

**Osaka University**  
**Teaching Assistant Handbook**

**February 2014**

**Kiyoshi Higashijima, Executive Vice President**

**Osaka University Working Group on  
Teaching Assistant/Research Assistant System**



## **Preface**

The Teaching Assistant (TA) System aims to provide opportunities to graduate students to train their education/instruction abilities, enhance undergraduate and master's course education, and offer financial support towards studies by the graduate students by allowing graduate students to participate in supplementary education support activities; it is a deeply rooted tradition in the Osaka University education today. To further improve this TA System, this Osaka University Teaching Assistant Handbook was created in February 2012, and it has been revised by the Working Group on Teaching Assistant/Research Assistant System as necessary.

From the students' point of view, TAs are a part of the education staff. They are also actors in the education activities carried out at Osaka University. Therefore, they have various obligations with their job and while on duty. We expect all TAs to read through and understand this Handbook thoroughly upon assuming TA positions. Also, as mentioned above, this also provides individual TAs with training opportunities as educators and instructors, as they may eventually teach at a university, or go out into society and instruct their juniors. The position of a TA is special; from this position, education and instruction can be seen from both the giving and the receiving sides. By engaging in the TA role with an awareness that it is a self-improvement opportunity and a valuable experience, one may greatly enhance his/her own education/instruction abilities.

We hope that utilization of this Handbook will allow TAs to engage in higher-quality education activities, which would result in further development of Osaka University as well as the individual TAs.

Kiyoshi Higashijima  
Executive Vice President of Education

\* This Handbook targets all TAs at Osaka University, and thus mainly focuses on matters common to the University as whole. Please beware that some matters are specific to certain schools/faculty and graduate schools, so please actively attend seminars hosted by the schools/faculty or graduate schools in which you are going to engage as a TA and follow instructions provided by them.

## Contents

<b>I. Fundamentals of Education and the TA</b> .....	1
<b>I-1. Osaka University education</b> .....	1
(1) Osaka University's educational goal .....	1
(2) Educational objective of each school/faculty and graduate school.....	1
<b>I-2. The role of the TA</b> .....	1
(1) Definition and role of the TA .....	1
(2) The Osaka University TA system.....	3
<b>I-3. Scope of TA work</b> .....	4
(1) Tasks TAs are responsible for.....	4
(2) Tasks that cannot be carried out by TAs.....	6
(3) Precautionary Statement while on duty as a TA .....	7
<b>II. What to Check before Starting as a TA</b> .....	8
<b>II-1. Make sure you understand the content of the lecture</b> .....	8
(1) Checking the syllabus .....	8
(2) Discussing with the lecturer.....	8
<b>II-2. Checking the lecture times and lecture periods</b> .....	8
(1) Lecture timetable.....	8
(2) Annual schedule.....	9
(3) Lecture cancellation policy in case of suspension of transportation services and issuance of a storm warning .....	9
<b>II-3. Checking the facilities/equipment</b> .....	10
(1) Lecture room equipment (microphone, educational equipment for the lecture, AV and other equipment, wireless LAN, etc.) .....	10
(2) ICT (Information & Communication Technology) environment.....	11
(3) Other facilities .....	11
(4) Emergency contact and health and safety facilities .....	13

<b>III. Things that TAs Should Always Keep in Mind</b> .....	14
<b>III-1. Maintain a balance with your own studies</b> .....	14
<b>III-2. Maintain awareness as an educator</b> .....	14
<b>III-3. Act with a correct understanding of your responsibilities and authority</b> .....	14
<b>III-4. Dress appropriately and keep the right attitude</b> .....	15
<b>III-5. Establish good relationships with students</b> .....	15
<b>III-6. Respect your confidentiality obligation</b> .....	15
<b>III-7. Try to prevent harassment</b> .....	15
<b>III-8. Manage risks appropriately</b> .....	17
<b>IV. Contact Information and Other Procedures</b> .....	19
<b>IV-1. Contact information</b> .....	19
<b>IV-2. Other procedures</b> .....	19
<b>V. What TAs Should Do after Completing the Job</b> .....	21
<b>VI. Q&amp;A on the TA Position</b> .....	22
<b>VII. References</b> .....	27

## **I. Fundamentals of Education and the TA**

### **I-1. Osaka University education**

Before becoming a TA, review and confirm the educational goal of Osaka University as well as the educational objectives of the schools/faculty or graduate schools for which you will be working. This is because each lecture is established based on the above goal and objectives.

#### **(1) Osaka University's educational goal**

Osaka University upholds the principle that providing scholarship and training that enables one to perceive the true essence of things is the mission of a university, and that universities contribute to society by fulfilling this mission. Based on this principle, Osaka University, with its motto of "Live Locally, Grow Globally," will commit itself to cultivating able and talented persons, persons capable of helping humanity realize its ideals and support society for future generations.

In order to achieve this goal, the schools, graduate schools, and other education and research organizations strive to nurture leaders of a knowledge-based society who will possess (1) broad knowledge and a high degree of professionalism and (2) international mindedness, design prowess, and a comprehensive worldview.

#### **(2) Educational objective of each school/faculty and graduate school**

The list of the educational objective of each school/faculty and graduate school is available at the Osaka University website. Please refer to specific details on the website of each school/faculty and graduate school, etc.

- Schools/faculty objective:

[http://www.osaka-u.ac.jp/en/academics/faculty/faculty\\_purpose](http://www.osaka-u.ac.jp/en/academics/faculty/faculty_purpose)

- Graduate school objective:

[http://www.osaka-u.ac.jp/en/academics/graduate/gradschool\\_purpose](http://www.osaka-u.ac.jp/en/academics/graduate/gradschool_purpose)

### **I-2. The role of the TA**

#### **(1) Definition and role of the TA**

Osaka University rules and regulations defines a Teaching Assistant (TA) as follows: "With educational considerations, to enable outstanding undergraduate or graduate students of Osaka University to engage in educational support tasks to give detailed instruction in the general education and undergraduate education subjects, present these students with opportunities to develop their teaching/instructional skills through training as an educator, and to provide them

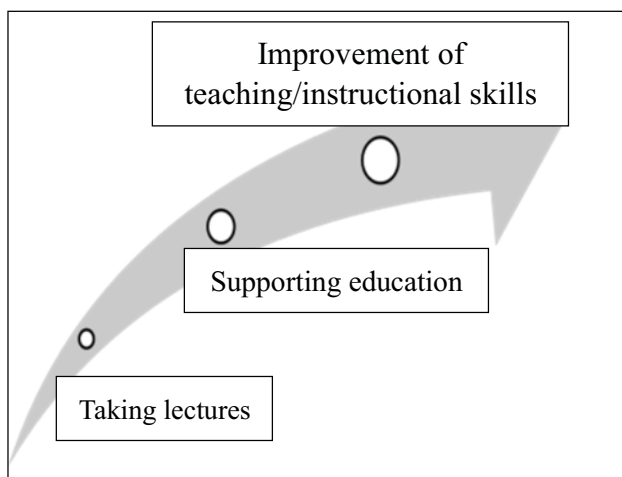
with financial support as part of the effort to improve their status.” (For details on the rules and regulations, please see reference material at the end of this handbook.)

In other words, TAs should keep in mind that this is an opportunity for them to learn as educators by supporting education and the academic staff in their teaching roles. For students going on to graduate school with the intention of someday becoming a university teacher or teacher at a junior/high school, this is the perfect opportunity to experience teaching first-hand. It is also useful for students planning to find work in a corporation after finishing a degree at graduate school, since they will probably find themselves in various teaching roles in their future career. Their experience as a TA at Osaka University will surely prove valuable in the future.

Until now, you were the “receiver” of lectures. Even if you think you know a lot about lectures, there are many things you will learn and realize when seeing them from the perspective of the “giver.” While carrying out your tasks, please think about how you would handle things if you were teaching, and how to interact with students. Looking back on your long years of student life on campus or at school, this new “giver” perspective should also bring some new insights.

Another thing to keep in mind is that TAs are compensated by the University for their work. Instead of viewing this as mere financial support, please remember the responsibilities that go with this compensation and retain your awareness that you are an educator while working as a TA.

The definition and significance of the job of a TA are also provided in the report titled “Graduate School Education in a Globalized Society” (January 2011) by the Central Education Council. They are cited below for reference.



#### Definition of a TA

[ TA (Teaching Assistant) ]

With educational considerations, to enable outstanding graduate students to engage in tutoring (advising) undergraduate and other students as well as teaching support tasks such as experiments, practical trainings, seminars, etc., present students with opportunities to develop their teaching/instructional skills, and to provide them with financial support as part of the effort to improve their status. (“Graduate School Education in a Globalized Society” P. 50)



The position of a TA

Organized implementation of TAs and enhancement of teaching/instructional skills of students

For students, the position of a TA is not just another method of financial support; it firmly fixes the knowledge acquired up to this point through teaching experience, and plays an important role in nurturing the University's academic staff, who is required to have sophisticated expertise as well as the ability to teach knowledge and abilities from a wide perspective. Outstanding TAs improve the quality of university education, and for this reason it is important to strengthen the TA system and organize its promotion as part of the educational activities of a master's course.

The government needs to create joint-use facilities and promote efforts to train outstanding university teachers at graduate school (pre-FD) in order to improve the teaching skills of university teachers. ("Graduate School Education in a Globalized Society" P. 8)

**(2) The Osaka University TA system**

There are two types of TA at Osaka University: Junior Teaching Assistants (hereinafter referred to as "JTAs") who are involved in teaching support tasks under the instruction of the academic staff, and Senior Teaching Assistants (hereinafter referred to as "STAs") who mainly plan the content of the teaching support tasks under the instruction of the academic staff. In addition, there are also Student Assistants (hereinafter referred to as "SAs") who are in charge of tasks related to lectures but not directly involved in teaching activities.

Those eligible to become JTAs are outstanding students in: the fifth or subsequent year at schools/faculty or departments requiring six years of study; master's courses; the professional degree program at the Osaka University Law School; doctoral courses; and the five-year doctoral course at the Graduate School of Frontier Biosciences; as well as in the doctoral course in medicine at the Graduate School of Medicine, the doctoral course at the Graduate School of Dentistry, and the doctoral course in medical pharmacy at the Graduate School of Pharmaceutical Sciences (hereinafter collectively referred to as "Doctoral Courses in Medicine, Dentistry and Pharmaceutical Sciences"). The aim of the JTA is development of teaching/instructional skills and financial support. Teaching/instructional skills include the ability to provide instruction through educational activities based on a stylized method.

Those eligible to become STAs are outstanding students in doctoral courses, the third and subsequent years of the five-year doctoral course at the Graduate School of Frontier Biosciences, and the Doctoral Courses in Medicine, Dentistry and Pharmaceutical Sciences who meet the requirements stipulated by the Executive Vice President of education. The position is aimed at developing teaching/instructional skills, educational planning skills, and financial support. In

addition to teaching/instructional skills, educational planning skills include the ability to establish fragmentary (for example, per class) teaching objectives and evaluation methods, and to improve them continuously.

The following table explains the tasks relevant to each position.

	<b>Junior Teaching Assistant (JTA)</b>	<b>Senior Teaching Assistant (STA)</b>
Skills developed/aims	Teaching/instructional skills	Educational planning skills besides teaching/instructional skills
Task content	Mainly engaging in teaching support tasks under the instruction of the lecturer.	Mainly planning and preparing the content of teaching support tasks under the instruction of the lecturer.
Eligible students	Students in the fifth or subsequent year at schools/faculty or departments requiring six years of study and graduate students who are approved to serve as JTAs.	Students in doctoral courses, the third and subsequent years of the five-year doctoral course at the Graduate School of Frontier Biosciences, and the Doctoral Courses in Medicine, Dentistry and Pharmaceutical Sciences who are approved to serve as STAs.

### **I-3. Scope of TA work**

#### **(1) Tasks TAs are responsible for**

The scope of work differs by lecture, but the following tasks generally form part of a TA's job.

[1] Preparations for the semester: What to do before the first lecture

- Discuss details with the lecturer (task content as a TA, etc.).
- Confirm the lecture location.
- Confirm availability of equipment to be used, and check that the equipment is in working order. (Note that if you leave this until the first day of the lecture, it will be the reason to delay the lecture.)
- Read through and understand the lecture syllabus.

[2] Preparations for each lecture: What to do before each lecture

- Assist with preparing resumes, teaching materials, lecture materials, etc. (preparation and printing).
- Prepare and install equipment to be used in the lecture (microphones, educational equipment for the lecture, AV equipment, etc.).
- Prepare equipment to be used in the lecture (experiments and practical trainings).
- \* Please ask the lecturer for details of the above tasks.

[3] Support during the lecture: What to do during each lecture

- Support experiments and practical trainings, give advice to students, support group works, etc., distribute and collect materials, check attendance, take note of students who arrive late or leave early, operate equipment, etc.
- Answer questions from students (especially during seminars, experiments, and practical trainings).
- \* Follow the instructions of the lecturer, but please also engage actively in these tasks.

[4] Organization after the lecture: What to do after each lecture

- Organize attendance information, organize materials, assist with organizing and checking submitted papers, assist with exam rating, assist with writing answers to questions, give advice on self-study, etc.
- Supporting students who stay behind after the lecture ends (especially after seminars, experiments, and practical trainings) to finish their work. (Please confirm how to supervise them with the lecturer beforehand.)
- \* However, make sure that the lecturer is supervising you in your tasks.

[5] Exam supervision

- When supervising exams, please follow the prearranged procedures as instructed by the lecturer.

[6] Tasks expected of an STA

The STA position is not only to assist in improving the quality of the lecture and teaching and provide financial support to you as a graduate student; it also provides you with the opportunity to develop your teaching/instructional skills. Therefore, an STA is expected to work in a more independent manner than a JTA. For example, in addition to the above, an STA is also expected to perform the following tasks from time to time. Please make sure you are being supervised by the lecturer.

- Prepare resumes, teaching materials, exercise problems, etc.
  - Explain experiments procedures
  - Explain how to use the equipment, etc.
  - Give individual instruction to students
  - Promote group discussion
  - Deal with questions from students
  - Conduct some experiments/practical trainings/seminars (for example, per class)
  - Provide advice on self-study
  - Write answers to questions
  - Correct submitted papers
  - Assist with rating papers and quizzes
- \* In some lectures, an STA may be expected to instruct a JTA.

## **(2) Tasks that cannot be carried out by TAs**

TAs should not perform the following tasks. If you are requested by the lecturer to perform any of the following tasks, please consult to the section in charge of TAs in your school/faculty or graduate school.

Section in charge of TAs in the school/faculty or graduate school: \_\_\_\_\_

Contact information: \_\_\_\_\_

### [1] Grade evaluation

Grade evaluation is the responsibility of the lecturer, and TAs should not perform tasks directly related to final grade evaluation.

However, TAs may assist with organizing and checking seminars, papers, quizzes, etc. during regular lecture time and assist with exam rating as long as the lecturer carry out a final check and are prepared to take responsibility for the process as well as the final result. Even so, TAs should not be involved in the final grade evaluation (including scoring the results, A/B/C evaluation, managing grades and registering grades).

Tasks concerning papers, quizzes, attendance rolls, etc. by TAs must be conducted at the University (on campus), and papers, quizzes, attendance rolls, etc. must be managed by the lecturer.

### [2] Tasks during holidays (non-teaching weeks) or when the lecturer is absent

TAs should not perform their normal tasks during holidays (non-teaching weeks) or when a lecture has been cancelled or the lecturer is absent on a business trip.

[3] Tasks unrelated to teaching duties

A TA does not need to perform tasks that are personal errands, or that are related to academic conferences, research assistance, or tasks that are not related to the lecture to which the TA has been assigned.

TA's working hours are designated beforehand. Since it is normal for lecturer to do different kinds of preparation outside of lecture hours, there may be times when their instructions are vague. If you feel that you are being overworked compared to your estimated working hours, please consult to the section in charge of TAs in the school/faculty or graduate school.

**(3) Precautionary Statement while on duty as a TA**

As a fundamental principle, please limit your TA activities to an extent that does not interfere with your studies. You should not act as a TA for a lecture that coincides with your own registered lectures, or for a lecture that coincides with your other work (other TA or RA position). Please arrange things so that they do not overlap. When you are taking leave of absence, your TA position will end the day before your leave of absence begins. The same goes with leave of absence for studying abroad. If you are going to take leave of absence, please notify the people involved promptly.

The total working hours for each individual should be less than 30 hours per week for all your work at Osaka University (including TA, RA, part-time work within the University, etc.). Each individual is encouraged to calculate the number hours per week allocated to work, studies, etc.

	Hours per Week		Subtotal
Study Hours	For lecture attendance		
	For lecture-related study		
	For research activities		
Hours for Other Tasks	TA (Lecture name: )		
	TA (Lecture name: )		
	TA (Lecture name: )		
	RA		
	Part-time work		
	Other		
Total			

Some schools/faculty and graduate schools may limit the number of hours you can work as a TA, so please ensure that you stay within these limits.

## **II. What to Check before Starting as a TA**

As already mentioned briefly in I-3., the tasks that a TA may be involved in require careful preparation. Here are some things that TAs should be clear about beforehand.

### **II-1. Make sure you understand the content of the lecture**

From the students' point of view, a TA is part of the education staff. Therefore, they naturally expect TAs to understand the content of the lecture. You may lose the confidence of the students if you are unable to answer their questions, and if your reply differs from what the lecturer says, it will confuse the students. At the very least, read through the syllabus and discuss the details with the lecturer to ensure you understand the lecture content.

#### **(1) Checking the syllabus**

Before the lecture begins, always read through and ensure you understand the syllabus. Lecture objectives and contents are all listed in the syllabus. You can also check textbooks and reference books that are used in lecture by the syllabus. Read through the syllabus before discussion with the lecturer to ensure that discussions go smoothly.

#### **(2) Discussing with the lecturer**

Before the first day of the lecture, make sure to discuss details with the lecturer. What is expected of a TA differs according to lecture style, content and mindset of the lecturer. Therefore, make sure you understand your task to avoid confusion at the time of first lecture. It is recommended that you confirm the content of the syllabus, ask questions on any unclear matters, confirm how the lecture will progress (this may differ for each lecturer), and ask the lecturer what their focuses and key points are. You may have taken the lecture or been a TA for the same lecture in the past, but the lecture content and equipment used in the lecture may have changed. Always check the current content and situation carefully.

From time to time, graduate students become unavoidably involved in academic activities such as giving a presentation at an academic conference. If you are aware of this possibility, notify the lecturer beforehand, and contact with them again when the date is confirmed so that task content can be arranged.

### **II-2. Checking the lecture times and lecture periods**

#### **(1) Lecture timetable**

The lecture times are as follows. Make sure you give yourself enough leeway to avoid being late.

- 1st period: 8:50–10:20 (90 min)
- 2nd period 10:30–12:00 (90 min)
- [Lunch break: 12:00–13:00]
- 3rd period 13:00–14:30 (90 min)
- 4th period 14:40–16:10 (90 min)
- 5th period 16:20–17:50 (90 min)
- 6th period 18:00–19:30 (90 min)
- 7th period 19:40–21:10 (90 min)

\* Some lectures may be conducted outside of the above hours. Please confirm with the lecturer beforehand.

**(2) Annual schedule**

The academic calendar (annual schedule for lecture periods, etc.) may differ slightly by school/faculty and graduate school. Confirm the academic calendar of the school/faculty and graduate school where you are taking the TA position, especially the day on which lectures start.

1st semester lecture start day: \_\_ (mm)/\_\_ (dd) ( ) (Day)

2nd semester lecture start day: \_\_ (mm)/\_\_ (dd) ( ) (Day)

**(3) Lecture cancellation policy in case of suspension of transportation services and issuance of a storm warning**

[1] In case of suspension of train services

Lectures may be cancelled in case of suspension of transportation services due to strike, accident, disaster, or for other reasons. Conditions under which lectures may be cancelled varies by school/faculty or graduate school, so please check beforehand.

Target public transport: \_\_\_\_\_

Transportation suspension	Lecture cancellation
Resumed at or before ( )	
Resumed at or before ( )	
Still suspended after ( )	

[2] In case of issuance of a storm warning

If a “*Bofu-keiho*” (storm warning) or a “*Tokubetsu-keiho*” (special warning) is issued for Toyonaka City, Suita City, Ibaraki City and/or Minoh City, or for an area that includes any of these cities, lecturers will be cancelled. If the warning is lifted, the following will apply.

Warning	Lecture cancellation
If the warning is lifted before 6:00 a.m.	Lectures are held as scheduled.
If the warning is lifted between 6:00 a.m. and 9:00 a.m.	Morning lectures are cancelled.
If the warning remains even after 9:00 a.m.	All lectures are cancelled.

- \* This does not apply to the School of Foreign Studies (including the former School of Foreign Studies) and the Department of Studies in Language and Society of the Graduate School of Language and Culture (including the former Graduate School of Integrated Studies in Language and Society), for the sixth and the seventh periods, if the warning is lifted before 3:00 p.m.
- \* This does not apply to the United Graduate School of Child Development, which will inform students of its policy by e-mail whenever a warning is issued.

[3] In case of suspension of transportation services and/or issuance of a storm warning or special warning after 9:00 a.m.

If transportation services are suspended and/or a warning is issued while lectures are in session, lectures in progress will continue as scheduled and all the following lectures will be cancelled.

### II-3. Checking the facilities/equipment

Please check the facilities/equipment in the school/faculty and graduate school where you are a TA to ensure that the lecture proceeds smoothly as well as to prepare for any emergency. Key points to check are as follows.

#### **(1) Lecture room equipment (microphone, educational equipment for the lecture, AV and other equipment, wireless LAN, etc.)** **Confirmed**

Before the lecture begins, check the equipment available in each lecture room, list of rental equipment, etc. available at the Educational Affairs Section or other offices, the procedure for renting equipment, operating manuals for the equipment in each lecture room, where chalk and other supplies are kept, etc. Always give yourself ample time for checks and inquiries.



**(2) ICT (Information & Communication Technology) environment** □ Confirmed

As part of a TA's tasks, the ICT (Information & Communication Technology) environment may need to be set up in some lectures. Please ensure you understand the two basic systems. Confirm how to use them with the lecturer beforehand.

[1] Student information system (KOAN)

Osaka University uses KOAN (Knowledge of OsakaU Academic Nucleus), a student information system. Logging onto the KOAN website allows students to register for lectures, view their registration status, read the syllabus, view their grades, check lecture cancellations and makeup lectures, etc. while teachers can report grades, list the syllabus, notify students of lecture cancellations, etc. online. Questionnaire surveys designed to improve the lectures will also be conducted via KOAN.

Instructions for operating KOAN are available at the following URL.

Logging into KOAN: <https://koan.osaka-u.ac.jp/>

Osaka University portal site, "My Handai": <https://my.osaka-u.ac.jp/> (Link to KOAN, available only in Japanese)

[2] Course management system (Osaka University CLE)

To ensure the use of the latest advances in IT for education, Osaka University CLE (Collaboration and Learning Environment), a course management system, is available for all the lectures. Osaka University CLE is an online lecture support tool, with various functions including discussion boards to promote communication between students and academic staff as well as among students, easy uploading of lecture materials onto the lecture page, submission of papers by students, and online testing.

Osaka University CLE URL: <https://cle.koan.osaka-u.ac.jp/> (Available only in Japanese)

Questions, requests, etc. regarding Osaka University CLE should be directed to the Osaka University CEL Support Desk below. (Available only in Japanese)

By email: [cle-support@ecs.cmc.osaka-u.ac.jp](mailto:cle-support@ecs.cmc.osaka-u.ac.jp)

By phone: 06-6850-6822 (ext. 6822) Weekdays from 10:00 to 17:00

**(3) Other facilities** □ Confirmed

To encourage students to study outside of lecture hours, it is a good idea to confirm the facilities available for them to use or study in. This allows you to give useful advice when asked. For example, Learning Commons is available in the Suita, Toyonaka and Minoh Campuses, and

Global Commons and Student Commons are available in the Toyonaka Campus.

#### [1] Learning Commons

The Learning Commons were established at each Campus in or after 2009 in order to provide a common space where students can discuss, seek knowledge, and work together. Unlike conventional libraries, these spaces allow active discussion. Movable tables and chairs enable discussion in large or small groups. Access to paper-based materials as well as electronic materials is very easy, and in addition, library staff and TAs are stationed there at all times to answer questions or for consultation.

→ [http://www.osaka-u.ac.jp/en/oumode/education\\_env/communication\\_space](http://www.osaka-u.ac.jp/en/oumode/education_env/communication_space)

#### [2] Global Commons

Global Commons is a common learning space for facilitating multiple languages and different culture acquisition. It was opened in November 2012 at the Toyonaka Campus in order to support “transcultural communicability,” one of the three main pillars of Osaka University’s principles on education, and simultaneously to realize multiple ways of learning to cope with learning both in and outside lectures.

There are more movable tables than in the Learning Commons so that it can be used for a variety of learning purposes. Touch panels to view newspapers from various countries, whiteboards on walls and pillars, facilities for presentations and discussions, electronic blackboards, and other equipment are available to create a supportive environment for globally-oriented communications and active learning by students.

#### [3] Student Commons

Student Commons was opened in the Toyonaka Campus in November 2009 as a place of active learning for students, as well as for facilitating exchange among students and between students and academic staff. The Quartier, the activity space for free intellectual interaction by students, comprises a cafe zone, information zone, and self-study zone. Also available are a wide variety of seminar rooms with tables and chairs that can be moved freely and arranged so that various educational and extracurricular activities can take place.

Please inquire at the Matching Seminar Room and/or Staff Room located on the second floor on how to use these seminar rooms (Available only in Japanese).

Location:

1st and 2nd floor of Faculty Offices and Seminar Rooms (Bldg. 1), Center for Education in Liberal Arts and Sciences

Days and hours available:

Weekdays from 8:30 to 20:00 (Quartier only from 8:00)

Contact information: Staff Room 06-6850-6148 (ext. 6148)

**(4) Emergency contact and health and safety facilities**

**Confirmed**

Always confirm how to contact the Educational Affairs Section from the lecture room in an emergency beforehand, and make note of the necessary information below. Some schools/faculty and graduate schools have extension-only phones for emergencies, so please use them. Regarding safety and health, confirm the location of the nearest AED\* beforehand.

<input type="checkbox"/>	Location of the Educational Affairs Section	
<input type="checkbox"/>	Phone number of the Educational Affairs Section	
<input type="checkbox"/>	Location of the closest extension-only phone	
<input type="checkbox"/>	Location of nearest AED	

\* Check confirmed items.

\* AED (automatic external defibrillator): Electrical life-saving equipment for cardiac arrest patients. It is said that use within three minutes of a cardiac arrests saves 50% of lives.

### **III. Things that TAs Should Always Keep in Mind**

#### **III-1. Maintain a balance with your own studies**

The most important thing for graduate students is to focus on their studies. Therefore, the regulations clearly state that “Hours spent on TA tasks should be within a limit that does not interfere with the student’s studies, research activities, etc. (including time involved in getting guidance on research and attending the lectures),” and as mentioned above, total hours per week for all your TA activities at Osaka University must be less than 30 hours for each individual (some schools/faculty or graduate schools may also impose limits, which may result in an even stricter limit when combined with your non-TA work). It goes without saying that students cannot engage in TA work when a lecture for which they have registered is in session. Please be aware that one of the preconditions to being a TA is to be an “outstanding student,” so make sure that you do not neglect your own studies.

#### **III-2. Maintain awareness as an educator**

TAs are graduate students, but they also become teachers during the lecture. You and the lecturer are aware of these two aspects, but to the students in the lecture, you are merely one of the academic staff. Please be aware that you are seen as an educator.

Also, the regulations state that TAs must be aware of the mission of a national university and the public nature of the tasks and perform their tasks sincerely and fairly, remaining committed to these tasks during working hours. During working hours, please avoid actions unrelated to teaching, such as talking on your cell phone or writing emails.

In addition, please beware that TAs are prohibited from engaging in activities that are not to the benefit of the University, that defame the University’s reputation or reduce its credibility, cause disorder, or disrupt morals or discipline at the University.

#### **III-3. Act with a correct understanding of your responsibilities and authority**

Regarding lectures, please follow all instructions from the lecturer. TAs do take on partial responsibility and authority during the lecture, but the final responsibility for the lecture belongs to the lecturer, not the TA. TAs must always report to, keep in contact with, and discuss things with the lecturer. Always discuss how the lectures should progress as well as the lecture content with the lecturer, try to understand how they are thinking and what they are trying to achieve, and follow the detailed instruction as a TA to achieve the lecture objectives.

Please refrain from doing or saying things you cannot take responsibility for. In particular, students may ask you about lecture grades, credits, registration, etc. It is a good thing for TAs to actively help these students, but do not answer things you cannot be responsible for; tell the

students to ask the lecturer, or consult the Guidance Room, Educational Affairs Section, or other appropriate offices/persons.

#### **III-4. Dress appropriately and keep the right attitude**

As with the advice already given to remain aware that you are an educator, please ensure that your dress and attitude are appropriate. There is no need to dress formally, but clothing that is distasteful or eccentric is not a good idea. Please dress as appropriate to an educator.

Your attitude should also be in line with common sense, but in addition, you are expected to act reasonably as an educator. Remember that you are on the academic staff when you are on duty as a TA. You are expected to be respectful to both academic staff and students, and also be fair to all students. It goes without saying that since as a TA you will tell your students to be punctual, you should also be punctual at all times.

#### **III-5. Establish good relationships with students**

A good relationship with students for the duration of the lecture is one of the most important elements in fulfilling the TA role in the lecture room. It is probably fairly easy for you to establish a friendly relationship with the students. However, you should know that there is a difference between a friendly relationship and a relationship between academic staff and students. If friendly relationships lead to overly cozy relationships, it will make it difficult for you to be involved in the lecture as a TA. “Good relationships” are not cozy relationships, but a relationship where students and teachers are both aware of their own position.

#### **III-6. Respect your confidentiality obligation**

The TA experience is extraordinary, and you may want to share your experience or work content with your friends or with the general public through conversations, on your blog, via Twitter, etc. If you do, please make sure you protect the privacy of your students. Also, never share information that could identify an individual. You will need to be extremely careful with any information that could be detrimental to students.

The regulations stipulate that TAs are not allowed to disclose confidential information they may learn through their work. This applies to you even after your TA job is finished. Please be careful not to breach your obligation of confidentiality. Please confirm beforehand the rules and policies regarding the handling of personal information in each school/faculty and department.

#### **III-7. Try to prevent harassment**

Harassment has become a major social issue, and we must always be careful. According to the Regulations for the Prevention of Harassment at Osaka University, sexual harassment is

defined as “any unwanted sexual comment or behavior by faculty, staff, or students taking advantage of their position with relation to another faculty, staff, or student.” Whether a certain comment or behavior is sexual harassment or not depends on whether the receiver of the comment or behavior finds it uncomfortable or not. “Sexual comment and behavior” is comment and behavior based on sexual interest or desire, but it also includes comment and behavior based on the mindset that roles should be separated according to gender.

TAs are graduate students, but students in the lectures will regard them as being part of the education staff, and for that reason, be aware that there is a higher possibility of perpetrating academic harassment. According to the same regulations, academic harassment is defined as “any inappropriate and unfair comment or behavior about research, education, or study by faculty, staff, or students unfairly taking advantage of their official position of authority with relation to, or de facto hierarchical relationship with, another faculty, staff, student, or relevant person.” Also, the Academic Harassment and Power Harassment Guidelines at Osaka University state that harassment can occur in a campus where, by its nature, some people can be placed in a vulnerable position for their work, research, study or extracurricular activities, and that it is important to keep the following in mind in order to prevent harassment:

- (1) Respect the personalities of others and understand that the basic principle for the protection of human rights is to hold respect for the individual.
- (2) Keep in mind that all members of the University are mutually important partners.
- (3) A person who is in a position of power, either academically or officially, must be aware of the impact of one’s behavior and shall always be considerate of others.
- (4) A person who is in a position to give instructions must be aware that harassment is an act violating human rights, such as the right to study, the right to receive an education and the right to work in a good environment, and shall always give due consideration so as not to lose sight of the true purpose of research and education.
- (5) Be mindful of always maintaining good communication and trusting relationships with others to ensure that one’s words and actions are not misunderstood.

Also, if you become a victim of harassment as a TA, you will be treated in the same manner as other members of the Osaka University. Please report to the “Harassment Counseling Office” on each campus (Toyonaka, Suita, and Minoh).

[Sexual Harassment Counseling Office]

Toyonaka Campus: 2nd floor, eastern side of the Health Care Center, Tel: 06-6850-5029

Suita Campus: 2nd floor of R4 Building (Memorial Hall of Materials Research),  
Graduate School of Engineering, Tel: 06-6879-7169

Minoh Campus: 3rd floor of Administration Building, Tel: 072-730-5112

[Academic and Power Harassment Counseling Office]

Toyonaka Campus: 2nd floor, eastern side of the Health Care Center, Tel: 06-6850-6006

Suita Campus: 2nd floor of R4 Building (Memorial Hall of Materials Research),  
Graduate School of Engineering, Tel: 06-6879-7169

For details of harassment countermeasures at Osaka University, or information on harassment counseling office and such, please access the following URL.

[http://www.osaka-u.ac.jp/en/guide/student/prevention\\_sh](http://www.osaka-u.ac.jp/en/guide/student/prevention_sh)

### **III-8. Manage risks appropriately**

If accidents or problems occur, please immediately contact the lecturer. If the situation is an emergency and there is no time to ask the lecturer for instructions, you must contact the nearest administration office (also see II-3-(4)), or you may have to depend on your own judgment. Please make the safety of the students and yourself the priority.

Particularly if you are a TA for experiments, please re-read the “Safety Guidebook” distributed when you enrolled in the school before the lecture begins. If you do not have this guidebook, please borrow it from a lecturer or other person so that you can read it through.

The Health Care Center is available to deal with illnesses and injuries. For details on Center hours for medical services, student counseling, etc., please access the Health Care Center URL. When the Health Care Center is closed, you may need to consider visiting the nearby medical facilities.

[Health Care Center]

Toyonaka Headquarters: Back of the post office building, Tel: 06-6850-6038  
(Office hours: 9:00–12:00, 13:00–17:00)

Suita Branch: North-north-east of the Honbumae Bus Stop, in front of the pond,  
Tel: 06-6879-8970  
(Office hours: 9:00–12:00, 13:00–17:00)

Minoh Branch: 2nd floor of Administration Building, Tel: 072-730-5151  
(Office hours: 9:00–12:00, 13:00–17:00)

Health Care Center URL:

<http://www.healthcarecenter.osaka-u.ac.jp/english.html>

List of nearby medical facilities:

[http://www.healthcarecenter.osaka-u.ac.jp/6\\_0\\_jikangai.html](http://www.healthcarecenter.osaka-u.ac.jp/6_0_jikangai.html) (Available only in Japanese)



## IV. Contact Information and Other Procedures

### IV-1. Contact information

If you experience problems as a TA, please consult the section in charge of TAs in the school/faculty or graduate school.

Section in charge of TAs in the school/faculty or graduate school: \_\_\_\_\_

Contact information: \_\_\_\_\_

Also, confirm the method of inquiry and contact information (Educational Affairs Section, Graduate School Section, etc.) for each school/faculty or graduate school regarding lecture subjects, etc., and record the information below.

--

### IV-2. Other procedures

Below are examples of various procedures you may need to do after you have been accepted as a TA. Please confirm the contact information for schools/faculty or graduate schools as well as the procedures as necessary.

#### - Address changes

If your address changes because you move, etc., you must notify the office. With the address change, you will need to re-submit the Declaration of Dependents' Exemption for Salary Earners.

#### - Leave of absence

You must notify the office if you plan to take leave of absence from the University. This also applies to leave of absence to study abroad.

- Issuing certificates

Please contact the office in charge (General Affairs Section, etc.) for each school/faculty or graduate school if you need a certificate as Certificate of Compensation (expected), Certificate of Employment, and such. The number of days required for issuance depends on the content of certificate. Please request the certificate well in advance.

- Notification of Acceptance

A copy of the Notification of Acceptance for the TA position may be necessary if you apply to the Japan Student Services Organization (JASSO) for exemption from student loan payment. Confirmation of your history as a TA may be necessary if you are employed in another Osaka University job, so please keep your Notification of Acceptance even after your employment period is over.

## V. What TAs Should Do after Completing the Job

After finishing all your work, including all administrative paperwork, there is no obligation for a TA to do anything else. However, to improve your teaching/instructional skills as much as you can for the sake of your own future, it is a good idea to look back and review your work. To do this, summarize the following items in a notebook so that you can look over it before taking up your next TA position.

- What you think you did well as a TA
- What you think you did not do well as a TA
- Why you could not do the above well
- What you learned
- What you had difficulty deciding
- What you realized while interacting with students
- What you learned from watching the lecturer give lectures

Please participate actively in sessions to review the lecture. At these sessions, it would be good to tell the lecturer what you felt, ask questions, or ask for advice on how to teach. Also, if you have the opportunity, please tell the less experienced TAs what you experienced and how you felt.

## VI. Q&A on the TA Position

Q. What are the merits of becoming a TA?

A. Other than the compensation, being involved in education as a TA can provide you with teaching and instructional skills. It is more effective if you are aware of this point. Also, you can list your TA positions on your CV as an educational achievement.

Q. How can I become an STA?

A. Graduate school, centers, etc. will solicit STA candidates, so please submit your application (for details on how to apply, please inquire at the office of each graduate school or center). You must have at least 18 hours experience as a JTA in order to apply. You must also attend the STA seminar (mandatory) targeting students who want to become STAs. STA seminars are generally held before the start of the first semester, but a seminar is also planned before the start of the second semester. However, seminar participants are merely recognized as qualified to become an STA. Whether a participant is chosen as an STA depends on each graduate school, center, etc.

If you participate in an STA seminar, you are qualified to be an STA for four years.

Q. What is the most important thing that I should keep in mind as an STA?

A. The most important thing is to build a relationship of trust with the lecturer. Understanding that it can cause a lecturer a good deal of trouble to have to change his or her lecture plan, you should maintain good communication with him or her to ensure that your ideas will be heard. When offering your ideas concerning a lecture, you are encouraged to adopt the viewpoint of students and speak on their behalf.

Q. I am a Research Fellow of Japan Society for the Promotion of Science (JSPS). Can I be an STA?

A. JSPS Research Fellows are generally prohibited to receive compensation during their fellowship period, but exceptions are made for TAs, tutors, etc., to a maximum of five hours per week. For details, please check on the rules for JSPS Research Fellows published by the Japan Society for the Promotion of Science.

Q. I am a Japanese Government Scholarship Student. Can I become an STA?

A. Japanese Government Scholarship Students may become TAs/RAs after the approval of their supervisors.

Q. Why must STAs submit an implementation report?

A. Implementation reports are requested in order to confirm the current status as well as for consideration for future. We feel that in compiling this report, STAs can also review their activities and thereby enhance the educational effect of the position. An implementation report is on one sheet of A4 paper, so it is not too much of a burden.

Q. Are the lecturers familiar with the system and role of the STA?

A. The STA system was established in order to change the awareness towards TA tasks of students and lecturers. We send notification of any system changes, explain the system during training, ask them to read booklets, and make other efforts to familiarize themselves with the system. However, we cannot make a uniform rule on how to give lectures. Therefore, we hope that STAs will understand the system well and actively involve themselves with the lecturers. Please make the necessary adjustments to make lectures go smoothly through mutual consultation.

Q. The lecturer asked me to rate some papers. Is this OK? I feel it is too much of a responsibility for me.

A. TAs may rate papers as a supporting task under the instruction of the lecturer. However, the responsibility for grade evaluation and rating lies with the lecturer, not the TA. When you are assisting with rating essays and such, you should ask the lecturer about rating standards beforehand.

Q. How much assistance with rating can STAs and JTAs give?

A. For example, STAs can conduct rating after receiving rating standards from the lecturer. However, the responsibility for the rating lies with the lecturer, who must make the final confirmations. However, there are no strict standards on the amount of assistance you can give with rating. Based on this basic principle, the lecturer will decide how much assistance you can provide in line with their own responsibility.

Q. The lecturer asked me to give the lecture. Is this OK?

A. You are not allowed to give the lecture if the lecturer is absent on a business trip or for a similar reason. For example, even after detailed discussion beforehand, you must still avoid giving the lecture, or showing a DVD in the lecture or reading out a resume, since there may be management responsibility issues in the event of unforeseeable circumstances. When the lecturer is present, however, it is okay for you to give some explanation to students. STAs are able to take part in giving partial lectures under the lecturer's guidance.

Q. I was asked by lecturer to help with work related to an academic conference. Is this a part of the TA's job?

A. No. Academic conferences are voluntary conferences for researchers, and thus not part of their University work. Therefore, it is not a part of the TA's job. The same goes for other private errands.

Q. Preparations for work as a TA take a lot of time, and I cannot prepare for my own lectures to attend. What should I do?

A. The most important thing is to not let the TA job affect your study. If the hours necessary for preparation for a TA job exceed the normal level on a daily basis, please consult to the lecturer about it. If consulting to the lecturer is difficult, or if the situation remains unaddressed, please contact with the section in charge of TAs in your school/faculty or graduate school. Also, please consider whether you can balance you work and studies before accepting a TA position, and especially if you are offered several TA positions at one time.

Q. I am being asked to be a TA by two different schools/faculty or graduate schools for third and fourth period of Wednesday. The TA preparation for Wednesday fourth period is set at Wednesday third period, but in fact, there is almost nothing to prepare for the Wednesday fourth period lecture. There is an overlap on paper, but not actually, so there should be no problem. Is this OK?

A. No. No overlaps are allowed. Please change your preparation time, or turn down one of the TA positions.

Q. I am asked by the school/faculty or graduate school to submit a work report every month. What is the latest after the deadline I can submit these reports? I cannot always get a hold of the lecturer to put his or her seal on the report.

A. Make an appointment with the lecturer early. Documents must always be submitted on time. Think of it as one of the lessons you can learn as a working people. If you cannot submit it on time due to unavoidable circumstances, please contact the person in charge and ask for instruction.

Q. Engaging in my planned TA tasks is sometimes difficult due to illnesses or unforeseen events. Is it possible to ask a friend to take my place?

A. As a general rule, TAs cannot be replaced just for one day. Also, students cannot arrange a replacement on their own. Notify the lecturer as soon as you know that you cannot engage in certain lecture. Make sure you know the methods of emergency contact beforehand. You

should never be absent without notice. If you cannot engage in your TA tasks for an extended period, explain the situation to the lecturer, and follow their instructions.

Q. I have been accepted to study abroad in the middle of the semester, and I cannot continue being a TA anymore. What should I do?

A. Notify the lecturer beforehand that you have applied (or are planning to apply) to study abroad. Once you have been accepted, notify the lecturer immediately. The most important thing for a graduate student is their study, and so the period of study abroad will take priority. However, make sure you explain the situation to the lecturer properly.

Q. Some students play around after they have finished their work during the seminar. Should I say something to them?

A. Since TAs are a part of the education staff, you should say something to them. However, be very careful what and how you say things, and it would be a good idea to give them clear instructions on what to do next. Also, you should report the situation to the lecturer afterwards, and ask what you should do in similar situations in the future.

Q. A student left the practical trainings room without saying anything. What should I do when this happens?

A. TAs have their tasks to do originally, so there is no need to go looking for the student. Report the situation to the lecturer, and ask them to give warning to the student.

Q. Some TAs do not understand the experiment description clearly enough and give students wrong instructions, causing confusion among the students. What should I do?

A. This is not a good teaching situation. All the TAs and the lecturers should discuss and reach a common understanding before teaching students.

Q. The experiment description was not explained to me beforehand, and I had trouble answering questions from students. I do not think it is a good idea to answer questions when I am not sure how to answer.

A. It is not good to give tentative answers. If you are unsure about something, you should immediately ask the lecturer or a TA that has more experience before answering. It is advisable to ask the experiment description before the lecture from next time.

- Q. What should I do with students who try to take multiple attendance cards, or students who ask for attendance cards even if they come to the lecture very late?
- A. It could cause problems if the situation is handled differently each time or by different TAs, so ask the lecturer beforehand how attendance cards should be handled. If you still encounter situations where you do not know what to do, tell the student to ask the lecturer after the lecture.



## VII. References

### **Regulations on Accepting Teaching Assistants at National University Corporation Osaka University**

#### (Purpose)

Article 1: These regulations stipulate matters concerning the acceptance of Teaching Assistants (hereinafter referred to as “TAs”) at National University Corporation Osaka University (hereinafter referred to as “University”) with educational considerations, to enable outstanding undergraduate or graduate students of University to engage in educational support tasks to give detailed instruction in the general education and undergraduate education subjects, present these students with opportunities to develop their teaching/instructional skills through training as an educator, and to provide them with financial support as part of the effort to improve their status.

#### (TA Types)

Article 1-2: TAs are categorized into Junior Teaching Assistants (hereinafter referred to as “JTAs”) and Senior Teaching Assistants (hereinafter referred to as “STAs”).

#### (Task Content)

Article 2: The tasks of a TA are to provide assistance with teaching activities (excluding administrative and management work) as deemed necessary by the relevant schools/faculty and graduate schools running undergraduate programs, master’s courses, the first and second year of the five-year doctoral course at the Graduate School of Frontier Biosciences, or the professional degree program at the Osaka University Law School.

- 2 The main task of a JTA is to provide assistance with teaching support tasks stipulated in preceding paragraph under the instruction of the lecturer.
- 3 The main task of an STA is to plan and prepare the content of teaching support tasks stipulated in paragraph 1 under the instruction of the lecturer.

#### (Qualifications)

Article 3: Students eligible to become JTAs are outstanding students in the fifth or subsequent year at schools/faculty or departments requiring six years of study; master’s courses; the professional degree program at the Osaka University Law School; doctoral courses; and the five-year doctoral course at the Graduate School of Frontier Biosciences; as well as in the doctoral course in medicine at the Graduate School of Medicine, the doctoral course at the

Graduate School of Dentistry, and the doctoral course in medical pharmacy at the Graduate School of Pharmaceutical Sciences (hereinafter collectively referred to as “Doctoral Courses in Medicine, Dentistry and Pharmaceutical Sciences”).

- 2 Students eligible to become STAs are outstanding students in doctoral courses, the third- and subsequent years of the five-year doctoral course at the Graduate School of Frontier Biosciences, and the Doctoral Courses in Medicine, Dentistry and Pharmaceutical Sciences who meet the separately stipulated requirements.

(Selection Standards and Methods)

Article 4: TA selection shall be made based on the standards and methods of the school/faculty or graduate school accepting the TA, after careful coordination with the school/faculty or graduate school to which the candidate student belongs.

(Acceptance Period)

Article 5: The acceptance period for TAs shall be within one year, and the duration shall be determined for each TA individually.

(Issuance of Notification of Acceptance)

Article 6: When the University decides to accept a student as a TA, a Notification of Acceptance specifying the following shall be issued to the said student.

- (1) Compensation
- (2) Details on the position including work location, hours, and such
- (3) The acceptance period
- (4) The end of the acceptance period

(Documents to Submit)

Article 7: Students who become TAs must submit to the University the documents required by the University.

- 2 If the student fails to submit the documents stipulated in the preceding paragraph, or if there are false declarations on the submitted documents, the University may choose to withdraw acceptance.
- 3 The student must promptly notify the University of any changes to details in the documents stipulated in Paragraph 1.

(End of the Acceptance Period)

Article 8: In any of the situations listed below, the Acceptance Period as a TA shall be deemed to

end on the day specified in the relevant item.

- (1) When the Acceptance Period is over: *The last day*
- (2) If the TA passes away: *The day of death*
- (3) When the TA is no longer enrolled in the undergraduate or graduate program at Osaka University: *The day of withdrawal*
- (4) When the TA applies for leave of absence for their undergraduate or graduate program: *The day before their leave of absence commences*
- (5) For a TA of foreign nationality, when the period of permission to engage in activities other than that permitted under the status of residence previously granted under the Immigration Control and Refugee Recognition Act (Cabinet Order No.319 of 1951) expires: *The day of expiration*
- (6) When the University or the TA submits to terminate the acceptance due to unavoidable circumstances: *The day determined to be the last by the University*

#### (Compensation)

Article 9: JTA compensation shall be as follows.

- (1) Students in the fifth or subsequent year of undergraduate programs, the master's course, the first or second year of the five-year doctoral course at the Graduate School of Frontier Biosciences, and the professional degree program at the Osaka University Law School: *1,200 yen per hour*
  - (2) Students in the doctoral course, the third and subsequent years of the five-year doctoral course at the Graduate School of Frontier Biosciences, and the Doctoral Courses in Medicine, Dentistry and Pharmaceutical Sciences: *1,300 yen per hour*
- 2 Compensation for STAs shall be *1,600 yen per hour*.
  - 3 The compensation stated in the previous two paragraphs may be revised to reflect the financial status of the University, etc.

#### (Work Hours)

Article 10: Number of hours spent on TA tasks should be within a limit that does not interfere with the student's studies, research activities, etc. (including time involved in getting guidance on research and attending the lectures), and should be determined individually for each TA.

#### (Obligation to Work)

Article 11: TAs must be aware of the national university mission and the public nature of its

tasks as stipulated in the Act of National University Corporations (Act No. 112 of 2003), and perform their tasks sincerely and fairly, and at the same time, must devote themselves to TA tasks during the designated hours.

- 2 TAs are prohibited from engaging in activities that conflict with the aims and purposes of the University.

(Ban on Activities that Damage the University's Credibility)

Article 12: TAs must not engage in any of the following activities.

- (1) Activities that defame the University or affect its credibility
- (2) Activities that disrupt the order, morals or discipline of the University

(Confidentiality Obligation)

Article 13: TAs must not disclose confidential information they may come across through their work. However, this does not apply if the TA has to testify as a legal witness or expert witness with the permission of the University.

- 2 The preceding paragraph applies even after the acceptance period as a TA has ended.

(Distribution/Display of Documents, Assembly, Etc.)

Article 14: When TAs wish to distribute documents or drawings within the premises or facilities of the University (hereinafter referred to as "on Campus"), they must do so by a method and in a manner that does not interfere with the normal operation of the University.

- 2 It is prohibited to distribute the documents or drawings stipulated in preceding paragraph when it falls any of following condition.
  - (1) Documents that will disturb the normal operation of the University.
  - (2) When one or more of the items in Article 12 applies.
  - (3) When the documents are offensive to the public order and morals.
  - (4) When the documents otherwise interfere with University operation.
- 3 TAs who wish to display documents of drawings on Campus must obtain the permission of the University and display them only at the designated locations.
- 4 The stipulations in Paragraph 2 also apply to the case in preceding paragraph.
- 5 TAs may not engage in assemblies, public speaking, broadcasting, or similar activities on Campus without the permission of the University.

(Prevention of Sexual Harassment, Etc.)

Article 15: TAs must avoid becoming the perpetrator of sexual harassment.

- 2 The University shall take measures to prevent sexual harassment, etc. in order to ensure a

good working environment for TAs.

- 3 The two preceding paragraphs also apply to harassment (excluding sexual harassment) as stipulated in Article 2 of the Regulations for the Prevention of Harassment at Osaka University.

(Compensation for Damages)

Article 16: The University may hold the TA liable, in part or in whole, for any damage to the University caused intentionally or due to negligence on the part of the TA.

- 2 This liability does not prevent the University from terminating the acceptance of the TA in question based on Article 8 Item 6.

(Measures to Ensure Safety and Health)

Article 17: The University is required under the stipulations of the Safety and Health Management Regulations of Osaka University to ensure the safety, hygiene and health of the TAs.

(Compliance with Safety and Hygiene)

Article 18: TAs must comply with the following items to ensure the safety and hygiene of the University.

- (1) Follow instructions, orders, etc. from the head of the accepting school/faculty or graduate school regarding securement of safety and hygiene.
- (2) Take action to prevent accidents and improve hygiene.
- (3) Refrain from moving safety and hygiene equipment, fire extinguishing equipment, and other crisis prevention equipment, or from entering these areas without the permission of the University.
- (4) Take special care in handling or operating machinery/equipment.
- (5) Smoke only in designated locations with ash trays, and completely extinguish cigarette ends, etc.
- (6) Wear all the stipulated protective garments and gear, and avoid behavior that could reduce their efficacy.

(Measures in Emergencies)

Article 19: On discovering an ongoing fire or the threat of fire or other emergency situations, TAs must implement emergency measures, and at the same time, contact personnel in related departments and follow their instructions in order to minimize the damage.

(Ban on Working)

Article 20: TAs may be banned from working in the following cases.

- (1) When the TA, persons cohabiting with the TA, or their neighbors have contracted, or may contract an infectious disease.
  - (2) When continuing to work may exacerbate the illness.
  - (3) When situations similar to the preceding two items exist.
- 2 When Item 1 or 2 of the preceding paragraph applies, TAs must immediately notify the head of the accepting school/faculty or graduate school, and follow his/her instructions.
  - 3 Aside from the preceding two paragraphs, details regarding bans on working shall be stipulated separately.

(Business Trips)

Article 21: When deemed necessary for work, the University may require a TA to go on a business trip.

- 2 Travel expenses for business trips shall be stipulated separately.

(Orientation)

Article 22: When the head of the accepting school/faculty or graduate school allows a TA to engage in educational support tasks, they shall give appropriate orientation to the TA to allow smooth implementation of the tasks and prevent accidents.

(Performance Report)

Article 23: The head of the accepting school/faculty or graduate school must submit an annual TA performance report to the President at the end of each fiscal year.

(Acceptance Details)

Article 24: Items necessary for the acceptance of a TA not stipulated in these regulations shall be determined by the head of the accepting school/faculty or graduate school.

**Requirements for eligibility to serve as a Senior Teaching Assistant stipulated separately pursuant to Article 3.2 of the Regulations on Accepting Teaching Assistants at National University Corporation Osaka University**

Requirements for eligibility to serve as a Senior Teaching Assistant (“STA”) shall be stipulated as follows pursuant to Article 3.2 of the Regulations on Accepting Teaching Assistants at National University Corporation Osaka University.

Article 1:

To be eligible to serve as an STA, students shall meet both of the following requirements:

- (1) Have at least a total of 18 hours’ experience of serving as a TA, whether at Osaka University or any other university.
- (2) Have attended an STA seminar offered by the Executive Vice President of education within four years preceding the scheduled date of acceptance as an STA, or be scheduled to attend an STA seminar at the time of submitting an application for the position of an STA.

Article 2:

Should any question arise in connection with the STA eligibility requirements, the Executive Vice President of education shall have the discretion to decide how to handle such a question.

## Epilogue

With some time passing since the introduction of the TA system, it has become a deeply rooted tradition in the Osaka University education and research. The introduction of the TA system in Japan was promoted as a measure to support the studies of graduate students, and in the recent years, it is now being recognized in three ways: [1] a part of the career education for researchers/educators, [2] a way to enhance university education/research, and [3] financial support for students. On the other hand, the TA system in the U.S. is considered to be a measure for research-based graduate schools and universities to enhance undergraduate education and expand graduate school education, and some Japanese universities are starting to reform their own TA systems in this direction.

In May 2010, the former Education/Information Office established the Working Group on Teaching Assistant/Research Assistant System in order to understand and improve the current TA system based on such trends. For 2010, this Working Group conducted comprehensive questionnaire surveys targeting schools/faculty and graduate schools, lecturers and TA graduate students, as well as invited instructors from cutting-edge schools in Japan for a symposium. Based on these activities, the Work Group made recommendations for specific improvements to the TA system, which were to differentiate categories based on experience, ability and task content of the individual students, assign appropriate tasks to each category level, and conduct prior education to realize this change. The Osaka University TA Handbook was a part of such system improvement efforts, and this Handbook was revised at this time.

On a final note, this Handbook was created by revising and adding to the "Liberal Arts and General Electives TA Handbook" created by the former Center for Education Practice (the current Center for Education in Liberal Arts and Sciences). We would like to thank the relative personnel of the former Center for Education Practice for allowing this, and also extend our sincere gratitude towards Mr. Takahiro Saito, an associate professor who played a central role in creating the original Handbook and also gave us valuable advice on creating this Handbook. There also was cooperation from many academic staff members during this revision. We are extremely grateful for your help.

Tadashi Shimoda

Chair, Osaka University Working Group on Teaching Assistant/Research Assistant System

Kazunari Hori

Member, Osaka University Working Group on Teaching Assistant/Research Assistant System





## Osaka University Teaching Assistant Handbook

[Created by]

Osaka University Working Group on Teaching Assistant/Research Assistant System

[Translated by]

International Affairs Division, Osaka University

[Inquiries]

Education Planning Division,

Department of Education Development, Osaka University

1-1 Yamadaoka, Suita, Osaka 565-0871

E-mail: [gakusei-gakumu-gakumu@office.osaka-u.ac.jp](mailto:gakusei-gakumu-gakumu@office.osaka-u.ac.jp)