Graduate Division

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Graduate Student Instructor
TEACHING & RESOURCE CENTER

Basics for GSIs   Advancing Your Skills

Working Well with GSIs: Suggestions from Experienced GSIs

General Suggestions
Graduate student instructors from a 300-level pedagogy course made these suggestions for faculty mentors.

Time-Management Suggestions

General Suggestions

GSI 1:

- Set up weekly meetings to discuss sections, lesson plans, and material.
- Visit each section at least once and provide a written review of the GSI's performance.
- Provide extra materials to the GSIs to use in section or on bSpace. In particular, finalized, charts, maps, sound files, etc., that would assist the GSIs' teaching.
- Give GSIs advice on grading; establish clear grading guidelines so as to ensure a single standard for all sections.
- Give each GSI the option to teach a lecture. If they are willing to work with them to construct and prepare the lecture and provide written comments after the presentation.

GSI 2:

- First, meet with me and other GSIs on a regular basis — not just for presenting information on a specific assignment. Provide an opportunity to discuss "teaching in progress."
- Second, give me more than four days' notice if I am going to be teaching students a new skill (how to examine sources or how to write a literature review).
- Third, review some of the students' papers and exams to get a sense of whether what I taught and graded is hitting the marks you find most important.
- Fourth, observe at least one of my sections and provide feedback.
- Fifth (related to "third" above), set up a mechanism whereby I can provide you with feedback on the issues students or I am having. (This could be done through regular meetings, but those meetings would need to specifically allow time for mini summaries of the students' general progress.)
- Sixth, create space for me to talk with you about things like "how to systematize the teaching of The Literature Review."
- Seventh, if there is a head GSI, do not expect him/her to handle all of this. A head GSI is still a grad student with limited experience and their own blind spots. The head GSI is not mentoring me.
- Make expectations clear — don't tell me "it's your class." What I can do to help the students, how my section fits into the bigger picture. When you tell us what the assignment is, let us know how we will evaluate it.

GSI 3:

- Provide pedagogical freedom — while faculty input is critical to pass [on] institutional knowledge, the faculty should provide the GSI freedom to select the substance and style of the class.
- Provide organizational guidance — allowing the GSI to control aspects of their class provides them ownership, but faculty can assist in the class goals by providing guidance gained through experience relating to organization, e.g., dates, workload, exercises, how to deal with certain situations.
- Vision/Macro-level view — It is assured that the faculty member has taught for more years than the GSI; there they will have insight as to how the class relates to a bigger problem.

GSI 4:

- Read our emails (be responsive). Obviously, good communication is necessary (in both directions) but we often are not in a position to address every issue or have the authority to do so and you have to be involved.
- Make [sure] your lecture materials, etc., are available to the GSI — the students expect them to be as much of an authority as the faculty member.

- Make your expectations about the responsibilities of the GSI very clear.
- If there is more than one instructor and/or GSI, have regular meetings to make sure that everything is on track.

GSI 5:

- First, the basics: respond promptly to emails and phone calls, read and listen carefully before replying, and explain your pedagogical reasons for decisions when asked.
- Give specific feedback after observations about what was effective and what could be improved on. Demonstrate an effective balance between teaching and research. Check in at least three times during the semester to see how many hours GSIs are putting in, and brainstorm solutions to be more efficient if needed.
- Explain your teaching philosophy at the beginning and middle of the semester.
- Consult with GSIs on their mid-term assessments.

