



Saint Mary's University

Psychology

# Teaching Assistant (TA) Handbook

## 2007-2008 Academic Year

Dr. Brent Vulcano  
Dr. Debra Gilin

Department of Psychology  
Saint Mary's University

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## Introduction

Each year the Department of Psychology hires approximately 50 teaching assistants to assist faculty with a variety of duties. Given the trust that professors must have in their TA's, and the interactions that TA's have with students, it is important that teaching assistants understand well the nature of their responsibilities to both professors and students, and the policies and practices that support the position.

The TA Training Program was developed to help you understand your role, duties and responsibilities as a Teaching Assistant.

## Information on Becoming a TA

Students interested in a position as a teaching assistant are encouraged to contact your professors, including professors who you could see yourself working for in this capacity; and follow-up with them upon completion of your training. In addition, you must register with the secretary in the Department of Psychology. Individual instructors will have their own criteria for acceptance as a TA; they may also have specific requirements in addition to the TA training. Criteria include, but are not limited to an interview, and satisfactory grades.

**TA Training takes place** at the start of each semester, in the months of September and January; however, the primary training period is in early September.

- **Training is mandatory for new** TA's – it is strongly suggested that you complete the training during September of your first year as a TA.
- If you have completed TA training in a previous year, you are welcome to participate again but not required to do so.
- If you are a returning TA and you are willing to participate in a panel of experienced TA's during training, please contact either Dr. Vulcano ([brent.vulcano@smu.ca](mailto:brent.vulcano@smu.ca)) or Dr. Gilin ([debra.gillin@smu.ca](mailto:debra.gillin@smu.ca)).
- **Sign up sheet for TA Training for 2007- 08** is posted outside of MS305.
- Once accepted for TA Training, students will be expected to attend training **prepared to take a quiz** on the information contained in this Handbook.
- If you have questions before training begins, please speak to your TA supervisor or the Dr. Vulcano ([brent.vulcano@smu.ca](mailto:brent.vulcano@smu.ca)) or Dr. Gilin ([debra.gillin@smu.ca](mailto:debra.gillin@smu.ca)).

<sup>1</sup>Note: These guidelines were prepared by Dr. Brent Vulcano and modified subsequently by the TA Quality Committee (Dr. Vulcano, Dr. Maryanne Fisher and Dr. Debra Gilin). The original version benefited from the input of Shannon Cousens and Danielle Harris. The second version was improved with the aid of Ms. Kelly Sabourin, who served as the initial TA Coordinator, and the feedback provided by Department faculty members, especially that provided by Dr. Vic Catano, Chair in Psychology.

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## Welcome Aboard

Congratulations to all of you since you have been selected as Teaching Assistants! Selection to serve as a TA is acknowledgement from a professor/instructor of an above average level of initiative, scholastic and interpersonal abilities, and other positive qualities.

This *Handbook* is designed to serve as a guide to help you with your responsibilities. The role of a TA includes a variety of duties, responsibilities, and expectations. Because Teaching Assistants have a very important and challenging role in the Department, we aim to help you prepare for your responsibilities so you can succeed in your efforts to undertake your job well. In addition, the content of the manual can help you to avoid some common mistakes and pitfalls. Moreover, the *TA Handbook* and TA training are intended to provide a forum for students, instructors and Teaching Assistants to discuss any and all relevant issues.

Students, instructors and Teaching Assistants all play a part in the university experience. Students are challenged with learning - on several fronts, academic achievement, and the development of their academic abilities. Instructors have myriad responsibilities, an important portion of which is to aid students in their academic endeavors. Instructors also have a responsibility to participate in research. A skilled TA helps their supervising professor(s) in these arenas by helping with the accomplishment of teaching objectives such as lecture preparation and student evaluation. A TA can also facilitate student learning; for example, you may be asked to work with students who are having difficulty understanding the textbook, or need extra help comprehending an assignment. In these ways a TA serves as an important link between the professor and the students.

The time spent as a TA can be an important opportunity to gain valuable experience that improves one's resume or curriculum vitae. TAs gain from the development of leadership experience, experience with higher education and academics, organizational and management skills, and if you perform well, positive references from your TA supervisor to help with any future endeavors.

This is to say that positive letters of reference or recommendations are **not automatic** – they are earned by performing well, which means meeting or exceeding expectations, exhibiting professionalism and initiative, and interacting in a productive manner with the professor and students.

**\*Important Note about Using this Guide:** This guide is designed to provide an **outline** of the most common duties and expectations of the TA position in Psychology at SMU. However, it is very important that you **meet with the course Instructor** (Supervisor) to discuss specific expectations and your required duties. To aid you in your efforts to perform well, there is a **checklist** at the end of this guide. Bring it to your TA supervisor as a reminder of the important tasks, duties and responsibilities that require clarification and emphasis. We suggest you undertake this step at the very beginning of the semester. In addition, we encourage you to feel free to raise any ideas that stem from your review of this *Handbook*. Your course instructor likely has their own preferences but might well welcome the discussion of new ideas. Call, visit, or email your TA supervisor to promptly arrange this meeting.

## Teaching Assistant Duties & Responsibilities

There is more to being a TA than you might have considered. General and specific duties of a TA are **outlined below**, along with a range of **responsibilities** and **guidelines**.

By way of an over-arching role, we can characterize you as the “eyes and ears” of the course instructor. As such the instructor relies on you to provide relevant information that may flow through you via the students. For instance, you will often be the first point of contact for students’ concerns, and the instructor will rely upon you to convey any and all relevant information to them. To help you with this role you are strongly encouraged to develop rapport with the students in a course, and with the instructor.

More specifically, a TA’s **role** is two-fold: (1) to assist the instructor in a variety of ways that enable students to meet their **academic goals** in the course to which you are assigned as a TA, and (2) to aid the professor with course related tasks such that it allows the instructor to complete their other job-related tasks. By way of example, you may be required to photocopy materials, and/or prepare materials to be copied at the Document Source, which is located in the basement of McNally Main. Any time saving you can provide translates in to time the course instructor can spend undertaking research, preparing lectures, revising course materials, etc. But there is much more to being a TA than making copies of course related materials! The TA role is multifaceted, challenging, and dynamic. For example, advanced undergraduate and graduate TAs may deliver guest lectures or teach weekly lab sessions. What then are the general duties of a TA? These are outlined below.

At this juncture, it is important to mention that the TAs duties are undertaken within the context of their capabilities. The instructors’ job-related obligations and responsibilities are clarified later on in the *Handbook*.

