

TA/GA Orientation Information Package

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Who are TA and GAs?

1. **“Teaching Assistantship” or “Teaching Assistant”** means an appointment of a Ryerson undergraduate student employed to assist with teaching or related duties
2. **“Graduate Assistantship” or “Graduate Assistant”** means an appointment of a Ryerson Graduate Student who is employed to assist with teaching or related duties. Such students shall be Ryerson students enrolled in the University’s Master’s or PhD programs Overall, an assistantship can be understood as a paid apprenticeship: the TA or GA builds teaching experience while being paid for his or her work in a particular field of study and practice. The Department or Supervising Instructor* is responsible for the Assistant, and is the main contact person for the position. Assistants are paid employees of the university, and all Ryerson policies and contractual union obligations govern their duties and actions.

***“Supervising Instructor” (SI)** is a faculty member, instructor, Department Chair, School Director, an administrative Senior Director, or an administrative Manager/Supervisor, who supervises an Assistant

What are some typical TA/GA Duties?

Some typical duties of Assistants include:

- Preparation for classes
- Preparation of written or audiovisual materials
- Revising and maintaining course related material
- Attending lectures
- Serving as tutors
- Leading discussions
- Supervising laboratories
- Demonstrating equipment
- Holding office hours
- Consulting with students
- Assisting in grading of tests, lab sets, essays and term papers
- Proctoring tests, midterms and quizzes
- Attending orientation(s)
- Meeting with the instructor

What are TA/GAs prohibited from doing?

(From Article 12.02 of the CUPE agreement)

Assistants are not required to carry out the following:

- Lecturing/teaching
- Responsibility for course grades, course content and mode of delivery
- Responsibility for final course grades and grade submission
- Responsibility to create midterm and final examinations
- Service to the department or otherwise assisting with anything unrelated to the course (e.g. personal errands)

It is the Supervising Instructor's responsibility to provide the Graduate Assistants and Teaching Assistants with the following items: answer keys, solution sets, marking guidelines, and any other related material to discharge his/her obligations.

Extracts from Article 12 of the current CUPE Collective Agreement

TA/GA Duties and Responsibilities

For more on the CUPE contract, please follow this link:

http://www.ryerson.ca/teaching/employment_resources/cupe-3904-unit3/

According to the current CUPE agreement, Assistants have the following duties and obligations:

12.01 Duties

Assistants play a number of vital academic support roles at Ryerson. These may vary considerably from Faculty to Faculty, Department to Department, School to School, and from course to course.

The duties of a Graduate Assistant or Teaching Assistant may include, but are not limited to: preparation for classes, preparation of written or audiovisual materials; revising and maintaining course related material; attending lectures; serving as tutors, leading discussions and supervising laboratories; demonstrating and explaining the use of equipment; helping students perform technical procedures; assisting students in project work in specified laboratories; helping students perform and solve given course-related assignments; holding office hours; consulting with students (including electronic consultation); assisting in the grading of tests, lab sets, essays and term papers; proctoring tests, midterms, exams and quizzes; setting up experiments; monitoring the working

condition of equipment in the assigned laboratory/learning environment; attending employer orientation workshops and training; conferring with the Supervising Instructor in charge, and coordinating or liaising with other Graduate Assistants or Teaching Assistants, as required.

Subject to Article 23.01, Assistantship duties shall be comprised of an appropriate combination of some (not all) duties listed above. **Such appropriate combinations may result in exclusive appointments for invigilators as outlined in Article 23, lab monitors as outlined in Article AA, markers, graders, etc.**

12.06 Obligations

The obligations of an Assistant shall be to:

- A. Contribute positively to the learning experience of Ryerson students.
- B. Deal with all students respectfully and thoughtfully, and that student work should be treated seriously and fairly.
- C. Make every attempt to create an atmosphere of mutual respect in which students learn. Assistants shall make every effort to stimulate intellectual curiosity and enthusiasm for learning.
- D. Refrain from expressing or condoning views or adopting attitudes and behaviours, which might damage or violate the self respect, dignity and human rights of the students.
- E. Respect the dignity, integrity and human rights of their students and Faculty Supervising Instructor and shall sustain a climate in which students may function as responsible students.
- F. Display a sense of responsibility for the facilities of the University; to maintain punctually their schedules; to obtain advance approval, except in cases of unforeseen emergencies, for any deviation from their schedules; and to adequately plan.
- G. Ensure that he/she has a complete understanding of his/her position description.
- H. Bring an attitude of professionalism to their work.
- I. Respect and adhere to the University policies on Human Rights, Harassment Prevention, Occupational Health and Safety among other policies and standards.
- J. Refer any matter to their Faculty Supervising Instructor/Chair/Director that is beyond their knowledge level, experience or their level authority specified in their position description.
- K. Maintain the confidentiality entrusted to them as a Ryerson employee. This means that details of student or employee business will not be discussed outside the relevant context of their work at Ryerson.
- L. Not criticize Faculty members, their Faculty Supervising Instructor/Chair/Director or staff members with students; to not encourage or solicit criticisms of colleagues from students; and to not discuss their grievances with students.
- M. While Assistants shall have the freedom to participate in general discussions of issues arising within the University, any criticism expressed in such discussions shall be characterized, as must criticism voiced anywhere, by a sense of responsibility. Assistants who engage in discussions or activities outside of the University shall do so, so as to not reflect adversely on, or be to the detriment of the University.

What are the duties associated with your TA/GA assignment?

TA/GA duties can be broadly classified into three categories listed below. For each of the three categories I have outlined some specific duties you may be asked to perform.

Marking

Across disciplines, marking is likely the most common function of any TA/GA. The material graded by a TA/GA again very much depends on the course. You may be asked to grade assignments/projects/exams and compile these grades for the course instructor. It is important to keep in mind that course instructors are ultimately responsible for the grades students receive so you may want to ask your instructor for some guidance surrounding marking and grading.

Tutorials

The format of any tutorial will differ considerably depending on both the discipline and course the tutorial is associated with. Some tutorials take the form of discussion groups where discussion is lead/moderated by the TA/GA. Other tutorials will serve as a venue for students to come to a TA/GA with specific theoretical questions regarding course material. Additionally, tutorials are often the place where a TA/GA and students work through an assigned list of problem-sets.

Laboratory Sessions

One of the most common settings for TA/GAs in the sciences is the laboratory. Oftentimes, science courses will have a laboratory component that runs concurrently with lectures. These laboratories will likely serve to demonstrate a concept introduced in lecture. A TA/GA can oversee the students during a laboratory session. It is likely that before any laboratory session the TA/GA will present a pre-laboratory talk to the students where the purpose and format of the laboratory session as well as any safety policies/procedures are explained. The TA/GA may demonstrate a technique that the students will need to understand/perform. Throughout the lab the TA/GA will monitor the students' progress and answer any procedural/theoretical questions the students may have.

