



Best Practices when working with TAs and GAs

A Manual for Supervising Instructors

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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 (as defined by the CUPE agreement, Local 3904, Unit 3, 2017).
2. **“Graduate Assistantship” or “Graduate Assistant”** means an appointment of a Ryerson Graduate Student, enrolled on a full-time basis, 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 (as defined by the CUPE agreement, Local 3904, Unit 3, 2017).

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 (as defined by the CUPE agreement, Local 3904, Unit 3, 2017).

What are some typical **TA/GA Duties**?

(From Article 12.01 of the CUPE agreement)

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 and supervising laboratories
- Demonstrating explaining the use of 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
- Design any assessment tool that evaluates students understanding of course materials, such as quizzes, assignments, mid-term and final examinations
- General departmental responsibilities of an academic nature

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 Agreement

TA/GA Duties and Responsibilities

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

http://www.ryerson.ca/content/dam/teaching/employment_resources/docs/unit3/CUPE_Unit_3-CA_2014-2017_draft.pdf

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.

Assistantship duties shall be comprised of an appropriate combination of some (not all) duties listed above.

12.02 Assistants shall not be required to carry out the following duties:

Assistants shall not be required to carry out the following duties: lecturing/teaching; responsibility for student course grades, course content and mode of delivery; or general departmental responsibilities of an academic nature.

Assistants shall not be required to perform duties that are not associated with the course section to which the Assistants are assigned.

In addition, Assistants shall not be required to create or design any assessment tool that evaluates students understanding of course materials, such as quizzes, assignments, mid-term and final examinations. These obligations are solely and exclusively within the purview and responsibility of the Supervising Instructor.

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.

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.

How will you work with your TA/GAs?

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 have your TA/GA perform.

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.

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.

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 wish to have your TA/GA grade assignments/projects/exams and compile these grades for you. It is important to keep in mind that course instructors are ultimately responsible for the grades students receive so you may want to guide your TA/GA in how they grade assignments.

The First Meeting

There are a number of best practices that Supervisory Instructors should follow regarding their first meeting with TA/GAs. It is generally a good idea to schedule this first meeting immediately following the TA/GAs appointment. 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:

The Supervising Instructor and the Assistant shall meet to discuss the assigned duties and obligations of the Assistant no later than five (5) working days prior to the commencement of the Assistant’s employment. At this meeting the Assistant’s Supervising Instructor shall confirm the hours of work and the start/end date for the Assistantship, the assigned duties, the standard of performance expected, and any further details as might be appropriate and necessary. The University will develop a form to confirm the assigned duties, hours of work, and start/end date for the Assistantship, and a copy of such completed form will be sent to the Assistant and to the local Union.

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 Integrity.

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/content/dam/teaching/employment_resources/docs/unit3/CUPE_Unit_3-CA_2014-2017_draft.pdf) 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 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 65%) 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?
- Discussion of Ryerson Academic Integrity Policies:
<http://www.ryerson.ca/academicintegrity/>

Supervising Instructor Checklist for First Meeting with TA/GA

Below is a checklist that Supervising Instructors can refer to when first meeting with a TA/GA. Space is provided for note taking.

Have the following items been discussed?

1. The hours of work and the start/end date for the Assistantship
2. The assigned duties, the standard of performance expected
3. Grading Expectations
4. Grade Recording Policies/Procedures
5. Academic Dishonesty.

Are there any additional questions or concerns that the TA/GA may have?

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					

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

Questionnaire Items	Probing Questions or Statements to Support Dialogue Between TA/GA 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?
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The above tool was created by Dr. Debra Langan (Wilfred Laurier University), John Paul Foxe (Ryerson University) and Cherie Bova (York University).

TA/GA-Supervising Instructor Conflict Resolution

You may find over the course of your interactions with TA/GAs that you are dissatisfied with the performance of a particular TA/GA. Again, there are some general best practices that can be followed in terms of how you as a Supervising Instructor can resolve this situation.

Your first course of action should be to share your concerns with your TA/GA. If you notice a problem area, delay approaching administration to make a complaint about your TA/GA but rather, provide them with an opportunity to 1) explain their actions or lack of thus far and 2) improve their performance with your guidance and advice.

These practices create a trusting environment in which you and the TA/GA work cooperatively to promote student learning.

Consider the following scenarios and think about how you might work to resolve the situation.

1. A TA/GA contradicts your instructions openly. You reassert your instructions to the TA/GA. They still do not follow your instructions? How do you respond?

2. You overhear two TA/GAs making offensive remarks about another student. How do you handle such a situation?

3. Four out of twenty-four students send you independent e-mails expressing discomfort with something the TA/GA said in lab/tutorial (e.g., sexist joke that was meant to be harmless). What do you do?

4. You notice that one of your TAs is power-tripping and not treating his/her students with respect. What do you do?

Appendices

Appendix 1

Ryerson Supports for Supervising Instructor and TA/GAs

1. **Academic Accommodation Support at Ryerson:**

<http://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/index.html>

Academic Accommodation Support provides instructors with accommodation information and resources regarding working with students with disabilities.

2. **Centre for Student Development and Counseling (CSDC):**

www.ryerson.ca/counselling/

The CSDC offers programs and resources that assist students not only to solve immediate problems, but also to define their personal, academic and career goals, and to acquire the self-confidence and transferable skills necessary for professional success and individual growth. These services are provided on a one-to-one basis or in a group format.

3. **CUPE 3904, Unit 3:**

http://3904.cupe.ca/Unit_3

CUPE 3904, Unit 3 is the Union representing Teaching Assistants and Graduate Assistants at Ryerson University.

4. **English Language Support:**

www.ryerson.ca/els/

The aim of ELS programs is to assist students to improve overall communication skills. ELS programs are free of charge for Ryerson students.

5. **International Services for Students:**

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

International Services for Student (ISS) provides support services for registered international students and promotes international awareness to the Ryerson community

6. **Student Information Centre:**

www.ryerson.ca/currentstudents/

This resource serves as a hub for students seeking information regarding just about anything.

7. **The Learning Success Centre:**

www.ryerson.ca/learningsuccess/

The Learning Success Centre is dedicated to helping students reach their academic potential by providing professional resources that develop sound learning strategies which address the primary challenges students face in an academic environment. In

addition to working directly with students, staff at the Learning Success Centre welcome the opportunity to work collaboratively with university faculty on issues related to learning and student success.

8. **The Learning and Teaching Office:**

<http://ryerson.ca/lt/>

The Learning and Teaching office implements a number of specific programs, including teaching seminars and workshops, teaching excellence awards, new faculty orientations, an annual teaching conference, a distinguished educator speaker series and the University Teaching Development Program. The LTO also provides individual consultation to faculty members on different teaching issues.

9. **Writing Support:**

<http://www.ryerson.ca/studentlearningsupport/writing-support/index.html>

Writing Support offers a variety of services ranging from one-on-one tutorial sessions to in-class presentations and specialized workshops on APA and MLA formats, essay writing skills and plagiarism seminar.

Appendix 1.1

Paying your TA/GA

In order to pay your Assistant, the supervising instructor must enter the contract into eAppoint. All relevant information, i.e. start date, rate of pay, etc. needs to be entered into the system. For more information on eAppoint or to obtain access to eAppoint, please refer to the following link; <http://www.ryerson.ca/hr/eHR/eappoint.html>

In some faculty/departments, Assistants are required to fill out time sheets every two weeks to record the exact number of hours they have worked in those weeks. Some faculty/departments however, use an “averaged hours” system to pay their Assistants. If this is the case, Assistants are not required to complete time sheets, as the hours of work per week are “averaged” for the length of the appointment. This means that every two weeks you will be paid an “average” number of hours depending on the total hours in your contract divided by the total number of business days in your contract. It important to note, that the first and last pay will likely be “irregular” depending on your start and end date that pay period will likely not have a full two weeks to account for. Each supervising instructor should be familiar with the practice of time sheets in their respective faculty/department.

Assistants are paid bi-weekly on a deferred basis. For a complete pay schedule, including specific pay periods, pay submission deadlines and pay dates, please refer to the following link; http://www.ryerson.ca/content/dam/hr/payroll/biweekly_deferred_pay_deadlines/2015_Biweekly-deferred.pdf

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.