*This is a sample of typical TA tasks; note that your specific assignment may include a subset of these tasks and may include additional duties. Your unique skills and your early performance in the job may influence what duties you are entrusted with.*

**General TA duties** may include some or all of the following:

- **Review and perusal** of examination or tests with a view to ensuring accurate content, acceptable readability, and to search for grammatical and typographical errors
- **Hold Office Hours** (to accomplish the following):

To be available to students to answer any questions pertaining to, but not limited to:

- ⇒ Upcoming assignments and tests or examinations
- ⇒ The outcome of exams or tests
- ⇒ Completed assignments
- ⇒ Course readings
- ⇒ Understanding of course materials

- **Preparation** of answer keys for tests and examinations – with the following proviso. Identification of the answers to any and all evaluation questions, including test questions/ essay questions, and term papers, along with the appropriate scoring are the responsibility of the instructor. If you are willing to attempt to create a draft of an answer key, to be reviewed by the course instructor, feel free to work this out with the instructor.
- **Audio-visual presentations** including preparing and showing videos and assisting during class demonstrations. Under normal circumstances, it is the instructor's responsibility to undertake lectures/presentations during regular class times, unless arrangements are made otherwise. Graduate and senior undergraduate TAs can occasionally gain beneficial experience by giving a partial lecture, or full lecture. A class presentation/lecture can consist of an audio-visual presentation, which may form a portion of a lecture. The context for undertaking this task should be clear to the TA.
- **Assisting and tutoring** students in lecture, lab, office hours, or review sessions
- **Preparation** of scoring sheet to accompany the multiple-choice portion of any tests and exams to be scored at Dalhousie University - An example of this consists of completing the bubble answer sheet used for machine scoring. This typically follows from an answer key prepared by the instructor.
- Some Professors may require the **marking** of any and all open-ended questions on tests or examinations
- **Prompt and timely delivery** of examination and test materials to Dalhousie University, with a prompt return of these items to the instructor for grade recording  
⇒ Directions to this location are at the end of the *Handbook*
- **Prompt and timely distribution** of test and exams scores to students
- **Prompt and timely distribution** of marked assignments to students
- **In all cases** of returning graded work to students, the goal is to return results to students within one to two weeks
- **Attend class from time to time** as needed
- **Prepare handouts;** Distribute these to a class, or classes, as needed
- **Proctor** tests and examinations to aid the instructor in guarding against inappropriate test-taking behavior, i.e., cheating.
- **Complete** all assigned duties and tasks according to identified deadlines.

## Expectations of Teaching Assistants

- Foremost, TAs are **honest** in all dealings, while acting and serving as a Teaching Assistant. Honesty is a mainstay of academic integrity, which is essential to the endeavor of higher learning
- TAs are **conscientious** and **diligent** in carrying out TA related duties
- TAs are **organized** in carrying out assigned tasks and duties
- TAs are **punctual** at all times especially in matters (as applicable) involving students, including but not limited to being on time for test administration and proctoring; test scoring and grading, marking of written assignments; any and all appointments with students; any and all appointments with the course instructor
- TAs possess a high level of **knowledge of the course** material. This usually means having completed the course with at least a grade of A minus, though instructors vary in their selection criteria. This may include sitting in on the instructor's lecture or reading course materials as needed to refresh your knowledge. It is the responsibility of the TA to remain current with the course material
- The **TA** represents the University in the carrying out of his or her duties and has an obligation to do so in a professional manner
- TAs should **recognize when** a student is cheating, either on a test/exam or on a written assignment, and know the steps to take accordingly. Appropriate steps can consist of relocating a student, or students, during the examination, and keeping detailed notes on what took place
- When marking written assignments TAs should screen for evidence of **plagiarism** – course instructors can provide helpful ways to do this, and should be notified accordingly
- TAs **conduct themselves according to ethical standards** and apply specified **rigorous academic standards**
  - ⇒ Standards consist of the assignment of points or marks according to the marking scheme for the task at-hand and for no other reason whatsoever
  - ⇒ Grade allocation is to be determined by the course instructor
  - ⇒ TAs must not provide unfair assistance, such as doing any part of an assignment or editing a paper for a student, which may result in an increased grade
  - ⇒ If TAs have been approached to provide unfair assistance, they must inform the instructor immediately
- TAs **listen and communicate well**, and must make reasonable efforts to aid students in acceptable ways, and by acceptable means, in academic course-related endeavors

- TAs **must feel comfortable** interacting with students on a one-to-one basis, including answering course-related questions – TAs should not place themselves in a compromising situation, and should be aware of even the perception of impropriety from the view of other students in the course
- TAs should be able to **create documents** and undertake basic statistical analyses (calculation of mean, median and mode) using computer software programs, such as Word and Excel. TAs may be asked to perform additional tasks using computer hardware/software depending on the instructor's needs
- If appropriate, TAs are expected to provide at least basic **written feedback** on written assignments. The best means for accomplishing this task is to something to be worked out with the course instructor
  - ⇒ Familiarity with **APA Style requirements** will be helpful to all TAs. Copies of the APA Style manual are available to borrow at the library and from the Psychology Secretary
- TAs must be mindful that all test and exam scores and scores on written assignments are **strictly confidential** – do not make available a grade or mark to someone other than the actual student without proper consent; do not leave any student work visible to other students
  - ⇒ Please **note** that returning graded student work is something you must do with great care
  - ⇒ At **no time** may students be allowed to view each other's grades, tests or assignments. It is against university policy for marked assignments or tests to be in full or partial view of anyone excepting the rightful owner. A stack of tests and assignments are not to be left outside an office door, at any location in a classroom, or even in a box in a public place for pick-up such as during office hours.
  - ⇒ Written **consent** must be gained from each student in order to post a grade in a public location. Marks, if posted, must state that they are the unofficial grades, and must have identifying information removed.
  - ⇒ At **no time** may TAs discuss the marks of students with their peers or other students. The TA may only discuss a student's mark with the course instructor or with another TA for that course, when some clarification is needed.
- **Under no circumstances** are TAs to adversely impact upon a student's efforts to accomplish his or her academic goals. Possible ways that this can take place can be discussed with your course instructor
- TAs are to govern their interactions with students **treating others with respect and as equals**
- TAs are not to engage in any form of **discrimination** or **prejudice** against or among students
- Any **conflicts of interest** or potential conflicts of interest must be brought to the attention of the instructor immediately

- TAs are **mindful** to avoid conflicts of interest including sexual relations with students in the course or marking written work for family members
- **TAs are not to** mark an assignment of a “friend” because this constitutes a conflict of interest. At the outset of each course, the TA must declare any such conflict, or conflicts of interest to the Instructor. No penalty shall result for such a declaration; TAs are expected to be open about such instances
- TAs must avoid **impropriety**, for example, TAs should not be in a position where they may be **compromised** e.g., if money is owed, perhaps due to the nature of the friendship with a student. Any instance of this must be rectified prior to you becoming a TA, but if it exists, you must review it with the course instructor
- TAs are **mindful** of any student seeking special consideration
- TAs are **mindful** of any student or person seeking an opportunity to complain about another person, including another TA and/or Professor
- **Professional conduct** requires a TA to direct a person with a complaint to the appropriate person including the person who is the target of the complaint. TAs are very cautious in supporting or reinforcing negative behavior from students
- TAs are **aware** of the need for **fairness** in all dealings with students therefore they must not undermine even the appearance of fairness by engaging in any act or verbalization that might create the impression of **impropriety** or **appearance** of impropriety
- TAs are **mindful** of any “overly friendly” student. Past experience has shown this is often a warning sign of impending inappropriate requests. Maintain your professionalism, and report the student to the professor if you are wary
- TAs are to **refer** all disputes regarding grades to the course instructor – TAs should not be in the position of arguing the appropriateness of a grade

In any matter that you judge it necessary, feel free to seek guidance from the course instructor at any and all times.

