

*Department of Educational Administration
&
Human Resource Development*

Graduate Assistant Policy & Guidelines Handbook

Effective February 7, 2007

Table of Contents

Introduction.....	3
Philosophy of Graduate Assistantships.....	3
Guiding Statements.....	3
University Statement on Harassment and Discrimination.....	3
Ethics: A Call to Excellence.....	4
Disability Services.....	5
Application.....	5
Selection Process.....	5
Developmental Work Plans.....	6
Overview.....	6
Length of Service.....	7
Graduate Assistant Orientation.....	7
Training Requirements and Opportunities.....	8
Attachments.....	9
Attachment 1: Timeline.....	9
Attachment 2: Application Form.....	10
Attachment 3: Faculty Request Form.....	13
Attachment 4: Job Description.....	15
Attachment 5: Work Agreement.....	18
Attachment 6: Performance Review.....	23
Attachment 7: Graduate Assistant Orientation Schedule.....	26
Attachment 8: Training Opportunities.....	29

Introduction

The Graduate Assistant (GA) Committee will be a standing committee responsible for monitoring GA-related policy, facilitating GA/Faculty assignments, reviewing GA requests for extension, and organizing the GA orientations. Membership on this committee will consist of one faculty member from each departmental program area (4 members), one at-large member, one graduate assistant representative, and one staff member. Faculty and graduate assistant terms of service will be no longer than two years.

The purpose of this handbook is to provide policy and guidelines to facilitate the graduate assistant process—including application, selection, development, and performance evaluation. A timeline for all relevant dates for the process can be found at Attachment 1.

Philosophy of Graduate Assistantships

We are committed to the philosophy that graduate assistant positions serve as developmental opportunities for individuals who seek to join a community of scholars in their respective fields within academe or professional practice. Graduate assistantships should be mutually beneficial to student and faculty supervisor, as negotiated between them at the beginning of each semester. As noted by the Office of the Vice President for Research, the nature of the duties of a graduate assistant are such that they require knowledge of an advanced type in a field of science or learning, are predominantly intellectual and varied in character, and require consistent exercise of discretion and judgment.

Graduate assistants are master's or doctoral students who receive a small salary and tuition waiver in exchange for apprenticing with faculty members for twenty hours each week during the academic year. In some cases, assistantships may be extended through the summer. Graduate assistants are required to maintain a 3.0 grade point average while taking 9 credit hours each semester.

Guiding Statements

Our practice is guided by the below university policy statements regarding sexual harassment, discrimination, disability, and general ethical conduct.

University Statement on Harassment and Discrimination

Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 979-845-3113, faculty members should contact the Office of the Dean of Faculties and Associate Provost at 979-845-4274, and staff members should contact the Human Resources Department Employee Relations Office at 979-862-4027.

Ethics: A Call to Excellence

Texas A&M University aspires to excellence in all its endeavors. Our code of conduct, traditionally called the Aggie Honor Code, exemplifies excellence through a simple, straightforward statement. The Aggie Honor Code embraces honesty, exhorts responsibility, and expects integrity.

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

The Aggie Honor Code affirms ethical values that are applicable to students, faculty, and staff alike. The word “ETHICS”, as used below, reflects the spirit of the Aggie Honor Code and the values by which Texas A&M University strives to interact with constituents and the communities it serves.

E XCELLENCE	<i>Leading with integrity in pursuit of the vision</i>
T RUST	<i>Building relationships through equity and respect</i>
H ONOR	<i>Acting with individual responsibility and accountability</i>
I NTEGRITY	<i>Upholding honesty and uprightness in purpose and practice</i>
C OMMITMENT	<i>Demonstrating diligence to ethical conduct and compliance requirements</i>
S TANDARDS	<i>Setting boundaries and parameters to define and guide responsible conduct</i>

Ethics Policy and Related Policies

Policies provide direction and clarify responsibilities and expectations. The Texas A&M University System Board of Regents set forth standards in [System Policy 07.01 Ethics Policy, TAMUS Employees](#) for the following areas: principles of ethical conduct; conflicts of interest; system property and services; benefits, gifts, and honoraria; dual office holding; public officials and political activities; travel; and employment. System Policy 07.01 also specifies that employees are to promptly report waste, fraud, abuse, and corruption in accordance with [System Policy 21.04, Control of Fraud and Fraudulent Actions](#). All new employees are to receive ethics training within 30 days of hire, and all current employees are to retake the ethics training every two years in accordance with [System Policy 33.05 Employee Training](#). A [student conduct code](#) is included in the Student Rules.

