

Manual for Teaching Assistants in UCLA
Mathematics and PIC courses

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General Comments

Teaching effectively is always a challenge. It is even more of a challenge at a large university where many classes are quite large. Thoughtful planning is important, and we encourage you to use this booklet to help maximize the learning experience of our students.

1 Introduction

Teaching assistantships are the primary method by which graduate students are financially supported in the Mathematics Department. They are awarded on the basis of a graduate student's preference, competence in the area of knowledge, and competence of prior instruction. While the Department makes a strong effort to respect preferences, the mission of delivering needed instruction is primary, and TAs may sometimes be assigned courses in which they are competent but for which they have not expressed a preference. Teaching competence is also an essential component for continued assignment of TAs.

Teaching Assistants, Teaching Associates, and Teaching Fellows (from now on all referred to as TAs) play an essential role in undergraduate and graduate education at UCLA. The goal of this handbook is to provide general information, to set forth the University and Departmental policies and procedures pertaining to the instructional responsibilities of TAs, and to provide some ideas about how to be a good teaching assistant in the Department of Mathematics. More valuable information can be found in "The TA Handbook" by the Center for the Advancement of Teaching (CAT) at UCLA: <https://teaching.ucla.edu/gradstudent-programs/ta-handbook/>.

2 Important People

Chair: Chandrashekhhar Khare, MS 6363B/6159, shekhar@math.ucla.edu

Graduate Vice Chair: Raphael Rouquier, MS 6905, rouquier@math.ucla.edu

Graduate Advisors:

Yim Neang, MS 6356, yim@math.ucla.edu

Sanim Rishan, MS 6356, srishan@math.ucla.edu

TA Training Faculty Advisor: Will Conley, MS 6939, wconley@math.ucla.edu

Teaching Assistant Consultants (TACs):

Nicholas Hu, MS 6603, njhu@math.ucla.edu

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PIC Director Michael Andrews, MS 7935, mjandr@math.ucla.edu

Student Services Manager: Aileen Tong, MS 6356C, aileen@math.ucla.edu

Undergraduate Advisors

Trisha Tran, MS 6356, trisha@math.ucla.edu

Sabrina Ku, MS 6356, sabrina@math.ucla.edu

Department Ombudsperson: Itay Neeman, MS 6334, ineeman@math.ucla.edu

3 Useful Websites

- Academic Calendar:
<http://www.registrar.ucla.edu/Calendars/Annual-Academic-Calendar>
- Schedule of Classes:
<https://sa.ucla.edu/ro/public/soc>
- Undergraduate math/PIC course outlines:
<https://ww3.math.ucla.edu/courses/>
- Graduate math course outlines: <https://ww3.math.ucla.edu/courses-2/>
- Class websites: via BruinLearn (Canvas), at <https://bruinlearn.ucla.edu/>
- Class rosters: Log onto your MyUCLA account via <https://my.ucla.edu/>
- Information on math undergrad programs:
<https://ww3.math.ucla.edu/undergraduate-program/>

4 The Job: Description of TA Commitment, Responsibilities and Limitations

The responsibilities of any TA in a given quarter extend from the beginning of that quarter through the week after final exam week, for grading. TAs are required to be available if needed, at least remotely, for at least the initial portion of the week after finals week. Note that the beginning of the quarter is not just the first day of instruction, but usually about a week before the first day of instruction. This year the dates for the Fall, Winter and Spring are as follows:

Fall 2024:

First day of classes: Thursday, September 26, 2024

Last day of classes: Friday, December 6, 2024

Final exam week: Saturday, December 7–Friday, December 13, 2024

End of quarter: Friday, December 13, 2024

Winter 2025:

First day of classes: Monday, January 6, 2025

Last day of classes: Friday, March 14, 2025

Final exam week: Saturday, March 15–Friday, March 21, 2025

End of quarter: Friday, March 21, 2025

Spring 2025:

First day of classes: Monday, March 31, 2025

Last day of classes: Friday, June 6, 2025

Final exam week: Saturday, June 7–Friday, June 13, 2025

End of Quarter: Friday, June 13, 2025

(More details can be found at

<http://www.registrar.ucla.edu/Calendars/Annual-Academic-Calendar.>)

TAs are expected to be available during these periods. Your responsibilities depend on your assignment and include—but are not limited to—those described below. You will be notified in detail of your responsibilities in each course of which you are a TA before the start of the quarter by the course instructors.

If you have a 50% appointment (called unofficially a full-time TA), this typically means that you are assigned to two courses. If you have a 25% appointment (called unofficially a half-time TA), then you are assigned to one course. UCLA courses are

either *lower division* (with a course number less than 100) or *upper division* (with a course greater than or equal to 100, but less than 200) or graduate (with a course number at least 200). What follows is a brief description of what your minimum commitment will be for each of your courses. This minimum is binding to both instructors and TAs. The actual work load may be enlarged by instructors within the constraints of the union contract that governs TA employment, i.e., up to the maximum that contract allows, as is now described.

4.1 Expected Workload and Maximum Workload

Teaching assistants (TAs) at UCLA and all other UC campuses are covered by a collective bargaining agreement between the University and the UAW. The agreement can be found online at <https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>. The terms of this contract must be adhered to. In particular, the total amount of work demanded by instructors must never exceed the following limits.

According to “Article 31: Workload” in the contract:

- A TA with an appointment of 50% or less shall not be assigned a workload of more than 40 hours in any one week or 8 hours on any one day.
- A TA with a 50% appointment shall not be assigned a workload of more than 220 hours per quarter. This standard shall apply proportionately to other percent appointments.
- The number of hours worked in excess of 20 hours per week may not total more than 50 hours per quarter.

