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I. Important Information

A) Expectations

All TA’s are expected to hold section and office hours. Other duties vary by course and instructor and may include some or all of the following. At the beginning of each quarter, the instructor and TA fill out the Notification of Duties form detailing expectations (see Appendix below). Proper and professional behavior is an implicit duty. TA’s are paid to work 20 hours per week, averaged over 12 weeks (220 hours per quarter). This is an overview; details may be found in part II of this manual.

Hold Sections:

These meet once or twice a week at times and locations found in the Schedule of Classes. Your section times are determined at the TA training at the start of the quarter. Usually you help students with homework and exam preparation. Sometimes you keep track of attendance. For more information, see section II.A below.

Hold Office Hours:

Most TA’s hold 3---4 hours of open office hours per week. You chose the days, times, and location, which should be coordinated with the instructor and other TA’s. Most are held in McHenry 4112 or 1261 and are scheduled via Google Calendar. See section II.B below.

Quizzes:

You may need to write, administer, and grade quizzes, as well as keep track of scores. Sometimes this is coordinated with other TA’s for the course.

Deal with homework:

This may include collecting and returning of homework and keeping track of scores. If homework is online, you must become proficient with the system. If your course has a grader, you must coordinate the transfers and perhaps choose problems to grade. In upper division courses, you may need to grade homework yourself.

Proctor Exams:

You may be asked to help administer exams in the classroom or supervise DRC students.

Grade Exams:

You may be asked to help grade exams in a timely manner, often with other TA’s and the instructor in marathon sessions the night of the exam.
**Solutions:**

Sometimes you will be asked to provide solutions to homework assignments, quizzes, or exams.

**Meetings:**

Some instructors require weekly meetings with their TA’s.

**E-mail:**

Check regularly for emails from the instructor, other TA’s, or students. Reply promptly.

**Review Session:**

You may be asked to hold pre-exam review sessions for the whole class or your students outside of your regular sections.

**Website:**

Check the course website regularly for changing assignments, due dates, etc.

**Lecture Attendance:**

Some instructors require lecture attendance. Few discourage this.
B) Phone Numbers

Most numbers below are given in extension format (i.e. x0000), which translates to dialing 9-0000 from an on-campus phone and (831)459-0000 from an off-campus phone. Also remember that calls from an on-campus phone to an off-campus phone number need to be prefixed by a 6.

**Department Numbers**

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<tbody>
<tr>
<td>Front Desk</td>
<td>Julie Krueger</td>
<td>x2969</td>
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<td>Department Chair</td>
<td>Jie Qing</td>
<td>x3711</td>
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<tr>
<td>Graduate Program Coordinator</td>
<td>Robert Boltje</td>
<td>x2218</td>
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<td>Undergraduate Vice Chair</td>
<td>Debra Lewis</td>
<td>x2718</td>
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<td>Department Manager</td>
<td>Michelle Dohl</td>
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<tr>
<td>Graduate Program Coordinator</td>
<td>Kyle Blocker</td>
<td>x5461</td>
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<td>Undergraduate Advisor (Math)</td>
<td>Nicole Madrigal</td>
<td>x4143</td>
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<tr>
<td>Department Assistant</td>
<td>Kathryn Baldwin</td>
<td>x2400</td>
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<tr>
<td>TA Trainer</td>
<td>Frank Bäuerle</td>
<td>x2964</td>
</tr>
<tr>
<td>Math Graduate Office</td>
<td>Room 4117</td>
<td>x4100</td>
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<td>Math Graduate Office</td>
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**Non-Departmental Numbers**

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<tr>
<td>Disability Resource Center (DRC)</td>
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<td>ITS Computer Support</td>
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<td>Health Center</td>
<td>x2211</td>
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<td>Science Library</td>
<td>x4000</td>
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<tr>
<td>Sexual Harassment (Title IX)</td>
<td>x2462</td>
</tr>
<tr>
<td>Suicide Hotline (24 Hours)</td>
<td>(831) 458-5300</td>
</tr>
<tr>
<td>UC Police</td>
<td>x2231</td>
</tr>
<tr>
<td>UC Fire Department</td>
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C) Websites

Logistics

UCSC Math Dept
http://math.ucsc.edu

UCSC TA Handbook – located in the TA Resources – Everything You Need to Know section
http://graddiv.ucsc.edu/current-students/pdfs/TAHandbook.pdf

UCSC Graduate Division TA Resources
http://graddiv.ucsc.edu/current-students/teaching-resources/index.html

