

Department of World Arts and Cultures / Dance

# **TEACHING ASSISTANT HANDBOOK**

Guidelines, Templates & Supplemental Materials

***2021-2022***

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

**INTRODUCTION**

The Department of World Arts and Cultures/Dance hires Teaching Assistants (TA) to work in two capacities: working with faculty professors in Lecture Classes, and either helping with or leading Studio/Practice Classes. The Department also employs Graduate Student Researchers/Assistants (GSRs) of various sorts. This document addresses Teaching Assistantships, although the department includes GSRs in many of the TA meetings and requirements. In this department, the typical appointment for TAs is a minimum of 25% time, which amounts to an average of 10 hours per week including Final Exam Week (i.e., approximately 110 hours spread over the quarter); select appointments of 37.5% (15 hours per week) and 50% (20 hours per week) time are also assigned. TA-ships may be classified according to two sets of primary responsibilities: assists a faculty member, and those in which the TA is the main instructor. Regardless of the TA-ship assigned, 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/their absence. All TA/GSRs are provided desk space, space to meet with students, and computer access in the TA/GSR office (Kaufman 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; responsibilities 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 can 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: <https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.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) maintaining full-time student status (12 units minimum); b) maintaining a 3.0 minimum GPA; c) holding employment for no more than 50% time in all positions combined during any single quarter; d) demonstrating expertise, excellence, or interest in area of assignment(s); e) holding teaching apprentice titles for no more than four years (12 academic quarters); f) serving under the active supervision of a regular faculty member. In rare cases, exceptions to clauses c) and e) are allowed. 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 interest, or to have equivalent experience. For assignments pertaining to TA-taught courses, eligibility includes either (1) Advancement to Candidacy status or (2) documented and demonstrated advanced expertise or professional teaching experience in the subject area. To obtain more in-depth, subject-specific information on teaching approaches/methodologies, content and syllabus development, and issues of assessment, evaluation and grading, graduate students are strongly advised to enroll in WL ARTS 496 Teacher Preparation in World Arts and Cultures, generally offered during the Spring quarter, and other pedagogy courses in WACD.

Upon appointment, new TAs are required to enroll in the TA Seminar course WL ARTS 495 (offered only in the Fall quarter). Returning TAs must maintain satisfactory performance assessments by both students and their faculty supervisors.

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)
- b. The student's stated needs – this includes not only financial needs, with “encumbrances” given highest priority, but also for graduate student recruitment purposes.
- c. The student's 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 occasions 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. Students with expertise and experience in areas of UCLA's unaffiliated minors (see <https://reslife.ucla.edu/major-blast/independent-minors>) including Visual and Performing Arts Education, Disability Studies, Food Studies, Community Engagement and Social Change, among others may inquire about TA-ships in those programs. Graduate students who have advanced to candidacy may also apply independently to obtain Collegium of University Teaching Fellows (CUTF) TA-ships, an opportunity for graduate students to develop and teach a lower division seminar in their field of specialization. For more information, visit the Center for the Advancement of Teaching's (CAT, formerly the Office of Instructional Development) website: <https://www.teaching.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 their best judgment whether or not to accept the late appointment.

In rare cases, 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.

**International students applying for TA-ships must also satisfactorily pass the Test of Proficiency (TOP) English speaking test, administered by the TA Training Program of the Center for the Advancement of Teaching. Consult the CAT website for more information: <https://www.teaching.ucla.edu>.**

Per the Academic Student Employee (ASE) agreement between the University of California and UAW 2865, there are two letters you will receive regarding your TA-ship. These letters are generally emailed to you the quarter prior to your appointment: (1) a Letter of Notification informing you of the teaching assistantship appointment; and (2) a 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), which must also be signed and returned to accept the appointment.

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 also takes place 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 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) Letter of Notification (no specific assignment) – this letter is governed by the union agreement; (2) Letter of 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 to 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.

**Once agreed upon, written documentation of TA duties should be on file with the TA Faculty Advisor and the SAO.**

5. *Office Hours/Door Cards:* TAs should offer a minimum of one office hour per week. 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. 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 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 also know the restrictions of FERPA (the Federal Family Educational and Privacy Act) regarding privacy issues when providing assessment/grades to students. For further information, visit <https://www.registrar.ucla.edu/Faculty-Staff/FERPA/Disclosure-of-Student-Records>.

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. (Subsection #13 of this Manual, "Problems", outlines the departmental chain of command.) More information about the Dean of Students Office may be found at <http://www.deanofstudents.ucla.edu/>.

The Department will permit TAs to leave before finals week only with special permission, and only 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, subsection (a) of this document (Supervision and Evaluation) 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. But 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:* Insofar as they are able, TAs should arrange for other TAs to lead sections or do grading during short-term absences. These arrangements should be made in advance of the absence. 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 if (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/their 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.

- a. *Training:* 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 CAT (<https://www.teaching.ucla.edu>).
- b. *Supervision through WL ARTS 375:* TAs are required to enroll in WL ARTS 375 (Teaching Assistant Practicum) under the Faculty Supervisor in the quarter they are serving as TA. The purpose of this is to ensure timeliness of preparations, training and mentoring of the TA for the specific responsibilities of his/her/their 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.
- c. *Observation:* Each TA teaching more than one quarter per year may be request to be observed for feedback

purposes up to two times during each academic year. If the student wants to be observed, it is their responsibility to ask for an observation. 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 a maximum of one observation may be requested for the academic year. (2) If more than one quarter TA-ships, two maximum observations may 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.)

- d. *TA Conference:* 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. The CAT has provided more information about the conference on their website.

### 13. Problems:

- a. *Problems with a TA's performance:* These may include (but are not limited to) tardiness or absence from class meetings, sections, or meetings with their Faculty Supervisor; failure to complete grading or other tasks assigned by their Faculty Supervisor; or any infraction of UCLA's student code of conduct. Generally, a meeting between the Faculty Supervisor or the TA Faculty Advisor and the TA is the only required action. 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 is urged to follow the processes set forth by the University and UAW union contract agreement (as referred to earlier in the Introduction). Generally, the TA's first step toward resolving such a problem is meeting with their Faculty Supervisor to discuss the issue. If further action is necessary, the TA should consult with the TAC, TA Faculty Advisor, and/or department Chair. If the aforementioned steps do not resolve the problem, a formal process may take place that the union agreement outlines (<https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>).
- c. *Problems regarding a Faculty Supervisor not fulfilling his/her/their 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 step is to consult 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/their 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 meeting with the student to resolve the issue), the Dean of Students Office is available to assist. Generally, the TA begins this process by discussing the issue with their Faculty Supervisor, as well as with the Chair and/or Student Affairs Officer in the department, to determine if the Dean of Students Office should be brought in. If so, subsequent action is taken in consultation with the Dean of Students Office counselor working with the department. (For more information, visit the Dean of Students Office website: <http://www.deanofstudents.ucla.edu>.)

