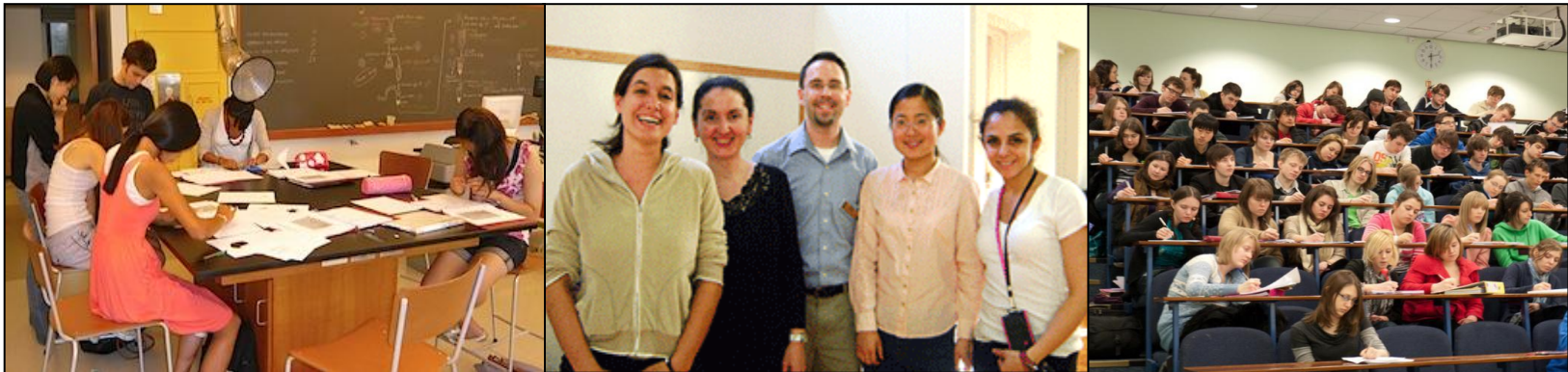


Graduate Teaching Assistant Profile: Questions and Answers

Texas A&M Center for Teaching Excellence

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In what year former TAMU President Dr. Robert Gates announced the plan to hire 400 new faculty members by 2008?

- a) 2002
- b) 2007
- c) 2003
- d) 2008
- e) 2005

Presentation Outline

1. Introduction
2. Headcount: GTAs and Faculty
3. GTAs participation in lecture and labs
4. Levels of classes taught by GTAs
5. Headcount: International GTAs and Faculty
6. Demographics: GTAs and Faculty
7. Cultural Differences among GTAs