Position		September 1, 2014 to August 31, 2015 (includes 1.25% Across- the-Board Adjustment)	September 1, 2015 to August 31, 2016 (includes 1.5% Across- the-Board Adjustment)	September 1, 2016 to August 31, 2017 (includes 1.75% Across- the-Board Adjustment)
Graduate Assistant (Ryerson Student)	PhD	\$44.93	\$45.61	\$46.41
	Master	\$41.60	\$42.23	\$42.97
Teaching Assistant	Category 1: Undergraduate (enrolled in the 4th year) or Non- Ryerson Student	\$32.18	\$32.66	\$33.23
	Category 2: Non-course related and Lab Monitor appointments	\$19.42	\$19.71	\$20.06
Invigilators		\$22.47	\$22.80	\$23.20

Appendix 1.2

Performance Evaluation of Graduate Assistantship/Teaching Assistantship

Graduate/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 his/her 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 his/her 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. 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		2. Satisfactory		3. Good		4. Excellent	
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Comments:

Supervisor's Name: _____

Signature: _____ Date: _____

E) EMPLOYEE COMMENTS:

The employee may add his/her written comments to the performance evaluation if he/she so desires.

Employee Signature: _____ Date: _____

I have seen, discussed and
understood this Evaluation

F) Signatures: Both the Supervisor and the Employee shall sign this form to indicate that a discussion took place.

Supervisor's signature: _____ Date: _____

Give one copy, with signatures in ink, to Department Assistant, who will distribute:

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

Updated: September 2007 This form can be downloaded from http://www.ryerson.ca/hr/forms/docs/cupe_unit3_perf_evaluation_taga.doc

Appendix 1.3 Performance Evaluation of Exam Invigilator

To be filled in by the Exam Supervisor after each examination session.

NOTE: This form must be completed **ONLY** for those invigilators with an overall rating of **unacceptable.**

Name of Exam Invigilator	
Department	
Faculty	
Course Number (if applicable)	
Term and Year	
Date Exam Invigilator worked	
Invigilator's Supervisor	

The purpose of this evaluation is to assess the Exam Invigilator's performance and thereby assist him/her in developing and improving his/her skills, and ensure a standard of acceptable employee performance. Any concerns regarding the performance review may be directed to the Invigilator Supervisor.

Examination Process:

Please assess the Exam Invigilator's performance in carrying out invigilation tasks.

Rating scale:					Responsibilities:	Comments:
YES		NO		N/A	Was familiar with Ryerson exam policies and procedures	
YES		NO		N/A	Properly assisted in set-up of exams and other activities prior to exam.	

YES		NO		N/A		Properly monitored students during exams.	
YES		NO		N/A		Properly assisted Exam Supervisor at the end of exams.	

Additional comments (if necessary):

Invigilator's Signature		Date	
	I have seen, discussed and understood this Evaluation		
Supervisor's Name			
Supervisor's Signature		Date	

Note: Should the employee have any concerns with the performance evaluation he/she may discuss his/her concerns with his/her Supervisor or with the Supervisor's superior.

Give one copy, with signatures in ink, to Department Assistant, who will distribute:

Copies: Exam Invigilator
 Invigilator Supervisor
 Official File
 Academic Integrity Office
 CUPE Local 3904 Unit 3

Updated: September 2007 This form can be downloaded from http://www.ryerson.ca/hr/forms/docs/cupe_unit3_perf_evaluation_invigilator.doc

Appendix 2 Resources for your TA/GAs

Appendix 2.1 Frequently Asked Questions (FAQs) - For TA/GAs

For answers to labour and contractual questions see:

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

A: From the careers and jobs section of the Ryerson HR website:

<http://www.ryerson.ca/jobs/index.html>

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 Ryerson Student Services: <http://www.ryerson.ca/student-services/> or Ryerson's Academic Accommodation Support: <http://www.ryerson.ca/student-learning-support/academic-accommodation-support/index.html> for conditions that may apply to your needs.

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

A: Please see <http://www.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, if at all possible, one on one. However, you may wish to contact first and foremost Ryerson's Human Resources or your CUPE representative, if your supervisor can not help you. Beyond those mentioned at <http://www.ryerson.ca/lt/taga/resources/>, the Chair of the Department for which you work and the Dean of the Faculty for which you work might be good resources as well.