### 14. Policy on Harassment: Below is an excerpt from a statement issued by the UC Office of the President in 2018:

*The University of California is committed to creating and maintaining a community dedicated to the advancement, application and transmission of knowledge and creative endeavors through academic excellence, where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual violence and sexual harassment, retaliation, and other prohibited behavior ("Prohibited Conduct") that violates law and/or University policy. The University will respond promptly and effectively to reports of Prohibited Conduct and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this Policy on Sexual Violence and Sexual Harassment (hereafter referred to as Policy). This Policy addresses the University of California's responsibilities and procedures related to Prohibited Conduct in order to ensure an equitable and inclusive education and employment environment free of sexual violence and sexual harassment. The Policy defines conduct prohibited by the University of California and explains the administrative procedures the University uses to resolve reports of Prohibited Conduct."*

(The text of the entire policy may be found here: <https://policy.ucop.edu/doc/4000385/SVSH>)



*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.

For your reference, here are important phone numbers to keep in mind:

- In case of emergency: Dial 911 from any phone
- Non-Emergency Police Matters: (310) 825-1491 (x51491 on campus)
- Campus Escort: (310) 794-9255 (x49255 from a campus phone)
- Campus Information: (310) 825-4321 (0 from a campus phone)

Kaufman Hall's main office is open Monday through Friday, from 8:30am to 5:00pm. Evening and weekend studio 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 WACD Graduate Collaborative Module on CCLE. Special facilities requests (including technological needs, seating needs, and space requests) are allhandled 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 of the desired date.

*16. Lock Down Procedures:* A lockdown is a temporary sheltering technique designed 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. Some rooms in Kaufman are equipped with an automatic lockdown button just inside the room's main entry. These buttons glow green and are accompanied by a set of instructions that explain how to use them. If you or others are in a hallway you should go to the nearest room or office. Be sure to take the following steps:

- 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 Center for the Advancement of Teaching (CAT). 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. To obtain an adequate number of evaluations from your students, you should: (a) remind your students several times during the 2-week period to complete the evaluations; and/or (b) request that students bring their laptops or other internet-connected devices (e.g., smartphones) to class, and reserve at least 15 minutes of class time for completing the on-line evaluations. Students may or may not complete the process during the in-class time; they may choose to submit them later after classes finish. The point here is that they will have started the process. These evaluations serve several purposes: 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.)

*Faculty Supervision and Evaluation of TAs:* Faculty supervision and evaluation of TA work may occur in scheduled meetings and/or through observations of the TA's instruction, as per the agreement between the TA and their Faculty Supervisor.

- a. Scheduled meetings: These can occur before a TA begins teaching and/or during the quarter.
  - i. *Pre-instruction meetings:* 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).
  - ii. *Rubrics and evaluation methods:* For faculty-taught courses, the Faculty Supervisor is expected to provide criteria and training to the TAs in the course's evaluative and grading rubrics in order to establish consistency and clarity of this responsibility.
  - iii. *Syllabi approval:* 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 should provide a copy of the draft syllabus to the Faculty Supervisor 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.
  - iv. *Course sites:* The TA is often expected to set up the CCLE or Canvas site for their course and upload the course syllabus to the site.
  - v. *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 may arrange, if requested by the TA, a class visit and subsequent meeting or email exchange to discuss the progress of the class.
- b. Observations: As noted in Part II, #12, each TA can be observed up to two times each academic year.
  - i. *Requesting observations:* TA's can request observations to be conducted by the Faculty Supervisor 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 no more than one observation should be completed for the entire academic year. (2) If more than one quarter of TA-ships, a maximum of two observations may be spread over the quarters of the student's appointments for that academic year.
  - ii. *Rationale/purpose of observation:* Observation of a TA-taught session can serve to provide feedback and improvement of instruction, and can provide a basis for an evaluation by the Faculty Supervisor or TAC. This may also serve to assist the Faculty Supervisor in writing letters of recommendation for subsequent teaching opportunities for the student.
  - iii. *Video observations:* If scheduling does not permit a class visit, the TA may submit a videotape of a teaching session to the Faculty Supervisor or TAC for review.
  - iv. *Feedback:* Each observer will complete a written observation report if requested by the TA. 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.

*Below are some sample prompts for assessment, observations, and/or feedback (not arranged 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:**

- Do they meet responsibilities (course preparations, teaching, assisting, working with students, evaluating/grading) with timeliness and thoroughness?
- Do they offer innovative/effective perspectives/approaches to their work?
- Do they develop a positive learning environment, give adequate challenges to the students, and address students' needs and level of understanding in appropriate ways?
- Do they demonstrate an ability to seek help when needed, and to learn from/adapt to unforeseen circumstances?

If teaching a class:

- Is the course's content level appropriate for the students enrolled?
- Does the course material offer a clear progression from simple to complex ideas and/or techniques?
- Does the instructor provide clear instructions and presentation of material?
- Do they introduce, state, and explain session goals/purposes clearly?
- How are students asked to engage with course material?
- How do students respond to the TA's instruction?
- How does the TA respond to student work and conduct?
- Does the instructor engage various modes of learning? Does their instruction address students' lack of understanding from multiple perspectives?
- Does the pacing and progression of the class allow students to gain confidence with the material?
- Does the instructor motivate students in effective ways?
- Does the instructor provide adequate feedback to students throughout the quarter (i.e., during class sessions, through feedback on assignments, at mid-quarter, and on the final)?
- Does the instructor manage class time well?
- Overall perspective: What are the instructor's strengths? How can they improve? What is the instructor's level of accomplishment (minimal, adequate, exceptional)?

