	TA Staffing		Communication	
	Recruiting	**Roles/Duties**	**With TAs**	**With Students**
ACCTMIS 2200, 2300	Based on performance in 2200 and 2300 along with declared major, I put together a preliminary list of potential {~**150**} TAs. These students are all currently enrolled in 2300. I then ask the TA who is teaching their recitation to monitor these people and make a recommendation to me if we should invite them to apply. Those who are invited to apply and wish to do so then have an interview with me and two current TAs. At this point, I have already determined the applicants have the technical knowledge to do well in the class. In the interview, I'm looking for other things - communication skills, how they answer questions, fit with other TAs, etc. I usually interview between **60-70** each spring. End with **20** offers after last semester grade is submitted.	They are assigned roles based on need and performance in the interview. 1) **problem session leaders** (these are the TAs who teach the problem sessions/labs; I typically prefer for a TA to work exclusively in the tutor room for one semester before becoming a problem session leader)) 2) **tutors** (these are the TAs who work in the tutor room; usually a tutor does both the tutor room and the problem session leader) 3) **admin** (these TAs help with exam proctoring and grading along with work on any special projects that I may want done in a specific semester); 1 student staffing dedicated e-mail.	The most typical communication method I use with them is text messaging - its how I get basic info out to everyone. I e-mail them when I need to attach a file or the communication is longer. Texting and e-mail happens almost daily. I hold formal 'staff meetings' probably 2 or 3 times a semester.	I have a dedicated e-mail established that students in 2000, 2200, and 2300 are asked to send e-mails to. I have one TA assigned to monitor the e-mail. She is supposed to do this daily, multiple times per day. She is able to answer many of the questions (i.e., content related questions). Anything she can't answer, she forwards to me and I'll respond to the student (i.e., someone is sick and can't take an exam). A good majority of the students do as requested and use this e-mail, which allows us the efficiently and promptly get back to them. A decent number however, for whatever reason, simply e-mail me and when that happens I respond and ask them to use the course e-mail for all future questions.

	TA Staffing		Communication	
	Recruiting	Roles/Duties	With TAs	With Students
BUSMGT 2320	A list of potential* TAs is created: 1. Students reach out to us to express interest in becoming a TA. 2. Students perform at an exceptional level in the course. 3. Students are identified for inclusion by Instructors and current TAs based on participation in recitations. *To qualify to be a TA for BUS MGT 2320, a student must have taken the course and earned a course grade of A- or higher. Qualified students on the list of potential TAs are invited to attend an information session with the current TAs. The TAs talk about their experiences and roles, field questions, and have a social mingle. We value the TAs' impressions. Unless the TAs, as a group, object to a prospect, each student on the list is then invited to interview. A "formal" interview with each interested student is held, with myself and 1 – 3 other interviewer (usually John and 1 of the current TAs; other instructors invited to participate). In the interview we try to assess through general conversation and Q&A** • availability and priority for performing the TA duties • communication • self-assurance • congeniality • other **Interview questions list and evaluation form are attached to the e-mail response.	Recitation Assistant and Recitation Leader*** **Leader:** Lead up to 2 recitations per week (I provide all teaching materials with extensive teaching notes) Grade – mainly cases Proctor exams Hold office hours E-mail communications with students **Assistant:** Help leader in up to 2 recitations per week; Grade – mainly cases Proctor exams Hold office hours E-mail communications with students ***Full descriptions attached	Mostly by e-mail on a day-to-day basis I drop in 009 (help room) at some point every day. I'm available by text as needed Regular staff meetings (more frequent at the beginning of the term as everyone is settling into their roles)	Announcements are made at the start of every lecture and every recitation. Big news items are posted as Announcements on Carmen. For daily communication, we have a dedicated e-mail established for all students in BM2320 to use. All instructors and TAs are enrolled on that list serve. Students are given a SUBJECT line protocol to use when e-mailing any instructor and the list serve address. They must identify BM2320 and their recitation contact person (leader or assistant). The TAs monitor the course e-mail daily and respond to messages directed to them through the SUBJECT line. They help each other out if needed. If a TA is especially busy and doesn't respond within 12 – 24 hours, one of the other TAs will do so. All responses to students are done using Reply All, so everyone knows which messages have or have not been responded to. The course instructors monitor the course account activity and respond as necessary. I usually open all of the TA responses and give them a quick glance. If a follow-up response is warranted, I will do so. This does not happen often, but on occasion it is prudent to do so. Students usually get a response to e-mail within a few hours, but it is rare that they don't get a response within 24 hours. Our syllabus states that if they follow the required protocol, they should expect a response by the next BUSINESS day.

