

## TOYO UNIVERSITY TA/SA Handbook

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## Introduction

### —How to use this handbook—

This handbook aims to enable students appointed as educational assistants, comprising teaching assistants (TAs) or student assistants (SAs), to understand their role and tasks and contribute to the thorough practice of university education as a bridge between instructors and students.

Although both TAs and SAs are “educational assistants,” the two are distinguished from each other in that TAs are assigned to assist in educational activities using their specialized knowledge as graduate students, while SAs are undergraduate students assigned to perform mainly clerical tasks. The TA's task of assisting students with their learning is also intended as training for future instructors and researchers. Therefore, other tasks that do not require specialized knowledge are allocated to SAs.

However, some tasks performed by SAs may require a rather high level of expertise depending on the field, and instruction given by undergraduate students may be desirable in some cases. Thus, a trend exists toward the increasing importance of SAs, as evidenced by the slight arrangements that faculties or instructors have recently made in their tasks.

Against this backdrop, this handbook, renamed the “TA/SA Handbook,” has been completely revised to guide not only TAs but also SAs to perform their tasks appropriately. No distinction is made between the tasks of TAs and SAs in the descriptions in this handbook, except in cases where a distinction is particularly required. Different TAs/SAs are assigned to perform different tasks following the relevant instructor's direction, so this handbook mainly contains common notes useful for when they perform their tasks. When using this handbook, check what sections are related to the tasks allocated to you.

As they say, “Teaching is learning,” we hope that you will have a valuable experience in improving yourself through performing your daily tasks carefully.

## I. Establishment of the TA/SA System

TAs are employed mainly for the following three purposes: 1) enhancing undergraduate classes and education by employing assistants to instructors to enable the latter to provide more thorough instruction and devote more energy to improving classes, etc.; 2) providing graduate students as future instructors and researchers with the opportunity to receive training as a type of intra-university internship designed for them to gain experience in educating and instructing students; and 3) providing financial support for graduate students in the form of a salary.

While the above is based on the Guidelines on Appointment of Teaching Assistants issued by the Ministry of Education, Culture, Sports, Science and Technology in 1992, and the Toyo University Internal Regulations on Employment of Educational Assistants, no internal regulations or the like currently provide for SAs in particular. In this sense, the positioning of SAs is not very clear. However, the fact that SAs are recruited from among undergraduate students and that previous long-term part-time clerical workers have been replaced with educational assistants suggest that SAs are expected to assume clerical tasks that require less expertise than the tasks performed by TAs.

Growing recognition of the importance of SAs, however, obligates them to observe the same conditions as TAs, including confidentiality and the prevention of academic harassment as typical examples. You, as a TA or SA, must follow the concrete directions of the relevant instructors with regard to performing your tasks, while at the same time fully utilizing this handbook.

## II. Outline of the TA/SA System

Below is an outline of the TA/SA system, including its purpose, the required qualifications and employment period, the employment procedure, tasks, working hours, and salaries, based on the Toyo University Internal Regulations on Employment of Educational Assistants, etc.

### 1. Purpose

TAs/SAs are employed for the purpose explained in “Introduction” and “Establishment of the TA/SA System” above.

Classes in large classrooms may prevent adequate responses to students’ questions by instructors and require time and energy for them to even check attendance. Even at small-group seminars, it is sometimes difficult for instructors on their own to guide students to master specialized knowledge and skills. TAs/SAs are employed to help improve such educational services provided for students.

In addition, the two abilities that you, undergraduates or graduates, must develop in your own positions, namely the ability to understand and to explain what you understand to others, are different from each other but also related. You may often not know your explanation is unsatisfactory until you answer students’ questions, or you may often not know your understanding is insufficient until you try to explain something. Performing the tasks of TAs/SAs will not only offer you the opportunity to provide services to other students but will also help you to develop your own abilities.

