

Teaching Assistant & Supervisor Handbook

University of Georgia, College of Engineering

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Glossary of Abbreviations and Terms

CENGR: UGA's College of Engineering

CTL: UGA's Center for Teaching and Learning

CA: Course assistant, an hourly position with the lower eligibility criteria and narrower responsibilities compared to a graduate teaching assistant.

Faculty Supervisor: The faculty member acting as the instructor of record for a course that a TA supports. May or may not be the same individual as the TA's major professor, who oversees their thesis/dissertation research.

GLA: Graduate lab assistant, a graduate teaching assistant assigned as instructor of record for a laboratory section.

GTA: Graduate teaching assistant. Includes the teaching portion of the college's GTRA (graduate teaching and research assistant) position.

Split TA/RA (aka GTRA): Graduate teaching and research assistant, an assistantship with responsibilities split between teaching and research.

IoR: Instructor of Record

TA: Teaching assistant, used synonymously with GTA in this handbook

**Section 1:
Policies and Standards of Teaching Assistant
Employment**

1.a. Types of Assistant Positions for CENGR Courses

As of Fall 2022, the UGA College of Engineering has six types of positions faculty can leverage to aid in the implementation of their undergraduate courses. Each of these positions has different eligibility requirements and serves different purposes in the courses they teach. They are listed below, in order of decreasing eligibility criteria. For an example of how and when to employ each position, see the position comparison table [Section 4.g](#).

1. **Instructor of Record Graduate Teaching Assistant (IoR GTA):** IoR GTAs are fully responsible for at least one section of a course, are listed in Athena as the course's instructor, and have the strictest eligibility requirements and greatest instructional autonomy. IoR GTAs require extensive mentoring and, as such, are typically only employed as part of mentored programs (e.g., the Dean's Engineering Education Fellowship) or for students who have already been through such programs.
2. **Graduate Teaching Assistant (GTA):** GTAs are graduate students who assist with course instruction, student mentoring, course management, and/or grading. They can be assigned to one or more courses, and the instructors or record for those courses act as their faculty supervisors. GTAs are required to go through an orientation and pedagogy course to prepare them for their wide range of possible duties. They are typically employed for courses where instructors need help with instructional or mentoring tasks, and can teach lab sections on their own. Unless otherwise stated, the acronym "GTA" refers specifically to GTAs who are not instructors of record.
 - a. The UGA Graduate School has a specific designation for GTAs whose primary role is leading laboratories: **Graduate Laboratory Assistants (GLAs)**. Functionally, GLAs are equivalent to GTAs and subject to the same eligibility requirements and expectations. As such, GLAs will not be referenced by this designation elsewhere in this handbook, but all policies and practices applicable to GTAs are also applicable to GLAs. Note that GLAs are considered instructors of record (and subject to IoR eligibility criteria) if they are listed as the instructor of a laboratory section in Athena.
3. **Split TA/RA (aka GTRA):** GTRAs split their assistantship duties between teaching and research in a proportion specified in their assistantship contracts. GTRAs have the same eligibility criteria, potential responsibilities, and employment cases as GTAs, but devote less time to their teaching roles. Accordingly, GTRAs should be employed to assist with fewer tasks and/or sections compared to GTAs.
4. **Course Assistant (CA):** Course assistants are graduate students employed to assist with a course on an hourly basis. Course assistants have no eligibility requirements beyond good academic standing, and as such, are not considered qualified to mentor students or provide instructional support. CAs are typically employed in courses needing support in both course management and grading.
5. **Undergraduate Grader (GRDR):** GRDRs are undergraduate students who are employed hourly and are only responsible only for grading. They have no eligibility requirements other than experience taking a course (or an equivalent course) prior to grading for that course. Like CAs, they work on an hourly basis. They are employed when grading is the only form of support an instructor needs.

- 6. Undergraduate Peer Learning Assistant (PLA):** PLAs are undergraduate students who are funded at least in part by the Division of Academic Enhancement and employed hourly to support instructors in implementing active learning activities. They have no eligibility requirements other than experience taking a course (or an equivalent course) prior to serving as a PLA for that course. Like CAs, they work on an hourly basis. PLAs are intended to provide in-class support, and are not eligible to perform grading.

The focus of this handbook is on non-IoR GTAs and GTRAs, with some insights for IoR GTAs (including GLAs) and CAs as appropriate. Undergraduate graders will not be discussed further in this handbook, other than to specify when they are appropriate to use compared to GTAs or GTRAs.

1.b. Graduate student eligibility to become a teaching assistant or course assistant

1.b.i. What is a graduate teaching assistant?

The Graduate School defines Graduate Teaching Assistants (GTAs) as students enrolled in the Graduate School who are assigned instructional duties in an undergraduate course, regardless of the student's specific instructional responsibilities in that academic course. In this policy, any assistantship with instructional duties is referred to as a TAship, and may include teaching assistantships, laboratory assistantships, and other graduate assistantships with defined teaching duties (e.g., guest lecturing, grading, and proctoring). Graduate students are not eligible to grade graduate student work in either graduate course sections or split-level courses. In split-level courses, graduate students are permitted to grade undergraduate student work. For further details, see the UGA Policy for TAs maintained by UGA's Center for Teaching and Learning (CTL), whose contact information can be found in [Section 4.i. Important contacts](#).

For the purposes of this handbook, **all policies and practices for GTAs also apply to GTRAs**, with one exception: GTRAs cannot serve as instructors of record.

Graduate students are not eligible to instruct or assist in the instruction of graduate-level courses.

1.b.ii. Who is eligible to be a graduate teaching assistant (GTA)?

In accordance with the UGA Policy for Teaching Assistants, graduate students must meet **all** of the conditions below to serve as teaching assistants, prior to or concurrent with the start of their first teaching assistantship. For a flowchart to aid in determining GTA eligibility, see [Section 4.h](#).

- Attend the CTL's TA Orientation; AND
- Successfully complete ENED 7010 (Preparing to Be an Effective Engineering Educator), GRSC 7770 (Intro to College Teaching), or another approved departmental equivalent.
- International students from a non-English speaking country (as determined by the Graduate School) must demonstrate English language proficiency (see the UGA CTL's Guide to Demonstrating English Language Proficiency.) Particularly, students may either

meet Level 4 English Language Proficiency or have taken LLED 7769 prior to teaching while meeting Level 3 English Language Proficiency (via the ITA-TEP test). In the latter case, LLED 7769 also fulfills the GRSC 7770 requirement.

The College of Engineering imposes the following additional requirements during each term in which the student serves as a TA:

- Register and maintain 18 graduate credit hours.
- Register and attend a CENGR Graduate Seminar class. Students from the Schools of ECAM and ECE register ENGR 8950 (1 hr), while students from the School of CMBE register BCHE 8970 (1 hr). This requirement is waived for students who have already fulfilled their Graduate Seminar degree requirement/s.

Students enrolled in the Double Dawgs program are eligible to serve as GTAs once they have received their BS degree and been admitted to the MS program by the Graduate School, provided they meet all the above requirements.

While not a formal eligibility requirement, it is strongly recommended that TAs be well-versed in the subject matter of the courses they support. If a TA is assigned a course outside their subject expertise, they should contact their faculty supervisor to find a solution—which may include working with their school chair to find a new TA assignment.

When fewer TA positions exist than eligible students seeking TA positions, preference is usually given in the following order (from highest to lowest): Ph.D. students > M.S. Thesis students > M.S. Non-Thesis students.

1.b.iii. Who is eligible to serve as a Split TA/RA (GTRA)?

Students serving as GTRAs in the College of Engineering must meet all of the eligibility criteria described above for TAs. There is one exception to this rule: Unlike TAs, GTRAs may meet Level 3 English Language Proficiency (via the ITA-TEP test) without taking LLED 7769, if and only if their TA duties meet the following criteria for a **Limited-Duty TA position**:

- The TA serves only one course and has only one faculty supervisor for their TA duties.
- The TA has a mentorship plan in place that includes regular one-on-one meetings with faculty regarding their TA work (mentor can be, but does not have to be, the same person as their TAsupervisor.)
- The TA does not provide independent instruction. They must be paired with a senior TA or faculty member for all in-class or in-lab instructional activities, and/or be assigned non-instructional duties (e.g., grading, proctoring, and office hours.)

Students who meet the full TAsupervisor English language proficiency requirements may hold a GTRA position without these Limited-Duty restrictions. However, given that GTRAs spend a portion of their time on research, they should still not be assigned to more than one course or faculty supervisor.

1.b.iv. Who is eligible to serve as an Instructor of Record graduate teaching assistant (IoR GTA)?

