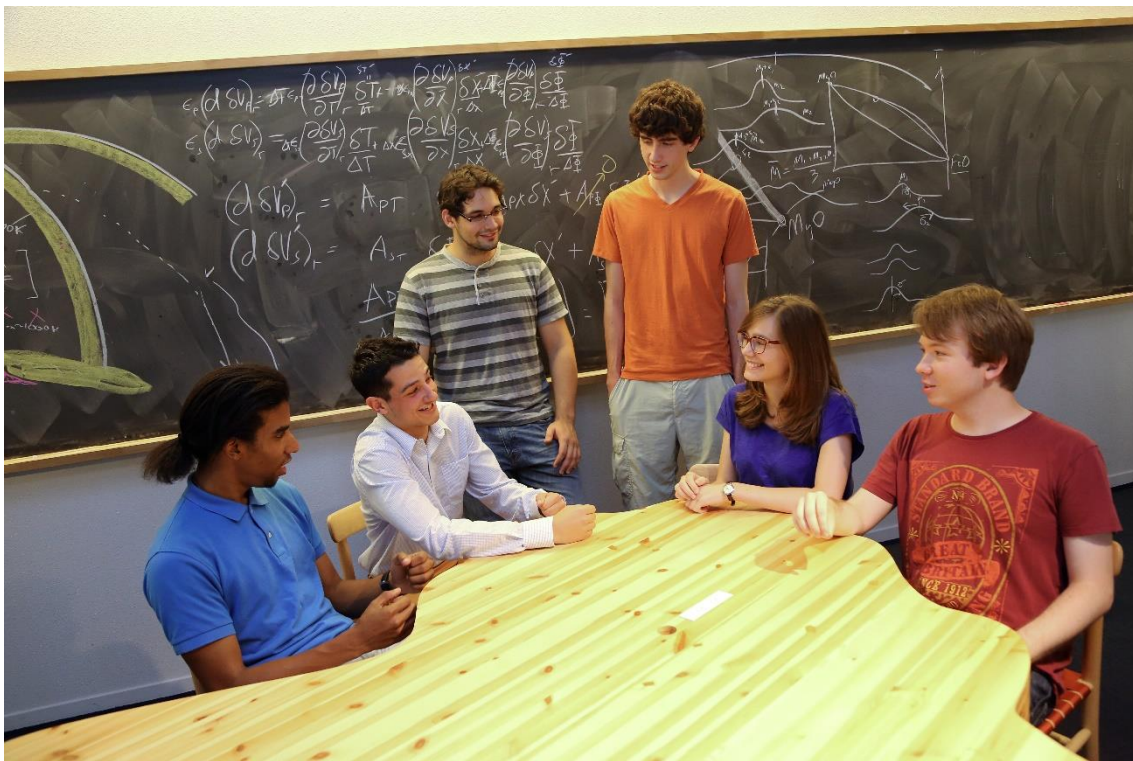


# Guidebook for Teaching Assistants at Tokyo Institute of Technology



Center for Innovative Teaching and Learning,  
Tokyo Institute of Technology  
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東京工業大学

## Introduction

The purpose of this TA guidebook is to help students who are hired as Teaching Assistants (TAs) acquire the necessary knowledge of their duties and the points to keep in mind in order to carry out the Institute's educational activities together with the faculty members in charge of each educational course.

For students, the benefit of working as a TA is not just the income it provides. Once you start your professional career, you will often have to train others. For example, after three years with a company, it's common to be tasked with training new employees as part of your duties, and your effectiveness in this role can impact your salary. In addition, managing professional boundaries while working with others can be challenging and is difficult to learn in classes or from textbooks. It requires actual contact with people, and it will be even more difficult to acquire after graduation. By working as a TA, you will gain valuable experience in both teaching younger staff and learning how to manage professional boundaries.

However, this does not mean that you can do anything you want for the sake of experience. You need to provide the students you teach with an environment where they can better learn and acquire knowledge without getting into trouble. This TA Guidebook includes points to keep in mind to avoid problems and to become a better TA. Students who will become TAs are strongly encouraged to read this at least once. This TA guidebook is based solely on our experience, however, and therefore cannot be exhaustive. If you notice anything as a TA that is not written here, please do not hesitate to let the Center for Innovative Teaching and Learning know so that we can add to and further improve this guidebook.

Your duties as TAs play an important part in the educational activities of the Institute. We rely on you to provide high-quality learning opportunities for younger students, while also expanding your own possibilities.

September 2024

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## 1. About TAs

Education and research are important roles that universities should play in society. In these two roles, students who belong to the university and assist in education are called Teaching Assistants (TAs) and those who assist in research are called Research Assistants (RAs).

This introductory guide provides the knowledge necessary to perform the duties of TAs at the Tokyo Institute of Technology. Although the duties will be explained in detail later, they can be roughly divided into two categories: those that require specialized knowledge and those that do not. The former includes tasks such as assisting with the preparation of lecture materials, exercises, and resumes; assisting with the grading of quizzes and short reports; providing guidance and support to students; and operating T2SCHOLA. The latter includes clerical work, assisting with proctoring examinations, and assisting with the borrowing/returning, carrying, installing, and operating of equipment for lectures.

### 1.1. TA System in Japan

The TA system in Japan began in 1992 when the then Ministry of Education decided to issue the Special Expenses for the Promotion of Advancement. The purpose of the TA system, as stated in the notice, was to “contribute to improving the financial conditions of outstanding graduate students and the quality of university education by providing them with opportunities for training as instructors through teaching assistant roles under careful educational supervision and by providing them with compensation for this duty.” Although it was left to each university to decide how to implement this system, most universities followed the principles in this notice.

In 2022, Article 8 was added to the Standards for Establishment of Universities, which states that a university may assign teachers, students or persons other than the teaching staff in charge of the relevant educational course (hereinafter referred to as “teaching assistants”), to assist in teaching the class, and that if it is recognized that sufficient educational benefits can be achieved, the university may have these teaching assistants lead some part of the classes according to the teaching plan prepared by the teaching staff in charge of the relevant educational course. This indicates that TAs will be used more actively in university education to enhance the effectiveness of education.

In addition, Article 11 stipulates that universities shall provide necessary training for teaching assistants (excluding teaching staff). This requirement aims to ensure a robust teaching system for students taking the class and further improve the quality of university

education.

(Standards for Establishment of Universities: <https://elaws.e-gov.go.jp/document?lawid=331M50000080028> (in Japanese))

## 1.2. Duties of TAs

The following are lists of specific duties that can be assigned to TAs. First, Table 1 lists general duties that can be assigned to TAs.

Table 1: Duties That Can be Assigned to TAs

Duties that do not require specialized knowledge
(1) Conducting questionnaires about the class
(2) Assisting with attendance management
(3) Preparing for remote lectures, assisting with equipment operation, and tidying up after use
(4) Distributing materials
(5) Video-recording the class
(6) Maintaining and managing the class environment
(7) Collecting and organizing class feedback and materials
(8) Supporting the operation and maintenance of T2SCHOLA and HP related to the class
(9) Assisting with proctoring of examinations for the course they are involved in (excluding TAs in undergraduate degree programs)
Duties that require specialized knowledge
(1) Assisting with experiments, practical training, drawing, and exercises
(2) Guiding and supporting students to improve their understanding of class content
(3) Advising students and assisting faculty members in group work
(4) Guiding and supporting students in their class presentations and reports
(5) Guiding students for their short reports
(6) Assisting with the preparation of lecture materials, exercises, class handouts, and educational materials
(7) Assisting with the grading and tallying of short reports and quiz scores
(8) Assisting with the development of online programs (e.g., SPOC) among the various media used in classes

Only TAs who are recognized by the faculty member in charge of the course as capable

of taking charge of duties that require specialized knowledge may be assigned to it. Examples include TAs who have completed the course in which they are currently involved or an equivalent course with an excellent grade.

TAs in the undergraduate degree programs may not be assigned to **assist with proctoring examinations**.

**Once you are assigned to assist with proctoring an end-of-term examination**, you will receive the Final Examination Implementation Guidelines from the Student Division. The Guidelines cover various precautions, including 1) precautions and other instructions for students; 2) how to respond to students' inquiries about examination questions; 3) how to handle students who do not have student IDs, who are late, and who are sick; and 4) how to handle cheating on examinations. Please read them carefully.

Next, Table 2 lists the duties that may be assigned to TAs on a limited basis, assuming that the faculty member in charge of the course is the final checker and is responsible for the outcome. Among the tasks associated with these duties, managing the original copies of attendance records, quizzes and short reports related to grading is the responsibility of the faculty member in charge of the course.

Table 2: Duties That Can be Assigned to TAs to a Limited Extent

Duties related to short reports, quizzes, and attendance for day-to-day evaluations
(1) Simple grading when the grading criteria is clearly shown by the faculty member in charge of the course
(2) Checking grade tally results
(3) Checking simple answers and reports
(4) Tallying attendance records

Lastly, Table 3 lists the duties that must not be assigned to TAs. TAs must not be involved in creating questions or grading midterm, end-of-term, or report examinations. In addition, the management of original attendance records, quizzes, and short reports that are related to grading is the responsibility of the faculty member in charge of the course.