Lab Monitors

The duties of a lab monitor may include, but are not limited to: maintaining the orderly conduct and/or cleanliness of the assigned lab, providing system-related support to students in the assigned lab/learning environment, troubleshooting, addressing and

reporting of hardware and/or software issues, and monitoring the physical environment and equipment of the assigned lab. Lab monitor duties shall not include assisting students with their academic work.

Invigilators

Graduate Assistants who have classroom invigilation duties as part of their Graduate Assistant workload assignment (in addition to course related activities, such as tutoring, supervising and demonstrating in labs, marking, etc.) will be governed by the relevant articles in the Collective Agreement for employees with Graduate Assistantships. Individuals hired solely and exclusively to carry out invigilation responsibilities shall be referred to as “Invigilators” and will be governed by the terms of this Article. The duties of an Invigilator or a Graduate Assistant carrying out invigilation duties may include, but are not limited to: assisting in the administration of tests or examinations, including the preparation of student entry, student invigilation, the distribution of materials, accommodating students with disabilities, reporting or responding to incidents, and the collection/delivery of the tests or examinations.

The First Meeting

There are a number of best practices that should be followed regarding the first meeting with TA/GAs and their Supervising Instructor. Union regulations state that this meeting must be held “no later than five (5) working days prior to the commencement of the Assistant’s employment**.”

**Article *12.03* of the current CUPE agreement states:

It is the joint responsibility of the Supervising Instructor and the Assistant to ensure that the total hours of work, as defined in the Assistant’s letter of appointment, are not exceeded on a semester basis. To meet this responsibility, the Supervising Instructor and the Assistant shall meet after the receipt and acceptance of the letter of appointment. At this meeting, the Assistant’s Supervising Instructor will review and confirm the hours of work, the start date/end date, the assigned duties, the expected hours of work breakdown, the standard of performance expected and any further details as might be appropriate and necessary. In addition, throughout the semester the Supervising Instructor and Assistant will monitor the hours and meet at a mutually agreed upon time at the midpoint of the semester, if required, to ensure that the assigned hours are sufficient to carry out the assigned duties during the appointment. To facilitate such discussion(s) a workload sheet will be attached to the Assistant’s letter of appointment.

See Page 9 of this Information package for the Sample Assistantship **Workload Form**.

In cases where the Supervising Instructor or Assistant become aware that the hours assigned in the Assistant’s letter of appointment may be exceeded, the Supervising Instructor and Assistant shall meet to resolve the issue, which may include the Supervising Instructor adjusting the course deliverables or any other appropriate action. Failing resolution which is satisfactory to the Assistant, the Union may file a grievance in accordance with the provisions of Article 9, Grievances and Grievance Arbitration.

Typically, items discussed in this first meeting are:

1. The hours of work and the start/end date for the Assistantship
2. The assigned duties, the standard of performance expected
3. Any further details as might be appropriate and necessary

However, most instructors will find that there are quite a number of additional items they would like to cover in this first meeting.

These items include (but are not limited to):

4. Grading Expectations
5. Grade Recording Policies/Procedures
6. Academic Dishonesty

Below I have outlined specific questions relating to the aforementioned discussion points.

1. The hours of work and the start/end date for the Assistantship***

- What are the start and end dates of the TA/GA contract?
- How many hours per week is the TA/GA expected to work?
- How should the TA/GA distribute their hours e.g. how many hours to be spent marking?
- What should the TA/GA do if they are exceeding their contract hours?

***Article **13.03** of the current CUPE agreement states:

If a Graduate Assistant or Teaching Assistant is offered, and willing to undertake, a Graduate/Teaching Assistant Position over the allotted 130 hours per terms, he/she may do so provided that they do not exceed the allotted 390 hours in any academic year (over 3 semesters).

The CUPE collective agreement

(http://www.ryerson.ca/teaching/employment_resources/cupe-3904-unit3/) has a detailed breakdown of these duties, which normally fall into three basic classifications A) Laboratory sessions, B) Tutorials and C. Marking.

In addition, the CUPE agreement outlines guidelines regarding the amount of time Assistants spend carrying out their duties.

2. The assigned duties, the standard of performance expected

Is the TA/GA expected to:

- Invigilate exams?
- Prepare pre-lab/tutorial presentations?
- Provide extra tutorials for students (particularly around exam time)?
- Be aware of safety procedures?
- Attend specific lectures?

3. Grading Expectations

- How should the TA/GA weigh factors such as neatness, grammar, and clarity of writing in grading assignments and/or lab reports?
- Does the instructor have an expected average (i.e., class average of 67%) or a specific distribution of grades (i.e., normal distribution)?
- What is the purpose of the assignment/lab? (If you know WHY students are doing a particular activity, you can assist them beforehand more easily, and it provides you with a basis for deciding unclear grade issues).
- What is the policy for late or missed assignments?
- Is a marking scheme provided or will the TA/GA be expected to generate one themselves?
- Does the instructor have a policy for making comments on the labs/assignments?

5. Grade Recording Policies/Procedures

- What is the overall weighting scheme for the course?
- What software (if any) will be used to tabulate grades?
- What style of grading (numeric, letter) will be implemented?
- When must marks for labs and/or assignments be submitted?
- Will the TA/GA be responsible for entering the grades and for making grade changes?
- How should the TA/GA deal with grade complaints?

6. Academic Integrity

- How should the TA/GA deal with suspected breaches of academic integrity? What are the steps that should be taken?
- How does the instructor define “academic dishonesty?” For example, if two students work together and hand in the same lab/assignment, is that considered dishonesty or group work?
- Will the instructor follow up on the cases that you find, or will this be the TA/GAs responsibility?
- See the resource later in this guide for official policy information and recommendations

Sample Assistantship Workload Form

Supervising Instructor	Graduate/Teaching Assistant
Course	Section
Faculty/Department/School	Semester/Year

Assigned Duties (as Total Number of Hours) (Not all duties need to be assigned)

Duties	Approximate Hours Budgeted	Hours Completed to Date (Midpoint Meeting)	Notes
Attending Employer Orientation Workshops and Training			
Conferring with the Supervising Instructor/training			
Preparation duties			
Attending lectures			
Office hours/student consultations			
Serving as tutors			
Supervising/monitoring labs/ demonstration			
Marking assignments/lab reports/term papers			
Marking quizzes/tests/exams			
Invigilation of midterms & final exam			
Other duties			
TOTAL			

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 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					

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).

Hints for TA/GAs on Getting Started

The following hints are meant to get you started on the right foot. Remember: these tips are suggestions only; you should develop and follow the procedures that your supervisor recommends.

Preparing for the first tutorial can be a bit nerve-wracking: what are you as a TA or GA expected to do? Meet with the course instructor to ensure that you have all of the course materials and that you understand what your role as tutorial leader involves. This would also be a good time to discuss any of the tips listed below. Being prepared will help give you the confidence needed to set an appropriate tone right from the first tutorial.

