PREPARING POSTGRADUATES TO TEACH IN HIGHER EDUCATION
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FOREWORD

The UK Council for Graduate Education is an organisation established to promote the interests of graduate education in all disciplines in higher education institutions. The Council was established in 1994 and has over 127 institutional members.

This report arose out of a group convened by Professor Stephen Holt, Rector of the Roehampton Institute. The other members of the group were Dr Vaneeta d’Andrea, Dr Alan Bower, Dr Liz Elvidge, Mr Ewan Gillon, Dr Martin Gough, Ms Belinda Stott and Dr Margaret Wilkin. The UK Council is very grateful to all members of the working group for their time in preparing this paper for publication. It is to be hoped that the issues covered in this report will contribute to discussions and debates about teaching postgraduates to teach in Higher Education.

The views expressed in this report are those of the authors and are not necessarily those of the UK Council for Graduate Education. This is an appropriate time for the Council to publish this report given the development of the Institute for Learning and Teaching and the announcement of teaching awards to be provided by the Funding Council in the coming year. In these circumstances, the report should contribute to a series of national debates and discussions and to the quality of training for those postgraduates who wish to teach in higher education.

Professor R G Burgess July 1999

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PREFACE AND ACKNOWLEDGEMENT

I am most grateful to my colleagues on the Working Party who have devoted so much time, not only to debating the issues concerned but, in some cases, to writing sections of the text. In particular I am grateful to Dr. Vaneeta D’ Andrea for her help, not only in part of the composition of the text, but, in pulling together the various contributions and turning them into a coherent whole.

All of us are grateful, both to the UK Council for Graduate Education and to the Roehampton Institute London, for their financial support particularly in relation to the survey of universities on which some of our conclusions and recommendations are based. This survey of Institutions gave us an up-to-date picture of the range of practice that currently obtains. With the launching of the Institute of Learning and Teaching, we have seen our role as a forerunner to the work that organisation will be doing on the professional development of University Teachers. Many postgraduates will be pursuing such a career themselves, but even those who will not, need to be properly prepared if they are to be involved, during their own research, in the teaching of undergraduates.

Professor Stephen Holt

Rector, Roehampton Institute, London
'One of the things that I have learnt more than anything else to a staggering extent is more about my subject. In fact, my Ph.D. has rocketed through the skies as a result of teaching and participating in the teaching skills course. By actually having to articulate concepts and aspects of my subject at a very basic level to other people, I find my knowledge has a much sounder basis. Of course, I thought previously that I understood it, but now I REALLY understand it because I've had to start at the beginning and say, "well, what does this mean to someone else?" and that's incredibly useful. (A UK Postgraduate Student on a Teaching Preparation Course)

Introduction

In many parts of the world there has been a growing concern over the preparation of postgraduates to teach in higher education. In Britain, discussions held within the UK Council for Graduate Education (hereafter UK Council) on the Harris Report (1996) have concluded that the variety of practice in this area would make it an urgent matter of concern to the higher education sector.

In 1998 Professor Stephen Holt, a member of the Harris sub-group on Academic and Research Base Employers Task Force, was invited by the UK Council to convene a working party on preparing postgraduates to teach in higher education. The membership and terms of reference appear in Appendix A.

The aim of this report is to describe the range of current practice employed to prepare postgraduate teaching assistants to teach. Consideration of practice both abroad and in the UK is reviewed with the intention of identifying a number of recommendations to contribute to the development of professional standards in university teaching. A survey of UK universities was specially conducted for this review. We hope this report on the current practice of preparing postgraduates to teach will:

• assist Higher Education Institutions (HEIs) to develop policies and instigate best practice in preparing postgraduates to teach,
• facilitate the work of the Institute for Learning and Teaching in Higher Education (ILTHE) in their efforts to develop professional standards at all stages of a university teaching career.

Before we begin the discussion of the findings we would like to set out a few definitions that will be helpful in understanding the parameters of this review. There is a wide range of titles used to refer to postgraduates with teaching responsibilities in higher education. We have found references to Postgraduate Teaching Assistants (PGTAs), Graduate
Teaching Assistants (GTAs), Teaching Assistants (TAs), Teaching Fellows (TFs), Visiting Lecturers (VLs), Part-time Lecturers, Part-time Tutors and Demonstrators. Equally the variation in duties is as wide ranging as the titles used. To add to this confusion, there is an inconsistency in the specific match of duties to title. For the sake of brevity, we have chosen to use the term Graduate Teaching Assistants (GTAs) as the generic reference throughout this review to refer to all posts that involve any form of teaching duties on the part of postgraduate research students.

The discussion that follows first considers current practice abroad, with an emphasis on the North American experience because of the long-standing use of GTAs there. Subsequent sections focus on the current experience in the UK from the standpoint of the students concerned, and from the perspective of the institutions they serve. A short conclusion is followed by a section of our recommendations.

1. Current Practice

1.1 Graduate Teaching Assistants: the North American Experience

A review of the North American literature on the professional development of teachers in higher education confirms that educators in the USA have dominated the discussion there. This section draws on references from both the USA and Canada, however the latter are far fewer in number.

