TA Handbook

Department of Statistics and Applied Probability at UCSB

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1 Preface

Welcome to the TA Handbook, prepared for Teaching Assistants (TAs) in the Department of Statistics and Applied Probability (PSTAT) at the University of California, Santa Barbara (UCSB).

Part I Preliminaries

2 Teaching Mission Statement

Text will go here. This is a test of editing the text of the website, and checking that the changes are reflected on github.

3 Staff and Faculty Leadership

- Student Affairs Manager: Myranda Flores [she/her] (studentaffairs@pstat.ucsb.edu)
 - Oversees hiring and payroll for academic employees in the department.
 - Coordinates the assignment of Teaching Assistants to sections
 - Has copies of textbooks that TAs can borrow for use in their course during the quarter
- Undergraduate Advisors: Ellery Wilkie [she/her] and Yan Laschev [he/him] (underg radadvisor@pstat.ucsb.edu)
 - Coordinates classroom scheduling for departmental courses
 - Assists with DSP exam accommodations
- Academic Coordinator: Jessie Priestley [she/her] (academic-coordinator@pstat.ucsb .edu)
 - Hires and onboards ULAs
- Department Chair: Tomoyuki Ichiba [he/him] (ichiba@pstat.ucsb.edu)
 - Oversees planning and budgeting for the department,
 - Hires instructors including Graduate Student Teaching Associates.
- Director of Graduate Studies: Drew Carter [he/him] (carter@pstat.ucsb.edu)
 - The DGS is responsible for assigning TAs to courses,
 - Makes hiring decision regarding Teaching Assistants and Reader,
 - Interprets policies for academic employees.
- **Teaching Assistant Training Coordinator:** It would be really nice if we had someone with a title like this.
- Lead TA: Ethan Marzban [he/him] (epmarzban@pstat.ucsb.edu)

- Leads the TA Training program
 Acts as a liaison between graduate students and departmental leadership

Part II Expectations for Teaching Assistants

4 Description of TA Duties from Instructor

5 Communication between TAs and Instructors

6 Workload Expectations

Teaching Assistants are generally hired at either 50% or 25% time. A 50% TA is responsible for two discussion sections, and a 25% TA is responsible for one discussion section. The expectation is that the workload is about 10 hours per week for each discussion section that you are responsible for. However, not every week is the same, and some weeks will be busier than others.

There are Union Rules which stipulate that TAs hired at 50% time may not be assigned work exceeding 220 hours per quarter (110 for 25% positions). Furthermore, no one can be asked to work for more than 40 hours in any given week or more than 8 hours in a given day. Additional rules and specific details are provided in Section 32 of the amended UAW 2865 contract.

What this typically means is that you will not be asked to work in excess of 20 hours per week on a regular basis for your TA duties (10 hours if you are a 25% TA). These 20 (10) hours include time spent:

- Preparing for Sections
- Leading Sections
- Hosting Office Hours
- Attending lectures (if you are asked to do so)
- Answering student and/or Instructor emails
- Grading
- Taking attendance
- Reviewing course material and/or assessments (if applicable)

If you feel the workload being asked of you is in danger of approaching or exceeding the abovestated limits, you are encouraged to reach out to the Instructor to discuss adjusting your workload. Should discussions with the Instructor prove unsuccessful, you are encouraged to reach out to either the Graduate Student Advisor or the Lead TA to discuss further.

Please note: you are expected to prepare for each of the sections and Office Hours (OH) you lead. Above all, this entails working through any provided material (e.g. worksheets, homework, etc.) fully before coming into your section/OH, and ensuring you are able to answer questions about the material without having to reference the solutions. That is, you should not prepare by just skimming over the solutions provided to you- make sure you can solve all problems on your own, and that you are able to answer student questions adequately. It is unfair to your students if you come to Sections or Office Hours underprepared, especially if you are simply "reading from the solutions" and not providing any additional insight.

As a TA the notion of "business hours" can become a bit complicated, especially if you are leading a section late in the evening (be warned that some sections for courses meet from 7 - 7:50pm). It is important for your own mental health to set boundaries with regards to the times of day during which you will be working on your TA duties, and the times during which you will not. As always, the amount of work you spend on your TA duties should not exceed the maxima outlined above.

You will typically not be asked to work on weekends or holidays (though, depending on your own schedule, you may find it prudent to plan/prepare for sections over the weekend, especially if you are holding a section on Monday). Course Staff Meetings should also not be scheduled on weekends or holidays except in extreme or emergency circumstances. One exception is the initial meeting Instructors hold with their TAs- these meetings almost always occur either during break or during the weekend right before the start of the quarter. You should make every effort to be available for this meeting, just as the Instructor will make every effort to be respectful of your time and keep the meeting from running too long.