The contract does not explicitly mention 25% appointments, but we interpret the proportionality clause in the second bullet point to apply to both of the last two points. To be precise, this means the following:

- A TA must never be required to work more than 8 hours in a day, over all courses combined.
- A TA must never be required to work more than 40 hours in any week, over all courses combined.
- For a 25% TA appointment (typically one class in our department), the TA can be required to work at most 110 hours throughout the quarter. This is

an average of 10 hours per week, but it is understood that in some weeks the workload will be heavier than this. However the total hours exceeding that 10 hours per week must not be greater than 25. In other words, if H_i is the number of hours worked in week i ($i \in \{1, \dots, 11\}$), then

$$\sum_{i=1}^{11} H_i \leq 110 \quad \text{and}$$

$$\sum_{\{i | H_i > 10\}} (H_i - 10) \leq 25$$

- For a 50% TA appointment (typically two classes in our department), the numbers from the previous bullet point are doubled. In other words, if H_i is the *total* number of hours worked in week i for *both classes combined*, then

$$\sum_{i=1}^{11} H_i \leq 220 \quad \text{and}$$

$$\sum_{\{i | H_i > 20\}} (H_i - 20) \leq 50$$

The above rules are *upper bounds* for your work. However, in the Math Department, the typical amount of work that an instructor should require of a TA with a 25% appointment is around 7.5 hours per non-exam week. Keep in mind that the workload will be a little higher during exam weeks. Therefore, if midway through the quarter you find that the number of hours an instructor is requiring you to work is on a pace to exceed 95 hours for the whole quarter (i.e. exceed an average of 8.5 hours per week), it is reasonable to be concerned about exceeding the 110-hour contract limit, especially due to final exam proctoring and grading. In this circumstance, you are advised to bring this up with the instructor, or speak with the Teaching Assistant Faculty Advisor, the Graduate Vice Chair, or the department Ombudsperson. See section 8 below for more details.

4.2 Working hours

Classes at UCLA meet regularly between the hours of 8:00 AM and 7:00 PM, Monday through Friday. It is department policy that a TA not be required to work outside of these hours, with the following exceptions: final exams are sometimes scheduled from

6:30 to 9:30 PM; and rarely, a course may have midterms scheduled in the evenings, outside of normal class times, and/or a final exam scheduled on the Saturday or Sunday of finals week. In these cases, the TA will be required to proctor the exams in the evening or during the weekend, unless exempt from such work obligations due to, for example, religious observances. For more details about proctoring responsibilities, see section 4.5.

4.3 Detailed Minimum Responsibilities

In the paragraphs below, we describe the three typical formats of courses and discussion sections in Math and PIC classes. Here we have named them the “lower division model”, the “upper division model”, and the “PIC model”, but note that these names are merely inspired by how the majority of classes are run. There are some lower division classes (numbered below 100) that follow the upper division model, and vice versa. These exceptions are noted below.

The lower division model: The minimum responsibilities of a TA for a typical lower division Math course are the following.

- Hold two 50-minute discussion sections per week for two *disjoint* groups of about 35 students each.
- Hold 2 office hours per week, 1 of which is in the Student Math Center (SMC); see the next section for details.
- Help with proctoring and grading midterms and the final exam.

In addition, for most lower division courses, there is a reader assigned to the course—usually an advanced undergraduate, not a TA—whose job is to grade the weekly homework and/or quizzes for the course (see section 6.5 below). If the instructor chooses to give both quizzes and homework, you may be responsible for grading quizzes, provided this extra work fits within the maximum TA workload.

Exceptions: Lower division courses with relatively low enrollment numbers (such as, currently, Math M32T, Math 42, Math 11N, and Math 95) are usually run on the upper division model. In particular, as a TA for one of these classes, you may be expected to grade weekly homework/quizzes. PIC 10B is currently run on the lower division model rather than the PIC model.

The upper division model: The minimum responsibilities of a TA for a typical

upper division or graduate Math course are the following.

- Hold one 50-minute discussion section per week for one group of about 40 students.
- Hold 1–2 office hours per week; see the next section for details.
- Grade the homework and/or quizzes for the class. For these classes, there is no reader. (Whether the class has homework or quizzes, or possibly both, is up to the instructor.)
- Help with proctoring and grading midterms and the final exam.

As a rule of thumb, upper division courses usually require more work outside the classroom on your part, but many TAs find them more fulfilling than lower division courses. Since the amount of homework you grade will scale with the class size, you should communicate with the instructor about what portion of each homework assignment you can grade.

Exceptions: Notably, Math 115A is **not** run on the upper division model, but rather on the PIC model. See the note about this below. Occasionally, due to high enrollment numbers or a shortage of instructors, an upper division course will be run on the lower division model. Also, as mentioned above, some small lower division courses are run on the upper division model.

The PIC model: The minimum responsibilities of a TA for a typical PIC course are the following.

- Hold *two* 50-minute discussion sections per week for *one* group of about 30–40 students.
- Hold 1–2 office hours per week; see the next section for details.
- Help with proctoring and grading midterms and the final exam.

A key difference between this model and the others is that you have *two* discussion meetings each week, one on Tuesday and one on Thursday, but they're with the *same* group of students. As with the lower division model, there is a reader who grades the homework/projects. But again, you may be asked to grade some additional work such as quizzes, provided this extra work fits within the maximum TA workload.

Exceptions: PIC 10B is currently run on the lower division model rather than the

PIC model. Math 115A is run on the PIC model, rather than the upper division model.

Special note about Math 115A: Math 115A (Linear Algebra) gives a fully rigorous axiomatic development of abstract linear algebra. As noted above, it is the only Math course that is run on the PIC model, which gives students 2 discussion meetings per week with their TA. This is because Math 115A is for most students the first fully proof-based course that they take. A TA for this class should use that extra time in discussion sections to instruct students in writing proofs, and possibly even to assist the instructor in teaching new material. Of course, you should consult with the instructor about this throughout the quarter.

If you are assigned to TA for a graduate course, the minimum requirements are the same as for the upper division model. In order for a graduate student to TA a graduate level course they must meet the following criteria (AAP Manual pg.8):

- Have completed 3 quarters of graduate coursework in UCLA Mathematics
- Have earned an A– or better in that course (or an equivalent course at another institution)

4.4 Office Hours

For the purposes of this section, “office hours” will refer to regular drop-in hours, held in your office or another scheduled room, as well as hours in the Student Math Center (SMC).

If you have a 25% TA assignment (one class), then you must hold a total of 2 office hours per week. If you have a 50% TA assignment (two classes), then you must hold a total of 3 office hours per week. If one or both of your classes are lower division Math courses from the list $\{1, 3A/B/C, 31A/B, 32A/B, 33A/B, 61\}$, then 1 of these office hours must be an SMC hour. See Table 1 if this is not clear.

