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Gabriela Maria Hernandez*, 1874 Campus Delivery, Fort Collins, CO 80523-1874, and **Mary E Pilgrim**, 1874 Campus Delivery, Fort Collins, CO 80523-1874. *GTA Professional Development: Lessons Learned from a Non-STEM Department.*

It is not uncommon for Graduate Teaching Assistants (GTAs) to be utilized as instructors for first and second year STEM courses. Given that the first two-year experience plays a key role in retaining STEM majors (Seymour & Hewitt, 1997), the pedagogical preparation of GTAs is important. As part of a larger project, a non-STEM GTA pedagogy course was observed in order to identify successful practices that could be translated to a Mathematics department to enhance an existing GTA professional development program. Qualitative data gathered through participant observations and interviews were thematically analyzed. In this report we present findings that highlight how apprenticeship of observation can be leveraged to foster empathy and compassion in GTA professional development. (Received August 31, 2017)