Time-Management Suggestions

- Look at your plan for assignments that need to be graded during the semester. Try to structure them so that GSIs have some time between assignments.
- Meet with GSIs regularly. Make sure to have an agenda for each meeting. Make sure expectations for such things as section activities, grading, office hours, etc., are clear.
- Go over exams and assignments with GSIs before photocopying them and distributing them to students. GSIs can help identify any potential points of confusion for students that could lead ultimately to difficulties in grading.
- Have a norming session with GSIs after students turn in each graded assignment. Offer tips to save time while grading. Let GSIs know how much time you expect them to spend on each assignment so that they can time themselves.
- Offer GSIs the option of deciding if they would like to grade exams as a group. It can save time for each GSI to grade all of a certain question or a few questions instead of grading the entire exam for each of their students.
- Together with your GSIs, create a grading rubric for each assignment. This will help GSIs save time and ensure fairness in grading across the sections. See GSI Teaching & Resource Center online Teaching Guide for GSIs for directions on **how to create a rubric**.
- Be cognizant of the time it takes GSIs to grade assignments during the semester so that the workload of GSIs does not exceed the hours designated by their appointment. For example, offering an additional extra-credit assignment may add too much extra grading time.
- Provide GSIs with contact information or materials from past GSIs that they can use in designing their section lesson plans.
- Encourage GSIs to share their materials with each other. Consider setting up a separate part

of the bCourses site for this purpose.
- Suggest to GSIs that they review the article **Time Management Strategies** in the online **Teaching Guide for GSis**.

Faculty Resources

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Ideas from Faculty on Working Effectively with GSIs

What Good Mentoring Looks Like to a First-Time GSI

Working Well with GSIs: Suggestions from Experienced GSIs

Conducting Productive Classroom Observations of GSIs

Annual Faculty Seminar on Teaching with GSIs

Support for Pedagogy Courses for First-Time GSIs

Faculty Advisers for GSI Affairs and Professional Developers of GSIs

Core Policies Related to GSIs

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Basics for GSIs   Advancing Your Skills

What Good Mentoring Looks Like to a First-Time GSI

The following items are based on a survey of first-time GSIs conducted by the Graduate Council's Advisory Committee for GSI Affairs.These comments were provided by respondents to explain why they rated the mentoring they received from a faculty member as "excellent."

Clear and direct communication about expectations, role of section, and course goals. The faculty member clearly and directly communicated to GSIs the expectations s/he had for the GSIs' section or lab meetings, the relationship between the GSIs' sections or labs and the faculty member's lectures, and the learning goals for the course overall and for particular assignments or units.

The faculty member met weekly with the GSIs teaching in the course. These meetings had a clear purpose, were conducted efficiently, and accomplished a number of things: keeping the GSIs informed of the faculty member's continuing course goals; respectfully exchanging pedagogical approaches and practical teaching ideas as they related to the course and sections; hearing out and troubleshooting any problems the GSIs were encountering; and keeping all GSIs on the same page on grading issues.

The faculty member had concrete ways of encouraging and evaluating the GSIs' growth as teachers. These activities included observing the GSIs' sessions at least once during the semester and discussing their teaching afterward; possibly giving GSIs opportunity and support to give a lecture to the class as a whole, if the GSI would like to do so; and helping GSIs make sense of their midterm evaluations from students.

The faculty member provided a good balance between structured guidance and independence. This was ensured by weekly and direct communication, prompt responses to email queries, and giving GSIs the information and time they needed to make and execute their plans.

These survey results are consistent with best practices formulated by faculty who have attended and presented at the **Faculty Seminar on Teaching with GSIs**.

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Basics for GSIs   Advancing Your Skills

Conducting Productive Classroom Observations of GSIs

On This Page:
The Pre-observation Discussion
Pre-observation Discussion Worksheet
The Class Visit
After the Class Visit
The Post-observation Discussion
Post-observation Discussion Worksheet

The Pre-observation Discussion

The protocol recommended here differs from frequent classroom observation practices. Often the observer simply drops in — either announced or unannounced — watches the class, writes up a summary evaluation, and/or meets briefly with the GSI to discuss the class session. While this approach is by all means better than no observation at all, we have found that adding a pre-observation discussion to this format enhances the observation process for both the GSI and faculty member.