### 2. Required qualifications and employment period

Only Toyo University students can be employed as educational assistants in principle. Undergraduate students are employed as SAs and graduate students as TAs. Currently enrolled graduate students are preferentially employed as TAs in consideration of the nature of TA employment as a part of graduate education, although those who have completed a graduate program or have completed all the requirements for a graduate degree other than their dissertation also qualify to be employed as TAs, taking into account their expertise.

The period of TA/SA employment coincides with the enrollment period (master’s program students: two years; doctoral program students: three years; undergraduate students: four years). The employment period for those who have completed a graduate program, etc. is one year after completion. The employment should be renewed every semester.

### 3. Employment procedure

For the flow of the employment procedure, refer to the flowchart on pages 22 to 23.

### 4. Tasks

Needless to say, the instructors are responsible for deciding on what they teach in their classes with what methods and grading students. TAs/SAs are required to faithfully follow the directions of the instructors. In addition, remember that the system utilizes the Deans as general supervisors, and the Department Chairs and instructors to give concrete directions.

### 5. Working hours\*

Even though offering educational assistance helps TAs/SAs themselves with regard to experience, research, etc., a limit is set on their work. If you neglect your studies as an undergraduate or graduate student due to your work as a TA/SA, everything will be meaningless. Therefore, an upper limit of 28 hours per week for each semester is set as the working hours of TAs/SAs.

### 6. Salaries, etc.\*

Salary amounts are different by role and your degree. Please read carefully “Teaching Assistant Employment Contract (and Notification of Working Conditions)” from education affairs section.

\* Based on Article 2, Toyo University Guidelines on the Salaries of Educational Assistants

\* On pages 26 to 27, there is a sample of “Teaching Assistant Employment Contract (and Notification of Working Conditions)”.

### III. Details of TA/SA Tasks

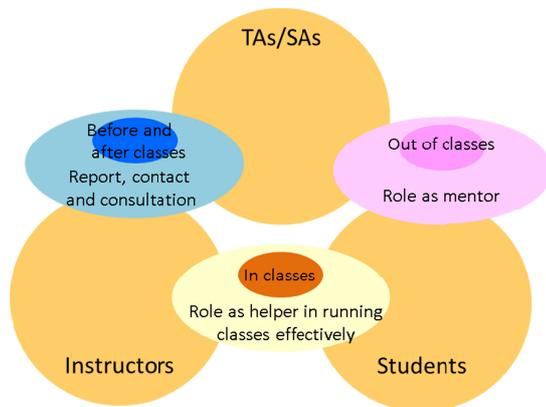
TAs/SAs must accurately follow the directions of the instructors concerning the details of their tasks, and to do so, they must understand the overall flow of classes taught by the instructors, including the contents of the classes and the policies and steps instructors follow in the classes. Moreover, TAs/SAs must also play a role that is suitable for each of the various tasks allocated to them, such as tasks to be performed before and/or after classes, in or outside of classes. In addition, if multiple TAs/SAs must cooperate to perform a task, it is recommended that they discuss how to contact and cooperate with one another in advance.

There is a rough division of tasks between TAs and SAs; TAs are mainly required to perform their tasks using their expertise as graduate students, while SAs are assigned to perform manual-based clerical tasks. However, this division is not absolute. TAs can perform tasks ordinarily allocated to SAs, such as distributing, collecting and transcribing attendance cards, and managing the amount of light and temperature in the classrooms. Conversely, SAs may sometimes perform tasks that require specialized knowledge about how to make presentations, and must consult materials or prepare abstracts.

In the case where the tasks of the TAs and SAs overlap with each other, some points require special attention.

First, TAs must be aware that spending time performing clerical tasks does not suit the original purpose of this system. TAs should place the highest priority on contributing to classes while using their specialized knowledge and using the experience for their own research. Next, SAs must follow the directions of the instructors particularly when performing specialized tasks, since the instructors allocate limited tasks to SAs and give them directions on how to perform the tasks while taking into consideration the expertise required for such tasks as well as SAs' abilities.

