

Memorandum

June 4, 2008

From: Ad Hoc Committee on Graduate Assistants
To: Graduate Council
Subject: Report on the Findings of the Committee, 2007 - 2008

In October 2007, in response to a request from the Provost's office, the Interim Dean of the Graduate College established an Ad Hoc Committee on Graduate Assistants (GA). In order to obtain representation from all the colleges, the membership of the committee included Professors Richard Rakos, College of Science; Jennifer Jeffers, College of Liberal Arts and Social Sciences; Joshua Bagaka's, College of Education and Human Services; Hanz Richter, College of Engineering; Tom Whipple, College of Business; Jorge Gatica, College of Engineering; Crystal Wyman, College of Science; and Bill Bowen, College of Urban Affairs. The charge to the committee was to review the policies for and use of GAs at Cleveland State University (CSU) and to report the findings to the Graduate Council. In May of 2008, the Graduate Council reiterated the request for the committee to submit a summary report for its consideration. This is the report of the Ad Hoc Committee. It has been vetted through the members of the committee; and all are in substantially agreement with its contents.

The committee met five times between October, 2007 and May, 2008, each time to plan and discuss activities for reviewing the policies for and use of GAs. The activities of the committee included: (a) reviewing the websites and making phone calls to each of the thirty "Urban 13/21" and the "CUMU (Coalition for Urban and Metropolitan Universities) Participants, intended to systematically gather information on the GA policies and practices of peer institutions; (b) designing and administering a survey of GAs currently at CSU; and (c) inventorying the actual assignments of the current GAs currently at CSU, as reported by Departments and Colleges.

The existing policy for GAs was approved and implemented by the CSU faculty in 1977. Language from that policy remains in effect, and is used in the brochure used to promulgate the College of Graduate Studies' Graduate Assistantship Policy even today. Accordingly, the following words appear in the Introduction:

"Cleveland State University provides three forms for Graduate Assistantships; Teaching Assistantships, Research Assistantships, and Administrative Assistantships. Each type of Assistantship is designed both to serve the needs of the University and to assist in the professional development of the student. Graduate Assistantships are regarded as apprenticeships during which, through

formal instruction, interaction with faculty, the classroom, research, and administrative experience, the students become more effective members of their chosen fields. Graduate Assistantships are regarded by the University as students first and University employees secondly.”

The committee found that this policy is consistent with those at the thirty peer institutions (see Appendix I). The majority of these institutions reported that a graduate assistantship is considered to be primarily a learning experience for the student. All provide teaching assistantships. All but one (Washburn University) provide research assistantships. Two universities (Southwest Missouri State University and the University of Central Florida) reported that research assistantships were provided only under a grant or contract. None of the universities reported providing administrative assistantships.

The survey (see Appendices II and III) and inventory (see Appendix IV) of GAs indicate a relatively equal balance among RAs, TAs, and AAs at CSU if only state-funded GAs are considered. When grant and CCF funded RAs are removed from the analysis, these two data sources indicate a balanced allocation across CSU. The fact that the survey and inventory are consistent on these points indicates the reliability of the findings. Furthermore, the survey points out that the GAs value most the research and professional learning opportunities from their assistantships, not the teaching or administrative experience.

Discussions during committee meetings revealed that the mix of GA assignments at CSU is perhaps above all highly variegated and that this variegation is in no small measure attributable to the tremendously diverse range of departmentally-specific demands and needs found throughout the university. This finding is substantiated by both the survey and the inventory of GAs, and specifically by the differences among colleges in terms of the mix of teaching assistantships, research assistantships and administrative assistantships. Contrast, for instance, GA assignments in the Department of Biology or Chemical and Biomedical Engineering, in which all of the state-funded GA assignments involve only teaching, with those in some of the other departments in which GA assignments very rarely involve teaching. The committee feels that recognition of and respect for this diversity of needs and demands among the various departments is necessary not only for maximizing the educational experience of those students who hold graduate assistantships, but also for meeting the research mission and goals of the university

The committee noted that many departments at CSU are unlike other Ohio state-supported schools in that these departments have smaller classes taught by regular faculty members, not TAs. This is a positive feature for CSU students, especially given that it is more difficult to actively engage a large number of students in a lecture hall. Accordingly, in these departments there is less need for TAs.

