

SYRACUSE UNIVERSITY
TA Orientation
International Student Portion -- August 2024

EVALUATION RESULTS – DAY 1

[Total Respondents = 105]

[Total Comments: N=98 +(89) +/- (6) -(3)]

Welcome Session 8/16/24 Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	1	1.5	.	.	5	7.4	7	10.3	55	80.9	68	4.7
How <u>interesting</u> was his session?	.	.	1	1.5	4	5.9	7	10.3	56	82.4	68	4.7
Total	1	0.7	1	0.7	9	6.6	14	10.3	111	81.6	136	4.7

Comments: (n=18)

+ (17) +/- (1) - (0)

- + Was a great session.
- + It was great!
- + Great (x2)
- + Perfect
- + The teacher gave the lecture really excited, and I feel to be happy being a TA.
- + Good (x2)
- + This provided a warm welcome to incoming/first year TA students.
- + Welcoming
- + Very informative and interesting short session.
- + Icebreaking was successful.
- + Festive mode activated.
- + Found it very useful for Tas.
- + Nice.
- + It was very interesting and well organized.
- + I'd be happy to help! The "ITA Welcome Session" generally refers to an introductory event for new participants in the International Trade Administration (ITA) programs or similar initiatives. These sessions are designed to familiarize newcomers with the organization's mission, services, and resources.
- +/-A bit too long, but great to see the team!

LARGE GROUP SESSION-1 The U.S. Classroom Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	4	6.15	8	12.3	53	81.5	65	4.7
How <u>interesting</u> was his session?	4	6.15	10	15.4	51	78.5	65	4.7
Total	8	4.4	18	18.2	104	73.0	130	4.7

Comments: (n=19)

+ (19) +/- (0) - (0)

- + Excellent
- + Awesome
- + Great (x3)
- + Very Nice
- + Nice
- + Good
- + Super helpful and engaging session.

The U.S. Classroom Comments: (cont.)

- + Very insightful
- + Got to know valuable insights on how US classrooms are different from that of my home country.
- + The lecturers provided me a lot of information and it helps me get familiar with the US class.
- + Very informative and interesting experience.
- + Very informative and revealing.
- + Informative. It was good to meet previous ITAs.
- + Met enthusiastic TAs.
- + Perfect.
- + Thank you for sharing! I watched the video!
- + There were shared experiences on how the previous TAs conducted theirs and succeeded, so it was a very important session for us.

LARGE GROUP SESSION-2 Succeeding as an ITA Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	2	2.9	11	15.9	56	81.2	69	4.8
How <u>interesting</u> was his session?	.	.	1	1.4	4	5.8	9	13.0	55	79.7	69	4.7
Total	.	.	1	0.7	6	4.3	20	14.5	111	80.4	138	4.75

COMMENTS: (n= 18)

+ (17)

+/- (1)

- (0)

- + Very great
- + Great (x5)
- + Was cool.
- + Perfect
- + All lecturers shared their experience as a TA and I think it is helpful.
- + There's a profound satisfaction.
- + Nice
- + Good
- + I could identify which aspects of my professional life should need more focus than others.
- + Very informative
- + Very informative session.
- + It was very useful information!
- + Need to be active all the time.
- +/- I personally don't like panel sessions in general.

Small Groups Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	1	1.4	6	8.6	63	90.0	70	4.9
How <u>interesting</u> was his session?	1	1.4	7	10.0	52	74.3	70	4.2
Total	2	2.2	13	8.0	115	87.7	140	4.5

Comments: (n=24)

+ (24)

+/- (0)

- (0)

- + Great (x3)
- + Great session by senior TAs and others.
- + SUPER helpful to have feedback from people who did the same job and I feel supported by the leaders.
- + Very helpful as a new Teaching Assistant.

Small Groups Comments: (cont.)

- + This was my favorite portion of the training – all really great opportunities to learn and connect with current Tas!
- + The session was very friendly and learning was very practical and effective.
- + Interesting
- + Very interactive
- + I love the small group setting – I got to know the people will outside my department. They are all super nice and hope to see them around campus after the orientation.
- + I was able to communicate with my colleagues.
- + I attended all the groups and it was great to communicate with new folks.
- + The small group sessions were really fun (especially the microteaching).
- + I enjoyed microteaching.
- + Did my microteaching presentation and received very helpful feedback for future development.
- + Warm and welcoming. The question/answer session taught a lot.
- + Many new things learned.
- + It was lots of helpful information.
- + Perfect
- + Nice
- + This was done fabulously by the two Teaching Mentors, Kahyen Shin and Morgan Shaw.
- + The best part – with Nathalie.
- + Good

FOOD Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>satisfying</u> was the DAY 1 Continental Breakfast?	1	1.5	1	1.5	13	19.7	17	25.8	34	51.5	66	4.2
How <u>satisfying</u> was the DAY 1 Lunch?	1	1.5	2	3.0	12	18.2	13	19.7	38	57.6	66	4.3
Total	2	1.5	3	2.3	25	18.9	30	22.7	72	54.5	132	4.3

Comments: (n=19)

+ (12) +/- (4) - (3)

- + Great (x2)
- + Perfect
- + The breakfast is quite good.
- + Good (x3)
- + Very nice
- + Nice and satisfying.
- + Nice
- + I really enjoyed.
- + The Danish was my favorite part.
- +/- It was okay.
- +/- Not rich, but it was moderate. Thank you!
- +/- I liked the food, but they were a bit too sweet for me.
- +/- I would have liked to have more vegetables.
- There was no local foods that some of us from different backgrounds could eat and that was very uncomfortable.
- Many students are from abroad and the breakfast style was too American style, with what we are not familiar since we are new class. We hope for more variety of foods.
- The breakfast menu didn't feel inclusive.

SYRACUSE UNIVERSITY

AUGUST 2024 TA ORIENTATION - GENERAL PORTION

Evaluation Results – DAY 1

[Total Respondents = 173]

[Total Comments: N=319 + (230) +/- (55) - (34)]

Welcome Session	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	2	1.1	10	6.1	13	8.0	34	20.9	102	62.9	162	4.4
How <u>interesting</u> was his session?	4	2.5	8	4.9	20	12.3	33	20.4	97	59.9	162	4.3
Total	6	1.8	18	5.5	33	10.2	67	20.7	199	61.4	324	4.33

Welcome Session Comments: (n=44)

+ (33)

+/- (5)

- (6)

- + Great (x4)
- + Was great.
- + The session was great!
- + Perfect
- + The welcome session was an excellent way for all TA orientation members to come together at the start of the day and get introduced to those responsible for the event.
- + The introductions were great, funny, engaging, welcoming.
- + The welcome session is interesting.
- + Very interesting short session
- + The welcome session was brief and informative.
- + It was interesting and informative.
- + The Executive Director was elaborate and set the tone for the orientation.
- + Nice (x2)
- + Good (x2)
- + Welcome session was good.
- + Good and lovely moment
- + Lively
- + It was interesting and informative.
- + Very cool
- + It was precise and succinct.
- + The speakers were nice and had a casual manner of speaking that made me feel at ease.
- + I liked this one. It made me feel less stressed about the process.
- + Nice to have the welcome and the intro into what we were doing - let us get an early feel of how the other sessions were going to go.
- + Was a good welcome and overview for the training objectives.
- + Familiarized me with SU.
- + This was a positive start for us on Day 1!
- + I enjoyed the presentation.
- + Engaging words of welcome.
- + Thank you for your energy and care about us!
- +/- Please deepen the centering of Haudenosaunee Nations, and thinking about their ongoing experiences within our university, and our experience in the university on their land.
- +/- It was interesting but did not feel incredibly informative.
- +/- As expected
- +/- No comment really; it was just a basic introduction/welcome.

Welcome Comments: (cont.)

- +/- I appreciated having a welcome session for us to have an intro to the orientation. However, I will say that I was quite upset by how one of the presenters discussed the graduate student union efforts. As a second year PhD student, I took part in these union efforts. Likewise, I watched several grad students commit an entire year to painstaking, passionate, and dedicated work, so that the grad students at this university could be treated properly. The presenter in this session began by saying that the grad students at SU had recently unionized. The students in the audience clapped. He then proceeded to weaponize this unionization and blame us having to be present on a Saturday on this. I do not appreciate this implication, that it was our fault that we had to be present on a Saturday. This also implies that, otherwise, they would have had us attend outside of contract hours and not be paid for our labor. It is my understanding that our contracts began on Friday, August 16. We easily could have had the orientation on Fri, Mon, Tues. Instead, were expected to give up our Saturday (a boundary that I typically like to maintain - that I do not work on weekends as grad school is hard enough and we all deserve breaks), and then told it was OUR FAULT for having to do so. While I greatly appreciate all the hard work that all the TA group leaders, the grad school, and the TA office put into this well planned orientation, I was left with a terrible taste in my mouth after this welcome session.
- Very weak welcome session, failed to inspire students for later content.
 - Some comments were made from Admin that seemed to show a negative view of the new Grad Union which felt unnecessary.
 - The first email attachment sent to us had the wrong venue mentioned for general TA orientations. Me and two other students went to the wrong building because we followed that email. First, I went to the Falk building. The building was locked and there were some undergrads around who told me that someone will come to open the door. Later, when the door was opened one of the students helped me locate the grant auditorium. I met another student on the way who was also trying to locate Grant auditorium. With the student's help we were able to locate the Grant Aud. but when we opened the door, there was no one there. We roamed around the whole building, then went to Lyman building where we found another student completely lost like us. Finally, one of our friends responded to our text and informed us that the event is at HBC. It was so tiring and frustrating that I can't explain in words. I missed the Welcome Session as well as the breakfast and felt like I lost all my energy early in the morning.
 - I felt it was completely inappropriate to blame the union contract, which protects graduate workers, for our having to come in on a Saturday for this training. Our contract period began on Thursday, 8/15. There were other days available, and it was unprofessional to blame us, the unionized workers, for short comings in this program's planning. Additionally, it felt a bit like being scolded to get out of our departments rather than a discussion of what we hoped to achieve together through this training program.
 - Not useful for students who attended SU for undergrad.
 - I did not get much out of it.

Small Groups	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	2	1.2	3	1.8	16	9.6	31	18.7	114	68.7	166	4.5
How <u>interesting</u> was his session?	2	1.2	6	3.6	14	8.4	28	16.9	116	69.9	166	4.5
Total	4	1.2	9	2.7	30	9.0	59	17.8	230	69.3	332	4.5

Comments: (n=47)

+ (38)

+/- (4)

- (5)

- + Great (x4)
- + Perfect
- + Was cool
- + Very nice
- + Nice (x3)
- + Good
- + The small groups really "made" orientation.
- + Again it was good and the instructor was helpful
- + Very enjoyable meeting everyone in my group.
- + Everyone introduced themselves and it helps me know more information about different people.
- + Small group meetings were my favorite. The first one allowed me to meet new people that I could move through the sessions with, especially as I navigated new areas of campus.
- + I enjoyed meeting my group and the opportunity to visit more campus buildings.
- + The group leader provided us with helpful resources and took us around campus. Very helpful.
- + One-on-one work with other TAs and our mentors allowed for focused discussion of what we hoped to learn and resulted in practical advice based in real experience. Very useful approach.

Small Group Comments: (cont.)

- + A friendly environment in which we could chat about our strength and weakness.
- + Awesome, I absolutely loved Group #18!
- + Handled excellently by Kahyen Shin, teaching mentor. She created a friendly and comfortable environment for all students.
- + Fun! I like my group leader.
- + I attend all the meetings within our small group. I am grateful we had Gabby Wilson as our mentor. She is amazing and she will be a super professor!
- + Our small group leader was fantastic!
- + I liked being able to meet with our small groups because it gave us the opportunity to ask questions.
- + I loved my small group and it was very informative and reassuring.
- + Very informative engaging session to get answers for my questions.
- + It was a great experience, and I had the opportunity to meet new people and learn from them.
- + My small group leader (Michael Parks) was really helpful and welcoming.
- + Amanda knew her stuff and gave greater insight about teaching.
- + Erika was awesome, and I really liked getting to know people.
- + Marie, my group leader, was AMAZING. :) I appreciated that we were put in groups outside our department. Gave us a chance to meet new people and learn about other programs.
- + Warm and interactive
- + My group was generally pretty quiet but we had one person who asked many questions that the Teaching Mentor answered thoughtfully, I was grateful for this because my mind went blank in terms of questions I wanted to ask.
- + It was easier to take in new information in a smaller group. Our group leader also was very good about addressing our individual concerns.
- + Everyone had the day one jitters for sure. It was nice though, to be able to ask questions that we had after leaving the welcoming session in a low-risk setting.
- + Small group meetings were really fun and interesting.
- +/- Better than the larger group, but mentor gave contradictory information sometimes.
- +/- Helpful, but a lack of structure!
- +/- First day jitters for everyone so it took a little longer for conversations/questions to arise. Could start with a little icebreaker and then get into talking
- +/- The first group meeting there wasn't really anything accomplished other than meeting your group and introducing ourselves. Was nice to be in a small group, but not sure if having to have our own room in all different buildings were necessary.
- It felt like my Group #6 leader did not have anything prepared for us. After doing introductions and briefly going over the schedule (which we had already seen), she basically just said she didn't have anything else for us to do, so we sat there for around 30 minutes or so in light conversation until the she tried to implement a game toward the end of the session. She was very nice and I'm not saying this to throw her under the bus, but the whole thing felt like a waste of time, so I'm not sure if this is an issue with her session in particular, or if perhaps this was just poor planning in general for what this session was supposed to entail.
- Not much was discussed during the small group meeting.
- Much of the information given here was just repeating what was in another source or email.
- Not at fault of the TA mentor, but this time was largely unnecessary.
- Definitely awkward choice to maximize the randomness of featured disciplines. I understand wanting to branch outside your field, but I think there should have been a conscious effort to group disciplines together that would make sense to work together.

BREAKOUT SESSION 'Universal Design for Learning'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	4	2.6	3	1.9	7	4.5	34	21.9	107	67.1	155	4.5
How <u>interesting</u> was his session?	6	3.9	5	3.2	13	8.4	37	23.9	94	60.6	155	4.3
Total	10	3.2	8	2.6	20	6.5	71	22.9	201	64.8	310	4.4

Comments: (n= 43)

+ (35)

+/- (5)

- (3)

- + Excellent
- + Perfect
- + Great! (x3)
- + I thought this was a great session. It was very informative and I liked the opportunity to learn from active TAs.
- + Nice (x2)
- + Good

Universal Design for Learning Comments: (cont.)

