

Questionnaire Items	Probing Questions or Statements to Support Dialogue Between TA and CD
<b>Course Management</b>	
A detailed breakdown of how the course director wants TA 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 to record how time is spent	I will provide a log sheet that details the amount of time I have spent on TA work. Would you like me to share this blank form with other TAs?
Regular in-person meetings with the course director 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 TAship 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 course director to discuss course-related questions or problems	Do you plan to meet periodically during the course to discuss course content, lecture classes, 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 TAs to discuss course-related questions or problems	Are other TAs 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 course director and/or TAs to discuss course-related questions or problems	Is there an expectation that we communicate regularly by e-mail?
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?
The role of email for course-related e-communications	How do CUPE guidelines re course-related e-mail communications with TAs 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 course director 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?
<b>Course Content &amp; Process</b>	
Clearly-articulated expected learning outcomes (or “goals” or “learning objectives”) for the course	Are there expected learning outcomes articulated on the course outline (“learning objectives” may be the language used by the course director)? If not, what would you as the course director like to see the students being able to <i>do</i> 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 TAs on how you wish them to manage emotionally-charged situations in the classroom?
<b>Assessment</b>	
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	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?

returned	
Criteria for “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?
<b>Adherence to Senate Policies</b>	
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?
Academic Honesty	How do I treat suspected cases of academic dishonesty?
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?