



## Tips for TAs and Supervising Instructors Working Better Together

	Instructor Responsibilities	TA Responsibilities
Pre-Term	<p><b>Establish expectations:</b></p> <ul style="list-style-type: none"> <li>• TA assignment – e.g. lab, recitation, grading, office hours, etc.</li> <li>• Time commitment – e.g. dates of employment, attendance at lecture</li> <li>• Check-in meetings</li> <li>• Evaluate – e.g. observation, midterm student feedback</li> </ul> <p><b>Provide training:</b></p> <ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Access to class lists</li> <li>• Canvas or Moodle, if appropriate</li> <li>• Grading policies and assignment rubrics</li> <li>• Grading practice and calibration, as needed</li> <li>• Department resources – e.g. rooms, keys, copies, tech, etc.</li> <li>• Relevant U of MN policies, especially <a href="#">EOAA</a>, <a href="#">Disability Resources</a>, <a href="#">Student Code of Conduct</a></li> <li>• U of MN teaching resources</li> </ul>	<p><b>Clarify any questions regarding expectations:</b></p> <ul style="list-style-type: none"> <li>• TA assignment – e.g. lab, recitation, grading, office hours etc.</li> <li>• Time commitment – e.g. negotiating time off, attending lectures</li> <li>• Check-in meetings</li> <li>• Evaluation plan</li> </ul> <p><b>Participate in training:</b></p> <ul style="list-style-type: none"> <li>• Be clear about syllabus</li> <li>• Review class lists; learn names if possible</li> <li>• Sign off on Canvas or Moodle proficiency if appropriate</li> <li>• Be clear about grading policies</li> <li>• Test out room and equipment</li> <li>• Review online policy information, especially <a href="#">EOAA</a>, <a href="#">Disability Resources</a>, <a href="#">Student Code of Conduct</a></li> <li>• Access resources for future use</li> </ul>
Term	<p><b>Monitor and support:</b></p> <ul style="list-style-type: none"> <li>• Conduct check-in meetings and trainings as needed</li> <li>• Observe TA conducting recitation/lab/discussion, if relevant</li> <li>• Review student feedback regarding TA performance</li> </ul>	<p><b>Perform duties and seek feedback:</b></p> <ul style="list-style-type: none"> <li>• Attend check-in meetings and trainings</li> <li>• Discuss observation feedback if relevant</li> <li>• Gather and review student feedback regarding performance</li> </ul>
Post-Term	<p><b>Evaluate and make next assignment:</b></p> <ul style="list-style-type: none"> <li>• Review <a href="#">Student Rating of Teaching</a> results and other relevant data regarding performance</li> <li>• Create development plan with TA</li> </ul>	<p><b>Review and set new goals:</b></p> <ul style="list-style-type: none"> <li>• Review <a href="#">Student Rating of Teaching</a> results and other relevant data regarding performance</li> <li>• Create development plan with instructor</li> </ul>

### Resources

*A resource of the Dignity Project Workgroup, 2019.*

### Student Conflict Resolution Center

www.sos.umn.edu  
612.626.0689, 254 Appleby Hall  
Contact: Jan Morse

### Office for Conflict Resolution

www.ocr.umn.edu  
612.624.1030, 662 Heller Hall  
Contact: Tamar Gronvall

### Graduate Assistant Employment Program

www.humanresources.umn.edu/find-job/graduateemployment  
612.624.7070, 545 West Bank Office Building



www.wbt.umn.edu



## Tips for RAs and Research Supervisors

Working Better Together

	Research Supervisor Responsibilities	RA Responsibilities
Pre-Project	<p><b>Establish expectations:</b></p> <ul style="list-style-type: none"> <li>• Scope of project – e.g. timeline, role of RA</li> <li>• Hours of work, meeting schedule, and pay</li> <li>• Lab notebook protocol – e.g. documentation, storage</li> <li>• Access to materials</li> <li>• Space – e.g. bench/lab space</li> </ul> <p><b>Provide training:</b></p> <ul style="list-style-type: none"> <li>• Safety procedures</li> <li>• Engage RA with subgroup and other project members</li> <li>• Recent work in literature</li> <li>• Standard operating procedures</li> </ul>	<p><b>Clarify any questions regarding expectations:</b></p> <ul style="list-style-type: none"> <li>• Scope of the project and your role</li> <li>• Personal funding support</li> <li>• Content knowledge and skills</li> <li>• Other experts available for consultation</li> <li>• Use of space and materials</li> </ul> <p><b>Participate in trainings:</b></p> <ul style="list-style-type: none"> <li>• Safety procedures</li> <li>• Engage with subgroup and other project members</li> <li>• Review literature</li> <li>• Standard operating procedures – e.g. reviewing/writing</li> </ul>
During	<p><b>Monitor and support:</b></p> <ul style="list-style-type: none"> <li>• Subgroup meetings</li> <li>• Check in on progress</li> <li>• Read and critique, collaborate as needed</li> <li>• <a href="#">Intellectual property guidelines</a></li> </ul>	<p><b>Perform duties and seek feedback:</b></p> <ul style="list-style-type: none"> <li>• Attend meetings, coordinate with subgroup</li> <li>• Maintain lab manual</li> <li>• Provide timely and relevant drafts, data summaries</li> <li>• Ask for feedback</li> </ul>
Post	<p><b>Evaluate and review:</b></p> <ul style="list-style-type: none"> <li>• Collect lab notebooks, materials, keys</li> <li>• Manuscript, data sets</li> <li>• Coordinate a clear departure</li> <li>• Reference letter</li> </ul>	<p><b>Review and set new goals:</b></p> <ul style="list-style-type: none"> <li>• Leave clear standards of practice/report; directions to the person taking over the project</li> <li>• Request reference letter</li> </ul>

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