The Student Math Center is a free service offered to students enrolled in any of the lower division math courses listed above. It is located in MS 3974, and is open from 9:00 AM to 3:00 PM Monday through Thursday, starting in week 2 of each quarter. During these hours, it is staffed by two or more TAs at a time, who move throughout the room to help answer questions that students have. Therefore, your weekly SMC hour is not a regular office hour just for students in your own class. Rather, you may

TAship	Assignment	# of regular office hours	# of SMC hours
25%	1 LD	1	1
	1 UD	2	0
	1 PIC	2	0
50%	2 LD	2	1
	1 LD + 1 UD	2	1
	1 LD + 1 PIC	2	1
	2 UD	3	0
	1 UD + 1 PIC	3	0
	2 PIC	3	0

Table 1: LD refers specifically to a lower division Math class from the list {1, 3A/B/C, 31A/B, 32A/B, 33A/B, 61}. UD means an upper division or graduate class. PIC means a PIC class, obviously.

be expected to answer questions or help solve problems from any of the classes listed above.

The SMC hours are scheduled by the Graduate Officer, Sanim Rishan. This means that your SMC hour is fixed throughout the quarter. You cannot reschedule it without consulting Sanim. Contact him well before the start of classes, especially if getting a particular time slot is important to you.

4.5 Proctoring

As stated above, one of your core duties as a TA is to assist with proctoring midterms and final exams. This includes arriving at the exam room at least a few minutes early to help pass out the exams, helping to collect the exams at the end of the exam period, and possibly also checking student IDs. It may also involve other logistical issues, such as answering questions about exam policies or clarifications of exam problems. And finally, it requires you to remain vigilant throughout the exam to spot possible instances of cheating. See section 7.1 for more about academic integrity violations. More instruction on proctoring exams is also provided in the TA training course, Math 495.

Important: As one of the TAs for a class, it is your responsibility to ensure that you are available to proctor the midterms and exams. You can and should do this

well in advance of the exams. Note that the dates and times of final exams, as well as any evening midterms that are outside of the normal class time, are listed months before the quarter begins on the UCLA Schedule of Classes website: <https://sa.ucla.edu/ro/public/soc>. (They are listed on the course details page; for evening midterms, scroll to the bottom of the page and read the fine print.) For ordinary in-class midterms, the midterm dates should be listed by the instructor on the course syllabus, available at the beginning of the quarter.

When you find out your TA assignment, you should check the dates and times of the midterms and final exam. If you will be unable to proctor them, e.g. due to a time conflict with a class that you are taking, you should speak with Aileen Tong (the Student Affairs Supervisor) at or before the start of the quarter to change your TA assignment to another class. Alternatively, with the instructor's approval, you may arrange for another TA to substitute for you for these proctoring duties.

4.6 Other Responsibilities

In addition to the above described responsibilities that vary from one TA assignment to another, the following are some typical tasks you may be asked to do in any course:

- Administering quizzes in your discussion, in case the instructor chooses to give quizzes.
- Attending any meetings that the instructor schedules.
- Recording midterm or final exam scores in the MyUCLA gradebook or the BruinLearn gradebook.
- Attending occasional lectures of the course.
- Writing or assembling (e.g. from work submitted by the students) solutions to homework, quizzes, or other coursework.

To be clear, the above list is *not* exhaustive. Any additional work that is *not* on the prohibited list below may be required of you, as long as it will fit within the maximum TA workload.

Work that TAs **may not** be asked to do include the following:

- Substituting for the instructor in lecture.

- Modifying exam scores, other than for problems that you graded originally.
- Assigning final grades.
- Attending all lectures of the course.
- Creating homework assignments, exams, or quizzes.

As listed above, faculty members in charge of the course have limits on what they may ask of TAs. They may not give TAs responsibility for the instructional content of any course, for the selection of student assignments, or for the planning of examinations. A TA may be required to attend one lecture per week, provided that the TA does not have a class of their own at that time. If a course is taught in a highly structured or interactive style, such as a flipped class, an instructor may request that a TA attend up to two of the lectures per week, but only if this is compensated by a corresponding reduction of one hour per week elsewhere, such as reduced office hours or grading responsibilities.

University policy prohibits graduate students from being TAs for more than 12 quarters. Exceptions are possible but they require a petition to the Graduate Division by the Department. Such petitions are not made very often, and there is never a guarantee that the Graduate Division will approve them.

4.7 Enrollment and Registration

TAs must be registered and enrolled graduate students at UCLA. **All TAs are required** to take at least 12.0 units in each quarter that they are employed as a TA.

All first-time TAs must enroll in 2 units of Math 495 (the TA Training Course) in the Fall, unless they have passed Math 495 previously.

4.8 You and the Instructor

You are not expected to attend the instructor's lectures on a regular basis unless you need to in order to master the material, or if the instructor explicitly requests that you attend.

Inform yourself about the homework assignments well in advance. It is imperative to work out the solutions to the problems before your discussion section. It is good to imagine the possible pitfalls in solving the problems as well.

Instructors have a responsibility to monitor the performance of their TAs. In each class you TA, you, the instructor and the other TAs are a team. Observation and feedback may help you in your teaching, and it enables you to ask for a letter of reference on your teaching later when you need one.

4.9 Absences

Unexcused absences are not permitted, and may be cause for termination of your TAship.

Sick days: Of course, one reason for an excused absence is illness. Per the TA contract, you are allowed up to two paid sick days per quarter. More sick days than that may require the use of long term leave.

In the case of a sudden illness that will prevent you from teaching one of your discussion sections, you must call the graduate officer, Sanim Rishan, at 310-825-4971, or email srishan@math.ucla.edu, *as early as possible*. If possible, the department staff will try to find a last-minute substitute; we appreciate it greatly if you can help with this by suggesting or even contacting someone who might be able to sub for you. If no substitute can be found, as is often the case for a last-minute illness, then the department staff will try to notify your students that your discussion section is canceled. You must also inform the course instructor of your absence.

If you are not well, but you know at least one day in advance that you will not be able to teach one of your sections (for example, if you test positive for COVID), then you should contact the course instructor first to discuss options. Here are some possibilities:

- If you feel well enough to conduct your discussion section remotely, and you have the technology to do so, you may do that with the instructor's permission.
- If you know of another graduate student who can substitute for you, you can arrange this. In this case, you must also email Sanim (srishan@math.ucla.edu) to let him know of the substitution.
- Another possibility, especially for a course taught on the upper division model, is if your instructor is willing to cover your discussion section. They might be willing to simply cover the section for you. Or, if it fits with both your schedule and theirs, you could swap your discussion for a lecture: they give

a lecture during the scheduled discussion time, and you lead your discussion section during a later time that would normally be a lecture. Of course, in this case, the students should probably be made aware of the change as well.

If there is no option but to miss your discussion section, then notify Sanim as soon as possible. Once again, the department staff will try to find a substitute. If you can help with this, your assistance is greatly appreciated.

Conferences, Workshops, Jury Duty: In the event that you cannot teach or perform other TA duties—such as holding your office hours or your SMC hour—because of academic reasons such as attending a conference or workshop, or because of jury duty, you must turn in the TA Absence Approval Form, filled out front and back, well ahead of the time of your proposed absence. This form is obtainable from Student Services in MS 6356 and is also attached on page 38 of this manual. Expect to provide necessary paperwork that documents your reason for the proposed absence.

4.10 Success

Continued service as a TA is dependent upon conscientious teaching and satisfactory academic performance.

The quality of your work as a Teaching Assistant, your attitude toward this important teaching function, and your cooperation are all important parts of your record as a graduate student. These factors are included in all letters of recommendation (e.g. for fellowships and employment) issued by the department. What your students learn in the course depends significantly on your attitude and ability to help them learn, particularly for the great majority of students who are neither at the top nor the bottom.

Each year the department nominates several teaching assistants for the Mathematics Department Distinguished Teaching Award. You have the opportunity to nominate yourself or another TA, and the selection is carried out by the department's Teaching Committee. The award is based on your overall teaching portfolio, which includes your student and instructor evaluations. Consideration is also given to nominees who have helped the department by TAing for courses that are traditionally more difficult to staff, such as PIC courses, financial math courses, and Math 1.

4.11 Test of Oral Proficiency (TOP) Requirements

The UCLA Graduate Council policy states that all graduate students who are not U.S. citizens must demonstrate oral proficiency in English before assuming their TA duties, by passing an approved exam.

A student is exempt from this testing requirement if they satisfy one of the following conditions:

- They have earned a prior undergraduate degree from an institution at which English was the sole language of instruction, located in a country where English is the primary spoken language of everyday life.
- They have earned a minimum score of 28 on the spoken portion of the TOEFL, or a minimum score of 8.5 on the IELTS. Please note that TOEFL and IELTS scores are considered valid for only two years. If you took the examination multiple times, only the most recent score is considered.

Students who are not U.S. citizens and who do not meet one of the criteria just listed should register to take the UCLA Test of Oral Proficiency (TOP): <https://wp.ucla.edu/placement/top/>

The TOP is scored on a scale of 0 to 10 points. A passing score of 7.1 is needed in order to be eligible for a teaching assistantship at UCLA. Students receiving a score between 6.4 and 7.0 (inclusive) have provisionally passed the examination and will be allowed to be a teaching assistant at UCLA only upon passing or concurrently enrolling in one of the following ESL courses: ESL 310, 311, 312, or 313. The ESL 310 series are oral skills courses designed specifically for international teaching assistants. Information about these courses can be found at <https://www.wp.ucla.edu/graduate/english-for-international-graduate-students/oral-proficiency-in-english/>. Students scoring 6.3 or below will not be eligible for a teaching assistant position until they achieve a passing score, and must take one of the courses above before retaking the exam.

In general, scores of 0 represent a student who registered for but did not take the exam. These students are required to pay a “no show fee” of \$50 for failing to cancel the exam at least 48 hours prior to their exam appointment. Students who take the exam for the 3rd and subsequent times are also required to pay a \$50 fee. Departments are not liable for either of these fees.

TOP scores are summarized below:

0–6.3	Non-passing
6.4–7.0	Provisional Pass
7.1–10	Clear Pass

Non-Pass (2.5–6.3): The student is not permitted to TA, and must take an approved ESL oral skills course (ESL 310, 311, 312 or 313) before retaking the exam in a later administration. NOTE: The student may retake the exam while enrolled in the preparatory course.

Please feel free to contact the TOP Coordinator (top@humnet.ucla.edu) if you have any questions or comments regarding the TOP. If your students have any questions about their exam and wish to learn more about how to improve their score, please encourage them to make a counseling appointment with the TOP coordinators regarding their performance.

5 Additional Details

5.1 TA Assignments

Normally, you will receive your assignment to specific courses a month before classes begin. If you have questions about your assignment, first see Aileen Tong. We try to assign courses according to preference sheets.

5.2 Student Math Center (SMC)

The SMC is located in MS 3974 and offers group study and tutorials for lower division mathematics courses led by TAs. SMC starts working on the third day of instruction and is open through tenth week of classes. For hours which vary from quarter to quarter, see <https://ww3.math.ucla.edu/student-math-center/>. Depending on your assignment you will spend some time there (see table 1 on page 3). You sign up for your SMC hour at the beginning of the quarter, in MS 6356. The SMC can be somewhat stressful, but you should keep a few things in mind:

- The SMC gets busy, especially during midterms; while you should try to help as many people as possible, don't sweat it if you can't help everyone.
- If several people are waiting for your help, try to get one group started working on a problem, and then rotate through the rest of the waiting students. Also,

getting students in the same class working together can alleviate some of your burden.

- Don't just answer questions from students in your section. Your SMC hour is not an extension of your office hours.
- You are not required to help students from any upper division courses (i.e. courses numbered 100 or more). You're welcome to help them if you have time and no lower division students are present.

5.3 Software and Hardware for your Job

Offices and Mailboxes: TAs are assigned offices and mailboxes if available. The Graduate Officer makes and distributes these assignments. The mailroom is locked and only those with keys are permitted in it (that is faculty, staff, graduate students, and readers). **Thus: Do not let anyone into the mailroom.**

Room Requests: If you wish to reserve a room for large office hours or a review session, any staff member in MS 6356 can help you request such a reservation. For reservations during a weekend, please submit your request by Wednesday at 10am.

Copying Services: If you wish to have copies made of class materials, you must email your request to copy@math.ucla.edu at least 2–3 days in advance. Please included the following information:

- Name
- Date needed
- Number of pages of original
- Number of copies needed
- Print one-sided or two-sided
- Stapled: yes/no

Textbooks: The department will lend you a copy of the textbook for the course of which you are a TA, to use during the given quarter. Any staff member in MS 6356 can provide you with the textbook; just let them know which course(s) you

are TAing. Since the number of textbooks available are limited, borrowing the book from the department means that you must abide by the following:

- The textbook must be returned by the end of the quarter.
- If the textbook is damaged or lost you will be responsible for replacing the textbook.
- It is recommended you pick up the book the week before the start of the quarter.
- Do NOT leave the textbook in the mailroom. It will become your responsibility if it goes missing.