If you have a question on Ethics – Contact the following Individuals

**Undergraduate Students
(Academics)**

Mr. Matt Fry, J.D.
Director Aggie Honor System
(979) 458-3378
aggiehonor@tamu.edu

**Students
(General)**

Dr. David W. Parrott
Assoc. VP Student
Affairs
(979) 845-4728
davep@tamu.edu

**Graduate Students
(Mediator)**

Dr. Clifton Griffin
Graduate Studies
Ombudsperson
(979) 845-3631
clifton@tamu.edu

Faculty

Dr. Karan Watson
Dean of Faculties and Associate Provost
(979) 845-4274
watson@tamu.edu

Staff

Ms. Terry Spang
Asst. Provost for Finance & Administration
(979) 845-4016
spang@tamu.edu

Disability Services

Students with disabilities have the right to equal access to courses, programs, activities, services, and facilities offered at Texas A&M University. Students are also entitled to reasonable accommodations. All information about the student's disability is to be kept confidential. Students have the responsibility to provide acceptable documentation of disabilities and to register with Disability Services (DS) if they would like to receive accommodations. If students deem it necessary to receive accommodations and for a particular class, students have the responsibility to inform the instructor.

Application

Graduate students may submit an application, or update an existing application, for a graduate assistant position at any time. To be considered for a fall semester graduate assistantship, the deadline to submit an application is March 15 of each calendar year. Applications will be maintained on file for two calendar years. The application form is at Attachment 2.

Selection Process

1. Graduate students submit applications to main office
 - a. Must be enrolled for the term of the assignment
 - b. Must have good academic standing
2. Applicants' files are reviewed once a year (April) for the coming year, unless special circumstances (e.g. unexpected open graduate assistant position) require a supplemental review.
3. Applicant files are grouped according to program, career path, research skills, and research interests.
4. Faculty members (a) are given advanced notice that all submitted applications will be available for review in the front office, and (b) must submit a wish list of 2 or 3 graduate

assistant candidates ranked in order of preference from the applicant pool by the stated deadline (see Attachment 3). With the exception of those professors wishing to retain their current graduate students, assistant professors and assistant clinical professors are given first selection followed by associate and full tenured and clinical professors.

5. Applicants are selected by a rotating subcommittee of the Graduate Assistant Standing Committee according to the following criteria (listed on the most current vita) by:
 - a. priority will be given to those receiving diversity fellowships
 - b. match with faculty interests and needs based on job description submitted by faculty (see Attachment 4)
 - c. expertise and ability to perform tasks requested by faculty
 - d. references and past work experience
 - e. professional goals

- f. Graduate students are notified in May of their assignment. If the graduate student accepts the assignment they are to:
 - a. Notify the professor and copy the main office their acceptance of the assignment
 - b. Make arrangements with the professor to discuss assignment expectations and duties. Sign the work agreement (see Attachment 5) and ensure the signed agreement is submitted to the administrative office (Room 511) by September 15
 - c. Complete all administrative paper work as required
 - d. Attend the mandatory graduate assistant orientation in August

Developmental Work Plans

Overview

We are committed to the philosophy that Graduate Assistant positions serve as developmental opportunities for individuals who seek to join a community of scholars in the fields of academe and professional practice. To that end, a developmental work plan serves as a means for faculty members to mentor graduate assistants in professional relationships to meet established teaching, research, and service goals of both student and faculty. The developmental work plan consists of three parts:

1. *Job description* (Attachment 4): Teaching, research, and service activities identified by each faculty member as job tasks to be accomplished by a potential graduate assistant. Potential graduate assistants will use the job description to identify faculty with whom they would like to work; the Graduate Assistant Committee will use the job description to facilitate assignment of graduate assistants to faculty members. This document is to be turned in to the administrative office (Room 511) by January 15 of each year; they are due in January to ensure new applicants for the fall semester have the opportunity to identify potential faculty with whom to work.

