

UGA Center for Teaching and Learning

TEACHING ASSISTANT NEWSLETTER



2018-2019

VOLUME 22



UNIVERSITY OF
GEORGIA
Center for Teaching
and Learning

Table of CONTENTS

3. Welcome

***Center for Teaching and Learning
and Graduate School leadership
welcome you to teaching at UGA.***

4. Students are People Too: Using Empathetic Techniques to Aid Student Learning

By Aarya Venkat

6. Putting the Pieces Together: Developing a Professional Narrative for the Job Market

By Karley Riffe

8. CTL Support Services for TAs/LAs

***The CTL offers programs and
services to support you at every
point along your journey from
teaching novice to expert.***

10. Teaching Controversial Content in the College Classroom

By Kelsey Crane

12. Recognizing our Best: Graduate Teaching at UGA 2017-2018

15. TA Services Calendar

***Dates and deadlines for TA
programming and services
in 2018-2019***

From the **TA DEVELOPMENT & RECOGNITION TEAM**

In a time where the world is increasingly both more global and insular, the classroom offers us a chance to help our students practice building diverse communities with a shared mission - learning. Teaching gives us the opportunity to encourage connection over division, participation over isolation, and curiosity over fear. As TAs and LAs,

you have a particularly important role to play in this community building as you often bridge the gap between students and professors or university resources and are frequently students' first or closest point of contact with the wider University community.

Here at the Center for Teaching and Learning (CTL), our primary goal is to support you in successfully fulfilling this role. From discovering your teaching passion to becoming the definition of teaching excellence at UGA, we are here to help you develop and document your teaching skills. We hope this publication is just the beginning of our connection to you and your teaching journey. Go Dawgs!

Cheering all of you on,

Zoe Hensley Morris,

Assistant Director for TA Development and Recognition

Mary Helen Hoque,

*Editor and Graduate Assistant for TA Development
and Recognition*

ABOUT

The Center for Teaching and Learning (CTL) is a support unit of the Office of the Vice President for Instruction. It is devoted to the advancement of instruction and faculty development at the University of Georgia. CTL sponsors a range of services and enrichment activities designed to assist faculty and graduate assistants with instructional matters.

The Teaching Assistant Newsletter is a publication of the Center for Teaching and Learning. Teaching assistants are encouraged to submit articles to be considered for publication to gradteach@uga.edu.



WELCOME

From the Director of the Center for Teaching and Learning



Welcome to the latest issue of the TA Newsletter. This publication is one of many resources provided by the Center for Teaching and Learning (CTL) and the Graduate School to support your professional development and your preparation for a career beyond your current program of study.

Throughout the year, the CTL offers a wide variety of instructional consulting, workshops, mentoring opportunities, courses on college teaching, and will even assist you as you engage in the collection and analysis of data to improve teaching practices and student learning ("Scholarship of Teaching and Learning") in your courses. As your interests grow, you may also wish to apply for the celebrated and prestigious CTL Future Faculty Fellows Program. For more information about the programs and events available from the CTL, please visit our website: ctl.uga.edu.

I warmly invite you to explore this newsletter and to take advantage of the multitude of opportunities the CTL and the Graduate School provide in support of evidence-based teaching practices.

Megan L. Mittelstadt, Ph.D.

Director, Center for Teaching and Learning

From the Dean of the Graduate School



What amazing experiences you will have this year in your classrooms and labs. You are such an important part of a key mission of the University - to teach the next generation of citizens who will be part of our global society.

Through your assistantships, you are learning key skills that will serve you well in many different career paths after graduate school. Whether working in education, business, government, or non-profits, your knowledge about teaching and ability to engage people in learning will be part of the leadership skills that make your graduate degree so valuable.

I encourage you to take advantage of the many resources and programs available to you to enhance your skills for teaching and learning. The UGA Center for Teaching and Learning (CTL) and the Graduate School are collaborating on a number of opportunities to assist you in developing your teaching abilities for the classroom and beyond. You can attend any of the many workshops offered through CTL or the Center for the Integration of Research, Teaching, and Learning (CIRTL). The Graduate School Teaching Portfolio program and the Interdisciplinary Certificate in University Teaching provide the means to document your own knowledge and skills. We would also like to hear from you if there are additional resources that would assist you with your teaching responsibilities.

Thank you for all you do for the University!

Suzanne Barbour, Ph.D.

Dean, UGA Graduate School



STUDENTS ARE PEOPLE TOO:

Using Empathetic Techniques to Aid Student Learning

By Aarya Venkat

If you have been teaching for a while, you have certainly encountered students who neglect to turn in assignments or come to class unprepared for one reason or another. If these situations happen frequently, you may be more prone to denounce those reasons as poor excuses. It is certainly a valid way to feel, especially if you have ever felt like a student has taken advantage of your kindness. Between the time and energy needed for our own exams, research, and personal stresses it becomes all too easy to distance ourselves from the actual needs of our students. However, being dismissive of our students can impair the effectiveness of the learning environment in a classroom, lecture hall, or laboratory.¹

Students are diverse. They come from a variety of backgrounds; some privileged, some not. For example, students may have no experience in your subject area, while others might have taken an equivalent course in high school. Similarly, some students might be well adapted to handling stress in one type of situation, but not others. As instructors, we may never be able to fully understand each students' unique background, but if a student gives you a reason, real or not, as to why they need some leniency, they have shared some insight with you into their life. It might be as simple as their time management skills require work or it might be a heart-breaking story, such as losing a loved one. Regardless of severity, we need to become better at listening to our students because our goal as instructors is not only to teach a subject, but also to help students become more efficient at learning the subject. This efficiency is hindered by emotional distress² and while we are not therapists, we can use empathetic techniques³ to help alleviate some of these issues and promote a healthier learning environment and direct students to the appropriate resources, as needed.*

The following techniques are adapted from patient-centered empathetic methods used in medical interviews⁴ that broadly apply to teaching with empathy. They entail *inviting* a student to speak or give details on why they are struggling, actively *listening* to them to emphasize their importance, and *summarizing* what they have said to verbalize the issue and get them thinking about potential solutions.