The pre-observation discussion between the faculty member and the GSI helps to alleviate anxiety and provides the observer with information about how the section is going and what the GSI would like to accomplish on the day of the visit. The pre-observation discussion also enables the GSI to identify areas that he or she would like feedback on. The collaborative nature of the pre-

observation dialogue provides an opportunity for the GSI and faculty member to reflect upon and discuss teaching and learning and to experience the observation and feedback process as a means to improve teaching rather than simply as a form of evaluation. We recommend that you meet with the GSI a day or two before the class and use the Pre-observation Discussion Worksheet [doc] to guide the initial discussion.

The Class Visit

One of the most frequently asked questions by GSIs when they arrange for a classroom observation is: "How should I explain the presence of the observer to my students? Being observed can give the impression that I am not doing a good job, and that someone is checking up on me." We suggest that the GSI inform his or her students that the University has a policy that GSIs, in particular those teaching for the first time, should be observed in the classroom and receive feedback on their teaching. As the faculty member, you may also wish to announce in lecture that you will be visiting sections on occasion to see how things are going. In the event that the observer is not the faculty member teaching the course, the GSI should introduce the observer to the class. The observer should sit in the back or to the side and should not interrupt the flow of the class.

The observer should take narrative notes of what takes place during the class session. Feedback that is based on what specifically transpires in the class tends to be more constructive and less judgmental than feedback that only recounts general impressions. The observer might also find it helpful to draw a diagram of the classroom setup taking note of where students are sitting, who participates in the discussion, who is silent, etc. The observer should also consider whether the teaching methods used by the GSI are appropriate for the subject matter at hand, whether the GSI has command of the material, and how the GSI is doing in the specific areas that he or she has identified as ones he or she would like feedback on. After the class is over, the observer should thank the instructor and make sure that a time is set up to meet and discuss the class as soon as possible. Within 48 hours is optimal.

After the Class Visit

The GSI should write down notes as to how he or she thought the class went, and questions he or she might have for the observer. One way to do this is for the GSI to answer the questions: "What worked well and why?" "What didn't work well and why?" "What will I change the next time I teach this topic?" and "How did I do in the areas of teaching I was concerned about?"

The observer should review the notes he or she took during the class and consider what went well and what areas might need improvement. In reviewing his or her notes, the observer should also consider how the GSI has done in the areas that the GSI has requested feedback on.

The Post-observation Discussion

The post-observation discussion should be a dialogue about how the class went, what worked well and why, and what areas of the GSI's teaching may need to be strengthened.

It is helpful if the observer and the GSI can approach this discussion not so much as an evaluation but rather as an opportunity for the GSI, in dialogue with the faculty member, to improve teaching. The observer should also respond to any questions the GSI might have and should give feedback on those areas of teaching that the GSI wanted feedback on.

As a way to summarize the discussion and utilize it to further improve teaching, we suggest that the GSI and the faculty member use the Post-observation Goal-Setting Sheet [doc] to identify two or three areas of teaching that the GSI would like to work on. The GSI and the observer should brainstorm specific strategies or techniques that the GSI can use to improve these areas of teaching. Many GSIs have found it helpful to tape this goal-setting sheet into their teaching notebooks as a reminder of the steps he or she can take to improve teaching. If time permits, we recommend a follow-up observation later in the semester to see how the GSI is doing in the areas that he or she has identified as needing improvement.

If you need assistance with the classroom observation process or would like to arrange for a workshop for faculty on this topic, please contact the GSI Teaching & Resource Center at 2-4456 or **gsi@berkeley.edu**.

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Basics for GSIs   Advancing Your Skills

Ideas from Faculty on Working Effectively with GSIs

Plan a pre-semester course orientation.
Know your GSIs.
Meet weekly with GSIs to talk about teaching.
Build into the weekly meetings specific pedagogical goals.
Encourage your students to keep a teaching journal.
Observe your GSIs in the classroom.
Encourage GSIs to be video-recorded in the classroom.
Set up a peer observation program.
Encourage your GSIs to get ongoing feedback on teaching and learning from their students.
Encourage your GSIs to draw on campus and field-specific teaching resources.
View your course as one step in helping GSIs to prepare for their own future roles as professors.
Take part in programs the GSI Center offers for faculty.