## Roles of TAs/SAs



### (Before and after classes) Closely communicate with the instructor.

- ① Check the details of your task, your working hours, how to respond to emergencies, etc.
- ② Ask the instructor about what you are unsure of so you can clearly understand his/her directions.
- ③ Consult the instructor on problems related to students, rather than solving them on your own.

\* Constantly make reports to and maintain contact with the instructor, regardless of whether or not there are problems.

### In classes (Always remember that the key to more effective classes is you.)

- \* Serve as a partner of the instructor in raising students' level of understanding and facilitating classes, aiming to run them effectively.

### Outside of classes Play a role as a mentor.

- ① Your tasks are more than simply answering questions and solving problems.
  - ② Aim to be a good senior (or someone like an elder brother/sister).
- \* Remember to constantly talk to students, for example, asking, "Are you OK about this?," and create an environment where students can comfortably ask questions.

## 1. Examples of TA/SA tasks for subjects in the humanities and social sciences

### ① Lecture subjects

- Distributing, collecting and transcribing attendance cards or abstract papers
- Distributing, collecting and arranging in-class quizzes
- Inputting data for grading reports on the computer
- Answering questions during group learning
- Warning students talking during lectures to be quiet, and more

### ② Seminar subjects

- Giving students guidance on basic calculation methods, etc. necessary for seminars
- Deciphering sentences in questions
- Building a system for livening up seminars
- Supporting and assisting students in using computers
- Giving students guidance and advice on seminar papers
- Participating or serving as a facilitator in group discussions
- Helping students in creating language software

### ③ Other

- Assisting the instructor in running the classes
- Assisting the instructor in giving orientations
- Keeping books and property in common offices in order
- Responding to students who visit the office
- Giving students guidance at the support desk, and more

Although tasks vary according to the faculty, subject and instructor, for all tasks, relationships with undergraduate students and instructors are important. Perform your tasks while always remembering to play a role as a mentor for students. Aim to run classes effectively in collaboration with the instructor.

## 2. Examples of TA/SA tasks for subjects in the natural and technological sciences

### ① Experiments

- Assisting the instructor in preparing culture media or/and conducting experiments
- Preparing reagents and experimental materials and equipment
- Checking steps of experiments, and giving students directions on how to use equipment and technical guidance
- Advising students to help them understand the details of experiments
- Going around the laboratory during experiments
- Adjusting experimental devices and putting them away after use, and more

Items requiring special attention concerning experiments

#### -Before experiments

Prepare for experiments by preparing reagents, and adjusting, checking and installing experimental devices and equipment

#### -During experiments

- a) Explaining about experiments to students (under the guidance of the instructor) and supervising the experiments

Ensuring that the experiments are carried out according to experiment plans by explaining how to use experimental devices and equipment to students, and bringing necessary experimental devices; and responding to students' questions

- a) Assuring safety

Understanding the condition of the laboratory in case of emergency; and reporting accidents to the instructor and responding to them

#### -After experiments

Clearing the laboratory so that the next experiment will run smoothly by checking and cleaning the laboratory bench, checking experimental equipment, checking that devices have been returned appropriately, and disposing of waste fluid and solid waste

#### -Other items requiring special attention

Mastering and understanding the basic subjects (math and physics), applying items learned at lectures, and mastering the correct ways of using experimental equipment

Give students guidance while remembering to help them use equipment, etc. safely.

Grasp students' level of understanding.

Since practical training requires a good understanding of the basic subjects, ensure that you yourself have mastered and understood the related subjects before performing your tasks.

② Other

- Marking assignments
- Checking attendance
- Arranging papers
- Working on the computer
- Participating in Q&A sessions for presentations, and more

- Experiment note taken by a TA

“Preparations, devices, and clearance”

The TA wrote the flow of tasks to be performed before, in and after classes.