### **TAs Space for Points of Interest or Notes**

## The Instructor's Responsibilities

The course instructor has a large level over-arching **responsibility** for matters relating to the course and students in the course. The aforementioned section on *Expectations* also applies to them. By way of an exception or limitation, a course instructor is not responsible for any actions involving misconduct, if any, on the part of the TA.

By way of illustration, instructors (1) prepare the course material, (2) decide on the content, (3) execute the method of delivery (e.g., lecture, discussion groups, etc.), (4) implement & monitor the method of evaluation, and (5) supervise any participation by a TA in a course.

By way of a helpful suggestion, TAs should gain and be familiar with a copy of the course outline to fully understand its content as it pertains to the instructor carrying out course-related responsibilities. Acceptable duties for a TA can vary from course to course, and person to person. However, there are boundaries as to what is acceptable; all requests to perform tasks by the instructor need to be reasonable and within acceptable limits – an example of a potentially unacceptable expectation is for the instructor to ask the TA to fetch daily coffee, or run unrelated personal errands. Similarly, TAs are not normally expected to ‘fill in’ for an instructor except under occasional circumstances that warrant this. TAs should only do so if they feel able to undertake the challenge. If a TA is willing to gain some experience with lecturing, there should be ample opportunity to prepare. Instructors understand the anxiety a request to “run” a class can generate; however, the instructor should realize that a TA could best do so only with the proper training and supervision. Generally, TAs are not expected to lecture or run a class without the instructor present, nor are TAs to bear the main responsibility for a class, on a regular basis. In any all related matters, TAs should feel comfortable asking the instructor to satisfactorily address any and all concerns or questions.

By way of information, from time to time, the University's governing body, including Senate, revises the academic regulations. It is the responsibility of the instructor to check for any recent changes and to ensure that the course outline complies with any and all current applicable academic regulations. As the TA for a course, if any students should bring a discrepancy or issue relating to academic regulations and a course, it is your responsibility to then promptly inform the course instructor.

Generally speaking, the course instructor is responsible for providing the TA with the training and resources required to complete a specific task. While the TA Training and *TA Handbook* are designed to help a TA perform his duties, it is not designed as a substitute for proper discussion between an instructor and TA. The course instructor is also responsible for providing a detailed explanation of grade allocation as is appropriate.

If the TA has any questions or concerns it is the course instructor's responsibility to provide the TA with sufficient information.

Instructors must deal with any improprieties on the part of student(s) including, but not limited to, cheating, plagiarism, or any other course related misconduct. Therefore, if a TA becomes aware of any misconduct they must bring it to the attention of the instructor immediately.

If preferable, or unable to satisfy a student's queries, a TA can **refer** a student to the instructor; **under no circumstance** is a TA to make a decision regarding any matter related to a student if they feel uncomfortable doing so.

TAs can communicate with the instructor via e-mail, telephone and voice mail. TAs can meet with the instructor from time to time, as needed. Each TA should work out with their TA supervisor the preferred method of communication, and when and how meetings will occur.

## Hours of Service

In general, **Undergraduate TAs** (UTAs) are expected to **work, on average, 5-7** hours per week; in general, **Graduate TAs** (GTAs) are expected to **work, on average, 7-14** hours per week.

In both cases, the understanding regarding the hours of required work is that some weeks will have fewer requirements and the required hours will be made up in other weeks, such as those when written assignments or tests are due. In short, actual weekly duties vary from week to week. It is because of this variability in duties from week to week that TAs must plan well.

The weeks that will require the most extensive hours will be during exam times or when other assignments or papers are due. This means each TA must be very familiar with the Syllabus or Course Outline for each course. It is highly recommended that each TA make a schedule for the semester identifying your own deadlines, marking clearly the times when you are required to work as a TA! In short, as a TA you need to effectively manage your **time**. You must be well prepared for your own classes and perform well your TA duties.

- The TA **must be available** during set office hours each week during the academic semester

⇒ Office hours are to be considered a very serious obligation to your students, even if it is not convenient on a particular day for you to uphold. By way of illustration, even though you may not have frequent visits, it is for the occasional student who is struggling with material that you are promising to be there

⇒ You must be prepared for your office hours, which means that you have easy access to marked work, have completed the required readings, and are informed about upcoming assignments or examinations

⇒ In the rare event that you cannot meet your office-hours obligation (i.e., serious illness), the course instructor may expect that you inform them, inform the class, and post a notice on the door of the office location. Speak with your TA supervisor to **clarify** the procedures expected in the event that you ever must cancel office hours (you may be expected to make up the hour the next week, for example).

## TA Salary Scale 2006-2007

The hourly wage for TAs is based on level of education:

- Undergraduate: \$8.58/hour
- Honors and above: \$9.81/hour

Each TAs actual salary depends on the number of agreed upon hours of service and the pay rate for their education level

## Payroll Processing

Payroll processing requires that you have a contract, and that this contract must be completed and given to the payroll office. You can pick up and drop off this contract to the Department of Psychology secretary.

You will be paid according to the biweekly schedule that Saint Mary's uses for all employees. To be paid, you must allow direct deposit to your bank account, and complete a personal tax credit form.

## Graduate & Advanced Undergraduate TAs

As a graduate or advanced undergraduate student you will most likely be asked to take on more responsibility than typical undergraduate TAs. Speak with your course instructor to determine what additional tasks are expected of you. The following is a list of some of the possible additional tasks:

- Graduate and advanced undergraduate TAs may prepare and deliver **laboratory** lectures and exercises, group activities, discussion and review sessions, or **guest** lectures, depending upon the course, level of expertise, and ability to do so
- Graduate and advanced undergraduate TAs should be familiar with PowerPoint and able to **create basic presentations**. If you do not yet have this skill, there are resources to provide tutorials on campus; in your job as a TA it is your duty to seek out this training and to practice your new skills
- Graduate and advanced undergraduate TAs may be expected to work from a marking guide to **score longer written assignments, including term papers** – a clear marking scheme should be available for this purpose

Graduate and advanced undergraduate TAs **must feel comfortable speaking to a group**. If you are not yet experienced in this area, your TA job is an opportunity to learn and grow in your public speaking skills. Here are some helpful hints:

1. **Prepare well**, especially your introduction. Have specific points that you want to cover; focus on these points
2. Its **normal to feel nervous** – even experienced instructors feel nervous on their first day

3. **Build rapport with students** by arriving early for class and chatting as students arrive
4. **Breathe deeply**, drink water; speak slowly and clearly - find a pace that works for your audience
5. **Regarding finding answers** to students' questions: If unsure, admit it, then undertake at least one of the following: promise to find out the answer, suggest a reference, refer the question back to the class, or ask a student to find the answer – make every effort, if applicable, to report back to the class
6. **“Stay confident!** Concentrate on the ideas you want to get across, not on your nervousness.”

(Points 1 to 5 derived from: A Handbook on Teaching and Learning for New TAs at York University; Point 6 quoted from, p. 5).

