

Working with Your Teaching Team

New Faculty Orientation 2018

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Your concerns and questions

- Take a minute to use the index card we've provided to jot down one question or concern that's most on your mind as far as dealing with your TAs



Policies

- Your teaching assistants are represented by a *Collective Agreement* between CUPE 3902 (Unit 1) and UofT:
- <https://www.cupe3902.org/unit-1/documents/>



Description of Duties and Allocation of Hours Form

Department:	Centre for Teaching and Learning	Supervising Professor:	David Chan
Course Code:	CTLA01	Est. Enrolment / TA Section:	50
Course Title:	Pedagogy and Learning	Expected Enrolment (course):	100
Tutorial Category:	<input type="radio"/> Optional <input type="radio"/> Mandatory		
<small>Requires Training for Scaling Learning Activities to Size of Tutorial <input type="checkbox"/></small>			

Description of duties/
activities

of occurrences

Total Hours

Allocation of Hours Worksheet						
#	Responsibility/Activity <small>(e.g. training, assignments, tutorials, meetings, etc.)</small>	Time/ Task <small>(minutes)</small>	# of Students <small>(as applicable)</small>	Total Time <small>(hours)</small>	Revised <small>(if applicable)</small>	Category of Duties
1	TA Training			3.00		First Contract Training
12	Office Hours and Emails	60		12		Contact Time
	Midterm Grading	12	50	10		Marking/Grading
	Final Grading	24	50	20		Marking/Grading
	Proctoring			5.00		Other Duties
Total				50		

Time (est.) per task

of students for each task (if applicable)

Total Time

Category of Duties (e.g. Contact Time, Marking/Grading)

Description of Duties and Allocation of Hours Form

Training	
<input type="checkbox"/> Attending Health and Safety training sessions <input type="checkbox"/> Meetings with supervisor <input type="checkbox"/> Adapting Teaching Techniques (ATT) (scaling learning activities)	Indicate Tutorial Category (1 primary activity) <input type="checkbox"/> Discussion-based Tutorial <input type="checkbox"/> Skill Development Tutorial <input type="checkbox"/> Review and Q&A Session <input type="checkbox"/> Laboratory/Practical

Allocation of Hours Summary		
Duties	Initial <small>(Hours)</small>	Revised <small>(If necessary)</small>
First Contract Training	3	
Additional Training (if required)		
Preparation		
Contact Time	12	
Marking/Grading	30	
Other Duties	5	
Total Hours	50	

Prepared by (Supervisor)	Signature	Date:

Approved by (Chair/Designated Authority)	Signature	Date:

Accepted by (Teaching Assistant)	Signature	Date:

MID COURSE REVIEW CHANGES (if any)		Date:
Prepared by (Supervisor)	Approved by (Chair/Designated Authority's Signature)	Approved by (Teaching Assistant's Signature)

Your first meeting with your TA(s)

- Lay out your expectations for the course
- Go over the DDAH form
- Go over course policies