While overall the graduate assistantship policies and practices at CSU seem to be meeting the normative standard according to which graduate assistantships are apprenticeships and GAs are regarded as students first and only secondly as university employees, the

committee did find some reason for concern as to whether this standard is being met uniformly throughout the university. Especially in some of the departments in the College of Science, for instance in Biology, financial contingencies may tend to constrain the graduate assistantship experience to that of teaching assistantship, even though a research assistantship would better serve the interests of the apprenticeship standard (as stipulated in the statement of current policy noted above), as well as students and faculty members. *The committee believes that, if for whatever reason graduate assistantships are limited to instruction and administrative responsibilities, the apprenticeship standard will be compromised, the educational experiences of students will be harmed, the demands and needs of some of the departments will remain unfulfilled, and ultimately the research goals of the university will suffer.*

In conclusion, it is the committee's view that the existing policy on graduate assistantships is basically sound and consistent with those of our peer institutions. There may be issues of assigning GAs to faculty without administrative oversight, particularly when funds are not coming from the professor's grant or contract. These are issues of accountability and not the nature of assignment. As long as the discretion over the use of graduate assistants remains substantially within colleges and departments, the existing policy will continue to serve the best interest of CSU. At the same time, given the concern as to whether the apprenticeship standard is receiving uniform attention and compliance across the university, the committee recommends further review of the graduate assistantship assignments specifically to determine the degree to which the apprenticeship standard is being met.

Appendix I: Web Review and Analysis of Peer University GA Policies

School	Offers TAs	Offers RAs
Eastern Michigan	Yes	Yes
Hunter College	Yes	Yes
Kennesaw State U	Yes	Yes: must be related to student's field of study, have academic value.
Northern Kentucky		
Georgia State	Yes	Yes
Indiana U Purdue U at Indianapolis	Yes	Yes: TA/RA regarded as contribution to student's learning experience.
Portland State U	Yes	Yes: TA/RA regarded as contribution to student's learning experience.
Temple	Yes	Yes: RAs allow students to pursue research under direction of a faculty member.
Oakland U	Yes	Yes: RA activities should relate to student's degree and are expected to contribute to dissertation, theses, independent study or student's academic program of study.
San Diego State	Yes	Yes
S. Illinois U at Edwardsville	Yes	Yes: GAs intended to be of direct educational benefit to students: RAs
S.W. Missouri State	Yes	Yes: RAs only under a grant or contract.
Wayne State U	Yes	Yes: Generally doctoral students but also master's students if the master's program carries research component relevant to program of study. RA activities should contribute to dissertation, thesis, indep. Study or student's program of study.
Boise State U	Yes	Yes: GAs perform duties assigned by faculty investigator in charge of the research project.
California State U at Sacramento	Yes	Yes
California State U at Fresno	Yes	Yes: GAs provide research and library assistance.
U of New Orleans	Yes	Yes: Duties include various research assignments.
U of Toledo	Yes	Yes: Duties are to do research directed by faculty member. In some cases faculty will have a grant. Appointment is primarily a learning experience.
Virginia Commonwealth	Yes	Yes: RAs assist in research. Some support faculty working in areas where can extend student research experience. Only for students in programs requiring thesis, dissertation.
U of Wisconsin at Milwaukee	Yes	Yes: RAs for students working toward masters, doctorate, to benefit course of study and directly applicable to student's research or thesis, dissertation.
U of Alabama at Birmingham	Yes	Yes: RAs do research assignments.
U of Cincinnati		
U of Ill. at Chicago		
U of Houston		
U of Nebr. at Omaha	Yes	Yes: RAs participate in research projects. Notes RAs supported by state funds.
U of N. Texas	Yes	Yes
U of Tennessee at Chattanooga	Yes	Yes; RAs assist with research activities (long list of examples provided incl. libr. Research, field studies, lab research)
U of N. Texas at San Antonio	Yes	Yes
Washburn U	Yes	No RAs [7 grad programs, 7,200 students]
Wichita State U	Yes	Yes: RAs assist faculty with scholarly and/or creative activities

Appendix II: 2008 Survey of CSU Graduate Assistants

Summary

- 233 respondents yielded a 37.6% response rate.
- Slight over representation from business, CLASS, under representation from engineering.

- 24% were TAs, 44% RAs, 32% AAs.
- 36% said almost all duties were research, 24% administrative, 22% teaching, 16% combination.
- 56% held 20 hour GAs, 24% 10 hour TGs, 13% 10 hour GAs.
- 67% held no other job, while 17% held part-time job off campus.
- 46% were self supporting, 30% had limited family/spouse support, 20% more from family/spouse.