Eble (1987) has reported that GTAs have been employed in the USA since 1876, yet it was not until the mid 1960s, when large numbers were employed to meet the needs of the expanding numbers of students in higher education that their preparation was seriously considered.\(^1\) The professional development programmes offered to GTAs in the USA are often referred to as pre-service preparation. More specifically pre-service preparation refers to professional development opportunities provided in advance of full-time employment in higher education. Most often this is while the person is working on an advanced degree, such as a PhD.

Until recently, the preparation of GTAs in North America for their role as a junior member of the teaching staff can be best described as somewhat hit and miss. The format, content and location of the GTA preparation vary considerably from university to university and discipline to discipline. There are weekend "survival skills" orientation workshops at the start of the academic year and full year-long taught courses covering

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\(^1\) This section is based largely on work previously published by D' Andrea (1996).

\(^2\) The most comprehensive summary of GTA preparation programmes, published to date in the USA, is available in Preparing Graduate Students to Teach: A Guide to Programs that Improve Undergraduate Education and Develop Tomorrow's Faculty by Lambert and Tice (eds) (1993). Also the earlier Teaching Assistant Training in the 1990s by Nyquist, Abbott and Wulff (eds) (1989) and Parrett (1987) are useful resources as well.
pedagogic theory and practice. It has been reported that in the USA, orientation programmes account for thirty-seven per cent of the programmes on offer and year-long courses for thirty-four per cent, the rest are a mostly semester-long programme. (Syverson & Tice 1993). It would appear that more and more the old 'hit and run orientations are giving way to continuing semester-long efforts' (Nyquist in Mangan, 1992: A18). Very few programmes reported in these studies would lead to the British equivalent of an award-bearing course.

Some programmes are offered through centrally located Centers of Teaching and Learning Excellence, or Graduate Schools, others are co-ordinated at Faculty and departmental levels or within a Faculty of Education. Syverson and Tice (1993) report that three fifths of GTA programmes are based in a central university office. When departments develop GTA programmes they can ensure that not only will their GTAs be better prepared to teach but the special needs of the subject will be assured as well (Svinicki & Sullivan, 1993). In addition 'The most effective efforts, many observers conclude, have a centralized program that complements rather than replaces department-based efforts (Mangan, 1992: A18).'

If financial commitment is any measure of how important supporting GTAs with their teaching responsibilities is, it is apparent that there is a wide range here too. In the USA budgets for centralised GTA Training range from $0 (zero) to $304,000 with more than half reporting $0 (zero) (Syvenson & Tice 1993, pp. 7 - 8).

The growing demands from the tax-paying public for accountability in higher education has led to a stronger emphasis on improving the quality of the undergraduate experience. It is within this context that the development of preparation programmes for university teachers, on whom the system is dependent for providing a quality university-level learning experience, has occurred. In recent years there is evidence of a more systematic development of university teaching programmes being initiated by universities in North America. In the USA innovative programmes tend to be pump-primed by major funding provided by grants from government agencies or charities, which have a funding brief for higher education.

Preparing Future Faculty (PFF) is a recent initiative in the USA which has been organised by the Association of American Colleges and Universities and the Council of Graduate Schools, with funding from the Pew Charitable Trust. This programme is a 'national network of academic leaders reshaping graduate education to include the preparation for the full range of faculty roles subsumed by the terms teaching, research and service' (Association of American Colleges and Universities, 1998:1). The programme is organised into clusters of institutions, led by a research institution. The clusters work
together to provide graduate students with the opportunity to professionally develop their career as an academic.

One programme that has had support of this kind, from the Pew Charitable Trust, has been in operation at the University of California at Davis. This programme includes many of the features that have been identified as best practice for preparing graduate students to teach (Sprague & Nyquist, 1989). These are italicised in the list below. A unique feature of the programme is a set of guiding principles that have directed its development. It has been suggested that these guiding principles have been important to its success in preparing university teachers (Davis and Winternitz, 1996).

They include:

- faculty/staff member involvement (mentoring/supervision)
- participant design of a meaningful programme (learner-centeredness)
- recognition of the range of previous teaching experience
- accommodation of time constraints (released time)
- connection between "research" and "teaching" institutions
- development of a recognised teaching culture (continuing professional development)
- collaborative projects (non-competitive assessment)
- cohort-cohort advice and support (peer support)
- tangible recognition (certificate of completion).

These guiding principles are fairly self-explanatory and to discuss the various components of particular programmes is not within the scope of this report. However, the last element: tangible recognition is intriguing because until recently this has not been addressed in the USA. Course credits have been the most that GTAs could expect in the way of tangible recognition for developing themselves as university teaching professionals. However, upon completion of the programme at UC-Davis students receive a certificate at an award ceremony.

Summary: The focus in North America on preparation for university teaching is on pre-service development. This pre-service development is becoming part of the course-work on offer to graduate students enrolled in Ph.D. programmes. Nevertheless, there are a wide variety of practices concerning content, format, available resources, location of the

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3 See Cage (1996) for a recent review of other similarly funded programmes in the USA.
4 The University of Massachusetts has also reported that it plans to launch a "certificate in teaching" (Ouellet, 1996) and the University of New Hampshire has established an Institute on College Teaching that offers a Certificate in College Teaching (http://www.learn.unh.edu/CollegeTeaching/geninfo.html). Readers are reminded that colleges in the USA are higher education institutions.
professional development programmes within universities and the academic award, if any, attached to the programmes.

Best practice from North America would suggest that establishing a set of guiding principles based on pedagogic theory is one important element of successful programmes to prepare graduate students to teach in higher education. In addition, acknowledgement of the professional development programme via an award for successful completion is also finding strong support in the USA in recent years.

1.2 Graduate Teaching Assistants: the UK Experience

1.2.1 The Student Experience

Elements of GTA Programme

It would be foolish to generalise too much from the experience of teaching/researchers in one institution. Yet there is some merit in starting this brief review with the perceptions of student-teachers who were employed by the University of Hull, an institution that followed a widely familiar pattern in the HEI sector through the 1990s. Departments that had long given occasional teaching opportunities to research Postgraduates in the later years of their research (partly to augment funding, partly to provide relevant experience for those aspiring to academic careers) now had to cope with demands from the Research Councils, industry, Harris (1996) and later Dearing (1998) for more professional development. The introduction of compulsory research training programmes for all PhD registrants also coincided with the first cohort of 30 GTAs. These were graduates appointed by the University on three-year contracts to work on PhD projects while teaching up to six hours per week in their departments, 180 hours per year.

As Emerson (1998)\(^5\) observes, 'the GTA scheme was... intended as the ideal solution to a number of problems facing universities and research students'. Particularly, though not exclusively, in disciplines where even a 'good First' is not a guarantee of funding, aspirant doctoral researchers could be offered the equivalent of a Research Council stipend.

Some of the other planned outcomes to the scheme included

- supporting departmental research cultures with new researchers
- relieving established staff from some teaching

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\(^5\) Catherine Emerson, 'Towards Defining a Role for GTAs in Hull', July 1998, a Project Report submitted in partial fulfilment of the assessment outcomes required for the University's Certificate in Higher Education Teaching; Jacquie Hanham, 'Liminality would be a fine thing: the Experience of being a Graduate Teaching Assistant', a paper read at the 'Crossing Boundaries Conference', The University of Sheffield, December 1997. We are grateful to the two authors for giving us permission to use and quote from their papers.
• giving undergraduates the benefit of engaging in learning with a wider range of
research-active people who were also closer to them in age and interests.

Those charged with the training planned a programme that would be run from the centre
by staff from the departments, thus encouraging cross-disciplinary networking, but with
tasks firmly located in the students' departments to ensure discipline-specific relevance.

The sheer numbers of graduate appointees complicated timing of the various
professional activities. New full-time staff are normally appointed some weeks before
sessions start and can reasonably be expected to attend pre-sessional induction. This is
not so for all GTAs. Some did not attend appointment interviews until after the first
intensive training programme. Thereafter, timetabled teaching commitments made it
nearly impossible to find a time when all could attend 'back-up' sessions.

Role Uncertainty
Additionally, preparation of GTAs for the teaching role can be problematic because of the
uncertainty about the parameters of the role and its relationship to other tasks. As
Emerson (1998) notes, a key ambivalence mirrors 'wider confusion in the academic
community over the relative status of teaching and research', compounded for contracted
researcher-teachers 'by the fact that these two roles are reflected in a dual status'. In
theory a GTA is a student while researching and a member of staff while teaching, and
has staff and student cards to prove it'. Role-ambiguity was foregrounded for Hanham
(1998) at the outset: 'When I arrived ... the department was hosting a large international
conference ... The head of department introduced me as one of the "new members of
staff". Others referred to me as "our GTA" ... Invariably the next question was "What's a
GTA?" The answer ... led to ... a blank look on the face of the person who had posed the
question as they realised that they were talking to a mere student'.

Other problems identified are associated with the nexus of uncertainty about roles. Many
teaching postgraduates worry about how they are perceived by the two groups to which
they 'belong'. As Emerson puts it “In my own department, where there are three
postgraduate teachers, two of them GTAs, students were much more likely to compare us
to each other than to other members of staff”. This 'does not seem to have a negative
impact on perceptions of postgraduates as teachers'; indeed, undergraduates not
infrequently choose their postgraduate tutors as the first line of support in times of highly
personal need. Few prospective PhDs are formally assessed in terms of prior preparation
and/or suitability for the task of helping others learn. A 1996 survey conducted by the
National Postgraduate Committee, in association with the Association of University
Teachers and the National Union of Students (hereafter NPC survey) was revealing:
among the 233 postgraduate teachers who responded, only 8% had gone through a
formal appointments procedure, and only 29% had been assessed on their fitness for the GTA role. Yet professional development schemes that include sessions on pedagogy and advice on how to juggle the demands of research and teaching rarely consider the complexities of ‘pastoral care' or ‘administration'. This is often because good advice on the latter tends to be discipline or department-specific, while formal responsibility for the former is properly allocated to staff beyond the level of initiate.

In the model experienced by Emerson (1998) and Hanham (1998), getting the programme to work effectively was predictably challenging, particularly for the pioneering cohort of GTAs in 1995. First, administrative systems posed a series of difficulties that were cumulatively alienating. For example, as Hanham (1998) remembers, 'GTAs were …able to register as staff upon arrival, receive a staff library card and permitted to dine in the staff house, however they had to wait weeks to be able to register as students', and older-style departmental mentoring arrangements did not suffice for a significant cohort of contracted researcher-teachers because professional support not only had to take account both of their immediate needs as teachers, but also the broader postgraduate Research Training Scheme.