UCSC Schedule of Classes
https://pisa.ucsc.edu/class_search/

UC Human Resources (benefits, contract, policies)
http://atyourservice.ucop.edu

UCSC Employee Assistance Program
http://shr.ucsc.edu/benefits/eap/

UCSC Disability Resource Center
http://drc.ucsc.edu

UCSC LSS (Learning Support Services) Math Tutoring
http://www2.ucsc.edu/lss/tutorial_services.shtml

Teaching

UCSC TA Starter Package

Math Forum
http://mathforum.org/
D) Student Resources

While your students’ primary resources are the instructor and TA’s, there are many other places to find math help on campus. For those students who need more time than the TA has, and for those who cannot make office hours, and really for anyone else, the following services are freely available:

**Modified Supplemental Instruction.**
- MSI can be described as course-specific drop-in tutoring, available for some lower division math courses.
- [http://www2.ucsc.edu/lss/msi.shtml](http://www2.ucsc.edu/lss/msi.shtml)

**Learning Support Services Tutoring.**
- LSS offers tutoring for most math courses. Students must sign up online and must attend one hour per week. [http://www2.ucsc.edu/lss/tutorial_services.shtml](http://www2.ucsc.edu/lss/tutorial_services.shtml)

**ACE**
- This is a PBSci-division sponsored program whose mission is to increase the number of majors in math, science and engineering for underrepresented students through collaborative group learning discussions. Students must apply before the quarter begins. [ace.ucsc.edu](http://www2.ucsc.edu)

The following websites may also be useful to your students:
- [http://wolframalpha.com](http://wolframalpha.com)
- [http://mathworld.wolfram.com](http://mathworld.wolfram.com)
- [http://tutorial.math.lamar.edu/](http://tutorial.math.lamar.edu/)
- [http://www.aleks.com](http://www.aleks.com)

E) Students with Learning Disabilities

A number of students on campus have one or more learning disabilities. Obviously these students are not less intelligent or capable than others but simply require extra accommodations to have the same chance to succeed as everybody else in the class. It is not your task to diagnose whether a student has a learning disability. This is done by the Disability Resource Center, [http://www2.ucsc.edu/drc/](http://www2.ucsc.edu/drc/) (DRC, 459-5064). If a disability is diagnosed, the student receives a sheet with detailed specifications for the extra assistance required.

DRC (Disability Resource Center) accommodations for students are the responsibility of the instructor. The Physical & Biological Sciences Undergraduate Affairs Office (UGA), is available to assist in arranging for accommodation for students. Questions can be directed to Vanessa Schlegel (9-5672, testing.pbsci@ucsc.edu).

You can and should expect a learning-disabled student to provide you with a copy of the form from the DRC (the original goes to the instructor), and you must make a reasonable effort to provide the specified accommodations (it’s the law). Typically, this involves extra time on tests, and/or a separate, quiet room for tests. Consult with the instructor.
F) Sexual Harassment

Sexual Harassment in any form is unacceptable and also illegal. We will have a presentation by a staff member of the Title IX/Sexual Harassment office during the New-TA training workshop at the beginning of each Fall quarter and also occasionally at other TA-training workshops. For further information please consult the handouts given at these presentations or visit the UCSC Title IX web site at: http://www2.ucsc.edu/title9-sh/

G) Evaluation and Further Training

At the end of each quarter, students at UCSC are asked to evaluate their instructors and TA’s. Instructors also evaluate their TA’s. Both evaluation forms can be found in the Appendix. These evaluations are read by Department staff and the TA trainer, and play an important role in future TA assignments. A graduate student is not going to lose a TA-ship because of bad evaluations from one quarter, but persistently bad evaluations and no effort on the part of the TA are certain to result in the loss of a TA-ship.

Most graduate students are good TAs at first and tend to improve with experience as they get used to the dual role they must play here. You are at once both a TA and a student, each position having its own expectations and authority to answer to. Keeping up with all that is required can be a delicate balancing act. To stay on top of things, try to remain aware of whom to turn to for help. Remember, you will be working for a professor, under the general direction of the Graduate Advisor (Kyle Blocker), while reporting to the Graduate Vice Chair (Professor Robert Boltje). It can be tricky, but will get easier with time.

II. Teaching

A) Section

As a TA, you will likely spend most of your time teaching sections. Different TA’s may have very different teaching styles, and you may have to modify your technique for each particular group of students. You should always ask if the instructor has particular requests for how sections are run. Here we compile some ideas and general advice you may find useful.

