



**UCLA**

**Department of World Arts and Cultures / Dance**

**TEACHING ASSISTANT  
HANDBOOK**

Guidelines Templates  
Supplementary materials

**2017-2018**

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Acknowledgements of contributors to this handbook:

*Contributions by past Teaching Assistant Consultants, Graduate Advisors, and Student Affairs counselors have been much appreciated. This Handbook continues to be reviewed and refined annually. - Lionel Popkin - WACD TA Faculty Advisor, Chair, Department of World Arts and Cultures/Dance.*



## **DEPARTMENT OF WORLD ARTS AND CULTURES / DANCE: TEACHING ASSISTANT GUIDELINES**

### **INTRODUCTION**

The Department of World Arts and Cultures/Dance has two categories of Teaching Assistantships (TAs): Lecture Classes and Studio/Practice Classes. The Department also has several categories of Graduate Student Researchers/Assistants (GSRs). This document addresses Teaching Assistantships although the department includes GSRs in many of the TA meetings and requirements. The typical appointment for TAs is a minimum of 25% time or an average of 10 hours per week including Final Exam Week (i.e. approximately 110 hours spread over the quarter). With appointments ranging from 25%, 37.5%, to 50% time in this department, there are TA-ships assigned to assist a faculty member and those who are assigned a TA-taught course. For TAs, actual hours worked include: in-class time, preparation time, office hours and other consultation time. Since the appointments are for three full months (12 weeks), TAs are officially required to remain in residence until the end of the week following final exams. Specific dates are shown in the appointment papers. The Department will permit the student to leave before then only with special permission and if all grading matters or work assignments have been resolved with the supervising faculty member. Any short-term leave must have prior approval by the department chair and arrangements made by the TA to cover his/her absence. All TA/GSRs are provided desk space, space to meet with students, and computer access in the TA/GSR office (130A) for the time they are appointed. They are expected to maintain and clean the office periodically. [Note: GSRs are appointed as needed by individual faculty members for specific projects and may range from library research, outreach/recruitment, to production among other project-based responsibilities.]

Teaching Assistantship positions are covered by a collective bargaining agreement between the University and the UAW. TAs are not required to join the union, but have the opportunity to do so at any time of their respective employment in the Department of World Arts and Cultures / Dance. (The Agreement can be retrieved electronically at [http://atyourservice.ucop.edu/employees/policies/systemwide\\_contracts/uaw/index.html](http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index.html)).

# I. CRITERIA FOR TEACHING ASSISTANTSHIPS AND COURSE ASSIGNMENTS

## 1. Eligibility

To qualify for appointment, nominees must be UC graduate students in good standing and meet the following Graduate Division requirements:

- a) full-time student status (12 units minimum);
- b) have 3.0 minimum GPA;
- c) be employed no more than 50% time in all positions combined during any single quarter;
- d) expertise, demonstrated excellence or interest in area of assignment(s);
- e) hold teaching apprentice titles for no more than four years (12 academic quarters);
- f) serve under the active supervision of a regular faculty member.

In rare cases, exceptions are allowed to clauses c) and e). All exceptions, however, must be approved by both the Department and the Graduate Division; arrangements for exceptions must be made well in advance.

In addition to the Graduate Division requirements, the department requires every TA either to have satisfactorily completed courses related to their area(s) of interests or have equivalent experiences. For assignments of TA-taught courses, eligibility includes either (1) Advancement to Candidacy status or (2) documented and demonstrated advanced expertise or professional teaching experience in subject area. Graduate students also have the opportunity, and strongly advised, to enroll in WL ARTS 496 (formerly numbered 495) Teacher Preparation in World Arts and Cultures, and other pedagogy courses in WACD to obtain more in-depth subject- specific work in teaching approaches and methodologies, content and syllabus development, and issues of assessment, evaluation and grading.

Upon appointment, new TAs are required to enroll in the department's TA Seminar course WL ARTS 495 (formerly numbered 451) (Fall quarters). Returning TAs must maintain satisfactory performance assessments by both students and the faculty supervisor.

To be compensated as a Teaching Associate, a student must have a master's degree or have completed at least 36 units of graduate coursework and have at least one academic year of Teaching Assistant experience. To be compensated as a Teaching Fellow, a student must have at least two years of TA experience and be advanced to doctoral candidacy.

All appointments are made without discrimination on the basis of race, color, national origin, sex, handicap, age, or sexual orientation.

## 2. Criteria

All graduate students who submit a TA Application in January of each year are reviewed by the departmental Student Awards Committee in consultation with ladder faculty members. The procedure for selection of TAs and the creation of the waiting list is as follows **in order of the following priorities**:

- a. Curricular and programmatic needs (e.g., required courses that need TAs) (*keeping in mind student qualifications and interests*).
- b. On the basis of stated needs – this includes not only financial needs, with “encumbrances” given highest priority, but also for graduate student recruitment purposes.
- c. On the basis of stated wants: student interests and faculty needs are negotiated should funding be available, so that students may gain their desired experiences or professional development towards a career in teaching, while at the same time giving departmental needs the priority.
- d. Non-departmental TA-ships: There may be the occasion when TA-ships are made available by other departments on campus and the Student Awards Committee will recommend a slate of students for these respective department's selection committees to consider. Graduate students who have advanced to candidacy may also apply independently to obtain Collegium of University Teaching Fellows

(CUTF) TA-ships, where students have the opportunity to develop and teach a lower division seminar in their field of specialization. More information on this may be found on Office of Instructional Development website ([www.oid.ucla.edu](http://www.oid.ucla.edu)).

Keep in mind that receiving a TA-ship one year does not automatically imply you will receive the same or more assignments in subsequent years. Constraints due to budgetary limitations, funding, and curricular priorities may affect TA appointments.

### 3. *Timing of appointment*

Teaching Assistantships are determined in late spring quarter for the following year. There may be the occasion of TA-ships opening up at the last minute due to unforeseen circumstances. While the department will do its best to avert this condition, it cannot guarantee the student sufficient time to prepare should such an appointment occur. The graduate student will need to use his/her best judgment whether or not to accept the late appointment.

There may be the event that a TA-ship must be cancelled due to low enrollment in a course. The department will try its best to prevent such occurrences and attempt to reassign the student to a comparable appointment.

In the case of international students, the student must also satisfactorily pass the Test of Proficiency (TOP) English speaking test, administered by the TA Training Program of the Office of Instructional Development. More information on this may be found on Office of Instructional Development website ([www.oid.ucla.edu](http://www.oid.ucla.edu)).

Per the ASE agreement, there are two letters you will receive regarding your TA-ship. These letters are generally sent to you the quarter prior to your appointment:

- (1) Letter of Notification - informing you of the teaching assistantship appointment.
- (2) Letter of Assignment - informing you of your specific course assignment, your responsibilities and procedures to process your appointment.

Upon accepting your award letter by signing and returning the Letter of Notification (#1), you will receive the Letter of Assignment (#2).

All TAs are required to attend departmental meetings just before the Fall Quarter of each year. Strongly recommended is a campus-wide TA Conference for new and returning TAs that takes place also before the Fall Quarter begins.

## II. GENERAL RIGHTS AND REQUIREMENTS

### 1. *Annual TA Orientation*

A mandatory department orientation meeting for all new and returning TAs during the academic year is held at the beginning of the Fall quarter, the week before instruction; date, time and place to be announced. Various timely issues and duties are discussed at this meeting, along with a review of topics for the TA Seminar (WL ARTS 495) for first-time TAs.

### 2. *Quarterly Course and Section Assignments*

Two different notifications are issued by the department: (1) Contract of appointment (no specific assignment) – this letter is governed by the union agreement; (2) Contract with specific assignment. When possible, appointments are offered at early summer of the previous academic year for the Fall Quarter, and at early to mid quarter prior to the quarter of the appointment for the subsequent quarters (Winter and Spring).

Students are typically contacted regarding their specific assignments the quarter before the quarter of the actual assignment. The supervising faculty member (herein named as Faculty Supervisor) and TA(s) establish an individualized agreement of required responsibilities. This agreement should be on file in the student's folder and copy provided to the departmental TA Faculty Advisor. For criteria, see Part I: Criteria for Teaching Assistantships and Course Assignments. For sample appointment letters and outline of responsibilities, see Part VII.

### 3. *Desk Copies*

TAs are typically entitled to free copies of required texts for their assigned courses (although policies differ from publisher to publisher). Check the publisher's website to determine their procedure for desk copy requests. If needed, there is a form letter available that can be completed and sent to the publisher. (See the form letter in Part VIII, F). Please note that it may take several weeks to obtain the desk copies, so submit your requests well in advance prior of the beginning of instruction.

### 4. *Workload*

Actual hours may vary from week to week depending on the nature of the assigned course. However, the following averages should be used to develop TA workload: TAs with 25% appointment require an average of 10 hours per week, or 110 total hours for the quarter. Similarly, 37.5% require approximately 15 hours per week, 145 hours total; 50% require approximately 20 hours per week, 220 hours total. The Faculty Supervisor and assigned TA(s) must develop agreed upon workload prior to instruction and meet to review/revise workload as needed during the quarter of instruction. Workload hours include time spent in faculty lectures, preparation, teaching, reading and grading student work, office hours, and other assigned duties. See PART VII, sections A and B for prompts and samples for course-specific duties. **A copy of agreed duties should be on file with the TA Faculty Advisor and the SAO.**

### 5. *Office Hours/Door Cards*

One office hour per week is minimum standard. Additional hours may be adapted to course needs and in consultation with the Faculty Supervisor. The days and times of office hours for TAs should be

posted in a prominent place outside the TA Office (Kaufman 130A); door cards are provided to all TAs. TAs are expected to hold office hours during times that are convenient for students in their course. There is no requirement to hold extra office hours as midterm and final exams approach, though many choose to do so.

## 6. Lectures

TAs are expected to attend all of the course's lectures; additionally, TAs are expected to arrive early in order to provide assistance when there are materials to be distributed (on the first day of classes and on exam days, for example), or as determined by the faculty supervisor.

## 7. Exams

TAs are also expected to attend all exams and to share in the responsibility for proctoring. This means that they are expected to assist the professor in distributing and collecting exams, in answering questions, and in actively circulating around the exam area. Exceptions should be approved in advance by the professor. TAs may also be called upon to provide the professor with advice regarding the nature of exams and other assignments, and are entitled to read and comment on exams in advance. It is, however, *never their sole responsibility to compose exams themselves*. For TA-taught courses, the Faculty Supervisor is expected to provide oversight in this responsibility.