Role Responsibilities
'It must be said that GTAs are themselves implicated in the assumption of extra responsibilities over and above their contractual obligations. In part this is because it is very tempting to assume responsibilities that will make you more employable' (Hanham, 1998). Of course this merely serves to compound anxieties about completing the research before the time and money runs out. Time constraints also increase the concern about the need to publish in order to secure a full-time post.

Many universities and funding bodies specify that a full-time student should undertake no more than six hours teaching per week; however, there is considerable confusion about whether this limit excludes or includes preparation and marking. The NCP survey showed that some postgraduates were spending up to 11 hours a week on teaching duties during term time. Predictably the thesis-submission deadlines were affected. Hanham (1998) identified the seduction of accumulating ever more 'experience' as one motive for collusion in this self-burdening tendency; another significant factor is, of course, money. Except for those researching in the sciences, the majority of postgraduates in British universities are either wholly or partly self-funded. Even those who do have full fees-and-maintenance support receive an amount that becomes increasingly inadequate as prices inflate and levels of debt increase. It is therefore unsurprising that so many GTAs take on as much teaching as possible, whatever the impact on their research.
At the same time, hard-pressed universities are tempted to interpret the level of demand for 'casual' work as reason enough to prioritise the many other competing calls on resources above regularising the status of postgraduates employed to teach. Attention to appropriate contracts, for example, is sometimes less than thorough. Indeed, postgraduates employed to teach a few hours on the odd course, might even be considered too 'casual' to merit a contract of any kind. And then there is the issue of pay. Post-1992 universities have a nationally agreed pay scale for part-time staff, but how this should be applied to particular teaching duties is less clear. In 'older' universities, where there is no national scale for part-time teaching, pay is determined at institutional or departmental levels. Employers can thus be 'flexible' about what they offer, with the corresponding risks that students may be exploited and underpaid.

Summary: Understanding the complex and sometimes contradictory role of GTAs is central to the development of appropriate forms of professional development for them. The professional development and the support they receive needs to be commensurate with the increasingly significant part they play in higher education, but tackling the causes of student-teachers' perceived vulnerability might be the biggest challenge of all. Those appear rooted in the structures of the academy.

1.2.2 The Institutional Experience
In order to map the professional development opportunities on offer to postgraduates in the United Kingdom (see Appendix A: Terms of Reference), a questionnaire was mailed to all 102 colleges and universities (see Appendix B: Questionnaire on Preparation of Postgraduates to Teach). The letter accompanying the questionnaire also asked respondents to forward any professional development programme materials used with GTAs (see Appendix C). Although only 22 institutions were able to respond to this latter request, overall a total of 85 responses were obtained, 46 of these by telephone interview. Information from 83% of all HEIs in England, Scotland and Wales was collected by one of these means.

1.2.3 The Reliance of Universities on their GTAs
As the NCP survey noted, GTAs are now indispensable members of departmental teaching teams. 'Research students in many departments are now essential to the delivery of teaching. Without them, there would simply be too much work for established staff to cope with.' Our telephone interviews revealed that GTAs are engaged in a wide range of teaching duties. All are expected to undertake some form of small group teaching such as tutorials, seminars or demonstrating in science laboratories, mark lab reports and exercises, in addition to essays and, occasionally, exams. In addition, there is a wide range of teaching activities to which they contribute more intermittently. They may supervise projects, and teach on field courses and also on masters degree Courses. In a
minority of cases and in their specialist areas, they may lecture or may act in an advisory capacity in the design of courses or modules, or in the setting of exam questions.

However, the benefits of employing teaching assistants are not one sided. The NPC survey found that about three-quarters of the research students were motivated to teach by the financial rewards offered. Yet, nearly 90% of the respondents also claimed that they undertook teaching because they 'wanted the experience.' This tension helps indicate the range of motives which, prompt postgraduates to seek teaching opportunities. Building a CV, particularly in preparation for an academic career, was one reason given more frequently than monetary gain.

In our study intrinsic reasons emerged why subject departments are likely to be concerned about the quality of the teaching received by their undergraduates. These include the professional satisfaction to be gained by the staff from high student achievement, and the personal pleasure to be obtained from the knowledge of having a role in contributing to this. There are also extrinsic reasons why departments should wish to demonstrate that their teaching is of a high standard. The regime of regular external quality reviews is a major incentive. For these different reasons, teaching assistants must be enabled to become competent teachers of undergraduates.

The wide range of teaching duties for which they may be held responsible makes pedagogical expertise important. The teaching role of demonstrators is, relatively speaking, well defined and usually limited to working in the laboratory and to marking lab reports, though for demonstrators in subjects such as computing studies, their teaching situations may bear more resemblance to a tutorial than to the traditional demonstration. But graduate teaching assistants in the Arts and Social Sciences may undertake an array of teaching activities, suggesting that the GTA penetration of undergraduate teaching is increasing. The NPC study concluded that many teaching assistants invested a significant amount of their time in preparing for and delivering their teaching.

1.2.4 Preparing Postgraduates to Teach

To what extent and by what means do universities prepare their GTAs to undertake the range of teaching activities mentioned above? This section reviews the major findings from each item in the survey of institutions (Appendix D).