I. Invite

The invitation to talk about a student's issues is important. Ask open-ended questions to avoid getting single word answers. If a student is unwilling to talk about their issues, then there is no point in going further. In many cases, a student might invite themselves by sending an email about something they might be struggling with, in which case, using open-ended questions may give you more information about the problem.

II. Listen

Listening seems obvious, but minor nuances in our non-verbal behavior can drastically change whether a person continues to be open with us. Basic affirmative statements like yes or no, mm-hmm, and okay are all considered verbal cues while listening. Non-verbal cues like attentive nodding, avoiding distractions like phones, and maintaining eye contact are critical to ensuring that a student feels welcome to open-up.

III. Summarize

Summarizing throughout the conversation by paraphrasing or repeating key points back to the student is a clear indication to the student that you are indeed listening. But being able to identify and restate the key issue helps the student hear their own thoughts aloud from a different source. The act of putting feelings into words can have an immensely therapeutic effect⁵ and help students begin coming to terms with the issue, which in turn gears them to finding solutions.

These three simple methods are great ways of getting students to be more receptive to you and allow you to identify the underlying issues affecting learning. Be mindful of your time and energy by setting boundaries for yourself in advance. If the student just isn't getting the subject material, could the issue be that the teaching methods are not sufficient, could there be an emotional reason behind it, or could it just be an especially unlucky day for the student? Understanding the fundamental issue behind reasons for a struggling student is key to finding an effective teaching strategy and establish a healthy learning environment.

*Keep in mind that as University employees, all TAs/LAs are mandatory reporters. If you sense that a student has begun to share something with you that you would be required to report (any kind of harassment or discrimination), stop the student and make them aware that you are a mandatory reporter. You can also share with them that there are other units on campus they can contact if they want to speak to someone in confidence, including CAPS, Student Care and Outreach, and the University Ombudspersons. Visit eoo.uga.edu/policies for more information about UGA's reporting policies.

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4. Boyle, D., Dwinnell, B., & Platt, F. (2005). Invite, listen, and summarize: a patient-centered communication technique. *Academic Medicine*, 80(1), 29-32.
5. Lieberman, M. D., Eisenberger, N. I., Crockett, M. J., Tom, S. M., Pfeifer, J. H., & Way, B. M. (2007). Putting feelings into words. *Psychological Science*, 18(5), 421-428.



Aarya Venkat
(Ph.D. Student, Chemistry)
has been a General Chemistry Laboratory Assistant over the past year and is a winner of the Outstanding Teaching Assistant Award. Because there are no chairs in his classroom, he tells his students a lame joke at the start of every class as part of his stand-up routine.

PUTTING THE PIECES TOGETHER:

Developing a Professional Narrative for the Job Market

By Karley Riffe



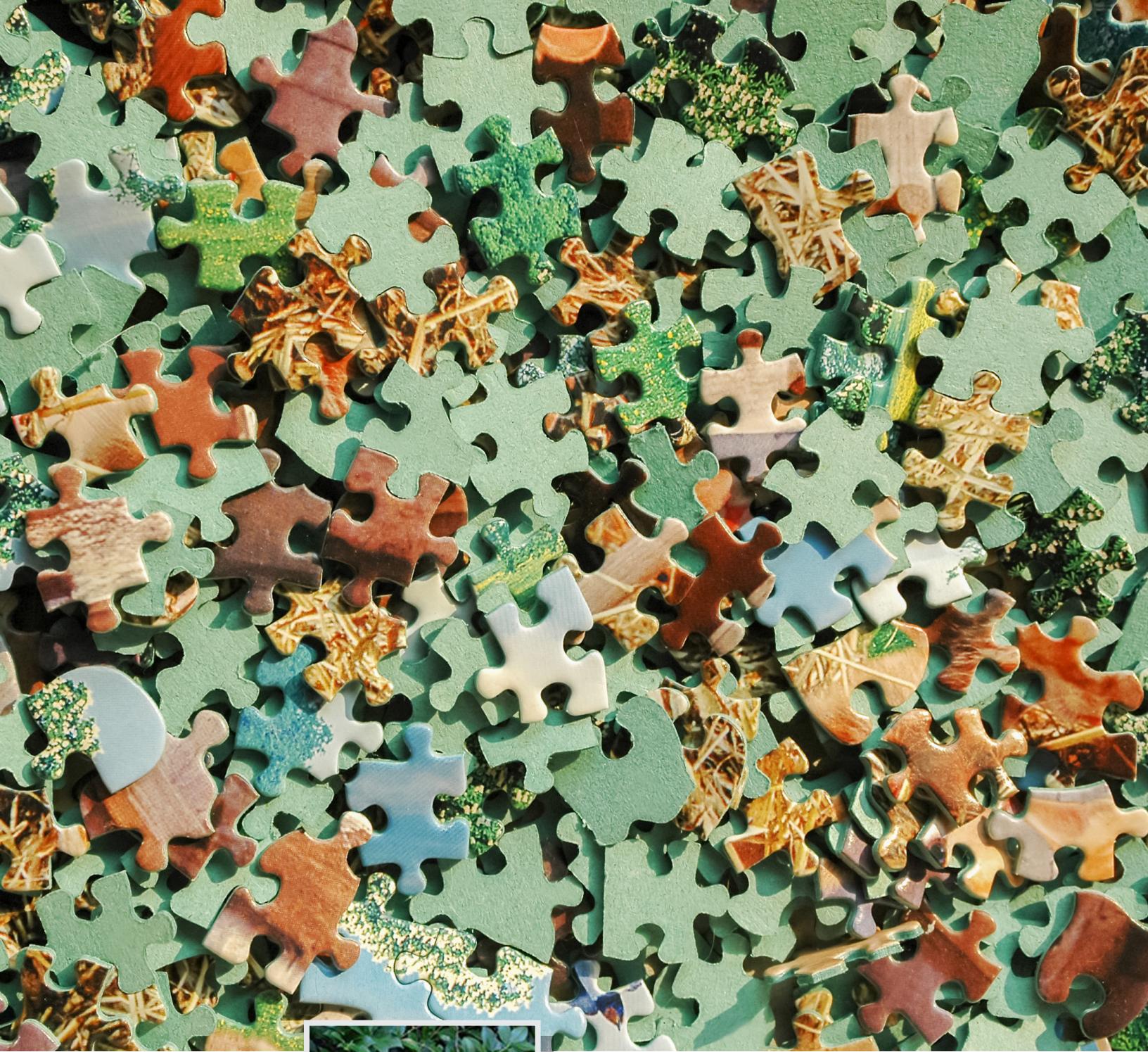
There are many obstacles and challenges throughout graduate school, but one is especially daunting – the job market. No matter if you’re looking for an academic or “alt-ac” job, the process is overwhelming. This past year, I’ve spent countless hours revising my curriculum vita, networking, and reworking application documents. The greatest hurdle, though, was not the logistical minutiae of applying for positions, rather it was the flood of advice that was offered by advisors, colleagues, professors, friends, and family. It seemed everyone had something to say to improve my chances of finding the perfect position; in my case, a tenure track assistant professor position in higher education.

Despite all of the advice that I received about the job market, the greatest thing I have learned in the last year is that you have ownership for your job search at the end of the day. You have the final say about what kind of positions you apply to, where those jobs are located, which positions you apply to, and which ones you do not. One of the most crucial parts of owning your job market experience is developing your own professional narrative.

Your professional narrative is unique to you and your experiences leading up to your job search and is applicable whether you’re applying for academic or non-academic positions. Essentially your professional narrative is a combination of your previous professional experience, who you are as a candidate, and the position description. Frequently, advice about the job market highlights the importance of tailoring your materials to the position. While this advice should be followed, it is sometimes tempting to tailor your materials to such a degree that who you are as a candidate is obscured. Instead, look over each of your prior opportunities, whether they be in research, teaching, or service, and find which skills developed through those experiences will serve you best in your potential position. For example, you may have previously worked as a teaching or lab assistant for a course and while the content of the course would not be applicable to the potential new position, your pedagogical techniques and commitment to active learning may be attractive qualities for the position. By analyzing your own curriculum vita or resume, you can start to weave all of your experiences together to form your professional narrative.

In a way, your professional narrative is a way to brand yourself as you are on the job market. Self-promotion is difficult for many people, but by developing a professional narrative you have an elevator pitch for academic conferences or networking events as well as the foundation for describing your ideal candidacy in interview settings. This narrative is different from but builds on your research agenda. For example, in my own work, I have worked on research projects that examine the roles of faculty members, non-instructional staff, and university trustees. I have had teaching experience in two higher education courses and I am a mixed methods researcher. Integrating those experiences, my broader professional narrative is that I am a scholar-practitioner who explores the interrelationships between higher education institutions, those who work within them, and their external environments as they affect institutional mission fulfillment using both qualitative and quantitative methods. The goal of my work is to improve inequities among college and university workers, to elevate the roles of individuals in shaping the work of these complex institutions, and to empower students to become equitable change agents within the field of higher education.

Bringing your experiences, your goals, and your skills together in just a few sentences provides employers and colleagues a quick but detailed snapshot of who you are as a candidate on the job market. This narrative will evolve over time and can be easily tailored to address specific position needs, but the core of it should stay the same to highlight your distinct traits and strengths for desired positions. Again, you have ownership over your job search process, so craft a narrative that is informative yet emphasizes all of the outstanding qualities you have worked so hard to develop over the past few years!



Karley A. Riffe is a doctoral candidate at the Institute of Higher Education (IHE). Her research explores the interrelationships between higher education institutions, those who work within them, and their external environments as they affect institutional mission fulfillment. In her time at UGA, Riffe served as an Instructional Assistant for both *Qualitative Research in Higher Education* and *Higher Education in the United States*. Additionally, Riffe served as a Graduate Assistant for the CTL.

Determine Your Route to TEACHING EXCELLENCE

DISCOVER TEACHING

Teaching and Laboratory Assistant Orientation

This interdisciplinary event provides general preparation for graduate students with instructional responsibilities, including an overview of policies and procedures pertinent to the TA/LA role and an introduction to effective teaching strategies and practices.