## 8. Discussion Sections

It is never the TA's responsibility to enroll more students in sections beyond the printed enrollment capacity, and they are entitled to tell professors that they are unwilling to take on more students even if a reader is hired to do the grading. If the professor admits extra students, it will be the professor's responsibility to meet them in a discussion section.

TAs are required to meet with their sections. If they cannot and know this in advance, arrangements should be made for a substitute. (See paragraph on *Illness and Other Emergency Absences*.)

## 9. Grading

A TA assisting a faculty member (Faculty Supervisor) is not responsible for assigning grades. However, the Faculty Supervisor should provide evaluative criteria and grading guidelines and training to the assigned TA(s) in order to read assignments, projects, and/or exams. The Faculty Supervisor assigns final grades.

A TA teaching a course is responsible for grading the work of all students enrolled in that course, under the supervision of the Instructor of Record/Faculty Supervisor. All final grades must be approved by the Faculty Supervisor. Grades are administered through the campus MyUCLA system. It is the responsibility of the TA and faculty member to use this system. Only the Faculty Supervisor may execute the final grade entries on this system while the TA may be authorized to enter the grades on the on-line grade roster.

The TA should know the restrictions of FERPA (the Federal Family Educational and Privacy Act)

regarding privacy issues when providing assessment/grades to students. See specific information on the following website: <http://www.registrar.ucla.edu/ferpa/FERPAdisclosure.pdf>

The TA Seminar (WL ARTS 495) provides additional material on the topic of exams and grading, including information on the role of the Dean of Students Office should there be problems with students that need mediation.

\*See subsection #13 "Problems" for departmental chain of command. More information about the Dean of Students Office may be found on the website: <http://www.deanofstudents.ucla.edu/>

The Department will permit TAs to leave before finals week only with special permission and if all grading matters have been resolved with the supervising faculty. The TA is responsible for notifying the faculty supervisor and Chair at least 2 weeks in advance of leaving early to obtain permission.

#### 10. Other Meetings with the Professor

TAs should schedule a meeting with the professor (Faculty Supervisor) before instruction begins, and are required to attend any meetings scheduled by the professor throughout the term. Exceptions must be approved in advance by the professor. See PART III (Supervision and Evaluation) of this document, section (a), regarding specific timetable of meetings.

#### 11. Illness and Other Absences

As TAs are not full-time employees, they do not accrue sick leave or vacation time. On the other hand, they are not merely employees; the position is at least in part a form of quarter-long financial assistance. These conflicting principles make it difficult to spell out with precision a policy regarding illness and other emergency absences. Further difficulty is presented by variations from case to case. There are a few broad guidelines, however, that should prove useful.

- a) *Short-term absences.* TAs should, insofar as they are able, make arrangements in advance for other TAs to lead sections or do grading during short-term absences. The expectation is that the TA who has received such help will compensate in kind the TAs who have given their assistance.
- b) *Long-term absences.* Departmental support for the TA will continue for the duration of the quarter under the following conditions: (i) the Chair authorizes the absence with the Dean's approval, and (ii) it is possible to distribute the extra workload amongst the other TAs. In general, departmental approval may be obtained for an unpaid leave of absence.

A short-term leave of absence form must be submitted 2 weeks in advance of any classes to be missed to the department's chair for approval. The TA should also inform his/her respective Faculty Supervisor two weeks in advance, if not earlier. (See sample form in Part VIII, E.) A long-term leave request is an individualized letter to the Chair describing the circumstances and reason(s) for the request.

TAs who do not abide by these guidelines are subject to penalties as described in the *UCLA Policies and procedures for Academic Apprentice Personnel* manual: "If an apprentice appointee fails to perform assigned duties due to an unauthorized absence, the employee is subject to a proportional reduction in salary."

## 12. Training

All first-time TAs must enroll in and satisfy the requirements for WL ARTS 495 (formerly numbered 451): TA Training Seminar. This course is offered in the Fall of each year. The course is taught seminar-style by the TA Consultant (TAC), under the supervision of the TA Faculty Advisor.

Additional training may be advised for those with limited teaching experience. WL ARTS 496 (formerly numbered 495), Preparation for Teaching in World Arts and Cultures, serves this purpose and is offered either the Winter or Spring quarters for those applying for TA-ships for the following academic year. There are other pedagogy courses offered periodically which graduate students may take to further develop their knowledge and skills in specific content areas. Interested TAs are encouraged to investigate courses in the School of Education as well as those housed within the Visual and Performing Arts Education Minor (VAPAE) in the School of the Arts and Architecture for courses on pedagogy and arts-based learning, in particular. TAs are encouraged to access additional resources (grants, programs, and services) that are available through the Office of Instruction Development (OID), (<http://oid.ucla.edu/>).

TAs are required to enroll in WL ARTS 375 (Teaching Assistant Practicum) under the Faculty Supervisor in the quarter s/he is serving as TA. The purpose of this is to insure timeliness of preparations, training and mentoring of the TA for the specific responsibilities of his/her respective TA-ship. Students with a 25% appointment should register for 2 units, 37.5% for 3 units, and 50% for 4 units. Enrollment in WL ARTS 375 also lightens up the TA's 12-unit minimum course load in the quarter they serve as TAs.

Each TA must be observed a minimum of two times each academic year. Observations may be completed by the faculty supervisor, TA Faculty Advisor, and/or the TAC. How this is implemented may depend on the number of quarters of TA-ships the TA received: (1) If one quarter TA-ship for the year, then two observations should be completed within the quarter of the appointment. (2) If more than one quarter TA-ships, two *minimum* is expected spread over the quarters of the student's appointments. (See PART III of this document on *Supervision and Evaluation for more details on the observation process*.)

In addition, first-time TAs should attend the campus-wide TA Conference, a one-day training conference held before the beginning of classes each Fall. This conference usually takes place the Monday just before classes begin. More information on this may be found on Office of Instructional Development website ([www.oid.ucla.edu](http://www.oid.ucla.edu))

## 13. Problems

- a) Problems with a TA's performance generally require no more action than a meeting between the Faculty Supervisor or the TA Faculty Advisor and the TA. In some cases, a formal letter is necessary. The most serious cases may result in a reduction in salary proportional to the degree of non-performance or a one-quarter suspension of employment.
- b) Problems regarding workload for the TA: the TA has processes set forth by the University and UAW union contract agreement referred to earlier in the Introduction. Generally resolution of a problem should first take place through the TA meeting with his/her Faculty Supervisor. In some cases, the next steps are to work with the TAC and TA Faculty Advisor or department chair. If the aforementioned steps do not resolve the problem, a formal process may take place that the union agreement outlines (see website link cited in the Introduction).

- c) Problems regarding a Faculty Supervisor not fulfilling his/her responsibilities as a supervisor: General resolution should first take place through the TA discussing the problem with either the department TA Faculty Advisor or TAC and arranging a meeting with the Faculty Supervisor to resolve the concerns. In some cases the next steps are to work with the department chair. If the aforementioned steps do not resolve the problem, a formal process may take place whereby the TA may be reassigned or Faculty Supervisor relieved from his/her supervisory role.
- d) The role of the Dean of Students Office regarding problems with individual students: should there be problems that do not resolve from initial steps taken (i.e. the Faculty Supervisor and/or TA meets with the student to resolve problem), the Dean of Students Office is available to assist. Generally first steps are that the Faculty Supervisor and TA discuss the problem with the chair(s) and/or Student Affairs Officer in the department, and determine if the Dean of Students Office should be brought in. Once this is determined, subsequent steps are made in consultation with the Dean of Students Office counselor working with the department. (See also the Dean of Students Office website: <http://www.deanofstudents.ucla.edu/>)

#### 14. *Policy on Harassment*

The UC Office of the President issued the following policy statement regarding sexual harassment (2006):

“The University of California is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Every member of the University community should be aware that the University is strongly opposed to sexual harassment, and that such behavior is prohibited both by law and by University policy. The University will respond promptly and effectively to reports of sexual harassment, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.”

The 2006 Office of the President defines sexual harassment as follows:

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

Sexual harassment may include incidents between any members of the University community, including faculty and other academic appointees, staff, coaches, house staff, students, and non-student or non-employee participants in University programs, such as vendors, contractors, visitors, and patients. Sexual harassment may occur in hierarchical relationships or between peers, or between persons of the same sex or opposite sex.

In determining whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.

This policy covers unwelcome conduct of a sexual nature. Consensual romantic relationships between members of the University community are subject to other University policies, for example, those governing faculty-student relationships are detailed in the Faculty Code of Conduct (1). While romantic relationships between members of the University community may begin as consensual, they may

evolve into situations that lead to charges of sexual harassment, subject to this policy.”

The Office of the President further states:

“Harassment that is not sexual in nature but is based on gender, sex-stereotyping, or sexual orientation also is prohibited by the University’s nondiscrimination policies (2) if it is sufficiently severe to deny or limit a person’s ability to participate in or benefit from University educational programs, employment, or services. While discrimination based on these factors may be distinguished from sexual harassment, these types of discrimination may contribute to the creation of a hostile work or academic environment. Thus, in determining whether a hostile environment due to sexual harassment exists, the University may take into account acts of discrimination based on gender, sex-stereotyping, or sexual orientation.”

UC Academic Assembly 1983 resolution defines “sexual harassment” more explicitly as any advance, “a single and even mutually welcomed” one to be a “serious breach of professional ethics and proper standards of professional behavior.” The Department subscribes to the 1983 resolution’s definition.

The TA Seminar includes mandatory training focused on issues of sexual harassment and academic integrity. This specific training is offered in various time slots during the first three weeks of fall quarter, and advanced sign up is required; see WACD TAC Coordinator for dates and times. A certificate of completion is required to be on file before the end of the first quarter of your TA assignment.

Problems with harassment other than sexual harassment by faculty members, staff, or another student must be addressed immediately. The TA should first discuss the concern with his/her Faculty Supervisor and/or the department’s TA Faculty Advisor or TAC. Steps to resolve the concerns should be made as dictated by the specific context of the harassment. This may range from arranging a meeting between the parties involved, with oversight by the department chair or staff supervisor, to more formal processes (that may involve the office of Dean of Students if in the case of a student; and/or the Chair of the department).

(1) The Faculty Code of Conduct may be found in Academic Personnel Manual (APM) section 015.

(2) University of California Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment; Nondiscrimination and Affirmative Action Policy Statement for University of California Publications Regarding Employment Practices; Academic Personnel Policy 035, Affirmative Action and Nondiscrimination in Employment; Personnel Policies for Staff Members 12, Nondiscrimination in Employment; University of California Policies Applying to Campus Activities, Organizations, and Students; and Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters.