Lower-division courses

In lower-division courses, sections run for 1 hour and 10 minutes or 1 hour and 45 minutes, depending on the course and available resources. In most Calculus courses for instance, each TA is generally assigned two 1 hour and 45 minute sections, each meeting twice a week. There are usually a plethora of problems to cover in that time. A typical section might include:

- A 10-minute quiz covering the week's topics.
- Two or three problems from the homework (or similar to the homework) covered in detail, prepared beforehand by the TA.
- Some time to answer direct questions from the student. As the quarter progresses and the students develop more of a rapport with the TA, they will naturally ask more questions, so the TA may not need to prepare specific problems.
• Homework lab where students work independently or in groups and the TA hovers, giving hints and checking progress.
• Student presentations at the chalkboard of problems from homework, quizzes, or exams.
• A 10-minute review of the big ideas (formulas, definitions, theorems) from the week’s material.

Upper-division courses

In upper-division courses, sections run 1 hour and 10 minutes. The TA is usually assigned two sections, each meeting once a week. Although section time may be less, more time is expected for preparation because in these classes, the students face fewer but more challenging problems than those in the lower-division courses. Some of the problems are quite difficult, and it takes some careful thought to come up with a clean, straightforward solution! So, conscientious preparation on the part of the TA is crucial. However, experienced TAs find that the sections are most effective when the students themselves are actively engaged, asking questions and letting the TA know what’s missing in their understanding of the material. In a typical upper-division section, there may be:

• Time devoted to presenting key examples.
• Time for answering homework questions.
• Some group work (students working on or presenting solutions of different problems to each other).

The first day of section

Much of what you do in the first section depends on which class you are assigned, who the instructor is, and your own teaching style. The first section is always extremely important; what you do during that first day will set the students’ expectations and the tone of the section for the rest of the quarter. Listed here are some general things to consider doing in the first section:

• Write the name of the class, the instructor’s name, your name, your email address, your office location and phone number, and your office hours and location on the board, preferably in a place where you can leave it up the entire section time. It’s a good idea to do this even if you have a handout with all of this information on it. There are always students who show up late, wondering if they’re in the right place and what’s going on.

• Know the other section times and locations for the course, as well as the office hours of the instructor and other TA’s.

• Pass around a sign-in sheet for your students. This will help you learn the names of your students even if attendance is not mandatory.

• Announce that students with learning disabilities who will need special accommodations (such as extended time on tests/ quizzes) during the quarter must talk to the instructor and possibly you outside of class in the first week or so of the quarter. Don’t ask them to come forward in class; it is a breach of confidentiality. Let them know it is their responsibility to contact the DRC (Disability Resource Center) early enough in the quarter to make the necessary arrangements in a timely manner.

• Tell the students what resources are available to them besides the instructor and TA’s. See section I.D above.
• Tell the students what you will expect of them in section and office hours so they will come prepared to work and learn. Be very clear about due dates for homework, late homework policy, the students’ responsibilities in the course, etc., in the beginning.

• If you don’t make your boundaries clear from the start, you will have students abusing your time and good graces as the quarter goes on, especially when they get stressed out around midterms and finals.

• Try to develop a rapport with your students. One section isn’t going to make you best buddies, but there’s a lot you can do to break the ice and make your students feel you are accessible to them and on their side. Sometimes talking about your mathematical specialty or interests (mathematical or otherwise) can help students see you as a real person like them, instead of just an appendage of the university. Enthusiasm, humor, and showing the students you’re really glad you’re their TA for this course are all steps in the right direction.

Suggestions on how to encourage student participation

• Start each section with a prepared list of questions and have students work on that as the first thing. You can take roll or hand back exams or homework during that time.

• Arrive early and chat with the first few students to arrive, about the lecture, how the class is going, etc. Do the same after class.

• Find out what excites and worries the students. Early in the class, ask them what topics and problems they are most interested in. Go over the list as a group. Combine items; identify those of concern to most students. At the first section meeting encourage everyone to say something so that people don’t feel irrelevant. Deal with every item in the list in some fashion.

• Make lots of eye contact. Try to exchange glances, smiles, and so on with students and don’t just stick to the most responsive students; seek contact with those who have participated less as well.

• Be alert to non-verbal cues of interest or readiness to speak, and call on those who look ready.

• Get to know the names and individual interests of students, and refer to them in class when the opportunity arises. Example: Isaac, if you want to be physics major, then you need to get those integrals down.

• Learn to really wait after a question. Waiting is a signal that you really do want participation. It gives students time to digest the question, ensures that most students will be thinking during the pause, and provides more openings for those hesitant to respond.

• Ask plenty of questions that are pitched at the level most of the class can handle. Success is a powerful encouragement for future participation.

• When you are having trouble explaining a problem, open it up to the class, and ask if anyone else can clarify. Be a model for honesty about your own uncertainties.

• Be hospitable to students’ questions or comments that surprise you. These may be signs that you haven’t understood their concerns.
• Be clear and positive in rewarding all participation. Students will watch what happens to others who speak up, and this expectation affects participation enormously. When you must be critical, do it in a way that doesn’t alienate.

