

# **Teaching Assistant & Supervisor Handbook**

University of Georgia, College of Engineering

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**Section 1:**  
**Creating a Productive and Fulfilling Work**  
**Experience as a Teaching Assistant**

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

### **1.a. Best practices for interacting with your supervisor**

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

Many course supervisors meet with their TAs during the first week of the semester or before classes begin to discuss their expectations. This conversation is a good opportunity to begin developing a good relationship with the faculty member in charge of your class and establish clear and straightforward ways of communicating. **Good communication is extremely important** - many problems are often the result of miscommunication or too little communication. The list of questions in [Section 1.b](#) below can help you have a productive conversation.

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

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

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

## 1.b. Questions to ask your supervisor during your first meeting

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

## 1.c. Handling common classroom conflicts and scenarios

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

It is best practice to be upfront with your supervisor about your level of knowledge. It is the supervisor's job to create a role for you within the course. If you are unable to meet the expectations of that role due to lack of knowledge, ask your supervisor if they would be able to instruct or advise you about how to carry out the task. If this is not possible, the course supervisor should consider a different approach to your role within the course. If you are assigned a task that is beyond your time commitment, refer to [Section 3.a. Memo of Understanding](#) and use this document to initiate a conversation about the agreed upon time commitment.

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

You are not required to work more than your contracted hours defined in your offer letter, though you and your supervisor may plan for you to work more hours in some weeks and fewer hours in

others. Reference the [Memo of Understanding \(Section 3.a\)](#) agreements that were originally created with your supervisor, and make sure you and your supervisor understand where any extra time worked will be accounted for via fewer work hours in other weeks. Tracking your hours worked is essential to effectively navigating these conversations.

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

Reference the [Memo of Understanding \(Section 3.a\)](#) agreements that were originally created with your supervisors. Consider having a joint initial meeting wherein your multiple supervisors converse with one another about how to split your contracted number of hours.

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

Reference the [Memo of Understanding \(Section 3.a\)](#) agreements that was originally created with your supervisor. Ask your supervisor if they would like to amend your other duties in order to allot more time for grading.

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

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

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

According to UGA's teaching assistant handbook, all suspicions of academic dishonesty must be reported. Discuss with your course supervisor to determine who must fill out the report. In the event that the TA was the one who must fill out the report, make sure to thoroughly document the situation.

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

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

*How do I order lab materials/supplies?*

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

*How do I copy/print materials for class?*

All TA's receive an email with their copier code. It is best practice to test working with a copier before the first day of the course to ensure that you would be familiar with its use. You can print from any Driftmier computer, and TAs are a limited number of pages for printing each semester.

Any further questions can be directed to the College of Engineering Office of Information Technology (OIT), and the email is listed in [Section 3.c. Important Contacts](#).

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

Your first line of action is to contact your School Chair **as soon as possible** (i.e., as soon as you receive your assignment) to see if another course may be a better fit. If this is not possible, be up front with your supervisor about your limitations. It is then up to the supervisor to consider how your role would function in that course and provide you with appropriate resources. However, you are not expected to exceed your contracted hours to study these resources.

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

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

#### **1.d. Resolving conflicts with your supervisor**

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

You can also contact the College of Engineering's Office of Human Resources (see [Section 3.c. Important Contacts](#) for contact information) for advice on interpersonal conflicts with your supervisor. The Office of Human Resources can act as an unaffiliated third party in listening to and helping to resolve interpersonal issues. Please note that the Office of Human Resources is required to report cases of discrimination, harassment, or other illegal activity to the proper authorities. Additionally, if you suspect you are experiencing an Employee Relations issue (e.g., pay issues, maltreatment, discrimination, or harassment), please contact the Office of Human Resources as soon as possible.

If, for whatever reason, a discussion with your supervisor does not solve the issue at hand, the issue can be escalated according to the chain of escalation in the figure below. The problem may first be escalated to the School Chair who signed the TA's offer letter. If the problem cannot be resolved at this stage, the TA then has the right to bring the issue to the attention of the Associate Dean of Academic Affairs (or Assistant Dean, if there is no Associate Dean), the Dean of the College, and finally the Graduate School, in that order. If you are unsure which faculty member fills any of these roles, you can find this information on the College of Engineering website and Graduate Student Handbook. Escalation should be performed via an email from the escalating party to the relevant individual. The escalating party should inquire with the parties they contact regarding the confidentiality of communication, rather than assuming they will be confidential.



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



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

## **2.a. Introduction**

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

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

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

## **2.b. Supervision of Teaching Assistants**

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

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

### ***2.b.i. Defining TA Tasks and Schedules***

#### ***Tasks and Responsibilities***

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

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

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

### *Job Descriptions*

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

#### Example TA Job Description

**Job Title:** Teaching Assistant, Biochemical Engineering

**Reports to:** Professor John Doe

**Duties:** The TA will...

- Arrive early to class to ( approximately 15 mins) to make sure all materials are ready
- Set up the classroom (turn on computers, equipment, etc.)
- Grade homework, quizzes, and exams (if needed)
- Hold office hours at scheduled times to counsel and tutor students
- Maintain class roll and attendance
- Monitor quizzes and exams
- Publish grades weekly
- Perform other duties as assigned
- Notify the instructor in advance if she/he cannot be present
- Post a notice in advance if he/she cannot keep scheduled office hours (notice will include time of rescheduled hours)

### *Working with your TA to plan and schedule responsibilities*

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

An important milestone for these conversations is the joint creation of a **Faculty-TA Memo of Understanding**. This document summarizes TA responsibilities for the full semester and estimates how much time TAs will spend on each responsibility. This document takes little time to complete, is crucial to help your TA understand the expectations of their position, and helps ensure that the amount of work expected of your TA aligns with the amount of time for which they have been hired. See [Section 3.a. Memo of Understanding](#) for a worksheet you can use to complete this document with relative ease.