An Instructor of Record (IoR) is defined as the person who is “responsible for delivering the academic content of the course, including conducting the day-to-day classroom/instructional activities and/or the assignment of grades.” If a TAship meets this definition of an IoR, then all rules and guidance pertaining to IoRs defined in Section 1 of this handbook apply. However, TAships where students independently facilitate a lab or discussion section are not considered IoR GTAs if they do not independently determine content and/or activities for the course, design assessments, or submit final grades. GTAs cannot serve as Instructors of Record for any graduate-level or split-level course.

The College rarely employs IoR GTAs, except for students who go through established and mentored programs such as its competitive Dean’s Engineering Education Fellowship, administered by the Engineering Education Transformations Institute. Otherwise, IoR positions are determined by the School Chairs in coordination with the Associate Dean for Academic Affairs, and are primarily filled by faculty members.

Commensurate with Academic Affairs Policy 4.07-12 (Miscellaneous Course Policies - Instructor of Record), GTAs who do serve as Instructors of Record must meet **both** of the conditions below prior to TA assignment, **in addition to** the normal eligibility requirements to be a GTA. For a flowchart to aid in determining IoR GTA eligibility, see [Section 4.h](#).

- Hold a Master’s degree in a subject relevant to the course, or be enrolled as a Master’s student with 18+ graduate course credits.
- Successfully complete ENED 7010 (Preparing to Be an Effective Engineering Educator), GRSC 7770 (Intro to College Teaching), or another approved departmental equivalent **prior to** IoR TA assignment (not concurrently, as is permitted for non-IoR TA assignments)

1.b.v. For faculty: When to hire a graduate TA vs. an undergraduate grader

The College of Engineering prioritizes creating TA positions that give graduate students opportunities to grow professionally as future experts and educators through interaction with undergraduate students. Accordingly, TA positions should be designed to have opportunities for TAs to serve in an instructional capacity and/or interact with students (e.g., labs, office hours, limited lectures.). TA positions should not be designed exclusively for grading; such needs should instead be met via hiring an undergraduate grader. CENGR faculty can directly request the opening of an undergraduate grader position for a specified student through CENGR’s Office of Human Resources after coordinating approval from their School Chair, who will coordinate the funding from the Associate Dean for Academic Affairs.

1.b.vi. Course Assistants (CAs)

In 2022, the College of Engineering introduced a new, hourly position for graduate students called Course Assistants (CAs). These positions are paid based on hours worked rather than a fixed stipend each month, and do not include tuition or benefits. None of the eligibility criteria for

GTAs applies to CAs; the only eligibility criteria for CAs is that they remain in good academic standing, as defined by the UGA Graduate School's policy on Probation and Dismissal. Because of this lower eligibility criteria, the kinds of activities in which CAs may engage are narrower than those of GTAs, as described at the end of Section 1. A Course Assistant is not an appropriate replacement for a Graduate Teaching Assistant. A Graduate Assistantship is the preferred employment type for graduate students. Furthermore, a graduate student who has served as GTA, GRA or GLRA in the immediate previous semester cannot be hired as Course Assistant (CA).

Some practices and policies in this handbook may apply differently to CAs than GTAs. Most notably, CAs are required to log their hours worked each week in OneUSG timesheets, to be approved by their respective supervisors, while GTAs are not required to do so. The remaining sections of this handbook will have specific subsections outlining how the content of each section applies (or does not apply) to CAs.

1.c. Teaching assistant application and employment processes and deadlines

1.c.i. Relevant Processes

Graduate students who have been accepted into a College of Engineering (CENGR) graduate program may apply to be a TA here: <http://www.engineering.uga.edu/graduate-student-funding>. CENGR faculty members who wish to have their graduate students serve as TA must have their students complete the TA application, which should be completed by the deadline specified in the next subsection for full consideration.

Each semester, the CENGR's Graduate Program Office will share all submitted TA applications with the appropriate School Chairs, who will determine the TA assignments for their respective academic degree programs. The determination of TA assignment by the School Chairs is based on the following: (i) eligibility of the TA applicant; (ii) suitability of applicant's background to serve as TA in that particular course(s); (iii) impact the TAship will have on the applicant's progress in their graduate degree and; (iv) assistantship status of the applicant and/or funding situation of the applicant's Major Professor. The School Chairs will then submit the list of selected TAs to the Associate Dean for Academic Affairs for approval. A given TA should not be assigned to more than two courses. The Associate Dean for Academic Affairs office will **not** accept self-nominations from graduate students or direct requests from instructors or major professors for TA positions.

TAships are limited-term positions constrained to the intended time period (academic year or semester). Therefore, nominations must be submitted separately for each time period. Unsuccessful nominations from previous cycles will not be wait-listed for future semesters or academic years.

To aid School Chairs in the nomination process, faculty seeking TAs must submit to their School Chairs a brief request for TAs. The chair of each school will determine the format of this submission and the information they need to make informed assignment decisions. School

chairs may exempt courses from this process at their discretion, particularly for courses that are always approved for TAs (e.g., courses with lab components.)

To aid School Chairs in the nomination process, faculty seeking TAs for their courses or for their graduate students must submit to their School Chairs a brief request for TAs by the deadline specified in the next subsection. The Chairs will determine the format of this submission and the information they need to make informed assignment decisions for their respective Schools. School chairs may exempt certain courses from this process at their discretion, particularly for courses that are always approved for TAs (e.g., courses with lab components.)

CENGR's Associate Dean for Academic Affairs will review the nominations submitted by School Chairs, verify the eligibility of TA nominees including their academic credentials, and make the final decision about assistantship offers. CENGR prioritizes matching TAs to courses based on the relevance of each student's academic or professional background to the course being taught.

Instructors who want to assign specific graduate students to TA positions should approach their School Chairs at least 5 to 6 months prior to the intended start date. The nominated TA must still submit an application, and the nominating instructor must still submit a request for TAs (unless exempted by the School Chair). School Chairs may take nominations into consideration, but will prioritize the nominations based on the eligibility criteria and College guidelines.

All teaching assistantship offers are specific to the student, the intended course(s), and the specified time periods. Accordingly, teaching assistantships cannot be deferred or moved to another semester. Any modifications to the TA's course assignment must be vetted for eligibility by the School Chair and approved by the Associate Dean for Academic Affairs.

1.c.ii. Important Deadlines

To ensure the best experience for all parties involved, each school and the CENGR graduate program office should aspire to make TA assignments according to the following schedule of deadlines. If the deadline would fall on a weekend of UGA holiday, then the deadline would instead be the next business day.

Responsible Party	Task	Deadline for Fall TA Positions	Deadline for Spring TA Positions
Graduate Student	Submit TA application (see CENGR website for link)	December 15	September 1
Faculty Member Seeking TA(s)	Submit TA request to School Chair	January 15	September 10

CENGR Graduate Program Office	Forward applications to School Chairs	January 15	September 10
School Chair	Send TA assignments to Graduate Program Office	March 15	September 24
CENGR Graduate Program Office	Send offer letters to TAs on behalf of School Chairs	April 1	October 1
Graduate Student	Accept or decline TA offer	April 15	October 15

1.d. College of Engineering TA Training Resources and Policies

1.d.i. ENED 7010: Preparing to Be an Effective Engineering Educator

ENED 7010 is a departmental equivalent of GRSC 7770 and fulfills the TA Policy requirements outlined in the UGA Policy for Teaching Assistants. All new TAs in the College of Engineering are strongly encouraged to take ENED as their GRSC 7770 equivalent.

ENED 7010 is a teaching support course intended to help students discover who they are as a teacher, understand general principles that underlie effective teaching practices, and explore how teaching fits into their future goals and career path. The course will serve as a learning community to help build a foundation of pedagogical knowledge and develop a repertoire of engineering teaching practices that can be adapted to a variety of teaching contexts one might encounter, both in academia and in industry. Students will also become familiar with UGA resources that they can leverage as a teaching assistant.

1.d.ii. UGA and CENGR Lab Policies

All TAs assigned to labs should review the research safety policies outlined on the Office of Research website (<https://research.uga.edu/safety/>) and contact their TA supervisor(s) for training and to review UGA lab policies.

1.d.iii. Resources from UGA's Center for Teaching and Learning

The CTL provides numerous resources and events for TA professional development; see <https://ctl.uga.edu/grad-student/resources-and-ta-handbook/> for additional information.

1.e. Teaching assistant workload and responsibilities

By accepting a GTA position, the graduate student agrees to take on one or more of the following responsibilities, as determined with their supervisor: (1) Attend lectures by the instructor(s) of record; (2) review relevant course content and materials; (3) aid in the preparation of course materials; (4) meet regularly with the course supervisor(s); (4) provide no more than half of in-class instruction, including but not limited to teaching lab sections of a lecture course; (5) meet with students during office hours; (6) respond to student messages; (7) grade tests, quizzes, essays, reports, and/or other assignments; and (8) proctor exams. Supervisors may specify other responsibilities as appropriate.