• Ask students regularly whether they follow you.

• Vary the intellectual approach of your questions to provide opportunities for different types of students: include some straightforward questions, some requiring deductions, some asking for hunches or intuitive leaps, etc.

B) Office Hours

Typically, a TA will hold 3-4 office hours a week, where students can come and ask specific questions that they’ve been stuck on that week, or get another explanation of something that they didn’t understand in class or were too embarrassed to ask in front of the entire class, etc.

Most TA’s hold office hours in McHenry 4112 or McHenry 1261. You have been provided with access and may schedule your office hours using the Google Calendar associated to your UCSC email account. Instructions are included below. You may also hold your office hours in public places like libraries or cafes on campus. Do not use the graduate offices for office hours.

The sagacious TA will schedule them carefully - it can be a delicate feat to have office hours at a time that students can make; once that is accomplished, an even more delicate task is to have them at a time they will make. Here are some suggestions on how to have students show up:

• Attend some lectures, and talk with the students before or after the lecture. This is particularly worthwhile in upper-division courses. The students are much more willing to go to office hours and/or section if they simply know and have some level of relationship with the TA.

• Ask the students to come! This crazy idea is based on an observation: many students think that they are wasting the TA’s time by asking questions that they should already know, and they end up being too embarrassed to come. Tell them that this is what office hours are for, that it’s ok to not understand everything in lecture. Remind students of your office hour times and locations regularly in section.

Accessing Google Calendar

You may access your Google Calendar two ways:

• http://its.ucsc.edu/calendar/ (bookmark this link)
• Via email at: http://email.ucsc.edu (click on "Calendar" on the top banner)

Login with your CruzID and Blue password (same password you use for email). ITS recommends that you always access your UCSC Google Calendar via a secure web browser such as Chrome, Safari, Firefox, or Internet Explorer. Information regarding Google calendar can be found at: http://its.ucsc.edu/calendar/faqs.html. You can also learn how to use Google Calendar via training videos at: http://its.ucsc.edu/calendar/training.html
C) Homework, Grading, and Review Sessions

Online Homework

In many lower-division courses such as Math 2, Math 3, Math 11AB, Math 19AB and Math 22, on-line homework is used. The system being used depends on the course, but is typically specific to the textbook. That is, in most cases the assigned problems in the on-line system are electronic versions of problems from the textbook. There may also be additional features in the system that students might use. In any case, if you are a TA for any of these courses, contact the instructor for details on how to get access to the homework assignments and students’ work. You may also be asked to help with administrative tasks related to homework such as creating homework assignments or dealing with student questions. You should get comfortable with the system early on, as many students will have technical questions about the first assignment.

Paper Homework

Often, the department will hire undergraduate graders, aka readers, to grade student homework. One of your jobs as a TA may be to collect the students’ homework, get it to the reader, and return it to the students. If this is the case, you may be the one who must determine the details of the homework policy for your sections. If there are multiple TA’s for the course, you may need to collaborate. Always check to see if the instructor has a preferred policy. Some of the questions you may have to consider are:

- Where will the students turn in the homework?
- Where and when can the students pick up their graded homework?
- Where and when will the graders pick up the homework?
- Where and when will they return the graded homework?
- Under what, if any, circumstances will you accept late homework? How late?
- If the homework is late, how much credit will the student receive?
- Should the students write their section time/place and their TA’s name at the top?
- Will you require the papers to be stapled with the problems in order?
- Will you post solutions to the homework? If so, when and where will you post them?
- If there are multiple graders, will they rotate grading different sections?

You should keep in close contact with your grader in order to make sure your expectations are being met and to keep tabs on which problems your students are struggling with.

Grading

Fairness and consistency are the most important things about grading. There are differing opinions as to how to assess partial credit. Sometimes it is very hard to decide if/what amount of partial credit is appropriate. To save time and be efficient it is a good idea to work the exam yourself and think about partial credit before grading. Consult with the instructor on his/her grading emphasis and preferences. It is better for consistency to grade one or two problems at a time rather than the whole exam.

Be able and willing to explain your grading scheme and reasoning for partial credit to your students. Students have a right to know how they are evaluated. On the other hand, once you have decided on a particular grading scheme, stick to it and do not let the students haggle over points. Obviously it is possible that a mistake in grading was made, and if you notice this, you
should re-grade the exam/problem. Also encourage your students to count their points. If a student is clearly trying to wean points from you without any justification, then you should calmly explain to the student why he/she doesn’t deserve more points. If they persist, then send them to the instructor.

