# TILT Taskforce on Graduate Student Professional Development

## Recommendations

<table>
<thead>
<tr>
<th>Top Priorities (Essential)</th>
<th>Notes</th>
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<td><strong>1. GTA Orientation:</strong> University-Wide. Should cover a broad range of teaching and learning issues, address ethical issues, and alert students to diversity and disability issues.</td>
<td>Funded by Graduate School</td>
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<td><strong>2. Preparing Future Faculty Program:</strong> This program is already supported by TILT. The budget is in development, and is likely to grow.</td>
<td>Coordinator Other costs</td>
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| **3. Certificate Programs:** TILT should work in partnership with the Graduate School, ACNS/CTSS, and other units to develop these certificates. The certificates would not be transcripted. Certificates would be awarded on completion of a subset of activities and on demonstrated competency in at least one aspect of the certificate (e.g., creating a teaching portfolio, developing a RamCT class, or developing a technology-based lesson plan, teaching for DCE). These competencies would need to be judged by faculty and/or instructional designers.  
  - Certificate in College Teaching (would include an ePortfolio)  
  - Certificate in Course Management Systems (would include development of a class)  
  - Certificate in Teaching with Technology (would include development of a lesson plan) | TILT staff might coordinate program; Advisory board and UDTS might serve as certificate competency evaluators. |
| **4. Graduate Teacher Initiative:** Coordinate with existing groups to develop an MTI-style approach, where selected graduate student leaders coordinate activities and send information. Leaders would receive a $500 honorarium. Be sure to reach out to existing organizations, including the Graduate Student Council. Key elements would include:  
  - Workshops  
  - Mentoring Program  
    - Classroom Observation (including video recording and review)  
    - Mid-Semester Feedback  
    - Provide rewards for participating faculty  
  - Teaching Collaboratives  
    - Peer Observations  
    - Meetings  
    - Exchange of teaching materials | Coordinator: Instructional Designer  
Student Leaders: one in each college  
Refreshments at workshops  
Faculty Mentors: |
| **5. Web-based Professional Development Materials:** These materials would be available through the TILT Web site. They would include materials for:  
  - Graduate Students: guides, handouts, lesson plans, links, bibliographies  
  - Departments: guides on program design and key development issues  
  - Community Building: ePortfolio tool, personal pages, Blogs, Forums, commenting tools | TILT Staff |
| **6. Opportunities for Teaching of Online Courses** | TILT Staff and Operating Budget |
  - Develop as part of the Teaching Certificate  
  - Provide support from DCE; work with Debi Colbert |
7. **Publicity, Coordination, and Communication**
   - Email list for College and Department Graduate Program Coordinators
   - Newsletter, with profiles of GTAs and future faculty?
   - General PR via TILT Web site, Posters, Today@CSU, messages to Grad List via RamMail

**Secondary Priorities (Should Be Implemented if Funding is Available)**

8. GTA Orientation: Departmental
9. Courses in Teaching
   - University-wide
   - Department-specific
10. Colloquia: Coordinate with TILT’s SoTL Colloquium
11. Fellowships: Create a mailing list to stay in contact with Fellows, to alert Fellows to TILT initiatives (e.g., PFF, workshops, and colloquia). Develop social/professional gatherings for them. Target the following programs:
   - Bridges to the Future (STEM)
   - Alliance for Graduate Education to the Professoriate (STEM)
   - PRSE Fellowships
   - University Fellowships

**Tertiary Priorities (Valuable, But Not a High Priority)**

12. Lunches/Receptions
13. Teaching Awards: As a long-term priority, identify and publicize existing awards