IoR GTAs also have the following additional responsibilities, which should **not** be expected of non-IoR TAs without collaboration and leadership from the IoR: (1) Provide more than half in-class instruction for the course; (2) design course syllabus and curriculum; (3) design course materials (e.g., PowerPoint slides, lab manuals, assignments); (4) enter final grades; and (5) manage course-related expenses (e.g., lab materials.)

TAs should not be assigned more work than can be reasonably completed by the TA within the time constraints specified in the TA's offer letter, on average (usually under 13 or 16 hours per week.) The TA and supervisor may plan for the TA to work more hours in some weeks and fewer hours in others, in which case any extra time worked should be accounted for via fewer work hours in other weeks. For guidance to help ensure your workload does not exceed your assigned hours (or how to respond when it does), see [Section 2](#) of this handbook.

Some TAs may be assigned to multiple courses. In this scenario, TAs should work with all relevant faculty supervisors as soon as possible to determine how their weekly hours will be split across each course. In any case, no TA will be assigned to assist more than two separate courses in a given semester (more than two sections of the same course are permitted.)

1.f. Faculty supervisor responsibilities

A faculty member serving as the Instructor of Record for a course section is responsible for supervising any graduate teaching assistants for that course section. The faculty IoR retains ultimate authority for all course-related decisions, except where such authority is ceded to a TA. The faculty IoR also has several responsibilities.

First, the IoR is responsible for providing leadership for the following course activities: (1) Provide the majority of in-class instruction for the course; (2) design course syllabus and curriculum; (3) design course materials (e.g., PowerPoint slides, lab manuals, assignments); (4) enter final grades; and (5) manage course-related expenses (e.g., lab materials.) The IoR may engage a TA to collaborate on these activities, but a TA should **not** be expected to assume the leading role.

Second, the IoR is responsible for ensuring that all TAs under their supervision receive the training, guidance, and mentorship necessary to perform their roles satisfactorily. The IoR should dedicate time to meet with TAs regularly; communicate tasks, deadlines, and expectations clearly; and provide materials they deem helpful to TAs in completing course tasks. The IoR is also responsible for ensuring that course task requirements do not exceed the hourly work limits specified in TA contracts. For guidance on performing these responsibilities, see [Section 3](#) of this handbook.

Some TAs may be assigned to multiple courses with different IoRs. In this case, the IoR is responsible for working with such TAs to coordinate supervision duties and TA time sharing with other relevant IoRs.

1.g. Evaluation and feedback procedures

This section provides procedures on ways to collect constructive evaluation data for the purposes of improving TA and supervisor experiences in the future.

1.g.i. Formative evaluation of TAs by students

Student feedback regarding their experience in a course can better inform teaching choices and increase effectiveness as instructors. Each semester, the College of Engineering's Academic Office will append a survey to the College's standard course evaluation survey to gather student evaluations of TA performance. Similarly to UGA's course evaluation survey, this survey is voluntary for students, anonymous, and due prior to the deadline to submit final grades. [Section 4.d](#) provides a template for this survey.

Additionally, TAs who have major **instructional roles** (e.g., lab TAs or IoR TAs) are encouraged to use a class period in the middle of the semester (Weeks 4-6) to conduct a mid-semester formative evaluation (MSFE). UGA's Center for Teaching and Learning will facilitate Mid-Semester Formative Evaluations upon request. See <https://ctl.uga.edu/faculty/mid-semester-formative-evaluations/> for details. This evaluation method is voluntary for the TA, and it is the responsibility of the TA to work with their faculty supervisor to deploy it.

These evaluation methods are voluntary for the TA, and it is the responsibility of the TA to work with their faculty supervisor to deploy them. Neither form of evaluation is distributed in an official capacity by the College of Engineering.

1.g.ii. Evaluation of TAs by faculty supervisors

During the final two weeks of the semester, the College of Engineering's Academic Office will send a survey link to all faculty supervisors requesting feedback on each TA's performance. This survey is mandatory for all supervisors. Faculty should complete the survey no later than three (3) business days after final grades are due for the semester. The survey format is included in [Section 4.e](#).

This form of evaluation meets the requirements for graduate assistant evaluation established in the UGA Graduate School's Graduate Coordinator Handbook.

In addition to the mandatory end-of-semester evaluation survey, supervisors are encouraged to complete the survey mid-way through the semester to provide their TAs with formative feedback—especially for those serving as a TA for the first time. Supervisors are welcome to use the survey in [Section 4.e](#) for this purpose.

1.g.iii. Feedback on course and TA experience by TA

During the final two weeks of the semester, the College of Engineering's Academic Office will send a survey link to all TAs requesting feedback on each TA's course and TA experience. This survey is mandatory for all non-IoR TAs. TAs should complete the survey no later than three (3)

business days after final grades are due for the semester. The survey format is included in [Section 4.f](#).

1.h. Applicability of this section to Course Assistants

CAs follow a different hiring process compared to TAs, outlined below:

1. Course Assistants do not need to complete a TA application.
2. All CA position requests must be sent to the respective School Chair for the course. CA position requests to the School Chair can come from any of the following:
 - a. Any CENGR faculty, who want a CA for their course or their graduate student;
 - b. Any graduate student, who wants to apply for a CA position; or
 - c. The graduate program office in their effort to recruit or retain graduate students.
3. The School Chairs will review the CA requests, determine course assignments, coordinate funding from the Associate Dean for Academic Affairs before submitting a position request for a specified graduate student through CENGR's Office of Human Resources. All Course Assistants are direct-hired, rather than identified via open-search.

CAs may conduct most of the same duties GTAs conduct. However, unlike GTAs, **CAs cannot provide instruction or subject matter guidance for students in any way that is not directly controlled by the instructor of record**. For example, a CA may provide feedback to students on an assignment based on an instructor-provided solution, but they cannot hold office hours to give students guidance in completing the assignment or understanding course material.

Unlike GTAs, CAs have no contracts stipulating a specific number of work hours per week. However, as stipulated by UGA Graduate School Policy, no graduate student may work more than 20 hours in a given week. Additionally, students may not exceed the hourly work limitations specified by a U.S. visa. It is the responsibility of the CA's faculty supervisor to ensure these limitations are not exceeded.

Section 2:
**Creating a Productive and Fulfilling Work
Experience as a Teaching Assistant**

This section outlines best practices and advice addressed to teaching assistants to create productive working relationships with their supervisors, address common issues, and create a fulfilling work experience. This section is applicable to GTAs and GTRAs, with a subsection at the end discussing differences for CAs specifically. It is not applicable to IoR GTAs, as IoR GTAs do not have course supervisors. Because the advice in this section is meant to be actionable, this section is written in second-person toward the TA reader.

2.a. Best practices for interacting with your supervisor

Faculty members are not always aware of the varied expectations and work styles TAs encounter, so some may assume that the expectations for their course are standard. Generally, you need to take the initiative and ask questions. Get to know your course supervisor and get to know the other departmental employees, such as administrative assistants. Administrative assistants know how the University and the department operate and can be instrumental in helping you with tasks. Be sure to understand the departmental administrative structure and expectations for your course.

Many supervisors meet with their TAs during the first week of the semester or before classes begin to discuss their expectations. This conversation is a good opportunity to begin developing a good relationship with the faculty member in charge of your class and establish clear and straightforward ways of communicating. **Good communication is extremely important** - many problems are often the result of miscommunication or too little communication. The recommended checklist below helps you to ask the right questions.

Regular meetings throughout the semester provide a means to keep the lines of communication open between you and your supervisor. Use these opportunities to discuss the most efficient and effective ways you can fulfill your responsibilities. If you have ideas and suggestions for improving the course, try starting the conversation with aspects you appreciate about the current course design and how your suggestions will build on these strengths.

If you and a supervisor disagree about grading philosophies, do your best to understand the principles behind his or her standards about grading. Ask enough questions about the rationale so that you can adequately explain the grading scheme to students. It is strongly recommended that you do not let students know you disagree with the supervisor, as doing so can undermine their relationship with students and create a bad dynamic between you and your supervisor.

If you want to negotiate some aspects of your role, you need to know the amount of time your department expects you to devote to your TA responsibilities. If you were not given an expected number of hours in a departmental orientation, you may need to ask the appropriate faculty member in your department for the official policy (usually the department head or the person who makes the TA assignments). **You are strongly encouraged to track your hours worked** so that you have a documented means of ensuring that your TA duties are within your contracted hours.