**Review Sessions**

The function of a review session is not to have everyone learn the quarter’s worth of work in three hours. The function of a review session is to have the students consolidate the various bits of information that they’ve picked up over the past several weeks, to pick over the tools and skills that they’ve acquired, and hone these skills and sharpen these tools for the coming exam.

A good way to set that up is to make up a sample midterm or final, and ask them to work on the problems before coming to the review session. Ask them to come prepared to solve all of the problems. Ask them to definitely come to the review session, even if they know how to do all the problems.

Another thing to remember, especially in the lower-division courses, is that you are part of a team of TA’s. Therefore, it is a good idea to strategize when taking on the extra duties that come up around a midterm or final. Get with your teammates and parse out tasks.

This method can promote consistency in the course and therefore benefit the class as a whole. In addition, room space on campus is extremely limited. This way, instead of spreading too thin your resources for six small reviews, you can consolidate and hold one or two larger, more streamlined prep sessions.

To book a review session room (review session larger than your scheduled section) please use the form: [http://www.math.ucsc.edu/about/quick-links-info/admin-forms-info/classroom-rsvp-form.html](http://www.math.ucsc.edu/about/quick-links-info/admin-forms-info/classroom-rsvp-form.html).

**D) Troubleshooting**

Here are some common issues that may arise during the quarter and what to do.

1) Where do I get a textbook or solutions manual?

You may check out textbooks from the Mathematics Department. Keep in mind you are only “borrowing” the text for the particular quarter you have checked it out for. You are responsible for returning it once the course ends and will not be permitted to check out any others until it is in and accounted for.

2) My section is too large for the room.

Do the best you can during the first section and then go to the Mathematics Department office and speak with Kathryn Baldwin who will try to get you another room.

3) I can’t make the section time I was assigned.

It is your responsibility to work out conflicts with the Head TA and other graduate students. Prior to the beginning of each quarter there will be a time set aside for all TAs to get together for the purpose of working out scheduling. If something in your schedule changes, contact the Head TA immediately. Note that changes for personal reasons cannot be accommodated.
4) I need a room for a review session.

Fill out a room request form available at http://www.math.ucsc.edu/about/quick-links-info/admin-forms-info/classroom-rsvp-form.html or speak with the Kathryn Baldwin in McHenry 4111 to schedule review session rooms. You will need to supply the course number, the number of students expected, when you would like the room, and what the room is for. You should receive an e-mail that confirms your reservation and authorizes you to use that room at that time. Alternatively, if there is enough space, you may schedule McHenry 4112 or 1261 via Google Calendar. (See section II.B above.)

5) My section room is locked when I get there for section.

If the room is controlled by the Math Department, you can go to the front desk in the department office and ask the department assistant to open the room for you. If the registrar controls the room, call the campus police at 459-2231. They will make sure the room gets opened as soon as possible. If you get locked out on the weekend, you will need to show them your authorization e-mail (best to print a copy beforehand); they might not let you in without it.

6) My section room has another class meeting in it when my section is supposed to be there.

Tell the Mathematics Department office assistant Kathryn Baldwin at 459-2400. In the case that the room is under the control of the Mathematics Department, he/she can tell you right away who is supposed to be there. If the room is reserved for your section, you have the right to ask the other class to leave. In the case that the registrar controls the room, he/she will call the registrar and work things out.

7) I need a place where the students can turn in their homework.

Ideally, you should collect and give back homework in section. However, we’ve found that having a secondary option works to the benefit of both the TA and the student. If you choose to allow students to turn in their homework outside of section, you may have them utilize the homework file cabinet on the 1st floor of McHenry near the classroom McHenry 1240. For your convenience, we have set up file cabinets and files, clearly labeled, for all of the Math courses that do not make use of online grading. There are “turn in” folders available; however, homework cannot be “returned” via the homework cabinet due to the federal Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, which is intended to protect the student’s right to privacy. You are responsible for making sure your students and readers are aware which lettered sections are yours (for example, are you the TA for 11A-01B or 11A-01F). You will also need to decide on and communicate with each party the drop-off and pick-up times. Do not write on or alter the folders in any way, as they need to translate into future terms. If you would like to put additional information on your folders, like your name and section times, please put it on a 3x5 card and attach it to the folder with a paper clip.

8) I need a place to put graded final exams where the students can pick them up.

Don’t. This violates privacy laws. You can store them locked up in your office but they must be locked and not visible to other students and distribute at office hours, or you can take the tests to section or class (or ask the instructor to do so).
9) I need chalk (colored or regular) or white board markers.

The chalk and the white board markers are kept at the Mathematics Department office in McHenry 4111 or in the supply cabinet located in the computer lab McHenry 4170. If you need other supplies, ask the staff at the Mathematics Department office for assistance.

