

Graduate Assistant (GA) Manual

2020 -2021

Supplement to the SLU Graduate Education Policies and Procedures Manuals found at:
https://www.slu.edu/academics/graduate/current_students/information_graduate_assistants.php

Categories of Graduate Assistantships in the SSW
(Adapted from the PPM)

Note: All positions are considered Graduate Assistantships; however, duties are likely to fall into one of the following three categories:

Graduate Assistantship

Graduate Assistants (GAs) perform other duties that are not primarily teaching or research. These may include clinical or administrative responsibilities that are inherently related to the student's education and/or career objectives. Administrative roles for GAs must be identified as such and a clear need and benefit for the department or college must be documented (e.g., for admissions, research infrastructure, or accreditation). This type of position provides scholarship money towards tuition.

Graduate Research Assistantship

Graduate Research Assistants (GRAs) are appointed in department/program through the college/School budget or by the principal investigator of a funded research project. Close supervision by a faculty mentor is essential to the student's development as a researcher and scholar. GRAs are assigned a range of duties such as performing literature searches and drafting literature reviews; compiling data and conducting data analyses; helping to prepare professional presentations, papers, and posters; drafting research related correspondence, and preparation of research reports, -4..5 (-11.6 (at)-4.1a)11. (rc)6. (u)-19.5 (t)-4.s as a r3 9h/g6.5 (p7.6 (s)-4.4 (, -4 (t)-4. h (c ag(d)en 8(n)--4.5c(4) (u)-19.5 i tion r mision, and(h)1.3 ((a)-8.8 (t)-4.4 (h)1.4 a)JT.

Responsibilities of Faculty Mentors and Graduate Assistants

Faculty mentors are responsible for assigning graduate assistants appropriate duties in support of their scholarly research, administrative duties and/ or other professional activities that encourage students' intellectual and professional development. Graduate assistants should not be asked or expected to do routine clerical work (e.g., photocopying, filing, etc.) on a regular basis.

Graduate assistants are responsible for reporting to work per a schedule agreed upon with their faculty mentor and for meeting the work requirements of their award

Partial GA (8 hours/week): \$5,000 tuition remission split over the fall and spring semesters - \$2,500 tuition remission will appear on both the fall and the spring student bill. No health insurance nor stipend.

- x Questions about this assistantship after it has been assigned? Please contact Kristi Richter kristi.richter@slu.edu or 314-977-2752.

Externally funded GA (Hours can vary) The GA benefits will be dependent on the grant specifications and will vary. Some graduate assistantships receive their funding from external sources (e.g., federal grants, community agencies) although the student is paid through the University's payroll system. These appointments will generally carry appointment periods reflecting the funding period of the external source. For example, a student on an assistantship funded by an Office of Education grant might have an appointment for the period September 1 through August 30.

Questions about this assistantship after it has been assigned? Please contact Mary Dant Mary.dant@slu.edu or 314-977-8334.

Start Date and Orientation

Traditionally, GAs will begin their appointments the week following their attendance at the Graduate Assistantship Orientation held by the university (usually facilitated the week prior to the start of classes). GAs are required to attend this orientation.

Training

Training of graduate assistants occurs under the supervision of faculty mentors in a variety of contexts depending upon the primary assignment (e.g., administration, research, or teaching). However, there are the following resources and various training materials <https://sites.google.com/a/slu.edu/schoolofsocialwork/school-resources/ga-resources> that GRA and faculty members might find useful to better assist students during their assistantships.

Mentoring

A fundamental aim of the Graduate Assistantship Program in the SSWs is to supplement students' learning experiences in their academic programs. The assistantship experiences should augment and broaden educational experiences. Concerted efforts are made to ensure that assistantships and associated tasks and responsibilities are clearly and justifiably consistent with students' educational and professional objectives and aspirations. Mentorship by supervising faculty is one way by which the graduate assistant's experience thoughtfully builds on the academic learning experience and assures that the assignments are in fact complementary to their academic program. This process is enhanced through ongoing, meaningful interaction between the faculty mentor and the graduate assistant, and may be complemented by means of the following specific actions, among others:

- (1) Preliminary meeting to discuss the student's assignment, expectations for performance, specific deliverables and timeline for production, and faculty mentor responsibilities, and

Appendix A

Tip Sheet for Faculty Using the Graduate Assistant for Graduate Teaching Assistants (GTAs)

- x Expectations and responsibilities need to be established between the faculty member and GTA early on in the semester and per the SS Assistantship Manual.
- x GTAs need a full-time faculty member to give constructive criticism following guest lecturing.
- x GTAs should be given the opportunity to implement changes in future guest lectures, following feedback from the faculty member.
- x If the class has a designated lab section, GTAs are jointly responsible for creation of the lab syllabus, with input from the faculty member.
- x GTAs are responsible for facilitating the lab
- x Once a semester, faculty members should attend the lab and provide feedback.
- x Students should have the opportunity to evaluate GTAs similar to faculty/course evaluations.
- x Grading is at the discretion of the faculty member and should not be the primary responsibility of the GTA.
- x GTAs should be able to evaluate and submit feedback regarding their experience working with their faculty member.
- x Open dialogue is encouraged between faculty members and GTAs regarding student performance.

Appendix B

Evaluations will be provided to the assistant and faculty mentor through Qualtrics.
View the following questionnaires from Fall 2020

Student Evaluation of Graduate Assistantship (for GRA) – Fall 2020

Your name:

Last Name

First Name

Your faculty or staff supervisor:

Name:

In what department, program or office was your GRA / GA or RA?

- Health Management & Policy
- Social Work
- Applied Behavior Analysis
- Criminology and Criminal Justice
- Urban Planning and Development
- Behavioral Science & Health Education
- Environmental & Occupational Health
- Biostatistics
- Epidemiology
- Global Health
- Maternal and Child Health
- Undergraduate Public Health Office: BSEM, BSPH, BSHM, BSBS
- Other

How long have you had this GRA / GA / RA position?

- 1 semester
- 2 semesters
- 3 semesters
- 4 semesters

To complete your duties as a GRA / GA /RA, about how many hours a week did you work this semester, on average?

- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- More than 20 hours

What activities have you performed this year as a GRA / GA / RA? (Check all that apply)

- Literature Review(s)
- Qualitative Data Analysis
- Quantitative Data Analysis
- Data Coding or Cleaning
- Editing Manuscript(s)
- Writing Manuscript(s)
- Research Coordination (e.g., recruiting study participants, coordinating focus groups, etc.)
- Developing IRB Protocols
- Poster Development
- Presentation Development
- Abstract Development
- Writing and/or Editing Grant(s)
- Administrative Duties
- Teaching assistant or help with Faculty's teaching materials
- Meeting or Event Coordination
- Project Management
- Other:

Thinking about your work as a GRA / GA this academic year, please indicate the degree to which you disagree or agree with the following statements:

strongly disagree	disagree	neither disagree or agree	agree	strongly agree
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My skills were fully utilized.

My supervisor met with me regularly to talk about our work.

strongly
disagree

In what ways has this assistantship helped to further your professional or academic goals?

How could we improve the GRA / GA experience?

Please use the space below to share any other comments related to your GRA / GA position.

Faculty Evaluations of Graduate Assistantship (for GRA) – Fall 2020

Name of faculty member completing this evaluation:

Name:

Name of graduate assistant:

Name:

Did this student just complete the first or second year of his/her assistantship?

1st

Please share your input about the GRA/RAs performance.

ATTITUDE. This student...

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

Shows a positive attitude

Accepts feedback well and uses feedback to improve performance.

Is willing to take risks.

WILLINGNESS TO LEARN. This student...

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

Takes advantage of opportunities to learn new things.

Helps create positive learning environment.

Strongly
disagree

Somewhat
disagree

Neither agree
nor disagree

Somewhat
agree

Strongly
agree

Recognizes problem
areas in his/her own
performance and makes
improvements.

DEPENDABILITY. This student....

Strongly
disagree

Somewhat
disagree

Neither agree
nor disagree

Somewhat
agree

Strongly
agree

Is working during
scheduled work hours.

Strongly
disagree

Somewhat
disagree

Neither agree
nor disagree

Somewhat
agree

Strongly
agree

Is the kind of person I
want to have a colleague

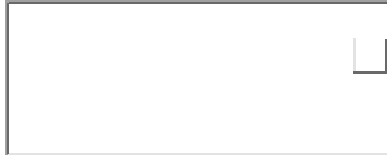
What are the primary tasks your GRA/RA has completed this year? (check all that apply)

- Literature review
- Qualitative data analysis
- Quantitative data analysis
- Data coding or cleaning
- Editing manuscript
- Writing manuscript
- Research coordination (e.g., recruiting study participants, coordinating focus groups, etc.)
- IRB Protocol development
- Poster development
- Presentation development
- Abstract development
- Writing and/or editing grant(s)
- Other:

Please describe how you worked with this student. (e.g., frequency of meetings, mentoring activities)

What has this student learned, experienced or accomplished as a GRA/GA that he/she would not have had the opportunity to do without the GRA/GA position?

Please use the space below to share any ideas you have for improving the experience of working with GRA/RAs.

A large, empty rectangular box with a thin black border, intended for the user to write their ideas for improving the experience of working with GRA/RAs. The box is positioned directly below the text prompt.