- + The structure of this course was extremely easy to follow as it flowed from the original idea in architecture to how to implement it in the classroom. It was also useful to see how the presenters incorporated their own UD in their own presentation while they also described its use and application. The presenters were highly engaging and personable. Overall, a great session!
- + I got to know a lot of things in this session.
- + I love this session. Thank you!
- + I was particularly impressed by the emphasis on creating environments and systems that are accessible and inclusive for everyone.
- + Valuable information, crucial to know and learn.
- + Personally enjoyed how Gabby led this session and shared very useful information.
- + The presenters did a great job breaking down the information into the time constraints for this session.
- + Well-presented; good information.
- + This was well-delivered and shared with everyone!
- + Amazing session! Props to these presenters, as they effectively communicated the importance of UDL. Bravo.
- + Very enlightening
- + Very interesting and informative session.
- + I did this one online and it is an excellent orientation guide. I think it'd be great to see if you can get ESF's TA's required to come to SU's TA orientation.
- + Informative
- + It gave me very useful information.
- + I have not heard much about this topic before, so I thought it was informative and useful information.
- + Very helpful and practical tools for creating an accessible and inclusive classroom for all students.
- + I loved this, and it gave me further exposure to a topic I am deeply passionate about.
- + Made me grateful for my UD focused professors.
- + I got to learn many new responsibilities of TAs to provide 'Learning to all's. I was also very amazed to know about the dedication of SU to assure all-inclusive classrooms and the amount of resources it provides.
- + I learned a lot that I didn't think about before when it comes to teaching. They also were informative and gave plenty of examples of situations that could come up.
- + I learned so much in this session! The presenters did a VERY good job, and I appreciated how they showcased how to have successful/accessible lectures through their presentation.
- + It was interesting to see how UDL is applied in college classrooms. My MS is 7-12 education, which is all based on UDL. In a way, reassuring to know that the new generation of college professors are using, or at least thinking of UDL. I use its principles as much as I can, and I am always striving to make things more accessible.
- + Good job demonstrating a few easy effective ways to make content more accessible.
- + Good info to know for TA's that are teaching more InclusiveU students.
- + I got a lot out of this session. The presentation was useful for not only introducing concepts but also how to adapt and apply them to our own classrooms.
- +/- A lot of this seems intuitive but I also have a background in education. I would like to see a little more on how to implement scaffolding when possible as I feel most skills are not scaffolded for undergrads.
- +/- Helpful session but could've used more information.
- +/- Though informative, I felt much of the information was redundant or common sense.
- +/- Lots of information and the speakers did a great job, just not a particularly interesting topic.
- +/- It was interesting, but it felt a little less topical to me as my course is designed by the professor for the most part.
- Could've been an email/written doc.
- This was one of the worst presentations I have ever seen. I am impressed at how tone deaf the presenters were and how indignant they acted towards horribly underpaid young individuals who are simply doing their best in a job in which they clearly do not receive enough support. The implication that an oversight by the TAs are contributing to an increase in youth suicide rate is disgusting, and the presenters should either lose any and all credibility in interpreting statistics or issue an apology to us TAs they forced to sit through their garbage. Universal Design is clearly an ideal we should strive for to the best of our abilities (and capacities) in our classrooms, but to ignore real world limitations and blame the employees with the least power is irresponsible and malignant.
- I was not a fan of how the speakers presented accessibility. It perturbed me that their viewpoint of making things accessible was not about fairness but about self-actualization and personal power. This is a very individualistic perspective and ignores the social aspects of disability. It seemed like at least one of the speakers was okay with the teacher-student relationship was being marginalized and subverted by administration. For more information, see Alan Jacobs's "Teachers at the Margins." Also, the speaker who claimed that it should be all technology all the time did not seem to take into account the negative aspects of tech in the classroom, notwithstanding those who have accessibility needs. Overall, the underlying philosophies of this presentation rubbed me the wrong way.

BREAK-OUT SESSION 'Diversity & Inclusion in the Classroom'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	6	3.8	8	5.1	14	8.9	30	19.1	98	62.4	157	4.3
How <u>interesting</u> was his session?	7	4.5	9	5.7	21	13.4	31	19.7	89	56.7	157	4.2
Total	13	4.1	17	5.4	35	11.1	61	19.4	187	59.5	314	4.24

Comments: (n= 47)

+ (29)

+/- (11)

- (7)

- + Great! (x4)
- + Was great.
- + Great presenters and great content.
- + Great to see the statistics and data of the student body at SU and how it correlates to how we will teach and who we will teach.
- + Perfect
- + Nice (x2)
- + Engaging
- + Good
- + I really appreciated how the focus on diversity and inclusion in the classroom created a welcoming and supportive environment for all students, enhancing engagement and learning.
- + The message was put across well.
- + Very interesting session
- + This might be the most interesting program during these days!
- + Important info to be aware of.
- + Very important and informative, glad to be at / teach at a school that cares so much like this!
- + I learned new tips to handle biasness.
- + Learnt how to deal with different kind of students by ensuring they are treated equitably.
- + I think this is very important.
- + Very informative
- + Valuable information
- + Well presented, good information.
- + Great speakers, I like Heather's public speaking and openness especially. Great stuff, guys. It is a difficult theme, and you nailed it!
- + Presenters were engaging and informed, able to breakdown the concepts into understandable chunks.
- + These speakers did well to explain the "why" of having this breakout session. Interesting and informative.
- + It was helpful to share in this discussion with peers in a larger setting and learn about SU demographics.
- + Really great job. I learned a lot about the history of SU and the surrounding community.
- +/- Parts of the presentation were difficult to see on the projection (text size was formatted more for a desktop screen), but the moderators were aware of this and led a great session.
- +/- Very similar to UD.
- +/- Was a good session, I know there is a need for it, but a lot of the information is common knowledge for a graduate student who has been through several orientations throughout their college career that also cover the same topic. So I feel much of the information is repetitive, I would appreciate more scenarios that we would encounter possibly in our position and how we can play a role in creating a safer and inclusive environment for everyone, and not just being told stats.
- +/- This session felt longer than it needed to be. Key points were driven home but excess information not needed.
- +/- Again, I felt most of this session is common sense. In this session especially, it felt very condescending. That said, I think some of this is inherent to the topic. It's an unfortunate truth that some people need to be told how to give basic respect.
- +/- Heather was a particularly engaging speaker, but the topic itself is just not very interesting. From what I remember, the first chunk of the presentation was just covering basic DEI terms.
- +/- I do think this session could have been done a bit better. While I greatly appreciate having a required session dedicated to this (as opposed to a concurrent), I do think it felt a bit short. Simply presenting definitions of different DEI terms is not very impactful, and honestly feel like a bit of a "checklist" mentality. This is troubling to me, as commodification of DEI is a serious problem.
- +/- It would be even stronger if we started this session especially with an appreciation for the Onondaga Nation. Also, if the presenters would speak directly to #NotAgainSU that would be cool too.

Diversity and Inclusion in the Classroom Comments: (cont.)

- +/- This is a critically important topic to address with anyone teaching. I enjoyed the engaged exercises using real scenarios. The presenters were well-informed and elicited participation. But I would suggest the presentation needs to tie these key concepts-- such as micro-aggressions-- to real world examples or experiences. This might be uncomfortable, but these terms are hard to truly understand until they are presented in a very real, tangible way, especially for those with the social privilege not to have much personal experience.
- +/- This felt very surface-level to me. I am definitely a "preachy" person when it comes to social justice advocacy and this session was incredibly preachy. This is no knock on the facilitators or their demeanor. It comes down to content more than how it was presented. The definitions and their discussion were such that those familiar with DEI already will find it redundant and those who are already oriented away from DEI will roll their eyes.
- +/- While I understand that gender is an important part of diversity and inclusion and that there are many pieces of an identity that goes into diversity and inclusion - I think it is a systemic problem both in the country at large and at this university that these courses are often taught by white women. This issue is further exacerbated because much of it focused on race without lending a racial minority perspective. I think the examples that were given to practice this also assumed a level of privilege and overall whiteness that was disingenuous to everyone's experience (such as, the prompt "you asked students to share their spirit animal"). When this was addressed from the audience, there was no real acknowledgement to the base assumption of this prompt. While I think that this lesson overall came from a good place, I think that it was far out of touch with its goal. Either the lesson should be broader to address other forms of diversity and inclusion (gender, ability, country of origin, etc.) or put an effort to be taught by a person of color in the future - ideally, both.
- Could've been an email/written doc.
 - The importance of cultural literacy was not emphasized. No important feedback after the responses to the "scenarios" session.
 - This session could have been executed much better, it was really basic and covered surface level topics and was very rushed for such an important topic. The TA from earth science who presented did a really poor job engaging with the group and made people feel uncomfortable.
 - I never felt like the presenters really had their hearts in it. Not to mention putting the 51% white statistic right before claiming Syracuse is an overly white institution was odd and undermined a lot of the later points.
 - The whole perspective of the presentation was heavily skewed towards the political left. I wish there were alternative perspectives discussed. Reducing the complexity of humanity to a series of oppressor/oppressed identities is a one-dimensional way of seeing our students and ourselves. This is not to say that diversity is bad, but that the framework and vocabulary used to view diversity proffered in the presentation is inadequate and unhelpful.
 - The slides were a bit hard to read from further back in the room, making it difficult for my group to follow the presentation.
 - In the beginning, both presenters pointed out possible outdated language, such as male and female, but in one of the scenarios they gave us as practice, they used the word "female" instead of women or women-identifying. Other parts of the presentation also were a bit contradictory. One presenter said that "disabled people had different sets of skills" and I remember hearing an audible "Oh that's?" as if to imply that is not an appropriate way to discuss disabled people. Which I agree. In the future I think a professional staff or faculty member within the DEI profession would best handle this session.

CONCURRENT SESSIONS: 'Utilizing Technology in the Classroom'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	1	1.0	1	1.0	10	9.6	15	14.4	77	74.0	104	4.6
How <u>interesting</u> was his session?	2	1.9	1	1.0	13	12.5	18	17.3	70	67.3	104	4.5
Total	3	1.4	2	1.0	23	11.0	33	15.9	147	70.7	208	4.53

Comments: (n=19)

+ (14)

+/- (4)

- (1)

- + Valuable information and great presentation.
- + Excellently explained.
- + Great to know what is available to us and when to use it.
- + I like Fasika's and her teammate's approach (I am sorry, I forgot his name) and information they shared. Great stuff!
- + Perfect
- + Nice
- + Good
- + Educative

Concurrent Sessions (cont.)**Utilizing Technology in the Classroom Comments: (cont.)**

- + Well-presented, good information.
- + Clearly
- + Useful tools
- + Tools were explained and explored in an understandable way.
- + Got to know many technology stuff related to SU and we have a SU g-mail account.
- + It was a cool session! Lots of ways to use tech in the classroom.
- +/- I thought the session was good, wish it was more classroom technology based, like the technology that is actually used in the classroom and less apps that are used in the classroom. Like I'd rather learn how to use the monitors and screen rather than to use an app.
- +/- I liked learning about some resources that we could use. However, I think this would have been better written up as a list and spent more time on setting up the teaching station. Maybe how to troubleshoot the doc cam or advantages and disadvantages of software.
- +/- It was helpful, but I think it went a little long.
- +/- There should have been more focus on hardware over software.
- Did not understand very well about the use of blackboard ultra.

CONCURRENT SESSIONS: 'Creating a Successful Work/Life Balance' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	1	1.2	1	1.2	5	5.9	13	15.5	64	76.2	84	4.6
How <u>interesting</u> was his session?	1	1.2	.	.	6	7.1	13	15.5	64	76.2	84	4.6
Total	2	1.2	1	0.6	11	6.5	26	15.5	128	76.2	168	4.6

Comments: (n=21)

+ (18)

+/- (3)

- (0)

- + Great (x3)
- + Great tips
- + This one was great to know that it is a priority.
- + Perfect
- + Nice
- + Interactive and informative
- + Extremely helpful for grad students in general.
- + Very helpful session
- + Helpful
- + Very well done and useful
- + I love that session. Now I know how should I manage things.
- + I love this session, because it was helpful to hear from PhD students how to survive, given that our speakers were a STEM lady and a Maxwell lady. Best of luck to you, guys!
- + This was my favorite session. Many useful tips about balancing being a TA with being a student and leaving time for yourself.
- + Balance of work and life is really what I care much about and I think this session just gave me a lot of information I need.
- + Good
- + I thought the session was good.
- +/- Felt like a lot of the stuff I have learned about in the past for work/life balance.
- +/- I wish there were more tools and strategies given that are particular to grad school; this is the same advice I've been hearing since high school.
- +/- A lot of my colleagues loved it. As an older student and TA in the latter years of my PhD, I didn't need this as much but it was great for the newbies!

Concurrent Sessions (cont.)

CONCURRENT SESSIONS 'Classroom as Community'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	.	.	2	2.8	7	9.7	13	18.1	50	69.4	72	4.5
How <u>interesting</u> was his session?	.	.	3	4.2	4	5.5	10	13.9	55	76.4	72	4.6
Total	.	.	5	3.5	11	7.6	23	16.0	105	72.9	144	4.58

Comments: (n=14)

+ (10)

+/- (4)

- (0)

- + Great presentation with real-life examples/applications!
- + Perfect
- + Many useful tips on how to create rapport in the classroom.
- + Wonderful session! I took so many notes on different ideas that I plan to use in my own classroom.
- + I am so glad I attended this session. The presenters helped me to not only understand how to create that community within my classroom but also offered insightful answers to our questions.
- + Nice
- + Useful
- + Good
- + This was good. I liked that strategies were given as it offers a nice idea list for us to refer back to.
- + It's important to create spaces of belonging.
- +/- The topic is interesting, but I could just want lecturers to be louder.
- +/- The speakers did well (Michael was particularly engaging), but there was nothing memorable or interesting about the content of the presentation. Lots of surface-level/common-sense info presented (plus some research findings at the beginning).
- +/- I thought it was very useful to have the statistics to back up the importance of creating a belonging in the classroom (and very interesting to hear an in-depth breakdown of them) but I think that it would have been more helpful to have a great emphasis on "how" to create this community rather than "why" to create it. It was a very interesting session overall and left me with a lot to think about, but I think this shift in focus would have been more broadly useful.
- +/- "Community" was used in a hegemonic, monolithic way.

CONCURRENT SESSIONS 'Teaching Controversial Topics'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	1	1.3	2	2.6	4	5.2	12	15.6	58	75.3	77	4.6
How <u>interesting</u> was his session?	1	1.3	.	.	5	6.5	12	15.6	59	76.6	77	4.7
Total	2	1.3	2	2.6	9	5.8	24	15.6	117	75.9	154	4.64

Comments: (n=21)

+ (14)

+/- (7)

- (0)

- + Excellent
- + Great
- + Perfect
- + Nice (x2)
- + Controversial Topics was a brilliantly delivered presentation (echoed by other TA orientation members outside the session), and all matters were handled with genuine interest and compassion.