## 15. Safety/Facilities Use

Telephones are located in the TA office, graduate student lounge, on the first floor south lobby and in many of the studios and classrooms.

To place calls to any campus phone number from a campus phone, dial the last five digits of the number.

|                    |  |
|--------------------|--|
| EMERGENCY          | Dial 911 from any phone                    |
| POLICE BUSINESS    | (310)-825-1491 (x51491 on campus)          |
| CAMPUS ESCORT      | (310)794-9255 (x49255 from a campus phone) |
| CAMPUS INFORMATION | (310) 825-4321 (or 33 from a campus phone) |

Building office hours are 8:30 to 5:00 Monday through Friday. Evening and weekend hours are available to enrolled students during the academic year. For quarterly schedule, please check the schedule posted in the Student Resource Room (off the Rainbow Lounge). Community Services Officers (CSO) monitor the building during extended hours. Please watch your belongings at all times and report any losses, incidents or injuries to the WACD main office during the day, or to the CSO in the evening. If you have any questions or concerns about safety and security, please contact our Building Manager Arsenio Apillanes at [arsenioa@arts.ucla.edu](mailto:arsenioa@arts.ucla.edu)

For access to facilities as part of your TA work, review the Studio Use Policy manual available in the Graduate CCLE "moodle" site: <https://archive.ccle.ucla.edu/course/view/WACGradModule>. Special facilities requests (technological needs, seating needs, space requests) are all handled through our Building Manager. Requests for use of studio space are subject to availability and departmental prioritization of a range of projects. Due to limited space availability, we cannot guarantee space availability for all TA requests. If you wish to sign out studio space, it is highly recommended that you submit your request to our Building Manager at least two weeks in advance.

## 16. Lock Down Procedures

A lockdown is a temporary sheltering technique that is used to limit exposure to an incident by preventing unauthorized or dangerous individuals from entering buildings and/or rooms. Events that may require lockdown include, but are not limited to, active shooters, civil disturbances or domestic violence intrusions.

When a lockdown is declared you should not exit or enter the building. If you are in a room that can be locked, you should lock the door and stay where you are since evacuating may endanger your safety. If you or others are in a hallway you should go to the nearest room or office. The following general steps should be taken:

- Lock and or barricade classroom and office doors.
  - Turn off lights, radios, TVs, close blinds, and silence cell phones.
  - Keep occupants calm, quiet and out of sight.
  - If gunshots are heard, lie on the floor and try to use desks, file cabinets or concrete walls for additional protection.
  - If you are outside when a lockdown is declared, seek safe shelter (e.g. unlocked building, large trees, walls, cars in a parking lot) away from the danger area (if known).
- Wait for the "all clear" to be given before leaving safe shelter.

### III. SUPERVISION AND EVALUATION

#### *Student Evaluations of TAs*

TAs are required to use the on-line evaluations system provided by the Evaluation of Instruction Program (EIP), a part of the Office of Instructional Development (OID). During weeks 9 and 10 of the quarter, students are e-mailed by EIP and given the link to complete the evaluations online. TAs are also informed by EIP that students have been sent initial and reminder messages. TAs are given access to the evaluations (comments together with the statistical results) after final grades have been submitted to the Registrar's Office. There are two options to use to obtain an adequate number of evaluations from your students:

- (a) Remind your students several times during the 2-week period to complete the evaluations.
- (b) Request that students bring their laptops or other internet connected instruments (e.g. I-Phones) to class and complete the on-line evaluation during in-class time, and set aside at least 15 minutes for the students to complete the evaluations. Students may or may not complete the process during the in-class time activity - they may choose to submit them later after classes finish; the point here is that they will have started the process.

These evaluations have a number of uses: they provide the TA with helpful feedback; they have a bearing on teaching awards; and they can strengthen a placement dossier. (See also *The TA at UCLA* publication for other methods of evaluation that are designed to give TAs more specific feedback on their teaching skills.)

Sometimes it is useful for the TA to administer her/his own evaluation at mid-quarter in order to assess instructional and course content effectiveness. OID has a "Guide to the Evaluation of Instruction" which has some examples and ideas that might be useful. S/he may consult with the TAC or TA Faculty Advisor to construct this tool.

#### *Faculty Supervision and Evaluation of TAs*

- a. Scheduled meetings: Pre-instruction; During the Quarter.

##### Pre-instruction

It is expected that all faculty supervisors and assigned TAs meet (or be on email/telephone contact) 2-3 weeks prior to instruction to review responsibilities and workload; complete agreed-upon outline of duties; review course goals, content, and assignments; determine working relationship with the enrolled students including use of office hours and tutorials; and discuss classroom management issues, disruptive students, cheating problems, and evaluative/grading criteria of student work. A direct meeting should take place no later than one week before instruction (taking into account possible out-of-town commitments by either the supervising faculty or the TA).

For faculty-taught courses, the Faculty Supervisor is expected to provide criteria and training to the TAs in the course evaluative and grading rubric in order to establish consistency and clarity of this responsibility.

For TA-taught courses, the TA is expected to provide a draft course syllabus to the Faculty Supervisor for review, no later than 3-4 weeks prior to instruction in order to receive timely feedback. The TA provides a copy of the draft syllabus to the WACD TA Faculty Advisor or TAC for feedback.

A final copy of course syllabus must be on file in the WACD Main Office by the beginning of course instruction.

The TA is expected to set up the CCLE course moodle for his/her course and upload the course syllabus at minimum onto the site.

### During the Quarter

For faculty-taught courses, regular meetings with the instructor throughout the quarter are expected in addition to the pre-instruction preparatory meeting(s). For TA-taught courses, the Faculty Supervisor arranges to make a class visit and to meet to discuss the progress of the class.

- b. **Observations:** As noted in Part II, #12, each TA must be observed at least two times each academic year. Observations may be conducted by the Faculty Supervisor, the TA Faculty Advisor, and/or the TAC. How this is implemented may depend on the number of quarters of TA-ships the TA received: (1) If one quarter TA-ship for the year, then two observations should be completed within the quarter of the appointment.  
(2) If more than one quarter of TA-ships, the two observations may be spread over the quarters of the student's appointments.

Observation of a TA-taught session (either in a discussion section, giving a lecture, or teaching a practice class) serves to provide feedback and improvement of instruction, and provides a basis for the evaluation the professor (Faculty Supervisor) provides at quarter's end. This may also serve to assist the professor to write letters of recommendation for subsequent teaching opportunities for the student. Observations are an opportunity for faculty supervisors to provide professional development and to guide the TA as s/he develops as an educator.

If scheduling does not permit a class visit, the TA must submit a videotape of a teaching session to the Faculty Supervisor, TA Faculty Advisor, or TAC for review before the end of the quarter.

At the end of the quarter, the TA Faculty Advisor will follow up on the supervision and mentoring of the TA by asking faculty supervisors for an assessment of their respective TA. The TAC may follow up with a summative evaluation of the TA's assessment of their work during the quarter.

**Observation/Assessment Report** – Each observer must complete a written observation report. The observer and TA may use the sample observation prompts and reports at the end of this section or they may choose to develop an alternate form, depending on what will be useful for their observation/feedback sessions.

The observer and TA should arrange to meet and discuss the observations, after which time a copy of the observation report should be given to the TA. The observer should keep one copy, and a third copy must be turned in to the Student Affairs Office (SAO) counselor no later than the end of 10<sup>th</sup> week. At the end of the quarter, the SAO will compile and place all observation reports in the TA's files. The SAO will also send a summary report to the TA Faculty Advisor regarding number of received observation reports and any concerns such as missing reports.

**SUPERVISION: – Sample prompts for assessment/observations/feedback (not in any order of priority)**

*These prompts may evoke simple yes/no responses or further elaborations such as a rating scale.*

**1. On the TA:**

- Timeliness and thoroughness in meeting responsibilities – course preparations, teaching, assisting, working with students, evaluating/grading.
- Offered innovative/effective perspectives/approaches to his/her work.
- Developed positive learning environment, gave adequate challenges to the students, addressed students' needs and level of understanding in appropriate ways.
- Able to seek help when needed; able to learn from/adapt to unforeseen circumstances.

If teaching a class:

- Content level appropriate
- Content and instruction clearly developed from simple to complex ideas and/or techniques
- Gives clear instructions and presentation of material
- Class session goals/purposes introduced/stated
- Student actions/responses to instruction
- TA responses to student actions
- Able to provide alternative explanations (modes of learning) to address student's lack of understanding
- Pacing and progression of class effective for learning the subject matter
- Motivated the learner in effective ways
- Provided adequate feedback to students (during class session; regular intervals through feedback on assignments; at mid-quarter, and final)
- Time management
- Overall perspective:
  - Areas of strengths; Areas for improvements
  - Level of accomplishment as TA: minimal – adequate – exceptional

**2. On the Faculty Supervisor (or "instructor of record")**

- Schedule of meetings with the TA to review work/assignments/responsibilities: (including attention to workload over the quarter)
- Opportunities to visit/observe TA-taught session(s): (number/context/number of students affected)
- Discussions with TA regarding TA work: (strengths; areas for improvements; establishing goals)
- Mentoring: providing professional development guidance in teaching subject matter.
- Overall perspective:
  - -Useful feedback; Areas for improvements

**3. Sample templates (A or B) to use to complete visit/evaluation report are in the following pages.**

To complete and review together. SAO to follow-up with filing the report in the TA's file.

Sample A:

**TA Observation Report**

Supervisor/Mentor .....

Date of Observation .....

-----  
Date of post-observation discussion/meeting .....

Teaching Assistant.....

Type of class observed .....

Location ..... Time of Observation: Start .....

Stop .....

Students Number present at the time of your observation .....

Please circle your rating in each category below (1 = Poor, 5 = Excellent) - or write N/A if applicable

**TA's Use of Time**                      1              2              3              4              5

Comments .....

.....

**Clarity of Material**                      1              2              3              4              5

Comments.....

.....

**Classroom Management**                      1              2              3              4              5

Comments.....

.....

**Manner and Tone of TA**                      1              2              3              4              5

Comments.....

.....

**Environment Conducive to Good Work**    1              2              3              4              5

Comments.....

.....

**Stimulation of Creativity**                      1              2              3              4              5

Comments.....

.....  
**Use of resources/media/etc**      1            2            3            4            5

Comments.....  
.....

.....  
**Logical Progression of Lesson**    1            2            3            4            5

Comments.....  
.....