The first day of teaching can be the most difficult. Here are some helpful ideas to assist you:

1. **Familiarize yourself with the course outline** - be prepared to **explain** rather than simply present the objectives to your students
2. **Obtain a high level of knowledge of the course** by attending class, reading course materials, consulting with the instructor and speaking with other TAs in the class
3. **Make eye contact** with your students; if you are nervous admit it – many of them will be nervous too
4. In a small class have students **introduce themselves**; in large classes have the students introduce themselves to the student on either side, and/or front and back of them
5. **Make your expectations of the students explicit.** Clearly explain the course objectives and how students will be evaluated
6. **Describe in detail the penalties** for late submissions, plagiarism and missed assignments

(Points 1 to 6 derived from: An Instructional Resource Guide for Graduate Student Teachers at the University of Saskatchewan)

## Guidelines for Using Psychology Office and Lab Spaces

*The lab and office spaces in the Psychology Department are sometimes shared with several individuals undertaking various academic tasks. Listed are some guidelines for the use of this space; because Instructors can vary in their preferences you should clarify the proper use of your assigned space, if applicable.*

### **Permission**

- Instructors may require **written permission** to use the office or lab space – oftentimes labs and offices are left open with no one present, and sometimes students visit or congregate in a space, spending sometime socializing, however, open unattended spaces are vulnerable to visits by unauthorized individuals – theft is a problem at the university, in part because spaces are left unattended, even for brief periods of time. If someone is in a space, but unauthorized as such, that person might be asked to present proof of permission, or be asked to leave immediately. Report unusual or suspect individuals immediately. Supervision of shared spaces is everyone's responsibility in the sense that unfamiliar persons should be asked to identify themselves, along with the reason for occupying the space
- With permission, a **key**, if required, for accessing the lab is to be obtained according to established University procedures
  - The key is **not** be copied for any reason
  - There is a \$50 deposit for the key, when you return the key it is returned to you. If you misplace the key, you will not be given another one, nor will your deposit be returned to you.

**Proper Use** - Your workspace should generally be used for **academic** related tasks only. Clarify with your supervisor what constitutes “proper” use

**Computers** - If there are computers in your work space, clarify whether your TA supervisor restricts their use, e.g., for **research** purposes only

**Responsibilities** - Any and all materials, personal items, etc. left in labs and office spaces are the **responsibility** of the owner. Be extremely **careful** about leaving work areas unattended with the door open, as tests and other sensitive information may be stored there

- Please bring to your TA supervisor's attention any and all **problems** or difficulties to do with the use of the lab or office space ASAP
- Please keep the lab neat and tidy since the space is shared with others. Leave it as you found it!

**Socializing** - While workspaces might be a place to meet, and socialize, to a reasonable extent, its primary use is **not** for social occasions. Again, your supervisor can clarify his or her expectations regarding socializing in the workspace. Importantly, socializing and the accompanying noise may have an impact on research that is underway in nearby and adjacent laboratories.

- Importantly, **under no circumstance**, or at any time, will anyone in the space smoke, or consume any alcoholic beverage. This is University policy.

**Trash** - Any and all **garbage** or trash is to be removed from the lab daily

- Please remember to empty your workspace's container into the large blue recycle barrel in the Psychology Department photocopy room

## Harassment

“Saint Mary’s University is committed to promoting an environment, free from discrimination and harassment, including sexual harassment based on the protective characteristics set out in the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/humanrights/humanrightsact.htm>). Such discrimination and harassment undermine the mission of the University by discouraging individuals from fully participating in academic and professional work. Not only do discrimination and harassment negate the principles of university life, they are also against the law and will not be condoned at Saint Mary’s University. It is the responsibility of all members of the University community to contribute to a respectful environment for work and study.”

(Quoted from the Saint Mary’s University *Policy on the Prevention and Resolution of Harassment and Discrimination*, April 2005)

In your role as a TA you might have an experience with harassment and/or discrimination in some form. As such these are very important issues that must be taken seriously. It is recommended that you develop familiarity such that you are able to recognize what each of harassment, sexual harassment, and discrimination “looks like”. Familiarity serves at least three purposes: (1) to ensure your students do not misperceive your actions; (2) perhaps as a personal benefit so that you know what to do if you are ever harassed in any form; and (3) so that you will be better prepared to deal with a student’s complaint of harassment, should one arise.

For **further information** about the policies relating to harassment and discrimination at Saint Mary's University, please visit the full document, posted on the web at: [http://www.smu.ca/administration/hr/documents/Harassment\\_policy.pdf](http://www.smu.ca/administration/hr/documents/Harassment_policy.pdf)

## Setting Boundaries

As a TA, it is best if you can forestall any foreseeable difficulties. The following tips are useful in setting appropriate boundaries in your relations with students:

- TAs are in a **position of authority**, and viewed as an authority figure, as such need to be **careful** not to use their position for personal gain or to intimidate a student – be very clear as to what constitutes acceptable behavior, and what behaviors are problematic

- TAs must **avoid physical contact** with students, especially if that contact that might be perceived as problematic, suggestive or harassing – by way of illustration, any “touching” of a student in what might seem an innocent gesture can be perceived/judged as unacceptable
- It is wise to keep your **office door open** during any and all interactions with students – doing so avoids any misperception of what is taking place, and avoids a situation of defending yourself against the word of another
- Maintain a **professional relationship** with your students. Do not try to be friends with your students – your position precludes close relationships. If you feel that you cannot objectively evaluate the work of a peer, perhaps because of a friendship per se, declare this to the course instructor so appropriate action can be taken
- If you feel that a student is “making advances” towards you, make it **clear** that you are not interested. If the student persists inform your supervisor immediately.
- **Sexual relationships with students** in your TA course constitute a conflict of interest. As such they are generally best avoided while acting as the TA; it is expected you would report any such conflict of interest to your instructor so that marking any work of the student involved is not done by you.
- When having conversations with students **avoid commenting** on student clothing or appearance
- If a student approaches you with a problem that may undermine your professional relationship with them, **refer** them to the course supervisor or the appropriate campus resource

(Partially derived from: A Handbook on Teaching and Learning for New TAs at York University)

## Dealing with Difficult Students

As a TA you may have encounters with students who are upset or angry about a mark or some other aspect of the course. The following are some suggestions for dealing with these circumstances.

1. Remain calm and polite. Keep your own emotions in check
2. Maintain eye contact and speak clearly without raising your voice
3. Listen and attempt to comprehend what the student is upset about
4. Summarize and clarify your understanding of the student's concerns
5. Be careful when disagreeing, rather, build on what has been said
6. Encourage the student to generate solutions to the problem
7. Make the student aware of what you can and cannot do; if the student's request is outside your authority (i.e. changing a mark) refer the student to the course instructor

(Points 1-6 are quoted from the Handbook on Teaching and Learning for New TAs at York University, pg 10, 2004, point 7 is derived from this source).

If you judge that a student is becoming overly aggressive, or threatening, the following suggestions may be helpful.

1. Explain clearly and directly, perhaps with a third party present, both acceptable, and unacceptable behaviors - start with what "calm" looks like
2. If the student still does not calm down you may ask them to leave the office, perhaps to return when calm
3. If a student will not leave, gently repeat the request to promptly end the meeting so the situation does not worsen; request that they leave the office
4. If need be, leave the office space to avoid escalating the situation. Have a plan in place for such eventualities. Do not be caught off guard. Report the incidence to the course instructor who can then speak with you about the situation.

(Points 1 to 4 derived from: A Handbook on Teaching and Learning for New TAs at York University)

## Teaching Assistant Guidelines for Undertaking Tests & Examinations

Teaching Assistants are very often required to aid in the **preparation, administration and collection**, and **scoring** of tests and examinations. Specific **tasks** related to these activities follow.

**Plan ahead** with your TA supervisor so that you know when assignments and tests are due. You may need to change work and other schedules to accommodate exam and other due dates.

### **Test Preparation**

At each test session, TAs need to ensure there is a copy of the examination or set of test questions, a sharp pencil (HB) and a multiple choice answer (bubble) sheet for each student registered in a course.

If the test or exam consists of long answer or essay type questions, students may require some lined paper or foolscap on which to write their answers. Check with your professor before each test to determine what materials you should obtain and make available.

Generally speaking, TAs must ensure there are sufficient materials available for students use, including consideration of the possibility that some tests, pencils or answer sheets require replacement. Always bring extras, just in case.

- Available from the Department of Psychology secretary's office are:
  - ⇒ Sharpened **HP pencils** (approximately one box is sufficient for every 20 enrollments) - although TAs are sometimes required to actually sharpen these. Ensure adequate lead time when planning on picking up pencils just in case you need to sharpen several boxes!
  - ⇒ **Multiple Choice Answer**, or **Bubble Sheets**
  - ⇒ **Foolscap** and/or test booklets for any written answers
- The instructor or professor typically prepares the test or examination. TAs may be asked to **aid** the test preparation, e.g., by proof reading test questions. Under normal circumstances, TAs are not responsible for making up test questions, but can take the opportunity to participate in the process by way of gaining additional experience. The ultimate responsibility for test materials, including any answer key, is the responsibility of the instructor.
- Importantly, tests need to be **organized** in advance of the test date. Typically all materials are to be prepared at least the day before a test date. This includes **collating** different versions of tests, copying/printing exams, as well as **numbering** of the tests and any long answer booklets. Larger classes will require more preparation time. Document Source (the University copy center) requires a minimum of 48 hours to prepare copies.
- Tests, and any long-answer paper (foolscap), may be **numbered sequentially** in the upper right hand corner, as they are collated or different versions are merged. Check with the course instructor to determine the method they use for numbering tests.

- TAs often **prepare** a test package for each student, consisting of a test or examination, a multiple choice or bubble answer sheet, and if appropriate, any (e.g., one) legal size sheet of foolscap for any questions requiring written answers.
- TAs often **prepare** a Student **Signature** Sheet consisting of the Course Name, Test Date, Test # (e.g., Test #1 for the course), a list of Test ID Numbers down the left column, with the heading **Test Number**, and a corresponding heading for the **Student's Name**.  
 ⇒ According to the number of Tests, write the **numbers** in a vertical column down the side, and if appropriate, down the middle of a sheet of paper. To illustrate:

|                       |                       |                                 |                       |
|-----------------------|-----------------------|---------------------------------|-----------------------|
| Psychology 1260       | Test #1               | October 14 <sup>th</sup> , 2007 |                       |
| <b>Test ID Number</b> | <b>Student's Name</b> | <b>Test ID Number</b>           | <b>Student's Name</b> |
| 1                     |                       | 26                              |                       |
| 2                     |                       | 27                              |                       |
| 3                     |                       | 28                              |                       |
| 4                     |                       | 29                              |                       |
| 5                     |                       | .                               |                       |
| 6                     |                       | .                               |                       |

If the course has more than 50 or so students, the headings are to be duplicated, i.e., the Test Number and Student Name headings are to continue each successive page, correspondingly.

- ⇒ Distribute this sheet during the test; direct students to sign their name beside the appropriate test identification number. (Please check with the course instructor to determine if they prefer a different method).

### Test Administration

- Course instructors oftentimes can use a TA's help with proctoring an exam. Normally, UTAs do not administer a test on their own
- TAs are generally expected to **arrive** at least **15 minutes** before a scheduled test or examination to help with preparations. *Your TA supervisor may prefer you to arrive even earlier because of the length of time it takes to set up for an examination.* Ask to clarify.

### Test Proctoring Procedures that Work

The test proctoring procedures in the next sections might be useful to you! These are procedures shown by past experience to help combat cheating and maximize organization. **These are typical examples; please check with the course instructor to determine the preferred procedures.**

### Small Class Procedures

- Before distributing any test related materials ensure that students have put away their study materials. You might ask them to place everything under their seat, on the floor, or place their items at the front and sides of the classroom, except for any writing instruments and ID.
  - ⇒ Note that some students need to be reassured that it is safe to comply with the request to place materials away from their person due to a fear that someone might attempt to steal something from their bag, for example.
- The procedure for test administration **depends** upon the class size. **If** the class enrollment is **less than 40**, and the room allows easy access to each seat, then the test packages (reviewed above) can be distributed **after** students have been seated, and **all** test related study materials have been properly **put away**. Arrive to the test location in plenty of time to **ensure** students have ample time to complete the test.

### Large Class Procedures

- **If** the class enrollment is **larger than 40**, and/or the room does not allow easy access to each seat, it is oftentimes best to set out the test packages at each desk **before** students have been let into the test room. This means arriving at the test location in plenty of time to accomplish this task. By way of suggestion, set out the test materials in an orderly manner, one that allows easy distribution of the Sign up sheet.
- By way of an alternative, it might be possible to have students pick up a test package before taking a seat. Given this procedure, there needs to be an acceptable means for students to find a seat and put away their books, coat, etc.
- An important consideration is that test materials remain secure, especially if the course instructor does not allow the test to be removed from the exam room after its completion.
- If choosing to set up the desks beforehand, **no** students are allowed in the exam room (e.g., class room, or gym) until the test materials are distributed throughout.
- Oftentimes large classes have several versions of a test to help avoid the temptation to copy from a fellow student. Ensure that when students enter the room, they do not swap exams such that the same version is in close proximity to one another, e.g., right beside each other.
- To **set up** the room for the test, materials are to be set at each student seat with no same version test materials right beside another. In all cases, set test materials such that there is at least **one seating space** between students. If the room does not allow for this, then use multiple versions of the test, stagger the layout, and/or arrange in advance for multiple testing locations.
- If the number of students writing a test cannot be properly and comfortably seated in a single location, plan ahead to arrange for more than one test location to be available. By way of suggestion, split the students according to the seating capacity of the booked rooms. Book rooms through Conference Services.

- For example, direct students with surnames A – J to classroom “A”, and those with surnames beginning with the letter K – Z to classroom “B”. Classroom “A” might hold 70 students, and classroom “B” might hold 100. To assign students, count the number of students on the enrollment master list, identifying how many are at what point in the alphabet. To illustrate, the number of students with surnames beginning with the letters A – J might be 65, while those with surnames K – Z number 85. Place the students in the appropriate sized classroom accordingly. If choosing this procedure, announce this in class, well in advance of the test date.
- **Importantly**, the test materials are to be distributed in an orderly fashion that facilitates the gathering of Student Signatures on the Student Name Sign-up Sheet. If students complete the test before signing this sheet, have a back up sheet at the front of the class. This way you can ensure students sign the sheet thereby associating a test booklet with the student’s identity.
- Once students are allowed into the room TAs are to **monitor** carefully the seating of students, e.g., to ensure students space themselves, and to ensure **no one** leaves with any test materials, subsequently.