- GA experience positive for all but a handful of students, with 30% enthusiastic, 41% claiming a good, worthwhile experience, and only 5% weighing with negative assessment.
- Overall GA assessment on 0-10 scale yielded a mean of 8.5.

Students gave exceptionally high marks on 0-10 scale to faculty/staff:

- Generally positive experience with faculty/staff supervisor 8.69
- Professional treatment by supervisor 8.84
- Communication with supervisors 8.45

Good but lower marks given to assigned tasks on 0-10 scale:

- Duties relevant to graduate program of study 7.33
- GA experience allowed student to implement classroom learning 6.33

Suggestions to improve GA varied:

- Change nothing, 32% said.
- Higher stipends, more money, said 16%
- More teaching experience, said 5%

Asked what knowledge, skills, abilities should be gained from GA experience:

- 28% said personal development of various types (e.g., managing time)
- 24% said research experience
- 22% said communication skills
- 13% said professional skills, expertise
- 12% said knowledge in area of study
- 11% said teaching experience

Breakdowns of assessments by gender yielded only a couple differences

- Male student more likely to say were expected to work beyond contract hours.
- Male students more likely to say talents not utilized as well.
- Female students more likely to say supervisor treated them professionally.

Breakdowns of assessments by international vs. domestic students showed:

- Domestic students more likely to say GA key attraction for coming to CSU.
- Domestic students more likely to be disappointed GA experience not relevant to studies.
- International students more likely to say had good communication with supervisor.

Breakdowns of assessments by TA, RA, AA showed:

- RAs felt they were expected to work beyond contract hours more than other students
- RAs most likely, AAs least likely to think assigned duties relevant to their programs of study.
- RAs most likely, then TAs, & least of all AAs to think experience let them implement classroom learning.

The College of Graduate Studies conducted an online survey of students who held graduate assistantships or received tuition grants during the fall semester, 2007. Email invitations to participate were sent to the 620 students eligible, with 233 responding (about a 37.6% response rate) during a two-week window in April. The survey instrument was mounted online, and the email message invited students to logon to the site where it was located. Incentives were offered to stimulate participation. Students interested were asked to forward their email address to a pool, where three names were drawn for prizes consisting of a \$150, a \$100 and a \$50 book store voucher.

Students were asked a variety of questions to ascertain their duties, their assessment of their experience as a graduate assistant, and suggestions for the future.

The students broke down as follows by college. The right hand column gives the percentages from the Fall, 2007 inventory of GAs/TGs. You'll see that business and CLASS students are over represented relative to their presence in the population, while engineering students are under represented:

College:	Number/Percent of Respondents		Percent of Total in Fall 2007 Inventory
Science	61	26%	27.3%
CLASS	48	21%	17.6%
Business	39	17%	10.5%
Urban	18	8%	8.9%
Engineering	28	12%	17.6%
Education	29	12%	11.1%
Law	5	2%	1.1%
Missing data	5		5.8%
N =	233		

Some 83% of the students had assistantships in their home college, most in their home department or academic program.

Although all of those participating held assistantships or received tuition grants in the fall semester of 2007, many had had support in earlier semesters:

Fall, 2007	100%
Spring, 2007	49%
Fall, 2006	34%
Spring, 2006	19%
Fall, 2005	13%
Spring, 2005	7%
Fall, 2004	13%
Spring, 2004	3%
Earlier semesters	3%
	233

The breakdown by “general” assignment was:

Teaching assistant	56	24%
Research Assistant	102	44%
Administrative Assistant	75	32%
N =	233	

When students were asked if their duties were all teaching, all research, all administrative, a combination of the three in roughly equal proportions, the breakdown was as follows:

Duties Description		
Almost all teaching	51	22%
Almost all research	84	36%
Almost all administrative	55	24%
Equal combination	38	16%
Other	3	1%

Student Support

Level of GA/TG Support		
10 hour GA	30	12.9%
15 hour GA	9	3.9%
20 hour GA	131	56.2%
5 hour TG or less	4	1.7%
10 hour TG	56	24%
15 hour TG	1	.4%
Other	1	.4%

Students were asked if they had any jobs other than their graduate assistantship or tuition grants.