Plan a pre-semester course orientation.

Use this meeting as an opportunity to get acquainted with GSIs, to provide an overview of your course, and to clarify GSI responsibilities. GSIs benefit from knowing faculty members' course objectives and goals for students and the role GSIs can play in helping to achieve those goals. A pre-semester orientation also provides GSIs with a chance to examine the syllabus and plan ahead for labor-intensive teaching or grading weeks.

Know your GSIs.

Graduate students bring various levels of experience to their roles in your course. Many graduate students listed as "new" UC Berkeley GSIs actually may have substantial prior teaching experience from other settings. Such GSIs can often offer valuable suggestions and input, as well as teaching ideas that work, from past experience. Other graduate students, including those well along in their graduate programs, may never have set foot in classrooms as teachers. Gathering information about GSIs' teaching histories at preliminary planning meetings can provide a much better sense about the resources GSIs may bring to bear on your course and the type of assistance they may need to improve their teaching.

Meet weekly with GSIs to talk about teaching.

Use these meetings to discuss not only course logistics but also the teaching that takes place in the lecture, section, or lab. Discuss your approach to teaching and why you make the pedagogical choices you do. GSIs benefit from hearing you reflect not only on "what" you will be teaching but also "how" and "why." Use the meeting to brainstorm ways for GSIs to teach a particular topic. For example, one UC Berkeley instructor wanted to encourage her GSIs to use discussion sections to hold a formal debate on a controversial topic in her field and presented the idea in the weekly teaching meeting. Collaboratively, the GSIs and the instructor developed a successful format that the instructor and her GSIs now use each time the course is offered.

Build into the weekly meetings specific pedagogical goals.

For example, in weeks 1–4 you may wish to discuss with GSIs specific approaches to teaching, e.g., group work, participatory discussion, role plays, debates, and lecture. In weeks 5–8 you may wish to work with them on ways to assess teaching and learning, e.g., journals, Classroom Assessment Techniques (CATs), midterm evaluations, peer observation, and videotaping (see below). In weeks 9–12, you may wish to work with GSIs on how to grade tests and written assignments and how to help students improve their writing. In weeks 13–15 you could work with the GSIs to begin to develop a statement of teaching philosophy and other aspects of a teaching portfolio based on the reflection they have done on their teaching over the semester. You might wish to have the GSIs collaboratively construct a course portfolio for the entire semester that provides reflection on and assessment of all aspects of the course.

Encourage your students to keep a teaching journal.

Ask your GSIs to reflect on the following questions in writing after section:

- What worked well in this class and why?
- What didn't work well and why?
- Where did students seem to have difficulties?
- Were there any noticeable points where the students seemed very engaged?
- What should I change the next time I teach this?

Observe your GSIs in the classroom.

Faculty are sometimes reluctant to observe GSIs in the classroom because they fear this will change the tone of the section, make the GSI inordinately nervous, or be misunderstood as "checking up on" the GSI. We encourage you to rethink what observations are all about and to see the observation as a way for you to collaborate with the GSI in the spirit of improving teaching rather than as a means of evaluation. When conducting an observation, faculty should meet with the GSI on the day prior to the observation and discuss how the section is going, what the GSI would like feedback on, and what he or she will be teaching on that day and how. After the observation, the faculty members should meet with the GSIs to discuss how the class went. Together, they should formulate two or three areas of teaching that the GSI would like to work on to improve and devise specific ways to accomplish those goals. Most graduate students need to have a letter in their dossiers that addresses their ability to teach. If you observe GSI-led sections, you will be in a position to write such a letter for a candidate. For guidelines on how to conduct a classroom observation, see **Conducting Productive Classroom Observations of GSIs**.

Encourage GSIs to be video-recorded in in the classroom.

