

HANDBOOK FOR GRADUATE TEACHING ASSISTANTS (2018-2019)

INTRODUCTION

As a Graduate Teaching Assistant (GTA) you will play an important role in the teaching mission of The School of Music while gaining valuable work experience that will help you prepare for a career in higher education and/or the music industry. An appointment as a GTA brings the opportunity of working side-by-side with faculty mentors while working professionally as an instructor, section leader, accompanist, researcher, curriculum designer, mentor, or coach. The experiences you gain as a GTA not only will greatly increase your marketability when you finish your schooling, but also will further your development as an artist, educator, and scholar.

You were successful in winning an assistantship because of your preparation and achievement as a musician and scholar and because you have demonstrated potential for success in university-level teaching. You are most likely to realize that potential if you are aware of the requirements of your employment, if you are familiar with policies and laws relating to your work, and if you use the resources available to you as you adapt to, and fulfill, your instructional duties. This handbook is offered to provide much of this information under one cover and to direct you to the many resources available in The School of Music and at The University of Arizona.

Not every question you may have will be covered in this handbook. Your supervising professor, the staff, and School of Music administrators are eager to assist you as concerns and questions arise. The University Teaching Center offers many resources as well to assist you in rapidly adapting to your duties as a GTA. See especially the "OIA Mini-Primer: Tips & Resources for Incoming Graduate Teaching Assistants (GTAs)" at <https://oia.arizona.edu/content/180>.

THE CONTRACT

Most GTAs in the School of Music hold a .25 FTE (full-time equivalent) contract. This term relates not to the number of classes for which you have responsibility, but to the number of hours each pay period for which you will be paid. A full time, or 1.0 FTE contract, yields compensation for 40 hours/week or 80-hours/pay period (the UA pay period is 10 working days). A .25 FTE appointment, therefore, yields compensation for 20-hours/pay period or 10 hours/week. This compensates you for the time you spend in class, preparing for class, grading projects, holding office hours, tutoring students, running errands, and attending meetings, i.e., all of the normal requirements inherent in responsible university teaching.

You may be called upon to attend faculty meetings, or to engage in other special activities relating to the teaching mission of the School of Music. Please remember that the job of a teacher does not begin and end at the classroom door: this realization may help you cope with the additional demands teaching occasionally places upon you.

All GTA contracts include a requirement of two hours per semester of work in an administrative capacity. This obligation may be satisfied through opportunities to work in the School of Music administrative offices, the Office of Academic Student Services, ushering for important SOM concerts and event, and through other assignments not directly connected with your teaching duties.

Your contract extends beyond the first through the last day of classes. Although you are not required to be on campus for the duration of the contract, you are expected to be on campus and remain available through the final examination period and during the registration/orientation period preceding each semester.

In exchange for your service, the UA provides your salary, a waiver of out-of-state tuition, a remission of a substantial portion of your resident fees, and benefits including individual health insurance, the ASUA Bookstore discount, and an automatic payroll deduction option. Beyond the immediate financial benefits of the job, however, are the insights, knowledge, experience, and skills you will gain through diligent personal application. The time you invest to win these rewards will yield long-term dividends throughout your career.

CONDITIONS OF EMPLOYMENT

Graduate Teaching Assistants are student employees. The supervising professor, in consultation with the Director of Graduate Studies of the School of Music, assigns specific duties. Some general expectations that apply to all graduate teaching assistants in The School of Music follow:

1. Attend all meetings relevant to your teaching responsibilities as directed by your supervising professor.
2. Establish and maintain regular office hours.
3. Create a syllabus in consultation with your supervising professor for distribution at the first class meeting. See <http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template> for templates and guidelines.
4. Be present and on time for every class.
5. Do not cancel class without approval from your supervising professor. Contact the Office of Academic Student Services (621-1655) and your supervising professor immediately if there is any emergency that would prevent you from fulfilling your teaching duties.
6. Inform your supervising professor and the Office of Academic Student Services of student behavior or other conditions that raise concerns, e.g., evidence of serious medical problems or pronounced behavioral difficulties. See Appendix 1 for more information about policies governing student behavior.
7. Notify your students that any disabled students must register with Disability Resources (<http://drc.arizona.edu/students>) and be identified to the course instructor through the University's online process in order to use reasonable accommodations.
8. Work with the Disability Resource Center <<http://drc.arizona.edu/>> in learning how to assist students with special needs.
9. Define and enforce an attendance policy <http://policy.arizona.edu/employmenthuman-resources/attendance> .
10. Provide for mid-semester assessments of the accomplishments and progress of each student with suggestions for improvement.
11. Provide your supervising professor with lists of students in danger of failing.
12. Submit grades promptly following the final examination.
13. Collect, store, and distribute student work promptly and responsibly.
14. Keep classrooms and equipment secure with each use. Make sure that your classroom is locked when you leave. Theft is an ever-present problem. Be responsible for classroom security.
15. Be a good faculty colleague. Leave classrooms the way you would want to find them. Clean off whiteboards before leaving the room. Ask students to clean up trash. End classes promptly

at the proper time. Do not take AV equipment that you have not signed out, and return AV equipment promptly after use.