2.b. Questions to ask your supervisor during your first meeting

1. What will be my responsibilities as a TA? Examples include:
 - Attending lectures
 - Teaching and supervising the weekly lab session
 - Holding regular office hours
 - Preparing quizzes, assignments, exam questions
 - Proctoring exams
 - Drafting or revising grading keys
 - Conducting review sessions before exams
 - Reporting on common student errors or difficulties
 - Giving lectures (as needed or as a learning experience)
 - Maintaining grade records
 - Recording attendance
 - Maintaining on-line resources for students
2. How often will we meet to discuss the course?
 - If there are multiple TAs, will we meet to discuss how to coordinate our activities?
3. How many hours, on average, should I expect to devote to this course?
 - How much will that fluctuate over the semester?
 - Do you have any suggestions about how I can be most efficient?
4. What are the criteria for grading in this course?
 - How should partial credit be awarded?
 - How will the final grades be determined?
5. For which issues do you want me to refer student questions to you? Examples include:
 - Requests for regrading
 - Accepting late assignments
 - Giving a make-up quiz or exam
 - Helping a student find additional assistance for personal or academic problems

2.c. Handling common classroom conflicts and scenarios

What if I am assigned tasks that are well beyond my expertise or expected time commitment?

It is best practice to be upfront with your supervisor about your level of knowledge. It is the supervisor's job to create a role for you within the course. If you are unable to meet the expectations of that role due to lack of knowledge, ask your supervisor if they would be able to instruct or advise you about how to carry out the task. If this is not possible, the supervisor should consider a different approach to your role within the course. If you are assigned a task that is beyond your time commitment, refer to the [Memo of Understanding](#) and use this document to initiate a conversation about the agreed upon time commitment.

What if my supervisor is asking me to put in more hours than my contract specifies?

You are not required to work more than your contracted hours defined in your offer letter, though you and your supervisor may plan for you to work more hours in some weeks and fewer hours in others. Reference the [Memo of Understanding](#) agreements that were originally created with your supervisor, and make sure you and your supervisor understand where any extra time

worked will be accounted for via fewer work hours in other weeks. Tracking your hours worked is essential to effectively navigating these conversations.

I have multiple supervisors across whom I split my time as a TA. What should I do if one or multiple of these supervisors is asking me to put in more time than their fair share?

Reference the [Memo of Understanding](#) agreements that were originally created with your supervisors. Consider having a joint initial meeting wherein your multiple supervisors converse with one another about how to split your contracted number of hours.

I cannot perform duties (e.g., grading) as fast as my supervisor expects, and it is taking up more of my weekly hours than we planned for. What should I do?

Reference the [Memo of Understanding](#) agreements that was originally created with your supervisor. Ask your supervisor if they would like to amend your other duties in order to allot more time for grading.

What if there are issues with students in the class? I.e. they have an issue with their grade

It is generally best to have the student speak with their instructor about larger issues. Deferring to the instructor/supervisor keeps you as a TA safe from overstepping a boundary and protects the authority of the instructor. Additionally, deferring to the instructor keeps you as a TA from taking on an unnecessary burden in a context that you may not have the training to deal with.

What is the protocol if you find that a student cheated on an assignment or exam?

According to UGA's teaching assistant handbook, all suspicions of academic dishonesty must be reported. Discuss with your supervising professor to determine who must fill out the report. In the event that the TA was the one who must fill out the report, make sure to thoroughly document the situation. Further information and resources can be found in the [University of Georgia Teaching Assistant Handbook](#).

Who would I contact if there are issues with lab materials and/or supplies?

Your first step would be to contact your supervisor. In general, the supervisors are in charge of lab materials and supplies.

How do I order lab materials/supplies?

The instructor of record is normally responsible for ordering lab materials and supplies. In the event that your instructor of record asks you to order lab materials, they should provide you with instructions regarding how to do so.

How do I copy/print materials for class?

All TA's receive an email with their copier code. It is best practice to test working with a copier before the first day of the course to ensure that you would be familiar with its use. You can print from any Driftmier computer, and TAs are allowed 300 pages for printing. Any further questions can be directed to the OIT, and the email is listed in the contacts section below.

What if my assigned course is not one that I am familiar with?

Your first line of action is to contact your School Chair to see if another course may be a better fit. If this is not possible, be up front with your supervisor about your limitations. It is then up to the supervisor to consider how your role would function in that course or to provide you with the resources to complete the role successfully. However, you are not required to exceed your contracted hours, as this is an HR requirement.

What if I am sick or unable to perform my assigned duties?

Notify your supervisor as soon as you are able. It is best practice to notify your supervisor up front about any possible vacations, conferences, etc. that would cause your absence at a required time.

2.d. Resolving conflicts with your supervisor

Whenever conflicts or issues arise, you should discuss the problem first with your direct supervisor. All parties involved are encouraged to approach any issue with an open mind and with the good-faith goals of mediation and compromise.

You can also contact the College of Engineering's Office of Human Resources (see [Section 4.i. Important contacts](#) for contact information) for advice on interpersonal conflicts with your supervisor. The Office of Human Resources can act as an unaffiliated third party in listening to and helping to resolve interpersonal issues. Please note that the Office of Human Resources is required to report cases of discrimination, harrassment, or other illegal activity to the proper authorities. Additionally, if you suspect you are experiencing an Employee Relations issue (e.g., pay issues, maltreatment, discrimination, or harrassment), please contact the Office of Human Resources as soon as possible.

If, for whatever reason, a discussion with your supervisor does not solve the issue at hand, the issue can be escalated according to the chain of escalation in the figure below. The problem may first be escalated to the School Chair who signed the TA's offer letter. If the problem cannot be resolved at this stage, the TA then has the right to bring the issue to the attention of the Associate Dean of Academic Affairs, the Dean of the College, and finally the Graduate School, in that order. If you are unsure which faculty member fills any of these roles, you can find this information on the College of Engineering website. Escalation should be performed via an email from the escalating party to the relevant individual. The escalating party should not assume the escalation is confidential.



2.e. Applicability of this section to Course Assistants

The recommendations for GTAs regarding best practices for interaction, questions to ask your supervisor during your first meeting, and resolving conflicts also apply to CAs in most cases.

Like GTAs, CAs are strongly encouraged to work with their supervisors to develop a [Memo of Understanding](#) at the start of the semester. One notable difference is that, unlike GTAs, CAs **must** track their hours and enter them into OneUSG.

While many of the recommendations for handling common classroom conflicts are also applicable to CAs, CAs expectations for time commitment are different, as are their courses of action when asked to exceed their work limitations. CAs are expected to be available to work up to 20 hours each week or the number of hours specified on their visa (if applicable)—whichever number is smaller. CAs should communicate with their supervisors how many hours they are expected to put in each week. CAs **cannot** be asked to work more hours beyond this limitation, as student employees are expected to prioritize their education first and foremost. If a supervisor knowingly does so, it would constitute a UGA policy violation and an Employee Relations issue that should be communicated to the College of Engineering's Office of Human Resources immediately.

Section 3:
**Creating a Productive and Fulfilling Work
Experience as a Supervisor**

This section outlines best practices and advice addressed to faculty supervisors to create productive working relationships with their TAs, address common issues and a fulfilling work experience. This section is applicable to working with GTAs and GTRAs, with a subsection at the end discussing differences for working with CAs. Because the advice in this section is meant to be actionable, this section is written in second-person toward the faculty reader.

3.a. Introduction

This section of the TA-Supervisor handbook is written to help faculty work more effectively with their teaching assistants. The University of Georgia takes pride in providing the best experience for our Teaching Assistants (TAs) as they are a valuable part of our instruction. TAs serve in different roles as graders, discussion leaders, lab instructors/assistants, and co-course designers. Managing teaching assistants effectively can save time and effort for everyone, and mentoring TAs in relation to their responsibilities should be an integral part of the departmental culture.

It is important to prepare TAs, not only to ensure immediate high-quality classroom instruction, but also to prepare them for the possibility of future teaching careers. Furthermore, many search committees now require job candidates to show evidence of their teaching ability, and effective mentoring can improve placement of graduate students by providing training and practice in the field.

The TA, although a student or PhD candidate, is also an employee; thus, the TA supervisor is a manager. Management tasks include clearly defining responsibilities, setting minimal standards for completion of responsibilities, determining whether the TA is meeting those standards, and, if necessary, removing TAs who are not meeting the standards set for them. With this, you should work to create a successful and productive work environment through positive communication, support, and feedback for TAs.

3.b. Supervision of Teaching Assistants

TAs learn their vocation through practical application of skills and experience working under the supervision of skilled faculty mentors. An effective program requires:

1. Explicit definition of TAs' tasks and responsibilities
2. Defining the professional relationship you will share
3. Effective communication, including advice, training and support as TAs learn

3.b.i. Defining TA Tasks and Schedules

Tasks and Responsibilities

TAs serve in a wide range of roles including graders, lecture TAs, lab TAs, and co-course designers. Each of these positions has an accompanying set of responsibilities and is dependent on the course's needs. Many new TAs do not know the specifics of what their responsibilities will be, and most new TAs experience anxiety about their jobs as it is usually the first time they assume the role of "teacher" after having been students for some time. Roles and responsibilities should be thoroughly discussed prior to the beginning of classes and should be

agreed upon by the TA, professor, and department. The table below identifies many tasks that different faculty expect TAs to perform. Note the variety and breadth of these jobs in terms of the skills required to do them.

