Policy title: GRADUATE TEACHING POLICY
Effective: January 9, 2013
Revised: February 17, 2014; January 20, 2015

PURPOSE/INTENT

This policy outlines Graduate teaching assistant (GA) expectations for departments within the College of Social and Behavioral Sciences. The purpose of this policy is to enable fair and consistent opportunities for the professional development of graduate students across the College.

UNIVERSITY OF ARIZONA POLICY

The Office of the Dean of the Graduate College oversees matters concerning graduate students.

See the Graduate College GA Manual for rules and procedures governing Graduate teaching assistants.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES POLICY

Graduate student workloads should be assigned with attention to professional development and career trajectory balanced against the pedagogical needs of the unit.

Graduate student workloads should be considered in the contexts of (a) the sorts of assignments students will be given; (b) the type of feedback the assignments will require; and (c) the sorts of intellectual engagements you would like to foster between graduate students and undergraduates (i.e. mentorship, recruiting).

TRAINING:

In addition to all trainings required through the Graduate College, all GAs need to be supervised by a faculty member. Before GAs are assigned to teach their own classes, they must undergo training, either at the department level or through the University’s Office of Instruction and Assessment, and be encouraged to take full advantage of teaching resources available through offices such as the Disability Resource Center. It is also strongly recommended that each department teach an annual class (1 credit hour) on ‘College Teaching’ that covers the basics of pedagogy.

WORKLOADS:

A 0.5 time GA is intended to work an average of 20 hours a week. Depending on the department or unit, workloads will naturally vary, but the following parameters should serve as a guideline for all departments and units within the College of Social and Behavioral Sciences. Hours logged can include a variety of tasks, such as course management, emailing and blogging, D2L, lecture preparation, classroom and office hours, and exam and exercise writing and evaluation.

Other models, such as those involving field-based courses or distance courses, may be appropriately justified. Anything outside of these general parameters should be considered very carefully by the unit Head or Director.
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<th>Discussion sections</th>
<th>Teacher of Record</th>
<th>Grading</th>
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<td>.66</td>
<td>No more than five discussion sections per semester, each with no more than 35 students.</td>
<td>.66 GTAs with full responsibility should teach no more than (a) one undergraduate course on their own and grade for another course for an additional 6.5 hours per week or (b) teach two free-standing courses with an average size of no more than 25-30</td>
<td>For a partial position that includes a .16 grading position, a typical &quot;grader&quot; would cover between 80-90 students. This can vary based on the frequency, depth, and evaluation methods of the student assignments.</td>
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<td>.50</td>
<td>No more than three to four discussion sections per semester, each with no more than 35 students. Three discussion sections may be appropriate in courses with intensive writing; four sections may be acceptable in lab-based courses depending on workload.</td>
<td>GTAs with full responsibility should teach only one undergraduate course (with an average of 25-75 students).</td>
<td>For positions that involve predominantly grading and some office hours, a typical .50 “grader” would cover between 200-250 students. This can vary based on the frequency, depth, and evaluation methods of student assignments.</td>
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<td>.25</td>
<td>May teach up to two discussion sections per semester, or serve as graders in one or more large lecture courses.</td>
<td>GTAs at .25 should not typically be teaching courses independently.</td>
<td>For positions that involve predominantly grading and some office hours, a typical .25 “grader” would cover between 100-125 students. This can vary based on the frequency and depth of student assignments.</td>
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**OTHER USES OF GA SUPPORT:**

It is appropriate to use some GA time for undergraduate mentoring (leadership in undergraduate clubs; professional advice about the discipline, graduate school opportunities, courses, jobs, and the like; maintaining social media networks among undergraduates; building esprit de corps; attracting majors; leadership in meet-your-major events; outreach to high schools; assisting in unit-level graduation events; and duties in support of the Director of Undergraduate Studies).

Over the course of graduate student training, you may want to see graduate students progress from grader to discussion section leader to instructor of record in their own classes as part of their preparation for the job market.