2. *Work agreement* (Attachment 5): A living document that identifies teaching, research, and service activities to be performed by the graduate assistant as negotiated between the graduate assistant and the faculty member. These plans should be

revisited at the beginning of each developmental period (September 15 and February 1 as a minimum). As a living document, the work agreement may change as new activities and requirements occur for both faculty and graduate assistant. Changes to the agreement should be initiated by both faculty member and graduate assistant. For those with departmental graduate assistants, a completed work agreement is part of the departmental annual reporting requirements for the A-1.

3. *Performance review* (Attachment 6): Development plans and performance reviews are two separate activities. Performance reviews are not intended as developmental for the graduate assistant; they are intended to help faculty determine whether a graduate student should be rehired, placed with a different faculty member, or replaced as a graduate assistant. Performance reviews are due at the end of each semester of the academic year (December 15 and May 1); both faculty member and student should sign the performance review. Performance reviews will be kept on file for review by faculty and the GA committee as needed. For those with departmental graduate assistants, a completed performance review is part of the departmental annual reporting requirements for the A-1.

Length of Service

Master's Graduate Assistants

Master's level GA positions may be held for up to two years, dependent upon performance and position availability.

Doctoral Graduate Assistants

Doctoral level GA positions may be held for up to four years, dependent upon performance and position availability.

Graduate students accepted into an extended doctoral program (i.e. accepted for the PhD program without having earned a master's degree) may hold a GA position for up to five years.

Appeals for Extension

On occasion, extenuating circumstances may warrant an extension of the maximum allowable time to hold a GA position. Students may appeal to the GA Committee for a one-year extension. The appeal should consist of a 1-page justification for the extension and an endorsement by a faculty member who agrees to work with the GA during the extension year.

A 3-member panel from the GA Committee will review appeals; decisions must be unanimous. Appeals will be submitted by May 1 of each year.

Graduate Assistant Orientation

The Graduate Assistantship Orientation serves as a means of orienting graduate assistants to the department, their roles, and their responsibilities. The Orientation will cover both important

information about the values and goals of the department as well as the various processes that allow the work of the department and its members to operate smoothly. Additionally, the orientation will begin the initial skills training for each new graduate assistant in the areas of writing and research, for which most departmental graduate assistants are responsible. However, Orientation will only begin the basic training process. Because individual faculty have different support needs from their graduate assistants, additional required training may be provided by the faculty supervisor directly, and/or the graduate assistant may be required to attend training opportunities offered elsewhere on campus (please see Training Opportunities).

During the first year of implementation, all graduate assistants will be required to attend the Orientation in its entirety. After the graduate assistant's first year of employment with the department, returning graduate assistants will attend a common morning session and then either be allowed to attend the afternoon training, if needed (as determined by their faculty supervisor) or additional training options. The general agenda for the orientation is at Attachment 7.

Training Requirements and Opportunities

Because not all graduate students enter graduate school equally prepared and from various fields, we believe that additional training might be helpful in attaining three goals: research, technology, and teaching. To that end, some training is expected of all graduate assistants while other training opportunities are at the discretion of the graduate assistant and the sponsoring faculty member.

The following training seminars are required of all graduate assistants within the first two months of employment (see Attachment 8 for more information on training opportunities):

- Library Overview (offered by Evans Library)
- Using EndNote software (offered by either Computer Information Training Center or Evans Library)
- IRB (offered by either the EAHR department through the GA orientation and specialty workshops or the Office of Research Compliance)
- APA (offered by EAHR Department through the GA orientation training)

The staff member of the Graduate Assistant committee will be responsible for maintaining a tracking database of training attended by departmental graduate assistants.

In addition to the required training, other opportunities are available (Attachment 8). The Computer Information Training Center provides workshops on statistical packages, such as SPSS and SAS. Furthermore, in teaching or as a graduate assistant teacher, you may be asked to learn about elearning. Elearning provides online access to students to view their grades, post articles, and interact with faculty. The Center for Teaching Excellence provides a year-long training on how to become a better teaching college professor. For graduate students who are seeking external or internal funding, the Office of Proposal Development lists grants and fellowships available to graduate students and offers workshops on how to write grants and fellowship applications.

Attachments

Attachment 1: Timeline

<i>August</i>	Mandatory graduate assistant orientation seminar
<i>September 15</i>	Work agreements due to administrative office (Room 511) for file Modified work agreements do not need to be re-filed, but both faculty and graduate assistant should maintain an initialed copy of the modified agreement
<i>December 15</i>	Performance review form due to administrative office (Room 511) for file Performance reviews will be available for faculty and the GA committee to review for future placement of graduate assistants
<i>January 15</i>	Submit job description electronically to administrative office (Room 511) Job descriptions made available to potential graduate assistants
<i>February 1</i>	Work agreements due to administrative office (Room 511) for file (if no changes, new form does not need to be filed)
<i>March 15</i>	Graduate assistant applications for fall semester due to administrative office (Room 511)
<i>April 1</i>	Graduate Assistant applications available for review in main office
<i>May 1</i>	Performance review form due to administrative office (Room 511) for file Performance reviews will be available for faculty and the GA committee to review for future placement of graduate assistants Faculty requests for GA assignments due to administrative office (Room 511)
<i>Early May</i>	A sub-committee from the GA committee will meet to assign graduate assistants to faculty for the fall semester and to review appeals for extension from current graduate assistants Unless requests for change are made, fall assignments will carry over to the spring semester

Attachment 2: Application Form

**Department of Educational Administration and
Human Resource Development**

Texas A&M University
College Station, TX 77843-4226

Application for Graduate Assistantship

Name: _____ Date: _____

Social Security Number: _____ Email: _____

Home Address: _____

Phone: () _____ Fax: _____

Degree Program: _____ MS _____ PhD

Assistantship Requested for Fall, Spring, or Summer of Year _____

Date admitted to program: _____

Have you ever been a Graduate Assistant before? _____ For Whom? _____

Academic Program:

EHRD
_____ Adult Education

_____ Human Resource Development

EDAD
_____ Higher Education Administration

_____ Public School Administration

What is/are your area(s) of interest or research?

**Department of Educational Administration and
Human Resource Development**

Texas A&M University
College Station, TX 77843-4226

Application for Graduate Assistantship

Please review the research interests of each professor prior to answering the following two questions.

Would you be willing to accept an assistantship with a faculty member who is outside of your field of study? _____ Yes _____ No

Please list your first three choices of professors with whom to work:

1. _____
2. _____
3. _____

Please understand that while the top three choices are designed to help us better assign you to a professor, you may not necessarily receive any of your top three choices.

1. Please include a writing sample (an article; a non-graded copy of a paper submitted for class; etc.);
2. Please include a 500-750 word statement of purpose that addresses:
 - a. Your personal goals and objectives and how the graduate assistantship will enhance these goals;
 - b. Skills you have which will be of benefit to both you and your professor; and
 - c. Your long-term career goals.
3. Please include a current resume or vita

Please return all graduate assistantship application materials to:

EAHR Office Manager
Department of Educational Administration and Human Resource Development
511 Harrington Tower
Texas A&M University
College Station, TX 77843

Attachment 3: Faculty Request Form

**Department of Educational Administration and
Human Resource Development**

Texas A&M University
College Station, TX 77843-4226

Faculty Request for Graduate Assistant

Date: _____

Name: _____ Title: _____

Please list your first three choices of graduate assistants with whom to work:

1. _____

2. _____

3. _____

Please understand that while the top three choices are designed to help us better assign a graduate assistant to you, you may not necessarily receive any of your top three choices.

With the exception of those professors wishing to retain their current graduate students, assistant professors and assistant clinical professors are given first selection followed by associate/full tenured and clinical professors.

Attachment 4: Job Description

Developmental Work Plan for Graduate Assistants
Job Description: To be placed on file by January 15 each academic year

Faculty Supervisor Name:

Developmental Period: _____ Fall 200_ _____ Spring 200_ _____ Summer 200_

Teaching: Examples of teaching activities include setting up classrooms, obtaining course materials, making photocopies, teaching segments of courses, establishing or monitoring WebCT sites, making handouts, creating PowerPoint slides, shadow grading graduate assignments, suggesting readings or activities for possible course adoption, co-teaching undergraduate courses		
Objectives	Evidence of Accomplishment	
	Projected:	
	Projected:	
	Projected:	
	Projected:	

Research: Examples of research activities include: Conducting database searches for literature, writing literature reviews, analyzing quantitative/qualitative data, collecting data, writing IRB requests, co-authoring publications, maintaining referencing databases, assisting with publication formatting, editing articles, researching requests for grant proposals, present co-authored publications at conferences		
Objectives	Evidence of Accomplishment	
	Projected:	
	Projected:	
	Projected:	
	Projected:	