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

A: Please see <http://www.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's aid. However, you may wish to contact first and foremost Ryerson's Human Resources, if your supervisor cannot help you. Beyond those mentioned at <http://www.ryerson.ca/lt/taga/resources/> list, the Chair of the Department for which you work and the Dean of the Faculty for which you work might be good resources as well.

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 runs a learning and teaching workshop series (<http://www.ryerson.ca/lt/taga/workshop/>) for TAs/GAs and Graduate Students.

Q: How do I get paid?

A: The Human Resources information page provides in-depth summaries of how Assistants get paid, and Ryerson's Human Resources is available to answer any of your questions. Follow this link: <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/payroll/>

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/content/dam/teaching/employment_resources/docs/unit3/CUPE_Unit_3-CA_2014-2017_draft.pdf

Q: What are my duties?

A: Duties normally fall into three basic classifications: A) laboratory sessions; B) tutorials; and, C) marking: See Article 13.04 of the CUPE Collective Agreement for more information.

http://www.ryerson.ca/content/dam/teaching/employment_resources/docs/unit3/CUPE_Unit_3-CA_2014-2017_draft.pdf

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

A: Discrimination and Harassment Prevention Services (DHPS) can offer guidance in any such cases: <http://www.ryerson.ca/equity/>

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. As an employee of Ryerson, the Assistant is the representative of their supervisor and the university; in that capacity, they 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 know that they can 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, such as not being able to open a computer podium in a classroom?

A: Computer and Communication Services (CSS): <http://www.ccs.ryerson.ca/>, or Media Services: <http://www.ryerson.ca/ccs/resources/mediatech/> can help you.

Appendix 2.2

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 SI 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 pages four and five at the following link <http://www.trentu.ca/idc/Newsletter/Fall2004Issue2.pdf>). 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 SI, 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.

Know your resources. There are a number of resources available at Ryerson, which may be useful either for you or for your students. Make sure you are familiar with the services offered by the Library, the Access Centre, the Learning Success Centre, the Writing Centre, and others (see support services listed here: <http://www.ryerson.ca/lt/taga/resources/> and below). Also, be sure to

visit the room where your tutorial will be held ahead of time so that you can familiarize yourself with its constraints and advantages (size, arrangement of chairs/desks, and technological equipment).

Appendix 2.3

Support Services for TA/GAs and Students

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

1. Academic Accomd
<http://www.ryerson.ca/accesscentre/>
2. Computing and Communication Services:
<http://www.ccs.ryerson.ca/>
3. CUPE LOCAL 3904, UNIT 3:
<http://3904.cupe.ca/>
4. Discrimination and Harassment Prevention Services (DHPS):
<http://www.ryerson.ca/equity/>
5. The Learning Success Centre:
<http://www.ryerson.ca/learningsuccess/>
6. Learning and Teaching Office (LTO):
<http://www.ryerson.ca/lt/>
7. Ryerson Graduate Student Caucus (GSC):
http://www.rsuonline.ca/index.php?section_id=8
8. Ryerson Human Resources (HR):
<http://www.ryerson.ca/hr>
9. Ryerson Library:
<http://www.ryerson.ca/library/>
10. Ryerson Ombudsperson:
<http://www.ryerson.ca/ombuds/>
11. Ryerson Security:
<http://www.ryerson.ca/security/index.html>
12. Ryerson Student Services:
<http://www.ryerson.ca/student-services/>
13. Ryerson Student Union (RSU):
<http://www.rsuonline.ca/>
14. Ryerson Writing Support:
<http://www.ryerson.ca/studentlearningsupport/writing-support/index.html>
15. School of Graduate Studies (SGS):
<http://www.ryerson.ca/graduate/>

Appendix 2.4 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/content/dam/teaching/employment_resources/docs/unit3/CUPE_Unit_3-CA_2014-2017_draft.pdf

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/about/generalcounsel/pdfs/FIPPA%20Overview_2011Feb.pdf

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.

Appendix 2.5 Job Postings

Job postings for most TA and GA positions will be posted on the HR website:
<http://www.ryerson.ca/jobs/>

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.