Encourage GSIs to be videotaped in the classroom and work with a trained consultant to improve teaching. GSIs benefit greatly from having the chance to observe a recording of themselves teaching and identify areas they would like to improve. Some departments have formal programs in which GSIs are videotaped and receive feedback from a peer consultant. If your department does not have such a program, GSIs can contact the GSI Teaching & Resource Center for this service.

Set up a peer observation program.

Set up a peer observation program where your GSIs visit one anothers' classes. GSIs can learn a great deal from watching one another teach. Much like the classroom observation conducted by the faculty member, this should be seen as a means to learn more about one's own teaching by

observing another. Guidelines for classroom observation can be obtained from the GSI Teaching & Resource Center.

Encourage your GSIs to get ongoing feedback on teaching and learning from their students.

While end-of-semester evaluations can summarize the students' overall responses to the class, this input comes too late to be of use to the GSI during the current semester. Many faculty members have their GSIs conduct mid-semester evaluations [add link to our page on mid-term evaluations of teaching] to get early feedback on teaching and learning. About three or four weeks into the semester, have GSIs ask students to write down three things in the section that are helping their learning and three things they would like to change about the class in order to increase their learning. GSIs sometimes distribute the input they receive to the class to show them differences that exist in student learning preferences. GSIs can also let the students know what they will be changing as a result of the feedback they have received from students. This can be done at various points in the semester. Classroom assessment techniques (CATs) enable GSIs to get feedback about the learning that has transpired in a particular class period or as a result of a specific activity. The most commonly used CAT is the "one minute paper," in which students might be asked to address the following questions:

- What was the most important thing you learned during the class?
- What question do you still have about the topic?

GSIs can then review the student responses to understand what needs to be elaborated or clarified in the next class session or online between sessions.

Encourage your GSIs to draw on campus and field-specific teaching resources.

GSIs do not need to reinvent the wheel when it comes to ideas for teaching. In addition to departmental resources, many GSIs benefit from the teaching ideas developed by GSIs who have won the **Teaching Effectiveness Award**. These one-page essays can be found on the GSI Teaching & Resource Center website. Disciplinary teaching journals can also help GSIs stay apprised of current, field-specific directions in teaching and learning. GSIs can also enhance their teaching skills through **workshops offered each semester by the GSI Teaching & Resource Center**.

View your course as one step in helping GSIs to prepare for their own future roles as professors.

For many graduate students, your course may provide their only teaching experience prior to assuming roles as faculty members themselves. While GSIs certainly need to learn how to grade papers, conduct labs, and lead discussions, these activities alone are not sufficient to prepare them for future teaching careers. GSIs can also learn a great deal about course design, delivery, and instruction through discussions with faculty instructors. Offering your GSIs regular opportunities to discuss with you goals for the course, teaching strategies, ways to improve student success in the course, and how well goals are being reached, allows GSIs to view the teaching process from a perspective inaccessible to them in their roles as lab/discussion leaders. Likewise, working with more experienced GSIs on preparing and delivering a guest lecture for your course can provide them with valuable experience in this role.

Take part in programs the GSI Center offers for faculty.

Each year the center sponsors a three-week **seminar for faculty on teaching with GSIs**. The seminar addresses such topics as connecting the work of section to the larger course, conducting classroom observations, guiding GSIs in the grading process, and helping GSIs teach in keeping with how students learn. The Center also offers consultations for faculty on working with GSIs. For more information or to schedule an appointment, please contact the GSI Teaching & Resource Center at 642-4456 or **gsi@berkeley.edu**.

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Graduate Division

Policy on Appointments and Mentoring of Graduate Student Instructors
University of California, Berkeley
Graduate Council

Revised March 5, 2012

The education and preparation of Graduate Student Instructors (GSIs) at Berkeley are essential to the educational mission of the campus. Faculty supervision and preparation of GSIs improves the preparation of graduate students for their future roles as teachers in academic institutions. The important role that GSIs play in education on this campus also means that effective preparation of GSIs will improve the quality of education at Berkeley.