6 Teaching

Getting off to a good start can save you a lot of trouble later on in the course.

6.1 Before Day One

- After receiving your assignment, get the textbook and/or digital access to it from a staff member in the Student Services Office, MS 6356. (Please note, assignments can be changed, even in the first week of classes.)
- Contact the instructor in charge of the course at least one week before the start of the course. This may sometimes be difficult, as some faculty members return to campus only shortly before the quarter starts. You are off to a good start with the instructor if you make the first move.
- Get some chalk and/or white board markers (from MS 6356).
- Find the classroom before the first day of class. Not all classes are held in the Math Sciences building, and it takes 10 minutes or more to walk to North Campus.
- Meet with the instructor and ask him/her the following questions:
 - Are there any handouts?
 - Is there a homework assignment? When will it be assigned?

- How will the students (and you) find out what the assignment is?
 - When will it be due?
 - Who will collect and return it?
 - What is the late homework policy?
 - When are the midterms?
 - Will there be quizzes in the discussion sections?
 - How will the grades be calculated?
 - Assigned problems: should you do any they ask for, some but not all, similar problems, give hints, and/or do problems after homework has been handed in?
 - Is there anything particular you should cover in the first discussion section?
 - How and how often will you and instructor communicate during the quarter? For example, be very clear on how often your instructor expects you to check your email and how soon to respond to his/hers.
- Write up a lesson plan for your first discussion section.
 - Look through the appropriate sections in the textbook.
 - Decide on your office hours, fill out the door card you should receive in your mailbox shortly before the quarter starts, and post it outside your office.

Instructors vary on how formal they are about meeting with their TAs at the beginning of the quarter or during the term. If you feel comfortable with the course, this is fine, but don't be afraid to ask to meet with them to discuss any matter if you feel the need.

6.2 Day One

Day one of the quarter is too important to throw away.

If all we do is call the roll and dismiss the class, what message are we sending? “I didn’t really think about this class until now,” maybe, or, “You don’t need to be any more serious about the material than I have been just now.”

- Take the following with you to class:
 - a plan of what you want to say
 - chalk/markers
 - textbook
 - enrollment list or photo roster
 - syllabus and course handout
 - all the information you have obtained from the instructor
- Get there early. It’s less intimidating to watch the students come in one by one than to walk into a full classroom. Try to project an image of being friendly, yet in control.
- Write the following on one corner of the board and leave it there for the entire period:
 - Your name
 - Your email address
 - Your office number
 - Your office hours (it’s okay if these are still tentative)
 - The course number and name

You may want to write your office hours on the board at each meeting for the first few weeks to avoid having to answer the same question over and over.

- Explain the mechanics of the course: how homework will be submitted and graded, how exams will be graded; if homework will be submitted on paper, give clear instructions on how students should label their homework (e.g. their

name and/or student ID number on every page).

- Ask for questions on the mechanics.
- If you wish, explain a little about yourself—a Ph.D. student, pure or applied math, where you are from, and so forth.
- Ask students about themselves, how many are new to UCLA, what is their major, why are they taking the course? You shouldn't necessarily go around the class and have them introduce themselves, but you should try to get the students talking, and make the class atmosphere seem friendly.
- Ask students to think of three reasons why/how an undergraduate may benefit from taking a math course.
- Give a “pep talk”:
 - Stress to the students that you are not there simply to do their homework. More importantly, explain to them why this is beneficial to them. Explain that in math, just as when playing the piano for example, they need to *practice*. Make sure they understand the need to look at their homework before coming to class.
 - Explain the futility of copying homework. In upper division courses especially, explain the benefits of forming a “study group”, and explain the difference between “working together” and everyone copying one person's solution.
 - Encourage them to go to your office hours; this is an excellent way for them to get one-on-one help and to ask questions they were too embarrassed to ask in class.
 - Encourage them to ask questions in class.
 - Explain the course, its application, importance, why you like it, what the main points are.
- Explain what you intend to do in section, and what the structure of the class will be. Let them know if there will be quizzes, and how you intend to help them with their homework.

- If the instructor has asked you to do something specific on the first day, do it.

6.3 After Day One: General Teaching Tips

Learning how to teach is like learning how to do anything else. You know a good teacher when you see one but it takes practice before you become good at it yourself. You are bound to make some mistakes when you start but if you try to be aware of them and correct them as you notice them, it won't be long before you improve. The greatest teachers are those who continually work to improve their teaching.

Preparation

The importance of preparing for class cannot be overemphasized. It is an integral part of teaching. Without a plan in mind of where you are going, how do you really know when or if you get there? Think about the following: You want to go on a trip. You could just get into our car and start driving. Assuming you have enough resources (i.e. time, money, gas and the like), you might, based on the laws of probability, get to your destination if you continued to drive long enough. But wouldn't it be easier to take out a map, figure out where you want to go and then plan the best way to get there?

- Think about things you disliked your instructors doing and try not to do them... and vice versa.
- Know which sections were covered by the instructor, and prepare those to make sure you know what is going on.
- Do the problems (i.e. work them out completely) you're likely to do in section, but anticipate that students may want help on other problems as well.
- Just knowing how to do a problem is not enough to prepare how to present a solution in a way that benefits the students most.
- Attend at least three lectures in particular if you are TAing for a class you never took before.
- Work out any special explanations you think they will need.
- Think about what you will do if there are no questions, or too many questions.
- Pick a few problems that highlight the ideas of the week.

- Always come equipped with more problems than you think you can do, in case you do have time left.

In the classroom

When you teach a discussion section in a large lecture course, your primary responsibilities are to clarify and give examples of materials already presented in the lecture. Most of your time will be divided up between working examples to illustrate the material in lecture, answering questions on the lectures and homework, and sending students to the board to work problems.

Avoid doing the homework for your students. Doing the homework is the students' opportunity to learn, as well as their part to get credit and a deserved grade for the class. Nevertheless, most likely you will be asked "Can you do problem 4 on page 11 please?" Be prepared to offer a similar problem, hopefully more than just changing some numbers around. Refer to examples in the book which are like the requested problem. If it is a rather unique and more difficult problem, be prepared to either give them a hint on how to get started, or give a "big picture" outline, where they still need to fill in the details (zoom into the big picture), in such a way that they are still asked to understand the problem, rather than just copying a pattern.

