

GETTING STARTED AS A GTA

MEETING CHECKLIST

1. BEFORE FIRST MEETING – PREPARE

- ☐ You may need to initiate the first meeting.
- ☐ Remember to bring this questionnaire and any other inquiries you may have.
- ☐ Meet as early as possible with the faculty member who you will be working with to ensure you clearly understand their expectations for the course, students, and your role within.
- ☐ If possible, check in with other GTAs from the department to find out normal expectations and other questions to ask.
- ☐ Check out [your contract](#), and be familiar with your graduate employee rights and expectations.

2. DURING FIRST MEETING – CONTACT INFORMATION

- ☐ Share and ask for contact information for your supervisor such as:
Cell: **Home:** **Office Phone:**
Office Location: **Email:**
- ☐ Preferred approach for non-emergencies:
- ☐ Preferred approach for emergencies:
- ☐ Best days & times to communicate:
- ☐ Let's agree to respond to each other within: (2 business days? 12 hours? Weekends?)
- ☐ When will we meet to regularly check-in regarding course flow & student performance?
- ☐ What approaches will we use to provide mutual feedback regarding course and/or relational dynamics?
- ☐ Other support persons (GTAs teaching this/similar course, lab coordinator, LAs, etc.)

3. DURING FIRST MEETING – COURSE INFORMATION

- ☐ Tell me about the:
Course Content
Student Learning Goals
Students who typically take this course
- ☐ Will I be expected to design curriculum, or will it be provided?
- ☐ What format and modality will the course be taught in?

4. DURING FIRST MEETING – GETTING TO KNOW YOU

- ☐ How long have you been teaching this course?
- ☐ Tell me about your interests, background, and experiences.
- ☐ Describe your:

Teaching philosophy and how you see me fitting in

Course Vision

Vision of a successful GTA for this course

5. DURING FIRST MEETING – TASKS & RESPONSIBILITIES

- ☐ What are my tasks and responsibilities and what are your expectations for each?

Grading

Feedback

Giving Lectures

Attending Lectures given by others

Class preparation

Class reflection

Lab preparation

Tutoring

Office Hours

Provide you feedback on student needs/questions

Teaching Labs

Other Responsibilities?

- ☐ How much time and on which day(s) do you expect me to dedicate to each task?
- ☐ For each task, when would it be appropriate for me to make autonomous decisions and when should I seek your support? (for example, if a student submits late work and provides an excuse, do I have the authority to not/accept the work?)
- ☐ What support resources exist to support me in successfully completing these tasks (i.e. current/past GTAs, models/exemplars of student work, etc.)?

6. DURING FIRST MEETING – CREATE A CALENDAR

- ☐ What will I be expected to do, when, and how quickly?
- ☐ What will be my official first/last day?

7. AFTER FIRST MEETING – TIPS & TRICKS

- ☐ Check out the syllabus and compare it to the calendar you created during the meeting
- ☐ Meet with the department chair (or Ecampus coordinator) to ensure you understand expectations for course delivery and how it fits into the program curriculum.
Ask whether their approval is needed for any changes to course design or delivery.
- ☐ If possible, meet with the faculty member who developed the course to discuss design choices and any suggestions they have for facilitation.
- ☐ Familiarize yourself with the campus-wide resources to support your teaching, start with the OSU [Center for Teaching and Learning](#) and our list of [Campus Connections](#).