RENEWAL

Renewal of GTA contracts is not automatic. Whether a contract will be recommended for renewal is contingent on availability of funding, the number of GTA positions in the School of Music, and changing student enrollments. Additionally, the Graduate College and the University of Arizona will evaluate each GTA every semester as required by the Arizona Board of Regents. These assessments of your performance as a GTA and your progress toward the degree are important factors in determining whether a contract will be renewed.

Supervising professors evaluate GTAs for effectiveness as manifest in functions such as communication skill, mastery of subject matter, teacher/student rapport, classroom management, maturity, responsibility, punctuality, and accountability. You may wish to discuss the evaluation form (see Appendix 2) with your supervising professor to understand his/her expectations with respect to these competencies.

RELIGIOUS HOLIDAYS

The Arizona Board of Regents requires faculty members to "reasonably accommodate individual religious practices. A refusal to accommodate is justified only when undue hardship would result from each available alternative of reasonable accommodation." Faculty members may not "retaliate or otherwise discriminate against any student... because that individual has sought a religious accommodation...." See <https://public.azregents.edu/Policy%20Manual/6-802-Religious%20Holidays.pdf> .

STUDENT ADD/DROP INFORMATION

Dates and deadlines for registration, payment, withdrawal, course change, 2018-19:
<http://registrar.arizona.edu/courses/dates-deadlines?audience=students&cat1=10&cat2=30>

After October 29 course withdrawals may be processed only with the approval of the CFA Dean on a Late Change Petition. Note that Instructor and College Permission is required. See Undergraduate Advisor Mr. David McGuiggan (<http://cfa.arizona.edu/profile/dmcguigg/>) for undergraduate course withdrawals.

Each college has their own process and the contact information for undergraduate advising by college can be found here <http://www.registrar.arizona.edu/academics/late-change-petitions-single-course-drops>

Class Attendance and Administrative Drop policy information:
<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

UNIVERSITY CLOSURE

The university will close during the 2018-2019 academic year as follows (see https://registrar.arizona.edu/dates-and-deadlines/view-dates?field_display_term_value=184 , and <http://archive.catalog.arizona.edu/2016-17/calendar/2018-2019-academic-calendar.html>) :

Labor Day	September 3, 2018
Veterans Day	November 12, 2018
Thanksgiving Recess	November 22-25, 2018
Last Day of Fall Classes	December 5, 2018
Final Exams Fall Semester	December 7-13, 2018
University Winter Holidays	December 24-25, 2018, January 1, 2018
Dr. Martin Luther King, Jr. Day	January 21, 2019
Memorial Day	May 27, 2019

GRADES

There are few matters of academic work that hold more emotional weight than grades. It can be difficult for teachers and students in the arts who work so closely together to separate assessment of the work from judgments about the individual. Students need accurate and honest assessment of their work that will help them to measure their progress (both individual and comparative growth). Institutionally, assessment must reflect the expectations and standards of the faculty and be congruent with national norms. General guidelines and UA policies with respect to grading are found in the General Catalog at <http://archive.catalog.arizona.edu/2016-17/policy-type/grade-policies.html> .

MAIL

GTA mailboxes are located in Room 102. Please see David Boulton (dboulton@email.arizona.edu) for questions about mail. If you receive a package that will not fit in your box it will be retained in the Office of Academic Student Services and a notice will be placed in your box.

PHOTOCOPIES

The Fred Fox School of Music provides for reproduction of materials connected directly with your GTA duties so long as such copies are not in violation of relevant copyright laws. See Appendix 5 to become familiar with specific FFSOM policies and procedures relating to photocopies.

D2L (DESIRE TO LEARN)

The university offers a service to instructors called D2L (<https://d2l.arizona.edu/>) that is specifically designed to assist instructors in the presentation of both online and real-time classes. Instructors can sign up to have their courses hosted on the D2L website, which provides many tools useful for university instructors, including online gradebooks, online dropboxes for papers, online quizzes, and online chat and discussion software.

FIRST DAY PROCEDURES

- Obtain preliminary class lists. Some graduate teaching assistants may be able to acquire their class lists through [UAccess](#) or [D2L](#); others will need to work through their supervising professors to obtain their class lists.
- Sign add forms (at the end of the first period) without exceeding class enrollment limits. Your choice of which students to add is entirely yours, assuming you do not unreasonably exclude anyone based on discriminatory criteria or for reasons that are arbitrary or capricious. Refer students who insist on admission to the class, even after you have refused to sign the add form, to the Office of Student Services.
- Do not delete anyone on the official printed class list who is present on the first day of class (you must stay for the full period to greet these students even if you dismiss the balance of the class early)
- At the end of the period determine the final class list, administratively drop any "no shows," sign add slips, and remind students to pay fees and purchase course materials.
- Use the Administrative Drop/Reinstatement Form to remove "no shows".
- Use the Registration/Change-of-Schedule Form to add students and send the student to the Registrar's Office.
- Keep a record of those administratively dropped.
- Check class list updates (usually available in the second week of classes and periodically throughout the semester) to verify that administrative drops, adds, or reinstatements are processed.

END OF SEMESTER PROCEDURES

- Be available through the end of finals week (including commencement).
- Meet your students for a final examination.
- Observe "dead day" in accordance with university policy (students may not be required to turn in or pick up work, attend work sessions, or any other course related activity on that day. The only course-related requirements expected of students in the FFSOM on Dead Day are jury examinations for students registered in MUSI courses.
- Work with your supervising professor to submit grades on UAccess.
- Student work is student property (you are responsible for its safekeeping). Protect all student work in your possession by placing it in a reasonably secure location. An unlocked classroom, e.g., is probably not reasonably secure.
- Inform students of when you will consider unclaimed work as "abandoned" and let them know that you will dispose of the work after that date. If you include this information in your syllabus be sure to verbally reiterate this notice at the end of the semester.

FERPA

You must not discuss a student's academic or personal circumstances with anyone (including the student's parents) but that student and your supervising professor. Improper disclosures may result in severe legal penalties including termination of your employment. You can learn more about your rights and obligations under FERPA at <http://registrar.arizona.edu/ferpa/>. To learn more about FERPA regulations as they pertain to campus safety, please see https://www.case.org/Documents/PublicPolicy/FERPA_2009a.pdf.

APPENDIX 1

The guiding principles giving rise to policies on student conduct are stated on the Dean of Students Website as follows:

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. *ABOR Policy Manual §5-308(B)1*

For a detailed discussion of appropriate and inappropriate student conduct see <https://deanofstudents.arizona.edu/student-code-conduct-student-faqs> .

Other student policies, procedures and codes of importance for GTAs may be found at <http://deanofstudents.arizona.edu/policiesandcodes>, including the [Code of Academic Integrity](#), [Student Disciplinary Procedures](#), [Procedures for Investigating Complaints and Conducting Administrative Reviews](#), and [Nondiscrimination and Anti-Harassment Policy](#).

APPENDIX 2

SUPERVISOR'S INDIVIDUAL PERFORMANCE EVALUATION
GRADUATE TEACHING ASSISTANT

SCHOOL OF MUSIC DEPARTMENT #: 3503

GTA's NAME: _____ EID: _____

SEMESTER: (Specify Fall or Spring) _____ DATE: _____

SUPERVISING PROFESSOR: _____ COURSE #/TITLE: _____

PREVIOUS TRAINING/TEACHING EXPERIENCE AS A GTA
(PLEASE CHECK ONE BELOW)

- None
- Some
- Extensive

TEACHING CATEGORY
(PLEASE CHECK ONE BELOW):

- PRIM LEC (Primary responsibility for course)
- ASST LEC (Lecturer under supervision)
- DISC (Discussion or recitation sections only)
- LAB (Teaching lab or practicum only)
- SCG (Scoring or grading with little and/or no direct class contact)
- OTH (Please name any other category)

SUPERVISOR'S EVALUATION (Check left for only those functions for which GTA is responsible. Be sure to give rating on the right.)

TEACHING FUNCTIONS	PERFORMANCE LEVEL		
	Superior	Satisfactory	Unsatisfactory
Mastery of Subject Matter			
Keeping class records			
Scoring exams, exercises, papers			
Constructing exams			
Preparation (media, written materials, practicing)			
Writing class syllabus			
Lecturing			
Class demonstrations			
Laboratory, studio instruction			
Teaching with team, under supervision			
Speaking fluency: English as a second language			
Speaking fluency in field of study			
Professional demeanor and appearance			
Holds office hours: other individual			
Other (specify):			

OVERALL EVALUATION (write comments on other side)

INDEPENDENT EVALUATIONS (Please give 1-2 sentence summary on back):

APPENDIX 3

The College of Education at the University of Arizona developed the following "fitness to teach criteria." The Fred Fox School of Music endorses these criteria as reasonable guidelines for its faculty and all GTAs.

FITNESS TO TEACH

All students in The University of Arizona Initial Teacher Preparation program (ITP) are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of University coursework and the demonstration of important human characteristics and dispositions that teachers should possess. All ITP students are screened throughout their program according to the criteria below. If all criteria are not met, students may be denied the opportunity to student teach. Without successful completion of student teaching, the University does not recommend students for Arizona teacher certification.

1. Academic Achievement: The College of Education requires a 2.50 minimum GPA for undergraduate students. Graduate students must maintain a minimum 3.0 GPA.

2. Human Characteristics and Disposition

a. Personal and Professional Demeanor

- i. Teachers must demonstrate positive personal hygiene habits.
- ii. Teachers must dress appropriately for their professional contexts.
- iii. Teachers must demonstrate the personal interactive attributes that are required for successful professional teaching. These attributes include openness to innovative ways of teaching, the ability to accept and act upon reasonable criticism, enthusiasm for working with colleagues, the ability to understand others' perspectives about teaching, the ability to separate personal and professional issues, a display of a positive attitude toward colleagues and students, a disposition to act always for the benefit of students, and a perspective on teaching and learning that embraces ethnic, cultural, and developmental diversity.

b. Cultural and Social Attitudes and Behavior

- i. Teachers must exhibit respect for peers, colleagues, and students.
- ii. Teachers must be willing to look beyond self in their interactions with others and to respect differences of race, ethnicity, social class, national allegiance, and cultural heritage.
- iii. Teachers must be able to work productively with their peers and colleagues.
- iv. Teachers must be able to speak in a manner appropriate to the context of the classroom.
- v. Teachers must demonstrate positive social skills in professional and social interactions with peers, colleagues, and students.

c. Cognitive Dispositions

- i. Teachers must think analytically about educational issues.
- ii. Teachers must be thoughtfully reflective about their own practice.
- iii. Teachers must be flexible, open to new ideas, and willing and able to modify their beliefs and practices.
- iv. Teachers must question and test their assumptions about teaching and schooling.
- v. Persons with disabilities, who, with or without reasonable accommodation, are able to complete the essential requirements of the program will not be discriminated against because of their disabilities. Information concerning the accommodation policy can be obtained in the Office of Student Teaching, Education 702.

APPENDIX 4

Managing Teaching Anxiety Self-Assessment

Some preliminary questions:

1. When you first find yourself feeling doubtful or anxious about your teaching, what do you do?
2. How much of your students' success is your responsibility and how much is theirs?
3. What do you owe your class?
4. What do they owe themselves?

Evaluate your performance:

1. Do you know the material?
 - Nothing will compensate for a lack of preparation
 - If you need help or further individual study, get it
 - The worst thing you can do is to attempt to fake it
2. Do you have clear goals about what you will present and what knowledge and competencies you expect your students to gain? Without clear goals the course will likely end up as a series of unrelated exercises. Coherent learning will not have taken place.
3. Do you have a lesson plan?
 - Are the concepts broken down into manageable units?
 - Is there a cohesive direction to the lesson?
 - Do lesson activities make it likely that students can, and will, achieve desired outcomes?
4. Have you defined standards and expectations that are understandable and attainable?
 - Lack of direction and undefined evaluation standards lead to confusion and dissatisfaction.
 - Student achievement is often proportionately linked to the clarity of instructions.
5. Are you adequately prepared for every class?
 - Good improvisation in teaching results from ample preparation.

- Are your materials all together?
 - Have you rehearsed?
6. Is your presentation understandable and logically organized?
- Consider qualities of precision, brevity, and impact.
 - Consider how indecision and inconsistency may undermine your objectives.
7. Is every student receiving your attention? It is tempting to focus on enthusiastic students who are succeeding and who are easily engaged in the learning process.
8. What is working in other sections of the course and in other classrooms? What can you learn from colleagues?
- Visit other classes
 - Be objective in observing other classes. Consider where there is room for improvement in addition to obvious good results.
 - Bring your questions and concerns to other instructors and your supervising professor
9. Are you giving too much or too little time for each stage of the learning process? It is as disastrous to give students too much time to complete a project as too little.
10. Are your expectations for yourself and your students realistic?
11. Are your evaluations and policies fair, objective, and impartial?
- Favoritism is fatal.
 - Let students know in advance that their work will be evaluated and how.
 - Determine clearly defined criteria for evaluating student work and progress.

If you can honestly answer yes to these questions, then it is likely that you need not be anxious about whether you are doing well.

(Instructor's Guide: Foundations Program, University of Arizona School of Art, Fall 2000)

Appendix 5

FFSOM School of Music Photocopying Policies & Procedures

The FFSOM provides support for duplication of materials directly related to official University business. All users are expected to be in compliance with relevant copyright laws.

All users are encouraged to use the departmental machine in Rm. 109 in an on-going effort to keep overhead costs as low as possible.

- ❖ For use by faculty, GTAs & staff only
- ❖ Access codes maintained by David Boulton in Main Office, Rm. 109
- ❖ Each code linked & charged back to an area budget
- ❖ Users with multiple area budgets may request additional code(s)
- ❖ Most cost-effective