Clarify expectations. Since some students, especially in first-year classes, may not be at all familiar with what a “tutorial” is, what they are expected to do, or how they are being evaluated, make a point to explain the purpose of holding tutorials (within the context of the course); clarify exactly what will take place during tutorials and how students should prepare for them; and go over your methods of evaluation. For example, if participation is important, how much of the student’s grade will be based solely on attendance and how much will come from a demonstration of knowledge of course readings and theory?

Develop a tutorial format. Whether discussing course readings, solving equations or problems, working in small groups, clarifying lecture content, or holding oral presentations, it is important to develop a tutorial format: explain briefly the intended outcomes of the session and how these will be achieved. Involving your students in this process can be beneficial. For example, by having students develop a set of basic rules (about how to address each other, when to talk, whether or not food is allowed, when to have a short break, etc.) that everyone agrees to, you can share the responsibility for ensuring that tutorials go as planned.

Consider an “icebreaker” activity. There are a number of ways of “breaking the ice” with a new group of students (check out this *Faculty Focus* post on first class activities <http://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/>). You may also wish to provide a brief blurb about yourself, including your interests and how you came to be an assistant for the course. These kinds of ice breaker activities can help everyone feel more at ease, while setting the stage for learning.

Provide a handout. In consultation with the course instructor, prepare a hand-out detailing your approach to policies on plagiarism or other forms of academic misconduct (see <http://www.ryerson.ca/academicintegrity/>). Providing this information up-front will help ensure that students receive a clear and consistent message right from the first tutorial.

TA/GA Performance Evaluation

Article 15 Employee Evaluation

15.01

- a) The Supervising Instructor will meet with the employee prior to or at the midway point of each term of the employee's appointment in order to provide verbal feedback to the employee regarding the employee's performance of their duties, at which time the parties can discuss any concerns that they may have regarding the appointment.
- b) The employee's Supervising Instructor shall complete a performance evaluation of the employee in accordance with the Performance Evaluation Form attached as Appendix A to this Agreement. An Assistant appointed to a two-term appointment shall have a performance evaluation completed once per semester, prior to the end of that semester. An Assistant appointed to a one-term appointment shall have a performance evaluation completed once prior to the lapse date of the appointment. This evaluation shall be discussed with the employee, and a copy will be sent to the Union. The signature of the Assistant on the evaluation form does not denote her/his agreement with its content, but does indicate that the Assistant has seen, discussed and understood the evaluation. Any concerns regarding the performance review may be directed to the Department/School Chair/Director and should the Assistant provide any documentation in response to the evaluation, that documentation shall be attached to the evaluation form and placed in the Assistant's file.

See the end of this manual for the full TA/GA Performance Evaluation Form

Promoting Academic Integrity (AI)

Teaching Assistants (TA) and Graduate Assistants (GA) play an important role in promoting Academic Integrity at Ryerson University. Whether TA/GAs are leading seminars, marking assignments, evaluating group-work or invigilating exams; assistants contribute to up-holding the standards of excellence expected in our community and by *Ryerson Senate Policy 60: Academic Integrity*. Therefore, assistants are expected to know how to define plagiarism and other forms of academic misconduct, recognize when these occur, and follow the appropriate procedures when academic misconduct is suspected.

As a Ryerson TA/GA and student you are responsible for familiarizing yourself with *Ryerson Senate Policy 60: Academic Integrity*. This policy was revised as of September 1, 2015.

What is Academic Misconduct?

According to *Ryerson Senate Policy 60: Academic Integrity*, Section 2, academic misconduct is:

Any behaviour that undermines the University's ability to evaluate fairly students' academic achievements, or any behaviour that a student knew, or reasonably ought to have known, could gain them or others unearned academic advantage or benefit, counts as academic misconduct. (Ryerson Senate, 2015, p. 3).

Types of Academic Misconduct (For more info., see *Ryerson Senate Policy 60: Academic Integrity*, Section 2 www.ryerson.ca/senate/policies/pol60.pdf):

- Plagiarism
- Cheating
- Misrepresentation of personal identity or performance
- Submission of false information
- Damaging, Tampering, Interfering with the Scholarly Environment
- Contributing to Academic Misconduct
- Unauthorized Use of Intellectual Property
- Misconduct in Re-graded/Re-submitted Work
- Violations of Specific Departmental or Course Requirements

Note: Please see Applicability to Research-Related Activities (see *Ryerson Senate Policy 60: Academic Integrity*, Section 2.7)

Penalties and Consequences For Academic Misconduct (For more info., see *Ryerson Senate Policy 60: Academic Integrity*, Section 5

www.ryerson.ca/senate/policies/pol60.pdf):

- The minimum penalty for Undergraduate or Continuing Education students is a grade reduction, including a “zero” (0) on the work. The minimum penalty, on its own, cannot be appealed. However, a finding of academic misconduct regardless of whether the minimum penalty is assigned, is subject to appeal.
- The minimum penalty for misconduct for a Graduate student is a grade of “zero” (0) on the work.
- A grade of “F” in a course may be assigned by the decision maker.

- Students may be required to participate in the Fundamentals of Academic Integrity Quiz and assigned up to three SLS/RULA workshops.
- In Undergraduate courses, Disciplinary Suspension (DS) may be recommended by the instructor, or may be assigned by the Academic Integrity Council (AIC) or Senate Appeals Committee (SAC). Graduate students cannot be assigned a DS.
- In Undergraduate or Graduate programs, Disciplinary Withdrawal (DW) may be recommended by the original decision maker, and/or the AIC, but can only be assigned by the SAC.
- The SAC may Expel a student from the University.
- Revocation of a degree, diploma or certificate may be assigned in some circumstances.

Preventing Academic Misconduct

The best approach to prevent issues is to be up-front and clear about Academic Integrity expectations right from the start. Talk to your supervisor and decide how you are going to handle issues before they arise and then communicate expectations, advice and guidance to your students.

Ryerson's Academic Integrity Office has developed an **Academic Integrity website** for faculty/instructors/GAs/TAs and students, which contains valuable information along with tutorials and quizzes to assist in understanding the various types of misconduct, how to avoid misconduct and provides many useful resources (For more information: www.ryerson.ca/academicintegrity/)

There are excellent **support services** on campus for GA/TAs, for example:

- **Student Learning Support (SLS)** - comprehensive services, workshops, and online resources specifically geared to academic skill building (i.e. Writing Support, Math Support, etc.).
- **Ryerson University Library and Archives (RULA)** - librarians and website are a great resource for research, citation and 'how to' videos.
- **The Learning and Teaching Office (LTO)** - workshops and resources to assist in developing your teaching practice.
- **Centre for Student Development and Counselling (CSDC)** - promotes emotional, social well-being, academic success and career development for Ryerson students.

Questions or Concerns?

Contact the Academic Integrity Office (AIO). The AIO exists to ensure that *Ryerson Senate Policy 60: Academic Integrity* and the accompanying procedures are carried out in a fair and transparent way, and to provide educational resources to the Ryerson community regarding academic integrity and misconduct. The AIO provides guidance and support to students and decision makers, and ensures that all parties are aware of their rights and responsibilities. The AIO is neutral with respect to all cases and is neither an advocate for students or faculty nor a decision-maker in the process. For more information, email: aio@ryerson.ca or call ext. 3273.

Detecting Academic Misconduct

The Academic Integrity Website has information, tools and examples of how to detect academic misconduct. For example, how to use paper properties, Turnitin.com, understanding Paper Mills/Essay-writing Services, etc.

Reporting Academic Misconduct

It is important, first and foremost, that TA/GAs understand that *under no circumstances should TA/GAs ever accuse a student of academic misconduct or remove test / examination materials*. All suspected instances of academic misconduct should be reported to the course instructor as soon as possible – it is their responsibility to address the issue. The course instructor will then follow the appropriate procedure. If you are interested in the process, please see the Academic Integrity website:
www.ryerson.ca/academicintegrity/

Examinations and Tests

Ryerson Senate Policy 60: Academic Integrity refers to specific misconduct categories that may bring student under suspicion before, during and after an examination or test. Please see: www.ryerson.ca/senate/policies/pol60.pdf.

Ryerson Senate Policy 135: Examination Policy is the general policy on issues related to the examination process, student conduct, and invigilation responsibilities. Please see: www.ryerson.ca/senate/policies/pol135.pdf

Ryerson Senate Policy 61: Student Code of Non-Academic Conduct is the policy that addresses non-academic misconduct, its consequences and remedies. Please see: www.ryerson.ca/senate/policies/pol61.pdf.

All students and invigilators need to be aware of what constitutes academic and non-academic misconduct and the consequences and/or penalties involved. If there are questions, please contact the AIO, email: aio@ryerson.ca or call ext. 3273.

Professional Development in Teaching Program

This voluntary program is designed to

- Provide professional development in teaching for Ryerson Graduate Students and Graduate Assistants (GAs)
- Provide opportunities for Ryerson Graduate Students and GAs to become more effective in their work at Ryerson and to mentor others
- Provide a certificate in learning and teaching upon completion of each of three levels of this program

Levels 1 and 2 of the Professional Development in Teaching Program have received accreditation through the SEDA UK Professional Development Framework (SEDA-PDF). SEDA UK is a professional association for staff and educational developers in the UK that promotes innovation and good practice in higher education. Level 3 is currently in the process of being accredited.

Level 1 is open to all Ryerson Graduate Students. It is comprised of three components:

1. *8 hours of workshops* facilitated by the Learning and Teaching Office or at the Departmental or Faculty level. This can include the mandatory, paid TA/GA training offered by each Department. Please note: faculty workshops cannot be counted for credit.
 - a. Participants should keep a record of their workshop attendance using a Record Card, which is submitted to the program coordinator upon completion of Level 1.
2. *CILT 100 Learning and Teaching in Higher Education I*, a 6-week (18-hour) course. This course is offered each semester, including Spring/Summer through the Chang School of Continuing Education at no cost.
3. *A ~1000 word reflection* incorporating experiences from both the workshops and CILT 100. Participants will use a template to structure their reflection.

Upon completion of Level 1, participants will be able to:

- Develop their teaching practice in the context of their own TA/GA role
- Understand and apply principles of student engagement and classroom inclusivity
- Investigate student learning in a university setting
- Develop a Statement of Teaching Philosophy
- Engage in a learning community made up of peers from across the university

Register for PDP Level 1 here: <http://www.ryerson.ca/lt/taga/pdp/>

To see the list and register for **LTO teaching workshops**, visit the following link:
<http://www.ryerson.ca/lt/taga/workshop/>

Frequently Asked Questions (FAQs) - For TA/GAs

Q: Where do I find out information about becoming an Assistant?

A: Job postings for most TA and GA positions can be viewed online:
<https://my.ryerson.ca> (eHR tab)

Q: Am I allowed any accommodations or assistance in my work as an Assistant for a disability or a chronic illness?

A: Yes, in many cases, accommodations can be made, and you should check with Workplace Wellbeing Services in Human Resources. Contact information can be found at <https://www.ryerson.ca/hr/contact/workplace-wellbeing/>

Q: Who can help me if I have a conflict with my supervisor?

A: Please see <http://ryerson.ca/lt/taga/resources/> for a list of Ryerson support services that are available to assist you. We encourage Assistants to work out difficulties with your supervisor directly, if possible. However, you may wish to contact Ryerson's Human Resources or your CUPE representative, if your supervisor cannot help you. The Chair of the Department for which you work and the Dean of the Faculty for which you work are good resources as well.

Q: Who can help me if I have a conflict with one of my students?

A: Please see the previous response.

Q: Are there any resources for developing my TA and GA skills before I become an Assistant?

A: The LTO is pleased to offer a <http://www.ryerson.ca/lt/taga/orientation/> at the beginning of the academic year, designed to help prepare new TAs and GAs for their first day of class. This orientation is open to all TAs and GAs from all Faculties at Ryerson University.

Q: Are there any training sessions that Ryerson offers for Assistants, so that I can better understand my duties?

A: The Ryerson Graduate Student Professional Development in Teaching Program (<http://www.ryerson.ca/lt/taga/pdp/>) is available to all TAs/GAs and Graduate Students.

The LTO also offers a series of teaching workshops (<http://www.ryerson.ca/lt/taga/workshop/>) for TA/GAs and Graduate Students.

Q: How do I get paid?

A: Please see the *HR Guide* section of this Information Package for details or visit Ryerson's Human Resources website: <http://www.ryerson.ca/hr/>

Q: When do I get paid?

A: Human Resources posts updated Pay Schedules every semester:
<http://www.ryerson.ca/hr/manager-resources/pay-schedules-deadlines/>

Q: How much work do I have to do contractually?

A: As per the CUPE Collective Agreement: "if a Graduate Assistant or Teaching Assistant is offered, and willing to undertake, a Graduate/Teaching Assistant Position over the allotted 130 hours per terms, he/she may do so provided that they do not exceed the allotted 390 hours in any academic year (over 3 semesters.)"

http://www.ryerson.ca/teaching/employment_resources/cupe-3904-unit3/

Q: If I, or one of my students, is being harassed, who can help?

A: Human Rights Services can offer guidance in any such cases:

<http://www.ryerson.ca/humanrights/>

Q: Can an Assistant kick a student out of a tutorial or lab if they are harassing or abusive in nature?

A: In short, yes, because everyone has the right to enjoy a safe and secure learning experience, and if any of the freedoms listed in the Student Code of Academic and/or Non-Academic Ethics are infringed upon, then the community as a whole is responsible for ensuring the safety and security of one another. For more information on the Code of Conduct, please review the *Student Code of Academic Conduct* here

<http://www.ryerson.ca/senate/policies/pol160.pdf>.