“Keys to confirming the hypothesis”

Pink and yellow colors are used to distinguish different patterns for confirmation.

“Frequently made mistakes”

The TA grasped and recorded the tendencies of the students to make mistakes.

### 3. Examples of TA/SA tasks in the correspondence courses

Correspondence course students study through repeating the process of learning by carefully reading textbooks, references, etc. designated by the instructors, and submitting papers dealing with assigned problems. In their step-by-step process of self-improvement, TAs/SAs provide them with educational support by correcting their papers and advising them under the guidance of the instructors and in other forms, to help them solve the questions they face in their learning process and to write better papers.

#### ① Assisting in correcting papers

- Use of writing paper, wrong characters, and omissions
- Indication of the points of issue, and paper structure
- Ways of taking quotations, and more

#### ② Providing general explanations about learning methods

- Explanations based on supplementary educational materials on occasions such as orientations, and other types of explanations

#### ③ Responding to questions and requests for advice

- Ways of looking for reference books, papers and materials
- Basic ways of writing a thesis
- Learning methods in general, and more

#### ④ Forms of requests for advice and questions

- Question forms
- Emails
- Interviews
- Phone calls, etc.

### 4. Examples of tasks at the Learning Support Office

Among the Learning Support Offices at all four Toyo University campuses, the Learning Support Office at the Hakusan Campus offers TAs/SAs as learning advisors, who give students advice about problems related to learning, ways of writing papers and theses, and ways of consulting literature and materials, and who provide them with support in enhancing their basic academic ability at the high-school or lower level, acquiring language proficiency qualifications, developing information literacy, etc.

In addition, at the English Learning Support Office at the Kawagoe Campus, TAs/SAs are stationed to provide students with support mainly in learning English in the form of providing advice about points that they cannot understand in class, ways of self-learning before and after class, preparations for exams, etc.

#### IV. General Notes

First, TAs/SAs are not instructors but educational assistants. Instructors are responsible for everything related to the education they provide, including its content and methods, as well as grading. Therefore, you, as a TA/SA, are required to accurately understand instructors' directions regarding the details, methods, etc. of tasks allocated to you, and diligently follow them.

Next, since you, as a TA/SA, work in front of students, you must be aware of your position as a model in academic as well as various other aspects. Be punctual, and be careful about your words, deeds, way dressing, etc.

Moreover, you, as a TA/SA, you may sometimes become aware of students' personal information, so you must ensure their confidentiality, and pay full attention to preventing harassment\* of all types, including "power harassment" (harassment of those in inferior positions by those in superior positions) and sexual harassment.

\* Harassment in academia generally denotes acts that worsen the learning, working, educational or research environment by disadvantaging or disparaging others through deeds or words that are harmful. (For more details, refer to page 18.)

## After the course you are in charge of is decided

TAs/SAs are mainly in charge of classes with many attendees, data processing courses, experiment and seminar courses, etc. You must read the syllabus of the course you are in charge of before the classes begin in order to acquire at least the minimum necessary information, including the course's purpose, goals, plan, content, grading criteria and methods, and textbooks and reference materials to be used. If you have any questions, get the answers by arranging with the instructor before the first class starts.

- To begin a class at the same time as the bell rings

Creating a good classroom environment is included in your tasks. Enter the classroom at least five minutes before class begins, turn on the lights, and check that chalk and ICT equipment (including a computer and screen) are available, and that the room's temperature is suitable.

- Communication with the instructor

- ① Discuss your role and working hours, ways of responding to accidents, etc. with the instructor in advance.
- ② Ask the instructor about what you are unsure of in order to clearly understand his/her directions.
- ③ Do not try to solve problems faced by students on your own. Solutions to problems are under the responsibility of instructors as permanent university staff members and the university. If problems occur, you must contact the instructor as soon as possible. Moreover, constantly make reports to and maintain contact with the instructor regardless of whether or not there are problems.

In classes

- Communication with students

Maintain appropriate distance from students by paying full attention to your words and deeds. You may be face-to-face with students for a long time and easily come into friendships with them, but be aware that your relationships with students are to be professional in nature.

- Provide students with prompt and appropriate support in using the computer.

In CALL (Computer Assisted Language Learning) classes and data processing courses, supporting students in using the computer and other related devices is also one of your important roles. In the initial classes, some students may not be accustomed to the basic way of using the computer, etc., and the instructor's response to each student's problems may disturb the entire flow of the class. Respond to students' questions, etc. while checking that they appropriately use the computer and work properly.

- Pay due attention to differences between individual students in the progress of learning in the seminar courses.

In the seminar courses, there may be large differences between individual students regarding the progress of learning. Therefore, it is desirable for you to pay closer attention, especially to students who are prone to have difficulties. Remember to maintain students' motivation for learning by having the students who are progressing faster learn omitted content or having them cooperate with slower students.

- In experiment courses, play a central role in guiding the students in conducting their experiments.

Instead of simply performing supplementary tasks, play a central role in guiding students in conducting their experiments, provide them with guidance on the details of the experiments, and ensure their safety.

- Stimulate students to actively participate in group experiments.

There are various types of students. Active students tend to act arbitrarily though participating in a group experiment, while shy students tend to simply look at what's going on, while not actively participating in the experiments. Check students' words and actions, and guide them so that all students will be able to participate in experiments. Furthermore, be sure to report the situation to the instructor.

## ■ Conducting experiments and handling devices

- ① Read the experiment plan beforehand to understand problems, list your questions and actively ask the instructor for clear answers to them.
- ② Thoroughly master the ways of using, maintaining and checking experimental devices and equipment, and remember to avoid giving students the wrong directions. If you should make a mistake, correct it promptly. In addition, check where experimental devices, equipment, etc. should be stored.
- ③ Go around the laboratory and always pay attention to whether or not students are carrying out the experiments following the procedure.
- ④ When questioned about assignments, etc., just explain the basics and stimulate students to think for themselves, rather than giving them direct answers.

## ● Understanding safety

- ① Give students guidance on the correct ways of using devices and equipment. During chemical experiments in particular, the use of chemicals and glass containers exposes students to danger. To prevent accidental explosions, thoroughly understand how to handle chemicals, tell students about the danger, and emphasize that they can carry out experiments safely by following directions.
- ② Check the locations of the emergency shower, fire extinguisher, etc., and evacuation routes, and completely master the Safety Guidelines and the like formulated by each faculty, etc. If an accident occurs, follow the countermeasures arranged in advance.
- ③ Cooperate with other TAs/SAs in going around the laboratory so that due attention is paid to everyone inside.

■ Other (Notes for TAs/SAs in charge of experiment courses)

- ① Since you must work long hours when in charge of experiment courses, ensure that this does not adversely affect your own studies.
- ② Do not chat during the conduction of experiments.
- ③ When multiple TAs/SAs are in charge of the same tasks, understand your own role and complement other members' roles.

First-year students tend to:

- ① Have little experience in carrying out experiments at senior high school
- ② Be diverse in academic ability according to the form of their entrance exam, etc.
- ③ Communicate insufficiently with one another during experiments, most of which are conducted in groups, because they little know about one another
- ④ Lose concentration in the latter part of an experiment, which requires a long time to complete in experiment courses
- ⑤ Pay less attention to oral explanations than expected, even though they take notes of what is written on the blackboard

## V. Prevention of Harassment and Protection of Personal Information while at Work

All those working as a member of the organization are strictly prohibited from using discriminative expressions and giving biased guidance.

In addition, you must pay due respect to students' privacy. This means that you must not leak information you have acquired due to your position as a TA/SA unjustifiably. In some cases, you may become a victim yourself. Therefore, you, as a TA/SA, must have complete knowledge about the prevention of harassment and human rights violations, as well as the treatment of personal information, and accurately understand them. Creating a better and sounder educational environment requires each of us to have a sincere attitude toward others.