Service: Examples of service include: Organizing faculty materials, providing general faculty support, taking minutes for committee meetings, engaging in voluntary service activities (such as GRAB or ERE), supporting fellow graduate students, maintaining faculty calendars, scheduling conferences, managing local conferences, gathering data for and author nomination packets for university awards, helping plan programming for departmental students through GRAB, mentoring fellow students		
Objectives	Evidence of Accomplishment	
	Projected:	
	Projected:	
	Projected:	
	Projected:	

Attachment 5: Work Agreement

Developmental Work Plan for Graduate Assistants
Work Agreement: To be accomplished by September 15 and February 1 each academic year

Graduate Assistant Name:

Faculty Supervisor Name:

Developmental Period: _____ Fall 200_ _____ Spring 200_ _____ Summer 200_

Teaching: Examples of teaching activities include setting up classrooms, obtaining course materials, making photocopies, teaching segments of courses, establishing or monitoring WebCT sites, making handouts, creating PowerPoint slides, shadow grading graduate assignments, suggesting readings or activities for possible course adoption, co-teaching undergraduate courses

Objectives	Target Completion Date	Evidence of Accomplishment	Opportunities for improvement
		Projected: Actual:	
		Projected: Actual:	
		Projected: Actual:	
		Projected: Actual:	

Research: Examples of research activities include: Conducting database searches for literature, writing literature reviews, analyzing quantitative/qualitative data, collecting data, writing IRB requests, co-authoring publications, maintaining referencing databases, assisting with publication formatting, editing articles, researching requests for grant proposals, present co-authored publications at conferences

Objectives	Target Completion Date	Evidence of Accomplishment	Opportunities for improvement
		Projected: Actual:	
		Projected: Actual:	
		Projected: Actual:	
		Projected: Actual:	

Service: Examples of service include: Organizing faculty materials, providing general faculty support, taking minutes for committee meetings, engaging in voluntary service activities (such as GRAB or ERE), supporting fellow graduate students, maintaining faculty calendars, scheduling conferences, managing local conferences, gathering data for and author nomination packets for university awards, helping plan programming for departmental students through GRAB, mentoring fellow students

Objectives	Target Completion Date	Evidence of Accomplishment	Opportunities for improvement
		Projected: Actual:	
		Projected: Actual:	
		Projected: Actual:	
		Projected: Actual:	

Developmental Work Plan for Graduate Assistants

Faculty Supervisor Signature

Date

Graduate Assistant Signature

Date

Attachment 6: Performance Review

Performance Review for Graduate Assistants
To be accomplished and placed on file by December 15 and May 1 each academic year

Graduate Assistant Name:

Faculty Supervisor Name:

Rating Period: _____ Fall 200_ _____ Spring 200_ _____ Summer 200_

Objectives	Evidence of Accomplishment	Performance Rating
Overall Performance Rating:		

- Ratings:**
- 1 – Outstanding
 - 2 – Very Good
 - 3 – Good
 - 4 – Acceptable
 - 5 – Unsatisfactory

Overall Assessment

_____ Rehire, I would like to continue working with this graduate assistant

_____ Rehire, assign to a different faculty member (overall performance must be 'good' or better)

Reason: _____

_____ Do not rehire

Faculty Supervisor Signature

Date

I **do/do not** agree with this performance assessment. (OPTIONAL)