You should neither hope to cover nor prepare to present brand new material in your sections. For one thing, one discussion section usually covers material from three lectures, and most of the time your students will be more confused than you think and hope. Hence most of the time, you will be challenged to choose what is most important to present, because you won't have enough time. In addition, the danger of presenting new material either incorrectly or in a confusing manner has far-reaching consequences for the students.

Write as neatly as you can. Stop every so often and wait until everyone has caught up with you. (Hint: at the end of lecture, before you erase the board, go to the back of the room, and look at your creation on the chalkboard!) During your first section or two stop intermittently and ask your students if they can read what you just wrote. Some basic communication hints:

- Do not write on the bottom of the blackboard, as someone inevitably can't see it. At the same time, do not try to fill every conceivable corner or side that may still be black.
- Do not talk to the blackboard, the wall, the floor, or the window.

- Do divide the board into pages, and number the questions that you write on the board.
- Speak slowly and clearly. Don't be afraid to repeat yourself if you think the students didn't understand what you said.
- Make eye contact with your students.
- Point out the central idea and any tricky points.
- Leave out routine calculations. You only have a limited amount of time in your section each week, and it's just silly to waste this on something the students can do by themselves.
- Explain your thought process, reference all theorems and make the relevant definitions. Remember, you're not just trying to show the students how to solve this problem; you're trying to teach them how to solve problems themselves. Make comments about things you found confusing when you were first learning the material, if you feel it will help.
- If you see a lot of worried faces, go over the question again. It's better to actually help the students understand two or three questions than to whiz through five questions and leave the students as confused as they were at the start.
- If there is a second way of solving the problem, at least mention it.
- Encourage your students to ask questions.

Try to get students to contribute to the class by asking them questions:

- Ask more open ones, e.g. "How might we get started on this?"
- Treat all answers with respect, but also be clear on handling and correcting incorrect answers.
- Give your students time to answer before you give up and answer the question yourself. This can be painful, especially the first day of the quarter, but it's well worth it if you can get your students to feel comfortable contributing in class. If it's been two full minutes, and no one seems to have any ideas, try

giving them small nudges in the right direction.

Know and admit your limits. Never pretend you know the answer if you are not sure you do, to stumble through vague and possibly incorrect answers. It is far better to leave the students with a comment that you will get back to the question, once you are sure about the answer, than to have to correct false information later. See also section 6.4 Trouble.

Try to learn the names of your students. At this point in history, there is a significant amount of research showing that an instructor or TA knowing their students' names greatly benefits the students' sense of belonging in the classroom.

Your office hours

- Be there!
- Office hours are a big help to you: they give you feedback and help you to get to know your students. Take advantage of the chance to see what is and is not working in section.
- Make the students feel welcome. Don't have your friends hang out in your office during office hours. Even if you're talking about something interesting, stop and talk to your students when they come in. During office hours, they're your first priority.
- Divide your time as equally as possible between students. If you have one or two students who come in with long lists of questions, take turns asking for one question from each student.
- Have your office hours at a different time from the class lecture and from your office-mates' office hours. If you find that many students are coming to your office hours, you can ask Student Services to reserve a room for them.
- Let your students tell you what they need: "What would you like to talk about?" Take all questions seriously.
- Beyond office hours: you are welcome to go above and beyond with office hours. If you have students who can't make it, you can schedule extra office hours for them. Remember, though, that you're not required to do so. Discourage

students from “just dropping in” in general. Do NOT give out your cell phone number.

6.4 Trouble

- Control: If the students are talking while you talk, stop talking and wait. This will usually do the trick. If it continues, you could try standing by the students who are noisy until they stop. Another tactic is to point at the student who is talking, and say, “Do you have a question?” In extreme cases, pull the student aside after class and talk to them.
- Mistakes: correct them and make sure everyone fixes them in their notes. Don’t feel too bad about it - it happens to everyone, but make sure to give everybody a chance to fix it! Depending on the severity of the mistake, you may even talk to the instructor, that he addresses the problem in class.
- Getting confused or not being able to solve the problem: the students will usually help you out, but if you get really stuck, apologize and tell them you will work it out and go over it the following week, distribute a handout or post it your office door. Emailing the students with a solution is usually the best plan.
- If a student comes to you and asks about whether or not they should drop the course, send them to the instructor. It is not your place to offer this kind of advice.
- If you have a know-it-all student, try to get them to give the other students a chance to talk without embarrassing them. You can play it off and say something like, “Well, I know you know the answer, but let’s give someone else a chance.” If need be, pull them aside after class, and tell them that you’re happy that they’re excited about the course, but that they need to give the other students a chance to talk as well.
- Sometimes, people will continue to ask for clarification, no matter how much you offer. Usually, these students aren’t trying to slow class down, they just genuinely don’t understand. If you feel like most of the class understands something, but one or two students keep asking questions, offer to talk to anyone still interested after class, or in office hours, and keep moving. Similarly, don’t spend too much time talking about advanced topics with two or three

excited students, even if you're excited about the topic. Remember, your goal in class is to try to help as many people as possible understand material. In this case, the needs of the many outweigh the needs of the few.

6.5 Readers

If you are TAing for a course that has a reader who grades the homework (most lower-division courses, and Math 115A), consider the following points.

- You may want to check the readers' grading from time to time to see if they know what they are doing, otherwise you are going to spend a lot of time sending homework (or quizzes) back to the reader to be regraded. If in doubt about the quality of the reader's performance, talk to the instructor about it.
- Some readers take a long time in getting the homework back, if this gets to be a problem, talk to the instructor.
- In general, students don't know that there is a reader; they probably think you grade their homework. You should explain how the process works on the first day, so that the students don't hold you responsible for a reader that's slow to grade their work.
- Remember that the reader must remain anonymous to students. **Do not tell students the name of the reader, or to just talk to the reader directly.** They can submit homework for regrades through you, or through Gradescope if the instructor has chosen to use it.

6.6 Exams

Here are some items you should discuss with the instructor to minimize the risk of misunderstanding.

Proctoring: Find out when and where the exam will be held from the instructor. Work the exam in advance carefully to check for mistakes and ambiguities. Students will ask you lots of questions, most of which should be answered as "this is part of the problem". If you think a student's question deserve a detailed answer, go to the instructor. Do not give answers that put one student at advantage over the others!

Cheating: See 7.1 for details. For new TAs: there will be a joint presentation on "Academic Integrity" in Math 495 meetings. Attendance of this presentation is

required by the university.