Definitions

This policy addresses the preparation of all first-time and continuing GSIs. First-time GSIs are those teaching for the first time at Berkeley (even though they may have teaching experience at other universities). First-time GSIs normally assume responsibilities associated with roles (a) and (b) below. Continuing GSIs are all GSIs who have completed at least one semester of teaching as a GSI at Berkeley.

There are four different GSI roles, each giving the GSI a different level of course responsibility. (These roles are not equivalent to GSI *steps* that are based on experience or advancement to candidacy.)
Role (a): GSI who teaches secondary sections of a larger course. This is the most common type of GSI position.
Role (b): GSI who functions as the instructor of one of a number of courses in which the curriculum is prescribed, but the GSI is responsible for selecting readings, for how the material is presented, and for grading student work. Examples of this may include language, studio, or Reading and Composition courses.
Role (c): Head GSI who functions as coordinator of other GSIs and/or performs other teaching or administrative duties.
Role (d): Acting Instructor-Graduate Student (AI-GS) who has sole responsibility for curriculum, textbook, and assigning grades. These appointees are the Instructors of Record in the courses they teach.

Policies

 I. Recruitment and Appointment.

The procedures for recruiting and selecting GSIs should be public, transparent, and managed at the department level, rather than be controlled by private arrangements between course instructors and GSIs.

> A. At the time of recruitment, the department Chair must make available the criteria required for appointments to GSIships and the criteria involved in determining the selection of GSIs.

B. The Chair is responsible for ensuring that postings are widely circulated within the eligible pool and are in compliance with the ASE contract.

C. The Chair is responsible for making GSI appointments.

II. Guiding Principles Determining Workload.

A. The Chair and the Faculty Adviser for GSI Affairs are responsible for explaining principles associated with workload in accordance with departmental needs and the current union contract.

B. It is the responsibility of the supervising faculty member to ensure that workload is consistent with the appointment percentage.

III. Preparation of GSIs for Teaching.

A. Responsibilities of First-time GSIs

1. Every first-time GSI must attend the Teaching Conference sponsored by the GSI Teaching and Resource Center on the Friday before classes begin. First-time international GSIs (IGSIs) must also attend the International GSI Teaching Conference, scheduled on the Thursday before classes begin in the fall semester. International GSIs who anticipate being appointed in the spring semester must attend the international GSI conference in the fall.

2. Every first-time GSI must successfully complete, no later than the end of the second week of classes, the online course Professional Standards and Ethics for GSIs.

3. Every first-time GSI must either have completed or be enrolled in a 300-level semester-long pedagogy seminar on teaching in the discipline offered by the GSI's department. The pedagogy seminar may only be taken in another department with the advice and approval of the Faculty Adviser for GSI Affairs in the teaching department and with the consent of the 300-level course instructor in the other department. First-time GSIs who fail to pass the 300-level course must retake and pass the course before they are eligible to teach again.

B. Responsibilities of First-time and Continuing GSIs

1. All graduate students who teach require faculty supervision. At the beginning of the semester, all GSIs in roles (a), (b), and (c) are required to meet with the faculty member responsible for the course to go over the course syllabus, to clarify GSI responsibilities in the course, and, in the case of discussion sections and labs, to discuss the relationship of sections to lecture.

2. First-time and continuing GSIs in roles (a), (b), and (c) must also meet regularly throughout the semester with the faculty member in charge of the course to discuss the logistics of curriculum, assignments, tests, grades, etc., and pedagogical matters related to their teaching of the course or sections of the course.

3. GSIs must abide by other department-specific obligations that may include attendance at lectures or GSI meetings and meeting with faculty mentors to discuss more effective ways of teaching.

4. Continuing GSIs whose 300-level course did not include the development of skills needed to teach Reading and Composition (R&C) courses must enroll in either a 300-level course in another department tailored to the teaching of R&C or the short course taught in the spring by the GSI Teaching and Resource Center prior to or concurrent with teaching an R&C course.