Presentation Objectives

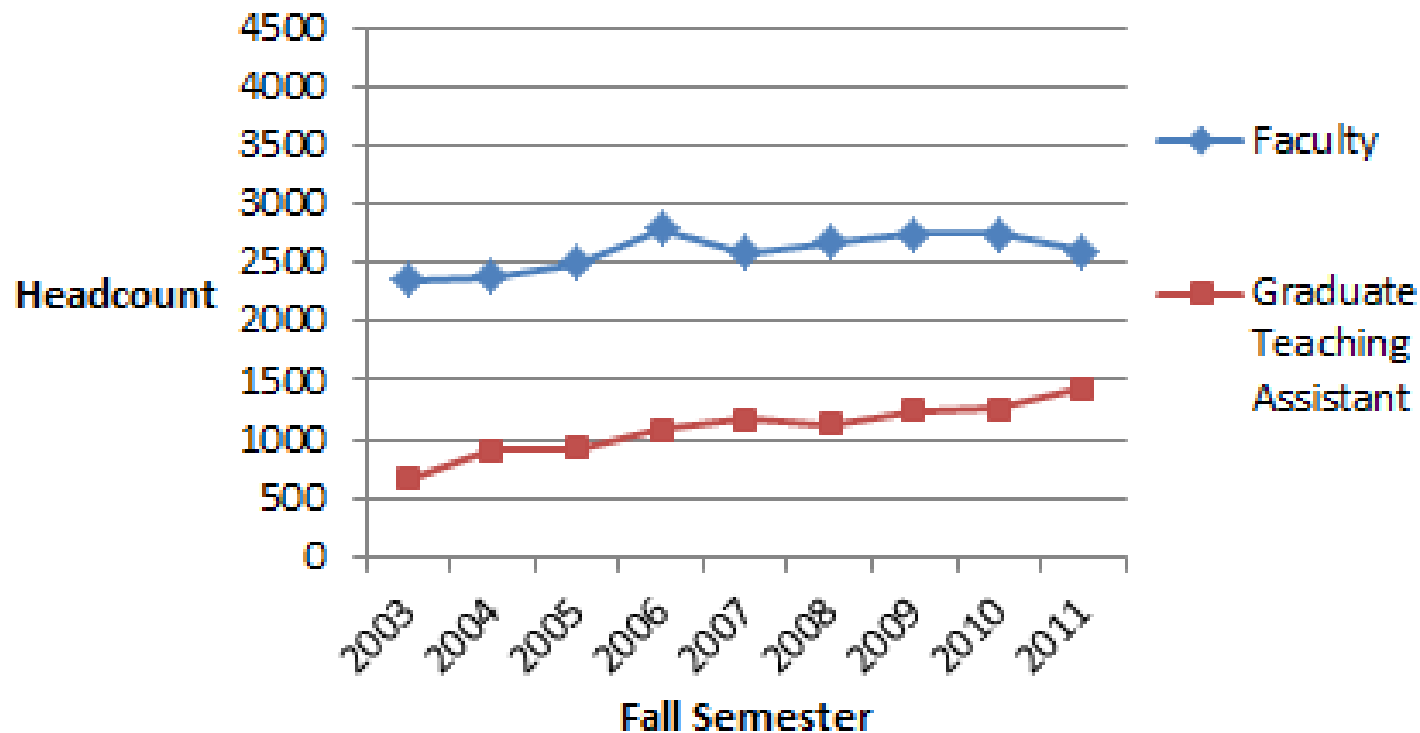
- Present CTE members with relevant information related to GTAs' profiles.
- Encourage the evaluation and development of GTAs training materials based on the question “Who is to be trained?”, “What will be the trainees' role?”

Introduction

- GTAs represent 35% of the instructional faculty body.
- The number of graduate teaching assistants (GTA) continuously increased, doubling in headcount, since Dr. Gate's announcement.
- The university assigned the Center for Teaching Excellence (CTE) the responsibility for GTAs training sessions in order to comply with local teaching guidelines.

Introduction

- **GTAs and faculty headcount from fall 2003 to fall 2011**



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Headcount: GTAs and Faculty

Top three academic colleges with highest GTAs headcount:

- 1) College of Science (370)
- 2) Dwight Look College of Engineering (285)
- 3) College of Liberal Arts (262)

**Note: the top three academic accounts for 64% of the GTAs' body and 50% of faculty body.*

Headcount: GTAs and Faculty

Top three academic colleges with the highest faculty headcount:

- 1) Dwight Look College of Engineering (467)
- 2) College of Liberal Arts (455)
- 3) College of Agriculture and Life Sciences (417)

Headcount: GTAs and Faculty

Top three academic colleges with the lowest GTA-faculty ratio:

- 1) College of Geosciences (ratio 1:1)
- 2) College of Science (ratio 1:1)
- 3) Dwight Look College of Engineering (ratio 1:1.5)

Why is this information important?

- Identify the academic colleges with the highest number of participants. For example, the top three colleges in terms of GTAs headcount represented 64% of the CTE's clientele in 2011 and 74% in 2010.
- The high GTA-faculty ratio may be an indicator of the academic colleges utilizing GTAs for this type of assignment.