Concurrent Sessions (Cont.)**Teaching Controversial Topics Comments: (cont.)**

- + Good job by Morgan Shaw. Effective and comprehensive.
- + Excellent presenter
- + Brilliant presenter
- + You could tell this speaker put a lot of thought into this. The way she spoke about controversial topics and what she does to teach them gave me a lot to think about. I also thought that I've had professors in the past who could benefit from this presentation.
- + Our presenter was well-prepared and equipped to lead the discussion and provide helpful insight for potential challenges within the classroom.
- + I really enjoyed this session. The presenter was knowledgeable and expertly led this topic.
- + Wonderful! The presenter for this really had a great handle on how to teach controversial topics. I appreciated all her tips and will certainly be using them.
- + Very informative and engaging
- + I learned that providing disclaimer and study content beforehand reduces any possibilities of negative responses in the class.
- + This was my favorite session out of all of them that I attended! The initial framing of "what is a controversial topic" was extremely useful and something I will be thinking about for years! The following structure of how to build a class around these ideas and to create a space where it is safe to explore them as they relate to the material (rather than making it personal for students) was so helpful! All of the advice given is something I will be thinking about for a while and will definitely implement in my classes.
- + Good
- + Good session
- + I appreciated that the presenter urged us not to shy away from controversy when it is appropriate and productive for learning. I feel well equipped to not only tackle "sticky" topics but also diffuse potential conflicts.
- +/- It took awhile to get to the main point but it was good.
- +/- The presenter was engaging, though I don't feel like the overall topic was covered in as much detailed it could have been. I was expecting more examples (especially modern examples related to politics, etc.) of controversial topics and how specifically to address them.
- +/- There wasn't much to it except material on content warnings. The speaker was good and knew her subject material and was not afraid of the topic.
- +/- I think this session might need a different title. I and a few other TA's went into it with other expectations. Still good information - especially on best practices for content warnings.
- +/- Waived from instructor of record experience.
- +/- Could have done a better job explaining "how to" effectively discuss controversial topics and I think a more controversial topic (politics, religion, etc.) would have been a more effective demonstration as opposed to a topic like sexual violence which most would say is bad/oppose (not advocate for). Did a good job mentioning that you do not necessarily need to shy away from controversy.
- +/- I expected to learn how to navigate hot moments during teaching controversial topics when they arise while the session was mostly about how to prepare for teaching controversial topics. Although I understand that it's my personal issue, I might suggest to emphasize on the first day that there will be another session specifically for that question.

CONCURRENT SESSIONS 'Effective Assessment Strategies' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	2	2.3	.	.	4	4.7	15	17.4	65	75.6	86	4.6
How <u>interesting</u> was this session?	2	2.3	1	1.2	4	4.7	21	24.4	58	67.4	86	4.5
Total	4	2.3	1	0.6	8	4.7	36	20.9	123	71.5	172	4.58

Comments: (n=16)

+ (12)

+/- (3)

- (1)

- + Great
- + Nice
- + Perfect

Concurrent Sessions (Cont.)**Effective Assessment Strategies Comments: (cont.)**

- + Well presented, good information.
- + This presentation felt very interactive and answered my questions about how grading can be utilized effectively and fairly. I liked the activity in which they made us create our own quick rubric for being a TA.
- + Good
- + It helped me quite a lot.
- + It was very helpful. We were given actionable steps.
- + I found the session on effective assessment strategies and creating rubrics to be incredibly insightful.
- + Valuable information to know and learn
- + I got new ideas to make rubrics for the evaluation of students' copies as well as to evaluate myself as a TA.
- + This was actually applicable for class use and I enjoyed that.
- +/- More hands-on activities would have been helpful.
- +/- I would like more examples of rubrics. We looked at one very poor rubric which was helpful, but I would have also liked to look at n well-made ones and critique them.
- +/- Great session, but I would leave more time for the actual creation of assessments and rubrics, maybe 15-20 mins even, that part felt rushed and wish we could have practiced it together.
- The presenters failed to justify their sanctity of rubrics, and in fact made a point at just how arbitrary they could be, right before claiming we should always use them.

FOOD Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>satisfying</u> was the Day-1 light breakfast?	4	2.7	9	6.0	30	20.1	25	16.8	78	52.3	149	4.0
How <u>satisfying</u> was the Day-1 lunch?	6	3.7	12	7.5	19	11.8	36	22.4	88	54.6	161	4.2
Total	10	3.2	21	6.8	49	15.8	61	19.7	166	53.5	310	4.1

Comments: (n=47)

+ (27)

+/- (9)

- (11)

- + Great (x3)
- + The food was great, especially at the Canteen.
- + Perfect
- + Good (x2)
- + It was good.
- + Cool
- + YUM!
- + Very very nice.
- + Nice
- + All offerings were extraordinarily generous and appreciated!
- + The food is quite delicious and I am satisfied.
- + Okay
- + Thank you for providing us all with lunch and breakfast!!
- + I liked the food.
- + I liked it.
- + Free food is the best food.
- + Thanks for providing food 😊 and encouraged people to take leftovers from breakfast.
- + There were many options and the meals were very filling.
- + Easily the best part of the day.
- + As a vegan, I appreciated all the vegan options in the cafeteria for lunch.
- + I liked the food specially lunch where we had multiple options to choose from.
- + As a light breakfast, I think there were still a lot of options.

Food Comments: (cont.)

- + I ate it 😊
- + Many food options
- +/- More vegetables for breakfast
- +/- Lunch was overall a bit dry.
- +/- Lunch was good. I did not like the breakfast.
- +/- Brockway Dining Hall was a choice.
- +/- I liked that there was brunch at lunch - though Ernie Davis was a little confusing to navigate having never been there before.
- +/- Breakfast spread was average. The croissant was decent. At lunch (Ernie), there weren't as many options to choose from as I was | expecting, but the pizza was decent.
- +/- More protein, please. If I remember correctly it was mostly fruit and bread. Delicious fruit and bread, just not super satisfying.
- +/- Food was decent, but more options would be good.
- +/- The food was good. However, a large portion of the time was taken for getting to the lunch venue and getting back to the sessions.
- There was no general food that can be eaten by all present, only continental stuff.
- The first email attachment sent to us had the wrong venue mentioned for general TA orientations. Me and two other students went to the wrong building because we followed that email. First, I went to the Falk building. The building was locked and there were some undergrads around who told me that someone will come to open the door. Later, when the door was opened one of the students helped me locate the grant auditorium. I met another student on the way who was also trying to locate Grant auditorium. With the student's help we were able to locate the Grant Aud. but when we opened the door, there was no one there. We roamed around the whole building, then went to Lyman building where we found another student completely lost like us. Finally, one of our friends responded to our text and informed us that the event is at HBC. It was so tiring and frustrating that I can't explain in words. I missed the breakfast because of this situation.
- There was no local foods that some of us from different backgrounds could eat and that was very uncomfortable.
- I didn't particularly enjoy being forced to walk to the other side of campus to have a mediocre lunch and then be forced to walk all the way back with zero help on how to get back to where I was supposed to be. Being assigned to have lunch at Brockway truly felt like getting the short end of the stick, especially with such a packed schedule, due to its remote location that was a twenty minute walk to and then twenty minute walk back from when the other two dining halls that were allocated for the TA Orientation lunches are a much shorter and less strenuous walk from the buildings the presentations were being held in.
- Not enough gluten free options (none)
- The dining halls do not have options for people who have severe gluten/dairy intolerances/allergies. It was incredibly difficult to find food that was safe to eat.
- Please provide more gluten free options.
- Sadler wasn't prepared for Gluten Free people. They did what they could, it's just sad that those with dietary restrictions tend to be forgotten about. I even emailed in advance to verify if there would be food at all the meals.
- Sadler the first day was not all that great, didn't have much food and what was out was picked over. But I am sure if everything was stocked and fresh, would have been good.
- Dining hall food is not good on weekends.
- As a vegan, I was sorely disappointed with the food options provided at Sadler. After walking the entire length of the dining section, I was left only with a handful of options that were mediocre at best.
- The breakfast was too bready and did not have any meat/good source of protein. The lunch was just regular dining hall food, but not all the stations were open.

SYRACUSE UNIVERSITY
TA Orientation
General Student Portion -- August 2024

EVALUATION RESULTS – DAY 2

[Total Respondents = 164]

[Total Comments: N=302 +(223) +/- (58) - (21)]

SMALL GROUPS Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	5	3.0	3	1.8	15	9.2	29	17.7	112	68.3	164	4.5
How <u>interesting</u> was his session?	3	1.8	5	3.0	15	9.2	26	15.9	115	70.1	164	4.5
Total	8	2.4	8	2.4	30	9.2	55	16.8	227	69.2	328	4.5

Small Groups Comments: (n=43)

+ (36)

+/- (5)

- (2)

- + Awesome
- + Perfect
- + Great (x3)
- + This was a great session!
- + Nice
- + Very interesting
- + INTERESTING
- + Good
- + Small groups were always excellent. Chris was really great about checking in with us, answering questions, and giving tips.
- + Very engaging
- + Very engaging interesting session
- + I found the session to be extremely helpful for my future teaching experiences.
- + It was informative.
- + It was very informative and interactive.
- + Lots of time to ask questions and learn about the university.
- + It was great to take time to review and share the prior days lessons. Loved the small group approach.
- + This was helpful to discuss what we learned the day before.
- + It was nice seeing everyone after the day off, and it actually worked in favor of the small group. It created an easy talking point for Mentor and new TA's because we all shared the day off. It made it easier to ask questions and have conversations.
- + Great job. Lots of interactions. We can be familiar with the orientation.
- + I loved how diverse the students and their fields were in our small groups.
- + The small group sessions were really great - positive energy and support!
- + Wonderfully lead discussion. Laid out schedule and expectations very well.
- + My mentor is very helpful and does a great job informing us of different things and making sure everyone knows about the school.
- + Once again my group asked questions I would not have thought of, around scheduling, section sizes the difference between TA's and instructor of records, etc. Our TM answered thoughtfully and honestly.
- + Allowed us to recap our Saturday sessions and address any concerns still remaining.
- + Michael Parks was a great TA Mentor!
- + Morgan is passionate about our success and very helpful.
- + I really enjoyed meeting with my small group because my mentor, Morgan, was very knowledgeable and helpful.
- + Gabrielle Wilson has been an amazing TA mentor. She is approachable and knowledgeable.
- + I love our group #32 with Gabby Wilson. I think we were lucky to have her as a mentor. I attended all the meetings. She is a great source of information.
- + Good overview of microteaching
- + Generally helpful, got some basic questions answered. WiFi, microteaching requirements, etc.
- + I like it for everyone to share their knowledge and experience.
- + We did get a good critique on ourselves which can help to grow as a TA.

Small Groups Comments: (cont.)

- +/- We were kind of struggling to fill the time. We mostly just went over the schedule which is available to us so I didn't find it super helpful. It was mostly just answering questions people may have but my group didn't have many.
- +/- Again, didn't do much with this time other than go over the schedule for the day.
- +/- Some students asked questions at the beginning, but then once again, our group leader didn't really have anything for us to do, so she tried to implement another game on the spot. This session was unnecessary.
- +/- Helpful but lack of structure!
- +/- Just general info, could be briefer.
- Wasn't sure what the point of this was.
- I didn't get much out of this.

LARGE GROUP SESSION 'Academic Integrity for Teaching Assistants' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	3	1.8	5	3.1	16	9.8	42	25.8	97	59.5	163	4.4
How <u>interesting</u> was his session?	3	1.8	7	4.3	30	18.4	41	25.2	82	50.3	163	4.2
Total	6	1.8	12	3.7	46	14.1	83	25.5	179	54.9	326	4.3

Comments: (n= 36)

+ (25)

+/- (8)

- (3)

- + Awesome
- + Perfect
- + Great (x2)
- + Great and essential to know.
- + Great stuff, I wish I could have their slides to use them in my classroom with students. Is it possible?
- + The practical examples and guidelines provided in this session will be invaluable in ensuring fair and ethical academic practices in my role.
- + Nice
- + I knew most of the policies and information, but it helped to know what to do from a TA standpoint.
- + I got to know that not upholding academic integrity can have a dire consequence.
- + This is a very important topic which we covered and I feel better prepared to approach a difficult situation looking ahead to this semester.
- + I appreciated that this was not just a rundown of policies but a discussion on what it actually means, what we can do for ourselves and our students, and what the expectations and culture should be.
- + I appreciated how it was not all technical jargon but included more real-life TA application.
- + I enjoyed the presentation.
- + Academic Integrity in the age of Artificial Intelligence is a very delicate balance for students and teachers alike.
- + I find it a very necessary course to learn.
- + Learnt a lot.
- + I was curious about how to handle this, so it was very helpful.
- + Was a good session with helpful information.
- + Super informative session
- + It was informative.
- + The session was helpful.
- + Good (x2)
- + Good info.
- +/- We had to read the policy to get onto MySlice anyway, so the topics the presenter covered were generally helpful.
- +/- Presenter was good, it was a little overwhelming - very AI heavy, which I get but it also might be worth having a separate section on handling AI as a TA.
- +/- I would have thought AI would be the big thing to talk about in this presentation but academic integrity is more than just cheating.
- +/- A lot of useful information and I appreciate that the lecturer didn't just read the policy but I also would have found a brief summary of the policy helpful.

Academic Integrity for Teaching Assistants Comments: (cont.)

+/- It was informative but I a bit repetitive.

+/- Repetitive but valuable.

+/- I thought the presentation style was good as it was really interactive. I felt like I would've wanted more on the policy itself. I also felt like some of it was repetitive from an online module we were supposed to watch.

+/- I would have liked to learn more about specific policy.

- Nothing informative or useful. Real-life examples would be nice.

- Nothing particularly memorable about this session, so I will just say it was average.

- This presentation reeked of information overload (even more so than the other presentations, which is saying a lot).

AREA-SPECIFIC SESSIONS 'Architecture'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	2	8.7	.	.	3	13.0	2	8.7	16	69.6	23	4.3
How <u>interesting</u> was his session?	2	8.7	.	.	3	13.0	2	8.7	16	69.6	23	4.3
Total	4	8.7	.	.	6	13.0	4	8.7	32	69.6	46	4.3

Comments: (n=5)

+ (5)

+/- (0)

- (0)

+ PERFECT!

+ Perfect

+ Great

+ Nice

+ I like this lecture.

AREA-SPECIFIC SESSIONS: 'Education'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	1	4.0	.	.	1	4.0	4	16.0	19	76.0	25	4.6
How <u>interesting</u> was his session?	1	4.0	.	.	1	4.0	4	16.0	19	76.0	25	4.6
Total	2	4.0	.	.	2	4.0	8	16.0	38	76.0	50	4.6

Comments (n=7)

+ (6)

+/- (1)

- (0)

+ Great

+ Great interaction and relevant topics for this discipline!

+ Perfect

+ The education can help me a lot.

+ This session was informative and helpful. The presenters did a really great job.

+ Nice

+/- It was interactive, informative and area specific. There could have been more opportunities to expand on some concepts and ideas.