Other Jobs Held		
Had no other job	157	67.4%
Had part-time job on campus	15	6.4%
Had part-time job off campus	39	16.7%
Had full-time job off campus	8	3.4%
Had part-time jobs on & off campus	1	.4%
Had three part-time jobs	1	.4%
Refused	12	5.2%
N =	233	100%

The following table shows where students received their financial support.

Other Sources of Support		
All self support	107	45.9%
Limited support from spouse, family	70	30.0%
Considerable support from spouse, family	47	20.2%
Other support	4	1.7%
N =	233	100%

Graduate Assistant Experience

Students were asked to describe their experience as a graduate assistant. Those open-ended responses were coded into the following categories:

Serious problems	3	1.3%
Poor, negative experience	8	3.4%
Mixed, some good, some bad	6	2.6%
O.K., positive	44	18.9%
Good, worthwhile	96	41.2%
Excellent, enthusiastic, great Experience	71	30.5%

Students also were asked to use a 0-10 scale to tell how much they agree or disagree with a series of statement, where 0 means they completely disagrees, 5 was neutral and 10 means they completely agree.

Statement	Mean	Median	% Positive (6-10)
I was expected to work beyond the number of hours stated on my contract.	2.88	1	21%
I felt my talents were not utilized well in the GA duties to which I was assigned.	2.93	2	19%
The duties to which I was assigned as a GA were relevant to my graduate program of study.	7.33	8	74%
My GA experience allowed me to implement what I was learning in the classroom.	6.33	7	64%
The graduate assistantship was a key attraction for coming to CSU.	6.39	7	55%
I'm disappointed that my GA experience wasn't more relevant to my studies.	2.70	2	20%
My experience with the faculty/staff member supervising my GA was a positive one.	8.69	10	91%
My graduate assistantship was important for the money earned, not for its educational value.	4.05	4	28%
I had good communication with my supervisor.	8.45	10	88%
My supervisor treated me professionally.	8.84	10	92%
I would have preferred to have a different assignment as a graduate assistant.	2.79	2	18%
My assistantship stipend level was adequate for my circumstances as a student.	3.84	3	30%
Overall, my graduate assistantship was a positive experience.	8.48	9	87%
	N = 233		100%

Students were also asked what they would have changed to improve their experience as a graduate assistant. Responses fell into the following categories.

Suggestions to Improve GA Experience:		
Change nothing	75	32.2%
Higher stipends, more money	36	15.5%
More teaching experience	11	4.7%
More research experience	5	2.1%
More meaningful job, duties	8	3.4%
Supervisor problems, avoid	5	2.2%
Change orientation	5	2.2%

Students were asked for their expectation when assisting a professor on a major university research grant project, with the following options selected.

Receive a portion of the pay in addition to GA stipend	31	13.3%
Receive recognition in research report	114	48.9%
Should not be asked to do work that faculty getting paid for	11	4.7%
I don't care as long as the research is worthwhile to me	39	16.7%

One item asked students what knowledge, skills, and abilities should be gained from a graduate assistant experience. Responses fell into the following categories. Students could cite one or more examples:

Should have personal development (variety of areas of personal growth cited)	64	27.5%
Should gain research experience	56	24.0%
Should gain communication skills	52	22.3%
Should gain professional skills, expertise	31	13.3%
Should gain knowledge in area of study	27	11.6%
Should gain teaching experience	25	10.8%
Should gain team, organizational skills	17	7.3%
Should gain computer/software skills	9	3.9%
N=	233	

Students were asked if they found the handbook useful, with 22% saying no, 12% saying yes but with a qualification, 48% saying yes, it was useful, and 15% saying they had not seen it or had no need for one.

Social Categories/Demographics

Marital Status	Number	Percent
Married	63	27%
Single	154	66%
Divorced	9	4%
Other	2	1%
Domestic/Intl. Student		
Domestic student	152	65%
International student	81	35%
Ethnicity		
White/Caucasian	141	61%
Black/African American	21	9%
Hispanic	3	1%
Asian	61	26%
Gender		
Male	107	46%
Female	126	54%
Age		
21-25	99	42.5%
26-30	74	31.8%
31-35	23	9.9%
36-40	13	5.6%
41-45	7	3.0%
46-50	7	3.0%
51-55	3	1.3%
55-60	2	.9%
61+	1	.4%

Appendix III: GA Survey Instrument

Greetings,

The College of Graduate Studies is surveying graduate students to learn about your experiences and provide an opportunity for providing feedback anonymously. It appears we haven't done this for many years, so we appreciate not only learning about your personal experiences but receiving suggestions for improving our operations. This should take no more than 5-10 minutes of your time, and we appreciate your cooperation. Your answers are completely confidential.