GRSC 7770

University and Regents' policies require that all new graduate teaching and laboratory assistants receive support for their instructional roles. GRSC 7770 is a mandatory 1 to 3 credit course which provides TAs/LAs with knowledge of pedagogical approaches and available support systems.

LLED 7768 & 7769

UGA offers two courses to help international TAs/LAs adjust to and succeed in the U.S. classroom. These courses are open to all ITAs but are required for ITAs with speaking scores lower than 26 on the TOFEL iBT or 8.0 on the IELTS.

Teaching Assistant Newsletter

This annual publication is written by and for UGA's graduate teaching and lab assistants and features articles on teaching that highlight innovative strategies, challenges, and advice. Visit ctl.uga.edu/ta/resources to read the latest issue.

TA Resources eLC site

This eLC site hosts resources created both by and for UGA TAs/LAs, including information about TA Policy, teaching resources, survival guides, and resources for professional development. Email your UGA MyID to gradteach@uga.edu to request access.

GradTeach Listserv

This monthly resource keeps you up-to-date on TA workshops, events, and services sponsored by the CTL. Email gradteach@uga.edu to request your subscription.

DEVELOP YOUR SKILLS

CTL Workshops for TAs/LAs

While all CTL workshops are open to graduate students, this series focuses on topics of particular interest to the developing teacher. Topics include "Effective Teaching Presentation," "Facilitating Discussion," "Lesson Planning," "Intercultural Communication," and "Facilitating Learning in STEM."

Spring Teaching Symposium

This annual symposium is a full day event for all graduate students and postdoctoral scholars and provides information related to UGA teaching policies and helpful techniques to improve teaching, including keynotes from award-winning faculty and peer-led sessions and panels on practical skills and resources. Visit ctl.uga.edu/sts for more information.

CTL Courses on University Teaching

The CTL offers a number of courses for graduate students interested in university teaching, including GRSC 7800: College Teaching and Student Learning, GRSC 7900: Course Design, EDHI 9040: Teaching with Technology, GRSC 7850: Strategies for Inclusive Teaching.

Masterclass Experience

This program pairs master instructors with graduate students for a unique opportunity to observe a classroom and converse with the instructor about their teaching strategies and techniques. Visit ctl.uga.edu/masterclassexperience for upcoming events.

Mid-Semester Formative Evaluations (MSFE)

The CTL offers MSFEs to those who teach courses at the University of Georgia. The purpose of a MSFE is to provide structured feedback to instructors from their students regarding the functioning of the class and the quality of student learning at the mid-point of the semester. These evaluations are highly recommended to help maintain a trajectory of growth throughout your teaching career at UGA. Visit ctl.uga.edu/pages/ta-mid-semester-formative-evaluations for more information about MSFEs and to request one in your class this semester.

Course and Activity Design Consultations

Designing a new course or making an old course your own? CTL staff are available to consult with TAs/LAs on course and activity (re)design. Contact Dr. Zoe Morris (zoe.morris@uga.edu) to schedule an appointment.



📍 DOCUMENT YOUR EXPERIENCE

Teaching Statements (Philosophy and Diversity)

Teaching Statements, including Teaching Philosophy Statements and Academic Diversity Statements, are living documents that allow instructors to reflect on their teaching and share with others their values, beliefs, and goals. Teaching statements may be a required component of a job application for teaching positions, whether as a stand-alone document or as part of a teaching portfolio. The CTL offers interactive group workshops and individual consultations on writing teaching statements every semester.

Teaching Portfolio

The CTL supports graduate students in creating Teaching Portfolios that document their teaching experiences. Portfolios provide and contextualize evidence of teaching experience, effectiveness, and development. Visit ctl.uga.edu/ta/resources for more information.

Observations

Classroom observations provide direct evidence of one's teaching effectiveness within the context of a single class period and provide additional information for instructors, beyond student evaluations, as they consider ways to improve their courses. Observations conducted by CTL staff are personalized and confidential. Contact Dr. Zoe Morris (zoe.morris@uga.edu) to schedule an observation.

CTL Transcript for Graduate Students

Have your participation in CTL events and services tracked and recognized! This program provides you with both documentation of your teaching development experiences at the CTL and the opportunity to reflect on those experiences. Visit ctl.uga.edu/ctl_transcript_grad for more information.

📍 DEFINE EXCELLENCE AT UGA

Outstanding Teaching Assistant Award

This award, sponsored by the Office of the Vice President for Instruction, annually recognizes the top 10% of teaching assistants demonstrating superior teaching skills while serving as instructors in the classroom or laboratory.

Excellence in Teaching Award

This highly competitive award, sponsored by the Graduate School, annually recognizes five teaching assistants who contribute to teaching at UGA beyond their own assigned classroom responsibilities.

Future Faculty Fellows Program

The Future Faculty Fellows Program, sponsored jointly by the Graduate School and the Center for Teaching and Learning, is a yearlong professional development program that brings together 15 innovative and dedicated teaching assistants from across campus to talk about, reflect upon, and improve their teaching, while preparing them for the academic job market and the rigors of their first faculty positions.

Visit ctl.uga.edu/pages/teaching-awards-and-resources for criteria, deadlines, and previous winners.