Grading: Before grading a problem, do the problem and decide what components of learning it measures and how to split the points. In some cases your instructor may provide you with a rubric for grading. That is convenient but it is good training to do it yourself. Record any partial credit decisions (i.e. point penalties) on a problem, with their reasons, and make every effort to apply these rules consistently for all students, so you have a solid position in case students come to you to ask whether they deserved more points. Keep in mind though, that all re-grades need to be approved by the instructor, who is the only one who can make a change in the exam score. If you do change your grading of a problem, email the instructor about it as soon as you can. If you have any questions about regrading policy, ask the instructor. Different instructors have different policies. If possible, try not to look at the name of the paper as you grade it. Place the papers face down and open them from the back, if necessary. This is especially important if you know your students by name - it's just too hard to be impartial otherwise. Don't spend an endless amount of time agonizing over a single paper. For new TAs: you will get more details on this in the presentation on meeting and grading practice in one of the weekly Math 495 meetings.

Extra Office Hours: You may be asked by students to hold extra office hours or a review session, before an exam. Students appreciate these extra efforts very much, but know that you are not obligated to do this.

Leftover Exams: After the quarter is over, turn any students' work related to the class over to the instructor. In particular, this applies to students' homework, and to any exams which were not picked up.

6.7 Program in Computing (PIC)

The Program in Computing (PIC) is designed for undergraduate students who would like to acquire the skills and knowledge required to effectively use computational tools in their educational and research activities at UCLA.

To you this means that you will be teaching a diverse crowd of students (Applied Math, Psychology, Biology, Physics, etc.) how to use a programming language to accomplish tasks on a computer. In the first PIC course, PIC 10A, you will find that many students are unfamiliar with some of the fundamentals, such as installing software and even the concept of files. (The latter is especially true in the modern

era of cloud-based apps.) Do not neglect any of the details such as where to find the needed program on the computer, how to set up a new project, where to click to make it compile, etc.

The students are also allowed to work and submit the assignments from home, however you should encourage them to make use of the PIC Lab. This is especially true for C++ code, as not all C++ compilers and environments are the same, and the scripts that will be grading their assignments will be run on computers in the PIC lab. It sometimes happens that a student's code compiles and runs perfectly on their own computer, but fails for the grader because of this issue.

PIC courses are generally structured with weekly to biweekly programming projects that are submitted electronically. During discussion you should practice the concepts necessary to complete the assignment.

First-time PIC TAs are most likely to be assigned to PIC 10A (C++) or PIC 16A (Python). PIC 16A instructors frequently provide their TAs with resources to help with planning their discussions. Furthermore, the PIC Director (currently Michael Andrews) is happy to meet with TAs to discuss what teaching for PIC entails, and to offer support and guidance.

Note that in any PIC course, but especially in the PIC 10 series, an extremely valuable part of your time with students, especially in office hours, will be to help your students learn to debug their code. It is most likely that early on, many of their mistakes will be simple syntax errors and such. Even in these cases, you should not simply tell them exactly what the error is or how to fix it, but guide them to find it themselves. As the course progresses and students' errors become more subtle, you should strive to do this at an even higher level, so as to teach them how to debug rather than simply finding or fixing their mistakes. You might point out that this skill—debugging—is actually a very general life skill that is broadly applicable. For example, debugging an experiment is an important skill in any area of applied science.

6.8 Feedback

Both students and faculty evaluate you at the end of every quarter. Students evaluate you on a numerical scale and also have the opportunity to provide written comments. The instructor provides written comments. These evaluations are kept in your permanent employment record. The Undergraduate Vice Chair reviews them

to determine whether you are maintaining a responsible attitude toward teaching. The Graduate Advisor also uses these evaluations to write teaching recommendation letters if requested.

An obvious form of gaining feedback is through observing your students. Notice the way your students respond in class. Do they have a glazed look in their eyes when you are talking? Do they groan when you erase the board?

Ask your students for comments in office hours. Ask leading questions, such as “Do I stand in front of my writing?”, “Is my lecturing clear?”

Have other TAs or faculty members come into your class to observe you. Observe other TAs and faculty members. At the end of the quarter, students will be given the opportunity to evaluate you online. Explain that while these are reviewed by people in the department, the comments are mostly for your benefit in improving your teaching. Point out that they should save comments about lecture, exams, the book, etc. for the evaluation of the instructor.

7 Code of Conduct

7.1 Academic Integrity

As a graduate student and TA at UCLA you fall into two categories regarding academic integrity. You are a student, and you are a teacher. For new TAs, in Math 495 there will be a 50-minute session on Academic Integrity at some point during the quarter. Some of the material you will be receiving is also on the web:

<https://deanofstudents.ucla.edu/academic-integrity>

The main point here is that suspected cheating must be reported to your instructor who, in turn, will assess with you whether the evidence is strong enough to merit a report to the Office of the Dean of Students. This is straightforward but serious and should not be done unless there is a strong case. In any case where clear evidence of cheating exists, a report is obligatory.

7.2 Sexual Harassment

Sexual harassment, as defined in the University of California Policy Applying to Campus Activities, Organizations, and Students, reads in part:

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's employment or education, unreasonably interferes with a person's work or educational performance, or creates an intimidating, hostile or offensive working or learning environment. In the interest of preventing sexual harassment, the University will respond to reports of any such conduct.

Please refer to the Policy on Sexual Harassment and Complaint Resolution Procedures for the entire definition. The Policy on Sexual Harassment and Complaint Resolution Procedures is incorporated into the Policy on Student Conduct and Discipline which can be found under <https://deanofstudents.ucla.edu/student-conduct-code>

All TAs are required to complete UC mandated Sexual Harassment training.

7.3 Ethics and Professionalism

Being a TA will most likely be your first step into professional development. It will give you financial support, a chance to learn while teaching, the opportunity to interact with faculty as well as with students. However, you will also have to learn what is expected of you, what your obligations and limitations are in order to act as a professional. Here are a few aspects of professionalism you need to keep in mind.

- Integrity: We will conduct ourselves with integrity in our dealings with and on behalf of the University.
- Excellence: We will conscientiously strive for excellence in our work.
- Accountability: We will be accountable as individuals and as members of this community for our ethical conduct and for compliance with applicable laws and university policies and directives.
- Respect: We will respect the rights and dignity of others.

