

### Scenario 1

1. You've developed a good rapport with one of your students in your section. They come to office hours often, and you learned that they were also watching a Netflix show you really like. After a few weeks, they invite you to grab food at Panda Express to chat about the show and hang out outside of class as friends. How would you respond?
  2. A student from your section messages you shortly after the quarter ends (grades have been submitted and all teaching duties are complete). They tell you they had feelings for you during the class but didn't want to make things awkward at the time. Let's say you also like this student. Would it be ok to pursue a relationship now? Why or why not?
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**Scenario 2** Over the past few weeks, you've noticed that one of your students has stopped attending discussion sections and has missed several quizzes and assignments. One afternoon, the student shows up to your office hour. Their eyes are red, and they seem anxious and on the verge of tears. They apologize for missing section and say they've been "having a hard time keeping up with everything." How should you respond in the moment?

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**Scenario 3** During the university's campus visit weekend, the CS department hosts a casual coffee hour for visiting families. You strike up a great conversation with a person who mentions she's a UCSB alumna now working as a network engineer at Arista Networks. Since you're currently a TA for CS 176A (Introduction to Computer Communication Networks), you bond over shared interests in networking technologies. As the conversation continues, you realize her son is a student in your section. He's highly engaged in class and doing well. Which of the following information would it be ok to share with the parent?

- ☐ That her son is taking CS 176A and you are his TA
  - ☐ That her son is doing well in the class in general
  - ☐ That her son got 100% on the last quiz
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**Scenario 4** You and another graduate student, Alice, are both TA'ing for CS 190X. Since you face similar challenges as TAs, you've built a good relationship. The course is taught by Prof. Bob, who's also Alice's research advisor. During your weekly TA coordination meetings, you notice growing tension: Alice seems withdrawn, and Prof. Bob appears impatient.

After the meeting, Alice messages you asking to talk privately. In your conversation, Alice admits there's been conflict with Prof. Bob over priorities. Alice loves teaching and has been devoting substantial time to improving the course. But Prof. Bob feels this is slowing Alice's research progress and has expressed frustration. Alice feels torn and demoralized, worrying that their enthusiasm for teaching is being held against them.

What resources do you think could help Alice navigate this difficult situation?