Establishing Effective Working Relationships Between Teaching Assistants (TAs) and Course Directors (CDs)

This questionnaire is intended as a tool to support TAs and CDs as they work together. Prior to the start of a course, the TA and the CD 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:

		Very Important	Important	Not Important	Don't Know	Not Applicable
	Course Management					
1.	A detailed breakdown of how the course director wants TA hours to be spent					
2.	Log sheets for a TA to record how time is spent					
3.	Regular in-person meetings with the course director to provide updates re time usage					
4.	Regular in-person meetings with the course director to discuss course-related questions or problems					
5.	Regular in-person meetings with other TAs to discuss course-related questions or problems					
6.	The role of e-mail communication with course director and/or TAs 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-initiated evaluations of TA's own efficacy					
	Adherence to Senate Policies					
19.	Protocols for examinations and invigilation					
20.	Protocols for suspected breaches of academic honesty					
21.	Protocols for accommodating exceptional circumstances, religious observations, or disabilities					