*Does your institution provide professional development opportunities for graduate students with teaching responsibilities?*

93% (78) HEIs have some form of GTA professional development in teaching and learning in place. Only 6% (7) indicated that there was no such provision and in two of these institutions, no GTAs were employed. The comments of the telephone interviewees revealed the great variety in these courses across the institutions. They varied in length
from half a day to nine days, in the status of the course, and in whether the course was mandatory or voluntary for the GTAs.

*In your institution, who provides professional development opportunities for graduate students with teaching responsibilities?*

Responses to this question on the location within institutions of GTA professional development programmes, indicate that there is a tendency toward central provision.

- In 38% of the institutions that have programmes on offer, the provision is located solely in a central educational or staff development office.
- In 49% of the institutions some of the programme is provided by a central office.
- Where professional development is undertaken in the departments, schools or faculties, these programmes may be provided either by university staff or by outside consultants.
- In only 12% of the institutions is the provision located entirely outside the central educational or staff development office. Thus this aspect of provision is also characterised by variety.

*What does the professional development opportunities for graduate students with teaching responsibilities include?*

The survey of institutions identified a wide range of separate topics that are included in the programmes on offer to GTAs. Those mentioned most frequently were: small group teaching (36), assessing students (31), giving lectures (23), demonstrating skills (19), developing presentation skills (13), designing and planning for teaching and learning (11), learning styles (9), evaluating teaching (8), taking tutorials (8). Fewer than ten per cent of the institutions reported that they included any other topics in their GTA programmes. But those institutions which did include other topics, showed great diversity in their choice. Sixty-five additional topics were cited. See Appendix E for the complete list.

*How are the professional development opportunities for graduate students with teaching responsibilities delivered; and do they lead to an award?*

The great majority (80%) of the GTA professional development programmes took the form of interactive workshops. Some of the more unique approaches included tutorials only (5), distributed learning modes (5) and observing teaching (4).

GTAs on thirty-four of the programmes received an award for completion. These awards were known by twenty-two different names and ranged from a certificate of attendance to a postgraduate certificate in higher education. Those institutions already offering accredited programmes hoped that their qualifications might be transferable under the
Institute for Learning and Teaching scheme, and that likewise, the work of the Staff and Educational Development Association (SEDA) might influence the new qualification.

What features of your institution’s professional development programme have been found to be especially useful to the postgraduates preparing to teach?

Thirty-eight different aspects of GTA programmes were identified as best practice by the responding institutions. Four major areas were identified albeit by very small numbers in each instance. Usually these were special features of the programmes on offer. Those quoted most frequently included observation of teaching (8), networking (7), micro-teaching (6) and acquiring basic classroom skills (6). Again, a complete list is provided in Appendix F.

Other features of GTA professional development programmes

Responses here focused on: plans to redesign the programme in line with the requirements of the ILT, emphasising the value of being a SEDA associate, the need for collaboration between the departments and the central Staff development office, and concern for the Special needs of foreign GTAs.

1.2.5 Conclusion

2. Overall Conclusions

The programmes for preparing university teachers in North America and the UK outlined above can be summarised in terms of the key elements of current practice. These include:

- agreed needs for teaching preparation programmes for Postgraduate teaching assistants
- pre-service provision
- increasing Standardisation/accreditation of programmes on offer
- clearly defined guiding Principles and Outcomes
- tangible outcomes in the form of credentials

Agreed need for teaching preparation programmes for postgraduate teaching assistants. The experience of university teaching preparation programmes in both the UK and abroad has shown that it is accepted that in the interests of a quality undergraduate provision there is a need for developing these programmes. Both governments and charities have defined them within their funding priorities. Institutions and disciplinary associations, and national students’ representatives are committing time and resources to their development as well.
**Pre-service provision.** Although the emphasis has been on pre-service in the USA and in-service (via New Lecture Courses) in the UK, in each country there is currently provision for development opportunities for preparing to teach at both stages of the academic career. The development of the Institute of Learning and Teaching for Higher Education (ILTHE) in the UK is considering providing two levels of membership that would correspond to the stages of university teaching career development. Postgraduates should be able to have their practice accredited on the same basis as lecturing staff, whose work towards Associate Member status should be the starting point for all practitioners.

**Increasing standardisation/accreditation of programmes on offer.** Both countries are intending to standardise the preparation of university teachers through the development of courses on university teaching. Britain seems to be unique in giving leadership to an ILTHE, which will have the remit to take the accreditation process forward in the context of a professional credential.

**Clearly defined guiding principles and outcomes.** The best of the accredited programmes of study for university teaching have established clearly defined guiding principles regarding either the organisation of the programme itself and/or principles of good practice in teaching and learning in higher education. It is expected that ILTHE accreditation will take into account the need to provide specific outcomes for membership that in turn will guide the development and review of current provision for postgraduate teaching assistants.

**Tangible outcomes in the form of credentials.** Certificates of completion of programmes of teaching and learning in higher, education are now beginning to be taken more seriously in the USA whereas they have a long history in the UK. In the case of postgraduates we would expect that preparatory programmes would lead to some form of formal recognition through ILTHE status.

### 3. Recommendations

Currently research training is an integral part of most Ph.D. programmes in the USA and is now seen as central to these programmes in the UK.\(^6\) Our recommendations are to link

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\(^6\) In the UK, Research Councils

...have been leading the way by demanding a structured framework of training. The ESRC now only awards studentships at institutions that have a recognised research training programme. Their publish guidelines emphasised the need for training methods and research design, research techniques and subject knowledge. In addition they highlighted the need for core competencies including the use of research literature and information, ethical and legal issues, writing, presentation and communication skills (Daniels and Akehurst,
the development of teaching to this process. Teaching has yet to be accorded equal status to research activities. Thus, it seems to us that one way around this problem is to link the development of teaching with the development of research at the earliest stages of an academic career. If teaching is to be acknowledged as having comparable importance to research in university life, then the development of teaching skills must be given comparable status to research skills. This would not only provide the necessary knowledge and skills needed to carry out the major responsibilities of an academic career, it would also provide for the socialisation of values which define both teaching and research as equal Partners in the academy. Over time this process could begin to change the culture of higher education and the value placed on both activities.\(^7\)

While recognising that there are different kinds of development requirements for different needs and the implications for the Ph.D., we recommend the following-

- All postgraduates with responsibility for teaching should have appropriate preparation for their role.
- That every department appoints a mentor to offer guidance and support and to administer the postgraduate teaching.
- If GTAs are engaged in any form of assessment that contributes to a degree or award a member of staff should be involved with the outcome.
- Appropriate bodies should develop a code of practice on contract of employment for GTAs
- Preparation for teaching and learning should be integrated into the research students programme of study. Funding implications will need to be considered.
- Institutions should consider a holistic approach for preparing research students for the dual role of teaching and research.
- All GTA participants should be given some form of recognition and where possible it should be linked to ILTHE accreditation.
- Preparation for professional development should be a partnership between educational developers and subject specialist colleagues.
- Any teaching preparation programme is routinely evaluated including feedback from the participants.

\(^7\) This proposal assumes, that in order for it to be effective, changes in the reward structures in higher education, along the lines Boyer (1990) has suggested, would be needed. See also Association of University Teachers, 1996 and Rowland, 1996 for a further discussion of the integration of teaching and research in higher education.
Endnotes

1. This section is based largely on work previously published by D’Andrea (1996).

2. The most comprehensive summary of GTA preparation programmes, published to date in the USA, is available in *Preparing Graduate Students to Teach: A Guide to Programs that Improve Undergraduate Education and Develop Tomorrow’s Faculty* by Lambert and Tice (eds) (1993). Also the earlier *Teaching Assistant Training in the 1990s* by Nyquist, Abbott and Wulff (eds) (1989) and Parrett (1987) are useful resources as well.

3. See Cage (1996) for a recent review of other similarly funded programmes in the USA.

4. The University of Massachusetts has also reported that it plans to launch a “certificate in teaching” (ouellett, 1996) and the University of New Hampshire has established an Institute on College Teaching that offers a Certificate in College Teaching (http://www.learn.unh.edu/CollegeTeaching/geninfo.html). Readers are reminded that colleges in the USA are higher education institutions.

5. Catherine Emerson, ‘Towards defining a Role for GTAs in Hull’, July 1998, a Project Report submitted in partial fulfilment of the assessment outcomes required for the University’s certificate in Higher Education Teaching; Jacquie Hanham, ‘Liminality would be a fine thing: the Experience of being a Graduate Teaching Assistant’, a paper read at the ‘Crossing Boundaries Conference’, the University of Sheffield, December 1997. We are grateful to the two authors for giving us permission to use and quote from their papers.

6. In the UK, Research Councils

   …have been leading the way by demanding a structured framework of training. The ESRC now only awards studentships at institutions that have a recognised research training programme. Their publish guidelines emphasised the need for training methods and research design, research techniques and subject knowledge. In addition they highlighted the need for core competencies including the use of research literature and information, ethical and legal issues, writing, presentation and communication skills (Daniels and Akehurst, 1995:8).
7. This proposal assumes, that in order for it to be effective, changes in the reward structures in higher education, along the lines Boyer (1990) has suggested, would be needed. See also Association of University Teachers, 1996 and Rowland, 1996 for a further discussion of the integration of teaching and research in higher education.

Resources

Website: http://www.preparing-faculty.org/
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Appendix A - Part 1

UK COUNCIL for GRADUATE EDUCATION

WORKING PARTY on TEACHING POSTGRADUATES TO TEACH

Terms of Reference
(a) To map the training opportunities currently on offer to postgraduates in the United Kingdom;

(b) To review the training materials available;*

(c) To examine the documentation available on training for postgraduates in the United States and elsewhere;

(d) To bring forward recommendations on support systems including mentoring and the topics that should be covered in courses for postgraduates who wish to teach in higher education.**

Membership
• Professor S C Holt, Roehampton Institute, London (Chairman)
• Dr Alan Bower, University of Hull and Executive Committee of UKCGE
• Dr Vaneeta D' Andrea, Roehampton Institute, London
• Dr Liz Elvidge, University of East Anglia
• Ewan Gillon, Research Officer, AUT
• Dr Martin Gough, General Secretary, National Postgraduate Committee
• Dr Margaret Wilkin, Homerton College, Cambridge
• Secretary to the Working Party, Belinda Stott, Postgraduate Student, Roehampton Institute, London

*The Working party did not receive enough examples of training materials to be representative of current practice. ** Because the variety of topics was so extensive, it was difficult to determine appropriate topics that should be covered in courses for postgraduates who wish to teach in higher education.
Appendix A - Part 2

Biographical Sketches

ALAN BOWER: Dr Bower is Director of the University of Hull's Graduate Research Institute, and a member of the UKCGE Executive Committee. His disciplinary specialism is English and he has served at various times as Head of Department and Dean of Arts. He was also founding co-ordinator of the University's Educational Development Team and its training programmes for postgraduate teachers.

VANEETA-MARIE D'ANDREA: Dr D'Andrea is Director of the Roehampton Educational Development Centre, Roehampton Institute London. Previously she was a staff consultant at the Oxford Centre for Staff Development where she initiated a workshop programme for GTAs in the UK and at the Center for Educational Innovation at the University of Connecticut (USA) where she coordinated teaching programmes for all GTAs.

LIZ ELVIDGE: Dr. Elvidge has been involved in training f postgraduate students since completing her Ph.D. in 1993. At present she is based at the University of East Anglia in the Centre for Staff and Educational Development. She has been involved in training postgraduate students for several years in the sciences and is currently manager of a project ('Developing postgraduates' teaching skills in the sciences: a training and development programme for teaching assistants') funded by the Fund for the Development of Teaching and Learning (FDTL).


PROFESSOR STEPHEN HOLT (Chaffi1an): Professor Holt is Rector and Chief Executive of Roehampton Institute London. He previously held the posts of Professor of European Studies and Pro Vice-Chancellor at the Universities of Bradford and Kent.

BELINDA STOTT: Belinda Stott graduated foffi1 RIL London with a B.A. in 1991, she then took an M.A. at Sussex University in American Literature before commencing a Ph.D. at Roehampton in Canadian Literature in October 1997. She is currently a Visiting Lecturer at Roehampton Institute on the Children's Literature M.A.
MARGARET WILKIN: Dr. Wilkin is a research associate of Homerton College, Cambridge. When a member of The Centre for Educational Development, Appraisal and Research (CEDAR) at the University of Warwick, she worked in the area of GTA training and development. She now undertakes research projects in education.
Appendix B - Part 1

Questionnaire on Preparation of Postgraduates to Teach

1. Does your institution provide professional development opportunities for graduate students with teaching responsibilities (for example: demonstration, marking, leading fieldwork, tutorials, classroom teaching)?

   yes [ ]
   no [ ]

If yes, please continue. If no please return in the envelope provided.

1. If your institution prepares graduate students to teach, is it provided: (tick all that apply)
   - centrally
   - by department/schools
   - by Faculties.
   - by outside consultants
   - other (please specify):

Next there are a few questions on the provision itself, you may substitute responding to these questions by sending us a syllabus or programme details (or similar details if you prefer).

2. Please list the areas included in the provision, for example: lecturing, small groups, marking, etc.

3. Please describe how the provision is delivered, for example: classroom based, distance learning, workshops, etc.

4. Does the provision lead to an award? If so, which one?
   YES
   NO
   Name of Award: --

5. Please describe any features of the provision which have been found to be especially useful to the postgraduate preparing to teach (i.e. best practice):
6. Is there anything else relevant to this inquiry that you would wish to bring to the Working Party's attention?
Appendix B - Part 2

Working Party on Postgraduate Preparation for Teaching UK Council for Graduate Education

Institution:

Office responding:

Contact details:
Appendix C

Letter Accompanying Questionnaire

Title
First Name
Last Name
Job Title
Company
Address
Address 2
Postal Code
Country

8th March 1999

Dear Title Last Name

I am writing on behalf of the Working Party on Postgraduate Preparation for Teaching of the UK Council of Graduate Education. The terms of reference for this Working Party include mapping the current and best practice of the UK provision for the preparation of Teaching Assistants (TAs) to teach. This would include professional development provided for graduate students (e.g., Demonstrators, Postgraduate Teaching Assistants, Part-time Lecturers) with responsibility for any aspect of the educational provision at your institution.

We would wish to receive your response to the short questionnaire attached and any other information from your institution which would assist us in this mapping process, e.g., programme details, brochures, PGCE details, workshop or survival seminars on teaching etc.

We would also be interested to receive any information on any professional development programmes offered to graduate students to help them prepare to teach after they have completed their graduate study.

As is often the case, we are working to very tight deadlines and would appreciate receiving your response before April 1. In order to facilitate your response we have enclosed a self-addressed envelope.

If you have any questions about this request, please feel free to contact myself or Ms Anne Lynch, Research Assistant for the Working Party.
We look forward to receiving your response at your earliest convenience. If we have sent this letter to you in error, would you be so kind as to pass it along to the appropriate person in your institution.