10) I need to make copies for section.

Go to the front desk of the Mathematics Department office and get the copy card designated for teaching and sign out the card on the sign-in sheet on the front counter. You are expected to return the copy card to the front desk and cross your name off the sign-in sheet. If the card goes missing and you are the last one to have signed it out, you will be responsible for the replacement cost of $40.00. Please make copies rather than using the printer to make multiple copies.

11) I am sick and will not be able to make it to section.

If you fall ill and are unable to make it to section, you must call Kyle Blocker, the graduate advisor, at (831) 459-5461. While we are aware emergencies come up, in all other cases, we ask that you let us know as soon as possible (and at least a half hour before section start, if possible) that you will not be coming in. This is so that we have enough time to either find a replacement or cancel the section and inform the students. A no call/no show is unacceptable.

12) I need to take some time off.

If you need to take planned time off during the quarter, for personal or academic reasons, you are responsible for covering your sections. You will need to come into the department office and get a “shift coverage” form from Kyle Blocker that must be signed by all relevant parties, i.e. you, your replacement, the instructor etc. Keep in mind your stand-in is subject to the department’s approval. It is the expectation that you solicit the help of another Math graduate student when looking for section coverage. You are not permitted to take time off without following this procedure. If you do, it will be considered a no call/no show and disciplinary action will follow.

13) I need to get information to students.

If you want to email your material (announcements, assignments, solutions, etc.) you can use the class roster – see next question. Alternatively, if there is a course webpage you should contact the instructor about posting material. Or, if you have a personal webpage, you can post material there.

14) How do I get a class roster for my students?

Go to my.ucsc.edu and login. Click Main Menu → Faculty Center (Grading, etc.) → Search All Class Rosters. From here you may search for the entire class roster for your course, or just your sections. Rosters include all email addresses, and you can send emails from the roster by clicking Notify Selected Students. You can also download the roster into Excel. See Kyle Blocker for help. You can also create a Google group from your roster that you download into Excel. Google groups allow you to made a list of those students that you want to contact regarding section changes, study guides, office hour changes, etc.
15) A student is cheating

It is the instructor’s responsibility to decide what to do about cheaters, not the TA’s. There are, however, several strategies you can use while proctoring an exam or quiz that help to discourage cheating. For example, make a general announcement before the exam or quiz to the effect that cheating will not be tolerated; spread the students out so there is an empty seat or two between students, if possible; walk around the room and look at people. If you notice suspicious behavior like wandering eyes, make eye contact with that person and let him/her know his/her behavior is not acceptable. If you catch a cheater red-handed, gather what evidence you can (cheat sheet, etc.), make a note of the student’s name and tell the instructor. In the case where you notice two exams are suspiciously similar, make copies of those exams and tell the instructor. A good motto is: Minimize the potential for cheating, be clear on the consequences, and follow through if you catch somebody.

16) A student is complaining excessively.

The best way to handle excessive complaining in class is to stop it before it begins by setting high standards for the students on the first day of section. It’s far easier to begin with strict guidelines and relax them as the quarter goes on than the other way around. Students will complain when they think they can get away with it. That said, you may encounter some whining anyway. In this case, talk to the student outside of class about his/her grievances. Remain calm and firm while listening attentively to the student. Make it clear where your boundaries are, what you will and will not do, what behavior is acceptable and what is not. If you still have trouble with the student, discuss the matter with the instructor of the course.

17) A student is monopolizing the discussion.

You will want to encourage lively discussion in your section, but sometimes you may get a student who monopolizes the discussion. The tricky thing is to encourage the participation of the rest of the class while getting the “red-hot” to stop talking. A good strategy for this is to ask for participation from the other class members up front. For example, you could say something like, “I want to hear from someone who has not spoken in class today.”

18) I need teaching advice.

You have many resources where you can get advice about teaching:

- The instructor of the course
- The Head TA (Gabriel Martins, gmartins@ucsc.edu)
- Other TA’s
- Other faculty members
- Websites from section 1.C above

Usually all of these people are very glad to help.
III. Appendix

Fact Sheet for TAs

1. TAs must be registered and enrolled graduate students. Full-time students are eligible for a full (20 hrs/wk) appointment; part-time students (enrolled in 8 credits or less) are eligible for a maximum 10 hrs/wk appointment.

2. General information for Teaching Assistants is available in the department handbooks for graduate students, and in the Graduate Studies “TA Handbook” available at http://graddiv.ucsc.edu/current-students/pdfs/TAHandbook.pdf. The ASE/UAW contract governing student academic employees is available at http://atyourservice.ucop.edu/employees/policies/labor_relations/bargaining_updates/ase/agreement.html

3. At the beginning of the quarter, your faculty supervisor should give you a checklist of duties for each course to which you are assigned. He/she should discuss those duties with you, and the form should be signed by both of you and submitted to the department office. At the end of each quarter the faculty supervisor will be asked to submit a written evaluation of each TA, which will be retained and may be reviewed in your Department Office.

4. In some weeks, TAs may be asked to work more than the average number of hours per week for their appointment. These somewhat heavier weeks should be balanced by correspondingly lighter weeks. The TA appointment continues up to the day that course reports are due to the Registrar, which is slightly after the end of the quarter.

5. TAs may assist with, but are not responsible for, the instructional content of a course, the selection of student assignments, the content of exams, or for determining student grades and writing narrative evaluations. All work assigned to the TAs must be directly related to the course to which he/she is assigned.

6. You must notify the supervising faculty member as soon as possible if you must miss a class meeting or lab section (for health reasons or for another emergency – even if you have arranged for a replacement). Such substitutions should be extremely rare and should be approved by the supervising faculty member in advance.

7. TAs must promptly return the assignments they have graded. Delays make lesson planning and the scheduling of examinations extremely difficult.

8. BOTH the faculty supervisor and the TA are responsible for regular communication and coordination of the course throughout the quarter.

9. If you believe that you are being asked to do work that is the faculty supervisor’s responsibility, being asked on a regular basis to work more than the weekly hours of your appointment, or not receiving adequate supervision, then you should raise those issues with the faculty member. If problems are unresolved, please consult your undergraduate adviser in your department office.

10. If your faculty supervisor and you determine that you have exceeded or will exceed your maximum workload hours for the quarter, he/she must notify you in writing as to whether your appointment will be increased, or your workload will be adjusted or decreased.
Division of Physical and Biological Sciences/Department of Mathematics
Notification of Teaching Assistant Duties
Please return this form to Kyle Blocker in the Department office McHenry 4111.
Rev 8/13/15 md

• This form is to be completed by the Faculty Supervisor and reviewed with the TA

TA Name_________________________________Instructor______________________________
Course Title__________________________Course # ________________Qtr/Year________________
Location of Section_____________________Day/Time ____________________________

Note to Faculty Supervisor: Check required duties and fill in information below as it pertains to the TA
assigned to this course. Meet with TA at the beginning of the appointment to review these duties and discuss
your performance expectations. Be specific and address the performance categories under Part I including the
criteria on the section student evaluation form so that the TA understands the kinds of teaching skills that will
be assessed (see Evaluation of Teaching Assistant Duties and Teaching Assistant Student Evaluation forms).

_____ Attend all lectures
_____ Present lectures as assigned by faculty supervisor
_____ Instruct _____ sections per week (review sample Student Evaluation form criteria with TA)
_____ Hold _____ office hours weekly (provide range of hours)
_____ Attend weekly or as scheduled meetings with Faculty Supervisor
_____ Attend weekly or as scheduled meetings with TA Trainer or Head TA
_____ Assign students to sections at start of quarter
_____ Assist in preparation of problem sets/quizzes/exams
_____ Make copies or prepare printing orders of coursework
_____ Read, evaluate, and return in a timely manner ______ papers/lab reports
_____ Read and evaluate _____ examinations per student (fill in or refer TA to course syllabus)
_____ Proctor _____ examinations
_____ Arrange/attend ______ labs/field trips/observatory sessions (circle and provide details)
_____ Assist in the preparation of narrative evaluations and/or make grade recommendations as
appropriate for students in TA’s section(s)
_____ Keep records of students in TA’s section(s) (e.g., attendance and grades)
_____ Assist in grading of homework, midterms and final exams
_____ Schedule Review Sessions – 2-3 weeks prior to the date you wish to have the review session
_____ Perform other tasks as specified (please list on reverse or attach separate piece of paper)

• These job duties/expectations and the performance evaluation criteria have been reviewed and discussed
with the TA assigned to this course at the beginning of the appointment.

A Teaching Assistant with a 50% appointment shall not be assigned a workload of more than 220 hours per quarter (340 hours
per semester) or a workload of over 40 hours in any one week. The number of hours worked in excess of 20 hours per week may
not total more than 50 hours per quarter or 77 hours per semester. This standard shall apply proportionately to other percent
appointments. In addition, a Teaching Assistant with an appointment of 50% or less shall not be assigned a workload of more
than 40 hours in any one week or more than 8 hours in any one day. This check sheet is designed to be distributed to all ASEs
except those who are designated as the Instructor of Record for the course. cc: Employment File UC/UAW Agreement Eff:
10/1/07 – 9/30/09 To be issued 30 days prior to the beginning of the term or as soon as possible

