/- Nothing (2)
- +/- N/A (38)
- +/- - (2)
- +/- ? (2)
- I didn't think it was very user friendly, nor does it include SUNY-ESF, which in bio, I'll be taking most of my classes there.
- I did not like the user interface.
- Needs a way to export the calendar to your phone's platform calendar.
- Make it more easy to follow.
- The information was challenging for me to follow and unclear.
- The app was too cumbersome to use.
- We are told a lot of duties, but no welfare.

Suggestions: (n=30)

- Send the app URL to download.
- Small group assignments were missing.
- Detailed place where each session/small groups open:
- All the presentations should be added for download on-line, not just some of them.
- Explicit information about submitting I-9s/work-related documents.
- How to build a syllabus.
- Paper was better than the app. App seemed clunky.
- Maybe add restaurant locations.
- Parking information
- Parking options maybe.

TAOP Guidebook App Comments (Cont.)

Suggestions: (Cont.)

- Parking information would have been useful. Providing a parking option near campus would have made the three days easier.
- Maps (2)
- Better map
- Map of south campus
- Perhaps a more easy to access map of the campus.
- It would be useful if you could integrated it with Google Maps.
- Having the locations link to an interactive map/GPS would have been very helpful.
- “You are HERE” location services on the app.
- Please provide **the location!**
- The ‘≡’ sign is not obvious. It will be better if it is highlighted.
- The students should be encouraged to use the app. The program should be paperless.
- Cannot be downloaded on Samsung telephone.
- Too many bugs.
- App is buggy! Couldn’t get it to work.
- No
- N/A (4)

OVERALL

OVERALL Scale: 1=Poor, 3=Satisfactory, 5=Excellent	Q. Overall, how _____ was the orientation?										Summary	
	Poor		2		Satisfactory		4		Excellent		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
relevant to your questions and concerns	8	3.0	27	10.1	71	26.5	99	36.9	63	23.5	268	3.7
enjoyable	9	3.4	22	8.2	80	29.9	110	41.0	47	17.5	268	3.6
worthwhile	9	3.4	20	7.5	55	20.6	120	44.9	63	23.6	267	3.8
Total	26	3.2	69	8.6	206	25.7	329	41.0	173	21.5	803	3.7

COMMENTS:

[N=115]

21 (+)

78 (+/-)

16 (-)

- + It was very diverse and informative.
- + This was a great introduction!
- + #GoOrange
- + I enjoyed the orientation and believe 3 days is a perfect amount of time!
- + It’s really useful.
- + It was great – very helpful!
- + I found it very relevant to our duty as a TA.
- + This was needed to understand all the things for being a TA.
- + Alleviated many of my concerns/apprehensions.
- + I am a second-year History Ph.D. student who was only exposed to History grads before. I think I made some good friends here!
- + Information at this orientation was really informative and helpful.
- + Good way to meet fellow grads.
- + Good
- + Great way to start out my first-ever TA experience.
- + Made a lot of connections right from the start.
- + Great meeting new people and communicating with professionals.
- + I had fun meeting people and discussing in the small groups.
- + It was worthwhile. The orientation was much needed and I’m glad to be part of it.

Overall Comments (Cont.)

- + Glad I made the effort to come.
- + I found my cohort and I was able to be an effective teacher assistant.
- + I was actually pleasantly surprised by orientation – especially the mentor-led sessions. I appreciated the inclusion of political and social issues, as these are problems I believe we all should be more responsible for.
- +/- Overall useful – we got to focus upon certain things. Some sessions seemed rushed, so not sure about how effective?
- +/- I liked ITA portion more than general one.
- +/- I liked that graduate students were supporting us. Their presence was very helpful. I felt that they were and they are doing their best. But, the schedule was intense. We did not have enough time for breaks. The Orange Door session video was inappropriate for international students. It could have been more considerate. It could have been much better.
- +/- My biggest issue was that Day-1 was too long with too many hours of lectures. By the end, I simply could not focus any more. Breaking this up more might help.
- +/- Have some breaks in a day?
- +/- Lunch break is too short.
- +/- Long and tiring but had some good info.
- +/- A bit overwhelming at times. Thought I appreciated the effort to have grads meet outside their department.
- +/- TA prep is worth it. But, I feel we could have finished in two days. The large group sessions made a lot of TAs feel that we all have to behave in one certain way.
- +/- Small instances interesting, but 3 days is lengthy for what was covered.
- +/- I like the topics but I think two-week orientation is too long for new TAs. It would be better if some more trainings can be provided after new TAs get some experience.
- +/- Seminars are too long/need to be revamped.
- +/- Could use less large groups and more smaller groups.
- +/- I felt like a lot of the content could have been condensed to handouts with a brief discussion rather than lengthy presentations.
- +/- Not enough motivation/instruction to keep focus.
- +/- I wish there were 10 minute breaks between the back-to-back sessions.
- +/- I learned many great ideas during the three days. It was, however, difficult to stay focused the third day.
- +/- Some sessions are similar.
- +/- Great program! A bit repetitive in some areas, but great nonetheless.
- +/- Parts of some sessions seemed unnecessary while I got some really good ideas out of others.
- +/- Some boring/redundant sessions hold it back. The days are very long and tiring.
- +/- Some of the content was repetitive from the ITA orientation, but overall, the sessions were informative, interesting and well facilitated.
- +/- There were many redundant seminars and most information was common sense. I think the seminars could have been condensed.
- +/- In most sessions, the content can be shortened into a 10 minute presentation. The orientation could have been finished in one day instead of three.
- +/- Some sessions are not “new” for education majors.
- +/- Having taught for a few years, most of this was repetition. It was good getting to know other people, though.
- +/- A lot of the aspects I’ve already known and had been mastering as an education major at SU. So, it was hard for me to find sessions/other aspects in the orientation that I wasn’t already completely familiar with and challenged me.
- +/- Could have been shorter, but overall a good experience.
- +/- Though I found most parts of the orientation too long, I did meet with some great people and it was fun to interact with them.
- +/- Definitely useful, very long.
- +/- Could be shorter. (2)
- +/- It spent too much time. If it could be shorter, will be better.
- +/- Overall, orientation was helpful, but some aspects didn’t apply to me as much as others (i.e., I will not have my own recitation).
- +/- I will be teaching a lab session, so some/most of the sessions related to teaching a lecture course were not very helpful immediately.
- +/- I was told I would not have to worry about teaching, just grading and general assistance and orientation was very heavy in teaching. I’ve also never been in a class that had a TA, just professors.
- +/- Since I won’t actually be teaching, a lot of the material covered did not apply to me.
- +/- Cookie cutter approach was taken on some lectures.
- +/- Most of the information is repeated and irrelevant. (10-18th August)...8 days is too much for orientation + 4 days of department orientation.
- +/- Lots of information, some sessions were interesting and others were terrible.
- +/- I wish there was more subject-specific teaching. The days were also long about I understand this.
- +/- I would have liked several sections to be more precise but overall, important topics were presented and at least got us started on how to create effective and accessible and safe classrooms.
- +/- I feel it is difficult to have such a diverse audience in terms of disciplines.
- +/- Polling students (TAs) on the nature of their assignment may help develop better relevance.

Overall Comments (Cont.)

- +/- Some mandatory sessions weren't as applicable as others. Maybe the application can have questions concerning the TAs experience level and sessions can be assigned based on that.
- +/- I wish the department specific orientations happened first so I could know my individual expectations before these general sessions.
- +/- Some departments should be allowed to have their students go through this orientation in later years due to scheduling of teaching assignments.
- +/- I have experience in teaching. The majority of my questions were specific to my class and the requirements of my class. Therefore, many of the sessions did not necessarily teach me anything I didn't already know. However, I feel that the majority of information presented would be helpful for individuals without prior experience.
- +/- Would have liked more communication with grad society and my specific-department, and more content specialized to my program.
- +/- Please – more engineering-specific content!
- +/- It's hard for those TAs whose duties are only grading and office hours to follow and engage.
- +/- Please – more on I-9 and FERPA.
- +/- Fix the sexual harassment presentation.
- +/- Not sure about the extent of the relevance since I still do not know what my TA position will be. If every student understood their initial position/assignment, it may help make the orientation more relevant.
- +/- The information provided was good but there weren't many STEM TAs. This made the information provided seem less applicable to us.
- +/- I feel like most of my questions and concerns will be answered at my department orientation.
- +/- The programming was all useful in some way, but I feel it was more geared towards people who have more control of the content and structure of their course. While helpful for them, I couldn't plan or see the relevance for some topics since they will all be dictated by my department.
- +/- I only say it wasn't that worthwhile for me because my program has limited teaching opportunities; it's more about grading. Otherwise, I thought I was very interesting and helpful.
- +/- Providing TA training at the university level (as opposed to department-specific) is challenging, but the orientation did an excellent job at providing engaging, useful material to feel prepared as a TA.
- +/- This is orientation, NOT training. Third day had best information, but more intensive and area-specific training would be great.
- +/- For the Arts, I would go more in-depth.
- +/- Liked being able to meet people from other departments but some information too general to be super useful/practical.
- +/- I really thought quite a bit of it (large group and microteaching were very useful); but, I thought there were too many sessions and it could be done in fewer days.
- +/- It's really useful, but I think a whole week is a little bit long for us. But, knowing people and getting information is interesting.
- +/- Unclear objectives other than broad strokes. Could be shorter and offer more workshop-style programming. Thanks!
- +/- Some of the sessions, especially Being a Responsible Employee, felt unhelpful and a bit irrelevant.
- +/- I really don't think all the large group sessions were necessary. Honestly, the components of orientation I found useful could have been condensed into two days.
- +/- It was a little long. Three full days was a lot for most people.
- +/- Could have been done online to save time and resources.
- +/- _____ (undecipherable) Programs do these seminars entirely online.
- +/- I think TAOP was useful for TAs who have never taught/TA'ed, but as someone with a master's degree in education, it was not useful for me. Sorry!
- +/- I've taught a lot prior to this, so a lot of the information and lessons were overlap for me. However, I think new TAs would find it very helpful. I would have liked more specific information about Blackboard, however.
- +/- I wish there was also a part of the orientation that was a fun activity where we could all come together and learn about the process while getting to know each other.
- +/- Maybe we can organize some group games to increase cohesive force.
- +/- I wish the orientation included more about Syracuse, how to make sure we are receiving the finances, health insurance, benefit, etc. More explanation for our GA positions beyond what is written in contract.
- +/- More practical information → HR, payroll, parking, campus tour, dining center, wellness centers. Many of us have been out of school a long time and it is overwhelming to be back on campus and a student.
- +/- Lots of valuable information, but can be draining at this pace; and, I would have liked more tips on speaking anxiety.
- +/- None.
- Lots of repetition and irrelevant information – probably simply because there was a wide variety of students. Maybe more time with our disciplinary groups?
- As a GA and **NOT** a TA, it was not very relevant to me. It would be great if there was a separate orientation for TAs or if we were not required to attend some of the teaching forward sessions.
- Too much moralizing and too long.
- Too long and drawn out. Probably could've been compacted into 1-2 days.