**Additional Comments:**

TA goals for the class/lesson appropriate/met? .....

.....

Content/activities effectively progressed from beginning to end of class time?.....

.....

Areas of success? .....

.....

Unexpected circumstances to note?.....

.....

Suggestions for improvement?

.....

.....

.....

**Sample B:**

**TA Evaluation Report** (for end of quarter)

Name of TA: \_\_\_\_\_ Name of observer: \_\_\_\_\_  
(Circle: Faculty Supervisor; TAC; TA Faculty Advisor; Academic Advisor; peer TA)

Course title: \_\_\_\_\_ Number of students: \_\_\_\_\_

Context of observation: (TA-led discussion section, TA-taught practice class, TA-led lecture, etc.)

Site: (studio, classroom, large lecture hall)

Class visit or videotaped session:

Date of observation: \_\_\_\_\_ Date of post-observation meeting/discussion: \_\_\_\_\_

**Rating scale of 1 - 2 - 3 - 4 - 5**

NA = not applicable; 1 = not observe; 2 = minimal; 3 = adequate; 4 = well executed; 5 = exceptionally implemented

**For the TA-taught session -**

1. The class session's content (appropriate level; practice lesson, lecture, discussion):  
1 - 2 - 3 - 4 - 5

Comments:

2. Presentation/instructional strategies: 1 - 2 - 3 - 4 - 5

Comments:

3. Classroom management/Use of effective strategies to motivate learning/participation:  
1 - 2 - 3 - 4 - 5

Comments:

4. Professionalism (as demonstrated by conduct/appearance/time management, etc.):  
1 - 2 - 3 - 4 - 5

Comments:

5. Student responses: (circle): minimal      adequate    highly responsive/engaged

Comments:

6. Office hours activities: (circle): observed    discussed

Comments:

**For the faculty-taught course -**

1. Met regularly with Faculty Supervisor to discuss course content, assignments, student progress, questions, needs: 1 - 2 - 3 - 4 - 5

Comments:

2. Able to apply evaluative and grading rubric to evaluate student assignments: 1 - 2 - 3 - 4 - 5

*Comments:*

3. Conducted discussion sections effectively to enhance learning of course content:

1 - 2 - 3 - 4 - 5

*Comments:*

4. Conducted office hours effectively:

1 - 2 - 3 - 4 - 5

*Comments:*

5. Timely completion of providing resource materials, tech support, etc. in assisting the  
Faculty Supervisor:

1 - 2 - 3 - 4 - 5

*Comments:*

6. Other?

## IV. THE ADMINISTRATION

### 1. TA CONSULTANT (TAC)

The departmental TAC is a graduate student selected by faculty committee (comprised of the TA Faculty Advisor, and Chair of the department, and Graduate Advisor, in consultation with the out-going TAC). This person is an experienced TA who has served at least one year as a TA in the department. Funded by the Office of Instructional Development, the TAC is hired to provide training and support to departmental TAs. Duties of the position generally include leading the TA seminar of first-time TAs (WL ARTS 495), observing both new and experienced TAs, leading the pre-TA seminar (WL ARTS 496), consulting with the TAs about a variety of teaching-related matters, consulting with the TA Faculty Advisor with regards to TA performance, the organization and presentation of seminar discussions, resources materials development, among others. Although the TAC reports to the Office of Instructional Development, s/he is directly supervised by the departmental TA Faculty Advisor. The TAC is required to attend orientation and training sessions for campus TACs as well as to assist the TA Faculty Advisor in preparing the year-end report on TA activities in conjunction with the yearly application process for an OID-funded TAC position in the department.

The WACD TAC for 2017-2018 is Ellen Gerdes ([ellengerdes@ucla.edu](mailto:ellengerdes@ucla.edu))

### 2. TA FACULTY ADVISOR

The Chair of the department may serve as the TA Faculty Advisor or will appoint a qualified faculty member to do so. This person works directly with the TAC in TA training and course assignments, and coordinates evaluations of the TAs with their respective faculty supervisors. This person works with the administration in handling problems related to TA performance, workload, and supervising faculty roles and responsibilities.

The WACD TA Faculty Advisor for 2017-2018 is Lionel Popkin ([lpopkin@arts.ucla.edu](mailto:lpopkin@arts.ucla.edu))

### 3. FACULTY SUPERVISOR (*Professor directly supervising his/her TA*)

This position is the faculty member (referred to as Faculty Supervisor in this document) in charge of the course(s) or area(s) the TA is assigned to assist. The Faculty Supervisor may be the faculty member teaching the course(s) or may be designated as "Instructor of Record" if the TA is given the responsibility of teaching the assigned course. Whichever the case may be, the Faculty Supervisor meets regularly with the TA and provides observations and evaluations of the TA's performance of his/her responsibilities. This faculty member may provide professional development and letters of recommendation for the TA's future teaching opportunities.

WACD faculty members serve in this capacity.

### 4. GRADUATE COUNSELOR (*aka Student Affairs Officer*)

The Student Affairs Officer (SAO), on staff in the department, serves as graduate counselor on administrative matters, and in consultation with the Vice Chair of Graduate Affairs and the student's academic faculty advisor, assists the student's timely completion of degree requirements. The SAO will compile information on each student's progress to degree from input by the Graduate Student Academic Advisors for use by the

Student Awards Committee as it deliberates on allocations of graduate student support.

Hayley Safonov is the WACD Student Affairs Officer (hsafonov@arts.ucla.edu)

#### 5. *VICE CHAIR OF GRADUATE AFFAIRS*

This is a position filled by a qualified ladder faculty member in the department who works with the department chair, graduate student faculty advisors, and the SAO to assist the student's timely completion of degree requirements. Responsibilities include oversight of graduate curricular issues and advisement, the allocation and awards for graduate student support, and communications with the Graduate Division as related to student support and curriculum.

Professor Janet O'Shea is the WACD Vice Chair of Graduate Affairs for 2017-2018 (joshea@ucla.edu)

#### 6. *GRADUATE STUDENT ACADEMIC FACULTY ADVISOR* (MA/PHD or MFA ladder faculty members in the department)

Each graduate student is assigned an academic advisor in his/her degree program. The Graduate Student Academic Faculty Advisor oversees the student's program of studies, mentors the student in not only their research interests but also serves as an advocate for the student both during and after his/her study in the department. Quarterly advisement meetings take place between the academic faculty advisor and graduate student.

Assessment and evaluation of all graduate students take place prior to the next funding period (typically at mid to end of winter quarter). The Graduate Student Academic Faculty Advisors will meet together in their respective degree areas (MFA, MA/PhD) to discuss student progress and recommend actions specific to each student. This Annual Review information is compiled by the SAO.

#### 7. *FOR THE FULL LIST OF CONTACTS OF WACD FACULTY AND STAFF* please refer to the websites:

. <http://www.wacd.ucla.edu/faculty>

. <http://www.wacd.ucla.edu/staff>

## V. PRACTICAL INFORMATION

### 1. *Ordering Books through the UCLA Bookstore*

Instructors of record might ask TAs to put in book orders for course textbooks at the UCLA bookstore website. To place these orders go to <http://ucla.verbacollect.com>. Underneath the login button, there is a link that says "Help! I'm lost or don't have a password." Click on the link and enter your e-mail address. An e-mail will be sent to you with login information. Once you are logged in, there is a video tutorial if you need some instructions or reminders for entering requisitions. Please be aware that the course numbers are not listed in the order you might expect. It lists the courses in strict numerical order according to whatever the first digit in the course is. So for example, WLDART 100A would actually be listed before WLDART 2 since it begins with a one. If you have any questions or problems please contact the UCLA Textbook Store:

Jane Baskin  
UCLA Textbook Store  
308 Westwood Plaza, Los Angeles, CA 90024  
p: 310-206-0776 f: 310-206-7141  
[jbaskin@asucla.ucla.edu](mailto:jbaskin@asucla.ucla.edu)

### 2. *Use of the copy machine in the department's mailroom*

In the beginning of the quarter, TAs and GSRs will receive a code to log into the photocopy machine located in the mailroom of Kaufman Hall. This machine should be used to make copies or scan documents for classes only. With their code, TAs and GSRs will also receive instructions on how to make copies and send e-mails with scanned documents. Students should not give their code to anyone. **When using the photocopy machine, TAs should keep the following recommendations in mind:**

- a. Ideally the materials should be copied only once and then scanned as pdf's to upload onto the course CCLE moodle. This is to reduce the high volume of Xeroxing and use of paper as part of our efforts towards environmental sustainability. This is especially important for copying more than 2-3 pages of a document and for a large class size. NOTE: if the faculty supervisors ask that the TA makes copies of chapters or essays for a course reading, copy and scan for the course moodle, and not make additional copies for the students in the course.
- b. Copying fewer than 10 copies of 2-3 pages is acceptable but TAs should use their course moodle to post the document.
- c. Double-sided copying is preferable.
- d. Along with collating function, there is a staple function in the machine if TAs want their documents stapled as these are copying.

### 3. *Use of the printing machines in the TA Office*

In the TA Office (Kaufman 130A) there are two printers: a black printer to be used for departmental business, and a grey printer to be used for graduate students for their individual needs.

- a. WACD-business printer (black): Its main use is for supporting TA and GSR work for their respective class or faculty supervisor. The department provides the ink and paper. Graduate students should use this printer for TA and GSR work **only**.
- b. GSO printer (grey): for your own use. The GSO, with its own funding source, purchases paper for its use. Because the GSO has limited resources to pay for paper and ink, the organization recommends graduate students to make a careful use of this printer. The GSO strongly recommends graduate students to take advantage of free on-campus printing services:
  - Graduate Writing Center: 250 pages of \*free\* grad printing (<http://gsrc.ucla.edu/gwc/>).

- UCLA Community Programs Office: limited free printing at the computer lab, during Fall, Winter, and Spring Quarters (<http://www.cpo.ucla.edu/cpo/>)

4. *Set up a CCLE website*

- a. Contact [support@arts.ucla.edu](mailto:support@arts.ucla.edu).
- b. Title the subject line: *Request for [Course Number] course site*.
- c. In the body of the email request the site, explain that you are the TA, name the faculty instructor, name the course and the term that the course will be offered.
- d. The Support desk will reply to your email by assigning you a ticket number for your request.
- e. Your requested course site will usually be set up within 3-4 days depending on how busy the Support desk is at the time of your request. (For that reason send in your request as soon as possible!)  
Note: If you are not officially listed as an instructor for the course you MAY run into a problem with your request. If that happens, someone listed as an instructor will have to make the request.

## VI. RESOURCES

*The following are selected resources useful for the TA:*

1. *Office of Instructional Development (OID)* - <http://www.oid.ucla.edu/>

The Office of Instructional Development provides extensive resources for faculty and TAs in course development, pedagogy, evaluation, navigating technological tools, ethics and sexual harassment training, to provision of grants (mini and program development) for instructional enhancement and development, among the many components administered by OID.

2. *The UCLA Graduate Writing Center* - <http://gsrc.ucla.edu/gwc/>

The Center is an excellent resource on writing questions, issues with regards to teaching of writing, thesis/dissertation writing, and workshops.

3. *Audio Visual Services* - <http://www.oid.ucla.edu/classroom/av>

This office provides equipment and training on equipment for undergraduate courses. Instructors/TAs can request equipment for free but charges might apply in some instances. Please confirm with the office on charges and schedule for pick-up and returning, before requesting equipment. Because equipment is reserved on a first-come first-served basis, instructors/TAs should try to put in their requests at least 8 days in advance.

You may also check on accessing the WACD department's audio/visual equipment with the Building Manager, Arsenio Apillanes (general information) or the Video Lab Manager, Will O'Loughlen (specific visual aids equipment). If possible, place your request at least 8 days in advance.

4. *Instructional Media Lab* - <http://www.oid.ucla.edu/edtech/medialab/>  
270 Powell Library (310) 206-1211 medialab@ucla.edu

The Instructional Media Lab has a collection of films and audio recordings that instructors/TAs can assign to their students as part of their class materials. Students can access these materials by visiting the Lab. The Media Lab provides other services and consultation related to the use of audio/visual equipment and materials in class. Check their website or contact them for more information.

5. *Center for Accessible Education (CAE)* - <http://www.cae.ucla.edu/>  
Main Office (310) 825-1501 / Proctoring Office (310) 825-2651

Office that offers support for students with disabilities. TAs might be contacted by this office if a student in their class registered with CAE and their condition requires TAs to make adjustments to their teaching in order to accommodate students' needs.

6. *UCLA Office of the Dean of Students – Student Conduct Code* - <http://www.deanofstudents.ucla.edu/Student-Conduct-Code>

The Office of the Dean of Students provides resources on various topics related to student conduct including academic integrity, conduct procedures for allegations of sexual harassment, sexual misconduct, domestic and dating violence and stalking, and restorative justice.

7. VAPAE – *Visual and Performance Arts Education Minor* - <http://vapae.arts.ucla.edu/>

If TAs are interested in expanding on their teaching experience, they should reach out to the Visual and Performance Arts Minor and inquire about teaching opportunities in this program. In the past, graduate students from World Arts and Cultures/Dance have taught workshops and courses in this program.

8. UCLA Office of Equity, Diversity, and Inclusion - <https://equity.ucla.edu/>

This office aims for an working and learning environment of equality at UCLA. The web-site has resources about immigration policy changes, implicit bias, stereotype threat, inclusion strategies, and confronting bias here: <https://equity.ucla.edu/know/>

## VII. DESCRIPTIONS OF TEACHING ASSIGNMENTS AND TEMPLATES

*Note: All assignments are dependent on the curricular and faculty needs of the department. The following assignments are given as examples only.*

*See also: PART I, section 2 for selection criteria.*

- A. TA Assignments - General templates
- B. TA responsibilities - Examples and Sample Templates
- C. Contract documents - Samples
  - Letter of appointment (ASE template) (ASE refers to the union-approved Academic Student Employee templates for TAs)
  - Letters of assignment (2 examples)
  - Statement of Understanding (ASE template)

## **A. TA Assignments - General Templates**

## TEACHING ASSISTANT FOR LECTURE COURSES – Faculty-taught

### General Description and Responsibilities:

The TA assists faculty members teaching the assigned course and will be directly supervised by that faculty member. Depending on the assigned course, the TA may be expected to attend the course's scheduled class meetings, meet regularly with the Faculty Supervisor, assist in preparation of materials, meet with assigned students (sections if applicable), and evaluate assignments and exams as needed. TAs should meet with their respective Faculty Supervisors prior to instruction to establish specific individualized duties and responsibilities (see Part 5B for sample templates); file the outline of responsibilities by the end of week 1 of instruction with the SAO and TA Faculty Advisor; and receive guidance and training in conducting office hours,

evaluation/grading rubric, and leading section meetings (if applicable). The percentage appointment (25%, 37.5%, or 50%) may vary from course to course. Thus it is important to note weekly average workload hours.

The TAs for these assignments must have demonstrated prior knowledge or experience in the course content area, and/or have demonstrated capabilities to conduct the research to acquire the specific knowledge base of the course content. Areas of expertise such as field research, an interest in the arts, civic engagement, choreographic skills, and/or audio-visual equipment knowledge are desirable.

Specific responsibilities may include, but are not limited to, the following. (Each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned.) *See also PART II, #4 on Workload Guidelines.* The TA:

1. Attends class sessions; takes notes.
2. Takes roll (if applicable).
3. Arranges for technical and/or staff support for the instructor.
4. Operates A-V equipment and/or other field-based research equipment (if applicable).
5. Researches, obtains, and prepares materials for the instructor.
6. Holds office hours (a minimum of 1 hour per week) – Individual meetings with students might involve review of readings/lectures, exam prep, tutoring, mid-quarter check-in, etc.
7. Grades assignments and evaluates exams or projects (Faculty Supervisor will provide guidance and training in evaluative rubric).
8. If applicable, conducts section meetings. Leads discussions based on agreed upon topic, e.g. class lectures or assignments; develops additional TA-taught activities.
9. If the course does not have separate section meetings, works with Faculty Supervisor to prepare 1-2 TA-taught class sessions.
10. Schedules meetings with Faculty Supervisor [and other course TAs if applicable] to discuss course content, assignments, student progress, questions, and other needs.

11. In consultation with the Faculty Supervisor, makes a schedule to complete the work assigned to TA.
12. Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc).

**Sample courses that may require a Teaching Assistant(s) are as follows (examples only):**

1. WL ARTS 1: Introduction to World Arts and Cultures
2. DANCE 1: Global Perspective of Dance
3. WL ARTS 20: Introduction to Cultural Studies
4. WL ARTS 22: Introduction to American Folklore Studies
5. WL ARTS 33: Tribal Worldviews
6. WL ARTS 51W: Psychics, Aliens, & Ghosts
7. DANCE 44: World Dance Histories
8. DANCE 45: Introduction to Dance Studies
9. WL ARTS 100A/B: Art as Social Action/ Art as Moral Action
10. DANCE 101: Theories of Performance
11. WL ARTS 104: Theories of Representations

## TEACHING ASSISTANT FOR LECTURE COURSES – TA-taught

### General Description and Responsibilities:

TAs will be expected to develop a course syllabus, prepare and give instruction of course content, and evaluate students' progress in the course. The TA is under the supervision of, and is evaluated by the respective faculty supervisor, titled "Instructor of Record" in the Course Schedule. The TA and Faculty Supervisor meet prior to instruction to review and finalize course syllabus, including, but not limited to, content, assignments and activities, in addition to evaluative and grading criteria.

The TA for this type of an assignment must have demonstrated specialized knowledge and advanced teaching experience particular to the assigned course subject, or have Advanced to Candidacy. Expertise in areas such as research methodology, mechanics of writing, and related academic processes are desirable.

Specific responsibilities include, but are not limited to, the following. (Each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned.) The TA:

1. Prepares developmentally appropriate progression of course content.
2. At the beginning of the course, provides a course syllabus to students outlining goals, content, requirements, and evaluative/grading criteria.
3. Provides students with feedback/assessment of progress at regular intervals throughout the quarter; maintains records of student's work.
4. Completes Waiver of Liability/Release forms as needed for required activities outside the classroom.
5. Holds specified office hours; mid-quarter evaluations and final exam.
6. Is responsible for the evaluation and grading of the student in consultation with the Faculty Supervisor.
7. Works effectively with department staff as needed in creating a positive learning environment for students.
8. Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc).

### **Sample courses that may require a Teaching Assistant(s) are as follows (examples only):**

1. WL ARTS 2 Lower Division Seminar: variable topics
2. WL ARTS C120: Selected Topics in Cultural Studies
3. DANCE C145: Selected topics in Dance Studies
4. DANCE 159: Movement Theories
5. WL ARTS 174A: Projects in WAC

*See also PART II, #4 on Workload Guidelines.*

## TEACHING ASSISTANT FOR SELECTED ARTS PRACTICE COURSES – TA-taught

### General description of responsibilities:

Under the supervision of the Instructor of Record (arts practice faculty members), the TA develops course syllabus, prepares and gives instruction of course content, and evaluates students' progress in this series of courses. The general goals of this series are to introduce beginning to intermediate level skills and knowledge of the selected arts practice. This is primarily an experientially-based course with focus on the development of - skills/techniques, vocabulary and the conceptualization and appreciation of the form in its cultural and performance contexts. Some provision of cultural/historical context should be provided. The TA is supervised and evaluated by the Instructor of Record (Faculty Supervisor) periodically throughout the quarter.

The TA for this type of an assignment must have demonstrated advanced specialized knowledge and teaching experience particular to the assigned course subject; or have Advanced to Candidacy.

Specific responsibilities include, but are not limited to, the following (each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned). *See also PART II, #4 on Workload Guidelines.* The TA:

1. Prepares developmentally appropriate progression of course content, with attention to the technical, performative/creative, and conceptual components of the practice.
2. At the beginning of the course, provides a course syllabus to students outlining goals, content, requirements, and evaluative/grading criteria.
3. Works effectively with musicians and technical staff as needed in creating a positive learning environment for the student.
4. Works effectively with WACD and facilities staff to insure a safe working environment.
5. Completes Waiver of Liability/Release forms as needed for required activities outside the classroom.
6. Holds specified office hours; mid-quarter evaluations and final exam.
7. Provides students with feedback/assessment of progress at regular intervals throughout the quarter; maintains records of student's work.
8. Is responsible for the evaluation and grading of the student in consultation with the Faculty Supervisor.
9. Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc).