AREA-SPECIFIC SESSIONS 'Teaching in the STEM Disciplines' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	1	1.2	.	.	6	7.3	12	14.6	63	76.8	82	4.7
How <u>interesting</u> was his session?	1	1.2	.	.	8	9.8	18	21.9	55	67.1	82	4.5
Total	2	1.2	.	.	14	8.5	30	18.3	118	72.0	164	4.6

Comments: (n= 20)

+ (19)

+/- (1)

- (0)

- + Awesome
- + Great
- + Perfect
- + Both presenters were very helpful and knowledgeable.
- + I thought the presenters did a good job of providing tips and talking specifically about lab components of being a TA. Overall, I think it was one of the most helpful sessions from today.
- + I thought was helpful and nice to see the responsibilities of each job description.
- + Useful information applicable to my field. Addressed what teaching a lab would be like which was not previously touched upon in any other session.
- + The session on teaching in the STEM disciplines was incredibly insightful, providing practical strategies and innovative approaches.
- + It was worth attending.
- + Generally helpful
- + Very insightful
- + Very informative and valuable session
- + Very educative and informative
- + Very helpful breakdown
- + This felt more topical to what I'd need to do.
- + I enjoyed the presentation.
- + Nice (x2)
- + Good
- +/- I think one limitation was that because there are so many different TA assignments in the STEM fields, the presenters had to combine them all into one in this topic so they weren't able to cover any of them in detail or really what to expect. I think that they did a great job with this limitation though and make it very interactive and fun!

AREA-SPECIFIC SESSIONS 'Teaching in the Arts' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	1	5.0	.	.	2	10.0	.	.	17	85.0	20	4.6
How <u>interesting</u> was his session?	1	5.0	1	5.0	18	90.0	20	4.7
Total	2	5.0	1	2.5	2	5.0	.	.	35	87.5	40	4.63

Comments: (n=2)

+ (0)

+/- (2)

- (0)

- +/- It was canceled so not good information-wise but it was a great chance to just meet and chat with fellow TAs in the Arts.
- +/- Teacher was sick, so we did not do anything. Waiting for video to be sent.

AREA-SPECIFIC SESSIONS 'Humanities & Social Sciences: Discussion & Recitation'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	.	.	1	1.6	4	6.3	11	17.5	47	74.6	63	4.6
How <u>interesting</u> was his session?	.	.	1	1.6	5	7.9	11	17.5	46	73.0	63	4.6
Total	.	.	2	1.6	9	7.1	22	17.5	93	73.8	126	4.6

Comments: (n=13)

+ (10)

+/- (3)

- (0)

- + Great
- + Great session, presentation, and tips - covered basic responsibilities really well.
- + Great presenters
- + Perfect
- + I thought it was helpful.
- + I found this session generally helpful overall.
- + It was a practice-based session, and I like the speakers and their practical tasks. Thank you!
- + I believe this session was a strong point, aside from small group. The TA Mentors knew their stuff. Their turn- and-talk questions were engaging, and the class was therefore engaged and sharing the discussion questions.
- + Good info.
- + It was good.
- +/- Both speakers did well, and Qinyang in particular was fantastic -- very engaging and funny. However, a lot of the information presented felt like common sense to me, so I wouldn't say the session was all that informative.
- +/- This one was okay, but most of the material should have been obvious to anyone with an undergraduate education. Which was, by Syracuse's hiring standards, the whole audience.
- +/- The information seemed pretty standard; nothing special was found here.

AREA-SPECIFIC SESSIONS 'Humanities & Social Sciences: Instructor of Record'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	2	.	8	.	24	.	34	.
How <u>interesting</u> was his session?	.	.	1	.	2	.	8	.	23	.	34	.
Total	.	.	1	.	4	.	16	.	47	.	68	.

Comments: (n=7)

+ (7)

+/- 0)

- (0)

- + Perfect
- + This was very informative and interesting.
- + I liked that there was a separate portion for those of us who are not assisting.
- + Because I will be progressing quickly from TA to Instructor of Record, it was useful to me to have a session specifically focused on this dynamic. We were given space to admit that it was a little exciting and scary to be in this position, and we went through material that made me feel like I have a plan and skills to do this.
- + Incredibly useful (last-minute switch from Arts due to presenter illness) and relevant to matters of teaching a class as lead instructor.
- + It was useful to discuss what our roles will look like, as well as the given practical suggestions and application examples.
- + Answered a ton of questions I had about what is an instructor-of-record. The presentation was given by somebody in my program as well.

LARGE GROUP SESSION 'Orange Success' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	1	0.6	2	1.2	18	11.1	33	20.4	108	66.7	162	4.5
How <u>interesting</u> was his session?	3	1.9	9	5.6	25	15.4	34	21.0	91	56.2	162	4.2
Total	4	1.2	11	3.4	43	13.3	67	20.7	199	61.4	324	4.38

Comments: (n=39)

+ (26)

+/- (8)

- (5)

- + Awesome
- + Great (x2)
- + It was great!
- + I liked it. It was great.
- + Perfect
- + Nice
- + I had no clue what Orange Success was, or what it was for, but now I do.
- + Critical information presented. I also appreciate how the lecturers went over when to use the program.
- + Very informative. I could clearly follow and see how to use Orange Success to support student success.
- + It was informative as I did not know about Orange Success until today. It sounds like a good system to use. I also found the presenters engaging which was nice.
- + Was very helpful and was interesting.
- + Interesting
- + Interesting session
- + This session was helpful to review and engage with experienced professionals.
- + Good
- + Good info.
- + Learnt a lot.
- + Was informative.
- + This was a really helpful and informative session.
- + Very helpful and informative. I enjoyed the detail and effort that went into this presentation. This is an excellent example of what I would like in an orientation presentation. I don't just want to know WHAT exists. I need to know WHY it exists. How is it different from other software? I think it's great that the school tells us all these resources exist, but going the extra step and explaining these things not only keeps me engaged, but it helps me remember they exist in the first place!
- + This was helpful to show the overall university strategies and how to work through hard to understand situations.
- + I attended that session, and it was informative and helpful.
- + This system is very helpful, and the lecture provides much information that we need.
- + Starfish with a different name. A very helpful and useful tool for students and teachers alike. I did not know that students could raise hand, though. So, that was good to hear. It actually puts pressure on the instructors to respond, demonstrating that the relationship between student and teacher is a two-way street.
- + This information was extremely useful, as is this system. I had no idea Orange Success existed until this training. We need to add a similar presentation to the Graduate Student Orientation.
- +/- As I was here for 4 years for my bachelor's degree, I had known all the information about Orange Success.
- +/- I have used Orange Success before.
- +/- I found the information we learned about very important, though I was slightly confused by the presentation. I might have preferred more examples/real life situations/showing of the webpages and buttons they discussed.
- +/- The session was informative, and the speakers were engaging, but it just wasn't the most interesting topic.
- +/- At this point in the day I was relatively tired. It was a helpful presentation, but I am not sure the information resonated with me.
- +/- I didn't know it existed until this session.
- +/- Helpful, sometimes felt repetitive.
- +/- One of the better sections, but horribly placed in the day.

LARGE GROUP Comments – Orange Success (cont.)

- I think there was too much to this presentation - especially with the data - I think that could have been condensed a lot. Also would have been nice if it had been more interactive. I struggled to give it my full attention.
- It was confusing. It would be better if it was online and had a fake example that we could work through.
- There was just a lot of information and it often seemed like just another administrative apparatus.
- One student tried to ask about being mandated reporters, and her question got kind of glossed over and not answered.
- eh... not so much informative, unfortunately.

CONCURRENT SESSIONS – 2

CONCURRENT SESSIONS 2 'What to Do Your First Day/Week' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	.	.	2	2.0	3	3.1	18	18.4	75	76.5	98	4.7
How <u>interesting</u> was his session?	1	1.0	1	1.0	3	3.1	17	17.3	76	77.6	98	4.7
Total	1	0.5	3	1.5	6	3.1	35	17.9	151	77.0	196	4.7

Comments: (n=24)

+ (19)

+/- (4)

- (1)

- + It was awesome!
- + Very great
- + Great session! I felt ready to get started after this session.
- + Often times, the best way to complete a daunting task is to know what the first step will be. After this session, I know where to start. Great concrete, actionable ideas presented in an inviting and conversational way.
- + Single best event during all of orientation. Should be a large group presentation. The little breakdown for the first few days was extremely helpful.
- + This was my favorite session of the training! It really put into clear perspective how to organize and approach our role as a TA in the first week and moving forward into the semester.
- + Perfect
- + Nice (x2)
- + Good (x2)
- + It was good.
- + The lecture is very interesting.
- + Helped me to feel more prepared to start!
- + Helped a lot with the anxiety of beginning.
- + This one was very helpful especially. It was great to set the tone.
- + An engaging session that allowed me to make a plan of what to do on my first day.
- + This gave me a bunch of great ideas for how to start the semester.
- + They mentioned their own experience which was both interesting and instructive.
- +/- This was not as informative since my class will be more rigid, so I won't have as much need for the prep work.
- +/- Waived from Instructor-of-Record experience.
- +/- Very useful, but not sure about the campus-wide obsession with ice breakers.
- +/- Really obvious stuff.
- As a TA grader and not a teacher, this session didn't teach me much. Was more teach TA based.

CONCURRENT SESSIONS 2 'Conflicts, Challenges and Hot Moments in the Classroom'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	2	3.5	5	8.8	4	7.0	8	14.0	38	66.7	57	4.3
How <u>interesting</u> was his session?			4	7.0	8	14.0	6	10.5	39	68.4	57	4.4
Total	2	1.8	9	7.9	12	10.5	14	12.3	77	67.5	114	4.35

Comments: (n=13)

+ (10)

+/- (3)

- (0)

- + Great
- + Perfect
- + Awesome session. I really appreciated the vulnerability and the care with which the presenter approached this session.
- + Helped me think about how I would handle tough situations, as well as look at my own triggers and how to be aware that I safe-guard myself, too.
- + Best seminar I attended.
- + Best session of TA orientation, and most useful for me personally. I would honestly make this a large group session because it is good for dealing with establishing boundaries as a TA to students and to professors.
- + Very interesting session.
- + Well-presented and engaging.
- + Good
- + Good to know
- +/- Much of this seemed like basic information.
- +/- I wish it had focused more on students being actively upset/emotional during class time or office hours rather than only things like disagreements about grades, and also more about dealing with conflicts between students rather than only between a student and the TA.
- +/- I thought we would work on more scenarios, dealing with in class conflicts that might happen with students not only conflicting schedule with class & advisors expectations.

CONCURRENT SESSIONS 2 'Motivating Students'	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Rating Scale: Not=1 Somewhat=3 Very=5												
How <u>informative</u> was this session?	1	1.4	1	1.4	6	8.5	16	22.5	47	66.2	71	4.5
How <u>interesting</u> was his session?	1	1.4	2	2.8	9	12.7	14	19.7	45	63.4	71	4.4
Total	2	1.4	3	2.1	15	10.6	30	21.2	92	64.8	142	4.45

Comments: (n=14)

+ (9)

+/- (4)

- (1)

- + Great
- + Great tips given to motivate students in the classroom. The presenters were engaging and shared their experience.
- + Perfect
- + Good (x2)
- + The session on motivating students was highly valuable, offering effective strategies and techniques.
- + It provides me a lot of good knowledges.
- + By far one of the most helpful sessions. I greatly enjoyed discussing how students find motivation, and how we as TAs can help sustain it. I also appreciated how practical the suggestions were: checking in with students periodically, focusing on the students' goal and not your own, help the student to find where this class fits into the bigger picture...
- + I enjoyed the presentation.
- +/- I thought it was really cool to hear about all of the different philosophy as to what motivates students and how to support that as an instructor. There were some moments where I think that the overall plot of the session got a little lost or tangled with all of the definitions, but it was overall an interesting and effective session.

CONCURRENT SESSION – 2 Motivating Students Comments: (cont.)

- +/- I thought there were some good and unique ideas presented by the presenters. I found it to talk a little too much on theories though which lost my interest a little bit. Good concepts were touched on though I just had a hard time staying engaged.
- +/- Waived from instructor of record experience.
- +/- Could have more engaging content.
- I didn't learn anything here. It was not every engaging.

CONCURRENT SESSIONS 2 'Creating a Teaching Persona' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	.	.	1	1.6	6	9.4	11	17.2	46	71.9	64	4.6
How <u>interesting</u> was his session?	.	.	1	1.6	7	10.9	11	17.2	45	70.3	64	4.6
Total	.	.	2	1.4	13	21.6	22	22.6	91	51.4	128	4.6

Comments: (n=17)

+ (12)

+/- (5)

- (0)

- + This presentation was excellent.
- + Very informative session.
- + Very informative and educative.
- + Perfect
- + Grounded and interesting.
- + It was good.
- + Good
- + This session answered several questions for me and allowed me to learn about my own teaching persona and how to get through to students in a respectful and authoritative way.
- + The teaching mentors for this session were very engaging and did a good job of demonstrating their own teaching personas.
- + Wasn't sure what to expect from this session, but I am glad I went. The presenters helped us talk through some our experiences and expectations to figure out how we want to approach the classroom. And by doing so, made me more confident about beginning this journey. They also made a really important point to us all: mistakes are going to happen and that is okay!
- + They did an excellent job! I learned a lot about finding my teacher persona.
- + This was helpful because a persona is not something I have thought of before. I didn't quite understand what a teaching persona is that's why I attended this presentation.
- +/- This session was useful because of the advice given by the teaching mentors but didn't really address how to create a good teaching persona.
- +/- I wish that this session included a discussion/activity that encouraged us to begin thinking about our teaching persona in that moment.
- +/- I would say the session was average. The speakers did fine, though I do feel like a lot of the information covered was kind of surface-level/common sense.
- +/- Presenters should have adopted/demonstrated their teaching personas rather than talk to us like colleagues in this presentation. Good tips on establishing your expertise and barriers with students.
- +/- Waived from instructor of record experience.

CONCURRENT SESSIONS 2 'Active Learning in the Classroom' Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	2	2.6	1	1.3	8	10.2	18	23.1	49	62.8	78	4.4
How <u>interesting</u> was his session?	3	3.8	1	1.3	6	7.7	17	21.8	51	65.4	78	4.4
Total	5	3.2	2	1.3	14	9.0	35	22.4	100	64.1	156	4.4

CONCURRENT SESSIONS – 2 Active Learning Comments: (n=22)

+ (17)

+/- (4)

- (1)

- + Great
- + Perfet
- + Nice
- + Good (x2)
- + Very educative
- + Helpful tools!
- + I like the approach to teaching.
- + Active learning is so important for students and the lecture is just fun.
- + The practical methods shared in this session will greatly help in creating a learning environment that encourages critical thinking among students.
- + The presentation was interactive and engaging, and I learned new means of how to promote engagement amongst my future students. .
- + I found this to be very helpful. The presenters provided many examples of activities we can include in our classrooms. They kept it informative and interesting.
- + Great tips, great interactivity and really good informational session. It was relevant to us as newly coming TAs and otherwise.
- + I thought the presenters were engaging and gave good tips to implement in the classroom. They also pointed out that strategies might not work for all classes so they gave us many different approaches, which I liked.
- + Presentation was good, great demonstration of different education tech tools - I ended up knowing a lot of this already w/ Bloom's and other tools.
- + I got some useful tips from this presentation.
- + I realized how great my professors were, because I knew everything shared from my own experience.
- +/- Was helpful, but also not really needed for TA graders. But was interesting topic.
- +/- Overlapped a lot with the STEM session, but still helped me to process potential applications for active learning.
- +/- While there were many helpful tools that were taught, I was extremely surprised that there was little incorporation of them into the actual session. I was exciting to go to this because I thought it would be very fun and engaging, but it was more of a lecture than any other session I went to.
- +/- Really obvious stuff.
- I do not understand this University's obsession with Active Learning. As someone who did there undergrad here it doesn't work and results in chaos.