1. First, please indicate the college and department where you are pursuing your graduate degree:

[provide list to choose from]

2. Was your assistantship in your home department and college?

yes [skip to #3]

no → In what college and department did you serve your graduate assistantship?

[provide list to choose from]

3. Please indicate the semesters in which you've held a graduate assistantship:

4. What were your assigned duties/activities as a graduate assistant last fall (fall, 2007)?

5. Which of the following describes your fall, 2007 assistantship:

1. 10 hour tuition grant

2. 20 hour tuition grant

3. 10 hour Graduate Assistantship with tuition and stipend

4. 20 hour Graduate Assistantship with tuition and stipend

5. other

6. Now, in general, how would you describe your "experience" as a graduate assistant at Cleveland State?

7. How did your assistantship last fall meet or fail to meet your expectations?

8. What would you have changed to improve your experience as a graduate assistant?

9. How would you say that your academic career at CSU benefited from your experiences as a graduate assistant?

10. What level of communication do you desire with the professor

1. A briefing at the beginning of each day
2. A review of calendar on a weekly basis
3. An e-mail and response as need arises
4. Other?

11. What expectation do you have when helping professors on a research project for which they are getting paid up-and-above their standard university salary?

1. A portion of the pay he/she gets (in addition to my GA pay)
2. I should not be asked to do work that he/she is getting paid for
3. Recognition in the research findings report
4. Other?

12. If GA's are not to do research or copying, what do you feel are the knowledge, skills and abilities that should come with the GA appointment?

Following are some statements that describe your experiences as a graduate assistant. Choose one of the numbers between 0 and 10 to indicate how much you agree or disagree with each, with 0 meaning you completely disagree, 5 is neutral, and 10 means you completely agree.

13. I was expected to do too much work, beyond the number of hours stated in my contract.

14. I felt my talents were not utilized well in the GA duties to which I was assigned.

15. The duties to which I was assigned as a GA were relevant to my graduate program of study.

16. My GA experience allowed me to implement what I was learning in the classroom.

17. The graduate assistantship was a key attraction for coming to CSU.

18. I'm disappointed that my GA experience wasn't more relevant to my studies.

19. My experience with the faculty/staff member supervising my GA was a positive one.

20. My graduate assistantship was important for the money earned, not for its educational value.

21. I had a good relationship with my supervisor.

22. My supervisor treated me professionally.

23. I would have preferred to have a different assignment as a graduate assistant.

24. Overall, my graduate assistantship was a positive experience.

25. My assistantship stipend level was adequate for my circumstances as a student.

26. I had good communication with the supervisor of my assistantship.

27. Finally, just a couple items about your background. Do you hold a job other than your assistantship?

1. I have no job outside my assistantship.

2. I have another part-time job on campus.

3. I have a part-time job off campus (less than 40 hours per week).

4. I have a full-time job off campus (40 hours per week or more).

5. decline to respond.

28. Are you

1. married

2. single

3. separated

4. divorced

5. widowed

6. decline to respond

29. What is your age? ____

30. Please check your gender.

1. male

2. female

31. Are you a domestic or international student?

1. domestic

2. international

32. What is your ethnicity?

1. Caucasian/white

2. African-American/black

3. Hispanic

4. American Indian/Alaskan Native

5. Asian/Pacific Islander

6. Other

7. decline to respond

33. Which of the following best describes your situation?

1. I am completely self-supported.

2. I receive some support from my parents/family.

3. I receive support from my spouse/family.

4. I receive other support.

5. decline to respond

34. Thank you very much for your cooperation. If you'd like to provide any additional information or feedback to the College of Graduate Studies, please do so [here](#).

Appendix IV: Inventory of Graduate Assistantships/Tuition Grant Assignments (Fall, 2007)

All academic colleges and departmental units were asked to identify the duties of students who help graduate assistantships or tuition grants during the fall of 2007. A total of 619 students were included in the final analysis. The distribution across colleges and other units follows:

	Number of GAs/TGs	Percent of Total
College of Science	169	27.3%
CLASS	109	17.6%
Business	65	10.5%
Urban	55	8.9%
Engineering	109	17.6%
Education	69	11.1%
Law	7	1.1%
Advising/Support Units	36	5.8%

Some 525 (85%) of the students were supported by university money through graduate assistantships or tuition grants, while 47 (7.6%) were supported by grants, and 47 (7.6%) received some support from the Cleveland Clinic Foundation.