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

- Does the Faculty Supervisor schedule meetings with the TA to review their work, assignments, and responsibilities (including attention to workload over the quarter)?
- Does the Faculty Supervisor schedule dates to visit/observe TA-taught session(s) (taking into account, among other things, the number of students in the class, the context in which the TA is working/teaching, etc.)?
- Does the Faculty Supervisor provide professional development guidance in teaching subject matter? This can include useful feedback and suggested areas for improvement.

On the following pages, you will find *two TA evaluation templates*. **One of these two forms should be used to complete the visit/evaluation report.** The TA and their faculty advisor should complete and review the form together; once complete, the SAO will follow up by adding the report to 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:

Start Time of Observation:

End Time of Observation:

Number of students present at the time of 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:

**Conduciveness of  
Learning Environment:** 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:

**Facilitation/Delivery of  
Constructive Feedback:** 1            2            3            4            5  
Comments:

*(continues)*

**Additional Comments:**

Were the TA's goals for the class/lesson appropriate/met? Why or why not?

Did the content/activities progress effectively over the course of the session? from beginning to end of class time?

What was most successful about the TA's instruction?

Are there any aspects of the classroom experience the TA should consider and/or address more deeply?

How could the TA grow as an instructor?

*Sample B:  
TA Evaluation Report (for end of quarter)*

Name of TA: \_\_\_\_\_ Name of observer: \_\_\_\_\_

Observer is (*circle one*): faculty supervisor    TAC    TA faculty advisor    academic advisor    peer TA

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

Context of observation: \_\_\_\_\_ Site: \_\_\_\_\_  
*(TA-led discussion section, (studio, classroom, TA-taught practice class, large lecture hall) TA-led lecture, etc.)*

Class observed via (*circle one*): classroom visit    videotaped session

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

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

*I. For the TA-taught session:*

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

Comments: \_\_\_\_\_

**Presentation/instructional strategies:**                      1           2           3           4           5

Comments: \_\_\_\_\_

**Classroom management:**                      1           2           3           4           5

Comments: \_\_\_\_\_

**Use of effective strategies to motivate learning/participation:**                      1           2           3           4           5

Comments: \_\_\_\_\_

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

Comments: \_\_\_\_\_

**Student engagement/response (*circle one*):**    minimal                      adequate                      extensive

Comments: \_\_\_\_\_

**Office hours activities (*circle one*):**                      observed                      discussed

Comments: \_\_\_\_\_

*(continues)*

II. For the faculty-taught course:

**Quantity/quality of TA's meetings with Faculty Supervisor (to discuss course content, assignments, student progress, questions, needs):**      1      2      3      4      5  
Comments:

**TA's effectiveness in applying evaluative and grading rubrics to student assignments:**      1      2      3      4      5  
Comments:

**TA's effectiveness in conducting discussion sections:**      1      2      3      4      5  
Comments:

**TA's effectiveness in assisting students during office hours:**      1      2      3      4      5  
Comments:

**TA's timeliness/effectiveness in assisting Faculty Supervisor with resource materials, tech support, etc.:**      1      2      3      4      5  
Comments:

**Additional Comments (if any):**

#### 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 Center for the Advancement of Teaching, 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, they are 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 a CAT-funded TAC position in the department. **The WACD TAC for the 2021-2022 academic year is Zena Bibler ([zenabibler@g.ucla.edu](mailto:zenabibler@g.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 the 2021-2022 academic year is Victoria Marks ([vmarks@arts.ucla.edu](mailto:vmarks@arts.ucla.edu)).**

3. *FACULTY SUPERVISOR*: This is the WAC/D faculty member 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 directly supervises their TA(s); they meet regularly with the TA and provide observations and evaluations of the TA’s performance of their responsibilities. This faculty member may provide professional development and letters of recommendation for the TA’s future teaching opportunities.

4. *GRADUATE COUNSELOR (aka Student Affairs Officer)*: The Student Affairs Officer (SAO), on staff in the department, serves as graduate counselor on administrative matters in consultation with the Vice Chair of Graduate Affairs and the student’s academic faculty advisor, they assist 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. **The current WACD SAO/Graduate Counselor is Megan Taylor ([m.taylor@arts.ucla.edu](mailto:m.taylor@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. **The WACD Vice Chair of Graduate Affairs for the 2021-2022 academic year is Professor Anurima Banerji ([anurima@arts.ucla.edu](mailto:anurima@arts.ucla.edu)).**

6. *GRADUATE STUDENT ACADEMIC FACULTY ADVISOR*: Each graduate student is assigned an academic advisor in his/her/their degree program. Advisors work primarily as MA/PhD or MFA ladder faculty members in the department. The 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/their study in the department. Quarterly advisement meeting 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 convene 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.

For a complete WACD faculty/staff contact list, please visit <http://www.wacd.ucla.edu/faculty> and <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 orders, go to <http://ucla.verbacollect.com>. New users should click the Reset My Password link beneath the Login button to set up an account. You should receive an email that includes a personal login link (as well as a link that allows you to create your own password). Once you are logged in, you can access video tutorials (located in the Help drop-down menu at the top of the page) 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 be listed before WLDART 2 since it begins with a one. If you have any questions or problems, please contact the UCLA Textbook Store's Assistant Manager, Jane Baskin at [jbaskin@asucla.ucla.edu](mailto:jbaskin@asucla.ucla.edu), or send a message to [ackerman@asucla.ucla.edu](mailto:ackerman@asucla.ucla.edu).

2. *Use of the copy machine in the department's mailroom:* At the beginning of the first quarter of each student's TAs hip for the year, TAs and GSRs will receive a code to log into the photocopy/scanning 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. *Use the course site to distribute documents when possible:* In an effort to reduce paper usage (and to promote environmental sustainability), we suggest printing a single copy of your materials, scanning them, and uploading them to your CCLE or Canvas course site as PDFs. This is especially important if you will be copying more than 2-3 pages, and/or if you are making copies for a large class. NOTE: If the faculty supervisors ask that you make copies of entire chapters or essays for a course reading, scan the reading and upload it to the CCLE or Canvas course site as a PDF. Do not make additional copies for the students in the course.
- b. *Number of Conservation:* Making fewer than 10 copies of a 2- to 3-page document is acceptable, but TAs should still post a copy of the document to their course site.
- c. *Double-sided copying is preferable.*
- d. *Additional functions:* Along with collating function, there is a staple function in the machine if TAs want their documents stapled as they are copying.