## Verbal Test Instructions

- Any and all **verbal test instructions** are to be given **before** starting the test. For example, students are to be informed of the need for them to write their names on the Student Sign-up sheet that will be distributed during the examination. They are to be clearly told to put their name beside the Test Number on the sign-up sheet. This number is found in the upper right hand corner of their test. Ensure that your instructor uses this format before proceeding – sometime there is a version letter, or different colors used to signify different exams
- In addition, students are told to **follow carefully**, all written instructions on Page One of the test itself.
- Students are **instructed** to write their name and student number on all test materials, including the test book, any long answer sheet, and the multiple choice or bubble sheet.
- Tell them how long they have to write the exam. During the exam, keep track of this somehow (on a dry erase board, chalk board, or even on an overhead). Mark the start time, time, and end time in large letters for everyone to see, and update this approximately every 15 minutes. Inform the students when there are 10 minutes and 5 minutes remaining.
- There should be no talking once the students have settled into their seats and are told the test is about to begin. Once students have notified that the test has “started”, it is important to remind them, if necessary, to remain **quiet**. Students can be told in class the reasons for this procedure, that it for instance, avoids the perception of impropriety. For example, if two students are “talking” after the test has been distributed, it might well be the case that one is asking the other for a pencil, however, in another student’s view, this “chatting” can be viewed as an opportunity to “cheat”. Maintaining proper test procedures helps to prevent problems such as these.
- For sake of accuracy, the **Sign-up Sheet** is best circulated in a manner that has each student sign under Student Names starting at Test #1, proceeding to #2, then #3 until all students have put

their name beside their respective Test Number. During this process, TAs are to **ensure** that students put their name beside the correct Test Number. As a means of checking for this, ask each student at the time of handing in their test, if they signed the sheet, and check to see if the signature matches the test number, and number on the sign up sheet.

## Other Tried-and-True Exam Instructions

**The following** instructions are commonly given by proctors and seem to work well with any class size:

- Turn all ball caps backwards or take them off
- All cell phones off and stowed
- Anyone who arrives so late that a completed test has been handed in will not be allowed to write the test on that day - direct the student to the instructor or suitable designate to arrange for an alternative time to take the test
- Look only at your own paper
- Physically spread students out as much as the venue will allow
- If you are suspicious of a student looking at another's paper, relocate them to a different area in the room but with minimal disturbance to others around them - do so promptly to avoid the possibility of cheating, and to prevent the likelihood of having to document a possible "cheating" event

Once the test is underway, ensure the number of students writing the test matches the number of tests that have been distributed. Collect any extra tests immediately to minimize the possibility that one will be taken from the examination room.

## Test Collection

- As students pass in their test, it is essential to ensure all test materials are **returned**
- In addition, it is an opportune time to **ensure** a student has his or her **name** where required, including completion of the "bubbles" on the Multiple Choice Answer Sheet
- If a student has completed the Multiple Choice Answer Sheet in pen, they must redo it in pencil for it to be graded
- Test Materials are to be **organized** by Test Number (this provides the opportunity to note any missing tests), and according to their respective content. By way of illustration, tests are separated from Multiple Choice Answer Sheets
- Multiple Choice Answer Sheets are to be **separated** and **organized** by test versions since each requires its own answer key
- **Ensure** all tests are returned, i.e., the numbering sequence of the returned set of test should be intact – as the number of students remaining becomes smaller, it is a good time to verify the number of tests not yet handed in matches the number of students still writing
- **Be sure to not** provide any one student with a time advantage by letting a student have a longer period of time to write a test than is given to all students

- **Return** the test booklets to the professor, or store them as directed by the instructor
- **Collect, sharpen** and return pencils so these are ready for another time
- If any students, other than those allowed in the test room, enter the test room before completion of the test, request they wait outside, e.g., students scheduled for a class in the next time period
- Students often start talking to each other about the test as soon as they've submitted it, and often while waiting for a friend to finish writing. Actively discourage this chatter, as it is very distracting to the students who are still writing, and might constitute a form of cheating if they are providing answers. Usually simply asking students to leave or be quiet is sufficient.

## Test Scoring

*The following is a general guide to typical expectations surrounding test marking. Your TA position may or may not include grading of exams. Your TA supervisor may have different marking expectations or procedures. Use the checklist at the end of the guide to clarify the expectations surrounding exams with your TA supervisor.*

### Multiple Choice Tests:

- If not already completed, fill out a Multiple Choice Answer Bubble Sheet **answer key**. This must accompany the completed Answer Bubble Sheets. Ensure that you use the right key for the right exam, especially if there is more than one test version. Label them accordingly.
- **Complete** the Administrative request form for Dalhousie University Computing Center. This form is available from the Psychology Secretary.
  - ⇒ Be sure to accurately **complete** the request for printouts and scoring information

As a general rule, take your time to check your work!

- **Drop off** all bubble sheets to Dalhousie University Computing Center (directions are provided further on in the Manual)
- **Pick up** all exams, answer key and printouts from the Center when they are ready
- If the instructor has requested, enter these marks into a database (check with the instructor to find out what database). Recheck all scores at least once. Calculate means, standard deviations, and median scores. **Take your time; be extra careful, it is easy to make a mistake at this stage!**
- **Return** the above materials to the instructor, promptly. Be sure to **return** all answer keys! **Do not copy** these for any reason.

**Short Answer:**

- **Obtain** an answer key for marking short answer questions from the course instructor
- **Ask** the instructor if there are any instructions pursuant to the accurate marking of these questions. For instance, some instructors request any remarks made on the assignment be in pencil, that remarks are gentle, and/or clearly written.
- Feel free to ask the instructor any related questions, and to review your work! It is well understood that your marking of assignments is a learning experience that requires appropriate feedback, as needed
- Total the marks carefully, and then double-check your addition
- If the instructor has requested, enter these marks into a database
- Be sure to **return** all answer keys!
- Place the tests in alphabetical order by last name. This is usually very helpful to the professor but ask to ensure that you understand any particular requirements
- **Note:** Whenever possible the test scoring should be completed in enough time for the instructor to return test scores within 1-2 weeks after the date of the test.

**Make-Up Tests & Examinations**

Check with your instructor as to the policy and test procedures for make-up tests for the course. The Department does have a weekly time slot reserved for make up tests. Your instructor may or may not use this service. For instructors participating in the weekly make-up test service, the Department secretary has a sheet for instructors to complete for this purpose.