TEACHING CONTROVERSIAL CONTENT

in the
College Classroom

By Kelsey Crane

Many disciplines have content that may provoke debate and, potentially, tense or heated discussions. For example, in geology, we teach about the age of the Earth and Universe, anthropogenic global warming, and evolution. We focus on the what, why, and how for these concepts supported by scientific investigation. Our students may have different sets of background knowledge, values, and opinions that may create resistance to new ideas and result in tension or conflict in the classroom. Avoiding these concepts completely, or not allowing space for discussion, does not allow the opportunity to explore why certain beliefs may be held nor opportunities to learn from one another. While it may be difficult to broach some subjects with the whole class, from an academic perspective, not addressing these topics may allow inaccurate models to persist. Avoiding these subjects also means we miss the chance to introduce disciplinary ways of knowing and understanding. The following is an analogy you may find useful when navigating these awkward teaching moments and for helping your students grow through these challenges.

How to Get a Hat from a Shoemaker

Imagine you have left your house on an extremely cold day and, unfortunately, have forgotten a hat. Luckily, you spot a shop nearby, and pop in to buy a cap. You speak with the shopkeeper who seems competent enough to sell you a hat,

but there's a problem: *he's a shoemaker*. He can only sell you shoes, but surely he can make a hat, right? No. Or not necessarily. This person lacks the tools, skills, and templates required to make a hat. You are welcome to yell at him, lecture him, tell him that everyone you know can make a hat, but guess what? If you don't provide him the opportunity to gain the skills, tools, and template, that shoemaker is not making you a hat.

Some of our students will come to us as "shoemakers" being asked to make hats. When we broach a controversial topic, we must remember that without sufficient background knowledge or the tools students may simply not be able or willing to make the leaps we are asking them to. So how can we help them make these leaps? In other words, how do we help them learn to make a hat with the background of a shoemaker?

The Will to Make a Hat

If the shop isn't busy and you've been kind, you're much more likely to get a hat. The relationships you develop and the environment you create will help determine if your students are willing to engage in controversial content. Before the semester starts, I reflect on my syllabus and identify which content is likely to be controversial. I ask myself why these topics in particular are going to cause my students to become

defensive. They may relate to cultural, religious, scientific, or political values and beliefs that my students hold, and by attending my class something in their values and/or beliefs may be challenged. In other words, something my students find valuable is at stake.

As the semester starts, I keep a positive rapport with my students by building trust, being fair, and creating an inclusive classroom climate. My students need to trust that they are safe with me and with each other. On my part, this means setting very clear expectations for respect and sensitivity. Ground rules that everyone in class has agreed to are clearly posted in the room and provide a baseline for productive discussion. My syllabi contain civility statements that set the stage for arguing with ideas, and not with each other. In this way, we study the topic. We don't question which side of the issue is right or wrong, but instead we ask how those perspectives evolved, who supports them and what is their motivation, and what scientific evidence bolsters those perspectives.

In my experience, when students don't have the background knowledge to support their opinions, they rely on their intuition, social input, and/or incomplete knowledge. When students learn how to use and evaluate multiple lines of evidence for supporting a side of an issue, they are able to observe for themselves where the evidence points and if one side is more strongly supported. Being able to make the observations for themselves contributes to their ability to accept ideas that may be new, both academically and socially, such as the age of the universe or impact of humans on global warming.

Occasionally, I have experienced push back when students try to rebuild these models. They have held them close for so long and have used these models to filter their experiences and build their knowledge of the world. I believe it is part of my role as an instructor to provide students an opportunity to interrogate these ideas – the ones I am introducing and the ones they have held on to – in a safe environment. If the students are able to come to the conclusion that their models were constructed out of experiences or information gained from less-than-reputable sources, then they become the managers of their reconstruction process, and the new model becomes their model. One strategy I have found to be particularly useful, is asking students to create a physical map of how their ideas, opinions, and models have changed over the semester, which can help them visualize their progress.

Go Get Your Hat

I do not avoid controversial topics in my teaching. I simply make sure that my students are ready to learn them. As a class, we build relationships and an environment that supports respectful discussion, and as a teacher, I help my students develop the background they need to facilitate that discussion. To finish up the analogy I started this paper with, I do not get just one hat from a shoemaker. I help the shoemaker become a hatter.

Resources:

Annenberg Learner: "A Private Universe"
learner.org/resources/series28.html

Video documentary and related resources about how our students do not come to us as "blank slates," but with their own private universes of (mis)conceptions about how the world works.

The Interactivity Foundation
interactivityfoundation.org

Support for student-centered discussion process including teaching aids and guidebooks.

Yale University Center for Teaching and Learning
ctl.yale.edu/teaching/ideas-teaching/teaching-controversial-topics

Concrete strategies for teaching controversial issues and making them positive pedagogical opportunities.

University of Michigan Center for Research on Teaching and Learning
crlt.umich.edu/tstrategies/tsd

Collection of resource guides for discussion-based teaching and handling controversial topics in the classroom.



Kelsey Crane
(Ph.D. Candidate, Planetary Structural Geology) has enjoyed teaching intro students, pre-service teachers, and geology majors during her time as a UGA TA. Her newest teaching adventure is teaching in the Freshman College working with future STEM majors.

TEACHING RECOGNITION

The University recognizes the significant contribution graduate students make to the instructional mission of the University with several teaching awards and with the Future Faculty Fellows Program.

The Center for Teaching and Learning administers the **Outstanding Teaching Assistant Award**, sponsored by the Office of the Vice President for Instruction; and the **Excellence in Teaching Award**, sponsored by the Graduate School. The prestigious **Future Faculty Fellows Program** is also housed in the Center for Teaching and Learning.