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Top three academic colleges with GTAs' lab activities:

1. College of Geosciences (77.8%)
2. College of Science (75.4%)
3. Dwight Look College of Engineering (61%)

Top three academic colleges using GTAs for lectures:

1. Mays Business School (100%)
2. College of Liberal Arts (98%)
3. College of Education and Human Development (92%)

GTAs Participation: Lecture & Labs

Table 2. GTAs' percentage of credit hours allocated to lab or lecture activities (*Who's Teaching Whom Report, 2011*).

Academic College	Lab Percentage	Lecture Percentage
Agriculture and Life Sciences	18.9%	78.7%
Architecture	21.4%	78.6%
Mays Business School	0.0%	100.0%
Education and Human Development	6.9%	92.1%
Dwight Look College of Engineering	61.0%	39.0%
Geosciences	77.8%	21.8%
Liberal Arts	1.4%	98.6%
Science	75.4%	24.6%
Veterinary Medicine and Biomedical Sciences	0.0%	0.0%
Other (College of Military Science & Other)	0.0%	83.0%

Why is this information important?

- In order to keep the audience engaged and motivated the training's components must be linked to their roles and responsibilities (Latham, 1988).

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- Almost 40% of GTAs teaching efforts concentrate on 200 level courses

Class Level	Percentage	Lecture	Lab	Other
100 Level	27.0%	16.3%	10.6%	0.0%
200 Level	39.6%	27.5%	12.1%	0.0%
300 Level	24.0%	20.1%	3.8%	0.1%
400 Level	9.3%	7.0%	2.3%	0.1%

Table 3. Percentages of teaching credit hours spent on 100-400 level courses (*Who's Teaching Whom Report, 2011*).

GTAs Participation: Lecture & Labs

- It remained almost the same from 2010 to 2011.

Class Level	Percentage	Lecture	Lab	Other
100 Level	25.1%	12.0%	12.8%	0.3%
200 Level	38.7%	25.8%	12.8%	0.0%
300 Level	25.7%	20.7%	5.0%	0.1%
400 Level	10.3%	8.2%	5.0%	0.3%

Table 4. Percentages of teaching credit hours spent on 100-400 level courses (Who's Teaching Whom Report, 2010).

Why is this information important?

- In order to better prepare GTAs for their teaching assignments is important to present to them the course level characteristics in terms of students' cognitive domain, behavioral/affective domain, and students preparation (*A Proposal for the Definition of Course Levels*, 2008).
- Texas A&M has a core curriculum criteria comprised of 100-300 level courses mandatory for all undergraduate degrees. .

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Headcount: International GTAs

Top three academic colleges with the highest domestic GTAs' headcount in 2011:

1. College of Liberal Arts (223)
2. College of Science (201)
3. College of Agriculture and Life Sciences (152)

Headcount: International GTAs

Top three academic colleges with the highest international GTAs' headcount in 2011:

1. Dwight Look College of Engineering (180)
2. College of Science (169)
3. College of Agriculture and Life Sciences (46)

Headcount: International GTAs

Top three academic colleges with the highest international GTAs' headcount in 2011:

1. Dwight Look College of Engineering (180)
2. College of Science (169)
3. College of Agriculture and Life Sciences (46)

Why is this information important?

- It will help to identify the academic colleges with the highest number of international GTAs in order to efficiently distribute CTE's teaching resources available for this group.

Headcount: International GTAs

- This information can help to bring awareness about the influence of international GTAs in the decision of American college students about what majors to pursue, especially in the areas of STEM.

Academic College	Total Credit Hours 100 & 200 Level	Total Credit Hours
Dwight Look College of Engineering	883	2491
Science	9004	11369
Total	9887	13860

Table 6. Dwight College of Engineering and Science Credit Hours Taught 100-200 Level (*Who's Teaching Whom Report, 2011*).

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Top three international GTAs' countries of origin in 2011:

1. China (139)
2. India (122)
3. South Korea (72)

**Note: the top three countries account for 63% of the GTAs' body.*

Top three international faculty's countries of origin in 2011:

1. China (18)
2. India (14)
3. South Korea (9)

Demographics: GTAs and Faculty

Table 7. International GTAs' country of residency data (Johnson, 2012b).