**Teaching Assistant Guidelines for Grading of Assignments**

- Gain a **copy** of any and all assignments from course instructor
- Gain a copy of the **answer key** and **marking criteria** from course instructor
- Gain a copy of the **criteria sheet** that is to accompany each student assignment. Usually instructors use a sheet with the grade breakdown that serves as a feedback form. This completed sheet oftentimes accompanies assignments returned to students. Students then can look over the sheet and determine readily why they received the given mark
- Be sure to **include** the student's full name on each sheet
- Grade assignments according to the answer key and marking criteria for that assignment - this ensures the grade assigned is objectively determined

- Be sure to **ask** the instructor for guidance, and if need be, after marking several assignments seek assurance and feedback if warranted
- **Complete** the scoring on the **criteria sheet** in each case
- Upon satisfactory completion of the marking of all Assignments, and review of these, **photocopy** them along with the marking criteria for each assignment - a copy is useful for a variety of reasons - check with your instructor for their preference in this area
- Afterwards, ensure the original assignments, their copies, and the criteria sheets are arranged in **alphabetical** order
- **If** directed to do so, **attach** the **copied** criteria sheet for each student to his or her respective copied assignment
- Keep **separate** the original assignment and original completed criteria sheet
- **Return** all materials to the Instructor; whenever possible **return** all materials within one week, and in larger classes (i.e., over 100 students) within one and a half weeks. Do not rush marking such that you increase the possibility of making careless errors, but be efficient. Be prepared to devote the necessary time for marking, rather than making a poor, rushed effort. As you no doubt can appreciate, accurate feedback/evaluation is a very serious endeavor, and deserves your full attention.
- The separated criteria sheet is to be returned to the students (if that is the procedure of your instructor) but **only** after the scores are recorded for each student
- By way of a **checklist**, there should be three alphabetized stacks: (1) the **original** completed assignments, (2) the original marking **criteria** sheets, and (3) photocopies of both.  
  
⇒ Note that this is a specific example, therefore, you must check with your course instructor to find out their preferences

TAs Space for Points of Interest or Notes

Teaching Assistant Checklist

*Each TA should set up an appointment with his or her course Instructor to go over individual expectations and job requirements. This checklist is suggested as a guide for that conversation. Take notes so you both have a record of the decisions. Realize also that not all tasks can be anticipated in advance; as such, this is a good starting “plan.”*

| REQUIRMENTS  | Yes/N<br>o | Comments |
|--|------------|----------|
| <p><b>Will I be lecturing?</b></p> <p>*On a regular basis?<br/>*Occasionally?<br/>*When the instructor is absent?</p>  |            |          |
| <p><b>Will I be leading discussion?</b></p> <p>*On a regular basis?<br/>*Occasionally?<br/>*When the instructor is absent?</p>   |            |          |
| <p><b>If yes, should I:</b></p> <p>*Stay close to the text?<br/>*Stay close to the lectures?<br/>*Encourage all students to talk?<br/>*Do most of the talking?<br/>*Deal only with their problems in discussions?</p>  |            |          |
| <p><b>Will I be tutoring and/or giving individual assistance?</b></p> <p>*How much help is too much?<br/>*What kind of assistance shouldn't I give?<br/>*Should I organize group help/review sessions?</p>   |            |          |
| <p><b>Will I be conducting/supervising Tutorials/ Labs?</b></p> <p>*Keeping track of supplies and materials?<br/>*Obtaining supplies and materials?<br/>*Designing or revising experiments?<br/>*Giving demonstrations?<br/>*In case of emergency or accident, what do I do?</p> |            |          |
| <p><b>Will I be using A V material/equipment?</b></p> <p>*What type of equipment will be used?<br/>*Am I responsible for getting and returning it?<br/>*Who do I call to schedule equipment?</p>   |            |          |

| REQUIRMENTS   | Yes/No | Comments |
|---|--------|----------|
| <p><b>Will I be evaluating/grading papers, projects, reports, quizzes, examinations, and student participation?</b></p> <p>*How will marks be recorded?<br/>           *Who is responsible for maintaining marks records?<br/>           *Is the process/formula for combining graded work to come up with final course grade clear?<br/>           *How much lead-time and how much time will I receive for grading?<br/>           *Are there penalties for late work-submissions--what are they?<br/>           *Will instructor spot-check my work?<br/>           *How will extensions, if any, be determined and by whom?<br/>           *What procedure should I use if I suspect cheating or plagiarism?<br/>           *Will the instructor provide marking keys or marking schemes?<br/>           *How much and what kind of feedback does instructor want on tests and assignments?</p> |        |          |
| <p><b>How much autonomy will I have?</b></p> <p>*To try things?<br/>           *To present new ideas?<br/>           *To present perspectives different from the instructor's?</p>  |        |          |
| <p><b>What about my office hours?</b></p> <p>*How many hours per week?<br/>           *When?<br/>           *Should they be coordinated with the instructor's?</p>  |        |          |
| <p><b>Who will supervise me?</b></p> <p>*Will I receive feedback on my performance?<br/>           *How?</p>  |        |          |
| <p><b>What should I do, whom should I contact, if I can't make a lab/ class/ tutorial/ exam?</b></p>  |        |          |
| <p><b>What other responsibilities will I have?</b></p>  |        |          |
| <p><b>Will I be asked to proctor in-class exams and/or the final exam?</b></p> <p>*Are there any special requirements for proctoring?</p>   |        |          |

| REQUIRMENTS   | Yes/No | Comments |
|---|--------|----------|
| <p><b>Course structure</b></p> <p>*How many midterms, tests are planned for the course?<br/>           *What is class schedule?<br/>           *Are there copies of course outlines, handouts/course notes, textbooks, available for my use?<br/>           *Are there any reference materials I should have?</p>   |        |          |
| <p><b>Division of duties</b></p> <p>*How will duties be organized if more than one TA is assigned to the course?<br/>           *Will there be regular TA meetings?<br/>           *If you have work for me beyond any required 10 hrs/week, what is the best way to tell you so as not to create conflict?<br/>           *What is the best way to contact you--email, mailbox, telephone message, or appointments?<br/>           *What other responsibilities will I have?</p> |        |          |

### TAs Space for Points of Interest or Notes

## Detailed Directions to the Dalhousie University Test Scan Facility –

See included map of Dalhousie Campus

- The Dalhousie scan centre is located in the basement of the Killam Memorial Library on the campus of Dalhousie University located on University Avenue.
- Complete the necessary forms beforehand - Copies of the scan request form are in the Psychology Department secretary's office. That is, it is best to already have filled out the scan request form and have straightened, checked, and readied all of the exams

**Killam Library** is on the **Dalhousie Campus**.

- Using the concept of a clock to provide an overall sense of what direction to take, place SMU at about 5 o'clock, and the Killam Library at 11 o'clock. You are heading up hill in a northwesterly direction to the Killam Library on University Avenue.
- You can travel (walk or bike) in a zigzag from SMU to Dal, via several streets such as Inglis to Marlborough or Greenwood, then to Belmont Rd. Turn left up Belmont to Bellevue Ave. Then right, up to Oakland Rd. Walk or bike Oakland Rd to Cartaret St. Turn right up Cartaret, past South St. all the way to University Ave. The Library is just on your left on the North side. The main entrance is at the end of University Ave. It's a 20-minute walk from SMU. FYI – if driving, there are meters for parking
- Alternatively, travel north along Robie St. to the intersection of Robie Street and University (there is a fire hall on the corner). The third major intersection heading north is University Ave.
- Turn Left (West) onto University if coming from SMU (right and West onto University if coming down Robie in a southerly direction).
- You are now on Dalhousie's campus. The Killam library is the last building on University Ave. on the right side of the road (North side). From the corner of Robie St. and University Ave, is about half a kilometer
- Killam library is the cement building just to the right of the end of the road

