

TA Guidebook
Department of Mathematics and Statistics
University of New Mexico

2013-2014

Important Contact Information

Department Resources

Name and Position	Email (@math.unm.edu)	Phone
Deborah Moore Department Administrator	moored	277-0697
Ana Parra Lombard Coordinator of Program Advisement	aparra	277-5250
Jurg Bolli Director of Pre-Calculus	bolli	277-4903
Monika Nitsche Undergraduate Chair	nitsche	use email
Gabriel Huerta Graduate Chair	ghuerta@stat.unm.edu	use email
Dann Brewer Systems Analyst	brewer	277-6068
Bobby Ortiz - Facilities Services Manager	rortiz05@unm.edu	277-0387 604-6120

Deborah Moore: Deborah supervises the staff. If you have a grader, she is the person who must approve your graders timesheet after you have signed it.

Contact her if there is a scheduling conflict regarding your teaching schedule. She will also help you get keys for your office and a desk copy of the textbook for your class.

Ana Parra Lombard: Consult Ana Parra Lombard if you would like to be a grader and/or have a grader for your class. She also handles our contracts, and you should send any students with prerequisite issues to her.

Jurg Bolli: You should take most of your teaching concerns directly to your course coordinator, but if you don't have a coordinator or you are uncomfortable with your coordinator's answer/response or it is unclear, go talk to Jurg. Also, when looking for when to provide exceptions to students, speak to your coordinator first, but notify Jurg of any exceptions made so that he is aware of the situation. Similarly, if you have any severe incidents in your classroom or if you have a student who is making you uncomfortable in any way, be sure to notify your coordinator and Jurg of the situation.

Dann Brewer: Dann is the person who manages computer accounts, proximity cards, and IT issues. Our IT department is separate from UNMs IT support. For IT issues, email ticket@math.unm.edu.

Bobby Ortiz: Bobby is the building manager for SMLC. You should only need to contact him in the event of vandalism or other issues with SMLC.

University Resources

Resource	Telephone	Website
Accessibility Resource Center	277-3506	http://as2.unm.edu
Agora Crisis Center	277-3013	unm.edu/ agora
Campus Police	Non-Emergency 277-2241 Emergency (from campus phone) 911	police.unm.edu
Office of the Dean of Students	277-3361	dos.unm.edu
El Centro de La Raza	277-5020	elcentro.unm.edu
LGBTQ Resource Center	277-0834	lgbtgrc.unm.edu
Office of Graduate Studies	277-2711	ogs.unm.edu
Student Health and Counseling	277-4537	shad.unm.edu

Before the First Day

Getting Keys

You can pick up your keys (for your office and your mailbox) at the Campus Lock Shop. The Lock Shop is located in a parking lot west of Yale and North of Lomas. It is in a white building on the western edge of the parking lot and is not very well marked. It is number 204 on the North Campus Map available at <http://iss.unm.edu/PCD/campus-map.html>

To pick up your keys, you will need your Lobo ID card and key cards. The key cards are green, and you can pick them up from Deborah Moore once you have a Lobo ID card. In other words, before you get anything (Lobo card or keys), you must be in the system (this happens after you sign your contract). If you cannot get a Lobo ID card, then see Ana Parra Lombard.

Course Materials

Syllabus

If you are teaching a coordinated course, your coordinator should give you the syllabus (or at least a link to it) during inservice week. Please be sure to talk to your coordinator about what changes you are allowed to make regarding classroom policies. Be sure to add your name, e-mail, office number, office hours, etc.

There are several standard statements that need to be included on every syllabus. Make sure these are on yours.

- **Attendance:** Attendance is mandatory. If a student has more than three unexcused absences he/she may be dropped from the course. Tardiness or early departure may be regarded as absence. Please note that it is the students responsibility to drop the course if he/she stops attending. A failing grade of F may be assigned if the student stops attending and does not drop.
- **Student Behavior:** According to the Code of Conduct as stated in the Policies and Regulations for UNM, student activities that interfere with the rights of others to pursue their education or to conduct their University duties and responsibilities will lead to disciplinary action. This includes any activities that are disruptive to the class and any acts of academic dishonesty. Students are expected to behave in a courteous and respectful manner toward the instructor and their fellow students. Students may be dropped for inappropriate behavior.
- **Deadlines:** The Department of Mathematics and Statistics will adhere to all of the registration deadlines published by the Office of the Registrar in the schedule of classes.
- **Grading:** To get full credit on graded work students must address all mathematical components presented by the problem, showing all steps and calculations. The use of proper notation, well structured procedures, and legibility will be taken into account when assigning points. Students who withdraw or are dropped after week 3 will receive a grade of W. There will be no instructor-initiated drops after week 12.

Textbook

You may check out a copy of your course textbook (and perhaps a solutions manual depending on the course) from Deborah Moore in the department office; this text is yours for the semester. Please return it to Deborah after the final exam for the course has been graded.

Graders

There are a few grading positions available for students interested in grading for a graduate-level course. Some students may be able to receive work study funds through the Financial Aid Office to get paid extra to do this. Others will be eligible to have an undergraduate grader for the courses they teach to free them up for this other opportunity. If you are interested, please contact Ana Parra Lombard. (See the table of important contact information for Ana's e-mail address and phone number.)

Office Hours

Teaching Assistants are generally required to have three scheduled office hours every week. For some assistants a portion of these hours must be scheduled at the Algebra or Calculus tables in Dane Smith Hall. Specifically, all TAs for Calculus and below must sign up for two (2) hours at the Calculus table or the Algebra table. Consult with your coordinator regarding your specific office hour requirements. Regularly scheduled office hours that occur at the Algebra or Calculus tables count towards your three (3) required office hours. It is generally a good policy to have some hours at the tables and at least one hour in your office. Some students prefer the convenience of the tables, while others prefer privacy.

Once you decide on your office hours, add them to your own syllabus (see the section on Course Materials), post them on your office door, and post them on the math department website.

To post office hours on the website you will need to log onto one of the department computers. Go to the math department homepage at <http://www.math.unm.edu> and select Intranet from the Resources drop-down menu. You can then edit your office hours. Double check once you have posted them to make sure they are listed correctly.

Update all of these if you change office hours. If you need to change your office hours at the algebra or calculus tables, alert Jurg Bolli (bolli@math.unm.edu).

During the Semester

FERPA

FERPA is the acronym for the Family Educational Rights and Privacy Act of 1974. This law gives students the right to access their educational records, and it also prohibits schools such as UNM from divulging information about the student's grades, progress, or behavior to anyone other than the student. Take care to make sure that you are not violating FERPA.

- Notification of grades via e-mail is in violation of FERPA. There is no guarantee of confidentiality on the Internet. If a student wants to know about his/her grade, ask him/her to come to your office hours. Ask your office mates to leave during such conversations if they are present, or find a private place where you can talk.
- We all hope that parents give their college students some freedom, but some don't. It is possible you will have a student's parent contact you about their child. We cannot release information about a student's grades, progress, or behavior to their parents or other family members. If the parents resist, here is a good website to send them to if they ask to discuss their son or daughter's grades: <http://www.universityparent.com/unm/2011/10/17/what-is-ferpa-why-cant-i-get-any-information-about-my-unm-student>.
- Be careful when handing back work in class so that students do not see each other's grades. The registrar recommends that work be folded with grades on the inside and student names on the outside although there are many ways to do this. DO NOT have the assignments at the front of the room for students to pick up if the grades are showing, and NEVER leave graded work in a public place (including in an envelope on your office door) where people could look at the assigned grades.
- For attendance records you may use a sign-in sheet with names. This does not violate FERPA.

Waitlist

UNM has a wait list policy for closed classes. Do not override class capacity before the end of the second week. Instead, inform students that they need to

sign up for the waitlist for the course, if they haven't already. The students on the waitlist need to attend every class. If they have missed more than 3 classes (including recitation sections), they will not be permitted to register for the course. If a student has been attending and does not have a spot open up, you can open one by giving the overfill permission in my UNM. Do not waive prerequisites without checking with your coordinator and Jurg.

Classroom Policies

Depending on the class you are teaching and who is coordinating that course, you may have some freedom in setting your own classroom policies regarding attendance, homework, quizzes, classroom participation, etc. Before setting your classroom policies, you should discuss your ideas with your coordinator for approval.

How to Set Classroom Policies

After discussing your policies with your coordinator, you are ready to set them for your class. Students need to know your policies on the first day of class so they are aware from the beginning of what they are getting into and can decide to stay in the class or move to a different section. To set your specific policies, include them in your syllabus and point them out to your students. You should clearly describe the policies and your expectations. Students may try to use any vague language on the syllabus to violate policies so it is in your best interest to be as clear as possible. Once these policies are set, your students will expect you to stick to them. Your syllabus represents a contract between you and your students outlining your roles and expectations for the entirety of the semester. Changing policy mid-semester can be both difficult and unfair. If your policy states that you will collect and grade homework weekly, make sure you are able and prepared to stick to that commitment.

Attendance

The departmental rule regarding attendance is that you should take attendance daily and you should drop a student from your class if they accrue three or more unexcused absences before the deadline to drop a class without a grade. After that point, you should not feel obligated to drop a student.

Ultimately it is the students' responsibility to drop a class; however, if a student stops attending class or fails to show up for an exam, you may drop the student if you wish. Please keep a record of the students' last day in attendance. You will need it when you submit grades.

Under no circumstances should you initiate a drop after the deadline to drop without dean's approval. At that point, unless you are notified that the student has officially dropped the course, you are not permitted to give a grade of "W" for the course.

If you do need to drop a student, you can do so through LoboWeb. Please warn students via email that you are about to drop them and give them some time to respond in case they have extenuating circumstances.

You will undoubtedly have students who miss class and miss exams for legitimate reasons. Your syllabus should include a statement defining excusable absences. If you require proof for events like flat tires, deaths, and other emergencies, this expectation should be included on your syllabus so students know ahead of time what documentation to provide.

Class Participation and Conduct

If you intend to run a fairly interactive class, let your students know what you expect and how you will measure their participation throughout the class.

Also include a statement in your policy regarding technology usage in the classroom. Texting and talking on phones should be prohibited. Establishing this policy in your class will set a precedent for other classes. Some students may want to use their computers or tablets to take notes. This is acceptable unless they end up using their devices more for non-note-taking purposes. It may be the case that a student is using his or her device for other purposes. If possible, stroll around the room while lecturing. If a student moves his or her device so as to evade detection and does so over multiple lectures/sections, then you should address this issue with the student privately after class.

Homework

For most courses your coordinator will give you a specific schedule of homework problems to assign. You may or may not be required to grade those assignments. If you are given the choice and choose to grade homework, you will want to include a brief statement of your expectations (for full credit, homework problems must be complete, correct, written in proper mathemat-

ical notation) in your syllabus. A late homework policy and a breakdown of how homework contributes to the total course grade should also be included. Your coordinator will likely have a set standard for how many points homework can be worth. The policy that you decide on should be approved by your coordinator before the semester begins.

Quizzes

Quizzes can be a useful tool for evaluating your students progress on a regular basis and for encouraging them to keep up with the material. If you choose to include quizzes in your class, then you will need to reach an agreement with your coordinator regarding how many points quizzes contribute to the final grade. You may also want to drop a certain number of quiz grades depending on how frequently you have quizzes. If you choose to have quizzes, you will need to decide whether you will allow for make-up quizzes or not. If you do not allow make-up quizzes even for excusable absences, you may want to drop a portion of the lowest quiz grades to compensate. All of this should be outlined in your syllabus.

Exams

First, make sure you give yourself enough time to write an exam. An exam should be representative of the material covered in the course. The best way to figure out if your exam is too long or not, sit down, take the exam and time yourself. The amount of time it takes you to fully complete the exam with fully worked solutions should be no more than one third of the time allotted for the exam. If it is longer, then your students may have difficulty finishing the exam in the allotted time.

If you are not the primary instructor for the course and are following someone else's lead on the final exam, then find out from him or her how an exam should be graded. It is important that points be awarded uniformly and fairly. A great way to figure out how to grade a problem on an exam or a quiz is to peruse the stack of exams. Look closely at each student's exam first before coming up with a rubric for awarding points. If you do not do this, you run the risk of awarding points in a non-uniform fashion. It is almost guaranteed that students will come up to you asking why they received a certain grade for a problem when their fellow classmate received a different grade for the same problem. In case you're wondering, rarely are they arguing

for a lower grade.

Grades

- For any student who withdraws from the course after the end of the 3rd week, assign a grade of "W". If a student stops coming, but does not drop, you can either just assign the letter grade (A, B, C, D, or F) that he/she has earned or drop the student yourself. You are not allowed to drop students after the 12th week of class. If a student wishes to drop, he/she will need to take care of it.
- The department has a general policy against extra credit. Do not give extra credit of any kind. If students complain, send them to Monika and Jurg. They will back you up.
- Do not assign an incomplete grade, "I" unless you have discussed it and gotten approval from Jurg and your coordinator.
- There is also a policy against curving grades. Don't do it. If you have an exam that goes badly for the whole class, discuss how to handle it with your coordinator before handing back grades.

Substitutes and Cancellations

We understand that sometimes you need someone else to teach your class. As soon as you know that you will need a substitute, please send an email to the other TAs (assistant@math.unm.edu), the PTIs (pti@math.unm.edu - PTIs should not be contacted to cover a recitation section) involved, Deborah Moore and Jurg Bolli with the following information:

- Class(es), day(s) and time(s) you will need someone to cover for you.
- If known, the person(s) who will cover for you.

People are usually quite willing to help out, and you should check with your colleagues first. Once a sub is found, make sure to notify your course coordinator that you will be missing class and let him or her know who will be filling in for you.

If you ABSOLUTELY CANNOT find a sub, notify Deborah Moore and your coordinator no later than 1 hour before your class. It is absolutely critical

that you expend all of your possible energy and will power to find a substitute before you make the decision to cancel the class. We have a responsibility to our students to provide them with the prescribed amount of instruction. This means that if no substitute can be found, you must make up the missed time to your students in some way (e.g., review session, extra office hours, etc.).

It is critical to let Deborah Moore and Jurg Bolli know whether or not a substitute has been found.

A Special Note about Fall Break and Other Holidays

Unless it cannot be avoided, you are not to cancel class so that you can have an extended break. If your discussion section occurs on a day before the start of a holiday or break and you decide to cancel your discussion, at the least you will be required to make up the time to your students. Again, we have a responsibility to our students to provide them with the prescribed amount of instruction.

Accessibility Services

All accessibility issues should be handled through the Accessibility Resource Center. If a student in your classroom needs accessibility accommodations, you will receive a letter from the Accessibility Resource Center. For this reason, it is vital that you check your department mailbox daily, particularly at the beginning of the semester. The letter you receive will include instructions and information on who to contact with questions. To protect student privacy, you should shred the letter in the copy room once you no longer need it.

While it is generally included in the generic syllabus you are given, your own syllabus should also include an acknowledgment that you will accommodate students with documented disabilities.

If a student in your class requires accommodations through the Accessibility Resource Center, you will need to be particularly sensitive regarding that student's privacy. The student's disability should never be mentioned in class. While this may seem like common sense, there are many ways that you may inadvertently single out a student. If you need to discuss testing accommodations with a student, do so privately when there are no other students around or via email. Similarly, if a student takes their exam at the Accessi-

bility Resource Center you should return it to the student at the same time as you return all other exams. Taking steps like these protects you and your students.

One of the most common accommodations we make for students is administering their exams at the Accessibility Resource Center. For upcoming exams it is the students responsibility to notify the Accessibility Resource Center who will contact you requesting that you email them your exam and any specific instructions. They will administer the exam according to your instructions, and deliver it to the department where you can retrieve it from your mailbox.

Student Issues

While we expect students to experience stress and have bad days, some students may behave in a manner that indicates they are facing more serious issues. They may joke about or threaten with suicide if they dont pass the course or an exam, or lose their scholarship, become paranoid during class or office hours, or talk to you about death or illness within their family. They may also show difficulty organizing their thoughts, passing exams despite working hard and succeeding on homework, or get very anxious during group work or presentations. If you are concerned about a student, you may want to talk to them about any disturbing behavior in private.

The university recommends the following resources should you have a student who exhibits disturbing behavior.

- Your coordinator, the Undergraduate Chair, and/or the Department Chair.
- Counseling Services (student health and counseling on campus) (277-4537)
- Dean of Students Office (277-3361)
- Accessibility Resource Center (277-3506)

If you have any questions on how to deal with a student exhibiting troubling behavior, then ask your coordinator and/or any of the people in the above offices. Never enter into a situation that compromises the safety of you and/or your students.

Disruptive Behavior

While most of your students will not cause you any problems during class, you may occasionally have a student who challenges your authority or disrupts your class. It is important to remember that your students should be able attend a class in which they can learn with limited distractions, and you should be treated with dignity by all of your students. Any situation in which a student is disruptive or abusive should be dealt with immediately. Behaviors you may encounter include:

- Cell phone, iPod, etc. use
- Frequent interruptions
- A student physically or verbally abusing another person (including you)
- A student using derogatory language

If a student disrupts your class, you have many options for resolving the situation. You can:

- Talk to the student about the behavior in private before or after class.
- Ask the student to stop the disruptive behavior, pointing out that it interferes with other students abilities to learn.
- Tell the student to leave the class. If they refuse, then you can call campus police/security to deal with the situation. See the section on Important University Resources for the phone number for the campus police.
- Schedule a meeting with the student and your coordinator if you feel uncomfortable talking to the student alone.
- Report the behavior to the Dean of Students office.

Graduate Student Depression and Coping Strategies

There is no doubt about it. Graduate school is hard, stressful, time consuming, and often interferes with other areas of your life. Expectations are higher, work is more time consuming, and there may be more at stake. In order to succeed both as a teacher and as a graduate student, you will need

to employ coping mechanisms and get help when you need it. Here are some ways you can manage your stress:

- Keep a detailed schedule of appointments, family obligations, school obligations, etc.
- Spend some time organizing your priorities so that you know what takes precedence when you are pressed for time.
- Prepare well ahead of time for the classes you are teaching
- Make friends and form study groups within the department and attend departmental social functions when you have time.
- Find someone to talk to who has experienced the same stress you are under.
- Get some sunshine, exercise, or simply study outside. A little bit of activity goes a long way in reducing stress. You can also use Johnson Gym and facilities for free. Just remember to take your student ID card.
- You get a free massage every semester through student health. (<http://shac.unm.edu>)
- Your mental health is just as important as your physical health. You can also see a psychologist at student health. Your first and second appointments are free, and appointments thereafter are low cost (*15 if you do not have the graduate student health insurance, 4.50 if you do*).
- Get sufficient sleep. Sometimes this is difficult, but you should try not to run a massive sleep deficit. If you are rested, you will cope better and learn better. If you do not feel rested after a normal nights sleep and have difficulty staying awake or focusing during the day, see a doctor as you may have a sleep disorder that is going untreated.
- Sometimes it is okay to put down your homework and watch a movie, listen to some music, or be social with friends. In times of high stress when you are frustrated that you may not accomplishing your goals, take the time you need to recover before getting back to work.

- There may be times in your graduate career where you begin to feel overwhelmed and begin to lose interest in your work, as well as other activities you use to enjoy. This is not uncommon. If you think you are becoming so stressed to the point that you develop symptoms of depression, then you can take the self-assessment test on the student health and counseling services website (shac.unm.edu). This will help you assess your level of depression and give you a list of recommendations for getting help. In general, stress leads to a number of behaviors that you are not known for exhibiting and being aware of a change in your emotional state is important.

Cheating and Plagiarism

UNM has a Code of Conduct all of its students should abide by. Unfortunately, not all students do, and when they do not, it sometimes falls upon us to deal with the infraction(s). That Code of Conduct states that academic dishonesty includes, but is not limited to

“Dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.”

You can read the official Code of Conduct here:

<http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

Some guidelines for instructors from the Dean of Students can be found here:

<http://dos.unm.edu/student-conduct/academic-integrityhonesty.html>

The most important thing you can do is foster an environment that discourages academic dishonesty. Here are some ideas:

- Make it clear in your syllabus that academic dishonesty will not be tolerated.

- Give out two versions of exams (you can alternate rows so that no one was sitting directly next to someone who had the same version of the exam). If you are writing your own exams, you can switch the question order; you do not have to write two separate exams. If your coordinator gives you an exam, change the problems slightly, change the answer order on multiple choice questions, and/or change the question order. Keep in mind that students in other sections may very well have taken a similar exam earlier in the day. Dont let it be the SAME exam.
- Check IDs on exam days.
- Walk around the room when you are proctoring an exam.
- Be very careful with extra copies of your exams.
- DO NOT LEAVE THE ORIGINALS ON THE COPIERS WHEN YOU MAKE YOUR COPIES!
- If possible, seat students every other seat, especially in back rows and tight areas.

In the event that you witness or suspect academic dishonesty, the procedure is as follows:

1. Have a discussion with the student(s) involved. This is to make sure the student(s) has (have) an opportunity to explain themselves and clear up misunderstandings, if there are any. Document this discussion, and have your student sign the documentation.
2. Make sure not to say or do anything that may be construed as intimidating.
3. Following the discussion, if you decide not to dismiss the issue, discuss the issue with your course coordinator before imposing consequences or sanctions.
4. Once you have decided on an appropriate consequence (this can be as trivial as marking down the grade on that particular assignment, but can also be as severe as dropping the student from the class, or even suspension or expulsion from UNM in the most severe cases) you should notify Prof. Monika Nitsche, the undergraduate chair, and Prof.

Terry Loring, the department chair. You should probably also report the incident in writing to the Dean of Students Office. Instructions on how to do so can be found at dos.unm.edu.

5. Students may appeal any consequence or sanction to the Department Chair, Dean or Provost. This is why it is important that various administrators be informed of the infraction and those involved.

TA conduct and attire

As a teaching assistant or even as a primary instructor, it is important that you maintain a professional image. Now, this does not mean dressing up in business attire every day. What this means is developing and maintaining a persona that indicates that you are in control of the situation and are the authority in the classroom. Different people achieve this in different ways. First and foremost, one must be aware of the following:

Your students will come from a variety of backgrounds and have viewpoints that may be in direct conflict with your own.

When establishing your role as the instructor for a course or recitation section, be mindful of how you dress, present yourself, and interact with your students.

Conversing with Students

While this is a university and one should be able to discuss controversial topics in and out of the classroom, in practice the following topics should be considered off limits when conversing with your students.

- Financial matters (unless they come to you with a problem and need advice; still, you should be careful when discussing financial topics and possibly direct them to the proper office on campus).
- Topics of a sexual nature. Mostly, this is to mean no jokes that you would not tell your grandmother (or other person who still thinks you are a wee-little-baby still crawling around making cute noises). However, this could also include controversial topics that may be appropriate for another course, but not a math course. Everyone gets off topic from time to time, so the quicker you bring your discussion back to the topic of mathematics, the better.

- Topics of a religious nature. Even within a department, many people can subscribe to many different creeds or none at all. It is important to be tolerant of those around us, but also not to demand others be tolerant, unless they are causing a disturbance and infringing upon a student's personal freedoms or ability to learn and/or participate in the class. Not everyone is going to be as tolerant as you will be and may make inappropriate jokes and comments. The best thing to do in this situation is to 1) not laugh, even anxiously, because you are worried how the students will react and 2) just politely ask the student to keep the humor and comments of a professional nature. You do not want to justify the jokes, nor publicly shame the person for expressing a personal view, however inflammatory it may be.
- Topics of political nature. UNM is home to students of a broad range of political leanings, so if students try to engage you in a political discussion, tell them that such a discussion would be better suited for a later time and that you would really prefer to keep on task for the discussion/section/lecture.

Maintaining a Professional Distance

Your students need to understand and quickly pick up on the fact that you are there to teach them, not to hang out with them. You are the instructor for the course or section, not the buddy-teacher who is funny and overly relaxed. Establishing from the very beginning that you are in charge of the class and that you are there to talk about mathematics and only mathematics will go a long way in maintaining control over your class and being able to appropriately critique and grade your students work.

Classroom and Office Hour Attire

The way you dress in the classroom and during office hours sends a message to your students. Please be aware of what message your attire may be sending, and do not wear clothing that your students may find upsetting, discomforting or distracting. Avoid clothing which could impede learning by taking your students focus off the classroom content. Finally, just like with classroom discussions, do not wear clothing displaying a message that is financial, sexual, religious, or political in nature.

In summary, keeping on task, focused on discussing mathematics and letting your professional side show through in your mode of communication and dress will help you maintain control in your classroom and acquire the great evaluations you deserve. If you are not the most charming or charismatic in the world, then do not worry. If you keep it professional and make it known to your students that you are there to help, you will receive great evaluations. The key is to always remember who your audience is and that they are there to learn mathematics.