As an employee of Ryerson, you are a representative of your supervisor and the university; in that capacity, you are expected to be community leaders and are responsible for protecting and ensuring the safety of the students, the equipment, and the overall environment of the university. All Ryerson community members should know their rights and call Ryerson Security if needed to protect the community -- Ryerson Security: <http://www.ryerson.ca/security/index.html>. Telephone: 416-979-5040. Remember to inform your supervisor and department immediately when any problems of safety, security, or academic dishonesty occur.

Q: Who do I contact if I'm having technology problems (ex: unable to open a computer podium in a classroom)?

A: Computer and Communication Services (CCS): <http://www.ryerson.ca/ccs/>, or Media Services: <http://ryerson.ca/ccs/services/mediaservices.html> can help you.

Support Services for TA/GAs and Students

These services are available at Ryerson to help TA/GAs and Students alike.

1. Academic Accommodation Support:
<http://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/>
2. Computing and Communication Services:
<http://www.ryerson.ca/ccs/>
3. CUPE LOCAL 3904, UNIT 3:
<http://3904.cupe.ca/>
4. Human Rights Services:
<http://www.ryerson.ca/humanrights/>
5. Office of Sexual Violence and Support and Education
<http://www.ryerson.ca/sexual-violence/get-support/>
6. Student Learning Support:
<http://www.ryerson.ca/studentlearningsupport/>
7. Learning and Teaching Office (LTO):
<http://www.ryerson.ca/lt/>
8. Ryerson Graduate Council:
<http://www.rsuonline.ca/graduate-council>
9. Ryerson Human Resources (HR):
<http://www.ryerson.ca/hr/>
10. Ryerson Library:
<http://library.ryerson.ca/>
11. Ryerson Ombudsperson:
<http://www.ryerson.ca/ombuds/>
12. Ryerson Security:
<http://www.ryerson.ca/security/index.html>
13. Ryerson Student Services:
<http://www.ryerson.ca/studentaffairs/>
14. Ryerson Student Union (RSU):
<http://www.rsuonline.ca/>
15. Ryerson Writing Support:
<http://www.ryerson.ca/studentlearningsupport/writing-support/index.html>
16. School of Graduate Studies (SGS):
<http://www.ryerson.ca/graduate/>

Policies Governing TA/GAs

University Policies that TA/GAs should know and be familiar with:

CUPE LOCAL 3904, UNIT 3 Agreement:

<http://www.ryerson.ca/hr/employee-resources/cupe-3904-3/ta-ga-lab-monitors-invigilators/collective-agreement/>

Ryerson Academic Policies:

- Student Code of Academic Conduct (Pol-60):
<http://www.ryerson.ca/senate/policies/pol60.pdf>
- Student Code of Non-Academic Conduct (Pol-61):
<http://www.ryerson.ca/senate/policies/pol61.pdf>
- Undergraduate Academic Consideration and Appeals (Pol-134a):
<http://www.ryerson.ca/senate/policies/pol134.pdf>
- Examination Policy (Pol-135):
<http://www.ryerson.ca/senate/policies/pol135.pdf>
- Course Management Policy (Pol-145):
<http://www.ryerson.ca/senate/policies/pol145.pdf>
- Accommodation of Student Religious Observance Obligations (Pol-150):
<http://www.ryerson.ca/senate/policies/pol150.pdf>
- Ryerson Academic Integrity Policies:
<http://www.ryerson.ca/academicintegrity/>
- Freedom of Information and Protection of Privacy Act (FIPPA):
<http://www.ryerson.ca/gcbs/accessprivacy.html>
- Student Ombudsperson Services:
<http://www.ryerson.ca/ombuds/>
- Office of Research Services (ORS): Some Assistants may need to understand Human and/or Research Ethics policies. For this information, please see the ORS web site below.
<http://www.ryerson.ca/ors/>

Course Syllabus: All Faculty, TAs, and GAs are governed by the individual course syllabus as the basic contract between instructors and students for expectations and rules for each course. Make sure that you are familiar with your course's syllabus.

Student Code of Non-Academic Conduct

The Student Code of Non-Academic Conduct outlines non-academic behavioural expectations for Ryerson University students. The Code reflects the expectation that students will conduct themselves in a manner consistent with generally accepted standards of behaviour. Students have an obligation to familiarize themselves with the Code. Please visit this link for more information: <http://www.ryerson.ca/studentcode>

The Code applies to all students at Ryerson including those enrolled in undergraduate, graduate, part-time, full-time, continuing education, exchange, and audit programs. Actions by a student which occur on Ryerson University property, including land/premises owned or rented by Ryerson are covered by the Code. Additionally, the Code applies to off-campus behaviour if a student is participating in an organized class activity, has declared them self to represent Ryerson, is participating in a Ryerson event, or in exceptional circumstances when a student's off-campus behaviour has the potential to adversely affect another student's course of learning.

Complaints are handled by **Simon Finn, Student Conduct Officer (SCO)**, who can be reached by email: simon.finn@ryerson.ca or phone: 416-979-5000 ext. 2741.

In order to take formal action, the SCO requires the submission of a written complaint which includes the complainant's name and contact information. This complaint must be submitted no more than 20 days after the alleged violation. For informal action, anyone may consult with the SCO regarding student conduct concerns in order to receive advice on conflict resolution strategies without launching a formal complaint. Majority of the resolutions are reached through the informal (consultation) approach.

All of the various offences are outlined in the Code:
<http://www.ryerson.ca/senate/policies/pol61.pdf>

Some of these offences include, but are not limited to:

- Disrupting the learning/work environment
- Spreading untrue/malicious materials about another student, staff, or faculty member
- Theft, damage, destruction of property
- Harassment which contravenes Human Rights Services' policy or is demeaning, threatening, or involves the misuse of authority
- Being drunk and disorderly in public, providing alcohol to minors, consuming alcohol in an unlicensed area, possessing/utilizing illegal drugs
- Engaging in hazing which endangers, or could reasonably be seen to endanger, a student's mental and/or physical well-being

Supporting Student Mental Health

Notice, Engage, Refer

When you know, hear, or see a student who may need assistance, your role as a TA/GA is not to diagnose or solve mental health issues, but rather to engage with students in a caring way, and refer them to support services on campus such as the Centre for Student Development and Counselling (CSDC).

When to Refer

A referral to the CSDC may be indicated: if you are feeling anxious, if you don't know what you can do for the student, if you recognize that your support is no longer adequate, or if you find that the responsibility you have assumed is weighing too heavily on you.

What to Do

Listen. Take the student seriously. Show concern. Set clear limits. Consult with others. Refer the student

What Not to Do

Don't take on too much responsibility. Don't deal with a crisis alone.

