


The College of Social and Behavioral Sciences

	Policy:	
	<h3>Guidelines for Graduate Teaching Assistant Assignments</h3>	
	Revision:	Effective:
	1 April 2002	1 April 2002

Policy

These guidelines are meant as a supplement to the governing University regulation that (for example) a .25 GTA is expected to work, on average, 10 hours per week, and a .5 GTA is expected to work, on average, 20 hours per work. The guidelines are intended to address the case of a GTA handling a normal class workload. It is recognized that different courses involve different kinds of assignments for the students and for the GTAs, and hence that there will be some courses in which it is reasonable to ask the GTA to handle more students than the Guidelines specify, while there will be other cases in which it is only reasonable to ask the GTA to handle fewer students than the Guidelines specify.

The number of students specified by the Guidelines refers to maximum number of seats available in the GTA's section(s). Units offering courses in which some sections regularly fail to fill the maximum number of seats available in a section are expected to reduce the number of sections associated with a course.

Units are encouraged to make clear to faculty and to GTAs how much and what type of work is required of the GTA, so that there no occasions on which a faculty member presses a GTA to carry more than a fair share of work for the GTA's compensated FTE appointment. In many circumstances it will help ensure fairness and clear expectations if the GTA and the faculty member sign individual agreements specifying the expected duties, rate of pay, and appropriate recourse if disputes arise.

I. GTAs leading discussion sections in lower division TIER I or TIER II courses

Normal responsibilities: leading weekly discussion sections for faculty lectures, grading assignments, including heavy writing assignments; attending 2 lectures per week; reading all course assignments; holding office hours; proctoring examinations

Possible additional duties: designing/maintaining course website; helping construct course examinations; holding review sessions; working with Preceptor Teaching Teams; participating in special GTA teacher-training sessions.

**Proposed teaching load: .5 FTE = 15 - 20 hours per week
60 - 90 students, usually in 2 or 3 discussion sections
connected with one 3-hour course**

II. GTAs leading discussion sections in lower division courses (not Tier I)

Responsibilities: usually the same as for GTAs in Category I, except that the workload associated with grading writing assignments is likely to be smaller.

**Proposed teaching load: .5 FTE = 15 - 20 hours per week
75 - 90 students, usually in 3 discussion sections
connected with one 3-hour course**

II. GTAs who have sole responsibility for a course

Normal responsibilities: designing curriculum and syllabus; conducting all lectures and discussions; designing all tests and other assignments; grading assignments; holding office hours; proctoring examinations.

Possible additional duties: designing/maintaining course website; organizing and making available course materials; holding review sessions.

**Proposed teaching load: .5 FTE = 15 - 20 hours per week
One 3-hour course with 25 - 60 students. The GTA is
assigned a grader, the number of students should be
larger.**

III. Graders/GTAs with grading responsibilities but no assignment to lead regular discussion sections.

Responsibilities range from, on one extreme, grading some or all of course assignments to, on the other extreme, a broad range of duties that may include grading assignments, attending the course lectures, holding office hours, creating/designing the course website, holding review sessions, proctoring examinations, organizing and making available course materials, conducting library work for the course, supervising informal group sessions during the lecture, and so forth. The workload varies depending not only on the range of duties, but also on the number of written assignments and amount of attention these assignments require from the grader.

Proposed load: Will vary with extent of duties, but should include responsibility for *significantly more* students than would be required of a discussion leader/GTA for the same FTE assignment.

Knowledge