FOOD...and FUN! Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>satisfying</u> was the DAY 2 Continental Breakfast?	11	7.6	8	5.6	23	16.0	33	22.9	69	47.9	144	4.0
How <u>satisfying</u> was the DAY 2 Lunch?	4	2.6	4	2.6	21	14.0	40	26.5	82	54.3	151	4.5
How <u>satisfying</u> was the TA Picnic Buffet?	1	1.3	3	3.8	6	7.7	18	23.1	50	64.1	78	4.8
Total	16	4.3	15	4.0	50	13.4	91	24.4	201	53.9	373	4.2

Comments: (n=40)

+ (22)

+/- (10)

- (8)

- + The picnic was nice!!
- + TA Picnic Buffet was so fun!
- + I really liked the food and the picnic buffet environment was nice.
- + I like the food at the Canteen; the picnic food was very good! Thank you for organizing this event, dear team!
- + Perfect
- + Nice
- + Everything was perfect.
- + Many food options 😊
- + The lunch experiences at each of the dining halls was really awesome!
- + The meals were great.
- + The breakfast and lunch were great and tasty.
- + The breakfast is even better than the previous and I love it!

DAY 2 – Food Comments: (Cont.)

- + Free food is the best food.
- + I enjoy having a better selection of fruits to choose from, such as grapes.
- + The morning coffee and fruit were greatly appreciated.
- + I really appreciated all the vegan options for lunch!
- + The lunch was super.
- + The lunch was good again.
- + Lunch was good.
- + Good
- + The food was good, well-prepared and enjoyable, which added a positive touch to the overall experience.
- + I enjoyed the TA Picnic Buffet! It was a good way to get to know some of our fellow TA's that weren't in our small groups.
- +/- The food was good. The dining halls were just very busy and the selection was limited.
- +/- Lunch was ok but the dining hall was very far away so walking there in the rain was not the best. I did not attend the picnic because of weather and it being a long day. The weather is out of anyone's control which I completely understand but it did make some of the parts of today not enjoyable because of how much walking outside it was. +/- Lunch is the best at Ernie Davis Hall and breakfast was fine. Some of the cakes(?) were a bit too sweet for me but in general was good. Thank you for preparing this.
- +/- TA Picnic Buffet could have more food and drink options. I understand the weather changing the plans, but I feel like it didn't engage people enough.
- +/- I think music could be help the atmosphere to be more light at picnic.
- +/- I'm sad I didn't make it to the picnic!
- +/- Breakfast was good, more options than the day before. Lunch at the Ernie Davis Hall was great, lots of options and the food was excellent!
- +/- 7 or 8 of us got lost on the way to Brockway because we couldn't find the sign and it's hard to use Google Maps in the rain (i.e., my screen constantly closed out and reroute because it thought I was touching it). It may help to have a little more guidance for the next group.
- +/- The dining hall and food were fine, though it did seem a bit out of the way location-wise.
- +/- Breakfast is too sweet
- +/- More gluten free options please.
- Breakfast was limited, no tea available.
- The dining halls do not have options for people who have severe gluten/dairy intolerances/allergies. It was incredibly difficult to find food that was safe to eat.
- As a vegan, I was very disappointed that I was stuck with only eating a single banana for breakfast because there were no other options for me. Coming from the Life Sciences Building and then having to head back to it again, the Brockway was way too far in such a short period of time that I wasn't able to eat lunch.
- My friend who is a vegetarian for religious reasons ended up eating bacon by mistake because the quiches were not labeled properly. Not great. Unfortunately, with the weather and a full day of learning I was too wet and exhausted to attend the picnic.
- The breakfast didn't have gluten free options like they said they would. 😞
- The breakfast was too bready. The lunch was just normal dining hall food. The buffet was fun, but I did not like the cold hot dog buns, nor the general meats offered.
- Most of the foods were difficult to eat because I was not familiar with the taste.
- I felt that for being a "continental breakfast," the options were really limited. It was basically the "light breakfast" the day before with quiches added.

- + Great
- + Perfect
- + Very informative!
- + It was informative. (x2)
- + Possibly one of the most informative sessions of the three days (also possibly due to my uncertainty regarding topics that were wonderfully covered).
- + Very insightful
- + I liked it a lot...valuable information.
- + Useful information
- + This is important information to talk about.
- + Important information to know because we might need it in our position as TAs.
- + It was a lot of good information and data to connect the dots on students who may be struggling outside of the classroom.
- + This was a helpful and informative session.
- + Was helpful; nice to know we have all those resources.
- + Overall, I really liked that they used data to drive the presentation.
- + It was helpful for me as a grad student and TA.
- + It's great to know all this data and also get familiar with willingness and health resources available to me.
- + A very useful session that covered very important researches in an interesting way. They did a great job of laying out all of the resources available on campus to both undergraduate and graduate students as well as how to access them.
- + I needed to know what to do in these situations.
- + Very relevant and helpful to recognize your role in supporting our students.
- + I thought this was well done. As a person who has needed assistance in the past, I appreciate how heavy topics like suicide were covered. Very to the point but you made sure not to be overly cautious. I genuinely appreciate the way this information was conveyed.
- + Nice (x2)
- + Very interesting session
- + Interesting
- + Good
- +/- Very informative session and the presenters did well; just not an interesting topic to me personally.
- +/- I think learning more about resources and where to reach out to for students in distress was helpful but there was a lot of just statistics at the beginning. I think the statistics were a bit dry and not the most important as far as information that is important to know.
- +/- A lot of it felt like information I was already aware of.
- +/- There was very little audience interaction.
- +/- Could have been more interactive, but was informative and not too dry - definitely an important resource.
- +/- I understand this may be a separate protocol/issue, but this would have been a good opportunity to discuss the responsibilities TA's have as mandated reporters in regards to students in distress.
- +/- A lot of this should be the professor's responsibilities.
- +/- I could not join the 'Distressed Students' session as I was suffering from a high fever and it was raining heavily, which made it difficult for me to attend. I regret missing this session.

“Distressed Students” Comments: (cont.)

- Bad presentation
- I think the speaker's answer to the poor mental health of those who identify as trans or non-binary of changing social and political conditions was unhelpful; I wish other possible causes were discussed.
- This session made me stressed, maybe because I had a headache that morning. Slides were addressed not to TAs. The presentation might be shorter.

Small Groups & Microteaching II Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>informative</u> was this session?	3	2.0	.	.	12	8.3	16	11.0	114	78.6	145	4.6
How <u>interesting</u> was his session?	2	1.4	.	.	6	4.1	16	11.0	121	83.4	145	4.8
Total	5	1.0	.	.	18	3.5	32	8.7	235	83.9	290	4.7

Comments: (n= 43)

+ (32)

+/- (7)

- (4)

- + Awesome
- + Perfect
- + Great! (x2)
- + A great experience - I really liked it. It's very important to practice and observe how others teach and communicate.
- + This was a great practice.
- + Most useful exercise of the orientation
- + Microteaching was by far the most useful of all the sessions.
- + Microteaching was definitely the most helpful part of orientation!
- + This session was perhaps the most entertaining of the whole orientation. It was nice to see everyone else's presentations.
- + It is a great arrangement. We received lots of useful feedback to improve our teaching skills.
- + Well lead. Instructor handled unexpected technical issues with grace and confidence.
- + Useful practice for teaching. Interesting to hear about topics outside of my discipline. Watching others allowed me to think about what I want to incorporate while teaching. It was very helpful to receive constructive criticism.
- + Was nice to have a chance to teach on our topics and get positive feedback while also hearing what can be improved on just to help make yourself a better presenter / teacher.
- + The practice and reflection were both excellent in preparation - awesome to share and receive feedback from our peers!
- + This session teaches me to polish my presentation and teaching and lift it to the next level.
- + It was great to practice together and hear feedback. Even the video was useful. Glad that microteaching was the last day so that everyone was more comfortable with each other before having to present. Heather was awesome!
- + It was a pleasure to listen to and interact with so many knowledgeable and fascinating graduate students. Simply *the best* TM!
- + Loved how Chris ran the session! Working with my peers was great and I think we all gained something from the activity.
- + Great job in our group: Gabby Wilson was our mentor, and everything was smooth and friendly despite the public speaking as a stressful moment. I got nice feedback, and I know what to improve in my delivering. Thank you so much!
- + I really liked my teaching mentor Morgan Shaw and learned a great deal as she had a very relaxed, but also constructive approach. It was also quite interesting to listen to teaching samples from a wide array of disciplines.
- + Very helpful. I was nervous, but being recorded was more enlightening than I thought it would be. I got insight into my teaching method that I wouldn't have otherwise noticed.
- + I like this session because I can get a lot advantages from other people.
- + Lots of interesting presentations.
- + Hearing the other major's area is interesting and also get to know each person's teaching style.
- + Learned a lot.
- + I got a lot out of this exercise not only from my practice but from learning from others and getting thoughtful feedback.
- + I found this portion engaging. It felt kind of similar to giving a presentation in class which I am comfortable with since I have been in my program for two years now.
- + Effective
- + Small Group and Microteaching were very fun and it was good practice for teaching.
- + It was interesting to receive and give feedback in the 5-minute teaching presentations.
- + Nice (x2)
- + Good

Small Groups/Microteaching-II Comments (cont.)

- + I really enjoyed this experience!
- + Helpful experience
- + It was motivating.
- + Small groups was the highlight of the orientation. It was nice to have a familiar 10 or so faces to see every day. Also, micro teaching was so well received in my group because we all had very different backgrounds, academically, culturally, etc. Everyone was super into watching everyone present and giving constructive feedback where applicable. I left today feeling very positive about the future; it was nice knowing that everyone with us was on a similar path and pursuing what they love and are interested at the highest academic level. It just feels good to be in a room with people who are excited about education, learning, research, etc.
- +/- It was very helpful to teach in micro groups. I do wish we had more time for our individual subjects.
- +/- Comments were helpful and everyone was nice and supportive. Could have had clear directions and expectations in the initial email.
- +/- Why are they filmed?
- +/- I enjoyed learning about the disciplines of my peers. Because the microteaching was so short, most feedback given was about speed and content density. I wasn't a fan of the required recording and playing of the recording.
- +/- Did my microteaching again and I think I did better than the first time. Doing it again after receiving feedback on first day was very helpful.
- +/- For the same reason as the Large Group Session, I could not join the 'Small Groups & Microteaching' session, and I informed our instructor about my situation. I apologize for missing the session
 - I just don't think this type of overly hypothetical exercise is going to help prospective TAs. They learn while in the classroom and teaching their own materials/classes. They have all done presentations before as part of their education. This exercise took a lot of time, was painful for everybody involved, and ultimately adds little to anyone's skills.

FOOD Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How <u>satisfying</u> was the DAY 3 Continental Breakfast?	9	6.8	11	8.3	25	18.9	26	19.7	61	46.2	132	3.9
How <u>satisfying</u> was the DAY 3 Lunch?	4	3.0	5	3.8	18	13.6	30	22.7	75	56.8	132	4.2
Total	13	4.0	16	4.3	43	11.9	56	14.4	136	65.3	264	4.1

DAY-3 FOOD Comments: (n=35) + (23) +/- (7) - (5)

- + Great (x3)
- + It was great, thank you for providing us with the opportunity to eat healthy!
- + Perfect
- + Food was awesome
- + Food was the best part of all of this.
- + I liked the food.
- + The meal is very delicious and I am very satisfied with it.
- + The breakfast variety was excellent - the lunch was also fantastic!
- + I appreciated the vegan options in the cafeteria for lunch!
- + Lunch was great.
- + Lunch was good.
- + Very nice meal
- + Many food options
- + Was good, enough options
- + Nice
- + Nice food
- + Food was good at Brockway!
- + The warm breakfast on the third day was a real treat!
- + Very much enjoyed breakfast. Big fan of Chobani yogurt. 😊
- + Always a good mix in the morning, and lunch at a dining hall is pretty standard, though a very impressive amount of options to choose from. Green beans, etc. for AND a nice surprise.

DAY-3 FOOD Comments: (cont.)

- + Good
- +/- Continental breakfast could be more “internationally” or have more options, just like lunch with a big variety of food options.
- +/- Was okay.
- +/- The lunch was very similar to the dining hall I went to the day before. I found that the food was better on Monday though.
- +/- Brockway is so hard to find, but the food was great.
- +/- This dining hall was so far out of the way, but the food makes up for the hike -- very tasty and a lot more options than Ernie or Sadler.
- +/- As a vegan, the breakfast again was disappointing with no options for me besides fruit. We had lunch at Ernie Davis which luckily had the most options so I was very happy to have at least a few options to pick from that created a substantial meal.
- +/- **Please** have more gluten free options.
- The breakfast pizza did not look appetizing and there were very limited options of what to get aside from that. The muffins ran out quickly, and I heard others complaining that they didn't get any.
 - The dining halls do not have options for people who have severe gluten/dairy intolerances/allergies. It was incredibly difficult to find food that was safe to eat.
 - There was yet again no gluten free option for breakfast.
 - I feel like sending people to eat all over the place was unnecessary.
 - Please do not get the breakfast pizza again.

PRIOR TO PARTICIPATING in this General Orientation. . . Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
My <u>level of confidence</u> in performing my duties as a TA was...	4	2.6	18	11.8	49	32.0	37	24.2	45	29.4	153	3.7
My <u>level of preparedness</u> to perform my duties as a TA was...	5	3.7	25	16.3	48	31.4	31	20.3	44	28.8	153	3.55
Total	9	2.9	43	14.1	97	31.7	68	22.2	89	29.1	306	3.6

PRIOR TO PARTICIPATING in this General Orientation. . . Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
Did you already know your TA course assignment(s)?	24	20.3	10	6.8	15	10.1	18	12.2	81	54.7	148	3.8
Did you know your duties and/or responsibilities and expectations?	22	18.6	15	10.1	32	21.6	26	17.6	53	35.8	148	3.5
Total	46	20.4	25	8.9	47	23.6	44	10.9	134	36.1	296	3.7

AFTER PARTICIPATING in this General Orientation. . . Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
My <u>level of confidence</u> in performing my duties as a TA was...	.	.	1	0.7	13	8.8	55	37.4	78	53.1	147	4.4
My <u>level of preparedness</u> to perform my duties as a TA was...	.	.	1	0.7	22	14.9	52	35.4	72	49.0	147	4.2
Total	.	.	2	2.2	35	6.6	107	38.2	150	52.4	294	4.3

INFORMATION DISSEMINATION Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How useful was the e-mailed information from the Graduate School?	3	2.0	5	3.3	17	11.2	41	27.0	86	56.6	152	4.4
Was the information on the Graduate School website easy to follow?	4	2.6	3	2.0	19	12.5	42	27.6	84	55.3	152	4.3
Were the Microteaching requirements clear and understandable?	1	0.7	5	3.3	14	9.2	24	15.8	108	71.0	152	4.5
Total	8	2.1	13	1.5	50	15.3	107	29.3	278	51.8	456	4.4

COMMENTS:

(n=34)

+ (18)

+/- (9)

- (7)

- + Great (x2)
- + Perfect
- + Nice (x2)
- + The session on Information Dissemination was highly valuable, offering effective strategies for sharing information clearly and efficiently.
- + The information provided was concise and appreciated!
- + Everything was timewise and understandable. Thank you for your work, team!
- + Information was obtained easily and in an organized format.
- + Email reminders and schedules are great because it's easy to pull up and reference.
- + I think communication was and easy to follow. I found the emails sent to be the most useful.
- + I think everything is just great on campus, and all the information is in detail.
- + Very helpful and informative
- + Helpful
- + No issues with anything.
- + Good
- + Was okay
- + The PDF of events during the three days was an incredible guide. The TM for my group needed to explain how later events would work (such as when there were multiple choices), but it was better that this information did not clutter the page.
- +/- Building acronyms could be on the physical program that is provided. I saw a lot of people struggling with that.
- +/- Boundaries of microteaching and what could be used as a material can be a bit more clear.
- +/- More information about the microteaching exercise would have been helpful.
- +/- Info from the grad school was good - I think most of us relied on the printed sheets once the orientation was underway though. Microteaching was clear but it is hard to effectively practice the strategies that we learn in such a short time span.
- +/- Everything was good. Adding maps for the building could be a helpful addition.
- +/- I wish the email for the online training modules were sent out sooner than one day before the orientation started.
- +/- It all could've happened earlier to give us more time to prepare.
- +/- Separate documents for each day would have been easier.
- +/- No comment. Everything was as expected.
- I didn't receive information until far too late to make the first training session.
- There were no announcements about microteaching for ITAs in the first day, so many people (me including) came unprepared.
- It was not very clear that ITAs do Microteaching already on Friday.
- The modules were emailed too late. Knowing that the survey was open was something that passed me over.
- It felt a bit like drinking from the firehose: a lot all at once to try and get my arms around. It would have been useful to have printed schedules and maps all in one packet available at check-in. Using abbreviations for buildings was unnecessarily confusing.
- We were given misleading information about parking. The orientation email claimed we could get discounted parking in 3 of the lots/garages, but the attendants had no idea what I was talking about.
- Pointless, pointless, pointless!

<u>Teaching Mentors</u> Rating Scale: 1= Not; 3 = Somewhat; 5 = Very	How well did your Teaching Mentor do each of the following?											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
led small group sessions effectively	1	0.7	1	0.7	1	0.7	14	9.1	136	88.8	153	4.8
communicated ideas	.	.	1	0.7	3	2.0	14	9.1	135	88.2	153	4.8
encouraged discussion	.	.	3	2.0	1	0.7	6	3.9	143	93.4	153	4.9
listened to alternative viewpoints	.	.	2	1.3	1	0.7	10	6.5	140	91.5	153	4.9
provided helpful feedback	.	.	2	1.3	.	.	12	7.8	139	90.9	153	4.9
Total	1	0.1	9	1.2	6	0.8	56	7.3	693	90.6	765	4.9

TEACHING MENTOR Comments (cont.)

SMALL GROUP DISCUSSIONS Rating Scale: Not=1 Somewhat=3 Very=5	Responses											
	Not		2		Somewhat		4		Very		Summary	
	N	%	N	%	N	%	N	%	N	%	Total	Mean
How informative were these sessions?	2	1.3	4	2.7	9	6.0	30	20.0	105	70.0	150	4.6
How interesting were these sessions?	2	1.3	5	3.3	9	6.0	25	16.7	109	72.7	150	4.6
Total	4	1.3	9	3.0	18	6.0	55	18.3	214	71.4	300	4.6

COMMENTS: (n=34)

+ (26)

+/- (4)

- (4)

- + Great (x2)
- + It was great!
- + Great, met a lot of good TA friends!
- + Everything was great.
- + Was great.
- + Perfect
- + This was probably the best part of orientation.
- + Nice
- + Good
- + It was good to hear advice from the teaching mentor.
- + Our discussions were really helpful.
- + Interactive
- + Got to ask questions and clear our doubts,
- + Small group discussions were useful and encouraging.
- + I liked my group and felt we all helped each other.
- + I enjoyed talking to my small group.
- + Very useful to have time to reflect on everything in smaller groups.
- + It is very effective and helpful to non-native speakers like us.
- + This provided an outlet to discuss questions/comments/concerns in an informal and comfortable manner.
- + The small groups were great because people could ask their questions, meet their peers, and just get the jitters out and not feel alone during the process.
- + I enjoyed all the group members microteaching.
- + Small group discussions were my favorite. It allowed us to regroup, debrief each other on sessions we may not have gone to, answer questions, and support each other through concerns.
- + It was fun talking to different people from different majors and getting to know their experiences.
- + In the small group discussion our mentor is very friendly and provides me a lot information that is so interesting and useful. From this session I can just learn a lot more that cannot be learned elsewhere.
- +/- Needed to be stimulated
- +/- I feel the small groups were helpful more towards the end, than the beginning. I think if we broke out into smaller groups, but either in the same building, or nearby buildings would have been nicer to help connect maybe with other groups.
- +/- There were some of the small group sessions where it wasn't entirely clear what the point was, beside to debrief from the day before. It was nice to have a set group to settle in and talk about what we learned, but it also felt like it was a lot of time that could have been more productively spent doing something else.

SMALL GROUP Comments (cont.)

- +/- I am not sure what this is referring to.
- I did not get why we had these.
- These might have been a little more time than needed. We routinely ended early.
- Small group did not feel like a good use of time to me personally.
- I didn't really see the purpose to the one on Monday morning. We really just went over the schedule which I thought was pretty clear without review.

<i>As a result of Microteaching...</i>	Response Frequency										Summary		
	Low		2		Medium		4		High				
	Rating Scale: 1= Low; 3 = Medium; 5 = High												Total
N	%	N	%	N	%	N	%	N	%				
...I feel <u>more prepared</u> for my TA duties.	4	2.7	1	0.7	18	12.1	38	25.5	88	59.0	149	4.4	
...I feel <u>more confident</u> in my role as a TA.	3	2.0	2	1.3	15	38.9	36	24.2	93	62.4	149	4.4	
Total	7	2.3	4	1.3	33	11.1	74	24.8	181	60.7	298	4.3	

MICROTEACHING Comments: (n=35)

+ (23)

+/- (10)

- (2)

- + Great.
- + Great experience
- + Great experience and practice!
- + Perfect!
- + Good
- + I have improved a lot.
- + An effective exercise to work on your teaching skills and receive feedback from your peers.
- + Everyone was nice and helpful and I enjoyed the experience to teach a little bit about what I love!
- + I enjoyed being with students outside my cohort.
- + It was helpful to receive other feedback about your lesson so that you can grow on that.
- + Useful for learning personal habits that can take away from teaching.
- + It is a very useful technique to check and improve someone's teaching skill.
- + I like getting real practice like that.
- + It was a great idea. I was able to learn how to control nervousness when speaking to an audience.
- + The feedback from the sessions was helpful.
- + It was helpful to see what my strengths and weaknesses were.
- + It was really helpful. It boosts our confidence.
- + It was the very first experience in teaching in English and it made me more confident.
- + Built my confidence.
- + Built my level of confidence.
- + It was a nice experience despite the stressful nature of public speaking in general. It was useful and very supportive.
- + I like the microteaching session and I can see other peoples' advantage.
- + This experience was the best part for me.
- +/- Being a student who has taught for 3 years at the college and 7-12 school levels, the most beneficial part for me was getting feedback from my peers. It was refreshing to be told what was good and areas to improve or ideas to incorporate. So often, we become stuck in a certain way, without correction or observation, you stay on that path. Teaching is a lifelong thing and receiving pointers and perspective from others just adds to the toolbox - as it were - to be able to pull from before preparing lectures. After receiving my feedback from everyone, I felt like I should have given more feedback to my peers than I did. I also believe this exercise is great for those who hadn't taught before, because it is a low-risk way to get in front of a classroom and experience the role of instructor.

MICROTEACHING Comments (cont.)

- +/- It was a nice experience despite the stressful nature of public speaking in general. It was useful and very supportive.
- +/- This exercise may be more beneficial to those who have never taught before. I still enjoyed having and extra practice anyway, and enjoyed seeing what others were doing!
- +/- I did not want to do this activity but I'm glad that I had to because I was able to practice teaching a subject I will be teaching in the fall!
- +/- Favorite part of the whole orientation. I think if I was to design the orientation, I'd have more of these kinds of sessions and less of the information sessions. It would be great to have more opportunities to apply the information being shared in mock teaching situations like microteaching.
- +/- I like the activity, but teaching does not generally intimidate me. Also, my current assignment is grading, so teaching is less relevant for me right now.
- +/- Kind of my thought 'Learn to teach'
- +/- Not necessarily sure of my duties and definitely not familiar with the content so that is a little stressful.
- +/- From other individuals who have TA'd in the past for my program to my understanding they don't usually present or lead discussions. I am not sure if it is very applicable to what my responsibilities will be but I don't think it ever is not beneficial to practice speaking/presenting in front of others.
- +/- I feel just as prepared as I was before. While microteaching was fun, it did not have an impact on how I view my own teaching skills.
- I have prior teaching experience, so microteaching had no effect on my confidence or preparedness.
 - I think that I am nervous and not so confident.

Overall, how _____ was the orientation?	Response Frequency										Summary	
	Poor		2		Satisfactory		4		Excellent			
	N	%	N	%	N	%	N	%	N	%	Total	Mean
relevant to your questions and concerns	7	4.6	3	2.0	20	13.1	34	22.4	88	57.9	152	4.3
enjoyable	7	4.6	7	4.6	34	22.4	32	21.0	72	47.4	152	4.1
worthwhile	6	3.9	11	7.2	15	9.9	41	27.0	79	52.0	152	4.2
Total	20	4.4	21	4.6	69	15.1	107	23.5	239	52.4	456	4.2

DEMOGRAPHICS**[N=287]****(142 International; 145 Domestic)**

African American Studies	7	Information Science	4
Anthropology	7	Languages, Literatures & Linguistics	10
Architecture	9	Mathematics	11
Art & Music Histories	1	Mechanical & Aerospace Engineering	13
Biology	16	Nutrition Science	1
Biomedical & Chemical Engineering	6	Philosophy	6
Chemistry	25	Physics	17
Civil & Environmental Engineering	8	Political Science	8
Communication & Rhetorical Studies	7	Psychology	10
Communication Science & Disorders	6	Public Administration & International Affairs	3
Earth & Environmental Sciences	5	Public Communications	6
Economics	7	Public Health	1
Electrical Engineering & Computer Science	16	Religion	4
English	7	School of Design	2
Exercise Science	1	School of Education	9
Film & Media Arts	4	Setnor School of Music	11
Forensic Science	8	Sociology	8
Geography & the Environment	4	Whitman School of Management	5
History	4	Writing Studies, Rhetoric & Composition	7
Human Development & Family Science	3		

OPEN-ENDED COMMENTS **[N=447]****1. In your opinion, what were the best and most beneficial features of this orientation? (n=136)****Microteaching** (n=31)

- Microteaching (x21)
- The microteaching session
- The microteaching opportunity
- Microteaching was helpful and most useful.
- Microteaching was the most interesting and useful event of the entire orientation.
- The microteaching session was the most valuable part of the orientation
- The best/most beneficial was the microteaching. It gave me insight as to how to improve my teaching and saw how other people approached teaching a lesson.
- The most beneficial was the microteaching exercise.
- The microteaching was also very helpful!
- Microteaching allows students to practice leading a lecture.
- I liked the idea of microteaching.

Break-out Sessions (n=3)

- I regret not being able to attend more of those break-out sessions.
- The breakout session about TA duties was very helpful.
- Breakout concurrent sessions.

OPEN-ENDED COMMENTS: (cont.)

1. In your opinion, what were the best and most beneficial features of this orientation? (cont.)

Small Groups (n=20)

- Small groups (x9)
- BEST: Small Groups
- The small group format was particularly effective and greatly enhanced the learning experience.
- Small groups were effective in networking across colleges.
- Practicing hypotheticals
- My small group members were awesome and very supportive!
- I also liked the small group portion because it made the whole orientation seem more personal.
- The small groups, where questions could be asked.
- Being able to ask questions in small groups.
- The groups consisting of people from different departments.
- The small groups were more useful as they were able to more directly address concerns the 1st time TAs had.
- Small groups. It felt daunting to ask questions to the larger sessions, so small groups were nice.

Teaching Mentors (n=5)

- The conversations and teaching moments from the Teaching Mentors, especially when they shared experiences they've had and how they handled them.
- My teaching mentor was great!
- Having people who are TAs tell us their experiences and what has helped them.
- I loved how current graduate students led many of the sessions.
- TAs team with their leaders from the Grad School.

Large Group Sessions (n=6)

- The big group sessions
- DI session
- The Large Group Sessions were the most useful and informative.
- The most beneficial features of orientation were the required presentations (Distressed Students, Orange SUccess).
- The large group lectures for me were things I already knew from my previous experience, though I know I am in a smaller portion of students who have "primary instructor" experience.
- The thorough and well-presented information about the school structure, such as Orange SUccess and the shared competencies modules. It's important that we know the larger goals so we are better able to contribute to them.

Meeting People (n=14)

- Meeting new people.
- I met people from different departments 😊
- The best and most beneficial features of this orientation, in my opinion, were the opportunity to meet more graduate students from different disciplines and socialize.
- Socializing
- I really enjoyed meeting people from other departments.
- Meeting other TAs.
- Meeting new TAs.
- Meeting and making new friends.
- I enjoyed meeting new people.
- I think the best feature was the opportunity to meet more people not necessarily just that they are fellow colleagues but many of us have been in Syracuse for around a week and this was the first organized event to go to and meet others.
- Connecting with other TAs.
- I liked being able to meet new people outside of my school.
- Met many excellent people.
- The peers that I met!

OPEN-ENDED COMMENTS: (cont.)

1. In your opinion, what were the best and most beneficial features of this orientation? (cont.)

On-line Sessions (n=1)

- Some of the online sessions were irrelevant to me - especially the English language one when I am a native speaker.

Area-specific Sessions (n=1)

- The sessions that were more specific to our departments that students ran was good.

Concurrent Sessions (n=17)

- Concurrent sessions/choices (x3)
- Content of the concurrent sessions were most useful.
- Assessment and Rubrics
- The sessions covering active learning and rubrics were clear and helpful; sessions that covered difficult moments in the classroom like heated discussions or academic integrity were also helpful
- Active Learning
- Attending workshops
- Motivating Students
- Some of the Concurrent Sessions that gave relevant advice to teaching.
- Balancing TAs with academics.
- The hot conflicts session
- Quite beneficial were the sessions that had very concrete advice, such as the "What to do on your first day" session.
- I think that the concurrent sessions were extremely helpful to pick which topics were most relevant for my teaching! A lot of them were taught really well and even the ones that weren't perfect I still had some good knowledge take aways from.
- The session on tech since it provided multiple resources to be used.
- Technology use in Classroom, because it helps us (especially international TAs) learn about the tools students might be familiar with and that are effective in class.
- The learning sessions

Food (n=5)

- Foods
- Food. That is it.
- The food
- Especially breakfast and lunch.
- The picnic was fun.

Miscellaneous (n=33)

- Becoming acquainted with campus.
- Showed me around the campus 🤝
- It was useful to connect with other people and learn the campus.
- Moving around campus to get a sense of the geography and locations of buildings.
- Navigating the campus, discovering the offerings of SU.
- I enjoyed learning about the university.
- Reviewing the general information.
- I think the information is useful and in detail, that is the most important for all our students.
- Getting to know the rules, policies, the process of education here.
- It helps in understanding how the programs and other utilities in the university work. It helps understand your position as TA.
- Getting to know about the things that are going to happen.
- Learning new concepts.
- Presentations that focused specifically on the academic work that will be occurring.
- The most beneficial features of the orientation were small group discussion, microteaching, and the presentations on academic integrity, distressed students, and active learning in the classroom.
- Meeting new people, learning from others, understanding what we need to do, and knowing the challenges ahead. All of this information was valuable.

OPEN-ENDED COMMENTS: (cont.)

1. In your opinion, what were the best and most beneficial features of this orientation? (cont.)

- Full immersion in TA's responsibilities and duties.
- I can get more useful information in TA orientation. It can help me to get a better transition to TA.
- I became familiar with the teaching process and teaching skills.
- Built my confidence and gave me a better understanding of my role as a Graduate Teaching Assistant.
- I do think for those who have not taught, this was all good information, especially the content area focused session on Day 2. There was a lot of engagement there with the Mentor TA's.
- I also really enjoyed the content that was covered.
- Some of the trainings were useful.
- Overall very good.
- All good
- The best parts of the TA orientation were the clear coverage of important topics and the supportive environment that helped us connect and access useful resources.
- Preparation
- Everything together was beneficial.
- Every part is excellent!
- Everything was good.
- I enjoyed the ability to move between sessions and getting to learn more about my position and its expectations.
- The most helpful sessions were the ones that directly pertained to my role as an instructor of record.
- I think it was a good experience overall, but less relevant at times as I am a lab TA and that was not covered as much.
- I guess that I got out of the house.

2. What do you feel could have been changed to improve the orientation? (n=91)

Scheduling (n=25)

- Shorter
- Shorter days
- It takes too much time.
- The Orientation duration was too long maybe it can be shorter and more brief.
- It could have been a lot more streamlined, the total amount of information given was not worth three full days of scheduling. There was a lot of repetition of the same information over and over again.
- Length of days/sessions, difficult to stay engaged by the end of some presentations.
- Some of the concurrent sessions I wish I could have gone to but didn't have the time. Shorter, and more sessions.
- I wish that the concurrent sessions were offered on more than one day. There were a few really relevant ideas on the first day that I couldn't attend, and some of the topics the second day weren't as personal to me. I wish that there were sessions that were offered on both days.
- I wish there was a separate orientation for Fellows.
- Can do small groups only for microteaching; no need of additional sessions with small groups.
- Number of concurrent sessions should be reduced and time gap between the session should be longer for restroom break and relaxation.
- A couple minutes added in between sessions to go to the bathroom or take a breather, so information had a bit of time to settle.
- Maybe just provide all of this information in a more compact manner. I understand its hard to coordinate so many people and get them into rooms and watching a presentation, but there was definitely some repeated concepts and talking points and could maybe be used to combine some presentations to need less time.
- Some sessions are a little repetitive, especially with the online modules.
- Most of the sessions could have been conveyed just as thoroughly in an email. The orientation should also be shortened for SU students who went to undergrad here. My group went on a tour the first day during small groups and by the end, I was leading the tour.
- Have the Inn Complete event be longer!! So fun to be in a casual setting with everyone.
- More opportunities to socialize with the whole cohort.
- More online, less offline.
- Put more modules online and reduce the number of total orientation days.
- Too many online modules, and the modules are too long.
- I think the time arrangement can be more optimized, because it coincides with the International Graduate Student Orientation. I have a lot of things to do every day, which makes me feel a little sleepy when I listen to the lectures.

OPEN-ENDED COMMENTS: (cont.)

2. What do you feel could have been changed to improve the orientation? (cont.)

Scheduling (cont.)

- Maybe the time of the sessions could be reduced to less than 7 hours per day and be extended longer during week.
- Less time. Everyone was so tired every afternoon. Nobody was even paying attention to discussions after lunch. Everyone I encountered just wanted to focus on their own field of teaching.
- Many sessions struggled for time - maybe finding a way to give more time to sessions that are interactive?
- Microteaching is a definitely a must-have during the orientation, and it might be on the SECOND DAY.

Content (n=26)

- Maybe add a college specific one or program specific presentation. I feel like for forensic science, our TA positions and jobs are much different than regular TA jobs.
- Maybe to make general sessions, including CLASS, DEI, Distressed Students, Universal Design, and Academic Integrity as a video sessions on BB Ultra? Then we have more time for specific in-person trainings like work and life balance, technology in the classroom, conflict management, and assessment and rubrics, etcetera in ONE DAY.
- Perhaps an additional microteaching opportunity (or longer presentation).
- I think there could have been more microteaching sessions. One or two more chances to apply what was being taught would have been great. I feel lucky that as an ITA we had two microteaching opportunities.
- Shorter large group sessions; attending 3 concurrent sessions or being able to access the materials for sessions outside of the ones you attended.
- More focused on what we are actually doing as the TA.
- I didn't feel that I learned much on how to be an instructor of record.
- I was very disappointed to see a huge lack of training surrounding our responsibilities as mandated reporters. That is a serious responsibility, and one that most people probably have not had before. It should have been thoroughly explained what situations require us to report, and what the exact protocol is surrounding that. All we got during the entire training was an off-topic comment from a presenter saying "if someone experiences sexual violence you have to report that to the title IX office". Being a mandated reporter means more than reporting sexual violence. On top of that, this responsibility opens the door to have discussions about how to best respond in the moment in the event that a student tells us about a serious incident. Students in that situation need empathy and safety, and that is not inherently understood by everyone. In the future, I would engage in a serious, thought-provoking conversation about empathy and mindfulness if/when a TA is made aware of a serious incident by a student. Then, there needs to be a thorough walkthrough of the protocols we must follow as mandated reporters.
- Having sections for specific types of TAs.
- The concurrent sessions, for the most part, weren't too informative. With the exception of Technology in the Classroom for example, most sessions felt like very generic descriptions of a topic as opposed to how to achieve/utilize the topic.
- No more forced think-pair-share in every single session; instead, give people the option to either talk with a neighbor *or* reflect independently.
- Some of the presentations were very similar.
- Some of the sessions were repetitive and not very interesting. The online modules were especially uninteresting/irrelevant.
- Some of the concurrent and required sessions were very repetitive.
- Much more of the content would be more effective if they were online or emailed resources.
- As a prior instructor of record, I felt the trainings during the first two days were pretty redundant. It felt unnecessary or something that I could take in an online module.
- Some of the topics for the optional sessions went through the same: how to teach controversial topics and hot moments in class (a lot of overlapping). It should be better to have just one talking about this.
- Some content was repetitive, maybe instead of repeating content introduce new content in some of the concurrent sessions.
- Some sections have the same content.
- **It would have been helpful if there was some printed material or an overall TA Guidebook in regards to tips, tricks, etc.**
- The agenda was not very clear.
- I think that restructuring the small group times so that they are more constructive would be more helpful. Maybe using that time to replace some of the online modules would be helpful - like the introduction to the tech in the classroom and options for things to do in the Syracuse area.
- Video segments are not useful. Retention of information is low with this approach, and for those of us with attention deficit disorders, sitting through a pre-recorded video with no questions, activities, or option to interact amounts to a waste of everyone's time.

OPEN-ENDED COMMENTS: (cont.)

2. What do you feel could have been changed to improve the orientation? (cont.)

Content (cont.)

- Cut down SIGNIFICANTLY on material covered. TAs make less than minimum wage, but these orientations offered more material than a managerial position. It is ludicrous to expect even the brightest of students to retain the majority of the information covered.
- The online modules overall felt frustrating and often useless. It was especially painful that most of the videos did not allow 2x speed. I would delete the module component entirely.
- Add confidence-building; making class engaging etc.

Presenters/Presentations (n=9)

- Presenters who know what they are talking about (specifically the DEI training)
- Make sure all speakers use the subtitles and make it more accessible. Sometimes people asked a question not on the microphone, or someone said something that I couldn't hear.
- BE MORE CONFIDENT, AND MAKE MORE PREPARATION
- More prepared
- I think some presentations would have been more effective as handouts or online.
- Some of the information sessions could have been shorter.
- More options for different programs. Some of the stuff did not feel as relevant to me in my program.
- I think some of the talks could have been more condensed which would've made the days less long.
- I think the lectures could tell more background information before their real topic otherwise it is difficult to catch up their mind. Also better to focus on what we can gain from the content rather than what we should do.

Location/Logistics (n=13)

- Less movement around campus.
- Less walking
- Try to have the buildings where sessions are being conducted less spread out.
- Doing all the conferences closer to one another.
- Have the different concurrent sessions in the same building so that we can see each other more often to create more community between TAs outside your group.
- There is no need to change halls or places for every single session; and, all go for lunch on a rainy day would be way more easier to have two buildings or just one on different floors.
- All sessions can be done in the same building or adjacent buildings. It was a hassle to walk all over campus in poor weather. Please consider using dining hall closest to the location of orientation on all days.
- I feel that having everything in one building would be beneficial. I understand that some classrooms might not be accessible to some people but it was hard to get from one end of campus to another for a session.
- More sessions held in the same (close) locations to limit the amount of traipsing around campus, especially when in some cases we had little time to travel between buildings that were pretty far apart.
- The going to and forth between buildings cost my time and energy. Ultimately I was lost multiple times, was late in a few session, even missed a session.
- Too much time was wasted having us move around to the complete opposite side of campus for one thing just to have us go right back to the other side immediately afterward, especially given that it was raining for the majority of orientation.
- Not have every class in a different building; stick to one spot and just have small groups break into classes in the building. The walking all over campus for a 50-minute session I feel was not helpful and wasted time in the day.
- It would be better if you can send online video earlier (eg. before the TA Orientation), because we do not have enough time to watch all videos and it is really stressful to watch all videos and digest all information in such limited time.

Miscellaneous (n=18)

- Provide a more inclusive breakfast.
- Continental food.
- The food served was quite difficult to eat since we are not used to eating the foods served here.
- Teaching assistant orientation everything is good, I learned a lot from it.
- I thought it was great.
- Everything is perfect.
- All good

OPEN-ENDED COMMENTS: (cont.)

2. What do you feel could have been changed to improve the orientation? (cont.)

Miscellaneous (cont.)

- Everything was good
- I think it is very good.
- I like it. I am satisfied.
- I wish I was aware of my assignment and expectations, so I knew what kinds of things to focus on and what sessions would be most beneficial to me.
- I would like to have closing event of some sort. I didn't feel that we accomplished that orientation after we just left classroom on the last day.
- Picnic on the last day.
- To improve the orientation, it could have included more interactive elements such as role-playing scenarios and real-time feedback.
- Nothing needs to be improved.
- Literally everything else
- None
- N/A

3. Please describe how the orientation did and/or did not meet your expectations. (n=65)

EXCEEDED (n=5)

- I think it perfectly met my expectations.
- Meals provided. Huge.
- In fact, this orientation exceeded my expectations.
- The in-person segments with the teaching mentors went beyond my expectations in providing useful information and increasing my confidence.
- I feel like it covered a lot of information that would be useful to me, and informed me of some things I didn't have on my radar like Orange SUccess.

DID MEET (n=30)

- Provided a lot of clear and useful information.
- IT MET PERFECT
- The orientation helped me feel more prepared to start in this position.
- It did because I feel more knowledgeable and prepared to be a TA.
- I learned about the campus, policies, and systems in place and how we as TAs will play our role within them - it was helpful perspective gained!
- It did meet my expectations.
- I didn't have much expectation about it. However, I was surprised how well-organized the orientation was. I must say that it was a very good attempt to introduce the new TAs and students to the legacy of SU and all the resources it offers. Thank you.
- I wanted to learn about how do teach at SU, and that is what I learned. (policies, procedures, inclusion, etc.) I'm so grateful for this resource!
- It met my expectation as I learnt a lot.
- The orientation met my standard. I think it was well organized, engaging and helpful for first year TAs.
- It was a great experience. But it could have been shorter.
- I did not really have expectations before attending.
- It met my expectations.
- It met my expectations. I learned more about the university policies and resources and felt more confident about TAing.
- I liked the variety of sessions offered that we could choose to go to that would best benefit ourselves and what we are TAing for.
- All good
- I had an expectation to find out what is it like to be a TA. Orientation fully met this expectation.
- The orientation met my expectations by providing a overview of essential topics and practical strategies through engaging sessions.
- The orientation overall did meet my expectations. I feel more confident now that I know what to do on my first day of TA-ship.
- Overall, I expected it to be a largely refresher in how to present information with some key facts that I would find useful and it exactly hit those expectations.
- I enjoyed the small groups experiences and the opportunity to get to know other TAs.

OPEN-ENDED COMMENTS: (cont.)**3. Please describe how the orientation did and/or did not meet your expectations. (cont.)****DID MEET** (cont.)

- I am satisfied with every stuff being told and taught in the orientation.
- I think overall the training was informative and met my expectations.
- It was really helpful and has made me feel more comfortable than I was before.
- I liked micro teaching practice, it was crucial.
- It was very well organized.
- It has motivated me to strive to achieve perfection.
- It was great since I got to learn new things.
- Helped building a community as (I)TAs, gives useful insight on the features and policies of SU and provides answers to questions we had.
- I thought it was going to blow, and it was atrocious. I suppose my expectations were met.