What to Say

Make a general statement such as: *"You seem to be pretty upset about this and I think you could use some help in sorting out these issues. I'm concerned about you and I would like you to consider talking to one of our counsellors in our Centre for Student Development and Counselling"*

Urgent Referrals

Each day two hours (typically at 1 p.m. and 3 p.m.) are allocated for students who urgently need to be seen. To access an ON CALL appointment on behalf of a student in crisis, please call our reception desk at 416-979-5195 to arrange for the first available spot and let us know the nature of the crisis with which you are dealing. Do feel welcome to walk the student to our offices if you think that would be helpful.

Students arriving after 3:00 pm will be offered a 15-30 minute appointment for the purpose of identifying immediate safety risks and developing a safety plan. At that time, students will be booked for a follow up one hour appointment at their earliest convenience to develop a comprehensive plan regarding their needs and next steps in accessing appropriate support.

Notice, Engage, Refer: Guidelines

NOTICE

Signs of Distress

The terms “difficulty” or “distress” describe emotions or feelings that interfere with a person’s ability to carry out day-to-day activities.

Academic/Work Indicators

- Noticeable changes in quality of work, attendance, productivity or participation (skipping class, absent from work).
- Noticeable inconsistency and/or change in performance, responses to feedback, interactions with others.

Emotional and Behavioural Indicators

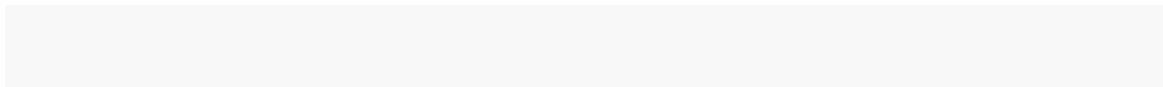
- Changes in emotional responses (angry or hostile outbursts, tearfulness) from individual’s previous way of responding.
- Expressions of hopelessness, worthlessness, severe anxiety.
- Expression of suicidality and despair.
- Changes in behaviour from individual’s previous norm (e.g. overly withdrawn or extroverted, too little or too much sleep).

Physical Indicators

- Noticeable changes in personal hygiene.
- Frequent or chronic illness or absenteeism.
- Disorganized, rapid or slurred speech.
- Visible changes in weight, either loss or gain

Support Is...

Noticing when someone is struggling and having the confidence and courage to engage them



ENGAGE

Actively Listen

- Empathy is the capacity to understand or feel what another human being is experiencing from within their frame of reference (Bellet & Maloney, 1991).
- Empathy is made up of two parts: (1) your intent and (2) the actual skill itself, i.e. reflecting feelings and words.
- It is a skill we have to learn and practice, like Empathic Listening (see: <http://youtube.com/v/1Evwgu369Jw>)
- Listen to the content of the person's issues, not just the volume, tone or pace.
- Be authentic about receiving the person – have the intent to listen.
- Convey caring and instill hope.

Consider Safety

- Any reference to ending one's life or threat of violence must be taken seriously.
- Call security (5040) after hours and on weekends, or call the Centre for Student Development and Counselling (5195) weekdays between 9am-4:45 pm.
- What to say to someone when you are worried for their safety: "I'm worried about your safety and I would feel better if you let me call the counselling centre to get some support for you."
- If the person is off campus and you know their location, call 911 - ask for the Mobile Crisis Team (psychiatric nurse and police) to go to their home and assess risk of suicide. 911 an ambulance if suicide/harm is already in progress.

REFER

Refer when it's FAIR

Refer out if/and when these 4 conditions apply. They are signals that more support is needed.

FEAR... if you feel afraid of or for the community member

ANGER... if you feel angry - take a step back

IGNORANCE... if you don't know what more you can do for the person

RESPONSIBILITY and **R**ESENTMENT... if you find that you begin to resent the responsibility you have assumed for the person

Emphasize key points:

- State what you notice
- State the concern/reason
- Offer a resource
 - Always be empathic and non-judgmental.
 - Provide the person with tools to develop their own network of support

Setting boundaries and referring in concerning situations

- Sometimes we get into situations that are outside of our expertise and we may feel the person needs more support than you can provide. It is ok to own that and recognize it. It is in the best interest of the individual involved.
- In this instance, it is important that we provide the individual the opportunity to get the appropriate support – either from a family member, GP, or it could be a counsellor.
- What to say if you are concerned: *“What I hear you describing is outside of my scope/expertise and I want to ensure you get the support you are looking for. Here are some materials/phone numbers/I will walk you over...”*

Setting boundaries and referring in urgent situations

- What to say if you think the situation is urgent or that the person needs immediate help: *“You seem to be very upset and I am concerned about you and want to ensure you get some help. Can I make a call to one of the resources on your behalf or would you like to call?”*
- Notice the difference in urgent situations is that someone is calling before the interaction is over.

Helping a Student in Need

Situation	Referral
Obvious medical emergency (e.g. heart attack, bleeding)	Security and Emergency Services ext. 5040 and Police/ambulance emergency 911
Illness, injury, delusional/paranoid thinking, suicidal thoughts	Medical Centre ext. 5070
Aggression/safety issues	Security and Emergency Services ext. 5040
Emotional distress, suicidal thoughts	Counselling Centre ext. 5195
Harassment and/or discrimination on the basis of race, sex, religion, disability, sexual orientation, etc.	Human Rights Services ext. 5349
A student believes that they have been treated unfairly, and/or has a problem resolving disputes	Ombudsperson ext. 7450
Emergency housing for students at risk of physical/sexual harm, or facing destitution	Safehouse ext. 5195
Traumatic events on campus	Ryerson Crisis Team ext. 5195
Students in need of free legal services	RSU Lawyer ext. 2325
Students needing assistance with University appeals and advice on their rights	RSU (full-time) ext. 2325 CESAR (part-time and CE) ext. 5193
Students in need of emergency funding	Student Financial Assistance (416)-979-5113
Disruptive student behaviour: Student Code of Non-Academic Conduct concerns	Student Conduct Officer ext. 2741
Sexual violence, harassment, assault (current or historical)	Office of Sexual Violence Support and Education, ext. 3596

After Hours Referral

Security and Emergency Services (ext. 5040) deals with after-hours emergencies including illness, injury, Safehouse and suicidal thoughts.

HR Guide

Please review the following details and accompanying documents for important information respecting your employment at Ryerson.

Your Duties and Obligations

Ensure that you are familiar with your duties and obligations, including what is expected of you in terms of your work assignment and what standards your supervisor has set for you (See the *Sample Assistantship Workload Form*)

Your major duties and obligations are listed:

- in your Job Offer letter that you should have received and accepted, and
- in the Collective Agreement – CUPE Unit 3 – Article 12

Please be sure to discuss your duties and responsibilities with your supervisor.

Mandatory Training for all Ryerson Employees

The following eLearning is mandatory for **ALL NEW** Ryerson employees and must be completed within two weeks of your appointment into your position.