3. *Use of the printers 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, we recommend using these printers sparingly. Graduate students are urged to take advantage of free on-campus printing services: these include the 250 pages of free printing provided year-round (including the summer) at the Graduate Writing Center (<http://gsrc.ucla.edu/gwc/>), as well as the limited free printing offered during the Fall, Winter, and Spring quarters at the UCLA Community Programs Office (<http://www.cpo.ucla.edu/cpo/>).

4. *Setting up a CCLE or Canvas course site:* To set up a CCLE or Canvas site, which you can use to upload course documents, post resources, etc., follow these steps:

- Email [support@arts.ucla.edu](mailto:support@arts.ucla.edu); title the subject line *Request for [Course Number] course site*. 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.
- The Support desk will reply to your email by assigning you a ticket number for your request.
- 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. (To that end, 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, the instructor of record will have to make the request.

## VI. RESOURCES

As you TA, you may find the following resources useful:

1. *Pedagogical Development*: The Center for the Advancement of Teaching (CAT) 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 CAT. <https://www.teaching.ucla.edu>
2. *The UCLA Graduate Writing Center*: The Center is an excellent resource on writing questions, issues regarding academic writing pedagogy, thesis/dissertation writing, and workshops. <http://gsrc.ucla.edu/gwc/>
3. *Audio Visual Service*: 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. <https://www.teaching.ucla.edu/avs>  
*(Note: You may also access WACD's audio/visual equipment by signing out video adaptors and remotes for from the main office; projectors, recorders, or cameras from the department's Video Lab Manager; or microphones and other sound equipment from the department's Sound Engineer. If possible, place requests several days in advance.) See <https://www.wacd.ucla.edu/people/staff> for contact information for the Sound Engineer and Video Lab Manager.*
4. *Instructional Media Lab*: 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. The lab is located at 270 Powell Library; to make a request or for more information, email [medialab@ucla.edu](mailto:medialab@ucla.edu) or call (310) 206-1211. <https://www.teaching.ucla.edu/imlab>
5. *Center for Accessible Education (CAE)*: Main Office (310) 825-1501 / Proctoring Office (310) 825-2651 The CAE offers academic 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. For further information, call the CAE's main office at (310) 825-1501, or their proctoring office at (310) 825-2651. <http://www.cae.ucla.edu/>
6. *UCLA Office of the Dean of Students*: 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. For more information on these and related topics, consult the UCLA Student Conduct Code at <https://www.deanofstudents.ucla.edu/studentconductcode>.
7. *VAPAE (Visual and Performance Arts Education Minor)*: If you are interested in deepening or broadening your teaching experience, consider reaching out to the Visual and Performance Arts Minor and inquire about teaching opportunities in this program. Several WACD graduate students have taught workshops and courses through VAPAE. <http://vapae.arts.ucla.edu/>
8. *UCLA Office of Equity, Diversity, and Inclusion*: This office aims to cultivate a working and learning environment of equality at UCLA. The website has resources about immigration policy changes, implicit bias, stereotype threat, inclusion strategies, and confronting bias. <https://equity.ucla.edu/>

## VII. DESCRIPTIONS OF TEACHING ASSIGNMENTS AND TEMPLATES

*Note: As stated in this manual's introduction, TA-ship assignments are dependent on the curricular and faculty needs of the department. The following assignments are given as examples only. For more information on selection criteria, see Part I, section 2 of the manual.*

A. TA Assignments - General Templates

B. TA Responsibilities - Examples and Sample Templates

C. Contract Documents - Samples

- Letter of Appointment (ASE template)
- Letters of Assignment (2 examples)
- Statement of Understanding (ASE template)

## A. TA Assignments – General Templates

\*

### *TEACHING ASSISTANT FOR LECTURE COURSES – Faculty-taught*

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.) The TA:

- Attends class sessions; takes notes.
- Takes roll (if applicable).
- Arranges for technical and/or staff support for the instructor.
- Operates A-V equipment and/or other field-based research equipment (if applicable).
- Researches, obtains, and prepares materials for the instructor.
- 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.
- Grades assignments and evaluates exams or projects (Faculty Supervisor will provide guidance and training in evaluative rubric).
- If applicable, conducts section meetings. Leads discussions based on agreed upon topic, e.g., class lectures or assignments; develops additional TA-taught activities.
- If the course does not have separate section meetings, works with Faculty Supervisor to prepare 1-2 TA-taught class sessions.
- Schedules meetings with Faculty Supervisor [and other course TAs if applicable] to discuss course content, assignments, student progress, questions, and other needs.
- In consultation with the Faculty Supervisor, makes a schedule to complete the work assigned to TA.
- Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc.).

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

**Courses that may require a Teaching Assistant(s) include, but are not limited to:** WL ARTS 1: Introduction to World Arts and Cultures; DANCE 1: Global Perspectives on Dance; WL ARTS 20: Introduction to Cultural Studies; WL ARTS 22: Introduction to American Folklore Studies; WL ARTS 33: Tribal Worldviews; WL ARTS 51W: Psychics, Aliens, & Ghosts; DANCE 44: World Dance Histories; DANCE 45: Introduction to Dance Studies; WL ARTS 100A/B: Art as Social Action/Art as Moral Action; DANCE 101: Theories of Performance; WL ARTS 104: Theories of Representations.

*TEACHING ASSISTANT FOR LECTURE COURSES – TA-taught*

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:

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

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

**Sample courses that may require a Teaching Assistant(s) include but are not limited to:** WL ARTS 2: Lower Division Seminar (variable topics); WL ARTS C120: Selected Topics in Cultural Studies; DANCE C145: Selected Topics in Dance Studies; DANCE 159: Movement Theories; WL ARTS 174A: Projects in WAC.

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

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). The TA:

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

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

**Sample courses that may require a Teaching Assistant(s) include but are not limited to:** DANCE 6: Beginning West African Dance; DANCE 9: Beginning Hip-Hop Dance; DANCE 10: Beginning Martial Arts; DANCE 11: Beginning Yoga; DANCE 12: Beginning Special Topics in Movement Practice; DANCE 13: Beginning Ballet; DANCE 15: Beginning Modern/Postmodern Dance; WL ARTS 80: Video Tools and Techniques.