## Prevention of Harassment and Human Rights Violations

- Harassment of all types constitutes a violation of human rights.

To avoid becoming a perpetrator . . .

- ◇ Sexual Harassment is strictly prohibited.

All types of misleading acts, such as asking for a phone number and meeting outside the university, are strictly prohibited.

- ◇ Pay due respect to privacy.

Since the position of a TA/SA enables you to acquire students' personal information, including their student ID number, address, phone number, grades or information on their private life, you must pay due respect to their privacy.

Academic harassment that is unique to academia is:

Harassment committed by taking advantage of one's power in a place of research and education. Harassment of this kind constitutes a violation of victims' rights to receive education, to conduct research and educate students or to work, as well as a violation of personal rights or the right of self-determination. Acts of academic harassment are sometimes committed in parallel with acts of sexual harassment.

[Characteristics of academic harassment]

- Because victims are in weaker positions than the perpetrators, the former often hesitate to report the damage they suffer.
- Because classrooms and faculty offices tend to be closed spaces, few problems are revealed.

If you find yourself harassed or abused in other forms by the instructor . . .

Since TAs/SAs must follow the directions of instructors, you may sometimes become a victim of academic or other kinds of harassment. In such a case, consult the Student Advising Room on each campus.

- State your intentions clearly to the perpetrator. However, even if you cannot do so, you should not blame yourself.
- Record the situation pertaining to when you were harassed, including the date and time, place and what was done to you, in as much detail as possible.
- \* Consult the Student Advising Room on each campus.
- \* Your privacy concerning what you state for consultation will be protected, so you may consult the Student Advising Room without worry.

## Be Careful about the Handling of Personal Information

Performing TA/SA tasks, such as distributing attendance cards and arranging answer sheets, sometimes require you to handle students' personal information. If you leak personal information, you may not only be requested to pay civil damages even if there is no actual damage sustained, but Toyo University Incorporated Educational Institution as the business owner also must shoulder direct responsibility for information leakage due to acts committed by those working at the university.

### ◎ Must-know matters concerning the protection of personal information

1. Even data that are only arrangements of symbols and numbers, such as student ID numbers, constitute personal information if those data can be easily compared with other pieces of information and can be used to identify individuals.
2. To obtain personal information about an individual directly from the individual through a document, you must show him/her the purpose of use of the information in advance.  
Article 10, Regulations on the Protection of Personal Information at the Toyo University Incorporated Educational Institution
3. A criminal penalty is immediately imposed upon leakage of personal information according to the Act on the Protection of Personal Information.
4. If you leak personal information, you may be requested to pay civil damages even if there is no actual damage sustained.
5. The university as a business owner must shoulder direct responsibility for personal information leakage due to acts committed by the faculty or administrative staff.
6. Information leakage requires prompt disclosure of that fact and prompt responses for the purpose of preventing secondary damage. Report the disclosure to the instructor and university administration as soon as possible.
7. Personal privacy and personal information are two different concepts. An act can constitute a violation of privacy even if it does not violate the Act on the Protection of Personal Information. Because your position as a TA enables you to obtain students' personal information, including their student ID number, address, grades, or information on their private life, you must pay due attention to their privacy.

## VI. Answers to Major Questions

Below are the major questions written in questionnaires, etc. and answers to them.

Q: What should I do to get involved in classes more actively?

A: Consider 1) what you can do to help the instructor teach classes more smoothly, and 2) what you should do to provide students with a better learning environment and enable them to participate in classes on their own initiative, and discuss these questions with the instructor.

Q: What response should I give regarding students talking in classes?

A: Cooperate with the instructor in prompting students to stop talking. If you cannot easily warn students, just moving closer to students who are talking will work effectively.

Q: What response should I give when taking a question from a student?