<p>Course Planning</p> <ul style="list-style-type: none"> ● Assist in the planning/revision of a course ● Create syllabus ● Review and provide feedback on course materials ● Aid in the preparation of course materials 	<p>Teaching</p> <ul style="list-style-type: none"> ● Pre-labs ● Labs ● Lectures ● Remediation sessions
<p>Administrative Duties</p> <ul style="list-style-type: none"> ● Mentor undergraduates ● Mentor new graduates ● Hold office hours ● Take attendance ● Proctor exams ● Update class eLC/ post announcements ● Manage student grades 	<p>Grading and Feedback</p> <ul style="list-style-type: none"> ● Problem sets ● homework/assignments ● Quizzes ● Exams ● papers/essays ● Lab reports ● Class participation

Job Descriptions

Creating a job description for the TA is an excellent way to summarize these duties and describe how these duties should be performed. Clearly state the parameters of freedom and responsibility within which the TA will operate (see the example below.)

<p><u>Example TA Job Description</u></p> <p>Job Title: Teaching Assistant, Biochemical Engineering Reports to: Professor John Doe Duties: The TA will...</p> <ul style="list-style-type: none"> ● Arrive early to class to (approximately 15 mins) to make sure all materials are ready ● Set up the classroom (turn on computers, equipment, etc.) ● Grade homework, quizzes, and exams (if needed) ● Hold office hours at scheduled times to counsel and tutor students ● Maintain class roll and attendance ● Monitor quizzes and exams ● Publish grades weekly ● Perform other duties as assigned ● Notify the instructor in advance if she/he cannot be present ● Post a notice in advance if he/she cannot keep scheduled office hours (notice will include time of rescheduled hours)
--

Working with your TA to plan and schedule responsibilities

One of the most helpful early conversations you can have with your TA is to define their tasks and detail how you expect them to distribute their time. Doing so helps ensure you get the most out of the limited time your TA has allocated for their role, and supports the success of our graduate students by helping them to allocate an appropriate amount of time to valuable course activities, in accordance with their TA contracts.

An important milestone for these conversations is the joint creation of a **Faculty-TA Memo of Understanding**. This document summarizes TA responsibilities for the full semester and estimates how much time TAs will spend on each responsibility. This document takes little time to complete, is crucial to help your TA understand the expectations of their position, and helps ensure that the amount of work expected of your TA aligns with the amount of time for which they have been hired. Section [4.b. Faculty-TA Memo of Understanding](#) contains a worksheet you can use to complete this document with relative ease.

Another useful tool to help your TA plan their time commitments throughout the semester is a **week-by-week scheduling table**. This document builds upon the course schedule/plan often provided to students as part of a course syllabus. In addition to providing a week-by-week overview of topics covered and assessments due, it provides estimates regarding how much time your TA will spend on different tasks each week. This document is especially helpful for TAs to know in advance which weeks may require them to commit extra hours, and which weeks may have less work than expected. Section [4.c. Example Week-by-Week Scheduling Table](#) contains an example scheduling table.

TA work should be planned to fit within the time constraints of their TA contract (in terms of hours per week of work.) It is understandable that some weeks may require a heavier workload than others, but a typical week should not exceed contracted work hours, and weeks you expect to be exceptional should be communicated to your TA in advance.

3.b.ii. Defining the Professional Relationship

The professional relationship you share with your TA affects the quality of the TAs' performance and teaching as well as how much they care about their job. In some cases, a teaching assistantship is viewed as a form of financial aid for completing a graduate degree. As a consequence, TAs are encouraged to make a minimum effort for the TA job so as not to interfere with their research. Additionally, it is important to be aware of how the dynamic can change when the TA's supervisor and major professor are the same person. Under this condition, supervisors can know TAs personally; however, there can be an advantage to maintaining a learning distance between TAs and supervisors. Balancing the distance can be a challenge.

Teaching assistantships are often considered as a significant part of professional preparation and thus TAs are presented as a part of a teaching team or junior instructors-in-training by their supervisors. In these circumstances, TAs are more likely to demonstrate a high degree of

commitment to their work, strive for excellence for teaching, stay motivated, and thus be flexible in terms of working hours.

Thus, to be an effective supervisor, you should consider TAs as teaching partners and introduce their TAs to the class on the first day and acknowledge their contribution and effort to support the course and students throughout the semester. This practice raises TAs' status among the undergraduates in the course and makes TAs feel that they are members of a teaching team.

Respect TAs as professionals-in-training and allow them to achieve self-fulfillment in their jobs by encouraging autonomy while clearly defining the balance between TAs' independence and your control as their supervisor. For example, clarifying the following items will promote positive supervisor-TA relationships:

- The expectations and responsibilities of TAs, especially if the power/authority is divided among several faculty or TAs. There are times when TAs are unsure who is in charge, especially in multi-section courses. Issues in consistency and fairness can arise among TAs serving the same course, and TAs can experience "heat from above"
- The course policy regarding what the TA can/cannot change (i.e. syllabi, handouts, course policies, etc.)
- TA priorities: In cases where the TA cannot fit all assigned activities into their allotted work time for the week, what rules of thumb should they use to prioritize work?

To improve the working relationship further, strive to continually learn from the peers/TAs and solicit ideas for improvement, share the sense of responsibilities and dedication as a teaching team, and value their opinions and insights.

TAs are, first and foremost, people. They may struggle (as supervisors do, too!), experience hardship, or just have a bad day. While certain irresponsible behaviors are unacceptable in a teaching environment, approach TAs and their struggles with empathy. Such a response will lead to better problem-solving and constructive improvement compared to negative emotions such as anger or impatience. For example, when TAs get into trouble, experience unfair treatment or TA-role related stress, and/or are aware that students may take their frustrations with the course to TAs, it is important for you as a supervisor to help them understand that you are available for help and support.

3.b.iii. Communication

Maintaining reliable and frequent lines of communication

The relationship between a faculty supervisor and TA can be one of the most enriching and rewarding parts of the TAs experience. The benefit of constructive supervision and feedback, mentoring, and increased contact inside and outside the department will usually outweigh any difficulties you may encounter. It is important to keep in mind that difficult interpersonal relationships are a potential part of every experience. Regular communication helps to confirm expectations and establish harmony, thereby avoiding problems and making problem solving easier. Being aware of successful communication strategies can prepare you for potentially

problematic situations that may arise. Equally important, successful communication can help prevent problems from occurring by establishing positive communication from the start.

Communication Hierarchy

Be aware that students may take questions/concerns regarding conflict with the course to the TA first. Determine and discuss with TA the hierarchy of communication you wish to set in place for the course and develop a plan of action for should an instance occur. This includes providing guidance to TAs on how to handle such situations.

Communication Etiquette

Electronic communication between TA and students and other faculty/staff. Recommend that TAs respond to all emails within a set amount of time. Instruct TAs on matters of confidentiality in email in accordance with university guidelines, and provide examples of email communication that is appropriate and inappropriate.

Communication between supervisor and TA. Set response time for communication between yourself and TA. Should a TA not respond within a given time frame, follow up appropriately. Should the TA consistently not respond, escalate the issue to the appropriate department and work to resolve.

Constructive Communication: Feedback and Mentoring. Should you need to give constructive feedback to TA regarding task/teaching/responsibilities, do so appropriately and provide ample resources for improvement. For instance, consider observing and providing feedback to TAs who are instructing laboratory courses for the first time. Feedback could be provided in writing and in person, and appropriate suggestions given for improvement.

3.c. Providing support and resources for TAs

3.c.i. Pre-Semester Meetings

In [Section 2.a. Best practices for interacting with your supervisor](#), we have made suggestions to TAs for how to establish and maintain a good working relationship with their supervisor. In this section, we describe how you (the supervisor) can support this relationship and set your TA up for success before the semester starts. **All faculty supervisors are expected to meet with their TAs at least once prior to the semester starting** (or, if this is not possible, as soon as possible.)

As stated in section 2.b., different faculty members approach working with TAs in different ways. Because of this, we recommend to TAs that they ask a number of questions to allow the TA to clearly understand what is expected of them in their role. As a supervisor, you are expected to provide clear answers to these questions or to provide a timeframe for doing so. For example, we appreciate that a detailed discussion of grading practices may be better suited to later on in the semester. It may be helpful for you to review these questions in [Section 2.b](#) prior to the pre-semester meeting.