The mix of general assignments follows:

Teaching Assistants	104	16.8%
Research Assistants	190	30.7%
CSU funded RAs	103	16.6%
CCF funded RAs (in part)	47	7.6%
Grant funded RAs	40	6.5%
Administrative Assistants	85	13.7%
Mixed/Internships	19	3.1%
Tuition Grant TAs	41	6.6%
Tuition Grant RAs	92	14.9%
Tuition Grant AAs	86	13.8%
Tuition Grant Mixed	2	.3%
Total =	619	100%

Following is a breakdown of the general assignments by college:

	Total	Science	CLASS	Business	Urban	Engr.	Education	Law
Teaching Assistants	104	53	37	6	0	6	1	0
Research Assistants	190	42	11	14	44	60	17	0
CSU funded RAs	103	7	11	12	44	19	10	0
CCF funded RAs (in part)	47	22	0		0	25	0	0
Grant funded RAs	40	13	0	2	0	16	7	0
Administrative Assistants	85	3	10	27 (2 on grants)	0	4	20 (3 on grants)	0
Mixed/Internships	19	0	4	11	11	0	0	0
Tuition Grant TAs	41	5	7	0	0	16	0	7
Tuition Grant RAs	92	40	6	0	0	0	17	0
Tuition Grant AAs	86	26	34	1	0	3	14	0
Tuition Grant Mixed	2	0	0	2	0	0	0	0
Total =	619	169	109	65	55	109	69	7

Following is a breakdown of the types of support and the general assignments by college.

	COS	CLASS	Business	Urban	Engineering	Education	Law
CSU money support	78%	100%	94%	100%	62%	86%	100%
Supported by grants	9%	0%	6%	0%	15%	15%	0%
CCF support for stipends	13%	0%	0%	0%	23%	0%	0%
N =	169	109	65	55	109	69	7
Teaching Assistants (TAs)	31%	34%	9%	0%	6%	1%	0%
Research Assistants (RAs)	25%	10%	22%	80%	55%	25%	0%
Administrative Assistants (AAs)	2%	9%	42%	0%	4%	29%	0%
Mixed and Internships	0%	4%	6%	20%	0%	0%	0%
Tuition Grant TA	3%	6%	8%	0%	15%	0%	100%
Tuition Grant RA	24%	6%	9%	0%	18%	25%	0%
Tuition Grant AA	15%	31%	2%	0%	3%	20%	0%
Tuition Grant Mixed	0%	0%	3%	0%	0%	0%	0%
N =	169	109	65	55	109	69	7

The descriptions of actual activities/duties of students were dummy coded into the following categories, regardless of their general assignments. The following table gives the percentage of students engaging in each of the activities.

	Number Citing	Percent of Total
Instruction/Teaching Support (no details given)	34	5.5%
Taught a course (or co-taught)	19	3.1%
Prepare class materials – hand outs, etc.	50	8.1%
Tutoring, Grading, Homework, Etc.	93	15.0%
Tech & Web Support for Course	20	3.2%
Worked in Instructional Labs	87	14.1%
Worked in Academic Support Center	15	2.4%
Research (no specific activities noted)	204	33.0%
Library & Bib. Research	30	4.8%
Lab research activities	16	2.6%
Data gathering, analysis, coding, report prep.	49	7.9%
Design, Execute & Manage research & action projects	2	.3%
Prepare reports, journals, chapters, etc.	26	4.0%
CRC Com Lab activities	2	.3%
Surveys, focus groups, public interaction/contacts	2	.3%
Administrative Duties (no specific details given)	37	6.0%
Routine Office Duties – reception, data entry, phones, filing, mail, copies, etc.	49	7.9%
Student Service activities – advising, admission, registration, supervise student teachers, etc. in the community	40	6.5%
Client related activities re: records, appointments, evaluations, testing	9	1.5%
Web and other technical. Support for students & Units including Stats, tutoring.	34	5.5%
Support Music Productions	10	1.6%
Support Music Classes for Students	4	.6%
Media development & production materials	11	1.8%
BBDC and Other Outreach Involvement	12	1.9%
Project & Grant Management – proposal prep, budget, events, evaluations, reports, public/org./contacts.	48	7.8%
N =	619	

Following is a breakdown of activities engaged in by students across the academic colleges.

