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Michael Weingart* (weingart@math.rutgers.edu). *Rutgers TA Training: Continuity and Change.*

Rutgers mathematics TAs complete a semester-long training course, typically in spring of the first year of graduate study, before receiving a teaching assignment. Components include recorded practice teaching, self-criticism of the recordings, one-on-one discussion of the recordings with an experienced faculty member, as well as training in running an active learning format in calculus, and in grading the write-ups of the more involved types of homework assigned in certain courses.

A major challenge in recent years has been to adjust our course formats and modes of teaching to the rapid change in faculty demographics (a cluster of retirements) and student enrollment patterns (a surge of interest in STEM subjects, including math courses beyond calculus). TA roles now exist which hadn't just a few years ago – such as providing regular course-wide support in an online setting for a large multi-lecture linear algebra course – and our training program must catch up to the new reality. Another challenge is to provide the training and professional development to non-tenure track faculty, whether full or part time. This talk will discuss some of the productive details of the training program as it has been and continues to be, as well as ideas for addressing new challenges. (Received September 15, 2016)