Nominations for the Outstanding Teaching Assistant Award and Excellence in Teaching Award are due annually in January. Applications for the Future Faculty Fellows program open annually in February.



2018 Excellence in Teaching Award Winners receive their awards at the Faculty Recognition banquet

2018 Excellence in Teaching Award Winners

Sponsored by the Graduate School, this award recognizes teaching assistants who demonstrate superior teaching skills and contribute to teaching at UGA beyond their own assigned classroom responsibilities.

Alfred Farris
Physics

Julia Hernández
Romance Languages

Mary Helen Hoque
Hugh Hodgson School of Music
Chioma Kas-Osoka
Health Promotion and Behavior

Viviane Klen Alves
Latin American and Caribbean Studies Institute

Mona Ahmadiani
Agricultural and Applied Economics

Molly Atkinson
Chemistry

Jessica Babin
Marketing

Jason Byers
Political Science

Wen-Hao Chou
Kinesiology

Kristen Clayton
Sociology

Larry Cox Jr.
Theatre and Film Studies

Kelsey Crane
Geology

Drew Craver
Religion

Katherine Fialka
History

Ralph Hale
Psychology

Sammantha Holder
Anthropology

Jessica Smith
Neuroscience Division

Lauren Hudson
Food Science and Technology

Michelle Kruger
Financial Planning, Housing, and Consumer Economics

Yachao Li
Communication Studies

Kira McEntire
Warnell School of Forestry and Natural Resources

Robby Nadler
English

Jamie Palmer
Institute for Women's Studies

Trevor Ramsey
Linguistics

Jaleesa Reed
Textiles, Merchandising, and Interiors

Caitlin Reeves
Microbiology

Shelly Samet
Infectious Diseases

Rachel Sanders
Language and Literacy Education

Gretchen Sneegas
Geography

Ariel VanLeuven
Cellular Biology

Filip Viskupic
International Affairs

Jonathon Walsh
Genetics

Bridgette Wells
Pathology

2018-2019 Future Faculty Fellows

Now in its twenty-seventh year, the **Future Faculty Fellows Program**, sponsored jointly by the Graduate School and the Center for Teaching and Learning, is a yearlong professional development program that brings together 15 innovative and dedicated teaching assistants from across campus to talk about, reflect upon, and improve their teaching, while preparing them for the academic job market and the rigors of their first faculty positions.

John Banister
Communication Studies
Angela Burrow
Wildlife Ecology
Wen-hao Winston Chou
Kinesiology
Diogo Cosme
Romance Languages
Aaron DeLeo
Cellular Biology

Jennifer DeMoss
Anthropology
Heidi Hadley
Language and Literacy Education
Katherine Jones
Anthropology
Yachao Li
Communication Studies
Pedro Monarrez
Geology
Rhia Moreno
Language and Literacy Education

Jessica Parks
Financial Planning, Housing,
and Consumer Economics
Jeffrey Robert
Financial Planning, Housing,
and Consumer Economics
Vanessa Swenson
Linguistics
Annie Watson
International Affairs

2017-2018 Recipients of the Interdisciplinary Certificate in University Teaching

Offered by the Graduate School in collaboration with the Center for Teaching and Learning, this certificate program supports the enhancement of graduate students' teaching skills, prepares them for future academic positions, and provides an academic credential that should enhance students' opportunities for academic employment.

Diego Barcellos
Crop and Soil Science
Elizabeth Lillian Day
Chemistry
Anna Dudney Deep
Women's Studies
Ralph Griffin Hale
Psychology

Lauren Kathryn Hudson
Food Science
Elise Kam Yuk Krueger
Ecology
Amanda Kelly Lane
Genetics
Jamie Lynn Palmer
Sociology

Shelly Julia Samet
Infectious Diseases
Ariel Joanne VanLeuven
Cellular Biology
Jonathon Dwayne Walsh
Genetics
Caitlin Reeves Williams
Microbiology

2017-2018 Recipients of the CTL Transcript for Graduate Students

The CTL Transcript program tracks and recognizes participation in CTL events and services by providing both documentation of teaching development experiences at the CTL and the opportunity to reflect on those experiences.

Mengfei Guan
Communication Studies
Ralph G. Hale, III
Psychology

Abigail S. Knapp
Hydrogeology
A. Kelly Lane
Genetics

2018 Outstanding Teaching Assistant Award Winners

*Sponsored by the Office of the Vice President for Instruction,
this award recognizes the top 10% of teaching assistants at UGA.*