	COS	CLASS	Bus.	Urban	Engr.	Educ.	Law
Instruction/Teaching Support (no details given)	5	5	12 (18%)	5 (9%)	7 (6%)	0	0
Taught a course (or co-taught)	1	11 (10%)	1			3	
Prepare class materials – hand outs, etc.	28 (17%)	2	4	2	1	13 (19%)	
Tutoring, Grading, Homework, Etc.	30 (18%)	29 (27%)	4	1	18 (17%)	4	7 (100%)
Tech & Web Support for Course	4	2	5	4	1	2	
Worked in Instructional Labs	63 (37%)	1	3		12 (11%)	6 (9%)	
Worked in Academic Support Center	2	4	8 (12%)			1	
Research (no specific activities noted)	47 (28%)	17 (16%)	24 (37%)	24 (44%)	63 (58%)	28 (41%)	
Library & Bib. Research	11 (6%)	5		7 (13%)	1	5	
Lab research activities	1	9			7 (6%)	1	
Data gathering, analysis, coding, report prep.	11 (6%)	14 (13%)	1	15 (27%)	1	4	
Design, Execute & Manage research & action projects	1	1					
Prepare reports, journals, chapters, etc.	1	3	1	13 (24%)	2	5	
Surveys, focus groups, public interaction/contacts				2			
Administrative Duties (no specific details given)	3	8	12 (18%)		1	10 (14%)	
Routine Office Duties – reception, data entry, phones, filing, mail, copies, etc.	6	10 (9%)	13 (20%)		2	7 (10%)	
Student Service activities – advising, admission, registration, supervise student teachers, etc. in the community	9	1	16 (25%)		3	5	
Client related activities re: records, appointments, evaluations, testing	9						
Web and other technical. Support for students & Units including Stats, tutoring.	4	5	6	4	2	6 (9%)	
Support Music Productions		10 (9%)					
Support Music Classes for Students		5					
Media development & production materials		2	1	1		1	
BBDC Outreach Involvement			8 (12%)	3			
Project & Grant Management – proposal prep, budget, events, evaluations, reports, public/org./contacts.	12 (7%)	6		2	1		
N =	169	109	65	55	109	69	7

Note: All percentages are based on the number of students in the college.

Following is a breakdown of the categories that reflect the type of support and general duties with the actual activities engaged in. The percentages are based on the total number in each category, e.g., 11% of the 104 Teaching Assistants (TAs) taught or co-taught a course and 4% of the 190 Research Assistants (RAs) engaged in instruction/teaching support, with no other details provided.

	TAs	RAs	AAs	Mixed	TGTA	TGRA	TGAA	Other
Instruction/Teaching Support (no details given)	7	8 (4%)	1	6	2	8 (9%)	1	1
Taught a course (or co-taught)	11 (11%)	3	2		1	2		
Prepare class materials – hand outs, etc.	4	5	13 (15%)		1	14 (15%)	13 (15%)	
Tutoring, Grading, Homework, Etc.	24 (23%)	5	1	2	28 (68%)	26 (28%)	7	
Tech & Web Support for Course	1	3	6		3	7		
Worked in Instructional Labs	49 (47%)	8 (4%)	6		7	10	7	
Worked in Academic Support Center	10 (10%)		1		3	1		
Research (no specific activities noted)	10 (10%)	127 (67%)	6		3	33 (36%)	8 (9%)	2
Library & Bib. research	9		4	1		9	6	
Lab research activities	4	8 (4%)		4 (21%)		1	1	
Data gathering, analysis, coding, report prep.	2	19 (10%)	2	1	1	8 (9%)	16 (19%)	
Design, Execute & Manage research & action projects			1			1		
Prepare reports, journals, chapters, etc.	1	20 (11%)	1			2	1	
Surveys, focus groups, public interaction/contacts		2						
Administrative Duties (no specific details given)		8 (4%)	11 (13%)	1		4	12 (14%)	1
Routine Office Duties – reception, data entry, phones, filing, mail, copies, etc.		2	28 (33%)	2	1	3	13 (15%)	
Student Service activities – advising, admission, registration, supervise student teachers, etc. in the community		4	24 (28%)	1	3		8 (9%)	
Client related activities re: records, appointments, evaluations, testing							9 (10%)	
Web and other technical. Support for students & Units including Stats, tutoring.	2	7	10 (12%)			3	12 (14%)	
Support Music Productions			2				8 (9%)	
Support Music Classes for Students			1				3	
Media development & production materials		2	6				3	
BBDC Outreach Involvement		6	6					
Project & Grant Management – proposal prep, budget, events, evaluations, reports, public/org./contacts.		3	24 (28%)			5	16 (19%)	
N =	104	190	85	19	41	92	86	2

The following table breaks down the activities students engaged in by type of support.