Use the pre-semester meeting to share your job description with your TA ([Section 3.b.i](#)) and to provide the information necessary for the TA to begin drafting their *Faculty-TA Memo of Understanding of TA Duties* ([Section 4b](#)). Be sure to consider time to train the TA to complete certain tasks. For example, depending on the task, TAs may need to invest significant time to master different types of grading or teaching the first time they try a different approach. Be sure to allow for this time in the MoU.

Treat your TA as you would a junior colleague. They are budding professionals who, more often than not, are excited and ready to learn what it means to effectively teach and manage a class.

3.c.ii. Regular Semester Meetings

Set up a regular meeting with your TA. In addition to discussing the current course material and TA responsibilities, use these meetings to periodically check that your expectations are aligning with those of the TA, as was agreed upon in the MoU. If you develop reservations about the current work arrangement or relationship, do not hesitate to bring them up in these meetings. Misaligned expectations are much easier to address when they are identified early.

If you need to ask the TA to complete a task that was not previously discussed, inform the TA as soon as possible and try to account for this task by reducing other expectations.

Where possible, encourage more experienced TAs to mentor junior TAs. Doing so will provide an opportunity for the more experienced TAs to develop their mentoring skills, will provide more support for the junior TA, and may also reduce the time you need to spend in regular meetings.

3.c.iii. Grading

One of the most common problems in using TAs as graders is not having uniformity across grading. It is also important to remember that TAs are still learning to be teachers, and they will have a learning curve in the process. Allow “training time” for TAs to become comfortable with grading. To help with this, there are a couple of recommendations:

- 1. For lab reports/writing assignments**, ask TAs to provide samples of “A” through “F” (or lowest grade given) papers for you to check before grades are distributed. Discuss the grades given and resolve any discrepancies in grading. Be detailed in reasoning to ensure the TA understands your particular grading style.
- 2. Provide grading rubric for TA** to use that itemizes points given based on certain criteria for given assignment. Review the rubric with the TA and discuss any instances where confusion may occur.
- 3. For multiple TAs grading**, have them grade a single problem and discuss the variation in their grading schemes. Other options are pairing an experienced and new TA to grade assignments together for learning purposes, or use group grading where different TAs are assigned a few problems each for the entire problem set.

3.c.iv. Teaching

Teaching is a skill acquired and refined through practice. Over the course of their experience, TAs should have the opportunity to practice all tasks associated with teaching, not just grading and/or leading discussions. You can choose a couple of classes during the semester that exemplify particular teaching techniques and use them as models for your TAs. Prior to class, discuss with the TA what you hope to accomplish with the lesson and how you aim to do so. For this purposes, you may wish to focus on one element of teaching (ie. student participation, using tech in the classroom, delivering a stimulating lecture, etc.). Upon observation from the TA, discuss with them their impressions of the strategies used and whether or not they were successful. The TA should then have the opportunity to put their knowledge to the test as soon as possible. Ask them to lead the next class using the techniques/strategies discussed and observe their actions. Repeat the process for lecturing or any other technique that you normally use in courses. Provide immediate and balanced feedback about their performance, mentioning both strengths and weaknesses. All your comments should focus on helping them improve their techniques and develop their teaching styles.

If you are teaching TAs who teach independently, they need more comprehensive training. This includes helping the TA design the syllabus, select course materials, and develop effective tests. Mentors also observe the TA's classroom performance and provide feedback as part of the training experience.

3.d. Conflict Resolution

In any working relationship, conflicts can arise. As TAs' priorities may change throughout the semester, they may question the course design, job duties, or other cases. As with any professional relationship, it can be difficult to agree upon the best course of action with differing ideas. As described earlier in this section, establishing clear roles and expectations, as well as open and consistent channels of communication early in the semester can go a long way towards diminishing difficulties in your TA-Supervisor relationship. A respectful, open, and honest dialogue about work standards and performance is the most effective approach in managing a professional relationship with a TA who is not performing his or her expected duties. Analyze the situation at hand and consider mitigating factors. Point out inconsistencies in performance and also listen to the TA's reasoning before reaching any conclusions. If you find that the TA has undermined your instructional efforts, be direct in explaining your rationale and why such behavior is unacceptable.

You can also contact the College of Engineering's Office of Human Resources (see [Section 4.i](#) for contact information) for advice on interpersonal conflicts with your TA. The Office of Human Resources can act as an unaffiliated third party in listening to and helping to resolve interpersonal issues. Please note that the Office of Human Resources is required to report cases of discrimination, harrassment, or other illegal activity to the proper authorities. Additionally, if you suspect you are experiencing an Employee Relations issue (e.g., pay issues, maltreatment, discrimination, or harrassment), please contact the Office of Human Resources as soon as possible.

Should such communication result in unsatisfactory improvement, you may escalate the discussion to the next appropriate level according to the chain of escalation below.



3.e. Applicability of this section to Course Assistants

Nearly everything in Section 3 applies to CAs as well as GTAs, including communication practices, supervision practices, and providing support. As with GTAs, you are strongly encouraged to work with their CAs to develop a [Memo of Understanding](#) at the start of the semester. One notable difference is that, unlike GTAs, CAs **must** track their hours and enter them into OneUSG. Faculty supervisors have an additional responsibility to review and approve their hours every two weeks via OneUSG.

CAs are expected to be available to work up to 20 hours each week or the number of hours specified on their visa (if applicable)—whichever number is smaller. Communicate with your CAs how many hours they are expected to put in each week. CAs **cannot** be asked to work more hours beyond this limitation. Knowingly asking them to do so would constitute a UGA policy violation and an Employee Relations issue that would need to be communicated to the College of Engineering’s Office of Human Resources immediately. Work with your CAs to ensure they are also aware of this policy and do not voluntarily exceed their working hour limitations.

Section 4: Helpful Resources and Materials

4.a. Example Teaching Assistantship Contract



College of Engineering
UNIVERSITY OF GEORGIA

[Date]

[TA Name]

[TA Address Line 1]

[TA Address Line 2]

Dear [TA Name],

Congratulations on being selected to receive a Teaching Assistantship for [Semesters]. Recipients are selected through a competitive process, and assistantships are awarded only to the University’s most qualified individuals to aid them in their pursuit of study or research.

Your assistantship includes a monthly stipend of [Amount] and a reduction of tuition to [Amount] per semester, instead of the standard tuition, which for the [Academic Year] school year is [Amount] for in-state students and [Amount] for out-of-state students. Therefore, the full value of this award includes the monthly stipend of [Amount] *and* the savings in tuition that you will receive should you accept this award.

Per the Salary and Wage Administration Guidelines approved by the University System of Georgia Board of Regents, no merit-based salary increases are permitted for fiscal year [Fiscal Year]. However, these guidelines are permitting a 4% increase in stipends for graduate assistants for the [Academic Year] academic year, which is reflected in the annual payment listed above. This increase is intended to offset the impact of mandatory fees paid by graduate assistants, more specifically the [Special Institutional Fee](#) .

Please note that monthly pay amounts are prorated depending on the start and end dates of your appointment, and some paycheck amounts may be less than others. For example, if a student begins the assistantship on the 15th of the month, the first paycheck will be approximately half of subsequent paychecks. Your assistantship monthly payment amounts (pre-tax) are listed below. Please use this information to plan accordingly:

[1st Month]	[2nd Month]	[3rd Month]	...	[Last Month]
[Amount]	[Amount]	[Amount]	...	[Amount]

All University of Georgia students are required to pay mandated student fees. For fall semester 2021, these will be [Amount] and include services of the University Health Center and Ramsey Student Center for Physical Activities, as well as transportation, athletic, technology, and activity fees. For further information on tuition and fees, please see <http://www.bursar.uga.edu>. Additionally, international students will be required to pay an International Student Compliance Fee. Further information on this fee can be found at <https://globalengagement.uga.edu/immigration/fees-page>.

To determine what impact, if any, this assistantship will have on your financial aid eligibility for the academic year, please contact the Office of Student Financial Aid (OSFA) at 706-542-6147 or osfa@uga.edu.

All students on assistantship are required to have health insurance unless they qualify to opt out of the University System's health insurance plan. Information on premiums for the Mandatory Plan is available at <https://hr.uga.edu/students/student-health-insurance/mandatory-plan/>. Additional information on student health insurance can be found at <http://www.hr.uga.edu/students>.

You will have a [Amount] hour per week work obligation to the department. Your work obligation will begin on [Date] and end on [Date]. Your assistantship and teaching duties will be defined by [Relevant Individuals, such as school chair and faculty supervisor].

Please note that the above-mentioned work obligation hours exclude the effort you may need to put in towards making satisfactory progress in your dissertation research. You are expected to discuss your dissertation-research responsibilities directly with your major professor. If you have questions about your work obligations, please contact your Graduate Coordinator, [Name], at [Email].

The University requires that all new graduate teaching assistants receive support for their instructional roles. The following policies apply to all graduate students with instructional duties regardless of a student's specific responsibilities in an academic course.