Overall Comments (Cont.)

- Too long! I wanted to escape.
- Seemed monotonous.
- I am not teaching – which, understandably, was the program’s focus. So for me – a 2nd year grad student who is aware of the available resources, most sessions did not apply to me.
- No need to participate in-person.
- I don’t think I have any more ability to go teach.
- It’s just too long!
- To an ITA, it is really tiring from 8/11-17 and we are going to attend International Student Orientation on 18th! It’s too much! It’s too long a day from 08:00-17:00 or 18:00).
- The orientation was geared towards TAs, and I will be the sole instructor. Minimal instruction on this.
- Felt like too much information was being thrown at us re: school administration, almost nothing on Days 1 & 2 about ACTUALLY teaching...so it was not as enjoyable.
- Wanted more specifics on syllabus writing and hands-on teaching.
- Orange SUccess violated FERPA during their presentation. Major snafu.
- Useful tools specific to STEM disciplines I felt was underrepresented.

PROGRAMMING COMMENTS: [N=1,473]

1. What were the best or most beneficial features of the orientation for you? [N= 421]

Sessions [n= 302]

<u>Microteaching</u>	(n=74)	73 (+)	1 (+/-)	0 (-)
+ Microteaching (58)				
+ Microteaching! (2)				
+ Microteaching and feedback (2)				
+ Microteaching was helpful. (2)				
+ Microteaching was very helpful – Camilla was very effective at directing feedback.				
+ Really helpful.				
+ Microteaching was the highlight.				
+ Microteaching is good for us!				
+ Microteaching part is very useful for us to practice teaching and get advice from your audience.				
+ Microteaching was a very useful exercise.				
+ Microteaching was the most helpful thing we did because we got to teach a mini-lesson and then get feedback.				
+ The microteaching and the feedback I got.				
+ The microteaching is most useful for me.				
+/- Getting through microteaching.				

<u>Small Groups</u>	(n=75)	75 (+)	0 (+/-)	0 (-)
+ Small Group/Small Group discussions (49)				
+ Small Group activities and discussions. (1)				
+ Small Group discussions were the most beneficial to me.				
+ Small group structure.				
+ Interacting with TAs from different disciplines.				
+ The small groups were the most beneficial.				
+ Small group sessions were probably most helpful.				
+ Small group time – easy to talk/ask questions.				
+ Addressed a lot of specific problems.				
+ Small group sessions used as a break-out time to check in and answer any questions – was a useful feature.				
+ How small groups were led by other TAs.				
+ I enjoyed my small group.				
+ Hearing about the experiences of other TAs.				
+ Discussions were interesting and informative.				
+ Getting to discuss all the other sessions.				
+ Small group work and shared apprehension.				
+ Really really helpful.				
+ Very helpful.				
+ Made the experience intimate.				
+ Tips from small groups. I learned a lot about SU.				

PROGRAMMING COMMENTS: Sessions (Cont.)**1. What were the best or most beneficial features of the orientation for you? (Cont.)****Small Group Comments (Cont.)**

- + Having close relationship with mentors and fellow TAs and our discussions of campus policies and procedures – getting to know campus climate.
- + Getting to know everyone in my small group.
- + The interactions in the small group sessions.
- + I really liked our small group discussion because we really had the chance to talk about some of the sessions we didn't have the chance to attend.
- + The small group sessions were very informative. The mentor (#10) was very helpful and welcoming.
- + The small groups with Rwanda (#19). She is a stellar mentor. I wish it had all been in small groups with her.
- + Meeting in small groups helped me get to know others better and seek advice from them. I enjoyed hearing all of the tips and tricks to teaching. Extremely helpful, even for those who have some teaching experience.

Teaching Mentors

(n= 16)

16 (+)

0 (+/-)

0 (-)

- + Teaching mentors were awesome.
- + The presence of graduate students as mentors and hearing from these mentors and their challenges really worked for me.
- + Getting to hear some of the experiences of the teaching mentors.
- + Q & A with small groups
- + Being able to ask questions in small groups.
- + Solving people's questions.
- + Diversity in Teaching Mentors.
- + Mentors are always there to answer questions.
- + Asking questions of the Teaching Mentors.
- + Getting insight/advice from the TMs. (2)
- + Hearing from TMs.
- + Teaching Mentors were great!
- + Hearing the experiences of Teaching Mentors.
- + Rwanda's overview of SU Policies
- + Learning from Teaching Mentors about how to deal with social/political concerns in the classroom.

Breakout Sessions

(n= 36)

33 (+)

3 (+/-)

0 (-)

- + Breakout sessions (3)
- + Smaller breakout sessions were pretty good.
- + Universal Design (6)
- + I thought the Universal Design session was great to make classes more inclusive.
- + Universal Design was very useful to see what opportunities are available to make the class as accessible as possible for all students.
- + Living in Syracuse (2)
- + Academic Integrity (1)
- + Identity and Diversity in the Classroom (10)
- + Cultural Diversity taught me so much.
- + Sessions on disabilities
- + The discussion about diversity & safe spaces was a very useful exercise.
- + TA led breakouts – I thought the Identity and Diversity breakout was super relevant and important.
- + Diversity and inclusion information is incredibly useful.
- + Identity and Diversity in the classrooms because this topic is not often discussed in undergraduate courses in Music Ed. here at SU.
- + I liked the attempts to highlight response to sexual assault.
- + Specifically helping me understand classroom diversity. I learned a lot.
- +/- The Identity and Diversity session should either have more concrete/solid information/ideas, or break up into small groups with a mentor to lead the group to discuss certain scenarios/topics.
- +/- I thought the Identity session raised a lot of interesting and important problems; but, taught us almost nothing of how to handle those problems or whether the school has any specific expectations...making me confused and worried about addressing uncomfortable topics with students.
- +/- Tailor Breakout Session to what type of TA each person will be...(i.e., what our duties/what bulk of the work will be, etc.).

PROGRAMMING COMMENTS: Sessions (Cont.)**1. What were the best or most beneficial features of the orientation for you? (Cont.)**

<u>Concurrent Sessions</u>	(n=48)	48 (+)	0 (+/-)	0 (-)
+ Concurrent Sessions (8)				
+ Getting to pick workshops to attend.				
+ Concurrent sessions led by TMS were the best because they shared their experiences.				
+ Specific material relating to expectations of me as a TA (e.g., assessment techniques, Title IX expectations, tools to accommodate students' needs/backgrounds, etc.)				
+ Practical advice on assessments and facilitating discussion.				
+ Tips for the classroom.				
+ Talking about different ways to engage students besides the traditional lecture style.				
+ We got to choose sessions based on interest.				
+ The concurrent sessions where we were able to select sections that would be most relevant to us.				
+ Concurrent sessions were helpful in the way that I was able to get useful tips and resources.				
+ Dealing with Challenges in the Classroom (5)				
+ Dealing with Challenges in the classroom because it is a topic not often discussed in undergraduate courses at SU.				
+ TA Policies (3)				
+ Overview of University policies and expectations of TAs.				
+ Learning the rules and laws of US academia.				
+ Teaching strategies/techniques (1)				
+ Creating a Teaching Persona (5)				
+ MySlice navigation				
+ Welcome to Being a TA (3)				
+ Technology in the Classroom (8)				
<u>Effective Assessment Strategies</u>	(n=9)	9 (+)	0 (+/-)	0 (-)
+ Effective Assessment Strategies in the Classroom (1)				
+ Grading/Rubrics (6)				
+ Grading information				
+ All of the information concerning grading and lesson planning – I wish we had small groups considering that and we could practice doing grades.				
<u>Area-specific Sessions</u>	(n=15)	15 (+)	0 (+/-)	0 (-)
+ Area-specific Sessions (4)				
+ For me, listening to the Social Sciences group talk.				
+ Teaching in the Humanities				
+ The Humanities-specific section with its specific tips.				
+ The session on Teaching in the Humanities was the best so far because we got actual content ideas re: teaching, assessing, syllabi, course outlines, etc.				
+ The STEM presentation (3)				
+ Teaching in the Arts (1)				
+ The area-specific session – Architecture.				
+ Architecture-specific session (1)				
+ VPA Breakout session & critique discussion was excellent.				
<u>SOCIAL EVENTS:</u>	(n= 10)	10 (+)	0 (+/-)	0 (-)
+ Inn Complete shindig (2)				
+ Free drinks				
+ BBQ at Inn Complete (3)				
+ The BBQ was a great opportunity to meet other TAs.				
+ Bowling party				
+ The bowling game ☺				
+ Happy Hour				

PROGRAMMING COMMENTS: Sessions (Cont.)**1. What were the best or most beneficial features of the orientation for you? (Cont.)**

Large Group Sessions (n= 17) 15 (+) 0 (+/-) 2 (-)

- + Large Group Sessions.
- + Some of the large groups were the best.
- + Overall, the large group sessions were helpful and I appreciated that they generally began and ended on time.
- + Learning how to help students in need.
- + Orange SUccess (3)
- + Orange Door (1)
- + Large Group Sessions in the Gifford Hall.
- + Inclusive U (5)
- + I loved the focus on inclusion throughout the orientation.
- Inclusive U was too long.
- Distressed Students session was too long.

Language Sessions (n= 2) 2 (+) 0 (+/-) 0 (-)

- + Language Workshop & Language Proficiency Testing (1)
- + English

GENERAL COMMENTS: (n=119) 112 (+) 5 (+/-) 2 (-)

- + Awesome
- + ALL
- + Lot of helpful information.
- + Information provided
- + Practical/systemic
- + The orientation was informational, helpful and important because of the mentors and the presentations from the different kinds of people.
- + Everyone's passion.
- + Just generally asking questions and discussing concerns.
- + Asking questions to TMs.
- + My mentor (Jeremy).
- + Connecting with people who already have TA experience.
- + General questions answered.
- + There were numerous chances to ask questions.
- + The diverse topics covered.
- + Class-specific lectures.
- + The more specific, concrete, practical information the better.
- + The majority of sessions were accessible to a variety of learners.
- + Lectures were concise and greatly beneficial.
- + The handouts.
- + Provide sources to find solutions
- + Presentations are well-prepared and informing.
- + Understanding that we are dealing with a diverse bunch of students.
- + Specific information on how to organize class.
- + Learning lots of teaching skills
- + General growth of knowledge and confidence.
- + Wrapping my arms around SU and getting the "nuts and bolts" of TAship.
- + To have a general understanding of being a TA.
- + Informative about being a TA.
- + Information about Teachig Material.
- + Beneficial to recognize culture and a new university environment.
- + The timing and structure.
- + A few things stand out to me (comments/slides) from the different presentations.
- + Employee responsibilities and how to help students.
- + Socializing (2)
- + Being around other brilliant grad students.
- + Getting to meet/interact with other people across campus.