Mona Ahmadiani, Agricultural and Applied Economics	Samantha Holder, Anthropology	Heejin Park, Hugh Hodgson School of Music
Angela Alexander, History	Jessica Hooversmith, Neuroscience Division	Hao Peng, Computer Science
Funlola Are, Psychology	Gloria Howerton, Geography	Antonio Petruzzella, Psychology
Sam Arsenault, Entomology	Emma Carine Iradukunda, Chemistry	Mariel Pfeifer, Plant Biology
Jaime Atkinson, Educational Theory and Practice	Arundhati Jagadish, Warnell School of Forestry and Natural Resources	Kristine Polley, Foods and Nutrition
Jessica Babin, Marketing	Jin Jung, Chemistry	Jonathan Poquette, Hugh Hodgson School of Music
(Douglas) Austin Becker, Classics	Chioma Kas-Osoka, Health Promotion and Behavior	Julia Przybyla-Kuchek, Mathematics and Science Education
Renee Buesking, English	Amara Katabarwa, Physics and Astronomy	Leanne Purdum, Geography
Bryana Bush, Entomology	Rajreni Kaul, Ecology	Yizhou Qian, Kinesiology
Deborah Caldwell, Hugh Hodgson School of Music	Albina Khabibulina, Germanic and Slavic Studies	Harshani Rathnaweera, Chemistry
Juan Camargo Vallejo, Romance Languages	Kale King, Chemistry	Jaleesa Reed, Textiles, Merchandising, and Interiors
Melissa Carruth, Romance Languages	Viviane Klen Alves, Latin American and Caribbean Studies Institute	Xiao Ren, Finance
Megan Caudill, Veterinary Pathology	Nicholas Klepp, Computer Science	Trevor Richards, Marine Sciences
Peng-Chian Chen, Hugh Hodgson School of Music	Abigail Knapp, Geology	Bret Ringdahl, Counseling and Human Development Services
Sohyun Cho, Microbiology	Kristen Knight, Statistics	Ward Risvold, English
Alyson Christmas, Lamar Dodd School of Art	Michelle Kruger, Financial Planning, Housing, and Consumer Economics	Jeffrey Robert, Financial Planning, Housing, and Consumer Economics
Kristen Clayton, Sociology	Nicole Lariohan, Microbiology	Ben Robichaux, Hugh Hodgson School of Music
Robert Nicholas Cochran, Psychology	Dallin Larsen, Romance Languages	Rachel Salyer, Kinesiology
Lauren Coheley, Foods and Nutrition	Chris Lay, Philosophy	Courtney Shimek, Language and Literacy Education
Natalia Costa Araujo, Statistics	Christina Lee, Anthropology	April Smith, Anthropology
Larry Cox Jr., Theatre and Film Studies	Amanda Brooke Leeton, Lamar Dodd School of Art	Rhet Smith, Economics
Arialle Crabtree, Sociology	Yachao Li, Communication Studies	Ashley Snouffer, Genetics
Ian Delahunty, Chemistry	Simon Ling, Warnell School of Forestry and Natural Resources	Matthew Suwalski, Theatre and Film Studies
Aaron DeLeo, Cellular Biology	Sihong Liu, Human Development and Family Sciences	Elizabeth Swails, English
Jaydn DeWald, English	Camila Livio Emidio, Romance Languages	Vanessa Swenson, Linguistics
Flavia Dias de Souza Moraes, Geography	Elena Lyalina, Hugh Hodgson School of Music	Morgan Teachey, Microbiology
Smriti Dilliwar, Textiles, Merchandising, and Interiors	Jessica Maddox, Entertainment and Media Studies	Shelby Thomas, Cellular Biology
Anna Dudney Deeb, Communication Studies	Robert Matz, Kinesiology	Tara Trask, Political Science
Kristen Engle, Plant Biology	Nicole McCluney, Kinesiology	Kyle Vanderniet, Linguistics
Lauren Essler, Microbiology	Killian McCormick, Religion	Aarya Venkat, Chemistry
Qinjin Fan, Geography	Kira McEntire, Warnell School of Forestry and Natural Resources	Lu Wang, Mathematics and Science Education
Holly Fling, English	Brittany McHale, Veterinary Pathology	Ye Wang, Statistics
Melody Fulton, Pharmaceutical and Biomedical Sciences	Elizabeth McMillan, Microbiology	Benjamin Washington, Statistics
Holly Gallagher, English	Holly McQueary, Genetics	Kimberly Watkins, Financial Planning, Housing, and Consumer Economics
Cory Gleasman, Career and Information Studies	Clay Mersmann, Mathematics	K. Anne Watson, International Affairs
Kristen Gleason, English	Pedro Monarrez, Geology	Lori Watson, Mathematics
Lunara Goncalves, Romance Languages	Maria Morado Vazquez, Romance Languages	Brianna Williams, Warnell School of Forestry and Natural Resources
Logan Gramzinski, Communication Studies	Lin Mu, Marine Sciences	DeMichael Winfield, Chemistry
Kimberly Groover, Economics	Deepanjan Mukhopadhyay, Lamar Dodd School of Art	Taylor Wood, Theatre and Film Studies
Heidi Hadley, Language and Literacy Education	Fathima Zahra Abdul Nawaz, Cellular Biology	Katsuhide Yagata Language and Literacy Education
Jung Min Hahm, Advertising and Public Relations	Krystin O'Mara, Hugh Hodgson School of Music	Mohammedreza Zarei, Agricultural and Applied Economics
Seyed Navid Hashemi Tonekaboni, Computer Science	Bryan Oh, Finance	Nathaniel Zbacnik, Mathematics
Caroline Hawkins, Large Animal Medicine	James Owen, History	Susannah Zhang, Physics and Astronomy
Kira Hegeman, Lamar Dodd School of Art	John Paetsch, Philosophy	
Travis Henry, Educational Psychology		
Jonathan Hepworth, History		

TA SERVICES CALENDAR

LUNCH & LEARN WORKSHOP SERIES FOR TAs/LAs

Visit ctl.uga.edu/events for more information and to register

Fall: 2nd Tuesdays, 12:30-1:45

Spring: 3rd Wednesdays, 12:20-1:35

Welcome to Teaching | Aug. 14

Facilitating Learning in STEM | Sept. 11

Effective Teaching Presentation | Oct. 9, Feb. 20

Facilitating Discussion | Nov. 13

Lesson Planning | Jan. 16

Intercultural Communication | Mar. 20

TBA | Apr. 17

Additional Workshops

Crafting a Teaching Philosophy Statement (Parts 1 & 2) | Sept. 19 and Oct. 3, 10:10-11:25

Crafting an Academic Diversity Statement (Parts 1 & 2) | Feb. 7 and Feb. 21, 2:00-3:15

TA CAFÉ

Want to meet other TAs/LAs? Like free coffee and snacks? TA Cafés are opportunities to meet other graduate and professional students from across campus, find resources for teaching, and just hang out. These events are hosted monthly in departments across campus and are free and open to all graduate students. Come sip, support, and relax!