Communication is key!

7 Discussion Sections

8 Office Hours

Typically, TAs are expected to hold one hour of weekly Office Hours per Section led. This means that TAs appointed at 25% time usually host one (1) hour of Office Hours per week, and TAs appointed at 50% time usually host two (2) Office Hours per week. Please note, however, that certain Instructors may ask you to hold additional office hours, with the understanding that your duties in other areas of the course will be lessened.

The Office Hour is a time when students in your Discussion Section can come and ask you questions about the class. Please check with your Instructor if you are allowed to discuss assignments/assessments during Office Hours; additionally, under no circumstances should you be sharing solutions with students, or even letting students see solutions that have been provided to you.

Though you are allowed to hold office hours in your cubicle/office space, you also have the option of using the following portal to reserve one of the following classrooms:

- South Hall 5421 (commonly referred to as the "StatLab:)
- Building 434 Room 113
- Building 434 Room 126

9 Grading

Certain Instructors expect TAs to aid in the grading of assignments and assessments. It is typical for TAs to be in charge of grading exams (midterms and finals), and it is also typical for TAs to be in charge of grading assessments that take place during Sections they lead (e.g. quizzes, worksheets, labs, etc.). As a TA, you may also be asked to aid in the grading of homework assignments should the Instructor deem it necessary.

Some Instructors grade electronically (over Gradescope, Canvas, etc.), whereas others prefer to grade in-person and on paper. If your Instructor decides to grade in-person/on-paper, they (or the Head TA) will likely coordinate a series of several-hours-long sessions during which you will be asked to come to campus and grade exams. Again, though, the workload asked of you should never exceed the maxima outlined in the section on Workload Expectations above. Please communicate with the Instructor and/or Head TA if you feel your grading obligations will extend your workload beyond a reasonable amount.

It is your responsibility as a TA to ensure you complete the grading of assignments and assessments by the deadlines set by the Instructor (deadlines that will often be discussed with and agreed upon by all members of the Course Staff). It is not fair to students to have to wait extended periods of time before receiving feedback on their work.

Furthermore, you will most likely be asked to aid in the grading of Final Exams. This will necessitate you to make yourself available for a handful of grading sessions either during Final Exam week, or the week after, to be scheduled by the Instructor and/or Head TA. The Instructor will coordinate with all TAs at the start of the quarter to find a time that works for everyone- you then *must* attend the grading sessions at the agreed-upon times.

10 Creation of Course Materials

11 Proctoring Exams

12 Responsibilities of a Head TA

Part III Expectations for Graders

13 Expectations for Graders

Part IV Expectations for ULAs

14 Expectations for ULAs

Part V Hiring Procedures

15 Teaching Assistant Applications

During the Summer before the new academic year begins, the department will send the annual Teaching Assistant Application. Graduate students who would like to be considered for a teaching assistant position must complete this form.

Please be as detailed as possible, especially for the following sections.

- Workload Expectations It is common for graduate students to work at 50% full time employment (FTE) which equates to 20 hours per week as well as two sections of a course. It is important for the Department to know your availability per quarter as section assignments are made. For example, if you anticipate having a Graduate Student Research position and would like to split your time between that appointment and the teaching assistant position, the department can make adjustments to your TA course assignments.
- Prior TA Experience If you have been a teaching assistant for the PSTAT department in the past, you may list your experience here. You can list which courses in the department you have previously taught.
- TA/Reader Assignment Preferences This section will allow you to pick which courses you would like to be assigned to teach. While first choice classes may not be guaranteed, the department tries to accommodate as many preferences as possible.
- Other skills and qualifications Students may list other qualifications that may be helpful when assigning TAs to courses. Additional information such as proficiency in software packages, previous graduate degrees, passed actuarial exams would be important to note here.

The information from the teaching assistant application will be used by the Director of Graduate Studies to assign graduate students to courses for the entire academic year. You should receive information about the courses that you will be assigned at the beginning of the year. Assignments to the specific sections of their courses and finalization of the schedule will occur at the start of each quarter. You should receive this information from the Student Affairs Manager.

16 Section Assignments

Once course assignments are completed, the Student Affairs Manager (SAM see Chapter 3) will assign TAs to sections of their course. Instructors and all teaching assistants will have the schedules communicated to them by the SAM via email before the quarter starts.

16.1 Schedule Conflicts

If TAs have a time conflict with their assigned section, it is recommended to try to switch sections with another TA in that same course, if possible. After exhausting all options (another way to say this?) then the next step would be to communicate with the DGS to be switched into a different course.

16.2 Confirming Section Assignments

If there are no conflicts with your assigned section, please confirm with the SAM that your assignment is finalized. This will trigger the SAM and UPA to assign you to the section in GOLD and eGrades, which will grant you access to the course website in Canvas. In addition, your end-of-the-quarter ESCI evaluations will be assigned based on what is listed in eGrades.