In more detail: The normal exchanges that go on in the classroom (and in one-on-one meetings) can evoke many different responses from teachers. But it is extremely important to realize that teachers cannot interact with students in the same way they would interact with friends or colleagues in other settings. The teacher-student relationship is professional and formal, not (primarily) personal and informal. It exists in an environment that is purposefully diverse. Students of all backgrounds and cir-

cumstances have a right to be treated with respect and to be evaluated in accordance with the prevailing norms of your discipline. This means that teachers must be both dedicated to their students and professionally sufficiently detached to be able to carry out their responsibilities in a manner that is consistent with the highest standards of professional ethics. Respecting students means among other things that teachers must be extremely mindful to avoid any conduct or comments that might be interpreted as disrespectful or even outright hostile. The classroom is no place for certain forms of sarcasm, incautious statements, or playful comments that are inconsistent with your position of authority and your professional responsibilities. One of the more egregious mistakes in this regard involves behavior or commentaries that are reasonably viewed as forms of sexual harassment. Obviously, purposeful harassment is inexcusable, but also be careful to consider whether comments that you believe to be innocent (such as compliments on someone's appearance) are inconsistent with your position. You encounter these students because you have a job to do. Focus your demeanor on that goal.

7.4 Battling the “Friendship” Temptation

Finally, and relatedly, it is tempting for teaching assistants to try to win students over by making friends (or acting as a friend). In part this is due to the natural inclination of teachers to want to be liked by students, and being friendly is an obvious element of that strategy. The temptation also arises in cases where teaching assistants feel as though they are part of the same peer group as undergraduates, close in age; sharing similar interests; etc. It is not uncommon to think that, in other settings, many of one's students could instead be one's friends.

It should be clear by now how important it is to maintain a sharp distinction between being a friendly professional and treating students like your friend. The teacher-student relationship is, inevitably, a structure of authority, and includes an evaluative component that absolutely requires a teacher to be able to offer fair, objective assessments of student work. One's position as a teaching assistant is dramatically undermined when one sacrifices professional detachment for more personal and informal relationships; and students quickly lose respect for instructors who seem more interested in making friends than doing their jobs. Obviously, the most egregious and unforgivable case of this mistake would be the temptation to pursue more romantic relationships. The converse of the temptation to treat some students as friends is the situation where a teaching assistant develops a personal dislike for a particular student. Needless to say, the demand that one maintains some professional detachment

in such circumstances is the same as in the previous situations.

The bottom line: being a teaching assistant can be an extraordinarily satisfying part of one's academic training, but it is also a job, and you must treat it as such.

8 Teaching Assistant Grievance Procedures

The procedures were developed by the Judicial Review Committee in consultation with the Dean/Vice Chancellor, Graduate Programs, the Committees on Undergraduate Courses and Curricula and Educational Policy, and the Graduate Council. These grievance channels are to be used for TA complaints for which there are no other established procedures such as, but not limited to, assigned workloads and evaluations. They may also be used by TAs to satisfy the Informal Consultation and Formal Investigation Steps of Campus Appeal Procedure 140.

Informal Discussion: The TA should make every effort to resolve the matter through discussion with the instructor of the course. If this form of negotiation does not result in an acceptable agreement, the following steps shall be taken.

Request for Mediation: The TA shall prepare and submit a written grievance to the Department Chair, or to the appropriate Dean if the Department's Activity Chair is party to the dispute, or if there is no Department Chair or Acting Chair. A copy of the grievance shall be sent to the instructor. (Note: the appropriate Dean is that party to whom the Chair reports).

The instructor may submit a written response to the Chair (or appropriate Dean), before the meeting with the Chair (or appropriate Dean) occurs but in no event later than three (3) business days after receipt of a copy of the grievance.

Meeting: The Department Chair shall schedule an ad hoc meeting to be held no sooner than three (3) business days and no later than five (5) business days after receipt of the grievance. (Note: either time limit may be waived for good reason, including the unavailability of one or more participants or the Chair's need for more information.)

The meeting shall include:

- the TA

- the course instructor, and
- the Department Chair (or appropriate Dean)
- At the request of the TA, a graduate student with current or prior TA experience in that department, or a representative of the Ombuds office, may also attend. The choice of the graduate student requested shall have the concurrence of the Department Chair.
- At the request of the course instructor, a faculty member in that department or a representative of the Ombuds office may also attend. The choice of the faculty member requested shall have the concurrence of the Department Chair.

Notification of Decision: The Department Chair shall prepare a written statement of the decision and make the statement available to the TA and course instructor within three (3) business days of the meeting.

Disputes Regarding Workload: If the Department Chair decides that the workload extends beyond the TA's normal responsibility (e.g. 50% time is the equivalent of 20 hours/week as defined in the Apprentice Personnel Manual, pp. 10-13), then:

- The course instructor must make every effort to alleviate these conditions as soon as possible and prior to the end of the quarter.
- In the case of prospective assignments, changes can be made in the required assignments in an effort to adjust the TA's workload to the appropriate level.
- In the event that assignments have already been started and/or completed by students in the class, the instructor will evenly split the quantity of work between him/herself and the TA(s) of the course.
- If the Department Chair decides the workload does not extend beyond the TA's normal responsibilities, then the TA is to continue in his/her teaching responsibilities.

Other Disputes: In other disputes, the same process is recommended for discussion and resolution. The Department Chair shall make a decision and provide an appropriate remedy.

Appeals: In the event that the TA disagrees with the Chair's or Dean's decision, the

TA may file an appeal under the Campus Appeal Procedure 140. If the instructor disagrees with a Chair's or Dean's decision and the instructor is not a person to whom Rule 140 applies, the instructor may appeal to the Dean of the Graduate Division. In either case the parties shall comply with the decision until the appeal is decided.

For more information on this process, see the Graduate Advisor or the current TA Consultants. For confidential advice outside the Department, call the Ombuds office at 310-825-7627.

TA Absence Approval

If you are going to be absent on some day(s) during the quarter, you should complete the form on the following page to make sure that your absences will be covered.

TA Absence Approval Form

Submit this form with both sides completed to the Student Services Office, MS 6356, in advance of your absence.

Name: _____

Dates of proposed absence: _____

Course and sections: _____

Course instructor: _____

Course and sections: _____

Course instructor: _____

Reason for absence: _____

Graduate office approval

Date

TA Absence Substitution Approval Form

The following people have agreed to substitute for me at the noted times:
(Include all sections, with room locations, as well as SMC hours and office hours.)

Mon	Tue	Wed	Thu	Fri

Student signature

Date

Instructor signature

Date

Instructor signature

Date