### **Sample courses that may require a Teaching Assistant(s) are as follows (examples only):**

1. DANCE 6: Beginning West African Dance
2. DANCE 9: Beginning Hip-Hop Dance
3. DANCE 10: Beginning Martial Arts
4. DANCE 11: Beginning Yoga
5. DANCE 12: Beginning Special Topics in Movement Practice
6. DANCE 13: Beginning Ballet
7. DANCE 15: Beginning Modern/Postmodern Dance
8. WL ARTS 80: Video Tools and Techniques

## TEACHING ASSISTANT for the Improvisation and Composition Areas – TA-taught

### General description of responsibilities:

Under the supervision of the Instructor of Record (choreographic faculty members), the TA develops course syllabus, prepares and gives instruction of course content, and evaluates students' progress in this series of courses. The general goals of this series are to introduce fundamental skills and knowledge of dance/movement improvisation or composition. This is primarily an experientially-based course with focus on the development of -- movement skills/techniques, the creative process given form through the medium of movement, and the conceptualization and appreciation of dance making as a process and product. The TA is supervised and evaluated by the Instructor of Record (Faculty Supervisor) periodically throughout the quarter.

The TA for this type of an assignment must have demonstrated advanced specialized knowledge and teaching experience particular to the assigned course subject; or have Advanced to Candidacy.

Specific responsibilities include, but are not limited to, the following: (each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned) *See also PART II, #4 on Workload Guidelines.* The TA:

1. Prepares developmentally appropriate progression of course content, with attention to the technical, performative/creative, and conceptual components of the practice.
2. At the beginning of the course, provides a course syllabus to students outlining goals, content, requirements, and evaluative/grading criteria.
3. Works effectively with the departmental staff (e.g., musicians, technical, facilities) as needed in creating a positive learning environment for the student.
4. Works effectively with WACD and facilities staff to insure a safe working environment.
5. Completes Waiver of Liability/Release forms as needed for required activities outside the classroom.
6. Holds specified office hours; mid-quarter evaluations and final exam.
7. Provides students with feedback/assessment of progress at regular intervals throughout the quarter; maintains records of student's work.
8. Is responsible for the evaluation and grading of the student in consultation with the Faculty Supervisor.
9. Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc).

### Sample courses that may require a Teaching Assistant(s) are as follows (examples only):

1. DANCE 16: Beginning Improvisation in Dance
2. DANCE 67A: Theories and Methods in Dance Composition I: Languages\*
3. DANCE 67B: Theories and Methods in Dance Composition II: Processes\*

\*DANCE 67A/B may be faculty-taught but require a TA. Responsibilities would be similar to the information cited in the "faculty-taught lecture-courses" page.

## TEACHING ASSISTANTS FOR WL ARTS 186AB: Senior Projects - Faculty-taught

### General Description and Responsibilities:

WAC186AB: To fulfill their major requirements, WAC/Dance undergraduate students may take the culminating two-course sequence called Senior Projects. Students may choose from one of several tracks: performance-based/creation of work, research, or media, and must provide written documentation as part of their final project. In addition there is a final oral presentation or performance. Audio/visuals may be part of the presentation depending on the project.

The TA for this course is utilized in the above areas of focus. The TA must have demonstrated at least two of the following: field research experience, an interest in the arts, choreographic skills, and/or audio/visual equipment knowledge. Knowledge of the Los Angeles community and/or video editing is desirable. Performance experience is helpful but not a requirement.

The TA is under the supervision of, and is evaluated by the course instructor (Faculty Supervisor). At the beginning of the quarter, the TA will meet with their respective Faculty Supervisor to make a schedule. The TA assists the instructor with a variety of duties, some of which may need to be performed prior to the beginning of the quarter.

Specific responsibilities include, but are not limited to, the following. (Each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned) *See also PART II, #4 on Workload Guidelines.* The TA:

1. Assists instructor with submitting book orders and APS and library reserve orders as needed prior to beginning of quarter, submit A/V orders, schedule field trips and guest lecturers, and assist with final presentations.
2. Attends each normally scheduled class session and/or rehearsals, notes student attendance as per class requirements.
3. Maintains student attendance and grade information.
4. Assists instructor with collection and grading of all assignments, projects, etc. This includes participation in feedback sessions and/or provide individual feedback related to students' presentation of their work-in-progress.
5. Assists instructor with locating appropriate faculty mentors for students.
6. Establishes office hours; i.e. meet regularly with students outside of class time for various study sessions, project research, or rehearsals.
7. Assists with field research session on documentation (photography, audio and video recording) and with video editing.
8. Assists the instructor in the preparation of all written materials completed for class distribution and for compiling the final written and oral projects.
9. Assists in production matters related to the senior projects presentation event that occurs near or at the end of the second quarter of this sequence.

10. If the TA wishes, s/he may prepare and address the class on topics agreed to by the instructor.
11. Completes Waiver of Liability/Release forms as needed for required activities outside the classroom.
12. Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc).

## PRODUCTION TEACHING ASSISTANT (DANCE 70/170)

### General Description and Responsibilities:

The TA will assist the faculty member and staff in instructing and supervising students who are performing a variety of production tasks as a part of class assignments for course WL ARTS 70/170. The goal for this course is to provide information, materials, and directed experience in technical production assistance. This TA will meet with the students enrolled in WL ARTS 70/170 for regularly scheduled class sessions, provide assigned crew projects, and supervise the students along with departmental staff and faculty. The TA will assist in the production faculty- and staff-mounted departmental events.

While some training in administration and arts management skills will occur during actual working hours, the Production TA is expected to have completed the production arts seminar in arts administration in the Department, have participated as production staff in Dept. productions, and/or have had equivalent experience prior to becoming a student in the department.

At the beginning of each quarter the WL ARTS 70 instructor (the Faculty Supervisor) will meet and make a production schedule and assign various production commitments to the Production TA. This schedule is also used for assigning students from WL ARTS 70/170 to assist in various production tasks. The TA will also aid the instructor and staff in assigning students on crew. While every attempt will be made to take the student's schedule into account, the applicants for the Production TA position need to understand the necessity of carefully budgeting their time so as to meet their academic responsibilities.

Specific responsibilities include, but are not limited to, the following. (Each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned.) The TA:

1. At the beginning of the quarter, in consultation with the Faculty Supervisor, provides faculty-designed course syllabus to WL ARTS 70/170 students outlining goals, content, requirements and evaluative/grading criteria.
2. Works with production staff and faculty in assigning WL ARTS 70/170 students to various production projects.
3. Supervises assigned students who will be assisting with production projects.
4. Works effectively with production staff as needed in creating a positive and safe learning environment for the student.
5. Provides students with feedback/assessment of progress at regular intervals throughout the quarter; maintains records of student's work.
6. Consults with the Faculty Supervisor and/or production staff regarding evaluation of students' work in the course.
7. Assists the staff as needed in departmental productions/events without supervision (if workload permits).
8. Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc).

The actual hours worked for this particular TA-ship may not be evenly distributed over the quarter as production commitments vary throughout the quarter. *See also PART II, #4 on Workload Guidelines.*

## VIDEO LAB TEACHING ASSISTANT - WL ARTS C180/C280 - Faculty-taught

### General Description and Responsibilities:

The Video Lab TA assists the faculty member and staff in video needs of the course WL ARTS C180, Variable Topics in Video Production/Practice. This TA will be directly supervised by the video faculty member, and with William O'Loughlin (Video Lab staff) overseeing all technical operations. At the beginning of each quarter the TA will meet with the instructor (Faculty Supervisor) and staff to make a schedule and assign various commitments to the TA. Note that C180 is offered concurrently with C280, the graduate student level of this course. As such, the TA is only permitted to supervise and guide the undergraduate students. The TA is permitted to consult with the enrolled graduate students but not have any responsibility for the evaluation and grading of these peer students.

Some training in the use of equipment will occur during actual working hours; however, it is expected that the Video Lab TA is already knowledgeable in basic video equipment use.

Specific responsibilities of the Video Lab TA include but are not limited to, the following. (Each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned.) The TA:

1. Provides workshops on the use of the video and editing equipment as needed.
2. Serves as consultant to students enrolled in WL ARTS C180/C280 using the editing equipment.
3. Coordinates all video-related requests (videotaping, dubbing, etc.) from students and faculty.
4. Is on call for videotaping and dubbing (if workload permits).
5. Provides assistance to the course WL ARTS C180/C280 in equipment scheduling and use.
7. Provides office hours, either with regularly scheduled time or by appointment basis.
8. Provides assistance/follow-up to William O'Loughlin (video lab staff) regarding purchases of supplies for the lab.
9. Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc).

-----  
*Actual hours worked may not be evenly distributed over the quarter. It is the responsibility of the TA and Faculty Supervisor to set priorities and adapt workload as needed. See also PART II, #4 on Workload Guidelines.*

**B. TA Responsibilities - Examples and Templates**

Menu of responsibilities to create individualized assignments

Sample of course-specific TA responsibilities

## MENU OF TA/FACULTY SUPERVISOR DUTIES/RESPONSIBILITIES

### Course-specific duties - Prompts for faculty and TAs to use as needed to develop course-specific responsibilities/duties.

1. Review course objectives, content, activities/requirements, evaluative and grading criteria for clarity and do-ability.

#### General:

- Course content, assignments/requirements
  - Evaluative and grading rubric; use My UCLA system.
  - Developmentally appropriate level of course content
  - Teaching strategies and classroom management
  - Address different levels of students' skills and learning abilities
  - Address individual student needs/issues (professionalism in conduct; managing office hours, disturbed students, problems in assignments).
  - Use of university resources (e.g. OID, media library, AAP, building facilities manager, etc.)
2. What is expected of the TA assisting in a course? (note % appointment/hours per week average)
    - Attend class sessions; take notes; professionalism expected in conduct.
    - Take roll
    - Grade assignments (What kind of preparations/training will TA have to insure accuracy/consistency in evaluating and grading assignments? With the TA develop evaluative/grading rubric, or will instructor have the system in place? How many assignments? What kinds of assignments?)
    - Evaluate exams/projects (see above questions applicable to this)
    - Individual meetings (office hours) with students (schedule? focus? – weekly review of readings/lectures, exam prep, tutoring, mid-quarter check-in, etc.)
    - Section meetings: lead discussions based on agreed upon topic/class lectures or assignments; TA-led activities; additional requirements for section work?
    - Research and obtain materials for the instructor
    - Arrange for technical and/or staff support for the instructor
    - Operate AV equipment and/or other field-based research equipment
    - In consultation with the faculty, make a schedule to complete required support work
    - Prepare 1-2 TA-led class sessions
    - Scheduled meetings with faculty (preparations, review, etc.) – flexible? Weekly? Etc.
  3. What is expected of the TA teaching a course (note % appointment/hours per week average)
    - Prepare syllabus for course; meet with Faculty Supervisor to review course objectives, content, materials, teaching methodologies, evaluative and grading criteria and rubric.
    - Prepare and teach course content that is developmentally appropriate; pacing and progression effective (warm-up/intro; progression from simple to complex; etc.)
    - If it is a practice class, provide contextual/historical information along with the practice component of the course work.
    - Works effectively with staff as needed (music, tech support, etc) to support class work.
    - Establish adequate office hours to meet with students (weekly, by appointment, etc.)
    - Maintain records of students' work.
    - Responsible for the evaluation and grading of students in consultation with the Faculty Supervisor. Input final grades in “My UCLA” system for the supervising faculty to submit.
    - Develop in consultation with the Faculty Supervisor the evaluative and grading rubrics for course requirements/assignments if leading a class.
    - Grade assignments and projects.
    - Provide feedback/assessment of progress of students at regular intervals throughout the quarter including a mid-quarter check-in with students for timely feedback.-

Schedule meetings with Faculty Supervisor (the “instructor of record”) – At a minimum: preparatory (3-4 weeks before, and one week before instruction), week 3, and week 7 or 8. Schedule a time for the Faculty Supervisor to observe class session to provide feedback; and/or videotape a session to review with the faculty member and/or TAC.

---

**Example of individualized faculty-led course TA responsibilities are provided as follows:**

WL ARTS 1 – Introduction to World Arts and Cultures (*dated Fall 2004*)

*TA responsibilities/roles -*

1. *Serve as section leaders in respective WL ARTS 1 sections: lead in discussion, establish communications with students (via email or in appointments). Generate activities useful in helping students deepen their understanding of the material.*
2. *Evaluate and grade student assignments in their respective sections. Consult with faculty and/or other TAs if there are questions regarding the student work.*
3. *Take attendance and keep records of student participation and work on a regular basis.*
4. *Meet regularly with WL ARTS 1 faculty and TAs to discuss course material, student work, and other related components of the class.*
5. *Assist faculty in compiling resource materials and/or follow-up on guests as needed (e.g., Reader, video viewing lists, events, etc.).*
6. *Participate in class sessions in various capacities (e.g., panelist, lecture/activity, moderator, etc.), as determined between the faculty supervisor and TA.*
7. *Maintain regular office hours to meet with students (at least 1 hour per week).  
Require each student in your section to meet with you at least once during the term to review work.  
Meet specifically with students on their final project work.*
8. *Meet with faculty supervisor in assigning final grades to their respective students at the end of the quarter. Offer a tentative final grade. The meeting at the end of the term is to ensure consistency of grading practice and resolve problems if any.*

## VII. CONTINUED

### C. Contract Documents - Samples

**Letter of appointment (ASE template)**

**Letters of assignment (2 examples)**

**Statement of Understanding (ASE template) *from***

<http://www.gdnet.ucla.edu/gss/appm/feeremission.pdf>

**SAMPLE: TA APPOINTMENT NOTIFICATION LETTER (ASE template )**

[DATE]  
[NAME  
ADDRESS  
ADDRESS]

Dear [TA NAME]:

Congratulations! The Department of World Arts and Cultures / Dance has selected you for a Teaching [Assistant/Associate/Fellow] Position for the [xxx] Quarter. Your appointment will commence on [DATE] and will end on [DATE]. Instruction begins on [DATE].

As an Academic Student Employee, this position is covered by a Collective Bargaining Agreement between the University and the UAW (International Union, United Automobile, Aerospace and Agricultural Implement Workers of America). Please review the Collective Bargaining Agreement, which can be found on the University's Human Resources website, for eligibility requirements and specific information about remissions:  
[http://atyourservice.ucop.edu/employees/policies/systemwide\\_contracts/uaw/index.html](http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index.html)

Based upon your [XX%] FTE, your salary for the quarter will be \$XXXX.00 (before taxes). You are entitled to a GSHIP Premium Remission, an Educational and Registration Fee Remission, and other applicable benefits as set forth in the Agreement. Please check the Agreement for the specific eligibility requirements and amounts of each remission:  
<http://www.gdnet.ucla.edu/gss/library/feesintro.htm>. Also, please be aware that your name and departmental address will be released to the UAW each term that you are employed in the bargaining unit.

For your information an employment file will be established and maintained by your employing department. New and evaluative material may be added periodically during the term of your employment. You will be notified in writing when new material is added to your employment file. You may request a copy of your employment file from the department's SAO counselor.

Please indicate whether you will accept this appointment by providing your signature below (hard or electronic copy is acceptable) and returning this letter, or respond in writing to me no later than \_\_\_\_\_[20XX]. Failure to accept this offer as set forth above by this date will nullify the offer in its entirety.

Lastly, should you accept this offer, our Department requires first-time TAs to take and pass WL ARTS 495 - TA Seminar (a 2- unit course) offered each Fall Quarter only. International graduate students, including permanent residents, whose native language is not English, are required to take the Test of Oral Proficiency (TOP) in order to be eligible for a teaching assistantship position. For more information, please visit: <http://www.oid.ucla.edu/units/top>

If you have questions regarding your appointment, please contact Hayley Safonov at (310) 825-8537, [hsafonov@arts.ucla.edu](mailto:hsafonov@arts.ucla.edu).

Again, congratulations.

Lionel Popkin,  
Chair

**SAMPLE: TA ASSIGNMENT  
NOTIFICATION LETTER (ASE template) (Ex. 1 -TA for  
Faculty-taught course)**

[DATE]

«FIRST\_NAME» «LAST\_NAME2»  
«ADDRESS\_1»  
«CITY», CA «ZIP»

Dear

«FIRST\_NAME»:

The University is pleased that you have accepted the offer to serve as a TA in the Department of World Arts and Cultures / Dance. I am sure that your experience will be rewarding.

Your teaching assignment is as follows:

Quarter: \_\_\_\_\_ Rank: \_\_\_\_\_ Appt %: \_\_\_\_\_ Course: \_\_\_\_\_ Class time & location: \_\_\_\_\_ Section (if app

Your faculty supervisor will be:

Professor  
Email address  
Phone number

Your duties are described below:

You will be expected to assist faculty with preparations for the course (e.g. copying, preparing materials, AV orders, etc).

You will be expected to lead a weekly discussion section(s), if applicable.

You will be expected to attend lectures and take notes on these lectures.

You will also be expected to grade class assignments specified in the course syllabus.

You will need to make yourself available to the students for one office hour every week to be scheduled at your convenience.

**In addition to these anticipated duties and responsibilities, your faculty supervisor may identify other duties as assigned. See also the departmental TA Handbook for further descriptions of this particular kind of assigned TAship.**

You may choose to receive at least one visit to your class by your supervising faculty member to give you feedback on and to evaluate your teaching. You may choose to invite the TAC to attend your class/section to provide you with feedback on your teaching. If your faculty member offers you the option of presenting one of the lectures/class activities you may do so but are not required to.

With regards to workload: actual hours may vary from week to week depending on the nature of the assigned course. However, the following averages should be used to develop TA workload: TAs with 25% appointment require an average of

10 hours per week, or 110 total hours for the quarter. Similarly, 37.5% require approximately 15 hours per week, 165 hours total; 50% require approximately 20 hours per week, 220 hours total. The Faculty Supervisor and assigned TA(s) must develop agreed upon workload prior to instruction and meet to review/revise workload as needed during the quarter of instruction. Workload hours include time spent in faculty lectures, preparation, teaching, reading and grading student work, office hours, and other assigned duties.

Again, congratulations on your assignment and good luck with your endeavors. Sincerely,

Lionel Popkin,  
Chair

cc: Faculty Supervisor

**SAMPLE: TA ASSIGNMENT NOTIFICATION -  
(Ex.2 - Sample for a TA-taught dance practice course)**

[DATE]

«FIRST\_NAME» «LAST\_NAME2»  
«ADDRESS\_1»  
«CITY», «STATE» «ZIP»

Dear «FIRST\_NAME»:

The University is pleased that you have accepted the offer to serve as a TA in the Department of World Arts and Cultures / Dance. I am sure that your experience will be rewarding.

Your teaching assignment is as follows:

Quarter: \_\_\_\_\_  
Rank: \_\_\_\_\_  
Appt %: \_\_\_\_\_  
Course: \_\_\_\_\_  
Class time & location: \_\_\_\_\_  
Section (if applicable): \_\_\_\_\_  
Lecture (if applicable): \_\_\_\_\_

Your faculty supervisor ("Instructor of Record") will be:

Professor \_\_\_\_\_  
Email address \_\_\_\_\_  
Phone number \_\_\_\_\_

Your duties are described below:

You will be expected to develop a course syllabus, prepare and give instruction of course content, and evaluate students' progress in the course. The general goal of this course is to introduce «Level» level skills and knowledge of dance/movement practices. This is primarily an experientially-based course with focus on the development of - movement, skills/techniques, the creative process given form through the medium of movement, and the conceptualization and appreciation of dance making as a process and product. You will be supervised and evaluated by your faculty supervisor periodically throughout the quarter.

Specific Duties include:

1. Preparing developmentally appropriate progression of content, with attention to the technical, creative and conceptual components of your assigned course topic.
2. At the beginning of the course, provide a course syllabus to the students outlining goals, content, requirements, and evaluative/grading criteria.
3. Working effectively with the departmental staff (e.g. musicians, technical, facilities) as needed in creating a positive learning environment for the student.
4. Providing students with feedback/assessment of progress at regular intervals throughout the quarter; maintaining records of student's work.
5. Responsible for the evaluation and grading of the students, including mid-quarter evaluations and final exam, in consultation with «Supervisor».

6. You will need to make yourself available to the students for one office hour every week scheduled at your convenience.

7. Complete Waiver of Liability/Release forms as needed for required activities outside the classroom

**In addition to these anticipated duties and responsibilities, your faculty supervisor may identify other duties as assigned. See also the departmental TA Handbook for further descriptions of this particular kind of assigned TAship.**

You may choose to receive at least one visit to your class by your supervising faculty member to give you feedback on and to evaluate your teaching. You may choose to invite the TAC to attend your class/section to provide you with feedback on your teaching.

With regards to workload: actual hours may vary from week to week depending on the nature of the assigned course. However, the following averages should be used to develop TA workload: TAs with 25% appointment require an average of 10 hours per week, or 110 total hours for the quarter. Similarly, 37.5% require approximately 15 hours per week, 165 hours total; 50% require approximately 20 hours per week, 220 hours total. The Faculty Supervisor and assigned TA(s) must develop agreed upon workload prior to instruction and meet to review/revise workload as needed during the quarter of instruction. Workload hours include time spent in faculty lectures, preparation, teaching, reading and grading student work, office hours, and other assigned duties.