### *TEACHING ASSISTANT FOR IMPROVISATION AND COMPOSITION COURSES – TA-taught*

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 intended to help students develop movement skills/techniques, a movement-based creative practice, and an understanding/appreciation of dance making as both 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). The TA:

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

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

**Sample courses that may require a Teaching Assistant(s) include but are not limited to:** DANCE 16: Beginning Improvisation in Dance; DANCE 67A: Theories and Methods in Dance Composition I: Languages\*; DANCE 67B: Theories and Methods in Dance Composition II: Processes\*.

(Note: DANCE 67A/B may be faculty-taught but require a TA. Responsibilities would be similar to those listed on page 20.)

### *TEACHING ASSISTANTS FOR WL ARTS 186A/B: SENIOR PROJECTS – Faculty-taught*

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.) The TA:

- Assists instructor with submitting book, course reader, 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.
- Attends each normally scheduled class session and/or rehearsals, notes student attendance as per class requirements.
- Maintains student attendance and grade information.
- 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.
- Assists instructor with locating appropriate faculty mentors for students.
- Establishes office hours; i.e., meets regularly with students outside of class time for various study sessions, projectresearch, or rehearsals.
- Assists with documentation during field research session (photography, audio and video recording) and with videoediting.
- Assists the instructor in the preparation of all written materials completed for class distribution and for compiling the final written and oral projects.
- 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.
- If the TA wishes, they may prepare and address the class on topics agreed upon by the instructor.
- Completes Waiver of Liability/Release forms as needed for required activities outside the classroom.
- Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc.).

Each TA and Faculty Supervisor must develop individualized responsibilities specific to the course assigned. (*See also PART II, #4 on Workload Guidelines.*)



### *PRODUCTION TEACHING ASSISTANT (DANCE 70/170)*

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:

- 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.
- Works with production staff and faculty in assigning WL ARTS 70/170 students to various production projects.
- Supervises assigned students who will be assisting with production projects.
- Works effectively with production staff as needed in creating a positive and safe learning environment for the student.
- Provides students with feedback/assessment of progress at regular intervals throughout the quarter; maintains records of student's work.
- Consults with the Faculty Supervisor and/or production staff regarding evaluation of students' work in the course.
- Assists the staff as needed in departmental productions/events without supervision (if workload permits).
- Exhibits professionalism (as demonstrated by conduct/appearance/time management, etc.).

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

*VIDEO LAB TEACHING ASSISTANT: WL ARTS C180/C280 – Faculty-taught*

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’Loughlen (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:

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

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

## B. TA Responsibilities - Examples and Templates

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### *MENU OF TA/FACULTY SUPERVISOR DUTIES AND RESPONSIBILITIES*

The following prompts are intended to help TAs and their Faculty Supervisors develop a set of duties and responsibilities. They are to be used as a guideline; they can be augmented or amended as needed.

1. All TAs assume the following general responsibilities:

- Selecting and developing (or helping select/develop) course content, assignments/requirements
- Developing (or helping develop) evaluative and grading rubrics
- Determining (or helping determine) a developmentally appropriate level of course content
- Reviewing course objectives, content, activities/requirements, evaluative and grading criteria for clarity and do-ability
- Honing and executing effective teaching strategies and classroom management skills
- Addressing different levels of students' skills and learning abilities
- Addressing individual students' needs/issues
- Maintaining professionalism in conduct (managing office hours, disturbed students, problems in assignments)
- Making effective use of university resources (e.g., Center for the Advancement of Teaching, media library, Academic Advancement Program, building facilities manager, etc.)

2. TAs assisting a faculty-taught course assume the following responsibilities:

- Attending class sessions, taking notes, maintaining professionalism in classroom conduct
- Taking attendance
- Grading assignments; evaluating exams/projects
  - *(To consider: What kind of preparations/training will TA have to ensure accuracy/consistency in evaluating and grading assignments? Will the TA develop evaluative/grading rubric, or will instructor have the system in place? How many assignments? What kinds of assignments?)*
- Offering and holding individual meetings (office hours) with students
  - *(To consider: When will these meetings be offered? How should students schedule a meeting? What is the intended focus of these meetings – assistance with paper drafts, one-on-one help with exam preparation, feedback on class participation, etc.?)*
- In section meetings, leading discussions based on class lectures, assignments, or other relevant topics
- In section meetings, enhancing lecture/assignment material with deeper exploration of related topics
- Researching and obtaining educational materials with (and sometimes for) the instructor
- Arranging technical and/or staff support for the instructor
- Operating A/V equipment and/or other field-based research equipment
- Making a schedule to complete required support work in consultation with the faculty
- Preparing 1-2 TA-led class sessions
- Meeting with Faculty Supervisor (to discuss class preparations, review, etc.)
  - *(To consider: Will these meetings be held regularly? If so, how often? How long will each meeting be?)*

3. TAs teaching a course assume the following responsibilities:

- Meeting with Faculty Supervisor to review course objectives, content, materials, teaching methodologies, evaluative and grading criteria and rubric
- Preparing syllabus for course, to be approved by the Faculty Supervisor
- Teaching course content that is developmentally appropriate, maintains effective pacing and progression
- In practice/studio courses, grounding the work with ample contextual/historical information
- Working effectively with staff as needed (tech support, musicians, etc.) to support instruction
- Offering and holding office hours with students
  - *(To consider: When will these meetings be offered? How should students schedule a meeting? What is the intended focus of these meetings – assistance with paper drafts, one-on-one help with exam preparation, feedback on class participation, etc.?)*
- Maintaining records of students' work

- Providing feedback/assessment of progress of students at regular intervals throughout the quarter, including a mid-quarter check-in with students for timely feedback.
- Evaluating and grading students' work in consultation with the Faculty Supervisor
- Entering final grades into Gradebook (via MyUCLA) for approval/submission by Faculty Supervisor
- Meeting with Faculty Supervisor (to discuss class preparations, review, etc.)
  - *(To consider: At a minimum, the TA and their Faculty Supervisor should meet once before the beginning of the quarter [at least two weeks in advance], once during Week 3, and once during week 7 or 8. These meetings are designed to help both parties evaluate the class' development as the quarter progresses.)*
- Schedule a time for the Faculty Supervisor and/or TAC to observe class session to provide feedback; OR provide a video (with students' consent) for review by the faculty member and/or TAC.

In all cases, TAs and their Faculty Supervisors should remain mindful of their appointment percentage (e.g., 25% time, 50% time) to avoid exceeding the contractually appropriate weekly workload.

Below is an example of an individualized set of TA responsibilities and duties (in this case, for a faculty-led course):

<p><i>WL ARTS 1: Introduction to World Arts and Cultures (Fall 2004)</i>  <i>TA Responsibilities/Duties:</i></p>
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Take attendance and keep records of student participation and work on a regular basis.</li> <li>4. Meet regularly with WL ARTS 1 faculty and TAs to discuss course material, student work, and other related components of the class.</li> <li>5. Assist faculty in compiling resource materials and/or follow-up on guests as needed (e.g., Reader, video viewing lists, events, etc.).</li> <li>6. Participate in class sessions in various capacities (e.g., panelist, lecture/activity, moderator, etc.), as determined between the faculty supervisor and TA.</li> <li>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.</li> <li>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.</li> </ol>

## C. Contract Documents – Samples

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

September 1, 2021

Jean Doe  
12345 Elm Street  
Anywhere, CA 90000

Dear Jean:

Congratulations! The Department of World Arts and Cultures / Dance has selected you for a Teaching [Assistant/Associate/Fellow] Position for the **Fall Quarter**. Your appointment will commence on **October 15<sup>th</sup>, 2021** and will end on **December 15<sup>th</sup>, 2021**. Instruction begins on **October 20<sup>th</sup>, 2021**.

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:  
<https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>

Based upon your **25% FTE**, your salary for the quarter will be **\$5000.00** (before taxes).<sup>\*</sup> 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 **October 1<sup>st</sup>, 2021**. 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: <https://www.teaching.ucla.edu/top>.

If you have questions regarding your appointment, please contact Megan Taylor at (310) 206-5467, or email her at [m.taylor@arts.ucla.edu](mailto:m.taylor@arts.ucla.edu).

Again, congratulations.

Angelia Leung, Chair

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<sup>\*</sup>Actual salary rates vary; consult <https://grad.ucla.edu/funding/working-at-ucla/academic-apprentice-salary-scales/> for more information.

*SAMPLE: TA ASSIGNMENT NOTIFICATION LETTER (ASE template)*  
*(Example 1: TA for Faculty-Taught Course)*

September 1, 2021

Jean Doe  
12345 Elm Street  
Anywhere, CA 90000

Dear Jean:

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: **Fall 2021**  
Rank: **Teaching Assistant**  
Appt %: **50%**  
Course: **DANCE 1: Global Perspectives of Dance**  
Class time & location: **M/W, 10:00am – 11:50pm, Kaufman 200**  
Section (if applicable): **Tu, 10:00 am – 10:50am, Kaufman 153**  
Lecture (if applicable): -

Your faculty supervisor will be:

Professor: **Jane Smith**  
Email address: **jsmith@ucla.edu**  
Phone number: **(310) 555-4321**

Your duties are described below: You will be expected to assist faculty with preparations for the course (e.g., copying, preparing materials, A/V 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, 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.

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

Sincerely,

Angelia Leung, Chair

**SAMPLE: TA ASSIGNMENT NOTIFICATION LETTER (ASE template)**  
*(Example 1: TA for Faculty-Taught Course)*

September 1, 2021

Jean Doe  
12345 Elm Street  
Anywhere, CA 90000

Dear Jean:

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: **Fall 2021**  
Rank: **Teaching Assistant**  
Appt %: **25%**  
Course: **DANCE 13: Beginning Ballet**  
Class time & location: **M/W, 10:00am – 11:20pm, Kaufman 1000**  
Section (if applicable): -  
Lecture (if applicable): -

Your faculty supervisor will be:

Professor: **Jane Smith**  
Email address: **jsmith@ucla.edu**  
Phone number: **(310) 555-4321**

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.**

*(continues)*

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, 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.

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

Sincerely,

Angelia Leung,

Chair

cc: Jane Smith



*SAMPLE: STATEMENT OF UNDERSTANDING (ASE template)*

Below is the first page of the ASE Statement of Understanding for the 2021-2022 academic year. The full document can be accessed here: <https://grad.ucla.edu/gss/appm/feeremission.pdf>

## STATEMENT OF UNDERSTANDING

UCLA Academic Apprentice Personnel Fee Remission Benefits For 2021-2022

Congratulations on receiving an academic apprentice appointment at UCLA! Academic apprentice titles are intended to provide qualified students with relevant training experience for academic and academic-related careers in teaching and research. Apprentice personnel in the research series (i.e., Graduate Student Researchers - Job Code 003276) are regarded primarily as students being professionally trained. However, students employed in the following title codes are also regarded as employees and are known as Academic Student Employees (ASE):

ACADEMIC STUDENT EMPLOYEE (ASE) PERSONNEL JOB CODE							
Reader	002850	Remedial Tutor I	002288	Tutor	002860	Teaching Associate	001506
Special Reader	002852	Remedial Tutor II	002289	Teaching Assistant	002310	Teaching Fellow	002300

ASEs are represented by the International Union, United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW). The collectively negotiated agreement between the Regents of the University of California and UAW (UAW Contract) covers ASE policies, rights, terms of employment, benefits, and grievances. For more information, visit <http://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>. The intent of this Statement of Understanding is to outline those benefits and corresponding eligibility requirements provided to ASEs in the UAW Contract. In the event a discrepancy exists between the benefits and eligibility requirements provided included in this form and the UAW Contract, the UAW Contract takes precedence.

Please read carefully through the following information pertaining to eligibility criteria and benefit entitlement. **You must also sign and date the back and return the form to your departmental apprentice personnel officer.** If you have any questions regarding these policies, contact your academic advisor or hiring department. For any additional inquiries contact Graduate Fellowships and Financial Services at [gdsupport@grad.ucla.edu](mailto:gdsupport@grad.ucla.edu).