PROGRAMMING COMMENTS: (Cont.)**1. What were the best or most beneficial features of the orientation for you? (Cont.)****GENERAL COMMENTS: (Cont.)**

- + To know people who are not in my department.
- + Connecting with peers in the field.
- + The most beneficial piece was to connect with other graduate students in my field.
- + The new students we met.
- + Mingling with others – it made me to feel the real atmosphere of US university.
- + Interacting with different departments.
- + Meeting and getting to learn from the TA Mentors and TA fellows.
- + Getting to know/meet other TAs (5)
- + Getting to know other TAs, international and local.
- + Knowing other people and learning new ideas from them.
- + Meeting students from other disciplines.
- + Getting to know or work with people in different fields.
- + Working alongside other TAs not in my discipline allowed multiple perspectives.
- + Meeting with new people. (10)
- + Meeting with female TAs.
- + Meeting people and getting familiar with campus.
- + Meeting other students.
- + Meeting other students and learning from them.
- + Met different kind of people from worldwide. (2)
- + Meeting many TAs from different parts of the world with different disciplines.
- + To get along with other students outside my program.
- + Networking with other students.
- + Meeting people at lunch.
- + Meeting people in my major.
- + Contact with fellow TAs.
- + Meeting people who are in a similar shoe with me.
- + Talking with other TAs in physics.
- + Meeting new people in my department and people in VPA.
- + Gaining an understanding of university norms and procedures.
- + Learning about policies specific to Syracuse.
- + Introduction to University Guidelines, policies and programs and my responsibilities.
- + Getting to know more university policies regarding TA assignments and potential situations.
- + Appreciated highlighting the importance of mental health and diversity.
- + Several of the workshops.
- + Learning that students learn differently and that there are many ways to teach.
- + Learning new things/methods to talk/to teach/to interact.
- + Teaching strategies
- + Getting familiar with the grading system.
- + Teaching skills
- + Learning all the teaching tips, especially emphasizing non-PPT alternatives.
- + Being on campus early.
- + Getting to know about local culture, norms, etc.
- + Knowing that Syracuse University is so committed to having everyone get an equal opportunity to learn.
- + I really got a sense that Syracuse genuinely cares about the success of their TAs and further, their students.
- + I was very pleased to see the sessions on Inclusive U, Universal Design and Identity and Diversity.
- + Stress reduction techniques and not feeling alone.
- + Getting around campus.
- + To become familiar with campus and people.
- + Meal coupons
- + FREE FOOD! (4)
- + Free lunch (3)
- + Lunch! (2)
- + Lunch coupons (2)
- + Lunch with new friends.
- +/- Microteaching (but only once would be enough).

PROGRAMMING COMMENTS: (Cont.)**1. What were the best or most beneficial features of the orientation for you? (Cont.)****GENERAL COMMENTS: (Cont.)**

- +/- Everything except the sexual harassment workshop.
- +/- As an experienced teacher, most sessions were not new material to me.
- +/- Some parts were not as effective due to lack of discussion/inadequate discussion or interaction.
- +/- Effective – could do more with providing handouts within the TA Grad Orientation Program.
- Large Group Sessions tended to be too long and vague. More explicit situations could be covered and discussed.
- Does Not Apply

2. What could be changed to improve the orientation? [N=280]**Shorter**

- Time
- Time table
- Efficiency?
- Make it shorter!!! (4)
- Make it shorter, 3 days was pretty tiring. (4)
- Fewer days! (4)
- Sessions could be reduced into 2/3 days...need to rest brain to work/listen to anyone, so I prefer to consider session timing to be shortened.
- Shorten it.
- Shorter days
- Shorter days would be nice so that I wasn't so drained by the end.
- Shorter days to better keep the attention of the new TAs, especially with all the other orientations and events going on for TAs.
- The days are just so long...I don't know if there's any way around that, though.
- Maybe make the day's schedule shorter – but more spread out (a week instead of 3 days).
- Trim the fat. No need for the day to be so long.
- Shortening the orientation – I think many concurrent sessions could be voluntary.
- Maybe some of the sessions could be made optional.
- Make sessions shorter
- Cutting some short (time-wise).
- Either condense into one day, or reduce time each day.
- Either elongate it or cut some things. Some days were overflowing with information...there was no way to take it all in.
- Extend it over a week → not three days jammed packed.
- Shorter – use panel-style presentations.
- Large Group sessions (2)
- Make Large Group Sessions shorter.
- Large Group Sessions could be much shorter.
- Shorter large group sessions and more small group time.
- Less mandatory (large group) sessions.
- The schedule is too tight and long.
- Some sessions were too long. We listened too much about diversity, policies, rights and those things.
- Too long – make presentations shorter.
- Things can be cut down a lot.
- Compact into 1 day with shorter events.
- Condense and take out redundancies.
- Make sure presenters know their time limit.
- No need for students come back too early for this.
- Shorten several sessions or just a less monotonous schedule.
- Less small group sessions or shorten.
- Not as long, and not as repetitive.
- Less time on conversations every morning.
- Shorten it – so much information/day that people aren't engaged towards the end.
- They were long days – so maybe five days that have less hours.
- Honestly, I would add some other days to not make it so tiring.
- Shorter first day.

PROGRAMMING COMMENTS: (Cont.)**2. What could be changed to improve the orientation? (Cont.)**

- Day 1 needs to be shorter or have fewer lectures, or both.
- Instead of general TA Orientation, maybe 1 day of microteaching, then two days of specific department training.
- As stated in my ITA assessment form – there are too many sessions for just one single day. The number of sessions could be less.
- Too much information in a day did not help. I got less and less enthusiastic as the orientation progressed.
- Start the orientation with department-specific lectures before break-out sessions.
- Prioritizing certain sessions.
- Think about the order of main presentations. Assumed knowledge we hadn't been given yet.
- Reorder sequence of sessions.
- Scheduling – some of the presentations could be scheduled in a different order (i.e., presentation about legal rights of disabled could follow presentation about sexual assault and how the law protects victims).
- Maybe the time arrangement. Sometime I feel exhausted after a whole day of lectures.
- A lot of lectures, but that may be a necessary evil.
- Less large group things.
- Less lecture – sometimes dragged on.
- The orientation should have shorter presentations, the hours were dragging.
- Overall, the orientation was very good. A suggestion for some sessions/presentations could be the use of more relevant examples rather than regular lecture.
- Lectures could be shorter, too many covered basic information I and most grad students already knew: What is anxiety/assault/ depression//diversity, etc. Instead tell us how those topics will affect us as TAs ☺
- Get rid of some unnecessary sessions.
- Some of the more important policies felt rushed and not clearly covered.
- Less sessions.
- There can be less sessions I think. There are too many sessions now, and is a little overwhelming.
- There's just too much information in too short a period of time.
- Make sure presenters cover important information first, in case they run out of time.
- Some of the sessions facilitated great discussion that would have been even better in smaller groups.
- Too early in the morning.
- Certain parts can be more concise.
- Make all sessions more **CONCISE!**
- It could have been more succinct.
- Timing. This is too tight.
- Better time distribution of sessions. Many seemed dragged out and others too short.
- Spend less time talking about some information and more tie dissecting where to find information.
- Better time management and less content stretching.
- Decrease some speeches.
- More interactive for such a long day.
- Break up Day 1 a bit.
- Maybe the back-to-back of large group sessions.
- Starting everything at 9AM is too early.
- Start later (not before 10AM).
- Maybe a one-day holiday will be good because it's too hectic and too early to come.
- Greater breaks between sessions.
- Have a short rest in the afternoon.
- Time too short during lunch time.
- Breaks! (2)
- Short breaks
- More breaks – the days are long and fast paced.
- Slightly longer breaks between sessions for bathroom breaks.
- More time to move between sessions; hurts to sit for 8 hours.
- Give ITAs time in between sessions to take care of paperwork.
- Many of the sessions could have had less information as the information overlapped.
- Many things overlapped.
- Felt somewhat compressed at points; some session felt to have a lot of overlap.
- Less of repeated topics
- Less repetitive sessions.
- I think some sessions were repeated, so I think there is no need of doing that.

PROGRAMMING COMMENTS: (Cont.)**2. What could be changed to improve the orientation? (Cont.)**

- I think the sessions for diversity were a little bit redundant.
- Reduce overlaps in sessions.
- The ITA and TA orientation seemed to overlap a bit.
- It is **INFO OVERLOAD**. Maybe find a way to dumb it down or something.
- Having program that is more meaningful to grad not undergraduates.
- Some how make it lighter, less dense.
- The first day was really information-heavy, maybe adding an extra day?
- Maybe shorter days. I know that myself and many other TAs were quite exhausted after a full day of events.
- The Large Group Sessions had a heavy administration-centric view, bringing in or having the buy-in of faculty could be useful – even including the college-specific sessions.
- Ask the speaker in sessions speak slowly.
- Speed of speaking
- Some sessions taught by graduate students were not too informative.
- Just tweak some of the individual sessions to be clearer and more informative.
- Presentations (such as Orange Success; Being a Responsible Employee) need to include interactive activities or questions to keep the material interesting.
- The session of “Being a Responsible Employee” should have more time dedicated to it. It also may be worthwhile to have a longer microteaching session.
- Different way of presenting Orange Door that considers international students’ presence.
- Some speakers got too far off topic or were confusing. Work on clarification of ideas/facts.
- More thoughtful presentation on sexual assault.
- Every session was so boring and it introduced the same content repetitively. The orientation should be cut off to one day.
- Make the important but boring sessions more interesting.
- The policy session is boring.
- More time for specific policies.
- Provide actual ideas and strategies. Most sessions were: Here are problems you might face. Good luck on your own.
- Maybe more time to stress what rules and safety nets we have as graduate students.
- Make sure that group sessions do not overlap so much.
- More streamlined; elimination of some redundancies.
- Some presentations are overlapping. Make it as simple as you can.
- Some parts were very repetitive and maybe this repetition should be removed.
- Many things were redundant, subjective/not policy, and not anchored with examples and/or facts.
- Have set sessions for those who will NOT be teaching.
- You need to address all the students with a good rationale. Otherwise, it seems all pile banter. =
- The presentations got a bit boring.
- More interactive teaching.
- Not sure how useful the microteaching was (and I had a great group)?
- More POC leading presentations and recognition of challenges and experiences.
- Being a Responsible Employee presentation
- Being a Responsible Employee should either be replaced or better presented.
- The “Responsible Employee” training needs to be much more direct about our actual responsibilities.
- Responsible Employee → HR/Benefits/Tax Info.
- Have the HR/Payroll sessions first day.
- Add information about health insurance.
- The information with regard to Health Insurance and Payroll could be briefly given to Gas, just like the one on student veterans.
- It should be better if we got more information about health insurance.
- Maybe talk about Health Insurance and administrative duties in one of the large group sessions.
- Add more topics about safety problems to international students.
- Amalgamate/coordinate better so it’s easier for ITAs to know where and when to be somewhere.
Have more details information on where to go to: get and ID card; where to have the 1-20 be signed, etc. on the first day.
- Less pushy on the leftist views of pedagogy.
- Organization of Area-specific session.
- It could have been a little bit more tailored to individual disciplines.
- More time to work with specific departments
- More small workshops to improve specific skills.
- I wish I knew what my TA responsibilities were beforehand so I could really focus on those.