**At Killam Library:**

- Enter the main front doors and walk through an inner courtyard walking down to the library entrance doors on the left, past a Second Cup coffee shop, which is located just inside and on the left
- Walk past the coffee / concession stands and enter the library through the doors on the left
- Once inside the Library itself, you need to turn immediately to your right to take the first set of stairs downwards (these are about 20 feet away, on your left) to the **basement of the Killam Library**

- Do not pass through the library turnstiles. IMMEDIATELY after passing the first set of doors into the library, BUT BEFORE ENTERING THE LOBBY OF THE LIBRARY, turn right and find the staircase going down. Take the stairs to the bottom floor.
- From the staircase, enter the basement offices by going through a door on the left. You should see Academic Computing Services in front of you
- The “Scan Centre” (ask if you are having trouble) is just past Academic Computing Services, on the right

#### **At the Scan Center**

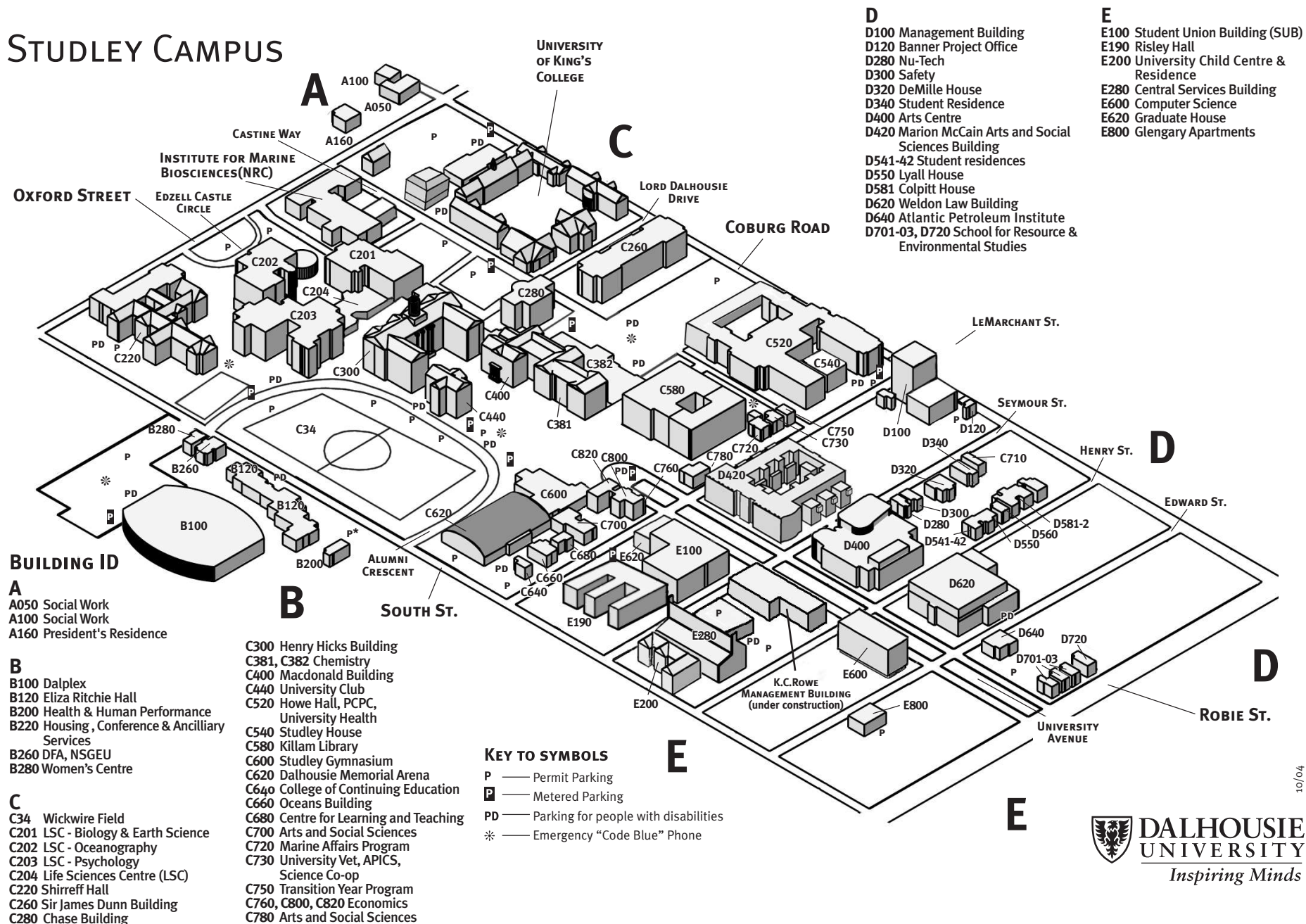
- To gain entrance you must buzz the doorbell and wait for an attendant to unlock the door
- The staff can help you with any questions you have about your request form

If you need assistance, the contact information is: [ACSScan@Dal.CA](mailto:ACSScan@Dal.CA) 494-2662

# DALHOUSIE UNIVERSITY CAMPUS

S T U D L E Y • C A R L E T O N • S E X T O N

## STUDLEY CAMPUS



### BUILDING ID

- A**  
 A050 Social Work  
 A100 Social Work  
 A160 President's Residence

- B**  
 B100 Dalplex  
 B120 Eliza Ritchie Hall  
 B200 Health & Human Performance  
 B220 Housing, Conference & Ancillary Services  
 B260 DFA, NSGEU  
 B280 Women's Centre

- C**  
 C34 Wickwire Field  
 C201 LSC - Biology & Earth Science  
 C202 LSC - Oceanography  
 C203 LSC - Psychology  
 C204 Life Sciences Centre (LSC)  
 C220 Shirreff Hall  
 C260 Sir James Dunn Building  
 C280 Chase Building

- C300 Henry Hicks Building  
 C381, C382 Chemistry  
 C400 Macdonald Building  
 C440 University Club  
 C520 Howe Hall, PCPC, University Health  
 C540 Studley House  
 C580 Killam Library  
 C600 Studley Gymnasium  
 C620 Dalhousie Memorial Arena  
 C640 College of Continuing Education  
 C660 Oceans Building  
 C680 Centre for Learning and Teaching  
 C700 Arts and Social Sciences  
 C720 Marine Affairs Program  
 C730 University Vet, APICS, Science Co-op  
 C750 Transition Year Program  
 C760, C800, C820 Economics  
 C780 Arts and Social Sciences

### KEY TO SYMBOLS

- P — Permit Parking  
 P — Metered Parking  
 PD — Parking for people with disabilities  
 \* — Emergency "Code Blue" Phone

- D**  
 D100 Management Building  
 D120 Banner Project Office  
 D280 Nu-Tech  
 D300 Safety  
 D320 DeMille House  
 D340 Student Residence  
 D400 Arts Centre  
 D420 Marion McCain Arts and Social Sciences Building  
 D541-42 Student residences  
 D550 Lyall House  
 D581 Colpitt House  
 D620 Weldon Law Building  
 D640 Atlantic Petroleum Institute  
 D701-03, D720 School for Resource & Environmental Studies

- E**  
 E100 Student Union Building (SUB)  
 E190 Risley Hall  
 E200 University Child Centre & Residence  
 E280 Central Services Building  
 E600 Computer Science  
 E620 Graduate House  
 E800 Glengary Apartments