	Grant Supported GAs	CSU Funded GAs	CCF Supported GAs
Instruction/Teaching Support (no details given)		34 (06.5%)	
Taught a course (or co-taught)		19	
Prepare class materials – hand outs, etc.		50 (09.5%)	
Tutoring, Grading, Homework, Etc.		93 (17.7%)	
Tech & Web Support for Course		20	
Worked in Instructional Labs	2	85 (16.2%)	
Worked in Academic Support Center		15	
Research (no specific activities noted)	36 (76.6%)	121 (23.0%)	47 (100%)
Library & Bib. Research		30 (06.1%)	
Lab research activities		18	
Data gathering, analysis, coding, report prep.		49 (09.3%)	
Design, Execute & Manage research & action projects		2	
Prepare reports, journals, chapters, etc.		26	
Surveys, focus groups, public interaction/contacts		2	
Administrative Duties (no specific details given)		37 (07.0%)	
Routine Office Duties – reception, data entry, phones, filing, mail, copies, etc.		49 (09.3%)	
Student Service activities – advising, admission, registration, supervise student teachers, etc. in the community		40 (07.6%)	
Client related activities re: records, appointments, evaluations, testing		9	
Web and other technical. Support for students & Units including Stats, tutoring.	2	32 (06.1%)	
Support Music Productions		10	
Support Music Classes for Students		4	
Media development & production materials		11	
BBDC Outreach Involvement	4	8	
Project & Grant Management – proposal prep, budget, events, evaluations, reports, public/org./contacts.	3	45 (08.6%)	
N =	47	525	47

The following table breaks down the activities of graduate assistantships (RAs,TAs,AAs,Mixed) vs. Tuition Grants (TGTAs, TGRAs,TGAAs,Mixed)

	Graduate Assistants	Tuition Grants
Instruction/Teaching Support (no details given)	22 (5.5%)	12 (5.4%)
Taught a course (or co-taught)	16 (4.0%)	3 (1.4%)
Prepare class materials – hand outs, etc.	22 (5.5%)	28 (12.7%)
Tutoring, Grading, Homework, Etc.	32 (8.0%)	61 (27.6%)
Tech & Web Support for Course	10 (2.5%)	10 (4.5%)
Worked in Instructional Labs	63 (15.8%)	24 (10.9%)
Worked in Academic Support Center	11 (2.8%)	4 (1.8%)
Research (no specific activities noted)	158 (39.7%)	46 (20.8%)
Library & Bib. Research	14 (3.5%)	16 (7.2%)
Lab research activities	16 (4.0%)	2 (.1%)
Data gathering, analysis, coding, report prep.	24 (6.0%)	25 (11.3%)
Design, Execute & Manage research & action projects	1	1
Prepare reports, journals, chapters, etc.	22 (5.5%)	3 (1.4%)
Surveys, focus groups, public interaction/contacts	2	0
Administrative Duties (no specific details given)	20 (5.0%)	17 (7.7%)
Routine Office Duties – reception, data entry, phones, filing, mail, copies, etc.	32 (8.0%)	17 (7.7%)
Student Service activities – advising, admission, registration, supervise student teachers, etc. in the community	29 (7.3%)	11 (5.0%)
Client related activities re: records, appointments, evaluations, testing	0	9 (4.1%)
Web and other technical. Support for students & Units including Stats, tutoring.	19 (4.8%)	15 (6.8%)
Support Music Productions	2	8
Support Music Classes for Students	1	3 (1.4%)
Media development & production materials	8 (2.0%)	3 (1.4%)
BBDC Outreach Involvement	12 (3.1%)	0
Project & Grant Management – proposal prep, budget, events, evaluations, reports, public/org./contacts.	27 (6.8%)	21 (9.5%)
N =	398	221