1. AODA (Accessibility for Ontarians with Disabilities Act):
<https://hr.cf.ryerson.ca/aoda/>
2. Workplace Violence & Prevention & Response
<http://www.ryerson.ca/hr/equity/violence-harassment-prevention/>

Available in D2L:

3. Access to Information and Protection of Privacy eLearning
4. Environmental Health and Safety eLearning
5. Workplace Hazardous Materials Information System (WHMIS)

To complete the above eLearning, click on the links above and/or visit the Learning Portal and log in with your my.ryerson ID and password.

Upon completion of the above noted training, please forward your certificate to your supervisor to be tracked and stored in your local department/school's employee files.

Attendance at Labs & Tutorials

Please note that your responsibilities as a TA/GA are very important and students will be relying on your support in the lab or tutorial. As such it is very important that you arrive for work on time, i.e. arrive no later than on the hour and be ready to start the lab or tutorial by 10 minutes past the hour. Failure to attend a scheduled lab without a reasonable explanation for the absence may result in the employee not being paid for that particular day/lab or tutorial.

If you know in advance that you will not be able to attend a particular lab or tutorial you must notify your supervising Professor and the administrative assistant of the department by no later than 8:00 am on the day of the lab or tutorial.

Accessing eHR

eHR provides employees with access to a variety of self service functions. Through eHR, employees can update their personal information such as home or mailing address, emergency contact information, direct deposit information for pay, submit TD1 tax credits, request an electronic T4 for tax reporting and view your pay advice. eHR is also used for Time and Attendance Reporting. For more information on eHR Services, visit <http://ryerson.ca/hr/learning-workshops/how-to-eHR/>

Please note that if you update your personal information on RAMSS you must also update your personal information on eHR.

Your Pay

How your pay is calculated

Some departments require their TA/GAs to report the actual hours worked in a two-week period on the online time sheets while other departments will average the the total hours for the assignment (total hours are indicated in the Job Offer letter) over one or two terms. In this case the TA/GA is paid an “average” number of hours depending on the total hours in the contract divided by the total number of business days in the contract.

Please check with your supervisor with respect to how you will be paid.

If you have more than one TA/GA contract, the pay from each contract will be lumped into one payment. You may wish to track your hours for each contract. You are automatically paid for statutory holidays (see <http://www.ryerson.ca/hr/work-life/holiday-schedule/> for the holiday schedule).

When you can expect to be paid

You will be paid bi-weekly on a deferred basis. This means, for example, if you work during the pay period covering September 9 – September 22, 2010, you will be paid for those hours on the pay date of October 5, 2018 (2 weeks deferred). The 2018 pay schedule outlines pay dates for each pay period this year and it can be found at the following link:

<https://www.ryerson.ca/content/dam/hr/employee-resources/docs/2018-pay-schedule-deadlines-biweekly-deferred.pdf>

Where to view your pay details

HR has implemented a paperless pay statement initiative. For detailed directions, please refer to the HR website at <http://ryerson.ca/hr/learning-workshops/how-to-eHR/>

What you need to do to ensure you get paid

In order for you to be paid, the following must occur:

1. You must accept your job offer through the eHire system
2. You must provide your Social Insurance Number (SIN)

You cannot be paid without a valid SIN. If your social insurance number begins with “9”, you must send Human Resources (at the address provided below) a photocopy of the SIN card showing the expiry date, and a copy of your student or work permit. Ryerson International Students would submit a copy of their student permit. All others require a work permit. You may find further information on the International Student Services website at Ryerson at the following link:

<http://www.ryerson.ca/studentlife/internationalsupport/>

1. You must complete the Federal and Provincial Tax forms and the Information Protection Policy Acknowledgement form via your eHR access. If you do not complete the Federal and Provincial Tax forms, the basic personal tax exemption will be applied. If you require assistance with this form, please contact the Canada Revenue Agency at 1-800-959-8281.
2. You must provide the required banking information through your eHR access so that your pay can be directly deposited into your bank account.

If you have worked for Ryerson in the past and are in our HR system, please note that your pay will be sent to the bank account that is in our system. If you have changed banks, you must update this information through eHR

What to do if you have not received your first pay

If you have not received your first pay when you think you should have:

1. Check the biweekly-deferred pay schedule to ensure that you are entitled to receive pay based on the start date indicated on the Job Offer letter.
2. Check with your supervisor or department to ensure that all documents were submitted by the deadline.
3. If you do not receive a subsequent pay, please check with your supervisor or department to ensure that a timesheet was approved by the deadline and/or check your Job Offer to ensure that your assignment end date has not passed. If you continue working past the end date, please discuss with your supervisor as soon as possible.

If you have verified all the items above and still do not understand why you did not get paid, please contact your supervisor/department who will then communicate with HR to review and investigate your records. This is also to ensure that the proper process is carried out for future pays and to avoid any recurrence.

What to do if you have not been paid the correct amount

If you believe that you have not been paid the correct amount:

1. Check your Job Offer letter to ensure you understand your rate of pay and start and end dates, and check the biweekly-deferred payroll schedule to ensure you understand when and for what days you will be paid. For example, if you start work in the middle of a two-week pay period, your first pay may only be for one week.

2. Check the Hours and Earnings section on your pay stub to verify that it reflects all of the hours that were reported on a time sheet for a specific pay period, multiplied by your salary rate. If that amount is correct, then the Net Pay amount is correct. Deductions are calculated automatically by the HR system and have been audited and validated.

If you have checked all of the above items and still do not believe you were paid the correct amount, please contact your supervisor/department who will then communicate with HR to review and investigate your records. This is also to ensure that the proper process is carried out for future pays and to avoid any recurrence.

If you have questions about your pay

Please call the HR Client Service Line at 416-979-5000 ext. 5075 and ask to speak to the HR Client Services Advisor supporting your department

Benefits

You are also entitled to various leaves in accordance with Article 19 of the Collective Agreement (page 27). Examples of leave are pregnancy, parental, emergency, compassionate care, bereavement, jury duty, and political leave. Please see Article 19 of the Collective Agreement for further details.

If you are unable to fulfill your assigned duties and obligations due to illness or injury, you shall be granted up to 2 days of paid sick leave at your regular rate of pay. You may also need to provide a medical certificate to validate your absence. Any additional absences due to medical reasons will be without pay (refer to article 19.01 of the Collective Agreement). **You must notify your supervising Professor if you will be absent from work for any reason and if you will miss a class/lab or tutorial for any reason.**

Conflict of interest

In your capacity as a TA/GA it is expected that you will attempt to create an atmosphere of mutual respect in which students learn and make every effort to stimulate intellectual curiosity and enthusiasm for learning. To do so it is necessary to minimize any conflict of interest that may result from personal relationships as defined by the University's Conflict of Interest Policy:

Participating in the evaluation (academic or employee performance), promotion or hiring of a family member or an individual with whom the employee has, or recently had, a close personal relationship (of a sexual or non-sexual nature).