Another useful tool to help your TA plan their time commitments throughout the semester is a **week-by-week scheduling table**. This document builds upon the course schedule/plan often provided to students as part of a course syllabus. In addition to providing a week-by-week overview of topics covered and assessments due, it provides estimates regarding how much time your TA will spend on different tasks each week. This document is especially helpful for TAs to know in advance which weeks may require them to commit extra hours, and which weeks may have less work than expected. See [Section 3.b. Example Week-by-Week Scheduling Table](#) for an example.

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

### *2.b.ii. Defining the Professional Relationship*

The professional relationship you share with your TA affects the quality of the TAs' performance and teaching as well as how much they care about their job. In some cases, a TA may view their assistantship as a form of financial aid for completing a graduate degree, and may invest only the minimum effort to meet the requirements of the role. If you instead present the TA position as important work that helps the student develop transferable professional skills, the TA will be more inclined to strive for excellence in their role.

Additionally, it is important to be aware of how the dynamic can change when the TA's supervisor and major professor are the same person. Under this condition, supervisors can know TAs personally; however, there can be an advantage to maintaining a professional distance between TAs and supervisors. Balancing the distance can be a challenge.

Teaching assistantships are often considered as a significant part of professional preparation and thus TAs are presented as a part of a teaching team or junior instructors-in-training by their

supervisors. In these circumstances, TAs are more likely to demonstrate a high degree of commitment to their work, strive for excellence for teaching, stay motivated, and thus be flexible in terms of working hours.

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

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

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

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

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

### *2.b.iii. Communication*

#### *Maintaining reliable and frequent lines of communication*

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

easier. Being aware of successful communication strategies can prepare you for potentially problematic situations that may arise. Equally important, successful communication can help prevent problems from occurring by establishing positive communication from the start.

### *Communication Hierarchy*

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

### *Communication Etiquette*

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

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

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

## **2.c. Providing support and resources for TAs**

### *2.c.i. Pre-Semester Meetings*

In [Section 1.a. Best practices for interacting with your supervisor](#), we have made suggestions to TAs for how to establish and maintain a good working relationship with their supervisor. In this section, we describe how you (the supervisor) can support this relationship and set your TA up for success before the semester starts. **All faculty supervisors are expected to meet with their TAs at least once prior to the semester starting** (or, if this is not possible, as soon as possible.)

Different faculty members approach working with TAs in different ways. Because of this, in [Section 1.b. Questions to ask your supervisor during your first meeting](#), we recommend to TAs that they ask several questions before the start of the semester to allow the TA to clearly understand what is expected of them in their role. As a supervisor, you are expected to provide clear answers to these questions or to provide a timeframe for doing so. For example, we appreciate that a detailed discussion of grading practices may be better suited to later on in the semester.

Use the pre-semester meeting to share your [job description \(Section 2.b\)](#) with your TA and to provide the information necessary for the TA to begin drafting their [Faculty-TA Memo of Understanding of TA Duties \(Section 3.a\)](#). Be sure to consider time to train the TA to complete certain tasks. For example, depending on the task, TAs may need to invest significant time to master different types of grading or teaching the first time they try a different approach. Be sure to allow for this time in the MoU.

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

### *2.c.ii. Regular Semester Meetings*

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

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

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

### *2.c.iii. Grading*

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

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

### ***2.c.iv. Teaching***

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

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

### **2.d. Conflict Resolution**

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

You can also contact the College of Engineering's Office of Human Resources (see [Section 3.c. Important Contacts](#) for contact information) for advice on interpersonal conflicts with your TA. The Office of Human Resources can act as an unaffiliated third party in listening to and helping to resolve interpersonal issues. Please note that the Office of Human Resources is required to report cases of discrimination, harassment, or other illegal activity to the proper authorities. Additionally, if you suspect you are experiencing an Employee Relations issue (e.g., pay issues, maltreatment, discrimination, or harassment), please contact the Office of Human Resources as soon as possible.

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





## **Section 3:**

# **Helpful Resources and Materials**

### 3.a. Faculty-TA Memo of Understanding

## Faculty-TA Memo of Understanding of TA Duties

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

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

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

### WEEKLY DUTIES

#### PREPARATION (hours/week)

*Presence at designated lectures*

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
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*Reviewing course material/content and relevant related material*

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

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

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
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*Meeting with course supervisor (or department-wide GTA meetings)*

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

#### TEACHING DUTIES (hours/week)

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

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

<input type="text"/> hours	x <input type="text"/> weeks	<input type="text"/> total
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*Reading electronic communication from students and corresponding with students (e.g., email, discussion forums, etc.)*

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

### GRADING RESPONSIBILITIES

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

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

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

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

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

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

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

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

Description of Duty	hours
Description of Duty	hours

### TOTAL HOURS

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

Signature of Graduate Student:

Signature of Course Supervisor:

### 3.b. Example Week-by-Week Scheduling Table

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

*Blue, italicized weeks indicate lighter-than-usual workload*

Red, underlined weeks indicate heavier-than-usual workload

### 3.c. Important Contacts

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

# Acknowledgments

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