The following table summarizes the benefits and the requirements necessary to qualify for and maintain these benefits:

**Quarterly Based Fee Remissions**

Appointment	Benefit	Quarter's Estimated Value	GPA	Units	Maximum Number of Quarters as Academic Apprentice Personnel	Percent of Time
Graduate Student Researcher (GSR)	Health Insurance (100%) (non-refundable if student waives UC-SHIP)	\$1,573.37	3.0	12	No limit	Greater than or equal to 25%
GSR	Fee Remission 1 (100% of Tuition)	\$3,814.00	3.0	12	No limit	Greater than or equal to 25%
GSR	Fee Remission 2 (100% of Student Services Fee)	\$376.00	3.0	12	No limit	Greater than or equal to 25%
GSR	Nonresident Supplemental Tuition (NRST) Remission  (For U.S. Citizens and Permanent Residents, should only apply within their first year of graduate study at UCLA)	\$5,034.00	3.0	12	No limit	<i>Greater than or equal to 45%GSR only (does not apply to a combination of ASE + GSR positions)</i>
Academic Student Employee (ASE)	Health Insurance (100%) (non-refundable if a student waives UC SHIP)	\$1,573.37	3.0	12	12 academic quarters and, by exception once ATC, no more than 18 academic quarters of ASE series titles	Greater than or equal to 25%

For full details regarding fee remission, benefits, and related topics, read the full ASE Statement of Understanding at <https://grad.ucla.edu/gss/appm/feeremission.pdf>

## VIII. SUPPLEMENTARY MATERIALS

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### A. SAMPLE: WACD TA 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**  
**Megan Taylor, Student Affairs Office**  
**Suite 148, Kaufman Hall**  
**[m.taylor@arts.ucla.edu](mailto:m.taylor@arts.ucla.edu)**

*(continues)*

**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 (2021)

Winter (2022)

Spring (2022)

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

**APPLICATION DUE DATE: TBD**  
**Megan Taylor, Student Affairs Office**  
**Suite 148, Kaufman Hall**  
[m.taylor@arts.ucla.edu](mailto:m.taylor@arts.ucla.edu)

*B. GENERAL FORMAT FOR COURSE SYLLABUS*

*Course syllabi should include all the following information, in this sequence:*

Header information:

- 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 and objectives (or learning outcomes)

Course requirements:

- Student expectations (attendance, types of assignments, electronics policy, etc.)
- Texts or other materials required or recommended
- Evaluative criteria/grading scale (with rubrics that explicate grading criteria)

Schedule of Weekly or Bi-weekly material

- 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 another kind of feedback method to keep students abreast of their progress)

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

Background info on the subject matter (optional; could be provided as a separate handout)

Other **mandatory** information:

- Disability accommodations
- Academic Integrity policies
- Health/Safety Screening/first aid info (if studio/practice class; see item C on next page)
- Dress code, safety protocol, etc. (if studio/practice class)

Optional information (consider including): List of campus resources for students (see item E on next pages)

### C. HEALTH/SAFETY INFORMATION FOR PRACTICE CLASSES

*(This text should be included verbatim in your syllabi, especially for studio/practice courses:)*

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 your 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

UCLA’s Insurance and Risk Management Office (IRM) requires faculty, staff, and students to complete liability waivers before participating in a range of on- and/or off-campus activities. Below is an example of one such waiver (for campus facilities use):

UNIVERSITY OF CALIFORNIA,

**Waiver of Liability, Assumption of Risk, and Indemnity Agreement**

**Waiver:** In consideration for permission to use, today and on all future dates, the property, facilities, staff, equipment, classes, transportation, and services of the facility listed below (“The Facility”), I, for myself, heirs, personal representatives, and assigns, **do hereby release, waive, discharge, and promise not to sue** The Regents of the University of California, its directors, officers, employees, and agents (“The University”), from liability **from any and all claims, including the negligence of The University**, resulting in personal injury (including death), accidents or illnesses, and property loss, in connection with my use of The Facility and any associated use of University premises and facilities.

**FACILITY:**

**Assumption of Risks:** Physical activity carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injury. The specific risks vary from one activity to another, but the risks range from 1) minor injuries such as scratches, bruises, and sprains, to 2) major injuries such as eye injury, joint or bone injuries, heart attacks, and concussions, to 3) catastrophic injuries such as paralysis and death.

**Indemnification and Hold Harmless:** I also agree to indemnify and hold The University harmless from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney’s fees, arising out of my use of The Facility, and to reimburse it for any such expenses incurred.

**Severability:** I further agree that this Waiver of Liability, Assumption of Risk, and Indemnity Agreement is intended to be as broad and inclusive as permitted by law, and that if any portion is held invalid the remaining portions will continue to have full legal force and effect.

**Governing Law and Jurisdiction:** This Agreement shall be governed by the laws of the State of California, and any disputes arising out of or in connection with this Agreement shall be under the exclusive jurisdiction of the Courts of the State of California.

**Acknowledgment of Understanding:** I have read this Waiver of Liability, Assumption of Risk, and Indemnity Agreement, fully understand its terms, and **understand that I am giving up substantial rights, including my right to sue.** I confirm that I am signing the agreement freely and voluntarily, and **intend my signature to be a complete and unconditional release of all liability** to the greatest extent allowed by law.

\_\_\_\_\_  
Participant Name (print)

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

I, the parent/legal guardian of the Participant, hereby agree to the above on behalf of the Participant.

\_\_\_\_\_  
Parent/Guardian Name (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

FORM FC17  
Rev. 3/17

Waivers fall under different categories. Some are **required** (i.e., for activities or field trips that an individual must take in order to pass a required class); others are **voluntary** (i.e., activities which an individual pursues on the basis of their own will—e.g., activities that are part of elective classes, or other activities such as field trips, outreach, recruitment, camps, sports, etc.). Specific facilities or classes may demand their own waivers; such documents are classified as **‘other’** in IRM’s scheme. **Group activities** that fall under one or more of these categories require their own waivers, which must be completed in conjunction with a Required, Voluntary, or Other waiver. If you are not sure which form to use, contact our Building Manager, Arsenio Apillanes ([arsenioa@arts.ucla.edu](mailto:arsenioa@arts.ucla.edu)) for assistance. Also visit IRM’s website for more information (and for electronic copies of all waivers): <https://www.irm.ucla.edu/general-liability/liability-waivers>.