Please take a moment to review Ryerson University's Conflict of Interest Policy:

<http://www.ryerson.ca/policies/board/conflictinterestpolicy.html>

Should you have any questions regarding the policy, or believe you may be in a situation that could be classified as a conflict of interest, please contact the Chair/Director of your department immediately.

Confidentiality

Please remember that as an employee of Ryerson University, the general terms and conditions of your employment are governed by the University's applicable policies, procedures, practices and regulations which may be found at:

<http://www.ryerson.ca/policies/>

You must also read and sign the Employee Confidentiality Form attached. Please return the form to your department administrative assistant.

HR Links

HUMAN RESOURCES – www.ryerson.ca/hr

- TA/GA job postings: <https://my.ryerson.ca> (eHR tab)
- Employee forms: http://www.ryerson.ca/hr/new_employees
- Biweekly Deferred Pay Schedule: <http://www.ryerson.ca/hr/manager-resources/pay-schedules-deadlines/>
- CUPE 3904, Unit 3 Collective Agreement: <http://www.ryerson.ca/hr/employee-resources/cupe-3904-3/ta-ga-lab-monitors-inviqilators/collective-agreement/>

SERVICES FOR INTERNATIONAL STUDENTS -

<http://www.ryerson.ca/studentlife/internationalsupport/>

- Working in Canada:
<http://www.ryerson.ca/studentlife/internationalsupport/services/immigration/workpermits.html>
- Getting a Social Insurance Number (SIN):
<http://www.cic.gc.ca/english/study/work-offcampus.asp>

GOVERNMENT OF CANADA – <https://www.canada.ca/home.html>

- Canada Revenue Agency: <http://www.cra-arc.gc.ca>
- International and non-resident taxes – International Students
<http://www.cra-arc.gc.ca/tx/nnrstdnts/ndvdlstdnts-eng.html>
- About your tax return: <http://www.cra-arc.gc.ca/tx/ndvdlstpcs/ncm-tx/menu-eng.html>
- Mandatory tax deductions: <http://www.cra-arc.gc.ca/tx/bsnss/tpcs/pyrll/mply/menu-eng.html>

Job Postings and Rates of Pay

Job postings for most TA and GA positions can be viewed online: <https://my.ryerson.ca> (eHR tab)

Other work opportunities from GAs may be tied to graduate funding available from the School of Graduate Studies (SGS) or other internal and external organizations. For a list of such opportunities, please follow the link <http://www.ryerson.ca/graduate/funding/>

Note: Some positions may also be posted in department offices and on professors' office doors. Assistantships can generally be announced anywhere from three months before a term begins to one month into a term, depending on department needs. Be aware that you may also find Assistantships outside of your own department or faculty, if you are qualified.

Rates of Pay

Below is chart outlining the rates of pay for the various types of Assistants, as defined by the CUPE 3 Collective Agreement.

20.01 Assistants shall be paid on a biweekly basis, two (2) weeks in arrears.

20.02 The following rates of pay will be in effect:

Position		September 1, 2017 to August 31, 2018	September 1, 2018 to August 31, 2019	September 1, 2019 to August 31, 2020	September 1, 2020 to December 31, 2021
Graduate Assistant (Ryerson Student)	PhD	\$47.22	\$48.05	\$49.01	\$49.33
	Master	\$43.72	\$44.49	\$45.38	\$45.68
Teaching Assistants	Undegraduate (enrolled in 4 th year)	\$33.81	\$34.40	\$35.09	\$35.32
Lab Monitors and non-course-related appointments		\$20.41	\$20.77	\$21.18	\$21.32
Invigilators		\$24.36	\$25.58	\$26.09	\$26.26

NOTE: External applicants will be paid relative to the qualifications required for the performance of the assistantship, normally at the Teaching Assistant rate.

Performance Evaluation Graduate Assistantship/Teaching Assistantship

Graduate Assistant/Teaching Assistant Name:

Department:

Faculty:

Course Number (if applicable):

Term and Year:

Supervisor's name:

The purpose of this evaluation is to assess the Graduate Assistant/Teaching Assistant performance and thereby assist him/her in developing and improving their skills, and ensure a standard of acceptable employee performance. An employee's ongoing performance is normally subject to a formal written evaluation once during any academic semester of appointment. This evaluation must be discussed with the Assistant within thirty (30) days of the performance evaluation. Any concerns regarding the performance review may be directed to the Department/School Chair/Director.

This evaluation has six parts: A) General, B) Knowledge, C) Communication and Interaction with Students, D) Overall Evaluation, E) Employee Comments, and F) Signatures. To complete the evaluation both the Supervisor and the Assistant must sign and date the form, after a discussion has taken place. Please use the following guide to rate the Teaching Assistant's performance in each of the areas.

N/A = Not applicable

1 = unacceptable

2 = satisfactory / some improvement required

3 = good / accomplishes tasks diligently and well

4 = excellent / accomplishes all tasks at a high level

A) GENERAL: Please assess the Assistant's performance in carrying out tasks related to scheduling, time management, and according to supervisor's instructions.						
	N/A	1	2	3	4	Additional Comments
Overall preparation						
Time management during term						
Quality of grading of course assignments						

Timeliness in returning graded assignments/exams						
Brings an attitude of professionalism to their work						
Adheres to University policies on Human Rights, Harassment Prevention, Occupational Health and Safety among other policies.						
B) KNOWLEDGE: Please assess the Assistant's knowledge or level of expertise in the subject matter being taught and the job duties carried out.						
	N/A	1	2	3	4	Additional Comments
Knowledge/understanding of course material						
Technical competence (e.g. in laboratory sessions)						
Knowledge/understanding of job description.						
C. COMMUNICAITON AND INTERACTION WITH STUDENTS: Please assess the interaction between the Assistant and the students taking the course.						
	N/A	1	2	3	4	Additional Comments
Competence as a discussion leader or laboratory instructor						
Accessibility during scheduled office hours						
Clarity of presentation/explanations						
Encourages student discussion						
Expresses ideas clearly						
Responds clearly to student questions						
Deals with all students respectfully and thoughtfully and creates an atmosphere of mutual respect.						
Student work is treated seriously and fairly.						

D. OVERALL EVALUATION OF ASSISTANT:			
1. Unacceptable <input type="checkbox"/>	2. Satisfactory <input type="checkbox"/>	3. Good <input type="checkbox"/>	4. Excellent <input type="checkbox"/>
<p>Comments:</p> <p>Supervisor's Name: _____</p> <p>Signature: _____ Date: _____</p>			
E) EMPLOYEE COMMENTS:			
<p>The employee may add their written comments to the performance evaluation if they so desire.</p> <p>Employee Signature: _____ Date: _____</p> <p style="text-align: center;">I have seen, discussed and understood this Evaluation</p>			
F) Signatures: Both the Supervisor and the Employee shall sign this form to indicate that a discussion took place.			
<p>Supervisor's signature: _____ Date: _____</p>			

Copies: Assistant
 Supervisor
 Chair/Director
 Official File
 CUPE Local 3904 Unit 3