A: First, listen to the student's explanation concerning the details of the question and his/her thoughts about it to check whether or not he/she fully considered the question before asking you. It is desirable for you to then give him/her suggestions step by step to respond to the question. If you do not know the answer to the question, say so honestly, and consult the instructor or promise the student that you will look for the answer by a certain date.

Q: In what ways can I assist students as a TA/SA?

A: Students may visit you when they are unable to arrange an appointment with the instructor or to ask you questions that they cannot comfortably ask the instructor. You as educational assistants can play a very important role in motivating students and helping them enhance their academic ability.

Q: What efforts should I make to improve the office environment?

A: Remember to create an environment where students can visit the office without hesitation. It is important to adopt a friendly attitude towards students; for example, keeping the door open to enable students to enter the office without hesitation, and saying hello to them cheerfully with a smile.

Q: How can I feed back to the instructor the approach I have taken toward students?

A: It is sometimes difficult for instructors to grasp the condition of all students. Therefore, fully share with the instructor things you have noticed when responding to students or things you have in mind, if any.

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Q: Is there anything that requires special attention concerning my clothing, appearance or word choice?

A: Basically, wear clean and sincere-looking clothing, always be aware of equality and fairness, and use polite words. In addition, you must become able to match students' names with their faces as early as possible.

Q: Students always ask me the same questions. What should I do?

A: You may feel that students' questions are too easy or they always ask you the same questions repeatedly. In any case, you must offer responses that help strengthen students' motivation (such as agreeing with them, praising them and asking them questions). If you detect a tendency among some students to suffer from problems, inform the instructor about it.

Q: Is marking tests one of the tasks of TAs?

A: Although the specific tasks of TAs vary depending on the faculty or department, TAs may sometimes perform test-marking tasks that are not directly related to grading students, such as putting circles on correct answers given with symbols.

Q: What treatment is given to TAs/SAs who work overtime?

A: If you work overtime, enter the details of the tasks you have performed outside the prescribed working hours, and the number of hours of overtime work in the Overtime Work Detail List, and submit it to the section in charge of education affairs.

Q: I am troubled about the lack of time available for my own research.

A: Consult the instructor, who will arrange your TA tasks so that they will not prevent you from conducting research, which is a graduate student's main duty.

Q: I have received complaints from students.

A: If you receive complaints from students, first of all, listen to them. However, consult the instructor, rather than trying to resolve the complaints by yourself. To avoid complaints, it is important to make efforts every day to maintain records of the syllabus, roll book, quiz data, materials, received and sent emails, etc.

Q: A student asked me for my contact information (cell phone number and email address).

Can I give him/her my contact information?

A: Avoid having personal relationships with students based on the understanding about your professional position as a TA/SA.

## VII. Reference Materials

Flowchart from the employment procedure to the completion of a task

Flow of the determination of employment

Nomination by the instructor or recruitment by the committee member in charge

- Course title
- Commissioned assistant tasks (including the annual class plan)
- Period and hours allotted for the commissioned tasks
- Consulting the graduate school (on enrollment, class hours, etc.)
- Discussions among the Department Chair, the Faculty Dean, and the Graduate School Dean

\* According to the faculty's employment criteria

Faculty Council

President

Human Resources Office Manager

Employment determined

Participation in training

[Before being employed]

Prepare the CV for Educational Assistants (TAs/SAs)!

Fill in and print out the CV via the human resources system, and submit it.

Note: If you are a foreign national, submit a copy of your Residence Card.

[When employment is determined: Employment procedure]

Prepare documents necessary for the employment procedure!

1. Employment Contract (and Notification of Working Conditions)
2. Declaration of Deductions for Dependents, etc.

\* If you are also employed by businesses other than Toyo University, you may submit the declaration to one of your workplaces. In this case, notify the section in charge of education affairs.

3. Notification of the Payee (Fill in via the human resources system.)

4. Notification of the Commuting Route and Address (Change)

(Fill in via the human resources system, and submit the printed form.)