PROGRAMMING COMMENTS: (Cont.)**2. What could be changed to improve the orientation? (Cont.)**

- I would have liked to know what I will be expected to do as a TA in Art Photography before the orientation so that I can choose my workshops accordingly.
- I think most people struggled because they didn't have enough specifics from their department to know what questions or sessions would be most helpful.
- I didn't get to meet and SOE TAs unless someone pointed one out to me or we accidentally met.
- It didn't relate to my status as a part-time international student and employee. I was dragged between buildings to sort out my paperwork at lunch times but nothing about my administrative problems were addressed.
- Split up disciplines more.
- Many students did not already know what they were teaching. Knowing this information beforehand would have been extremely helpful for students.
- More individualization - perhaps coordination within the university of TA assignments ahead of time would allow more sessions to focus on application of skills rather than just dissemination of ideas.
- Maybe focusing on department-specific orientation may be more effective.
- Have TA assignments beforehand.
- Meet with department earlier.
- Perhaps the opportunity to meet with or be introduced to other TAs in your department.
- Would like to have a checklist of the things we need to do/need to know.
- Cover practical aspects of settling in.
- Introduce TAs to MySlice at first.
- Would like to talk more about "How to be a great teacher."
- Talk more about teaching tips.
- Connections to resources that exist, but were not mentioned.
- Providing the students with a booklet after each session that contain the information of each session can be very effective. Because of high level of information load, it would be great to have a record of those slides.
- Not very practical or focused topics. I expect topics like "How to use Blackboard," etc.
- Organize more by area – STEM vs. Arts, etc. Small groups are great for the diversity, but sessions often too generic.
- Break groups up by TA duties (i.e., instructor of record, grader, recitation leader).
- More specific/practical sessions for type of TAing I'll be doing (lab courses).
- Increase the number of mentors during the orientation – at least two for a variety of opinions and also during all the microteaching sessions.
- Split small group sessions up – once in the morning and once in the afternoon.
- Make small groups based on same or closer study areas.
- Make sure small groups are really diverse groups.
- Rotating groups and more opportunities to meet new people.
- More small group activities.
- More time spent with small group.
- More small group interaction about sessions.
- More practical training.
- More practically useful stuff (i.e., resources available, etc.).
- Examples of good vs. bad – rubrics/slides/teaching
- Allow more opportunity for interdepartmental discussion of presented idea.
- More department-specific activities.
- Some sessions more specific to your TA class would be nice.
- More area-specific
- More area-specific focus.
- Area-specific session was too general (Humanities)
- More area-specific programming (like for STEM, humanities, etc.)
- More focus for STEM
- More STEM content.
- I want to hear more advice from STEM TAs or professors.
- Maybe find ways to connect sessions to STEM fields as well.
- The arts-based lecture was too broad to be useful to my topic.
- The arts area-specific presentation needs improvement.
- More time with discipline-specific groups.
- More time spent with departmental areas.
- Talk about learning activities and games.
- I think more variety or choice in sessions for people who felt confident in certain areas.

PROGRAMMING COMMENTS: (Cont.)**2. What could be changed to improve the orientation? (Cont.)**

- It's probably not possible – but the option of testing out of certain portions would be awesome. Especially for students who aren't 1st years who have been ITA's per say and already been required professors to know a lot of this information.
- I would change some of the concurrent sessions (and get rid of the skit – didn't like that section).
- Add discussions regarding plagiarism and how the academic integrity discipline actually works.
- Globalization in the Classroom, I feel, has so much potential to be a really informational session. It ended up being more of generalizations of a specific country as a whole. I think this can be improved by having a board of international students who will be able to share their experiences in schooling/education in their cultures as well as their experiences in adapting to US culture in this area...then open discussions.
- Distressed Student: We need more information about who to contact.
- Grading: explain how to keep track of the grades.
- It would be better to talk about how we can use library as data and information resource.
- Provide more examples of TA/student. Loved the examples in "Orange SUscess."
- There should be more sections focused on issues arising in STEM classes (grading/curves, technology and labs).
- Do sections more specific (if it's possible). I am in STEM and some suggestions were not really applied to this area.
- More sessions that are applicable to STEM TAs or noting which ones might be better for different departments.
- Include more engineering TAs as most topics covered relate to the Arts and Humanities.
- More sessions/practical information in technology. Most people are interested in this session.
- Add a session on Blackboard Training
- Having a Blackboard software tutorial would be great.
- Add a session on the use of Turn It In, MySlice and Blackboard. Not all students are familiar with these electronic tools.
- Instead of having general sessions on policy, where people can zone out, make the person/student take an online seminar and test to ensure they have reviewed the policy.
- A summarized handout of university-general requirements and obligations (such as Title IX requirements would be appreciated.
- More details, especially regarding responsibilities and rights.
- More emphasis on policies.
- Better sexual harassment discussion
- Process for sexual assault/harassment, etc. We know the definitions, but we don't know the process/chain of command.
- Title IX reporting requirement needs to be made clearer. All federal requirements should be made clearer.
- More on FERPA and I-9 and protections in place for RA & GA & TA (eg., can we be subpoenaed as "responsible employees?")
- The Title IX session felt like it was handled with NO GRACE – almost like the presenter was making a joke out of it. It didn't sound like she felt like she was presenting serious or worthwhile information and therefore relayed it in a very casual and nonchalant manner.
- Doing a comprehensive sexual harassment training with a real speaker.
- More concise Title IX presentation.
- The Title IX session was not serious enough. We barely touched on what is actually required of us. This is an important topic. We are all adults. We are capable of sitting through a "boring" but serious lecture.
- Title IX presentation seemed geared toward undergrads.
- Title IX Presentation – to set more context around the law.
- Title IX session needs to be completely reworked for time-management and relevance.
- PLEASE FIX the Title IX presentation! It was triggering and offered no real job-specific information.
- More detailed information on the American Classroom for international TAs.
- Send out a document with key responsibilities/policies that need to be followed.
- Less "political correctness."
- Online it said department orientations are from 21st – 25th so I thought my department orientation was that whole time. Other than that, general orientation was great.
- There could be more workshop-based activities.
- TA's needs should be addressed: What do we do/where do we go/ when we are being treated poorly? When we are being discriminated against? What resources are available for us?
- Add information about our GA benefits and how to access them.
- Between the ITA portion and general orientation, there can be weekend break for International students.
- For ITA students, there should be a couple of days free to do or complete legal paperwork.
- Short coffee breaks between sessions would be really helpful for us to refresh.
- More coffee breaks (2)
- Meal coupons for dinner, too.
- A little less strict structure. More time for students to "discover campus."

PROGRAMMING COMMENTS: (Cont.)**2. What could be changed to improve the orientation? (Cont.)**

- Campus tour
- Maybe a quick campus tour since buildings could be confusing.
- Hard to find some buildings.
- More outdoor activities????
- Would have liked to have more mixers and chances to interact in small groups – not just meals. The smaller information sessions usually went better.
- More coffee
- Change breakfast everyday.
- Stagger lunches so there will be less lines.
- Give more time for lunch.
- Give survey forms from the beginning of the orientation so that students can record comments after the sessions. Last minute survey completion is not very helpful.
- Do these evaluations after each session instead of now...I don't remember as much.
- I think you do the best you can with large groups – I don't know how to improve them.
- Nothing – maybe more sessions can be held during the semester because it's really helpful.
- Can't think of anything at the moment.
- I was only here Thursday due to medical reasons, so I am not sure I can comment on this.
- I'm not sure?
- It is great already!
- No complaints.
- None (2)
- Does Not Apply
- - (2)
- Good job

3. Please describe how the orientation did and/or did not meet your expectations. [N=249]

- Pretty much what I imagined. Enjoyed my group more than I thought.
- It was exactly what I thought it would be.
- The orientation was essentially what I expected. Although there were many workshops, the targeted ones were really well done.
- It's what I expected.
- It was what I expected it would be.
- It was what I expected it to be!
- This was what I was expecting – an introduction overall to Syracuse and the responsibilities of being an employee...got it.
- It was enjoyable to meet new people, especially in the small groups. Yue did an amazing job at making us feel welcome.
- The orientation was very informative but it was a bit overwhelming on some days.
- I didn't have many expectations for the orientation, but it was great to meet so many people and have sessions on topics of diversity/inclusivity/accessibility.
- Some large group sessions and concurrent sessions were a little superficial and imprecise.
- The Large Group Sessions were relevant but often repetitive and long winded.
- Some lectures are not very useful and interesting.
- Some of the sessions were good but most of the sessions were not interesting/could have been done with one session.
- Informative
- Informative and engaging
- I could learn about being a TA and joining a new environment.
- Set me up with relevant information and connections from Day 1 that I will continue to reference.
- I learned great techniques.
- The mentors were great examples.
- I was pleasantly surprised by how good the teaching mentors were – their presentations were always interesting and interactive. I felt like people were actually trying to talk to us, rather than regurgitating university jargon.
- The Small Group Sessions were especially helpful and engaging.
- I enjoyed small groups.
- Awesome
- It was great.
- Orientation met my expectations through information, diversity and practice.
- This was a very good experience.
- Very satisfactory

PROGRAMMING COMMENTS: (Cont.)**3. Please describe how the orientation did and/or did not meet your expectations. (Cont.)**

- Yes – orientation met my expectations.
- It meets my expectations through the 3-day events as I got familiar to policies.
- It was not boring at all.
- Made me think about things I didn't know I needed to think about.
- It was a lot more fun than I anticipated, especially small groups.
- Learning lots of useful things – making many friends.
- It was a good opportunity to meet new people.
- I felt welcomed at Syracuse and met some cool peeps. In this regard, orientation was great.
- The orientation did meet my expectations.
- I think the orientation helped ease my nervousness as a first year TA. Very informative and will help me transition easier than I thought.
- I thought the orientation really gives me an idea of how to be a TA, how to address difficulties when you are a TA.
- I had my questions answered.
- I met fellow peers that are in my respective program and learned a lot that will help me be confident in being a TA.
- Provided me with as much as information I need.
- I certainly learned a lot about pedagogy and I feel more connected to SU.
- It was great to have an introduction to Syracuse and all of the different students.
- I liked how friendly and great people were to me.
- I was positively surprised about the clear and nice way information was provided.
- It did meet my expectation. I got the information I wanted.
- It was fine. It got me thinking about things I probably wouldn't have. And I know have other TA/TM connections for the future.
- Well, I think the orientation is informative and helpful. The TA Mentors did quite a good job.
- It met my expectations by discussing what can happen in classrooms.
- I think I know what I need to know and handle multiple situations.
- It did give me a good base knowledge on what to expect and how to meet challenges of being a TA.
- It was good and general...specially to meet people.
- It met my expectations.
- Met my expectations. (3)
- Met my expectations exactly.
- Meets my expectation.
- Met all expectations.
- Met my expectations especially in small groups with Rwanda.
- Helped me prepare for being a TA.
- It met my expectation as it showed and informed me how to prepare to be a TA and how to tackle future problems or even how we can avoid them.
- It met my expectations in the fact that I think it has now prepared people to be TAs more than ever.
- I actually wasn't sure that I'd take anything away (as far as content) from this since I won't be TAing, but I feel that this was certainly worth it to attend. It wasn't just coverage of tips to teaching, it also covered policies, support and programs.
- Gave a good base of information and resources available at the school in terms of support.
- If focused on aspects I've never thought of before like how I want to be addressed or what I should wear.
- It meets general question.
- Much of the content covered was helpful. I liked being able to choose some of my own sessions.
- Yes, it met my expectations. I learned about the things that I have to pay attention to.
- (+) → got to meet lots of new people.
- It was O.K. I met a lot of people and had a fun time. Also learned a lot of useful things.
- I learned a lot and met a lot of new people...no complaints.
- I was pleased at the focus on inclusion and diversity and the interactions with people from other departments.
- Did – Very inclusive, fair
- Did: I learned a lot about SU.
- Did: Lots of helpful information about teaching and dealing with issues.
- Did: cover all of the areas of concern.
- Did: Received a Broad Overview of Everything.
- Did: I was told boiler plate things.
- Did: I expected long days with many people. The critique of my presentation was good.
- Small groups helped me better understand my responsibilities.
- It did meet my expectations. Helped prepare and be aware of academic policies

PROGRAMMING COMMENTS: (Cont.)**3. Please describe how the orientation did and/or did not meet your expectations. (Cont.)**

- Met expectations in terms of content/what information was provided beforehand.
- Met: Information on being a TA/student.
- The teaching mentors were excellent.
- Expectations were met – nice job.
- Met my expectations sufficiently.
- Met expectations – informative regarding concerns I had.
- It did meet some of them and surprised me in some others.
- I learned a lot. Especially being an international student, I got a good idea of the US education culture.
- I definitely feel more prepared to tackle my teaching responsibilities.
- The orientation helped me to understand how to get integrated in the American education system and culture.
- The small group sessions were great and held my attention.
- More enjoyable than anticipated.
- Microteaching was a great opportunity for me.
- It was easier to navigate and more enjoyable than expected.
- It provided more strategies to me than I expected.
- It did a great job displaying how a TA can have a positive role to students on campus.
- I liked this program because it navigated me in TA work in general.
- It was what I expected for the most part.
- It was mostly what I had expected.
- It was just about what I expected and dreaded – lots of HR and “Cover your ass” sessions that dragged and presentations that initiated some thinking but when asked specific questions, the only answer was “Check with your department.”
- It did meet, somewhat.
- I learned quite a bit, but would have liked some more concrete tips.
- It met my general expectations. I was happy with the concurrent sessions taught by TA mentors. This gave us peers to ask questions to. Orientation did feel tedious at times, however.
- It definitely was informative in terms of being a TA, presented information about the university’s systems like Orange SUccess and so on. Introduced me to technology tools that can support my teaching. It certainly overcame my expectations.
- Understanding new initiatives at the university like Inclusive U and Orange Door exceeded my expectations.
- It went above expectations due to diversity of topics.
- YES. It’s beyond my expectations.
- It went beyond expectation. The presenters were nice and as an incoming grad student, I felt that it was very effective.
- It exceeded my expectations.
- Exceeded expectations – relevant content for TAs was addressed even though it was material I was very familiar with.
- Exceeded my expectations in the breakout sessions.
- Orientation exceeded my expectations by providing extra activities and providing important information as a new TA (Veterans, FERPA, counseling, etc.)
- The small group sessions were enriching and Adam was extremely thoughtful.
- I felt as though most everything/all information presented was too generalized.
- The more detailed information that can be offered, the better.
- More about SSN, insurance.
- It was informative and gave us opportunities to ask questions.
- Informative – I liked getting to know people.
- It has provided the answer to my concerns.
- It did meet my expectations because I was looking forward to understand how a TA must be and do.
- It met my expectation by helping me understand the American Classroom, what to do in Syracuse, what to expect as a TA, so it helped to address my concerns.
- It met my expectations in terms of getting to know the university and legal knowledge about students.
- Orientation was everything I expected.
- The orientation was well-organized and had almost all of the information I need to be acquired.
- I would’ve been able to relate more had I met with my professor first – maybe somehow scheduling that into the programming.
- I learned more about school policies than being a TA – I believe there should be a balance between the two.
- It gave me a hint of what would we be doing. However, it was too, too long.
- I thought it would be less information, but more relevant information.
- It was not specific to the class I will be teaching.
- It was fun, but could be improved (as far as more interaction).
- It met them, but there was a lot of redundancy.

PROGRAMMING COMMENTS:**3. Please describe how the orientation did and/or did not meet your expectations. (Cont.)**

- Orientation was more geared towards first-year graduate students rather than second years or so on. I would've liked to see if also geared towards those who've been at SU longer.
- I felt a lot of information was repeated, and I feel at times, there was useless information in which a lot of time was being spent and then the session ran out of time and we didn't get to finish.
- It gave me information on teaching (which I expected) but was not helpful to me.
- It may be better if roles in respective departments are clarified.
- Not more informed of what a TAship is at my school. Not given resources to learn.
- Too much sitting down.
- Was a bit too time consuming, but otherwise, okay.
- Too long with a lot of un-useful information.
- There are a lot of formalities to be done after coming to a university. Orientation kind of hogged up all the time we have and we could not complete those.
- Not enough coffee.
- I feel like orientation was twice as long as it needed to be, and I honestly think it's because some of the topics just aren't relevant for TAs in science or math. I would suggest dividing students into groups related to their fields (kind of like Thursday but for most of orientation).
- The orientation did well – but it was dragging...we spent a lot of time listening.
- Presentations were too long and lost my attention.
- I wasn't really sure what to expect, but it was helpful.
- I didn't know what to expect...I didn't expect it to be so exhausting!
- I did not know what to expect but was pleasantly surprised by how receptive and helpful everyone was – not only those involved with the orientation, but at the University as well.
- I wasn't sure what to expect so I can only say that my current experience was fine.
- I expected to get more information about SU guidelines for TAs, so orientation met that expectation.
- I expected to learn more things specific to employment at SU.
- I expected to know about the teaching strategies that a TA might follow for effective teaching – and I think I did!
- Needed more teacher training, and again, in specific areas. We are often first-time teachers and owe it to students to be prepared, trained TAs.
- I would have expected to learn more about teaching itself, not only many things aside and few things about teaching.
- I did not get as much practical information regarding teaching as I thought I would. Also, I did not expect to be in sessions with different fields.
- I expected to meet and interact with TAs from many disciplines and to learn how to accommodate students' various needs and backgrounds.
- I was hoping more subject area-specific information would be learned.
- Needed more workshops and less long presentations.
- Missed Multicultural Office at Diversity.
- I was hoping there would be more applicable information for STEM fields. The TMs and talks were often humanities-focused.
- I wish it had been more department-specific.
- Expected more concentration-specific material.
- I thought there might be more subject-specific material.
- I thought I would learn more about teaching STEM.
- Not much was STEM related.
- Wasn't so geared toward STEM – and it dragged on.
- I figured it would be a lot of sessions and a lot of repetition of key themes. I still feel a bit unprepared to jump into teaching.
- It met my expectations. It was helpful, but didn't answer all of my questions.
- It was helpful information, but a little overwrought.
- It was long but effective. Now I know where to go if some problem comes up.
- I expected to meet people in my field but in the end, I was not disappointed I didn't run into them.
- It mostly met my expectations.
- Taught me many important issues and theories and methods for teaching...but could have provided more specifics.
- I think there was a lot of focus on grading and that became repetitive after a point and that time could have been better spent on other topics.
- I still have doubt on the use of some applications e.g., MySlice, Blackboard and grading student with Turn It In as a TA.
- Title IX could have been better. That was my least favorite session.
- Sexual harassment and violence is real in the workplace and the world. **IT FAILED** as a presentation.
- After three full days participating, I sincerely think all the contents could be condensed in one day.

PROGRAMMING COMMENTS: (Cont.)**3. Please describe how the orientation did and/or did not meet your expectations. (Cont.)**

- Since my first language is not English, I sometimes found it hard to make sense of what was being said. Some presenters should speak more slowly next time, I think.
- More language workshops.
- It could have been more informative.
- Being “talked at” at Gifford was not very helpful.
- It was very information but fairly boring.
- The focus of this orientation was: 1. Almost entirely for TAs – not for instructors and 2. Was very much about institution policy and almost nothing about actually TEACHING (all hypotheticals). Most of the orientation was about things that were entirely irrelevant to my teaching experience.
- Missed a little bit of the “How to…” teach.
- Too long!
- We needed to repeat the same activities over and over again?
- Language and too long.
- It’s way too long and could be condensed into one day.
- Some of the lectures were not helpful and took too long to get through basic information/others needed more time and a more insightful speaker.
- It seemed heavily based on policies and specific things to SU rather than being a TA.
- I don’t really feel like this orientation improved my ability as a TA.
- It did not meet my expectations by providing me with what I will expect being a TA in the Arts Department.
- It did not meet my expectations because there was less area-specific orientation information.
- It was hard to relate some of the sessions to working in a math class.
- Having more sessions for specific disciplines would have been nice.
- Not specific enough → all orientation material could be addressed in department-specific environs.
- (-) → still don’t know enough about Title IX reporting.
- Am still unsure what to do in the case of sexual harassment.
- Did Not Meet: allow teaching mentors more time to talk in small groups.
- Did Not: offer a session for technology which would have been helpful.
- Did Not: I feel like I still need more specifics in some cases, or more resources to study before I can implement some concepts such as rubrics.
- Did Not: I have not gotten time to speak with any personnel from my department.
- Did Not: Many sessions were billed as being way more informative than they were: the ‘safe spaces’ session did not live up to it’s description at all.
- Did Not: A general orientation to familiarize us with the campus and all resources including health insurance, credits, parking.
- Did Not: The general navigation of the university for example, like a freshman orientation.
- The presenters speak too fast.
- I wish more real life teachers taught us tricks and tips, not just TAs.
- I would’ve liked to hear more about practical examples rather than theoretical ideas on how to improve teaching.
- Not assigning the work to TAs such as what to be taught and to whom in future.
- Please tell about the welfare as an employee.
- I think orientation may have intimidated new teachers. Some things have to be learned just through experience.
- Hardly any information on how to register for classes, payroll, health insurance, etc.
- Health Insurance and Payroll sessions were not useful at all. It can be in the beginning of the orientation and presenters can be more clear and not boring ☺
- We did not cover payment options and information.
- I wish to hear more about responsibilities of University during my TA. Also, I didn’t receive information about the protection of my rights (it professor asks me to do extra job – which isn’t included in my contract and will not receive an extra pay for that).
- It would have been helpful to have teaching assignments prior to orientation to better understand responsibilities.
- I wanted more specifics about my job/policies.
- I came in with a background in teaching. Although I did not learn a lot of new information, I felt it was very beneficial to students with less experience.
- Some of the sessions I knew the material or there were some too introductory, especially the session which aimed to teach us tools and techniques.
- Repetitive sessions were frustrating.
- I feel I did not learn anything new.
- I learned nothing new. I felt it is time-consuming.

PROGRAMMING COMMENTS: (Cont.)**3. Please describe how the orientation did and/or did not meet your expectations. (Cont.)**

- I thought the presentations just dragged on, and I don't think I got much from them.
- The orientation did not meet my expectations because teaching assistants in my program (Counseling) teach graduate students. Some of the material seemed irrelevant because I won't be working with undergraduate students.
- Because my TA assignment (HDFS) is not related to teaching undergraduate students, a lot of information doesn't apply for me.
- I learned everything I feel I need but I don't think it needed to take 3 days.
- Wish there was more department info.
- General information was informative but it would be good if you provided a more specific guide on classroom environments in various departments.
- Strategies, comments, etc., that were presented did not recognize our different experiences in which certain actions do not have the same outcome.
- Some of the lectures (distressed students/sexual assault) spent too much time covering the basics and not enough explaining how those issues would directly affect us as TAs.
- I didn't really learn a lot about being a TA.
- I expected to be trained on the expectations and duty of a TA, which I would say is what I got out of it.
- I expected more about Syracuse (as many of us are 1st time students at SU) and how to access my GA benefits.
- There needs to be more breaks throughout the day. Not enough time in between sessions.
- I don't get to teach undergrads, so some materials were a bit irrelevant.
- Not all information was relevant (not all will be – teaching own class); maybe create separate groups.
- LOVED IT!! 11/10 would try.
- Most of the sessions are useless.
- Nothing to be learned if you have prior teaching experience.
- I had no expectations.
- Didn't have any expectations.
- No comment – I wasn't here for two of the days.
- Does Not Apply
- N/A (3)
- - (1)

4. Given your prior work/teaching experiences and/or training, please comment on this orientation.

[N=212]

- Awesome
- Wonderful
- Good – well-organized.
- **THOROUGH** – but could have been cut down a bit.
- It was excellently organized and done.
- The orientation was amazing, addressed a broad variety of TAs' concerns.
- A surprise for me. An exciting and useful experience for me, too.
- It's really useful. It helps me to contribute better and prepare better to welcome the semester.
- I thought it was organized well.
- It was a great orientation.
- I am excited to take all the new stuff I learned, as far as my approach to teaching, back with me for when I teach again. I absolutely loved Universal Design!
- The orientation is very good!
- I think it was fairly good. The small group leaders seemed to be the most helpful and engaged.
- Overall, this orientation was well done.
- Overall it's great. I like it.
- Good program overall.
- It was a great orientation.
- Well planned
- The orientation was really great for me as a means of showing/giving me a glimpse of what to expect in the American classroom.
- I thought orientation was great and I definitely learned a lot of important information.
- Highly valuable
- Helpful
- Helpful/relevant
- It was super helpful!
- Super. Better than I expected in regards to small group discussions.

PROGRAMMING COMMENTS: (Cont.)**4. Given your prior work/teaching experiences and/or training, please comment on this orientation. (Cont.)**

- Very valuable.
- It was really professional and worthwhile. Good quality event!
- Felt good being treated like a professional.
- It was intense and helpful.
- It was very informative and helpful.
- Very informative training.
- This training was very informative.
- Very informative – but not extremely necessary for my field.
- It was an informative and effective orientation. It is highly beneficial informing new TAs and allowing them to socialize.
- This orientation was helpful.
- It was necessary, helpful.
- It was helpful to contrast the things that I already know versus the things I learned in the process.
- This orientation gave me many ideas for my own teaching.
- I thought that it gave me a lot of details about the university policies, so now I know what to do if there is ever an issue.
- Helpful – and having various sessions regarding different areas/issues that TAs might need to deal with.
- Very helpful from an ITA perspective.
- I think overall it was very helpful.
- It was helpful; but, certain things can only be learnt when you are actually doing it.
- Useful
- Useful intro.
- It was very useful, especially sessions with teaching mentors who gave us advice based on their previous experiences. In addition to that, they are willing to help after this orientation.
- Good mix of introductory information and more complex topics.
- I found it very useful and I feel more confident about starting my TAship.
- The information provided was very useful.
- It was worthwhile because my prior experience is not totally related with here.
- It allowed me to better understand Syracuse's specific requirements.
- Good!
- It's good.
- Really good.
- This was very good for me.
- Good orientation/various topics/practical teaching experience
- I enjoyed being given tips that will help me in the classroom.
- It generally covered all topics I learned as an undergraduate tutor, but also went beyond that to a classroom setting.
- It's good in general.
- The schedule is O.K.
- Detailed direction and guideline.
- O.K., lots of good information that teachers will learn through experience.
- It helps to practice time management and how to reach a diverse class.
- A lot more extensive.
- I think this orientation is useful for those who have never taught before, but for those with teaching experience, it was not useful.
- I enjoyed it and there were new things I got to learn.
- Liked how extensive and varied the program was.
- It was comprehensive enough to be thorough.
- I think it's a good start point in becoming an efficient and overall good TA.
- Seems general, but provides a good overview.
- Too general – not specific enough.
- Lack luster
- Nice to see from teacher's perspective since we have all been students already.
- Lots of fun! Took away some of the nerves of teaching.
- Coming from a full-time job, not in teaching, this orientation was exactly what I needed.
- Some sessions would really help me become a better TA.
- This orientation is a great chance to prepare for my TA class.
- Great introduction to TAing. Enjoyed meeting people from different departments.
- The instructions and expectations give a strong foundation for nurturing students into teachers.
- The orientation is too long. Some sessions can be instead by sending the link of website or e-mail or a short video.

PROGRAMMING COMMENTS: (Cont.)**4. Given your prior work/teaching experiences and/or training, please comment on this orientation. (Cont.)**

- Helpful to know about my role and responsibilities clearly.
- Orientation can have more diverse background to give us more home feeling.
- There was a lot of information given to us for a long period of time. I think that I learned a good amount in small group and microteaching. I did not learn as much in the sessions.
- Microteaching was good.
- Comments for microteaching should be more structured. Student opinions are nice, but having a sense of what to comment on is helpful to the person doing the evaluation.
- More use of icebreakers and group activity to break the concentration time. As the sessions are long and can be tiring.
- Longer than I needed.
- It was a bit repetitive as a former teacher, but SU-specific and teaching-specific information was helpful.
- Very long – information often repeated multiple times.
- Informative but time consuming as well...hard work.
- It was informative and enjoyable, but the lectures were LONG!
- It felt far more collaborative/less training.
- I have done some general education training before so the general information felt repetitive.
- My Teaching Fellow training during undergrad. Was much more tailored to exactly what I was going to be doing as a fellow. Things didn't seem so up-in-the-air as they did during this orientation.
- Far more helpful since I did not have training to be a TA in my undergrad.
- It fell much in-line with our pedagogy class last year and seemed to also align with experiences I have had myself in the classroom.
- Being a TA in undergrad, this training was much more intensive and valuable than prior training I had received.
- I feel that discussing pedagogy would have been good → culturally relevant; intergroup dialogue; Y/PAR.
- Teaching strategies really depend on majors. I strongly suggest breakout into small groups within the same discipline.
- Felt thrown into it all as first time TA.
- TAs could have been asked to work more on concrete classroom situations in workshops.
- I wish we had more "How to Teach" lessons, beyond microteaching.
- It should have area-specific orientation for all the TAs RAs and RIs and the general session such as large group session.
- Teaching Mentor sessions are useless.
- I think the mentor was not very sensitive to all the TAs due to cultural diversity and differences. (Group 20).
- The orientation didn't necessarily tailor to my field of the sciences, besides the specific-area workshop. However the general ideas, policy, and methods classes were well done. Given previous training, some concepts were the same, others were different and some topics were unrelated.
- Minimal training – most useful was final department-specific.
- Not having very much teaching experience/training, this orientation made me feel much more prepared for my first experience as a TA.
- I went to SU for undergrad, so a few things felt repetitive for me. I already knew about policies and Orange Success.
- I wish I had attended an orientation like this one before. I really expect my teaching will benefit.
- This is a more thorough and helpful orientation by far than those I have received previously during my undergrad.
- Too much/tiring/too much lecturing/forcing
- There could have been more classes on how to build a syllabus, how to create a teaching plan.
- I am very surprised there was not anything on learning styles (kinesthetic, visual, oral, reading/writing) and how to incorporate them in a lesson and anything on student-centered learning (vs. teacher-centered with PPTs, which is my experience with TAs not in education). I am also surprised there was nothing on how to structure a lesson (from Intro → Middle Assessment → Closing, etc.)
- I wish the focus would be more heavily (and clearly) on university policies and expectations!
- This was better than what my previous institution did for TA training.
- It was inline with prior training I had completed for TA at my undergraduate institution.
- It was similar.
- Great job connecting my experiences prior to coming with expectations at SU.
- I've worked for universities, I know the procedures. So, I've been through many versions of this program. Felt unnecessary for me to spend a week of my two week break at this program.
- With four years teaching experience, I found this collective experience invaluable to my reflective pedagogy.
- As a teacher for five years, a lot of information is repetitive, but different in that teaching college students is different than high school.
- Seven years teaching undergraduate students in Indonesia.
- Way too basic for anyone with any teaching orientation.
- Didn't need it. Redundant.

PROGRAMMING COMMENTS: (Cont.)**4. Given your prior work/teaching experiences and/or training, please comment on this orientation. (Cont.)**