Mid-Semester Review

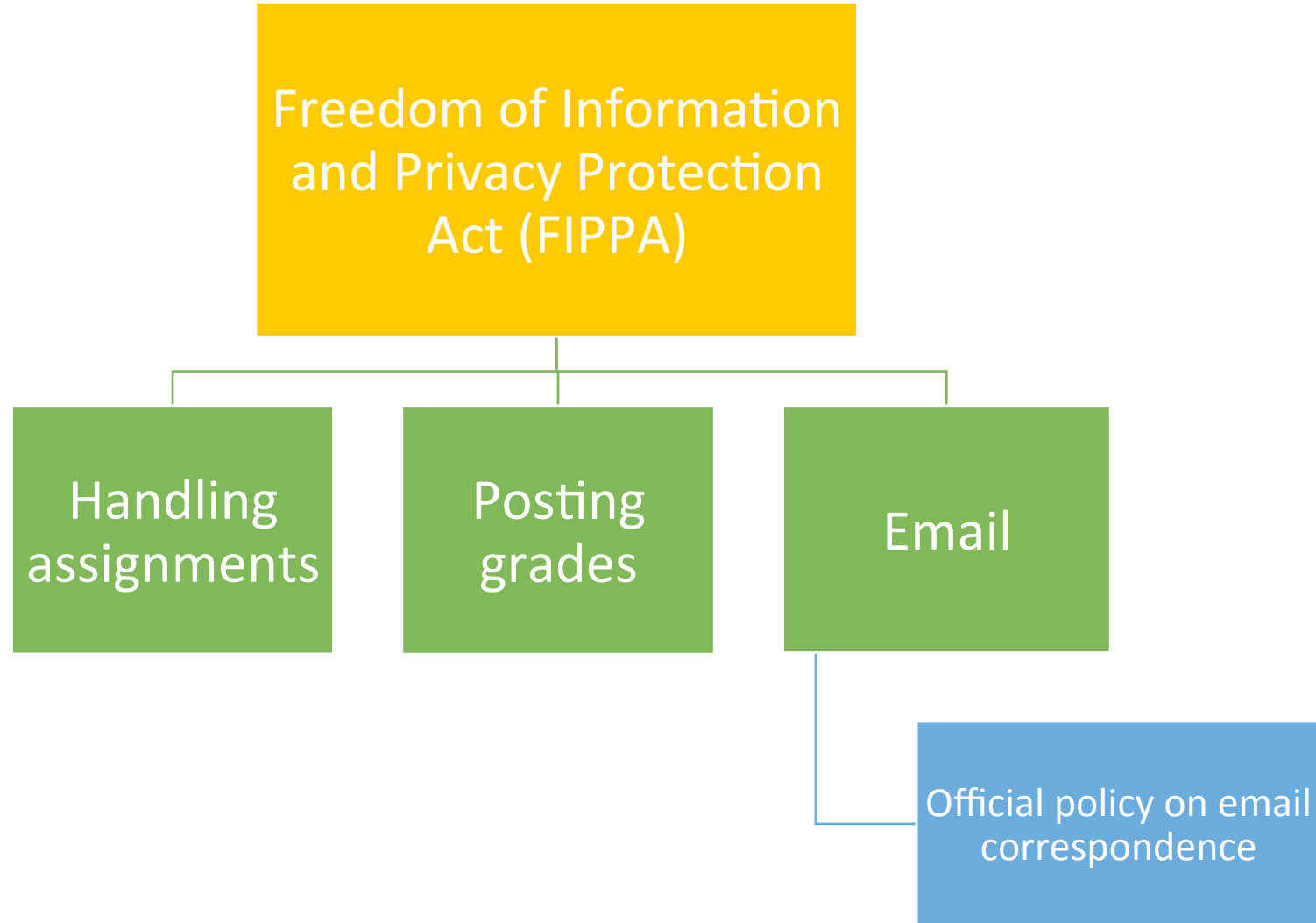
- TAs are required to meet with their CI around the middle of the semester to go over their DDAH form (and revise if necessary)
- Opportunity to reallocate hours, if necessary
- Can request more hours from department, but many times it does not happen



Other Policies

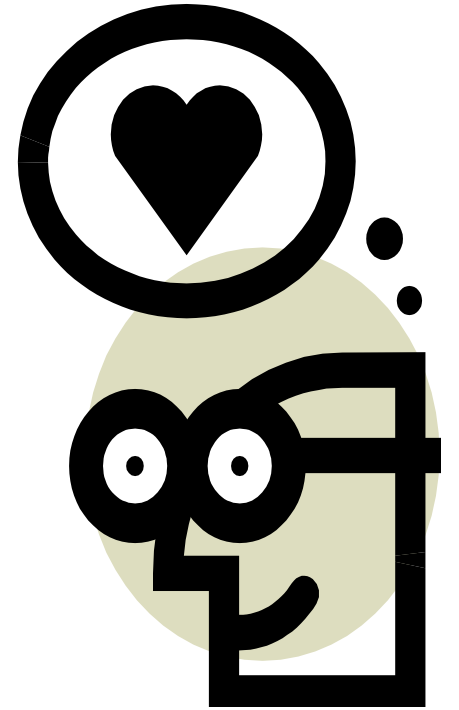


Respecting Confidentiality



Avoiding Conflict of Interest

- Your TAs must disclose any potential conflicts of interest immediately
- Your TAs are not allowed to be responsible for grading any work of a student where there's a potential conflict of interest



Safeguarding the Learning Environment

- Discuss with your TAs any areas of concern they might have regarding the safety of themselves, the students, and the classroom
- Provide them with contact information (e.g. campus police, 416-978-2222)



Upholding Academic Integrity

Report it to
the CI

- NOT reporting is an offense of the Code!
- You can ask them to compile “evidence”
- Ask them to log their hours

Retain the
assignment

- Don't assign a grade
- Don't return the assignment(s)

Exercise
caution with
the student

- Don't accuse the student of plagiarism
- Don't impose penalties
- Don't advise the student to withdraw

Best practices

- Working with TAs can pose unique challenges, as TAs have competing priorities
- Sharing and partnering with your teaching team will encourage cohesiveness
- Checking in with your TAs at frequent intervals will provide into any issues that may arise, for either them or the students



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Best practices

- Inform your TAs concerning the best ways to reach you (e.g., office hours, email, phone)
- Ask about their schedule and any anticipated busy times
- Clearly lay out boundaries and limitations
 - Grading decisions
 - Assignment decisions
- Use benchmarking sessions to promote uniformity in grading



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Some great resources

- See the Centre for Teaching Support and Innovation (CTSI) website on assessment for expert advice (videos) and examples of types of assessment:
<http://teaching.utoronto.ca/teaching-support/strategies/lct/assessment/>
 - peer feedback
 - rubrics for various purposes (e.g., participation, presentations, different types of essays)
- Students want consistency of assessment, and good communication plus benchmarking and effective rubrics really help