Again, congratulations on your assignment and good luck with your endeavors. Sincerely,

Lionel Popkin,  
Chair

cc: Faculty Supervisor

SAMPLE: STATEMENT OF UNDERSTANDING (ASE template)

See <http://www.dnet.ucla.edu/ss/appm/feeremission.pdf> for full details of the Statement of Understanding regarding UCLA fee remission benefits and related matters for Academic Student Employees (ASE)

## VIII. SUPPLEMENTARY MATERIALS

- A. Sample: WACD Teaching Assistantship Application form
- B. General format of course syllabus outline
- C. Health/safety screening information for practice courses
- D. Waiver of Liability for practice courses and off-campus activities (3 samples)
- E. Short-term Leave Request form
- F. Desk Copy Request form
- G. TA Timetable/Checklist

## A. SAMPLE: WACD Teaching Assistantship Application Form

### WORLD ARTS AND CULTURES / DANCE TEACHING ASSISTANT APPLICATION PROCEDURES

On the following form, please indicate any experience which would qualify you for the area/position(s) you are applying for. You are encouraged to contact appropriate faculty associated with the area(s) of interest.

Do review the TA Guidelines and Information in WACD TA Handbook.

*TA-ship appointments range from 25%, 37.5%, to 50% time, depending on the position.*

TAs who are teaching their own studio or seminar class for the first time may be required to take and pass WL ARTS 496 (formerly numbered 495) – Teacher Preparation in World Arts and Cultures, generally offered in the spring quarter each year. In some cases, advancement to candidacy will be a requirement to teach a class.

#### **STUDIO/ARTS PRACTICE/PRODUCTION**

We will be offering TA positions in the areas of studio movement/technique, improvisation, choreography/arts practice, and production. The number of positions offered will be determined based on allocations available and curricular needs. Please indicate the type of studio/production course(s) you are qualified to teach and your experience.

#### **ACADEMIC**

We will be offering TA positions in the academic area. The number of positions offered will be determined based on allocations available and curricular needs.

**APPLICATION DUE DATE: TBD**  
**Hayley Safonov, Student Affairs Office**  
**148D Kaufman Hall, [hsafonov@arts.ucla.edu](mailto:hsafonov@arts.ucla.edu)**

**WORLD ARTS AND CULTURES /  
DANCE TEACHING ASSISTANT  
APPLICATION FORM**

NAME  
ADDRESS\_  
PHONE  
EMAIL

**Please indicate your interest by listing any specific courses you would like to serve as a TA below. Please list any experience that would qualify you for the position(s).**

**Course(s)**

Please list by course number (i.e. WL ARTS 1, 100A/B, DANCE 1, 15, etc). Please list the courses in priority order to be considered:

- 1
- 2
- 3
- 4
- 5

**Leave of  
Absence**

Do you expect to take a Leave of Absence next year? If so, please indicate which quarter(s) you expect to be gone.

Fall (2017) \_\_\_\_\_  
Winter (2018) \_\_\_\_\_  
Spring (2018) \_\_\_\_\_

**Qualifications**

You may attach a sheet listing your qualifications for the positions you are requesting.

**APPLICATION DUE DATE: TBD**

**Hayley Safonov, Student Affairs  
Office**

148D Kaufman Hall,  
hsafonov@arts.ucla.edu

## **B. GENERAL FORMAT FOR COURSE SYLLABUS**

Course number and title/ sub-title  
UCLA Department of World Arts and Cultures/Dance  
Quarter offered  
Meeting time, place

Instructor info: name, contact numbers  
Office # and hours

### **Course description**

**Course objectives** (or Student learning outcomes)

### **Requirements**

**Texts or other materials required or recommended**

**Evaluative Criteria/Grading Scale** (*give rubrics*)

### **Schedule of Weekly or Bi-weekly material (how you would organize the presentation of info and experiences) outline**

Topic/skill/principle(s); assignments/readings/ key questions, prompts, or statements

Week to week shows progression/development of ideas and skills, and/or layering of information.  
Include mid-quarter and final or some kind of feedback method to students on progress

Personal statement(s) regarding your philosophy of your teaching approach, learning process, etc. (optional)

Background info on the subject matter (optional) – could be a separate handout.

### Other info if studio practice class:

Health/Safety Screening/ first aid info (see next page)  
Dress/protocol in working safely, etc.

## C. HEALTH/SAFETY INFORMATION FOR PRACTICE CLASSES

*(to include in studio practice course syllabus)*

Re: Health/Safety -- General info on prevention and care of injuries.

1. **Health Screening.** Dance can be a very physically demanding activity. Therefore, it is imperative if you have an injury or other medical condition which could be worsened by exercise, that you:
  - a. See a doctor at the Student Health Center or a private medical facility of your choice, and
  - b. Provide your instructor with a note from this physician regarding any recommend exercise limitations.
2. **Health Insurance.** You are encouraged to find out about your medical coverage at the beginning of the quarter. Then, if an injury occurs, you will know where to go, what will be covered, and any other procedures necessary to facilitate appropriate treatment.
3. **First Aid Supplies.** First aid supplies are not available through the WACD department and you will have to go to Student Health Services or another medical center of you choice if such supplies are needed. Therefore, you are encouraged to regularly carry in your dance/exercise bag any supplies which you might need or regularly use such as: band-aids, antibiotic ointment, blister care supplies, coach tape, an elastic bandage, disposable ice bags, and appropriate medications.
4. **Injury Procedures.** One very important measure for preventing injuries is an adequate warm-up. Please avoid being late for class and missing this important element of class. If you are late, check with your instructor regarding appropriate procedures for warming up.

**If an injury should occur during class, please let your instructor know immediately.**

**RICE:** Rest - Ice - Compression - Elevation - these are key principles to know regarding immediate response to an injury. However, if it is serious and you are not able to move, stay calm and still until the appropriate medical personnel arrives to attend to your injury.

## **D. WAIVER OF LIABILITY**

There are several categories of Waivers. If you are not sure which one to use, contact Building Manager, Arsenio Apillanes (arsenioa@arts.ucla.edu) for assistance.

**“Require”** - For activities or field trips that a student must take in order to pass a required class.

**“Voluntary”** - For activities that are part of elective classes. Also for other voluntary activities such as field trips, outreach, recruitment, camps, sports, etc. Voluntary means the participant participates out of “FREE WILL”.

**“Group”** - Used with the Voluntary Waiver, Required Waiver or Other Waiver when a group of individual will participate in the facility/Class/ Activity.

**“Other”** - Same as the Voluntary Waiver; but this waiver is specific to the use of a facility or class.

Please see waivers here: <https://www.irm.ucla.edu/general-liability/liability-waivers>

**E. SHORT TERM LEAVE REQUEST FORM**

**Please submit this form for approval at least 2 weeks prior to your requested leave.**

Date \_\_\_\_\_

Memo to: Lionel Popkin, Chair, WACD

From: \_\_\_\_\_

Subject: TA Request for Short-Term Leave of Absence

I would like to request approval for a short-term leave of absence per the details outlined below: Dates gone: \_\_\_\_\_

Date back in department: \_\_\_\_\_

Destination: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contact information during absence: \_\_\_\_\_

\_\_\_\_\_

Courses Missed:

How will Course(s) be covered?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approved \_\_\_\_\_ Date \_\_\_\_\_  
(Chair signature)

**F. DESK COPY REQUEST FORM**

UCLA DEPARTMENT OF WORLD ARTS AND CULTURES / DANCE

\_\_\_\_\_ (Date)

\_\_\_\_\_ (Publisher)

\_\_\_\_\_ (Street address)

\_\_\_\_\_ (City, State, Zip)

Dear Sir/Madam:

Your book has been adopted as required in my course:

\_\_\_\_\_ (Class Number  
and Title)

The course begins \_\_\_\_\_

The course has an approximate enrollment of \_\_\_\_\_ students.

Book title: \_\_\_\_\_

Author: \_\_\_\_\_

ISBN #: \_\_\_\_\_

Please mail a desk copy of this book to: \_\_\_\_\_  
(Print Name)

Address:  
UCLA Department of World Arts and Cultures / Dance  
120 Westwood Plaza, Suite 150  
Box 951608  
Los Angeles, CA 90095-1608

Thank you,

\_\_\_\_\_ (Signature)

\_\_\_\_\_ (Print name)

## G. TA TIMETABLE/CHECKLIST

| <u>WHEN</u>                                    | <u>WHAT</u>  |
|--|--|
| <i><b>General:</b></i>                         |  |
| Fall: Week 0                                   | Campus-wide "TA in UCLA" conference<br>WACD TA/GSR Orientation meeting/workshop  |
| Fall Quarter                                   | WL ARTS 495 TA Seminar for first-time TA appointments  |
| Spring Quarter                                 | WL ARTS 496 Teacher Preparation in World Arts and Cultures/Dance   |
| <i><b>Specifics:</b></i>                       |  |
| 1. January                                     | Applications for funding/TA-ships due in the department.<br>Review WACD TA Handbook on criteria, etc.  |
| 2. Late spring quarter/early summer            | Notification of appointment and/or funding.  |
| 3. Quarter preceding assignment                | Notification of appointment, course assignment & faculty supervisor.   |
| 4. Pre-instruction contacts                    | Review WACD TA Handbook regarding duties, rights, etc.   |
| a. 3-4 weeks before                            | > For all – email/phone contact between TA and Faculty Supervisor takes place.<br>> For TA-taught course assignment: Draft course syllabus due to Faculty Supervisor and TA Faculty Advisor, until final version is approved.  |
| b. 2-3 weeks before                            | Confirm communications regarding TA responsibilities.  |
| c. 1 week before                               | > Person-to-person meeting: Faculty Supervisor and TA complete and file individualized/course-specific TA responsibilities; <u>give outline to SAO and TA Faculty Advisor.</u><br>> Review duties; provide training as needed (e.g. MyUCLA system; set up CCLE for the course; grading rubric; etc.) |
| 5. Meetings during the quarter of instruction. | > Faculty-taught course: establish regular meetings; class/section visits as applicable (see 5a-c).<br>> TA-taught course: establish class visits.   |
| a. week 3                                      | Class or section visit/observation – Faculty Supervisor.   |
| b. week 7 or 8                                 | Class or section visit/observation – Faculty Supervisor /TAC/or TA Faculty Advisor.  |
| c. week 10 or finals week                      | > Review evaluations/grading of student work – TA and Faculty Supervisor.<br>> Complete TA Observation/Evaluation form; discuss and file for the record; give to SAO to file – due by the end of finals week.  |