All College of Engineering (CENGR) TAs must:

1. Attend TA orientation in August 2021 (see <https://ctl.uga.edu/grad-student/ta-policy/> for details).
2. Complete GRSC 7770 or our departmental equivalent (ENED 7010)
3. For international students, demonstrate proficiency with the English language (see <https://ctl.uga.edu/grad-student/ta-policy/> for details).
4. Register and attend Graduate Seminar each semester while receiving TA funds, if the student is still required to do so for degree completion. Students from the Schools of ECAM and ECE register ENGR 8950 (1 hr), and students from the School of CMBE register BCHE 8970 (1 hr).

In addition, all graduate students must register for a minimum number of credit hours for each semester when accepting an assistantship award. For fall and spring semesters, the minimum is 18 credit hours. For summer semester, the minimum is 12 credit hours. These hours also include research and project-based research hours.

We sincerely hope you will accept this offer of an assistantship. Please inform us of your decision by signing and returning one copy of this letter to Margaret Sapp (mjsapp@uga.edu) no later than two weeks from receipt of this letter.

Sincerely,

[Signatures of Graduate Coordinator & School Chair and/or Faculty Supervisor]

Accepted: _____ Date: _____

Declined: _____ Date: _____

4.b. Faculty-TA Memo of Understanding

Faculty-TA Memo of Understanding of TA Duties

To be filled out by TA based on the terms of their TA contract

Graduate Student Name	Course Title/Code
<input type="text"/>	<input type="text"/>
Work Start Date	Number of Hours Per Week
<input type="text"/>	<input type="text"/>
Work End Date	Number of Work Weeks
<input type="text"/>	<input type="text"/>
Supervisor Name	Total Number of Work Hours
<input type="text"/>	<input type="text"/>

To be filled out jointly by TA & faculty member based on expected work

WEEKLY DUTIES

PREPARATION (hours/week)

Presence at designated lectures

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
----------------------------	------------------------------	----------------------------

Reviewing course material/content and relevant related material

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
----------------------------	------------------------------	----------------------------

Preparation of material or set up for classes, recitations, or laboratories (e.g., making copies, posting assignments, inputting information into e-learning platform, etc.)

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
----------------------------	------------------------------	----------------------------

Meeting with course supervisor (or department-wide GTA meetings)

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
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TEACHING DUTIES (hours/week)

In-class instruction (e.g., teaching a course, facilitating recitations or laboratories)

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
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Office Hours

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
----------------------------	------------------------------	----------------------------

Reading electronic communication from students and corresponding with students (e.g., email, discussion forums, etc.)

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
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NON-WEEKLY DUTIES

GRADING RESPONSIBILITIES

For grading responsibilities, consider the estimated number of students, and the estimated time to grade each item, i.e., essay, report, assignment, exam, test, or quiz.

Quizzes/Tests (e.g., 10 students x 0.25 hours x 3 quizzes = 7.5 hours)

estimated number of students	x estimated time to grade each submission	x number of quizzes/tests	total
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Midterm and Final Exams

estimated number of students	x estimated time to grade each submission	x number of exams	total
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Essays/Reports

estimated number of students	x estimated time to grade each submission	x number of essays/reports	total
------------------------------	---	----------------------------	-------

Assignments

estimated number of students	x estimated time to grade each submission	x number of assignments	total
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ADDITIONAL RESPONSIBILITIES

Proctoring exams (including set-up and clean-up)

hours	x number of exams	total
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Other responsibilities as set by the course supervisor

Description of Duty	hours
Description of Duty	hours

TOTAL HOURS

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By signing this form, both parties agree that the distribution of TA duties specified above is accurate to the best of their knowledge. Both parties acknowledge that this form is a guide for how the TA should invest their time, and that it is not a binding contract.

Signature of Graduate Student:

Signature of Course Supervisor:

4.c. Example Week-by-Week Scheduling Table

Course Plan - ENGR 2170: Applied Circuits				TA work expectations (in hours) - TA contract is 16 hours/week					
Week	Dates	Topic	Assignments & Quizzes	Lecture Attendance	Lab Prep & Supervision	Manage eLC	Emails & Office Hours	Grading	Total
<i>1</i>	<i>8/19-8/21</i>	<i>Introduction</i>		<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>3</i>
<i>2</i>	<i>8/26-8/28</i>	<i>Voltage, Power, and Energy</i>	<i>Assignment 1 Due</i>	<i>3</i>	<i>4</i>	<i>1</i>	<i>3</i>	<i>0</i>	<i>11</i>
3	9/2-9/4	Ohm's law, KCL, KVL	Quiz 1	3	4	1	3	5	16
4	9/9-9/11	Nodal & Mesh Analysis	Assignment 2 Due	3	4	1	3	5	16
<i>5</i>	<i>9/16-9/18</i>	<i>Exam 1</i>		<i>0</i>	<i>0</i>	<i>1</i>	<i>6</i>	<i>5</i>	<i>12</i>
<u>6</u>	<u>9/23-9/25</u>	<u>Thevenin's & Norton's Theorems</u>	<u>Assignment 3 Due</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>3</u>	<u>8</u>	<u>19</u>
7	9/30-10/2	Capacitors		3	4	1	3	5	16
<i>8</i>	<i>10/7-10/9</i>	<i>Inductors</i>	<i>Quiz 2</i>	<i>3</i>	<i>4</i>	<i>1</i>	<i>3</i>	<i>0</i>	<i>11</i>
9	10/14-10/16	Singularity Functions	Assignment 4 Due	3	4	1	3	5	16
<i>10</i>	<i>10/21-10/23</i>	<i>Exam 2</i>		<i>0</i>	<i>0</i>	<i>1</i>	<i>6</i>	<i>5</i>	<i>12</i>
<u>11</u>	<u>10/28-10/30</u>	<u>Series RLC Circuits</u>	<u>Assignment 5 Due</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>3</u>	<u>8</u>	<u>19</u>
<i>12</i>	<i>11/4-11/6</i>	<i>Parallel RLC Circuits</i>		<i>3</i>	<i>4</i>	<i>1</i>	<i>3</i>	<i>5</i>	<i>12</i>
<i>13</i>	<i>11/11-11/13</i>	<i>Sinusoids & Phasors</i>	<i>Quiz 3</i>	<i>3</i>	<i>4</i>	<i>1</i>	<i>3</i>	<i>0</i>	<i>11</i>
14	11/18-11/20	Impedance & Admittance	Assignment 6 Due	3	4	1	3	5	16
15	11/25-11/27	Laplace Transforms	Assignment 7 Due	3	4	1	3	5	16
<u>16</u>	<u>12/2-12/4</u>	<u>Final Exam</u>		<u>0</u>	<u>0</u>	<u>1</u>	<u>6</u>	<u>13</u>	<u>20</u>

Blue, italicized weeks indicate lighter-than-usual workload

Red, underlined weeks indicate heavier-than-usual workload

4.d. Suggested Format for Student Evaluation of TA Survey

Survey: Student Feedback on TA Performance

Did you interact with your TA in any capacity this semester? Yes No
 (If Yes, continue to survey. If No, abort the survey.)

Criteria	Exceptional (5)	Very Good (4)	Proficient (3)	Below Average (2)	Poor (1)	Not Applicable
My TA did their best to foster a supportive and inclusive environment						
My TA communicated with students respectfully and professionally						
My TA was available for help outside of class hours (e.g., by email, office hours)						
My TA was generally well prepared and organized while teaching or leading lab						
My TA was knowledgeable of course content and skills						
My TA was helpful in developing deeper understanding of course material						
My TA was able to effectively answer questions related to course material						
My TA graded work fairly and in a timely manner						
My TA gave helpful feedback on class/lab assignments						
My TA showed genuine interest in my academic progress and success						
Overall TA performance						

On average, I attended TA office hours:

1-2 times total 1-2 times a month 1-2 times a week As often as possible N/A

Please specify up to three things your TA did well:

Please specify up to 3 things your TA could do better in the future:

4.e. Format of Supervisor Evaluation of TA Survey

Survey: Supervisor Feedback on TA Performance

The purpose of this survey is to provide thoughtful, constructive feedback to support the professional development of your TA and to provide the college with an assessment of your TA's performance that can inform relevant award nominations and further employment opportunities. TAs are a limited resource in CENGR. In exchange for the time your TA has provided to support your course this semester, we ask that you take approximately 15 minutes to carefully answer the following six questions. Please complete this form once for **each** TA you supervised.

1. Compared to other TAs you have worked with, how would you rate the overall performance of your TA?

The best TA I have ever worked with Top 10% Top 30% About Average
 Below average Lots of room for further professional development

2. Please select **three** of the following characteristics that represent your TA's biggest **strengths**:

Support for student success Support for diversity and inclusion Communication
 Reliability Initiative Disciplinary Expertise Willingness to learn
 Preparedness Collaboration Creativity Adaptability Work Ethic
 Other (please specify): _____

3. Please provide a brief description of two instances from the past semester that demonstrate these identified strengths.