Table 3: Duties That Must Not Be Assigned to TAs

Nonsupport work related to mid-term, end-of-term, and report examinations
(1) Creating questions
(2) Creating grading criteria, and evaluation/grading (excellent/good/fair, A/B/C/D/E, etc.)

- (3) Managing grades
- (4) Transcribing grades on grade reports

## 2. Points TAs Should Keep in Mind

### 2.1. Way of Speaking

As a member of the teaching staff, a TA deserves respect from the students. Although friendly speech has the advantage of making students feel closer to you, the positions of students and TAs are very different. Therefore, it is necessary to have a sense of professionalism and use moderate language in conversation. Speak politely to students in class.

### 2.2. Clothing

Although you may be required to wear white coats or work clothes for experiments and practical training, you are basically free to wear what you want. However, choose clean and neat clothing appropriate for teaching staff. If you are unsure about appropriate attire, consult with the faculty member in charge of the course.

### 2.3. Diversity, Equity, and Inclusion (DEI) and Gender Diversity

The Tokyo Institute of Technology declares that it will *promote diversity and inclusion to achieve their mission and goals of cultural development and contribution to human welfare by creating an intellectually vibrant environment where anyone can learn and work without barriers* as the Tokyo Tech Diversity and Inclusion Statement. Furthermore, the Institute has established a basic philosophy of respect for sexual diversity under its educational mission of providing world-class ethics education.

The Institute comprises a diverse community of students and faculty members with a wide range of ages, genders, nationalities, races, and disabilities. We hope that TAs will fully understand that we have a very diverse student body, and that this diversity is the source of the Institute's strength. We also hope that, based on this understanding, TAs will be aware in the performance of their duties that they play an important role in the Institute's efforts to provide a place for diverse students to study without discrimination.

[Diversity and Inclusion Section, Tokyo Institute of Technology]

Diversity and Inclusion Statement

<https://www.gec.jim.titech.ac.jp/en/diversity-declaration/>

Tokyo Tech SOGI Guidelines - Basic Principles on Sexual Diversity -

[https://www.gec.jim.titech.ac.jp/dais/news/intra/SOGIguideline\\_en.pdf](https://www.gec.jim.titech.ac.jp/dais/news/intra/SOGIguideline_en.pdf)

## 2.4. Harassment

Harassment is any behavior that is malicious or offensive to others. Examples that may occur at university include workplace bullying in academia (inappropriate words and behaviors based on an imbalance of power in teaching and research activities) and sexual harassment (sexual words and behaviors that make others uncomfortable, including inappropriate words and behaviors related to gender roles and gender identity).

Because harassment has become a major problem in our society and you hear about it often in the news, you may feel that you are familiar with the problem. However, even a casual remark can be harassment to someone you are talking to.

To avoid becoming a harasser, you must fully understand the Regulations Concerning Harassment Prevention at the Tokyo Institute of Technology (Regulation No. 72, 2004) and be very careful that your words and behaviors do not constitute harassment of students or others. Do not talk to or avoid talking to only certain students. Do not talk or act in a way that takes advantage of the TA's position.

For these reasons, keep the following in mind when performing TA duties.

- Put yourself in other people's shoes when responding to a situation.
- Check yourself to see if your words and behaviors are arrogant or high-handed.
- Do not bring personal feelings to work.
- Be aware that discomfort is subjective and varies from person to person.
- Call students by their name with “-san” added, regardless of nationality or gender.
- If the name is difficult to pronounce or read, ask the person how they would like to be called.

E.g., “How do I pronounce your name?” “How would you like to be called?”

- International students may want to use a name that is familiar in their culture. If the students request it, call them by the name they want.

Whenever possible, avoid asking students for contact information. If a faculty member instructs you to contact students via email, Slack, or other means and you need to do so as part of your TA duties, limit the content to matters related to your TA duties only. Keep the communication to a minimum, and do not include personal messages. Be careful about the timing of your communications (avoid the middle of the night and early morning).

Conversely, TAs may be subjected to conduct that constitutes harassment by the faculty member in charge of the course. In such a case, do not keep it to yourself but contact the Institute's Harassment Consultation Service.

If you witness any conduct that constitutes harassment in the course of your TA duties,



report it immediately or consult the Harassment Consultation Service.

[Harassment Consultation Service]

**If you have a consultation, please email us first.**

Email : [soudan@jim.titech.ac.jp](mailto:soudan@jim.titech.ac.jp)

Phone: 03-5734-2288 / Ookayama Campus (Head of Human Resources Division,  
General Affairs Department)

045-924-5901 / Suzukakedai Campus (Head of Suzukakedai General Affairs  
Division)

<https://www.titech.ac.jp/english/0/students/counseling/harassment>

## 2.5. Dealing with Problems

Even if it is not as serious as harassment, you may encounter a problem in the course of your TA duties. If you do, report it immediately.

It is important for TAs to be readily available to advise students. However, if you cannot advise students about a specific issue, such as grades, credits, or course administration, tell them to contact the faculty member in charge of the course or the Student Division.

- If you have a problem with a student: Contact the faculty member in charge of the course.
- If you have a problem with the faculty member in charge of the course: Contact the Student Division in the Student Services Department.
- If you have a problem with another TA: Contact the faculty member in charge of the course.

[Student Division, Student Services Department]

03-5734-3001 (Head of Student Division)

## 2.6. Personal Information Protection and Confidentiality Obligation

TAs may have to handle personal information that students would not normally have access to in the course of their TA duties. Such information should be strictly controlled by the Institute, as any leakage could cause serious damage to the Institute. For this reason, students working as TAs are required to fully understand the National University Corporation Tokyo Institute of Technology Personal Information Protection Rules (Regulation No. 5, 2005).

In the Important Notice for Student Assistants that you submitted during the hiring process, you promised to abide by national laws and the Institute's regulations and to

refrain from any misconduct. If you violate them or engage in misconduct, you may be held liable.

If you are handling information that includes personal information, you must obtain permission from the faculty member in charge of the course, handle it under their direction, and keep it under their control. The following activities are prohibited.

- Using personal student information obtained in the course of TA duties, such as students' grades and contact information, for purposes other than TA duties.
- Using personal information in locations other than the lecture rooms, offices, and laboratory of the faculty member in charge of the course.
- Processing such data on your own personal computer, even if it is located in the Institute.
- Taking the data outside the Institute, such as to your home, by any medium or method.

## 2.7. Accessibility

Disabilities include psychological disabilities, such as learning disabilities, developmental disabilities, and mental health disorders, in addition to physical, audiovisual, and other disabilities. According to the survey conducted by the Japan Student Services Organization (JASSO), the number of students with disabilities enrolled at universities and other institutions is increasing every year. Among these, the number of students with developmental disabilities, illness/frailty, and mental health disorders is growing particularly rapidly.

In Japan, the Convention on the Rights of Persons with Disabilities went into effect on February 19, 2014, and the Act for Eliminating Discrimination against Persons with Disabilities also took effect in April 2016. These laws placed legal obligations on national and public universities and other organizations to prohibit discriminatory treatment and provide reasonable accommodation for persons with disabilities.

Prior to the enactment of this Act, support for students with disabilities at the Institute was provided through the organic cooperation of doctors, counselors, the Student Guidance Room, and others. However, there were no personnel dedicated to the support of such students, and it was not clear which contact points or departments would receive inquiries.

Student Accessibility Services has been established under the Student Support Center and has begun its activities. The Services office "receives requests for assistance from students with disabilities regarding their studies and student life and coordinates the provision of reasonable accommodations and necessary and appropriate support to meet the needs of individuals" (quoted from the brochure). It also provides consultation to the

students themselves, faculty members, parents, and others in a manner that respects privacy.

How should you deal with students with disabilities when working as a TA? For example, you may receive a request from a student in a class in which you participate as a TA, such as, “I have trouble reading other students’ feelings and responding to their facial expressions and eye contact in group activities,” or “I have already been diagnosed with a disability and received accommodations in high school. I would like to receive the same accommodations at university.” In this case, it is important not to act on the TA’s own judgment, but to report the situation immediately to the faculty member in charge of the course, while respecting privacy. If you find that the faculty member does not know what to do, it is also important that you, as a TA, advise the faculty member to contact Student Accessibility Services. If the student does not know about the Services, explain what it is.

You may have the opportunity to be with students in your class who are already receiving reasonable accommodations or other support. In such a case, follow the instructions of the faculty member in charge of the course or other responsible person and perform your duties in a calm manner. If you have any problems or questions, contact Student Accessibility Services.

Do not put too much pressure on yourself and try to be close to students with disabilities. We hope that each of your behaviors will contribute to the development of reasonable accommodations at the Institute.

#### [Student Accessibility Services]

Opening hours: 10:00 to 17:00 (except Saturdays, Sundays, holidays, and year-end and New Year holiday)

\*Services may be temporarily closed depending on the circumstances.

Location/address: 1st floor, 80th Anniversary Hall, Ookayama Campus

Mailbox: N80

Phone: 03-5734-2989

E-mail: [barrierfree@jim.titech.ac.jp](mailto:barrierfree@jim.titech.ac.jp)

#### [Support for Students with Disabilities by the Japan Student Services Organization]

[http://www.jasso.go.jp/gakusei/tokubetsu\\_shien/](http://www.jasso.go.jp/gakusei/tokubetsu_shien/)

## 2.8. Crisis Management and Health & Safety

In the event of an incident, accident, or other emergency, follow the instructions of the faculty member in charge of the course and try to respond calmly and appropriately.

[In the event of personal injury]

- In case of serious illness/injury: First, call 119 for an ambulance. Then, contact the Campus Security Center.
- In other cases: Give first aid, contact the Health Support Center or the infirmary, and seek instructions. Tell them briefly and clearly when, where, who (staff or student name), what the situation is, and why it happened.
- If the Health Support Center or the infirmary does not respond at night or for other reasons: Contact the Tokyo Fire Department Emergency Consultation Center (#7119 or 03-3212-2323) or the Yokohama Emergency Medical Center (#7119 or 045-222-7119) for advice.

[In the event of a fire]

- Shout "Fire!"
- Push the button on the fire alarm located in the corridor.
- Call the fire department (119) first and then contact the Campus Security Center. Provide both of them with the following information (1) and (2).

(1) Location: Address (\*), building name (building number, floor, room)

(2) Situation: How the fire started, current situation. If the fire was caused by a chemical, the name of the chemical.

(If you do not know the details, add the information in the second and third reports.)

Campus Security Center	Ookayama Campus	03-5734-3119 (Extension: 3119)
	Suzukakedai Campus	045-924-5119 (Extension: 5119)
	Tamachi Campus	03-3454-8532 (Extension: 8532)

Health Support Center	Ookayama Campus	03-5734-2065 (Extension: 2065) 03-5734-2057 (Extension: 2057)
	Suzukakedai Campus	045-924-5107 (Extension: 5107)

Tokyo Tech High School of Science and Technology Infirmary	Tamachi Campus	03-3454-8672 (Extension: 8672)
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(\*) Addresses of Ookayama Campus

North of the railway line (Midorigaoka area and Ookayama North area): 2-12-1, Ookayama, Meguro-ku, Tokyo

South of the railway line (Ookayama East, West and South areas, and Ishikawadai area): 1-31, Ishikawa-cho, Ota-ku, Tokyo

If the faculty member in charge of the course was not present at the scene of the accident or fire, an Accident/Disaster Report must be completed and submitted to the General

Safety Management Section at the Office of Campus Management. Therefore, be sure to report the incident to the faculty member in charge of the course.

The Health and Safety Handbook Digest contains excerpts of points to be noted to ensure safe and healthy research activities, such as experiments and practical training. Students who will be working as TAs for laboratory courses must read it in advance.

[Health & Safety Handbook Digest]

[https://www.gsmc.titech.ac.jp/techou\\_digest/r4/health\\_and\\_safety\\_handbook\\_digest\\_all.pdf](https://www.gsmc.titech.ac.jp/techou_digest/r4/health_and_safety_handbook_digest_all.pdf)

[Health & Safety Handbook]

[https://www.gsmc.titech.ac.jp/techou\\_digest/r4/health\\_and\\_safety\\_handbook\\_digest\\_all.pdf](https://www.gsmc.titech.ac.jp/techou_digest/r4/health_and_safety_handbook_digest_all.pdf) <https://www.gsmc.titech.ac.jp/techou/H24/english/safety%20handbook24.pdf>

[In the event of earthquake]

- Until the shaking stops, ensure your own safety by hiding under a desk, staying away from windows, shelves, and chemicals, and other responses.
- In the event of an earthquake with a seismic intensity of 5 or higher, evacuate to the nearest designated evacuation site after shaking has stopped. The nearest evacuation site and route are posted near the entrances to the lecture rooms. Check them in advance.
- Before evacuating, check the following to the extent possible in order to prevent secondary disasters.
  - (1) Turn off the circuit breaker.
  - (2) Turn off and check appliances using fire (turn off the main gas valve).
  - (3) Secure an emergency exit (open the door).
- At the evacuation site, report your safety using the Safety Check Sheet.
- Regularly and carefully read the Large Earthquake Response Manual distributed by the Institute.

[Large Earthquake Response Manual]

<https://www.gsmc.titech.ac.jp/jishin/jishn%20manual.html> (This is a page in Japanese but contains links to pdf documents in English.)

## 2.9. Points to Keep in Mind

### 2.9.1. Qualifications Required to Perform in TA Duties

Students enrolled in the Institute's undergraduate (sophomore or equivalent or higher),

master's, professional, or doctoral degree programs are eligible to serve as TAs. However, only for educational assistance work that requires special skills that cannot be covered by the Institute's students, students enrolled in other universities (sophomore or equivalent or higher) or other graduate schools may be appointed as TAs for the work. (Tokyo Institute of Technology Teaching Assistant Guidelines)

#### 2.9.2. Working Hours

In principle, the maximum working hours shall be 20 hours per week. However, for undergraduate students (including students enrolled at other universities) who are juniors or the equivalent or below\*, the maximum working hours shall be 10 hours per week (Tokyo Institute of Technology Teaching Assistant Operational Guidelines). No one is allowed to work late at night (from 10 p.m. to 5 a.m. of the next day). If you work more than 6 consecutive hours, you must take a break (45 minutes or more).

\*Students who are juniors or the equivalent but who intend to graduate early in accordance with Article 31 of the Tokyo Institute of Technology Undergraduate School Regulations (Third Edition published in 2011) and who have started or have been approved for enrollment in the Independent Research Project are not included in "students who are juniors or the equivalent or below"

In principle, the faculty member in charge of the course must be present when a TA is working. However, in the absence of the faculty member, a TA may work only if there is someone (a regular staff member) who can check the TA's work on behalf of the faculty member. The person who was present on behalf of the faculty member must check the completion of the work and then complete a Work Report each time.

#### 2.9.3. Classes When Transportation Is Suspended or Weather Warnings Are Issued

Information regarding the cancellation of classes in the event of transportation suspension or weather warnings for typhoons, heavy snowfall, or other weather events will be posted on the Institute's website. Courses may be cancelled at the discretion of the faculty member in charge of the course. In such cases, check the Web System for Students and Faculty (List of Canceled Courses: Undergraduate and Graduate Programs). If no information is available there and you are unable to obtain information about class cancellation, contact the faculty member in charge of the course.

#### 2.9.4. Facilities in Lecture Rooms

To ensure that your class runs smoothly, check the facilities in the lecture room where you are teaching in advance. If you have any problems with the facilities during class,

contact the Student Division or the Student Services Division.

[Student Division]

Ookayama Campus: 03-5734-3007 (General Administration Group, Student Division, Student Services Department)

Suzukakedai Campus: 045-924-5933 (Suzukakedai Student Group, Student Division)

[List of facilities in Ookayama area]

<https://www.titech.ac.jp/english/student/students/facilities/rooms/ookayama>

[List of facilities in Suzukakedai area]

<https://www.titech.ac.jp/english/student/students/facilities/rooms/suzukakedai>

### 2.9.5. Emergency Contact Information

If you are unable to perform your TA duties because of illness or a sudden delay in transportation, notify the faculty member in charge of the course or the office of the department offering the course. Be sure to confirm the means of communication in advance.

### 2.10. Administrative Procedures

Discuss class plans, content, and extra-curricular duties with the faculty member in charge of the course and clarify the division of roles to ensure that your class runs smoothly. In principle, the TA's maximum working hours are 20 hours per week (10 hours per week for undergraduate students who are juniors or the equivalent or below). Discuss with the faculty member to develop a reasonable work plan so that the TA's duties do not interfere with your opportunities to receive instructions on your research and to attend class.

#### 2.10.1 Hiring Process

If it is decided that you will be hired as a TA, prepare the following documents, and submit them to the office of the department to which the faculty member in charge of the course belongs to.

- Payroll Direct Deposit Request (or Request for Change) Form
- Application for (Change in) Exemption for Dependents, etc.
- \*If you have already submitted a Application for (Change in) Exemption for Dependents, etc. to other companies in the year you were hired by the Institute, you do not need to submit it to the Institute. Inform the office staff of this fact.

\*Submit your Individual Number (“My Number”) to the following:

- Human Resources Division, third floor, Centennial Hall, Ookayama Campus
- Suzukakedai Human Resources Group, Human Resources Division, second floor, J2 Building, Suzukakedai Campus

<https://www.jinjika.jim.titech.ac.jp/mynumber/en/index.htm>\*As for the Pledge on the Applicability of the Specific Categories, be sure to log in to the Tokyo Institute of Technology Portal and submit it through the application system (T2APPs).

In addition to the above, you may be asked to submit a copy of your student ID, a copy of your Residence Card, or a copy of a Permission to Engage in Activities Other Than Those Permitted under the Status of Residence Previously Granted as needed.

#### 2.10.2 Handing in the Notice of Employment

Prior to your first day of work, visit the relevant department and receive the Notice of Employment.

#### 2.10.3 Monthly Work Report

TAs are required to complete a Work Report and a Work Timetable, and submit both monthly to the administrative office of the school where the TA is enrolled as a student. Since submission deadlines differ for each office of the department, please check it in advance. You will be paid for the work you perform. Therefore, be sure to enter the hours worked and the details of the work accurately.

- About Work Report: <https://www.jinjika.jim.titech.ac.jp/syoku/sub8.html>

#### 2.10.4 Payment of Salary

Based on the submitted Work Report (see above), the salary for the previous month will be paid on the 21st of each month (or the day before if it falls on a holiday). Your payment slip will be sent to the address registered on your Residence Certificate. Be sure to check the information on it.

#### 2.10.5 Issuance of Withholding Tax Statement, Certificate of Employment or Other Certificate

- Issuance of Withholding Tax Statement:

<https://www.jinjika.jim.titech.ac.jp/syoku/pop2.html>

- Certificate of Employment or Other Certificate (Please submit the Application for Certificates form):

<https://www.jinjika.jim.titech.ac.jp/syoku/shoumeisho-english-tra2021.pdf>



### 3. Being a Better TA

Here are some tips to help you better perform your TA duties.

#### 3.1. Basic TA Duties (Tips Not Related to the Nature of the Class)

First, here are some general tips for being a good TA, regardless of the type of duties (lectures or practical training).

##### **Punctuality**

It is essential that classes begin and end on time. In order to do this, it is necessary to discuss with the faculty member in charge of the course when class preparation should begin in the classroom.

##### **Checking the operation of the equipment**

It is necessary to familiarize yourself with the operation of the functions of the audiovisual equipment to be used in the class. You should try them out the day before the class or even earlier.

##### **Taking attendance**

When taking attendance, try and avoid taking too much time. A more efficient approach is to combine taking attendance with quizzes or questions to each student.

##### **Explanation**

When explaining phenomena or issues, it is a good idea to prepare key expressions and sentences in advance and write them in the lesson plan. Give many specific examples after explaining theoretical matters. It is essential to write important definitions and keywords on a whiteboard and repeat them orally.

##### **Responding to questions and opinions**

The following are some tips for responding to questions and opinions from students.

- Answer students' questions honestly. If you do not know the answer right away, postpone the answer and be sure to explain it in the next class.
- Praise students when you feel their questions have contributed to the class. Encourage students to feel positive about asking questions.
- If time is limited, try not to spend too much time on one question.

- When students are in the process of thinking about the solution to a question or the answer to a question, just give them appropriate hints. It is recommended that you discuss in advance with the faculty member in charge of the course what hints you might give.

### **Responding to student attitudes**

There are many different types of students participating in a university class. The following tips will help you interact with these students:

- Dividing students into smaller groups reduces tension and makes it easier for them to express their opinions.
- If you receive a question that has little to do with the class or if you feel it is taking up too much time, direct the student to speak with you after class or during the office hours.

### **Equal opportunity**

Treat students fairly. Do not focus your questions on a limited number of students but ask as many students as possible. Also, try to answer questions from as many students as possible.

### **Humor**

It is useful to use familiar and interesting examples to help students understand your explanation. However, there is no need for TAs to force themselves to be humorous. Basically, try to create a relaxed but orderly environment.

## **3.2. Practical TA Duties (Tips Based on the Nature of the Class)**

Tips for being a good TA are explained for each type of duty that might be assigned to a TA.

### **Exercise (responsible for one class)**

Explain the assignment in the introduction and ask students questions before they work on the assignment so that they can fully understand the significance of doing the exercise.

At the end of the exercise, provide feedback to students. The TA will summarize what was learned from the assignment, the process and outcomes of the exercise, what was achieved, and what remains as new issues to deepen students' understanding. Then, link the outcome of the current exercise to previous and upcoming content to confirm the position of this exercise in the overall class curriculum.

Do exercises only within the scope of what has already been covered in the lectures. Do

not go beyond that.

### **Discussion (responsible for one group)**

When the TA assumes the chairperson role in group work, they have the advantage of facilitating discussions efficiently, but also the disadvantage of suppressing the students' free thinking. Appoint a student as the chairperson. The TA should try to work out their own role by becoming an observer or one of the speakers. The TA should encourage students who do not often express their opinions and, at the same time, should understand the purpose of the discussion and try to coordinate the discussion so that it does not stray from the topic.

### **Experiments and practical training**

The most important thing to keep in mind during experiments and practical training is safety. You must prevent accidents. For this purpose, make sure that students know how to use laboratory equipment and how to handle and treat hazardous materials. In addition, confirm with the faculty member in charge of the course how to handle an accident when it occurs. Make efforts to protect the laboratory environment, including ventilation. Emphasize to the students that the experiment will be safe and beneficial if they follow the instructions.

### **Practical training using computers**

For practical training using computers, familiarize yourself with how to start and operate the computer, the software and auxiliary equipment to be used in the class, and how to log in to the computer by trying them out the day before the class or even earlier.

## 4. Contact Information and Reference Materials

### 4.1 Contact Information and Reference Materials within the Institute

- List of Counseling Services: <https://www.titech.ac.jp/english/students/counseling>
  - Student Guidance Room  
<https://www.titech.ac.jp/english/student-support/students/counseling/guidance>
  - Harassment Consultation Service  
**If you have a consultation, please email us first.**  
E-mail: [soudan@jim.titech.ac.jp](mailto:soudan@jim.titech.ac.jp)  
Ookayama Campus: 03-5734-2288 (Head of Human Resources Division, General Affairs Department)  
Suzukakedai Campus: 045-924-5901 (Head of Suzukakedai General Affairs Division, General Affairs Department)  
<https://www.titech.ac.jp/english/0/students/counseling/harassment>
  - Student Division, Student Services Department  
03-5734-3001 (Head of Student Division)
  - Mental health and counseling  
<https://www.titech.ac.jp/english/student-support/students/counseling/counseling>
- Diversity and Inclusion Section, Tokyo Institute of Technology
  - Diversity and Inclusion Statement  
<https://www.gec.jim.titech.ac.jp/en/diversity-declaration/>
- Tokyo Tech SOGI Guidelines – Basic Principles on Sexual Diversity -  
[https://www.gec.jim.titech.ac.jp/dais/news/intra/SOGIguideline\\_en.pdf](https://www.gec.jim.titech.ac.jp/dais/news/intra/SOGIguideline_en.pdf)
- Student Accessibility Services, Student Support Center, Tokyo Institute of Technology
  - Location/address: 1st floor, 80th Anniversary Hall, Ookayama Campus / Mailbox: N80
  - Phone: 03-5734-2989 / E-mail: [barrierfree@jim.titech.ac.jp](mailto:barrierfree@jim.titech.ac.jp)  
<https://www.titech.ac.jp/english/student-support/students/counseling/barrierfree>
- Administrative procedures (Human Resources Division)  
<https://www.jinjika.jim.titech.ac.jp/syoku/index.html> (This is a page in Japanese but contains links to pdf documents in English.)
- Tokyo Institute of Technology Teaching Assistant Guidelines  
[http://www.somuka.titech.ac.jp/reiki\\_int/reiki\\_honbun/x385RG00000293.html](http://www.somuka.titech.ac.jp/reiki_int/reiki_honbun/x385RG00000293.html) (in Japanese)
- Tokyo Institute of Technology Teaching Assistant Operational Guidelines  
<https://www.eduplan.titech.ac.jp/wp-content/uploads/limited/epg03.pdf> (in Japanese)
- National University Corporation Tokyo Institute of Technology Personal Information

Protection Rules (Regulation No. 5, 2005)

[http://www.somuka.titech.ac.jp/reiki\\_int/reiki\\_honbun/x385RG00001579.html](http://www.somuka.titech.ac.jp/reiki_int/reiki_honbun/x385RG00001579.html) (in Japanese)

#### 4.2 Reference Materials

The following are explanatory materials from other universities that we used as a reference in preparing this document:

- Material from Sophia University  
<https://www.fd-sophia.jp/news/fdactivity/1046/>
- “Teaching Assistant Manual for University-wide Education, Hokkaido University” by Hokkaido University Institute for the Advancement of Higher Education  
<https://high.high.hokudai.ac.jp/wp-content/uploads/2015/04/15TAM.pdf> (in Japanese)

#### 5. Summary

The explanation in this document has focused on the following points that are necessary for TAs:

- Points to keep in mind as a TA and awareness as a member of the teaching staff
  - Way of speaking, clothing, code of ethics, duty of Confidentiality, harassment, DEI, crisis management and health & safety, Dealing with Problems and administrative procedures
- Sufficient advance preparation to become a further better TA
  - Understanding of what to deliver and how to explain it in class
  - How to use equipment
  - Close Working Relationship with Faculty Member in Charge of the Course
- Reference materials and contact information

We look forward to TA's active participation.