Graduate Assistant Signature

Date

Attachment 7: Graduate Assistant Orientation Schedule

EAHR Graduate Assistantship Orientation Agenda August 2007

<i>Time</i>	<i>Topic</i>
9:00 – 9:30 a.m.	1. Introductions <ul style="list-style-type: none"> a. Jim Scheurich – Overview of the department, departmental values <ul style="list-style-type: none"> i. Structure of the department/College – org. chart ii. Introduction of program chairs iii. Focus of the department/ departmental values
9:30 – 11:30 a.m.	2. Processes and procedures within the department <ul style="list-style-type: none"> a. Introductions of office staff, their roles and areas of responsibility b. Introductions of advising staff, their roles and areas of responsibility c. Specific processes: <ul style="list-style-type: none"> i. Stationary and supplies ii. Weekends in the building iii. Purchasing and travel funds iv. Grant management/ application v. Copying vi. Payroll vii. Computers and printing viii. Offices/keys ix. Forms x. Other?
11:30 – 12:30 p.m.	Lunch
12:30 – 1:30 p.m.	3. Expectations <ul style="list-style-type: none"> a. Policies b. Employment c. Evaluation d. Work hours e. Additional available and required training f. Developmental work plan
1:30 – 2:00 p.m.	4. Employment <ul style="list-style-type: none"> a. Sexual Harassment b. ADA c. Discrimination d. Professional/non-professional responsibilities e. Ethical issues

3:00 – 4:00 p.m.	<ol style="list-style-type: none">5. Evans Library Tour/ Research Librarian Training<ol style="list-style-type: none">a. Checking out items for a professorb. Inter-library resources/loansc. Research librarian servicesd. Using various research data bases and toolse. Library Scavenger Hunt
4:00 – 5:00 p.m.	<ol style="list-style-type: none">6. Writing Basics<ol style="list-style-type: none">a. Overview of common writing issuesb. Basic elements of a good literature reviewc. APA trainingd. Aggie Honor Code/ plagiarisme. IRB Training (Brief overview) – Bill

Attachment 8: Training Opportunities

1. E-learning

<http://elearning.tamu.edu/faculty/training.php>

Register for workshops at: http://itsinfo.tamu.edu/workshops/workshops_schedule.htm

Online posting for grades, class notes, class reviews.

2. General Library Classes

<http://library.tamu.edu>

The Libraries are committed to supporting faculty and student scholarship, enhancing the student learning experience, and encouraging the development of critical thinking and information literacy skills. They provide a variety of course-related instructional programs, offering individual as well as group instruction, library orientations, and tours upon request.

Instructional sessions can include any (or all) of the following segments along with anything else you wish us to cover:

- Introduction to LibCat and/or Chiron, the Libraries' Online Catalogs
- Overview of databases and electronic resources within specific subject areas
- Steps in the Research Process
- Critical Thinking and the WWW: How to Evaluate Web Resources
- Basic information literacy competencies
- Off-campus connection to electronic resources and other online library services
- Keeping Up With Current Literature

Below are a few of the instructional sessions frequently requested by library patrons. If these sessions do not meet your specific needs, please [request a personalized session online](#).

EndNote. This hands-on session provides an introduction to using Endnote 6, a citation management software product created by ISI, the Institute for Scientific Information. Learn how to import citations and abstracts directly from databases, automatically generate formatted bibliographies, and more.

PsycInfo. This interactive session provides an overview of PsycInfo searching features and database coverage. PsycInfo is a database containing references to professional and academic literature in psychology and related disciplines including medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, and other areas.

Reference Manager. This hands-on session provides an introduction to using Reference Manager, a citation management software product created by ISI, the Institute for Scientific Information. Learn how to import citations and abstracts directly from databases, share citation libraries with colleagues, and more.

3. Center for Teaching Excellence

<http://cte.tamu.edu/>

At the Center for Teaching Excellence (CTE) they recognize that a graduate student's career will include teaching in a college setting. The CTE provides resources and services to graduate students so that they can thrive as teachers and grow professionally. Graduate students with teaching responsibilities can enroll in our workshops, work with a CTE consultant. The Center's staff can assist any individual in developing a personal philosophy of teaching statement for use in any future academic career, as well as offer graduate assistants an opportunity to enter into a teaching relationship with faculty members. The Center also runs the university sanctioned Teaching Assistant Training Evaluation Program (TATEP).

The GTA program is free for all graduate students who recognize that their career will include teaching in a college or university setting. The GTA is a one-year voluntary program that can be entered at the beginning of the fall or spring semester. Participants who complete a series of requirements set forth by the GTA are eligible to obtain a Certificate of Completion designating them as a "GTA Fellow".

4. TAMU Training Programs

<http://tamus.edu/offices/shro/pagetraining.htm>

The System Human Resources Office has developed several web-based training programs for A&M System employees. To access these programs, click any of the links below to advance to the Single Sign On (SSO) page. Log in using your Universal Identification Number and PIN. After logging in, choose HRCONNECT from the SSO menu. After HRConnect opens, choose the Training tab.

[Creating a Discrimination-Free Workplace](#) provides an overview of A&M System policy on discrimination, including prevention of sexual harassment. We also offer a [Spanish version](#) of this course.

[Ethics](#) provides an overview of A&M System ethics policy for A&M System employees. We also offer a [Spanish version](#) of this course.

5. The Training Center: Computer & Information System

Complete list of workshops can be accessed at <http://cis.tamu.edu/training/courses.php>.

Training in EndNote, Operating Systems, email, word processing, spreadsheets, desktop publishing, web page creating, graphics and illustration, multimedia/presentation, database, project management, and programming.

6. Educational Research and Evaluation Laboratory

<http://erel.tamu.edu/>

The Educational Research and Evaluation Laboratory (EREL) in the Department of Educational Psychology at Texas A&M University, supports research, development, and evaluation activities of the students and faculty in the College of Education and of their clients and constituencies (e.g., Texas ISDs). Consultation and services provided include:

- problem identification, conceptualization, and refinement;
- research and evaluation planning;
- research design;
- instrument development;
- data collection, coding, and analysis; and
- interpretation, reporting, and dissemination of results.

The EREL suite is located in 718 EDCT. Users can access software such as SPSS, Lisrel, AMOS, Adobe Acrobat and Microsoft Office 2003.

7. Office of Proposal Development

<http://opd.tamu.edu/>

Lists fellowships and grants.

Offers workshops on fellowships and grant proposal writing.

8. ALLIES

<http://allies.tamu.edu/>

ALLIES include staff, faculty, and students at Texas A&M University who display an Ally [placard](#) outside their office or residence hall room. This sign identifies them as individuals who are willing to provide a safe haven, a listening ear, and support for lesbian, gay, bisexual, and transgender people or anyone dealing with sexual orientation issues.

Graduate Students can attend Allies Advances (<http://allies.tamu.edu/become.asp>) which is usually a day long workshop to provide a safe haven, a listening ear, and support for lesbian, gay, bisexual, and transgender people or anyone dealing with sexual orientation issues.

9. The Department of Multicultural Services

The Department of Multicultural Services strives to be a resource for faculty and staff who are at the forefront of moving Texas A&M University to the place of excellence as outlined in Vision 2020. We offer the following resources for the campus community:

CommUnity Conversations: This monthly dialogue program provides a place for staff, faculty and students to discuss social issues affecting the Texas A&M community.

Customized workshops and guest lectures: Would you like a training for your co-workers or staff on a particular diversity-related topic? Or a guest lecture in your class, tailored to the needs of your students? The Department of Multicultural Services has the expertise to meet your needs. Please contact us at (979)845-4551 or e-mail if interested and we will respond promptly.

Diversity Network: This is an informal group, without formal charge, of diversity stakeholders from across campus. The group gets together periodically to discuss pertinent topics or to simply to connect, and joining is simple. For more information, visit <http://aggieculture.tamu.edu/divnetwork.htm>

Diversity Training Institute (DTI): The three-day summer institute is geared toward training nationwide university staff members on the development of diversity education programs at their respective campuses. Participants learn to design their own programs promoting awareness of social justice issues. Participants also will have the opportunity to share their own experiences, attend workshops on facilitating group discussions, working with administrators to gain support of diversity education and finding the best resources. <http://aggieculture.tamu.edu/dti/>

10. Women's & Gender Equity Resource Center

http://www.tamu.edu/women_genderequity/

The Women's and Gender Equity Resource Center offers sexual assault crisis training and training on LGBT topics for University students, staff and/or faculty (available upon request).

11. Office of Research Compliance

<http://researchcompliance.tamu.edu/irb>

All research projects involving human subjects, conducted by Texas A&M University employees or students or using members of the A&M community as subjects, must be approved by the University's **Institutional Review Board (IRB)**. The IRB website provides a link to online official IRB training for meeting compliance requirements to conduct research. The IRB office also provides educational resources and training opportunities for those involved in human subjects research. Training schedules will be available and will include brown bag sessions focusing on special topics.

NOTE: Within the EAHR Department, the IRB liaison is Mr. Bill Ashworth. Upon request, he can provide tailored IRB training modules to include purpose, procedures, process, and more. He is also available for individual consultations. You can contact him at abadger@tamu.edu or 979-845-2764.