C. Departmental Responsibilities

1. Departments must include the teaching preparation requirements for first-time and continuing GSIs in GSI letters of appointment and ensure that the requirements are met.

2. All departments that hire GSIs must offer a semester-long 300-level seminar on teaching in the discipline, frequently enough so that first-time GSIs can take the course in or before their first semester of teaching. If a department has fewer than four new GSIs in any given year, the department may make arrangements for the GSIs to take the course in another department. If a department does not plan to offer a 300-level course in the spring semester, GSIs to be appointed in the spring for the first time should be advised to take the 300-level course in the preceding fall.

The course must:

- be taught by a faculty member;
- address the practical and theoretical knowledge needed by new GSIs in the specific discipline;
- have a syllabus that specifies topics week by week, identifies readings, and describes the basis for evaluation;
- have a meaningful number of units and student contact hours (2-4 units);
- have a course reader or textbooks;
- have specific assignments for which GSIs are accountable and on which GSIs will be graded.

The GSI Teaching and Resource Center can assist departments in developing 300-level courses through consultations, workshops, and grants.

Departments are required to apprise the Graduate Division each semester of the name of the faculty member teaching the course and to submit a copy of the 300-level course

syllabus to the Graduate Division's GSI Teaching and Resource Center each time the course instructor changes.

Departments must schedule 300-level courses so as to minimize scheduling conflicts with other graduate-level courses. The departmental Faculty Adviser for GSI Affairs is responsible for resolving remaining schedule conflicts for the 300-level course.

3. In the case of GSI role (b) appointment, in which a GSI may have primary responsibility for curriculum, textbook selection, and evaluation of student work, a Senate faculty member or members must oversee and approve all course descriptions and reading lists in keeping with the needs and standards of the University.

4. GSIs with the title of Acting Instructor-Graduate Student (role d) serve as the Instructor of Record and have full course responsibility. However, all course descriptions and representative reading lists must be overseen and approved by a Senate faculty member or members within the relevant department before submission of a graduate student's appointment to the Graduate Division and the Committee on Courses of Instruction for approval.

5. Departments must make a faculty mentor available to GSIs holding the title Acting Instructor- Graduate Student (role d).

6. Departments are responsible for taking steps to ensure that GSIs receive feedback on their teaching. These steps may include observation by a faculty member, the review of mid-term evaluations of teaching, or other steps appropriate to the discipline.

7. The Department Chair is responsible for providing regular departmental practices for the review of end-of-semester GSI evaluations.

D. Responsibilities of Faculty Members who Teach with GSIs

 1. All graduate students who teach require faculty supervision. At the beginning of the semester, the faculty member responsible for the course is required to meet with GSIs (roles a, b, and c) to go over the course syllabus, to clarify GSI responsibilities in the course, and, in the case of discussion sections and labs, describe the relationship of sections to lecture.

2. All faculty members who teach with GSIs must meet regularly with new and continuing GSIs in roles (a), (b), and (c) to discuss the logistics of curriculum, selection of topics, assignments, tests, grades, etc., and pedagogic matters related to their teaching of the course or sections of the course.

IV. Rewarding Faculty for the Systematic Preparation of GSIs for Teaching

A. Departmental reviews should include an assessment of GSI mentorship in their assessment of faculty teaching performance.

B. Budget Committee reviews should include an assessment of GSI mentorship in their assessment of faculty teaching performance.

V. Policy Dissemination

A. Departmental Chairs should provide faculty members a copy of these policies or the URL where they are located along with specific department guidelines at the beginning of each semester in which they teach courses with GSIs.

B. A copy of these policies or the URL where they can be located, along with specific department guidelines, should be included in each GSI letter of appointment.

Assistance in developing guidelines for mentoring GSIs can be obtained by consulting the GSI Teaching and Resource Center. Nothing in this policy shall be construed to alter the provisions of the UC-UAW contract. The contract is available at http://hrweb.berkeley.edu/labor/ase.htm.