- Having prior teaching experience, more sessions having explicit and relevant pedagogical application and reducing the administrative sessions all-together would be useful.
- Most of this was redundant for me as a student of inclusive education and a 10 year veteran teacher, but I can see the value for those who do not have the same experience.
- Refreshed my knowledge of teaching, useful tools, what life is like, etc.
- I was teaching a summer course.
- TA @ GSU – supplemental instruction. I thought this was much more informationally thorough, but much less active learning.
- 2010-14 (Texas A& M Small Animal ICU at Vet. Med. Hospital); 2014-16 (Westbury Animal Hospital - ER/surgery/day practice); 2016-17 (Heights Veterinary Clinic-surgery/day practice)...I have been completely removed from academia since graduating in 2015, working exclusively as a vet. Teach. This orientation let me know that despite my unorthodox background and skills I CAN succeed in academia.
- Worked as an RA for 3 years, TA for 1 year.
- Very little teaching experience, but had been an IA. Definitely better prepared with more teaching and coping tools now.
- I've been a tutor, ABA therapist, social skills teacher to individuals with developmental disabilities and a dance teacher.
- TA at past college; workshop leader; tutor
- TA'd and led courses in the past.
- TA Economics – more department-specific, did not involve other group (included microteaching & professional feedback. Also Research in Economic.
- I was a supplemental instructor, so was able to build off prior knowledge.
- Have had some teaching experience, no training. Training was generalized and institution-specific, but still helpful.
- I am an exception to the rule as I have been teaching professionally in NY for 6+ years, but the technology information and the SU-specific information was very good.
- Similar to prior training.
- I felt that I learned most of what it means to teach in my teacher prep program so it was just a lot of revisiting of topics.
- I have prior teaching experience, so there was nothing new to be learned.
- I believe that short time workshops are not effective to improve teaching skills. A lot of research proves that, too. So, the issues discussed in concurrent sessions can be introduced in different workshops during the semester. It would help TAs to improve their knowledge and skills of teaching.
- As an education major and a recent undergrad of SU, a lot of information was redundant.
- As an education major graduating undergrad from SU, a lot of the orientation was kind of redundant, but I could tell it was informational for students who are not education majors.
- Did not cover anything unknown in regard to teaching.
- A lot of overlap with past materials.
- Most of the information was common knowledge since I taught classes before.
- I have been employed with many other schools before so most of the information was repetitive to me.
- Great for 1st year teachers.
- Didn't have much prior experience.
- Given I had "0" teaching experience, I feel better prepared.
- Because I have no prior TA experience, I thought this orientation was a good introduction.
- Due to a lack of prior teaching experience, I found the microteaching sessions extremely useful.
- More emphasis could be placed on practice teaching.
- More teaching practice (microteaching) may be beneficial for first time presenters/teachers.
- I found microteaching to be very helpful. It would have been helpful to practice more of the skills we learned.
- Give me more information.
- I haven't taught in an official capacity before.
- I had no prior experience teaching. (2)
- I've had no prior teaching experience and felt that the information as presented was redundant.
- I have no prior teaching experience, so I felt really unprepared and still feel unqualified to teach a class by myself.
- I had no prior teaching, so I wish it was more helpful.
- I don't have any experience before. I like the orientation.
- I haven't had such a training before, so I enjoyed it, at least part of it. But, it wasn't really concrete most of the times.
- I've never taught before, so all of this information was very new to me (like I don't think I've been worrying about motivating students).
- I didn't take any orientation like that, so that was the first time. It was necessary to have all this information.
- Having never TAed before, it was good to hear information from the teaching mentors.
- Never had working/teaching experiences.

PROGRAMMING COMMENTS:**4. Given your prior work/teaching experiences and/or training, please comment on this orientation. (Cont.)**

- I have no TA experience.
- I had no prior teaching experience and this orientation made me feel more comfortable and confident to walk into class on the first day.
- Considering I have no prior experience with teaching, I still have to say it was pretty in-depth.
- First of its kind.
- No prior teaching, so really helpful.
- No prior teaching experience. (4)
- No experience.
- No prior work.
- None at all.
- The program was well organized. Thanks to the effort and time people have been able to put into this...but, there is room for improvement.
- It is impossible to teach people how to teach in three days, but it didn't feel as though there was much teaching information actually given.
- I gained no new or more practical knowledge than I had when I arrived.
- Not enough coffee!
- Not sure what this means????
- No (1)
- None.
- No comment
- N/A (15)
- N/A-first time.
- Does Not Apply
- - (4)

5. What session topics might interest you during fall semester as you begin your assistantship? [N=311]

- Everything
- Anything systemic (i.e., libraries, BB)
- All the sessions led by mentors.
- All the information can be in one place will be good like all information when to contact and when in an issue.
- Academic Integrity (1)
- Orange SUccess tools (7)
 - Orange Success on MySlice (how it operates)
- Teaching methods/strategies (3)
- Teaching/public speaking (3)
- Teaching pedagogies
- Teaching practices
- More effective teaching strategies.
- Strategies in how to handle difficult topics.
- How to effectively deliver what you know – presentational techniques.
- Grading (11)
 - Subjective grading (ex., essays) (2)
 - Grading: more specific – once I have experience.
 - Grading within my field (mgt.)
 - More specific information on grading strategies and lesson planning
 - Rubrics and assessing discussion (2)
 - Grading and Rubrics (11)
 - I would like to learn how to create my own rubric and grading sheet in practice.
- Blackboard (6)
- Use of technology/workshops (5)
- How to incorporate/integrate technology in the classroom (9)
- Technology in the Classroom was very informative and I will be definitely using some ideas in the class.
- How to use technology in classrooms/tools available.
- Integrating technology in our learning systems.
- Technology use/availability.
- I want to know more about teaching tools including games or websites or apps.

PROGRAMMING COMMENTS: (Cont.)**5. What session topics might interest you during fall semester as you begin your assistantship? (Cont.)**

- Assessment (6)
 - Evaluation methods that adjust to after a semester of teaching.
 - Assessment techniques (2)
 - Assessment strategies (2)
 - I know how to assess students' performance, now combining that with the specific department
 - I chose another one over this sessions but I wish I'd gone to this one instead (same with technology).
 - Assessing within my field (mgt.).
- Dealing with Conflicts/Challenges in the Classroom (16)
- Deal with specific classroom or student issues. (2)
- Managing a group discussion and class participation (2)
- Hostile workplace
- Controversial discussions.
- Difficult conversation sin the classroom, which unfortunately, I was unable to attend, I think would have been interesting and helpful.
- How to cope with relevant topics that students would want to discuss in the classroom.
- International students
- International students' concerns.
- Graduate organizations
- Globalized Classrooms (5)
- More about creating an inclusive classroom.
- Transitioning from a STEM field to a social science field or vice-versa
- More about subject-specific teaching.
- More science/math TAing specifics. Some of the breakout sessions only seemed helpful for non-science TAs.
- More specialized sessions to my program.
- I would have liked to know more about things that are specific to my field. Perhaps I'll be able to do this during the departmental orientation.
- Area-specific sessions (1)
 - Humanities and Social Sciences Session – leading discussions (4)
 - Teaching in STEM (6)
 - TA/Teaching in the Arts
 - Probably lab work/drug discovery
 - Aerospace
- Many sessions were geared towards humanities and not labs/science
- It would be cool if some of the breakout sessions could be repeated during the semester. I needed to prioritize going to sessions that I thought would be most useful, but as someone who doesn't know their department or course structure that well, I could have missed topics that would have been more useful.
- Time Management (3)
- More on lesson plans and class structure information – how to jump into a course with very little prep time or information.
- Inclusive U (3)
- Race, racism, IGB, schooling
- How to deal with racism in academia and the classroom.
- Poetry
- Lab-specific topics
- How to deal with sexism in academia and the classroom
- Sexual harassment and violence
- Feminism, Queer Theory, Black Issues
- Identity and Diversity (4)
- I will be thinking about Identity and Diversity in the Classroom throughout the semester and the development of my teaching skills.
- Identity & Diversity/Diversity in the Classroom (7)
- Creating a safe space in the classroom.
- Directly discuss with professors that TA works with.
- Creating a Teaching Persona (11)
 - Creating a Teaching Persona was awesome.
- Confidence in the classroom (as a TA).
- Assertiveness training
- How to organize lessons.

PROGRAMMING COMMENTS: (Cont.)**5. What session topics might interest you during fall semester as you begin your assistantship? (Cont.)**

- Lesson planning session (3)
- Lesson planning by subject area
- Guides to planning entire classes → workshops.
- Designing/Creating a syllabus (2)
- Writing essay questions
- How to integrate the creative and the critical.
- How to prepare students for the exam.
- Using teaching as a research tool.
- More focused/major-related instructions on teaching.
- For ITAs – how to open SSN account, etc.
- TA employee rights
- GA benefits
- Health Insurance/Payroll
- HR issues with filing paperwork
- TA Policy
- Policy review
- Common TA pitfalls
- How to be a good employee.
- FAQs by TAs
- Grants for students, etc.
- How to deal with harassment from superiors.
- Navigating profess/TA relationship
- How to deal with friends in your class.
- Around mid-semester – how to figure out what to do to reconnect.
- Check-ins
- I think there should be a mid-term check in with TAs to see what additional instructions could be useful during the orientation.
- Something to do with how to deal with various issues as they arise throughout the semester.
- Keep in contact with us. If we need help, please make sure that we will get enough help.
- Microteaching (5)
- Group discussion in small groups. (2)
- Open questions seminars
- Discussions sections
- Universal Design (8)
- Universal Design for math/charts/graphs
- I think the UD session will help as I'll have my own discussion session to lead.
- I will definitely be thinking about Universal Design.
- Distressed Students could be helpful in order to know what to look for.
- Strategies to help motivate/assist stressed students
- More specifics on challenges, once I have experience.
- Motivating Students (9)
- Motivating students so that they can be very motivated and achieve success.
- Engaging students
- Techniques to improve the methods and getting students engrossed in the subject.
- Motivating students who don't care about the subject.
- I am interested to know how a TA or professor could create a classroom environment where students are more comfortable asking questions or asking for clarification during lecture/recitation.
- TAs getting some fun time!!!
- Maintaining a work-life balance (4)
- Ways to keep both your physical and mental health in top conditions.
- Dealing with “invisible” mental health (TAs/faculty)
- Stress reduction
- Graduate Student Group Therapy
- Balance between responsibilities and duties.
- Balancing research and academic expectations.
- Perhaps more situation-based workshops.
- Paperworks, deadline of paperworks/xxx application...

PROGRAMMING COMMENTS: (Cont.)

5. What session topics might interest you during fall semester as you begin your assistantship? (Cont.)

- Getting along with professors
- Welcome to Being a TA (4)
 - Becoming a TA – extremely helpful.
- More information on “The American Classroom.”
- Cultural differences and learning US culture more thoroughly.
- Final exam proctoring
- Balancing midterms/finals with your own.
- Try to focus a little bit more in the exact sciences, rather than just humanities, would help us to be more versed in some events.
- Regular “meet up” style events.
- “General Syracuse Navigation Orientation”
- Get a better feeling for various clubs/activities available for Grad students as most attending this week are new to the university.
- Sessions that discuss the various offerings available here to students, similar to something freshman would have to allow them to know all the various activities and programs available (clubs, free time events, etc.).
- Improve English in the classroom.
- I am interested in film, architecture and English Literature.
- I am not sure exactly where I’m located yet, so I am not sure what I might need.
- I’m not sure yet. (3)
- None (1)
- Nothing comes to mind.
- None that I can think of at the moment.
- Unclear question
- Session topics? Not sure what this means.
- ? (2)
- N/A (10)
- Does Not Apply
- - (4)

GENERAL TA TRAINING

[N=55]

<u>PRIOR TO ATTENDING AUGUST TAOP</u> Scale: 1=Low, 3 = Medium, 5 = High	R. Outlook on being a TA:										Summary	
	Low		2		Medium		4		High		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
level of confidence in performing my duties as a TA	12	4.5	31	11.7	115	43.6	57	21.6	49	18.6	264	3.4
level of preparedness to successfully perform my duties as a TA	12	4.5	49	18.6	100	37.9	71	26.9	32	12.1	264	3.2
Total	24	4.5	80	15.2	215	40.7	128	24.2	81	15.3	528	3.3

<u>AFTER ATTENDING AUGUST TAOP</u> Scale: 1=Low, 3 = Medium, 5 = High	S. Outlook on being a TA:										Summary	
	Low		2		Medium		4		High		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
level of confidence in performing my duties as a TA	1	0.4	2	0.8	37	14.0	142	53.8	82	31.1	264	4.1
level of preparedness to successfully perform my duties as a TA	1	0.4	3	1.1	38	14.4	133	50.4	89	33.7	264	4.2
Total	2	0.4	5	0.9	75	14.2	275	52.1	171	32.4	528	4.2

GENERAL TA TRAINING: (Cont.)**GENERAL TA TRAINING COMMENTS** (n=6)

- I feel largely in the same boat as others and a little more confident.
- As a GA, not sure what my duties are/will be; however, I loved this opportunity that I got to learn more about teaching/presenting through this orientation. Thank you!
- Overall, it was a good way to get to know the university and its policies, as well as the peers and if also provided good teaching tips and strategies!
- Thank you for all your support. I will do my best to make you proud.
- I have already TA'd for years.
- N/A

ADDITIONAL COMMENTS (n=49)

- Thank you to all the mentors for the hours they put in. ☺
- It was a great three days. Thank you to everyone who helped out!
- This is a great introduction!
- Thank you for creating an enjoyable, informative experience!
- Thanks for organizing this program for international students. It's a great opportunity to build our network, too.
- Thank you, Yue, for being such a great TA Mentor!
- Thank you for your excellent work, which helps me a lot. Hopefully, one day, I can join you. Thanks!
- Thank you! (3)
- Thank you all!
- Previous TA for courses when obtaining my Masters – so I'm ready.
- Thanks for the opportunity and the chance to enhance my skills as I learn.
- Willing to dive in!
- I have a better understanding of where to start trying to prepare myself for teaching.
- I feel much more committed now. Awesome!
- Overall, it was enjoyable and an experience that will help in the future!
- I need to hunker down and prepare for the semester...and yet again...Ryan Curl is a cool guy.
- Even though there is still time (next year) before I'm a TA, I'm looking forward to it.
- I loved small groups and enjoyed the change of pace during the orientation.
- What I really liked is that I was able to meet a diverse group of students in various majors who are also TAs. Because often I do not meet others from different majors.
- It was a good opportunity to meet other TAs. We can be friends and share our experience. And, that experience could be my very precious gift.
- Good way for grads to meet. I wish it was a bit more social to intermingle with different departments.
- Specifically to orientation – I was kind of confused on the main objectives, and it was hard to cross over ideas to other departments and hard to clump all of that.
- I had physical material prepped but I needed a re-introduction to an academic setting and I needed to meet my peers.
- I am impressed by SU's commitment to excellent teaching.
- It was a lot of information in a small amount of time, but it was very helpful for me as a student.
- Tips they gave us are usually useful, dealing almost every possible concerns we might have.
- I really needed specific training on teaching (as the only instructor) in a composition class, and it was very much lacking in this. A lot of this information was obvious.
- Still need to attend department orientation!
- Would like to see more clear legal explanations of FERPA, Title IX, etc.
- I hope the policy sessions can be online sessions. So the face-to-face sessions can be a Q & A. That will help.
- Would like my department (Computer Art) more involved.
- Again – PARKING IS A PROBLEM.
- The missing piece for me in this would be going to my department orientation to rate a 5 on this orientation's assessment – and then see everything.
- I expect these numbers (2s and 3s) to improve more after my department-specific orientation.
- This portion of the orientation answered a lot of the questions I still had after the ITA portion.
- I could have better prepared if it weren't for the compulsory whole day sessions, but still thanks for your efforts and help.
- Overall, I was happily surprised by this orientation, though considering I still have to do a department-specific orientation next week, maybe it's overkill. But still, thank you to the teaching mentors!
- I still need information from my department. But, so far, it was so useful to have this preliminary information.
- There was a sense of “We need to do **EVERYTHING** and the professor does nothing came from a lot of lessons...when that is not the case.

GENERAL TA TRAINING COMMENTS: (Cont.)**ADDITIONAL COMMENTS** (Cont.)

- I guess I wouldn't know until I actually try. Perhaps a little too much information at once.
- My "medium" level of preparedness has to do with my mastery of the subject. That I don't think can be changed within a short period of time.
- Microteaching is great. It helps me to improve myself and see how others do.
- Microteaching was the only thing that couldn't have been more easily accomplished through a series of online videos.
- Small group discussions were really informative and engaging.
- Some big sessions were very informative and well-organized, and some very rather boring.
- Before orientation, I didn't expect so much responsibility as a TA.
- I wish we had received more practice in being a TA.
- Didn't really learn much about being a TA and performing TA duties.
- The orientation is helpful, but I still have some doubts. I am looking forward to my TA career!!!
- I think it could be great to consider free time to managing practical aspects especially as new TAs just arrived and have to deal with picking up their student IDs – meet their advisors – etc.
- Again, unclear objectives made this feel less relevant to me – and hindered thorough preparedness.
- ITAs should receive condensed/compressed summaries and amalgamated information. The e-mails should come from one source only with all the information required. It makes it easier to know what needs to be done especially ITAs, since they have so many hoops to go through.
- It's o.k. to take those sessions at home, there is NO reason for all the people to come back to school too early like this!
- If the evaluation was available online, I would/could give much more feedback.
- Would you mind changing the evaluation paper to white color? It is hard to read.
- Give us this green review on Day One so we can fill it out as we go, please!
- Please do daily evaluations as it is hard to remember thoughts from the first day.
- Would have been good to have this evaluation the whole time to fill out as we completed sessions!
- ♥ ← that's a heart
- ☆
- I felt that even though I won't be holding full TA responsibilities, it was interesting to learn.
- Gave a lot of information on teaching, which is not something I will be doing.
- I have already been teaching, so this question isn't entirely useful.
- Orange SUccess demo revealed personal, FERPA-violating information????????
- Orange SUccess is intrusive and "big-brother."
- Many strategies/plans/ideas border on coddling. When can students be allowed to learn and fail as adults?
- N/A (1)
- Does Not Apply
- - (1)

TA ORIENTATION
General Portion
Demographics

[N= 275]

Department:	Program of Study:	Degree:	#
African-American Studies	History		1
African-American Studies	Pan African Studies	MA	4
Anthropology	Archaeology		2
Anthropology	Anthropology	Ph.D.	3
Architecture	Architecture		1
Architecture	Architecture/Histor7		1
Architecture	MA-RCH 1		5
Art & Music Histories	Art History		3
Biology	Biology		2
Biology	Biology	MS	1
Biology	Biology	Ph.D.	3
Biology	Neuroscience		1
Biomedical & Chemical Engineering	Bioengineering	Ph.D.	1
Biomedical & Chemical Engineering	Biomedical & Chemical Engineering	Ph.D.	2
Biomedical & Chemical Engineering	Chemical Engineering	Ph.D.	3
Chemistry	Chemistry		4
Chemistry	Chemistry	Ph.D.	8
Chemistry	Computational Chemistry		1
Chemistry	Physical Chemistry		1
Child & Family Studies	CFS	MS	1
Child & Family Studies	CFS	Ph.D.	1
Child & Family Studies	Human Development and Family Science		2
Civil & Environmental Engineering	Environmental Engineering	MS	1
Communication Sciences & Disorders	Speech and Language Pathology		2
Computer Engineering	Software		1
Counseling & Human Services	Counseling Education		4
Cultural Foundations of Education	CFE		4
Earth Sciences	Earth Sciences		1
Earth Sciences	Earth Science	MS	2
Earth Sciences	Earth Science	Ph.D.	2
Economics	Economics		3
Economics	Economics	Ph.D.	8
Economics	Micro-economics		1
Education	Art Education		2
Education	Math Education	MS	2
Education	Music Education	MM	1
Education	Science Teaching - College	Ph.D.	1
Education	Special Education	Ph.D.	2
Education	Teaching and Curriculum		3
Education	Teaching and Leadership –Field & Res.		1
EECS	Chemical Engineering	Ph.D.	2
EECS	CISE		1
EECS	Computer Engineering		1
EECS	Computer Science	Ph.D.	4
EECS	ECE	Ph.D.	2
EECS	Mechanical & Aerospace Engineering	Ph.D.	3
English	Creative Writing	MFA	6
English	English		1
English	English	MA	4
English	English	Ph.D.	2
English	English Literature		1
English	Fiction	MFA	1
English	Poetry	MFA	2
Exercise Science	Exercise Science		3
FALK	Food Studies	MA	2
Geography	Community Geography		1
Geography	Geography	Ph.D.	2

Department:	Program of Study:	Degree:	#
Geography	Geography	MA	3
History	History	Ph.D.	5
History	U.S. History		1
IDDE	IDDE	Ph.D.	2
iSchool	Information Science & Technology	Ph.D.	3
Information Science & Technology	IST		2
Languages, Literatures & Linguistics			2
Languages, Literatures & Linguistics	French Lit.		1
Languages, Literatures & Linguistics	Korean	MA	1
Languages, Literatures & Linguistics	Linguistic Studies	MA	7
Languages, Literatures & Linguistics	Spanish		2
Languages, Literatures & Linguistics	Turkish (Fulbright FLTA)		1
Management	Entrepreneurship		1
Mathematics	Mathematics		3
Mathematics	Mathematics	MS	2
Mathematics	Mathematics	Ph.D.	7
Music	Performance		1
Music	Performance – piano		1
Music	Performance – violin		1
Newhouse	Mass Communications		1
Newhouse	Mass Communications	Ph.D.	1
Nutrition Science & Dietetics	Dietetics		1
Nutrition Science & Dietetics	Nutrition Science	MS	4
Philosophy	Ethics		1
Philosophy	Philosophy	Ph.D.	5
Physics	Physics		3
Physics	Physics	Ph.D.	10
Political Science	Political Science		3
Political Science	Political Science	MA	1
Political Science	Political Science	Ph.D.	3
Psychology	Clinical Psychology		2
Psychology	Cognitive		2
Psychology	Psychology	Ph.D.	1
Psychology	School Psychology		3
Psychology	Social Psychology		2
Public Administration	PAIA	Ph.D.	4
Public Health	Public Health		1
Religion	Religion	Ph.D.	1
School of Music	Music Education		1
Social Science	Social Science	Ph.D.	1
Sociology	Family Therapy		1
Sociology	Sociology	Ph.D.	8
Sport Management	Sport Venue & Event Management	MS	3
VPA	Communications & Rhetorical Studies	MA	4
VPA-Design	Museum Studies & Cult. Heritage Pres.		6
VPA – Music	Composition		1
VPS – Music	Violin Performance		1
VPA-Transmedia	Art Photography		3
VPA-Transmedia	Computer Art	MFA	3
VPA-Transmedia	Film		1
VPA	Music Education		1
VPA-Transmedia	Photography		1
VPA-Transmedia	Transmedia		1
UNKNOWN	UNKNOWN	UNKNOWN	3
Whitman	Accounting		1
Whitman	Entrepreneurship		2
Whitman	Finance	Ph.D.	3
Whitman	Finance – Business Admin	Ph.D.	2
Whitman	Marketing	Ph.D.	1
Whitman	Supply Chain Management		1
Writing	Composition & Cultural Rhetoric		14
Writing	Fiction	MFA	2