Sincerely yours,

Dr. Vaneeta D’ Andrea
Member of Working Party
on Postgraduate Preparation for Teaching
Appendix D

Preparing Postgraduates to Teach In Higher Education

HEIs Responding to Survey Questionnaire on GTAs

Aberystwyth - University of Wales*
Aston University
Bangor - University Of Wales
The University of Bath
Birkbeck College
The University of Birmingham
Bolton Institute of Higher Education
Bournemouth University
The University of Brighton*
The University of Bristol
The University of Cambridge*
Cardiff - University of Wales
Institute University of Central Lancashire
Cheltenham & Gloucester College of Higher Education
The City University
Coventry University
De Montfort University
The University of Derby
The University of Durham*
The University of East Anglia*
The University of East London
The University of Essex*
The University of Exeter
Glamorgan University
The University of Glasgow*
Heriot-Watt University
The University of Hertfordshire
The University of Huddersfield
The University of Hull*
Keele University*
The University of Kent at Canterbury*
King's College London
Lampeter - University of Wales
The University of Leeds*
The University of Leicester
The University of Liverpool
Liverpool John Moores University
University of London
London Business School*
University College London
London School of Economics and Political Science
London School of Tropical Hygiene & Tropical Medicine
London Guildhall University
Loughborough University
The University of Luton*
University of Manchester of Science and Technology
The Manchester Metropolitan University
North East Wales Institute of Higher Education
University of Northumbria at Newcastle
Nottingham Trent University
Open University
Oxford Brookes University*
The University of Paisley
The University of Plymouth*
The University of Portsmouth
The Queen's University of Belfast
Queen Mary & Westfield College
The University of Reading
The Robert Gordon University*
Roehampton Institute London*
The Royal College of Art
Royal Holloway
Royal Veterinary College
The University of St. Andrew's,
The University of Salford*
The University of Sheffield*
St. George's Hospital Medical School
Sheffield Hallam University
South Bank University
Staffordshire University
The University of Stirling
The University of Sunderland
The University of Surrey*
Swansea Institute of Higher Education
Swansea - University of Wales
The University of Teeside
Thames Valley University
The University of Ulster*
University of Warwick*
University of Westminster
The University of Westminster (Harrow-on-the-Hill)
University of the West of England, Bristol
Wye College
University of York

* GTA Training materials were received from these institutions
Appendix E

Preparing Postgraduates to Teach in Higher Education

Topics Covered by GTA Professional Development Courses*

Small Groups (36)
Interviewing Skills (2)
Assessment (31)
Learning Objectives (2)
Lectures (23)
Listening & Responding (2)
Demonstrating Skills (19)
Managing Difficult Students (2)
Design & Planning Courses (11)
Marking Presentations (2)
Presentation Skills (10)
Professional Responsibilities (2)
Learning Styles (9)
Project Work (2)
Evaluating & Development of Teaching (8)
Resource Based Learning (2)
Tutorials (8)
Self Management (2)
Teaching Methods (7)
Teaching Portfolio (2)
Essay Marking & Feedback (6)
Work Based Learning (2)
Learning Theory (6)
Assertiveness (1)
Practical Work (6)
Career Development (1)
Supporting Learning (6)
CV Preparation (1)
Communication Skills (5)
Department Procedures (1)
Large Groups (5)
Electronic Information Access (1)
Marking (5)
Flexible Learning (1)
Observation of Teaching (5)
Improving Teaching (1)
Reflective Review of Practice (5)
Independent Learning (1)
Introduction to Teaching (4)
Interactive T/L (1)
Laboratory Teaching (4)
Math Skills for Students (1)
Problem Based Learning (4)
Negotiation Skills (1)
Research Role (4)
Panels/Vivas (1)
Seminar (4)
Preparing Handouts (1)
Subject Specific Teaching (4)
Presentation Skills -
Audio Visual Assisted Learning (3)
Conferences (1)
C+ IT (3)
Oral (1)
Design & Planning -Session (3)
Video (1)
Equal Opportunities (3)
Publication (1)
Micro Teaching (3)
Quality Enhancement (1)
Presentation Skills -Sharing about Teaching (1)
Power Point (3)
Supervision (1)
Stress Management (3)
Teamwork (1)
Clinical Supervision (2)
Time Management (1)
Contemporary HE (2)
T/L Scholarship (1)
Exam Marking (2)
Understanding Role of GTA (1)
Fieldwork (2)
Using Workbooks (1)
Health & Safety (2)
Writing Skills for Students (1)

*Numbers in brackets indicate the number of Institutions offering these Topics 39
Appendix F

Preparing Postgraduates to Teach in Higher Education

Special/Useful Features of GTA Professional Development Courses*

Observations & Feedback (8)
Networking & Discussion with Colleagues (7)
Basic Classroom Skills -Lecturing, Presentation, Small Group Teaching (6)
Micro-Teaching Practice Video (6)
Action Research (3)
Peer Support -Teacher Advisor Scheme (3)
Practical Advice (3)
Evaluation of Demonstrators (2)
Flexibility of Open Learning (2)
Interactive Workshops (2)
Marking Exercise (2)
Portfolio Development (2)
Practice (2)
Simulations of Difficult Situations (2)
Subject Specific (2)
Video Examples (2)
Collaboration Across Institutions & Departments & Offices (1)
Computer Based (1)
Flexibility of when taken (1)
Job Hunting Support (1)
Limited to GTAs (1)
Mentoring (1)
Mix of Staff & GTAs (1)
Mix of Theory & Practice (1)
Pedagogical Theory (1)
Pre-Semester Delivery (1)
Range of Approaches (1)
Reflective Practice (1)
Required Attendance (1)
Role of Demonstrator (1)
Role Plays (1)
Simulation Exercises (1)
Skills Focus is Appreciated (1)
Subject Specialist & Educationalist Taught (1)
Teaching Qualification (1)
Two Stage Process - Pre & Post Teaching Experience (1)
Tutorials (1)
Work Based (1)

* Numbers in brackets indicate the number of Institutions offering these Special/Useful Features