Region	Headcount	Number of Countries	Percentage	Country Mode (headcount)
North America (English)	6	1	1%	Canada (1)
Latin-American	31	10	6%	Mexico (11)
Caribbean	3	3	1%	Grenada / T&T / Bahamas
Africa	17	10	3%	Nigeria (6)
Asia	441	24	84%	China (139) / India (122)
Europe	28	11	2%	Turkey (17)
Oceania	1	1	0%	New Zealand (1)
Total	527	60		

Demographics: GTAs and Faculty

Table 8. International faculty's country of origin (Johnson, 2012a).

Region	Headcount	Number of Countries	Percentage	Country Mode (headcount)
North America (English)	6	2	5%	Canada (5)
Latin-American	15	7	13%	Mexico (6)
Caribbean	0	0	0%	NA
Africa	1	1	1%	Algeria (1)
Asia	56	12	51%	China (18) / India (14)
Europe	30	15	27%	Spain (6)
Oceania	0	0	0%	NA
Unknown	3	0	3%	NA
Total	111	36		

Why is this information important?

- It helps to identify **dominant ethnic profiles** in the instructional faculty body which can lead to culturally homogeneous groups. These types of groups are comprised of faculty and graduate assistants from the same ethnic group or country of origin.
- It helps to identify the **dominant foreign languages** and address some of the communication issues requiring special attention to enhance classroom experience.

Example of Monoculture



- Name: Dr. Wong-Jong Kim (Korea)
- Department: Mechanical Engineering
- PhD Students (assistants)
 - ✓ Vu H. Nguyen
 - ✓ Young Shin Kwon
 - ✓ Kuktae Kim
 - ✓ Jiawei Dong
 - ✓ Yi-chu Chang
 - ✓ Ruikang Zhu
 - ✓ Jose Silva Rivas
 - ✓ Rohit H. Chintala

Class : MEEN 363

Instructor: Wong-jong Kim

TA: Mr. Je-Heon Han

Demographics: GTAs and Faculty

Table 9. Domestic GTAs residency data in fall 2011 (Johnson, 2012b).



U.S. Region	Headcount	Number of States	Mode (State)
Pacific Coast	54	3	California (42)
Mountain States	22	6	Utah (12)
Southwest	533	4	Texas (510)
Heartland	39	8	Missouri (15)
Midwest	84	5	Illinois (20)
Southeast	63	7	Florida (20)
Appalachian	38	5	Virginia (12)
Mid Atlantic	52	6	Pennsylvania (20)
New England	16	6	Massachusetts (8)
Puerto Rico	3	1	Puerto Rico (3)
Virgin Islands	1	1	Virgin Islands (1)



Why is this information important?

- This information can help to identify dominant regions. In addition, GTAs from underrepresented regions could learn about regional cultural differences among their colleagues and students from dominant regions.

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Hofstede's Cultural Dimensions:

1. **Power Distance**: how society handles social inequalities among people.
2. **Individualism** (versus Collectivism): a society with a loose social framework.
3. **Masculinity** (versus Femininity): how society handles and values competitiveness.
4. **Uncertainty Avoidance**: society's level of comfort with ambiguity.
5. **Long Term Orientation**: society's ability to adapt traditions.