TA Applicant Interview Evaluation

Name:	

Interview date/time:	

Grades:	Exams	Cases	Course

Attendance:	

Other:	

Evaluation (1 lowest, 5 highest)

1. Content Knowledge	1	2	3	4	5
2. Perceived Integrity/Ethics	1	2	3	4	5
Comments					
3. Self-assurance	1	2	3	4	5
Comments					
4. Clarity of speaking	1	2	3	4	5
Comments					
5. Ability to relate to students	1	2	3	4	5
Comments					
6. Fit with team	1	2	3	4	5
Comments					
7. Overall	1	2	3	4	5
Comments					

1) General Info

2) Something to put them at ease a bit. Where are you from? Siblings? Etc. Tell us about one event in your life that is particularly meaningful/memorable. Why did you choose Ohio State? Why Business?

3) How do you like to spend your time outside of classes? Hobbies, memberships in organizations, etc.? Commitments?

4) Why do you want to be a TA for BM2320? Why do you think you are well-suited for this job?

5) Prioritize important things in your life. If you become a TA for BM2320, where will that responsibility fall in your priority list?

6) An opportunity comes up that conflicts with your TA responsibilities. How do you handle that conflict?

7) Which content topic in BM2320 did you enjoy most? or Which content topic in BM2320 do you think is most useful? Or Which content topic in BM2320 was most challenging?

8) Describe one way in which you think BM2320 could be improved?

9) How would you characterize your role as a team member for the cases? If not leader, describe a situation in which you were a leader.

10) How comfortable are you speaking in front of a group?

11) You will have access to secure information (grades, exam questions, answers to MyStatLab, etc.) How do you respond if a friend asks you about a student's performance in the class? How do you respond if a student, claiming failure, financial hardship, and the world's end, asks to know what is on the exam that he/she MUST pass?

12) A student comes into the tutor room who wants you to go through an entire lecture, and you can tell that he/she has not been going to class. What do you do?

13) A student comes into the tutor room with a content question that you don't know how to answer. How do you respond?

14) Do you have any questions for us?

GROUP PRESENTATION: DELIVERY OF CONTENT (30 points)			
	Scale		
	Does not meet expectations	Meets expectations	Exceeds expectations	
Traits	Performance descriptors		Point allocation
Personal appearance	Personal appearance is inappropriate for occasion; detracts from the presentation	Personal appearance generally appropriate for occasion and audience	Personal appearance engenders the audience's respect and goodwill (business professional)	/ 3 points
Movement	Fixed in one place, looks only in one direction, hard some audience members to see	Exhibits some self-awareness to lines of sight; movement is occasionally awkward or over-rehearsed	Demonstrates self-awareness of sight line, moves in a way that engages the audience, uses effective hand gestures, audience eyes are on the speaker	/ 3 points
Elocution	Lacks clarity, hard to hear, sometimes words are not understood, frequent grammatical errors	Usually speaks clearly with good pace and volume, few grammatical errors	Speaks clearly with good pace and volume, no grammatical errors, defines words when needed	/ 3 points
Pauses	Frequent pauses and filler words interrupt flow	Occasionally falls back on filler words and pauses	Presentation flows with few if any filler words	/ 3 points
Eye contact & audience engagement	Little or no eye contact, heavily relied on notes, little audience engagement	Usually maintained eye contact, most audience members engaged	Maintains eye contact, seldom refers to notes, audience engaged	/ 3 points
Use of information & organization	Information is fragmented or used inappropriately, effort needed to follow presentation (T3 not leveraged)	Synthesizes information effectively, logical sequence, effective introduction and conclusion (some use of T3)	Synthesizes information with clarity and depth, logical sequence with strong introduction, body, and conclusion (T3 leveraged)	/ 6 points
Time	Time was < 11 or > 15 minutes	Time was > 11 but < 12 or was > 14 but < 15 minutes	Time was > 12 but < 14 (3 points)	/ 3 points
Use of media (PowerPoint presentation)	Media was not leveraged and did not enhance the presentation	There was adequate use of media to assist with the delivery of the presentation (if utilized, videos should not exceed 2 minutes)	Media enhanced the overall delivery of the presentation	/ 6 points
		TOTAL CONTENT DELIVERY SCORE:		/ 30 points

Comments / Feedback: