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Gary A Olson* (gary.olson@ucdenver.edu), **Michael Ferrara**, **Michael Jacobson** and **RaKissa Manzanares**. *Active Learning Infusion Through a Comprehensive Graduate Teaching Assistant (GTA) Training Program*. Preliminary report.

In this talk we discuss how a comprehensive GTA training program was utilized to infuse active learning throughout our introductory courses and shift the culture of the department with respect to views around teaching and learning. We will discuss how a pre-semester Excellence in Teaching Symposium is used to gather active learning buy in and provide GTAs with examples of how activities and pedagogy could be facilitated and used in the classroom. We will also illustrate the use of a multi-level mentoring program involving a TA Coach to support new GTAs use of active learning in their classroom during their first year of teaching. We will also share how activity development and organization has increased the use of active learning across all faculty in our introductory courses. Finally, we will present results on how our active learning emphasis has improved student success and retention rates in select introductory courses. This work is sponsored in part by NSF Grant 1821454. (Received September 17, 2019)