Part VI

Evaluation of Teaching Assistant Performance

17 Student Evaluations

At the end of each quarter, the students will give feedback about your section via the Evaluation System for Courses and Instruction (ESCI). These are online surveys where students answer questions about the course on a scale of 1 to 5, and the students also are given the opportunity to make comments. The system is available in the last weeks of the quarter for students to complete the survey. Discuss with your instructor whether they want you to give reminders to your students or set aside time in section for students to complete the ESCI forms.

After the quarter has ended, you will receive the results of the ESCI's. Thinking carefully about the feedback is an important tool for improving your teaching. Try not to worry too much about a single negative comment, but instead try to use all of the results to understand how your students experienced the course and your teaching. Consider changes that you could make to your approach in section to address the concerns of students. It may be useful to discuss the ESCI responses with your instructor or Head TA if you are not sure what the feedback means.

18 Feedback From Instructors

The instructor of each course is able to give feedback both to the Teaching Assistants and to the department regarding performance of the Teaching Assistant duties.

Part VII Getting Help with Teaching

19 Keeping Students Engaged in Section

Fostering active student engagement in section is vital for effective learning. Before the course commences, it is crucial to clarify the instructor's expectations for the sections. Depending on the course, some may follow a highly structured approach, providing a designated timeline and activities for each section, while others may grant more autonomy to the TA. Regardless of the level of flexibility, there are various strategies that can be effectively utilized to enhance student engagement.

While numerous engagement strategies are available, we will focus on a few of our favorites. To begin your first section on a positive note, employ fun and interactive icebreaker activities that foster a welcoming and collaborative learning environment. When suitable, connect the course material to real-world applications, making it more interesting and relevant for the students. Encourage small group discussions to promote active participation and cultivate collaborative learning dynamics. Integrate polls and other interactive activities, such as think-pair-share exercises, to sustain students' involvement and attentiveness throughout the section.

Above all, remember to be approachable and attentive to your students' needs. Regularly assess their understanding of the material by posing thoughtful questions, and if possible, engage in one-on-one check-ins. Demonstrating genuine care for their learning journey and offering support will establish a positive learning atmosphere. Ultimately, these practices will foster a more enriching and rewarding educational experience for everyone involved. By adopting these engagement strategies and maintaining a supportive learning environment, you can empower students to thrive in their academic journey.

20 Managing Your Time and Dealing with Stress

Effective time management and stress management are crucial skills for Teaching Assistants to navigate their roles successfully. As a TA you will juggle multiple responsibilities – including leading sections, grading assignments, collaborating with instructors, and answering emails – in addition to taking your own classes. Adopting strategies to manage your time efficiently is therefore essential.

One key aspect of effective time management is setting clear priorities. This is accomplished by identifying the most critical tasks and allocating time accordingly. Prioritizing tasks based on deadlines, urgency, and importance allows you to stay organized and focused. Utilizing tools like to-do lists or time management apps can aid in keeping track of tasks and deadlines.

Another effective time management strategy is creating a structured schedule. You can designate specific time blocks for various responsibilities, such as preparing for sections, grading, and emails. This structured approach helps minimize distractions and ensures that each task receives adequate attention. Finally, you can enhance time management by learning to delegate when possible. Collaborating with other TAs or seeking guidance from instructors can help distribute the workload, fostering a more balanced and efficient environment.

To effectively deal with stress, you should practice self-care and maintain a healthy work-life balance. Engaging in activities that you enjoy, whether it is hobbies, exercise, or spending time with friends, can provide a much-needed respite from work-related pressures. Additionally, mindfulness practices, such as meditation or deep breathing exercises, can help you manage stress in the moment. Taking short breaks during intense periods can also prevent burnout and allow you to return to your tasks with renewed focus.

Seeking support from colleagues and supervisors is vital when facing stress or challenges. Having a support network to share experiences and seek advice can provide valuable insights and encouragement. Most importantly, it's essential for you to be realistic about your capabilities and to know when to ask for help. Acknowledging limitations and seeking assistance when needed can prevent you from becoming overwhelmed and ensure that you can perform your duties effectively.

21 University Resources

Part VIII

Managing Issues as a Teaching Assistant

22 Classroom Issues

23 Distressed Students

The University provides a number of different resources including Distressed Student Response Protocols. It is a good idea to review this material at the start of the quarter so that you know what is available if a difficult situation arises.

24 Managing Conflicts as a Teaching Assistant

24.1 Conflicts with Students

24.2 Conflicts with Instructors

Navigating the relationship between a TA and their Instructor can be a bit delicate. On the one hand, many Instructors are your colleagues- you will be taking their classes as students, and you may even be conducting research with some of them on a one-on-one basis. However, while you are performing your duties as a TA for their class, they are still technically your "boss" or "supervisor" and should be treated with the respect that such a title commands.