Instructor/Supervisor Signature/Date ___________________________ TA Signature/Date ________________
TA Name: __________________       Class ___________ Quarter ________

NOTE TO FACULTY SUPERVISOR: Use Part I, Section 1 below to evaluate the TA’s overall performance of assigned duties (based on the Notification of Duties form). Use Part I, Section 2 below to evaluate the TA’s overall performance of those teaching skills you reviewed with TA at the start of the appointment (based on the criteria from the discussion or lab student evaluation form). Circle the appropriate evaluation rating (NI = Needs Improvement; ME = Meets Expectations; and EE = Exceeds Expectations) and provide consistent supporting comments. Supervisors are free to use split ratings (e.g., ME for subject matter knowledge and NI for organization of lab section). Or complete a narrative-style performance evaluation following Part II below.

### Part I. PERFORMANCE CATEGORIES:

<table>
<thead>
<tr>
<th>RATING and COMMENTS:</th>
<th>Evaluation Rating: NI ME EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance of assigned duties as set out in “Notification of Teaching Assistant Duties” (e.g.):</td>
<td></td>
</tr>
<tr>
<td>• Completes assignments and meets commitments and deadlines (e.g., keeps office hours, returns student work in a timely manner, attends lectures, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Attends required meetings and/or training sessions</td>
<td></td>
</tr>
<tr>
<td>• Interacts effectively and maintains a professional demeanor with a wide diversity of individuals and work styles and is receptive to feedback</td>
<td></td>
</tr>
<tr>
<td>2. Teaching Skills - expectations to be consistent with discussion or lab student evaluation form, e.g.:</td>
<td></td>
</tr>
<tr>
<td>• Has appropriate level of knowledge of subject area and related expertise</td>
<td></td>
</tr>
<tr>
<td>• Uses information, materials, equipment, and techniques accurately and appropriately</td>
<td></td>
</tr>
<tr>
<td>• Communicates clearly and accurately both verbally and in writing</td>
<td></td>
</tr>
<tr>
<td>• Is punctual, prepared, and organized for weekly section(s)</td>
<td></td>
</tr>
<tr>
<td>• Is sensitive to and concerned with students’ learning process and level of understanding</td>
<td></td>
</tr>
<tr>
<td>• Deals impartially and with overall fairness when evaluating and interacting with students</td>
<td></td>
</tr>
</tbody>
</table>

### Part II. Narrative-Style Evaluation

Complete a written evaluation of TA’s performance of those job duties and expectations reviewed with TA at start of assignment as outlined in “Note to Faculty Supervisor” in Part I above (be sure to include TA name, course name and number, and Faculty Supervisor name).

Whether Part I or Part II is completed, faculty supervisor and TA should each sign evaluation.
Division of Physical and Biological Sciences/Department of Mathematics

Teaching Assistant Student Evaluation

Please complete this evaluation of your Teaching Assistant (section leader).
The results provide the Assistant with information to understand and improve performance.
Please take this evaluation seriously, we ask for honesty and constructive criticism.

Name of Teaching Assistant: ___________________________ Last Name ___________________________  First Name ___________________________

Course: ___________________________ Section # ___________________________ Quarter/Year: ___________________________

1. I attended section: Never Almost Never Sometimes Most Always Always
2. I attended T.A. office hours: Never Almost Never Sometimes Most Always Always

Circle the appropriate answer. If you have no opinion, circle N/A. (Please add comments on the back)

1. The T.A. was generally well prepared. 1 2 3 4 5 N/A
2. The T.A. was very knowledgeable in the subject matter. 1 2 3 4 5 N/A
3. In presenting new material, the T.A. was well organized. 1 2 3 4 5 N/A
4. The T.A. was able to help pick out the more important material dealt with in the course. 1 2 3 4 5 N/A
5. The T.A. was able to work at assigned homework problems and answer related questions clearly. 1 2 3 4 5 N/A
6. The T.A. was able to answer most questions relating to the lecture material. 1 2 3 4 5 N/A
7. The T.A. spoke clearly. 1 2 3 4 5 N/A
8. The T.A. wrote clearly. 1 2 3 4 5 N/A
9. Any work graded by the T.A. was dealt with fairly. 1 2 3 4 5 N/A
10. The T.A. showed genuine interest in the academic progress of his/her students.  

11. The T.A. was generally available for help outside class hours.  

12. The discussion section helped make the course more interesting.  

**How would you rate this Section a learning experience?**  
Poor Fair Good Very Good Excellent  

**How would you rate the overall teaching effectiveness of the T.A.?**  
Poor Fair Good Very Good Excellent  

**Comments:**  

- Please return this completed evaluation to the proctor