\* Only new employees and those with changes in registered data

5. Employment Insurance Check Sheet

6. Your serial "My Number" given by Japanese Government. (Only first time to be hired by University)

[Work during the employment period] Maintain your attendance book!

Enter necessary pieces of information concerning the days when you work (such as working hours) on the page Part-time Worker/TA Working Hour Entry of the human resources system.

\* You will be paid after the section in charge of education affairs section at your faculty has checked your entry.

[If you continue working] Implement the employment renewal procedure!

Documents to be submitted: Declaration of Deductions for Dependents, etc.; CV (to be submitted once a year); Notification of the Payee (filled in via the human resources system); Notification of the Commuting Route and Address (Change) (Only if there are changes in registered data, fill in via the human resources system, and submit the printed form.)

\* The employment period follows the Toyo University Internal Regulations on Employment of Educational Assistants.

\* You MUST keep the deadline.

[If you resign from your job in the middle of the employment period] Implement the procedure for resigning from your job!

If you are to resign from your job on your request, notify the section in charge of education affairs by one month before the expected date of resignation.

Flow of the determination of employment

Consult the instructor.

If it is hard for you to directly consult the instructor, consult the administrative office at your faculty or graduate school.

(Since your privacy concerning what you have stated for consultation is maintained, consult the office without worry.)

## Toyo University Internal Regulations on Employment of Educational Assistants

### 1. Purpose of Employment of Educational Assistants

Toyo University can employ educational assistants to improve and enhance educational guidance provided to undergraduate students at the university, and also to encourage graduate students at the university to devote their efforts to education and research.

### 2. Tasks

(1) Educational assistants shall perform the following tasks in educational assistance following the directions of the Department Manager and the relevant instructor under the general supervision of the Faculty Dean.

- ① Providing assistance in offering courses that the faculty recognizes as necessary
- ② Giving students advice and guidance about their learning
- ③ Providing other types of educational assistance that the faculty recognizes as particularly necessary

(2) The relevant instructors shall not assign their personal tasks to educational assistants.

(3) Detailed regulations on the tasks of educational assistants shall be formulated by each faculty.

### 3. Qualifications

While only Toyo University's graduate students can be employed as educational assistants in principle, those who have completed the university's graduate program or have completed all the requirements for the university's graduate degree other than their dissertation are also qualified to be employed as educational assistants.

### 4. Employment

The Chairperson of the Toyo University Incorporated Educational Institution shall commission an educational assistant based on discussions among the Department Manager, the relevant instructor, the Faculty Dean and the Dean of the graduate school to which the educational assistant candidate belongs, and based on the recommendation from the President.

### 5. Employment Period

(1) While educational assistants shall be commissioned every semester or academic year, they can be reemployed.

(2) Graduate students enrolled in Master's programs can be employed for two years at a maximum, while those enrolled in Doctoral programs can be employed for three years at a maximum.

(3) The maximum reemployment period for those who have completed a graduate program or completed all requirements for a graduate degree other than their dissertation is one year after completion.

6. Working Hours, etc.

- (1) The maximum number of working hours for educational assistants is 28 hours per week.
- (2) Educational assistants shall not be employed to work on the university's days off in principle, except in certain cases and under special circumstances.

7. Salaries, etc.

The salaries of educational assistants shall be provided separately.

8. Revision of Internal Regulations

These internal regulations shall be revised based on the opinions from the Dean Meeting and the approval of the Chairperson.

Supplementary Provisions

1. These internal regulations shall come into force on April 1, 1995.
2. The Faculty of Letters' Toyo University Provisional Internal Regulations on the Teaching Assistant (TA) System and the Faculty of Engineering's Internal Regulations on the Employment of Educational Assistants shall be abolished on the date of enforcement of the Internal Regulations on Employment of Educational Assistants.

Supplementary Provisions

1. These internal regulations shall come into force on April 1, 2002.