4. Please circle three areas that this TA could benefit from working on as part of their continued professional development. Please note that we are all engaged in professional development and *these areas are intended to be constructive suggestions and not criticisms.*

Support for student success Support for diversity and inclusion Communication
 Reliability Initiative Disciplinary Expertise Willingness to learn
 Preparedness Collaboration Creativity Adaptability Work Ethic
 Other (please specify): _____

5. Please provide a brief description of two instances from the past semester that demonstrate these identified areas for further development. Please also make at least two concrete suggestions for how this TA could improve in these areas (e.g., suggested readings, trainings, changes to habits/practices etc.)

6. As you may be aware, most TAs take ENED 7010—Preparing to Be an Effective Engineering Education—as part of their preparation to be employed as a TA in our college. Please describe any suggestions you have for this course that you think would better prepare TAs for your course in the future.

Thank you for your time! We greatly appreciate you providing the college with this feedback.

4.f. Format of TA Feedback Survey on Course and TA Experience

Survey: TA Feedback on Course and TA Experience

In this mandatory reflection activity for all TAs, you will be asked to reflect on your experience as a TA this semester to provide feedback on positive aspects of the course and your experience, as well as points of improvement. This feedback will be shared with your TA supervisor for the purposes of improving the course and TA working relationships in the future. You should complete this form once for **each** course you served as a TA. Filling out this form is considered part of your TA work and the time spent doing so should be counted toward your contractual hours.

1. Your name: _____
2. The course for which you were a teaching assistant: _____
3. Your faculty supervisor for this course: _____
4. What are three things that **worked well** in terms of how you and your faculty supervisor **worked together** in delivering the course?

5. What are three things that **could improve** how you and your faculty supervisor **work together** if you were to TA for this course again?

6. What are three things that **worked well** about **the course**, in terms of supporting student learning?

7. What are three things that **could improve the course** in terms of supporting student learning?

4.g. Comparison of Teaching Assistantships Positions in CENGR

(Last updated 8/11/2022)

Title	Eligible Students	Type of Position	Tuition	English Proficiency #	TA Orientation	ENED 7010 / GRSC 7770	Additional CENGR Requirements	Responsibilities may include:	Does NOT qualify for:
IoR GTA	PhD	Monthly Stipend	Waived	Level 4	Required	<u>Prerequisite</u> to employment	<ul style="list-style-type: none"> Dedicated mentoring plan (e.g., through Dean's ENED Fellowship) OR has been IoR in CENGR before Enrolled in 18 hours of graduate credits during term(s) of employment Enrolled in CENGR graduate seminar (if seminar requirements not already fulfilled) 	Full responsibility and autonomy over assigned course section(s)	Teaching graduate courses
GLA	PhD or M.S.	Monthly Stipend	Waived	Level 4 (or) Level 3 and successfully completed LLED 7769	Required	Corequisite to employment (LLED 7769 can also fulfill requirement)	<ul style="list-style-type: none"> Enrolled in 18 hours of graduate credits during term(s) of employment Enrolled in CENGR graduate seminar (if seminar requirements not already fulfilled) 	<ul style="list-style-type: none"> Most Common - Teaching labs modules with instructor supervision, grading, setting up experiments Laboratory – setting up equipment, fixing minor issues or repairs, assisting in ordering lab supplies etc. Classroom – proctoring quizzes, teaching concepts & lab processes, preparing lab teaching materials, etc. 	<ul style="list-style-type: none"> ALL of the above, plus: Conducting more than half of all course instruction Leading course & course materials design Entering FINAL grades Managing course expenses
GTA	PhD or M.S.	Monthly Stipend	Waived	Level 4 (or) Level 3 and successfully completed LLED 7769	Required	Corequisite to employment (LLED 7769 can also fulfill requirement)	<ul style="list-style-type: none"> Enrolled in 18 hours of graduate credits during term(s) of employment Enrolled in CENGR graduate seminar (if seminar requirements not already fulfilled) 	<ul style="list-style-type: none"> Most Common - Leading office hours, grading, managing eLC, aiding with instruction or student tutoring Classroom – proctoring quizzes, conducting some instruction, leading discussions sessions, preparing some teaching materials 	<ul style="list-style-type: none"> ALL of the above
Split TA/RA aka GTRA[§]	PhD or M.S.	Monthly Stipend	Waived	Level 4 (or) Level 3 and currently enrolled in LLED 7769	Required	Corequisite to employment (LLED 7769 can also fulfill requirement)	<ul style="list-style-type: none"> Enrolled in 18 hours of graduate credits during term(s) of employment Enrolled in CENGR graduate seminar (if seminar requirements not already fulfilled) 	<ul style="list-style-type: none"> Same as GTA or GLA, depending on nature of tasks, however fewer direct student engagement or mentoring than regular GTA or GLA. If taking LLED 7769 is a co-requisite, subject to Limited-Duty TA constraints defined in Section 1.b.iii. Who is eligible to serve as a Split TA/RA? 	<ul style="list-style-type: none"> ALL of the above, plus: Serving for more than one course or TA-supervisor (as a portion of employment is spent on research tasks)
CA	M.S.	Hourly Wages	NOT waived	N/A	Not required	Not required	N/A	<ul style="list-style-type: none"> Most Common – Grading, proctoring. Laboratory – setting up equipment, fixing minor issues or repairs, ordering lab supplies etc. Classroom – proctoring quizzes, moderating discussion sessions, managing zoom sessions. Other – hold office hours, assist in preparing PPT slides, get print outs, coordinate field visits or out-of-class activities etc. 	<ul style="list-style-type: none"> ALL of the above, plus: Pedagogical activity both inside and outside classroom Performing lab experiments Course content preparation or discussion Student mentoring, homework or assignment support
GRDR	B.S.	Hourly Wages	NOT waived	N/A	Not required	Not required	Not currently taking the same course	Grading, proctoring tests, entering grades throughout the semester for quizzes and assignments.	<ul style="list-style-type: none"> Anything outside of grading, proctoring & entering grades Entering FINAL grades
PLA	B.S.	Hourly Wages	NOT waived	N/A	Not required	Not required	Previously taken the same course (UGA requirement)	Aiding instructors in the implementation of active learning practices	<ul style="list-style-type: none"> Anything outside of aiding active learning instructional practices (not eligible to grade.)

[§] Split TA/RA or GTRA is an internal working title in the college of engineering that refers to students that will have both RA and TA duties.

English Language Proficiency Levels:

- Level 4: TOEFL Speaking > 26; Duolingo Overall > 135; IELTS Speaking Band > 8.0.
- Level 3: Determined by **ITA-TEP** placement test if TOEFL Speaking =23-25; Duolingo Overall = 115-130; IELTS Speaking Band = 7.0-7.5.
- Level 1 or 2: Not eligible for TA positions.

Related Policies:

- <https://www.cfl.uga.edu/resources/documents/guide-to-demonstrating-english-language-proficiency-feb-2022.pdf>
- <https://grad.uga.edu/index.php/prospective-students/international-application-information/international-supplement/country-specific/>
- <https://www.cfl.uga.edu/grad-student/ta-policy/>
- <https://resources.coe.uga.edu/students/international-teaching-assistant-testing/#overview>

4.h. CENGR TA Eligibility Determination Flowchart

(Last updated 8/15/2022)



1) <https://grad.uga.edu/index.php/prospective-students/international-application-information/international-supplement/country-specific/>

2) <https://www.ctl.uga.edu/resources/documents/guide-to-demonstrating-english-language-proficiency-feb-2022.pdf>

3) <https://www.ctl.uga.edu/grad-student/ta-policy/>

4) <https://resources.coe.uga.edu/students/international-teaching-assistant-testing/#overview>

5) See Section 1.b.iii. Who is eligible to serve as a Split TA/RA (GTRA)?

4.i. Important contacts

Contact Role	Email	What they can help you with
Engineering Office of Human Resources	engr-hr@uga.edu	All employment-related items
School administrative assistants	(varies)	School functions, room reservations, administrative tasks
Graduate Program Administrator	gradprogram@uga.edu	Administrative and academic policies for College of Engineering graduate students (including TAs)
UGA Center for Teaching & Learning	ctl@uga.edu	UGA policy questions, help with teaching and learning related inquiries, professional development (e.g., preparing for the academic job market)
Technical Support (OIT)	engr-support@uga.edu	Access to UGA infrastructure (e.g., printers, copiers, software, AV systems, room access)
Engineering Payroll	engr-payroll@uga.edu	All financial-related items (Tip: CC HR)

Acknowledgments

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