## E. LIST OF RESOURCES AND INFORMATION FOR STUDENTS

- **Academic Achievement Program:** AAP advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society. Learn more at <https://www.aap.ucla.edu/>
- **Academics in the Commons at Covell Commons:** free workshops on a wide variety of issues related to academic and personal success. Learn more at <https://reslife.ucla.edu/academics/>
- **Bruin Resource Center:** Includes services for transfer students, undocumented students, veterans, and students with dependents. Learn more at <https://brc.ucla.edu/>
- **Campus Library Instructional Computing Commons (CLICC):** offers technology and support for UCLA students. Services include laptop lending, printing, study room reservations, computer stations, and instructional software. Learn more at: <https://www.library.ucla.edu/clicc>
- **Career Center:** Tools for helping you discover your professional strengths and get connected with career counseling, internships, and job opportunities. Learn more at <https://career.ucla.edu/>
- **Center for Accessible Education:** A255 Murphy Hall, (310) 825-1501, TDD (310) 206-6083, <https://cae.ucla.edu/>
- **Counseling and Psychological Services:** Crisis counseling available by phone 24 hours a day, 7 days a week; emergency intervention, individual counseling and psychotherapy, group therapy, psychiatric evaluation and treatment; campus mental health resources. Many services are free or low cost to students. Learn more at (310) 825-0768 or <https://counseling.ucla.edu/>
- **Dashew Center for International Students and Scholars:** 106 Bradley Hall, (310) 825-1681. Learn more at <https://internationalcenter.ucla.edu/>
- **Dean of Students Office:** 1206 Murphy Hall, (310) 825-3871
- **Fitwell:** wellness, exercise instruction, and nutrition for UCLA students. Learn more at: <https://fitwell.recreation.ucla.edu/>
- **LGBTQ Campus Resource Center:** education and advocacy services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment for UCLA's LGBTQ community. Located in the Student Activities Center, Room B36, (310) 206-3628. Learn more at <https://lgbtq.ucla.edu/>
- **Library:** Get research help, find study spaces, attend workshops, rent a laptop, and more! Learn more at <https://www.library.ucla.edu/>
- **Students in Crisis:** From the Office of the Dean of Students, also known as the "Red Folder." This tool is intended to provide you with quick access to important resources for assisting students in need.
- **Student Legal Services:** provides confidential legal counseling and assistance regarding a wide range of legal issues to all currently registered and enrolled UCLA students. Located in A239 Murphy Hall, (310) 825-9834. Learn more at <https://www.studentlegal.ucla.edu/>
- **Undergraduate Writing Center:** Get help with writing projects. Drop-in and pre-scheduled appointments with Peer Learning Facilitators (PLFs). Learn more at: <https://uwc.ucla.edu/>
- **Undergraduate Research Portal:** helps students and faculty connect over research opportunities. It's available under the Academics tab on MyUCLA.

*F. SHORT TERM LEAVE REQUEST FORM*

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

Date:  
Memo to: Angelia Leung, Chair,  
WACDFrom:  
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)



*G. DESK COPY REQUEST LETTER*

UCLA Department of World Arts and Cultures / Dance

**[Name of Publisher]**  
**[Street address]**  
**[City, State, Country, ZIP Code]**

**[Current date]**

Dear Sir/Madam:

A title from your catalog has been adopted as required reading in my course: **[Course number; course title]**. The course begins on **[date]** and has an approximate enrollment of **[number]** students.

Book title:  
Author:  
ISBN #:

Please mail a desk copy of this book to:

**[Name of TA]**  
UCLA Department of World Arts and Cultures / Dance  
120 Westwood Plaza, Suite 150  
Box 951608  
Los Angeles, CA 90095-1608

Thank you,  
**[Signature]**  
**[Name of TA]**

H. TA TIMETABLE/CHECKLIST

	WHEN:	WHAT:
<b>General Requirements</b>	<p>Fall Quarter, week 0</p> <p>Fall Quarter</p> <p>Spring Quarter</p>	<p>Campus-wide Teaching Assistant Conference WACD TA/GSR Orientation Meeting/Workshop</p> <p>WL ARTS 495: TA Seminar (<b>mandatory</b> for first-time TA appointees)</p> <p>WL ARTS 496: Teacher Preparation in World Arts and Cultures / Dance</p>
<b>Specific Requirements</b>	<p>January</p> <p>Late spring quarter / early summer</p> <p>Quarter preceding TA assignment</p> <p>2 – 4 weeks prior to instruction</p> <p>One week prior to instruction</p> <p>During the quarter</p>	<p>Intra-departmental applications for funding/TAships due (review TA handbook for criteria, etc.)</p> <p>Notification of appointment(s) and/or funding for academic year</p> <p>Notification of appointment, course assignment, and Faculty Supervisor</p> <p>Review WACD TA Handbook regarding rights, responsibilities, etc.</p> <p>Discuss/plan course expectations, responsibilities, etc. with Faculty Supervisor</p> <p><i>For TA-taught course assignments:</i> Submit draft of course syllabus to Faculty Supervisor and TA Faculty Advisor; utilize feedback to finalize syllabus</p> <p>Meet with Faculty Advisor in person to finalize course responsibilities / meeting schedule; complete and file individualized/course-specific TA responsibilities; submit list of responsibilities to SAO and TA Faculty Advisor</p> <p>If needed, seek guidance/training re: course administration (e.g., MyUCLA, CCLE, Canvas, grading rubrics, etc.)</p> <p><i>For faculty-taught course assignments:</i> Meet with Faculty Advisor to discuss student progress, course developments, etc.</p> <p><i>For TA-taught course assignments (and if applicable for faculty-taught course assignments):</i> Meet with Faculty Advisor to discuss student progress, course developments, etc.</p> <p style="text-align: right;"><i>(continues)</i></p>

	<p>Week 10 of quarter</p> <p>Week 10 or Finals Week of quarter</p>	<p>Request class observations visits during Week 3 (Faculty Supervisor) and Weeks 7 or 8 (Faculty Supervisor and/or TAC)</p> <p>Remind students to complete teaching evaluations</p> <p>Review and finalize evaluations/grades for student work with Faculty Supervisor (and TAC, if desired)</p> <p>Ensure TA Observation/Evaluation Form has been completed and filed with SAO (due by end of Finals Week)</p>
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