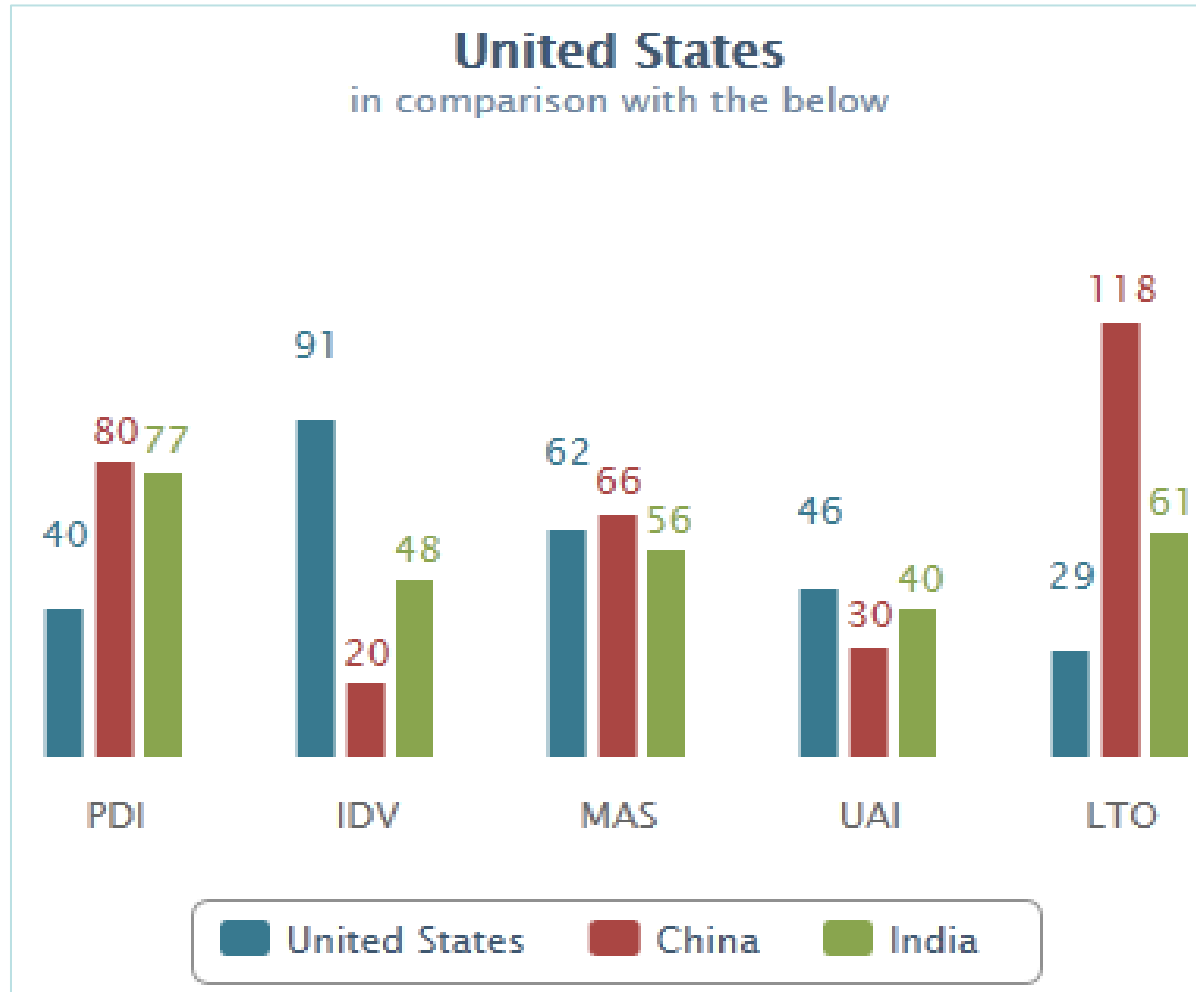
Cultural Differences



Table 10. Average of Hofstede's five dimensional levels per world region (Hofstede, 2012).

Cultural Dimensions	Africa	Asia	Caribbean	Europe	Latin-American	North America	Oceania
Power Distance	72	70	47	60	73	39	22
Individualism	26	25	16	55	18	85	79
Masculinity	46	54	58	48	50	57	58
Uncertainty Avoidance	61	52	55	77	84	47	49
Long Term Orientation		63				26	30

Cultural Differences



Cultural Differences

Why is this information important?

- This information highlights the cultural differences among ethnic groups comprising the GTAs' body.

Questions?