1st Week in Sept | Oct | Nov | Dec | Feb | Mar | Apr

Specific days/times/locations announced via the GradTeach Listserv.

See page 7 for subscription information.

SPRING TEACHING SYMPOSIUM

Feb. 2, 2019 | On-Campus Location TBA

Proposals due Nov. 9 at 5:00 p.m.

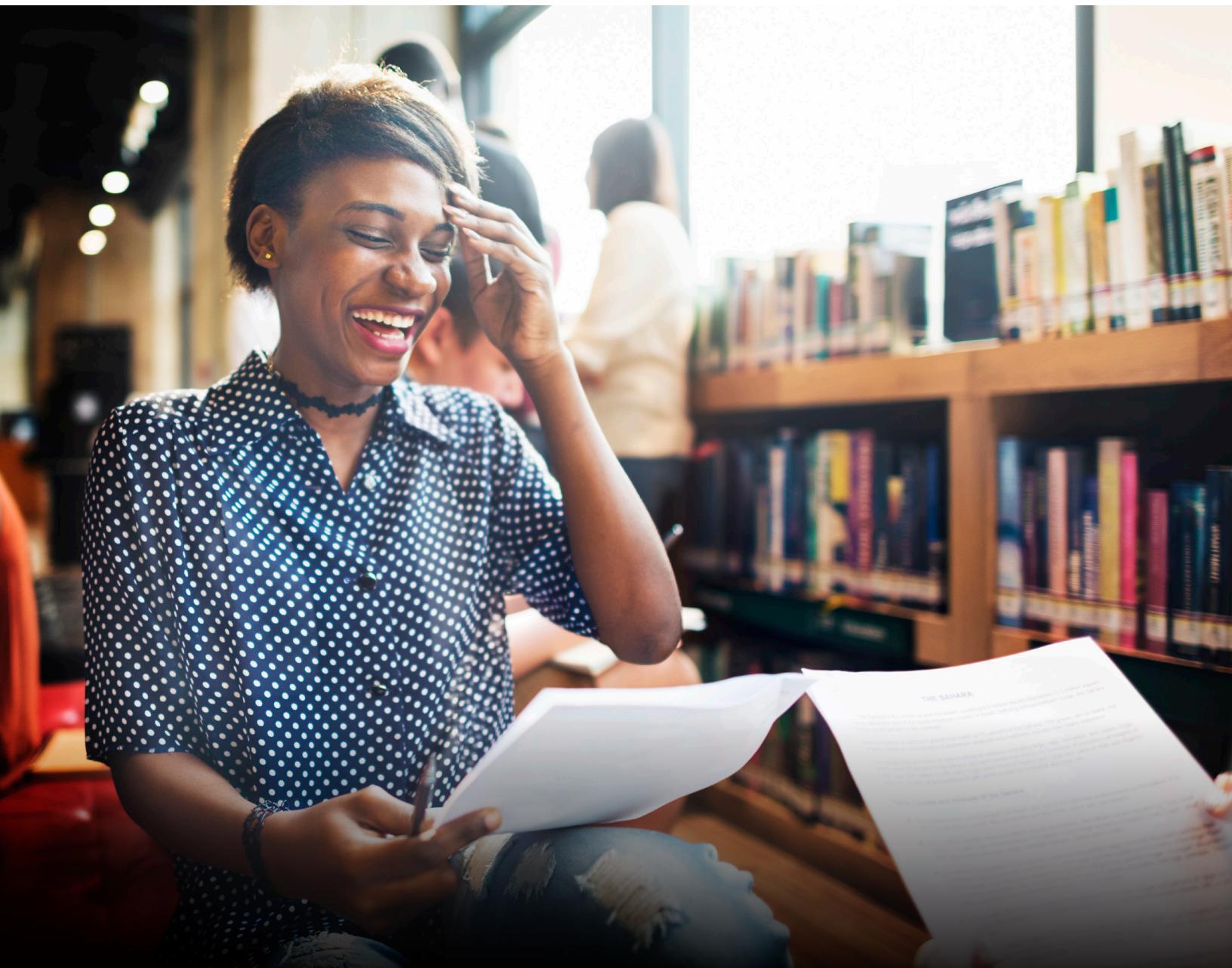
In an effort to expand our offerings at this event, this year we will be accepting proposals for presentations and panels on university teaching and learning topics. This is a peer-to-peer event, run by and for TAs/LAs. Visit ctl.uga.edu/sts for more information and to submit a proposal.

2018-2019 TEACHING RECOGNITION DEADLINES

ETA/OTA Nominations | Due Jan. 25 at 5:00 p.m.

Future Faculty Fellows Program Applications | Due March 1 at 5:00 p.m.

See page 8 for more information about these awards.



**Center for Teaching
and Learning**
UNIVERSITY OF GEORGIA

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Office of the Senior Vice President for Academic Affairs and Provost