The number one piece of advice we can give you is to maintain communication- we encourage you to maintain an active dialogue with your Instructor (be that through the course Discussion Board [Nectir, Discord, Slack, etc.] or through regular TA-Instructor check-ins) about your workload, as well as any unexpected issues that may arise.

Another guiding tenet of the TA-Instructor relationship is maintaining a sense of professionalism and cohesion among the course staff. You should not publicly challenge decisions made by Instructors or your fellow TAs in front of your students- doing so degrades students' trust in the Course Staff as a whole, which often leads to an overall sense of disarray in the course. Rather, you should handle as many of these disagreements in private (again, on Course Staff-specific Discussion Boards or meetings) as possible.

Finally, we would also like to affirm that the department is here to support you. If repeated efforts to resolve conflicts with your Instructor have been unsuccessful, please feel free to reach out to either the Graduate Advisor or Lead TA (Chapter 3) to discuss further.

Part IX Department and University Policies

25 Absence from Section

As outlined above, one of the primary duties of a TA is to lead one or more sections of a course. It is expected that all TAs will be present for all Sections they are assigned throughout the quarter, unless explicitly instructed otherwise by the Instructor.

Inform the Instructor of the course as soon as you know that you have a planned absence (i.e., if you know in advance that you will be unable to host sections on a particular set of day(s)) during the quarter. In such a situation, you should start by reaching out to the other TAs in the course for which you are a TA, to see if any of them are able to cover for you. If that proves unsuccessful, you should reach out to the Instructor to discuss. Do NOT simply call a friend to substitute for you without receiving prior approval from the Instructor.

You should also not simply make one of your Sections remote (i.e., over Zoom) without first contacting the Instructor (unless your course has a PSTATW designation; e.g., PSTATW 120A, PSTATW 160A, etc., as PSTATW-courses are designed for majority-remote instruction). The university has set policies in place limiting the amount of remote instruction that may legally be conducted, and this includes limiting the number of sections that can be conducted remotely.

Please note that if you fail to lead any of your assigned sections, or unexpectedly cancel/make a section remote without prior Instructor approval, your TA appointment may be terminated after review by the department. It is the responsibility of all TAs to ensure students are receiving proper attention and instruction.

26 Preserving Student Confidentiality

Text

27 Preventing Sexual and Gender-Based Harrassment

Text

28 Supporting Academic Honesty

Text

Part X FAQ (Frequently Asked Questions)

29 Electronic Resources

29.1 Canvas

Currently, UCSB utilizes **Canvas** (canvas.ucsb.edu) as the primary learning management system on which most course sites are built. **LSIT** (Letters and Sciences IT) offers several resources for students and instructors that are new to the Canvas learning system at https://help.lsit.ucsb.edu/hc/en-us/categories/5360081368475-Canvas; additionally, you can submit a "help ticket" for one-on-one (virtual) help using the following link: https://help.lsit.ucsb.edu/hc/en-us/requests/new?ticket_form_id=1260809796629

29.2 Gradescope

Many instructors also utilize **Gradescope** to aid in the uploading, management, and grading of student assessments. You can log into gradescope by navigating to http://gradescope.com/and logging in with your UCSB credentials- please note that your @umail.ucsb.edu address and your @ucsb.edu address will have separate Gradescope accounts unless you physically merge them; we encourage you to merge these accounts as soon as possible to avoid any future confusion when logging in to specific Gradescope course sites. You can find information on how to merge your Gradescope accounts at https://help.gradescope.com/article/ipjyg27lg5-student-merge-accounts.

30 Teaching Supplies

30.1 Textbooks

As a TA, you will not be expected to purchase copies of textbooks required for or utilized in courses you are TAing. Rather, the department provides rental copies of textbooks currently utilized in most of the major PSTAT courses, which are to be returned back to the department in good condition at the end of the quarter. You can contact the Student Affairs Manager for further details on the pickup and return of these textbooks.

30.2 Office Supplies

You will not be expected to purchase office supplies that directly relate to your teaching duties; e.g. chalk, whiteboard markers, etc. Rather, the department provides supplies like these to graduate students in the so-called "Supply Drawer", located in the PSTAT Main Office (SH 5607). Please note that the office is always locked outside of business hours and also on days when the Staff are remote, so please plan accordingly.

Part XI Glossary

31 Glossary

31.1 Common Abbreviations

• **DGS**: Director of Graduate Studies

• **GPA**: Graduate Program Advisor

• **SAM**: Student Affairs Manager

31.2 Common Terms

• Union: