Facilitation of the first TA/GA-Supervising Instructor meeting

This tool is intended to support TA/GAs and Supervising Instructors (SI) as they work together. Prior to the start of a course, the TA/GA and the SI separately use this questionnaire to privately indicate their response to the items. Next, they meet to compare and discuss their responses, with a view to establishing a clear understanding of what is expected by each party.

Please indicate to what extent you think each of the following is important for the work of a TA/GA:

		Very Important	Important	Don't Know	Not Important	Not Applicable
	Course Management					
1	A detailed breakdown of how the SI wants TA/GA hours to be spent					
2	Log sheets for a TA/GA to record how time is spent					
3	Regular in-person meetings with the SI to provide updates re time usage					
4	Regular in-person meetings with the SI to discuss course-related questions or problems					
5	Regular in-person meetings with other TA/GAs to discuss course-related problems or questions					
6	The role of e-mail communication with SI and/or TA/GAs to discuss course-related questions or problems					
7	The role of email for course-related communications with students					
8	Weekly in-person office hours					
	Course Content & Process					
9	Clearly-articulated expected learning outcomes/objectives for the course					
10	Information on what to do in tutorials					
11	Protocol around how to deal with emotionally-charged situations that arise during class					
	Assessment					
12	Opportunities to have input on exam or assignment construction					
13	Written "answers" to exam or assignment questions to aid in grading student submissions					
14	Criteria for grading that students would have prior to the completion of exams or assignments					
15	Criteria for grading that students would receive when their exam or assignment is returned					
16	Criteria for tutorial "participation" grade					
17	Standards on grade distributions					
18	TA/GA-initiated evaluations of TA/GA's own efficacy					
	Adherence to Senate Policies					
19	Protocols for examinations and invigilation					
20	Protocols for suspected breaches of academic integrity					
21	Protocols for accommodating exceptional circumstances, religious observations, or disabilities					

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Below is a list of probing questions or statements that may be used by the TA/GA or SI to help articulate any or their questions or concerns regarding the others role and responsibility.

Questionnaire Items	Probing Questions or Statements to Support Dialogue Between TA and Supervising Instructor (SI)
Course Management	
A detailed breakdown of how the SI wants TA/GA hours to be spent	Do you have a written plan that you could provide to me that outlines an approximation of how hours are to be spent?
Log sheets for a TA/GA to record how time is spent	I will provide a log sheet that details the amount of time I have spent on TA/GA work. Would you like me to share this blank form with other TA/GAs?
Regular in-person meetings with the SI to provide updates re time usage	I would like to set a date at a mid-point in the course to touch base on how the TA/GAship is going, how much time is being allotted to tasks. Could we please schedule a time to meet either in-person, by phone, or by e-mail correspondence? Has this been accounted for in the workload distribution?
Regular in-person meetings with the SI to discuss course-related questions or problems	Do you plan to meet periodically during the course to discuss course content, classes, lectures or tutorials? How often do you anticipate those meetings will be? Do you know when they will be and how long each meeting will be? Has this been accounted for in the workload distribution?
Regular in-person meetings with other TA/GAs to discuss course-related problems or questions	Are other TA/GAs interested in meeting at times to discuss how we are approaching tutorials, challenging situations with students, workload management, etc?
The role of e-mail communication with SI and/or TA/GAs to discuss course-related questions or problems	Is there an expectation that we communicate regularly by e-mail?
The role of email for course-related communications with students	How do CUPE guidelines re course-related e-mail communications with TA/GAs impact how I will use e-mail in the course? Are there specific instructions that I will give my students with respect to limits that I will place on e-mail communications? Am I easily reached by e-mail, and is the SI easily reached by e-mail?
Weekly in-person office hours	While I plan to be available, as scheduled, for a weekly office hour, may I see students by appointment, or must I be physically present at the office hour even if no one has scheduled an appointment to see me?
Course Content & Process	
Clearly-articulated expected learning outcomes/objectives for the course	Are there expected learning outcomes articulated on the course outline ("learning objectives" may be the language used by the SI)? If not, what would you as the SI like to see the students being able to do at the end of this course?
Information on what to do in tutorials	Do you have expectations about how you would like me to conduct tutorials?
Protocol around how to deal with emotionally-charged situations that arise during class	Do you have a policy, protocol or general advice you provide to TA/GAs on how you wish them to manage emotionally-charged situations in the classroom?

Assessment	
Opportunities to have input on exam or assignment construction	Will I be expected to contribute to the development of exams or assignments? If so, in what way(s) will I be asked to contribute? Has this been accounted for in the workload distribution?
Written "answers" to exam or assignment questions to aid in grading student submissions	Will you provide to me in writing the kinds of "answers" that you would like to see in student submissions for exams or assignments or guidelines on how to grade assignments?
Criteria for grading that students would have prior to the completion of exams or assignments	Will students be given the criteria by which grades will be determined prior to the completion of their exams or assignments?
Criteria for grading that students would receive when their exam or assignment is returned	Will students be able to see what they received on each component of an exam or assignment and/or the mathematical details of how grades are determined?
Criteria for tutorial "participation" grade	If a grade is being given for "student participation," how is this concept being operationalized? That is, what are the criteria to be taken into account? Is active listening, as well as talking, to be rewarded? Is being supportive to the tutorial process to be rewarded? Will students be made aware of the criteria used to assess "participation?"
Standards on grade distributions	Do you want me to grade submissions in a way that ensures a particular kind of grade distribution?
TA/GA-initiated evaluations of TA/GA's own efficacy	Will I have an opportunity to distribute evaluations to students to evaluate my teaching efficacy?
Adherence to Senate Policies	
Protocols for examinations and invigilation	Protocols for examinations and invigilation Prior to exams, will we have an opportunity to discuss protocols for invigilation? In the event of suspected breaches of academic honesty will you provide invigilators with instructions?
Protocols for suspected breaches of academic integrity	How do I treat suspected breaches of academic integrity?
Protocols for accommodating exceptional circumstances, religious observations, or disabilities	What should I do if a student asks me for permission to miss a tutorial, or for a due date to be extended, because of exceptional circumstances or religious observations? If a student requests accommodations for a disability, what should I do? If a student misses a tutorial because of religious observance not recognized by the University, what should I do?

The above tool was created by Dr. Debra Langan (Wilfred Laurier University), Dr. John Paul Foxe (Ryerson University) and Cherie Bova (York University).