PARTIALLY MET (n=24)

- I was hoping more knowledge about blackboard and how to use it and create work or add grades in.
- Lots of time wasted. Could easily be condensed, or exchanged with more relevant information. One day of general presentations and one day within the department reviewing relevant specifics would be more effective for everyone involved.
- I was really happy with my group, but I would've preferred more specific teaching help.
- I wish I learned more about my specific assignment, but I know this was a general orientation.
- Orientation seemed longer than it needed to be for the topics that were covered. There was a higher emphasis on statistics across university students versus actually going over specific scenarios and how to solve them in the classroom. I also expected to have already have my teaching assignment and to specifically go over the duties expected of me this upcoming academic year.
- Speakers could have been more engaging/personable. Walking across campus and having lots of lectures back to back was draining and I felt that I could not effectively store and process all the information thrown at me.
- I thought I would connect more with TAs from my college.
- I woke up early in the morning to attend the sessions, but after walking from one end of the campus to the other, I became so fatigued that I struggled to stay focused throughout the day. I wasn't alone; many students were literally falling asleep during the lectures, some even snoring. It's hard to blame them for this.
- The orientation could be improved to be more condensed.
- The orientation can tell me a lot of information to better and quickly know the school. But sometimes it seems a little boring with so much information and I cannot learn all the information well.
- It was helpful to follow and understand the instructions and create an idea for the TA. By the end of the sessions, mostly after 1 pm, would be harder to focus. I would suggest fewer hours and an extended period to cover all program.
- It was a lot more information based than I thought it would be. I was expecting more hands-on stuff like the microteaching.
- I wanted a model recitation section with a mock TA as an optional session.
- Did--provide information about teaching in general and outline SU's admin policies
Did not--provide enough information about relevant institutional contacts or time in the day for admin activities (getting ID's, checking out libraries and other community spaces, etc.) or about getting started with FPP.
- DID: TAs team with their leaders form the Grad School; Networking
DID NOT: It takes too much time....
 1. Maybe to make general sessions, including CLASS, DEI, Distressed Students, Universal Design, and Academic Integrity as a video sessions on BB Ultra?
 2. And then we have more time for specific in-person trainings like work and life balance, technology in the classroom, conflict management, and assessment and rubrics, et cetera in ONE DAY.
 3. Microteaching is a definitely a must-have during the orientation, and it might be on the SECOND DAY.
- I thought we would learn more about some of the processes for new TAs. For example, how to get your ID card. How to look at your student roster on MySlice.
- Microteaching went better than I expected but I thought the sessions were going to be more informational.
- I was hoping to learn a bit more specifics about policies.
- Orientation was mostly how I expected it to be considering orientations I have attended over the years for other things. This one was more repetitive than I had wished between the in person, online modules, and student run lectures.
- Some of the training was not relevant to my TA assignment.
- The walking times between each session were too short, each session started a bit behind and some sessions towards the end of the day were either very rushed or cut shorter or skipped sections to finish.

OPEN-ENDED COMMENTS: (cont.)

3. Please describe how the orientation did and/or did not meet your expectations. (cont.)

PARTIALLY MET (cont.)

- It was 85% sufficient and covered almost all the requirements.
- It mostly met my expectations.
- Lots of broad and general information, therefore it was difficult to extract information that pertained to my line of work as an instructor of record in writing and rhetoric. I think there should be a greater effort to acknowledge culture and diversity; not just 30–60-minute session. There is a significant indigenous population here and I know very little about them. The university, as a site of education, should provide more focus as all TAs and students could be consciously aware of the peoples and knowledges that predate the institution. I would also have liked to see the university make an effort to show that cultural literacy is important especially within this PWI space. These are areas that did not meet my expectations.

DID NOT MEET (n=6)

- None of the information applied to me as a fellow.
- It was just as much of a waste of time as I thought it would be.
- The video segments and several of the larger presentations were underwhelming. There are better ways to share this information such as interactive online modules, small group discussions, and even pamphlets.
- I would have preferred to have an in-person session for the ITAs on the paperwork for daily life such as bank accounts, phone numbers, SSN, taxes etc.
- I did not expect it to be on a Saturday. I know there are union rules, but this was not a good idea. I would have liked it to have been the week before. Also, I was not a fan of the early mornings.
- Nothing

4. Given any prior work/teaching experience and/or training, please comment on this orientation. (n=47)

+ (25) +/- (13) - (3) Miscellaneous (6)

- + This orientation was organized and efficient!
- + Perfect
- + Was educative.
- + Was amazing
- + Fine
- + Yes!
- + It added to my knowledge in teaching; I learnt new things.
- + It worked as ice-breaking. 😊
- + It reminded me of professional development from teaching in grades 7-12, for a different level of students. However, I believe this was a good balance of how-to and background/information. I didn't feel like I had to do exactly what was presented, and that the TAship/teaching is a dynamic thing.
- + I worked as a TA before coming here but I learned the teaching environment is a bit different than I was used to.
- + With a 4-year teaching experience the orientation seemed very general to me; but it's always good to have reminders and learn about a new system and new perspectives. Having a Master's degree in education I think the orientation covered the main essential points for TAs who are new to teaching to equip them with the necessary knowledge so that they start the year confidently.
- + It is helpful.
- + It was interesting, and worth attending.
- + All good
- + This was definitely the best group of students that I have ever had.
- + I've TAed before, but never in the USA, so it was useful for me to learn about how things are done here and it was great that there were also sessions for more experienced TAs.
- + Given my experience tutoring students, I found the orientation very helpful. It built on what I already knew and gave me new strategies and tools to improve my teaching and better support my students.
- + Went very smoothly
- + The orientation was practical and reflected all concerns that future TAs could have.
- + It had quite a rich and varied section covering a very comprehensive range of TA-related information and resources.
- + As a career educator, I think this orientation was delivered effectively. I enjoyed the different topics available for the concurrent sessions.

OPEN-ENDED COMMENTS: (cont.)**4. Given any prior work/teaching experience and/or training, please comment on this orientation. (cont.)**

- + It was helpful to cover much of the behind the scenes work we will have to do, like navigating blackboard and discussing integrity beyond "just report it".
- + Everything was essential to know.
- + TAs team with their leaders from the Grad School are great. Networking is super useful.
- + It gives helpful instructions and ideas to manage your work as TA.
- +/- The orientation from overall is a great success, and I hope the information could be delivered from a more interesting way.
- +/- Was helpful and got people together, just was a little all over the place though.
- +/- I felt that some sessions could have been more concise and relevant to the training at hand.
- +/- My other jobs have had online modules for orientation.
- +/- Being a Syracuse alumnus, I knew a lot of the information presented.
- +/- I am going on my third year teaching. This was a very broad orientation that took up a lot of time. While much of the material was important, there was a lot of time that could have been dedicated to allowing us to focus on our syllabi, and our rest. Also, needs to be more discussion of antiracism.
- +/- I think it was a little long, but still very informative.
- +/- A lot of this is more intuitive if you have prior teaching experience, particularly UDL and active learning.
- +/- I don't feel more prepared to teach than I did before, but it did give me more of an understanding on how to navigate university resources.
- +/- N/A (4)
- As someone with teaching experience, the orientation as a whole did not feel very informative to me personally, though I can see how students with absolutely no experience or no idea where to begin would benefit from it. I was especially expecting the concurrent sessions to be more in-depth than they were. A lot of the student-led sessions felt redundant, like similar information was being communicated at different times. Additionally, I felt that in multiple sessions, there was sort of this shared message about being lenient and making exceptions, giving extensions, etc. Students are adults and should be treated as such, and they need to be held accountable for their actions and their success. So I personally would have liked to see more emphasis on (or perhaps even a session on) the importance of setting clear deadlines and rules and enforcing policies equally (which, in case you're thinking this, is *not* the same as what was discussed in Universal Design). It is not fair for some students to show up to all classes, meet all deadlines, submit quality work, etc. and still get the same grade as another student who did not put forth that same effort (regardless of reason). Every TA/faculty will ultimately run their class differently, but even if you want to be the "cool" teacher, students still need to manage their own time effectively and follow-through on their commitments and assignments without expecting that they can just give any excuse and be given free points, redoes, etc.
- Not really a big help given that I had TA before.
- It would have been nice to have more perspectives from the mentors on what the student population is like. We only looked at vague demographics that didn't feel complete.

Miscellaneous (n=6)

- I was a peer tutor.
- I have been a TA for 5 years now. I must say, if even half this information was given to me right before I was about to start that half-decade ago, I would have been far more confused and scared than having just gone into it cold turkey. Have some faith in your TAs to figure things out. The ones who don't are likely not some of the more promising students anyway.
- I was a lecturer for 3.5 years.
- I would have liked a bigger picture view of how the university operates. I was given a lot of talks by admin, but I do not know how the admin relate to each other.
- I guess some ideas discussed were obvious for me as I have previous experience as TA. For instance, the first day as TA only presented common sense things (e.g., use semiprofessional outfit). But common sense is not the same for everyone, so it is necessary to point it out.
- My first TA training.

OPEN-ENDED COMMENTS: (cont.)

5. What TA Program session topics might be of interest during the semester as you begin your assistantship? (n=76)

Academic Integrity (n=1)

Active Learning (n=2)

- I got a lot out of the Active Learning session.

Classroom as Community (n=2)

- Trainings focused on classroom community, including hands-on activities in smaller groups.

Dealing with Problems/Challenges (n=5)

- Fall 2024 specifically.

Diversity & Inclusion (n=2)

- A DI session

Grading/Assessment & Rubrics (n=10)

- Assessment & Rubrics (x3)
- During the semester, sessions on creating and using rubrics would be particularly useful, as they can help in designing clear and fair assessments that effectively evaluate student performance.
- Grading (x3)
 - A session regarding grading assignments and lab reports
 - I think grading because this seems like what I will be doing a lot of. This was touched on though in orientation.
 - How to resolve grading disputes with students (improving rubrics, tips for navigating these conversations)

Hot Topics (n=4)

Managing Responsibilities (n=1)

Microteaching (n=1)

Motivating Students (n=2)

Work-life Balance (n=8)

- Time management
- I got a lot out of W/L Balance
- Balance of Work and Life, because it is so important for us TAs to maintain a good grade while having our works done.

Teaching Persona (n=1)

Technology in the Classroom (n=5)

- Hands-on trainings with some of the technologies available to us.

What to Do on Your First Day (n=2)

On-line Teaching (n=1)

- A session that would be of interest to me would be being a TA for a class that is strictly on Zoom.

Universal Design Learning (n=2)

- More trainings focused on universal design, including hands-on activities in smaller groups.

Assorted Ideas (n=27)

- How to continue to grow a classroom culture of safety throughout the semester,
- Any!
- What to do in the case of an active shooter or other threat.
- Problem-solving issues within your department
- I'd love to have a check-in with new TAs after classes have been going for a few weeks to see what challenges they are facing and how they deal with them.
- How to leverage your TA experience onto a resume, cover letter, etc. (professional development)
- All good

OPEN-ENDED COMMENTS: (cont.)

5. What TA Program session topics might be of interest during the semester as you begin your assistantship? (cont.)

- ♦ **Teaching methods** (x10)
 - Effective Teaching Skills
 - Having spirited discussions/debates
 - Engaging students
 - Interaction between students in the Arts.
 - Creating lesson plans
 - Writing and structuring lectures
 - Recitation
 - Organization/Collaboration concepts
 - Sharing activity ideas
 - Probably resources for make the classes more interactive as well as to give students if they need some help.
- ♦ A social group
- ♦ Case-study sessions in small groups instead of general sessions.
- ♦ Human development
- ♦ Student mental health
- ♦ Dealing with burnout
- ♦ I'm not sure. I mostly just wish I could've attended every concurrent session. If the slides and/or videos are made available for those sessions that would be great.
- ♦ Unsure
- ♦ N/A (3)

6. Please provide any additional comments on the August 2024 TA Orientation. (n=32)

+ (17) +/- (10) - (5)

- + Thank you so much for supporting our first experiences here as part of the SU community!
- + Thank you so much for this opportunity!
- + Thank you for your work!
- + GREAT!
- + Was great.
- + Overall, it was great.
- + All good.
- + It was good overall.
- + Good job everyone!
- + It was a very helpful and interesting orientation.
- + This was a wonderful experience. It not only made me familiar with the entire teaching process and teaching regulations, but also made me understand how to improve myself and how to get along with students during the teaching process.
- + Everything was on point. Great job by the Graduate School.
- + I appreciate the efforts of the many people that makes these events happen.
- + The August 2024 TA Orientation was well-organized and informative, offering valuable insights. Overall, it was a great start to the teaching assistantship.
- + Overall, this was pretty good. I was really not looking forward to it before it started for a variety of reasons; however, I left more positive than I expected (not that I wasn't feeling positive). What I mean is, I left with a lot of positive vibes. Meeting the incoming Grad/TA cohort and having conversations with people outside the department was very awesome. It was the best feeling getting to "nerd out" for 5 minutes while someone was genuinely interested in what you're at SU for, and vice versa. Every night I went home to my wife and was like, "guess what this person is researching." That's positive vibes. I hope to stay connected with the people I connected with in my small group. I feel, if time allows, maintaining those relationships for the duration of the PhD will be awesome and a real full-circle moment when we all walk across the stage, whenever that is.
- + The food was good.
- + N/A, well done

OPEN-ENDED COMMENTS: (cont.)

6. Please provide any additional comments on the August 2024 TA Orientation. (cont.)

- +/- It was odd to have a day off in the middle of the orientation.
- +/- Just want to have more time to study as a TA, 3-4 days is not enough. We want to attend all the sessions. They are both very useful.
- +/- It would be better if we get access to all presentations including ones in Concurrent Sessions 1 and 2.
- +/- The August 2024 TA Orientation was well-structured but could be improved by reducing its length to better focus on key points.
- +/- The timing of the orientation with it being in person was challenging for myself and I imagine others who are in programs that go through the summer semester because was at the beginning of the week we get off between the summer and fall.
- +/- I hope the information could be delivered from ourselves' benefit, and in this way it could be more attractive. However, the orientation is needed, otherwise we cannot know the school and our work better. I like this orientation and hope it will be better!
- +/- The food could be a little better.
- +/- The scheduled time of each session and the location was written in a more complicated format and consequence, so maybe next time it would be more straightforward for the very first year student.
- +/- N/A (2)
 - Online orientation sections were repetitive.
 - There was not a lot of viewpoint diversity; pretty much everyone seemed to hold the same political opinions.
 - Please take my comments into consideration and ensure that future students do not have to go through the same ordeal.
 - Please stop using video-only modules. They do not work, and they are the exact opposite of the teaching standards that we learned throughout this orientation.
 - I cannot stress this enough, this was just awful.