**NOTE: Please delete all text in bolded purple before finalizing and submitting your document!**

**Appendix A**

**Template for Document of Expectations to Be Completed by Instructors and TAs**

***Below is a template for a document to be drafted, reviewed, and signed by both Instructors and TAs prior to the start of the term. The Instructor should submit the completed document to Brooke Shaw at*** ***brooke.shaw@duke.edu*** ***(CCing the TA) before the start of classes.***

**Shared Expectations of Instructor and TA for (Specific Term)**

Course Number/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TA Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lecture Time/Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lab/Discussion Time(s)/Location(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TA Responsibilities**

***Below is a list of responsibilities commonly assumed by graduate TAs. Because every TA assignment is different, not all items will be applicable for a given course. Items that are not relevant should be deleted before finalizing and signing the document.***

***Prior to meeting with the TA, the Instructor should ensure that these responsibilities will not exceed the average workload of 10-15 hours per week (which includes time spent attending class).***

***Common Responsibilities***

* Attending lecture, taking notes (Class attendance is expected across all TA assignments with rare exceptions made only for special circumstances, such as a repeat TA assignment for the same course. In-person attendance is best. However, if there is a time conflict between the assigned course and a required course for the TA, an acceptable alternative may be for the TA to review video or audio recordings of class sessions, with these recordings arranged in advance. Video or audio recordings also may be used as backups by TAs who miss class due to illness or professional travel. TAs’ notes are for their personal use only, to ensure that they are prepared for student questions.)
* Becoming familiar with Sakai, Piazza, Qualtrics, JASP, or other platforms or software to be used
* Preparing and/or photocopying materials for class (e.g., handouts, quizzes)
* Preparing for and leading labs or discussion sections
* Keeping records of attendance in lecture/lab/discussion, and alerting the Instructor in the event of repeated absences by a student or a student’s failure to complete major assignments
* Evaluating participation during lab/discussion
* Meeting regularly with the Instructor (and other TAs, if applicable) for purposes of planning/troubleshooting
* Offering weekly office hours for students
* Responding to student questions on Piazza and/or other appropriate learning platforms
* Responding promptly to communications from students (expectations may vary somewhat from class to class)
* Grading quizzes
* Offering review session(s) prior to each exam, or as directed by the Instructor
* Assisting with exam construction and/or photocopying exams
* Helping to proctor exams
* Helping to administer make-up exams to groups of students
* Handling the scoring of multiple-choice items, and/or completing item analyses post-exam
* Helping to grade non-multiple choice exam items
* Grading other class assignments as directed by the Instructor
* Grading and/or providing feedback on paper drafts or partial drafts (using established rubrics)
* Grading and/or providing feedback on final drafts of papers (using established rubrics)
* Entering quiz, exam, and assignment grades on the course Sakai site

***Less Common or Ad-Hoc Responsibilities***

* Preparing the classroom prior to lecture (re-arranging seats, setting up technology or laboratory supplies)
* Assisting with in-class demonstrations and small group exercises
* Providing constructive feedback to the Instructor on the syllabus, lessons, activities, assessments, etc.
* Researching/obtaining references on certain topics relevant to the class
* Identifying other materials/media that support a course goal
* Offering one or two lectures or mini-lectures on topics relevant to the course
* Distributing/collecting in-class quizzes
* Making alternate arrangements with/proctoring students who are entitled to Duke Student Disability Access Office (SDAO)-approved accommodations, and working with the SDAO or Academic Resource Center (ARC) office as needed
* Adding materials to or helping to maintain course Sakai site
* Offering APA style session(s) to students in advance of paper deadlines
* Helping to grade student presentations
* Referring students to various services (e.g., Academic Resource Center, Writing Studio), as needed, on the basis of conversations with them or their performance on graded works
* Providing input on letters of recommendation that are requested of the Instructor by students in the class
* Helping to supervise undergraduate TAs
* Sharing evidence of academic dishonesty/testifying at Student Conduct hearings
* Logging time spent on a weekly basis to become familiar with course content, develop course materials, and/or work with students enrolled in the course
* Communicating with Directors of Graduate and Undergraduate Studies any concern that may not be reportable first to the Instructor

 **TA Learning Objectives**

*Please enumerate learning objectives for the TA, and discuss how and when these objectives will be met:*

**Class Policies and/or Topics Checklist**

***Below is a list of policies and/or topics that should be addressed by each Instructor-TA team prior to the start of the term. Check off each item below as it is covered, adding notes/details as needed for clarification:***

\_\_\_\_\_ Expectation for TA attendance at lecture (again, this responsibility is expected across all TA assignments, with only rare exceptions)

\_\_\_\_\_ Plan for staying current in situations where TA in-person attendance is not possible

\_\_\_\_\_ Identification of platforms and software to be used in the course, and plans for any training the TA need relating to these platforms and software

\_\_\_\_\_ Provision (to the TA) of textbook(s) and other required materials

 \_\_\_\_\_ Expectation for average number of hours of work per week

\_\_\_\_\_ Identification of weeks for which heavier workloads are expected because of exams, assignment due dates, etc.

\_\_\_\_\_ Dates that Instructor and/or TA expect to miss lecture/lab/discussion (e.g., for conference attendance), and any plans for securing coverage or making up work

\_\_\_\_\_  Importance of providing as much notice as possible when either the Instructor or TA must miss lecture/lab/discussion unexpectedly

\_\_\_\_\_  Plan (for the TA) for making up missed labs/discussions

\_\_\_\_\_  Office hours for both the Instructor and TA (when/where/how scheduled/offered)

\_\_\_\_\_ Days/times of planning meetings

\_\_\_\_\_ Plan for communication between meetings, including specific modes of communication (email, text messages, apps, phone calls)

\_\_\_\_\_ Expected response times to communications between the Instructor and TA; may differ by day of week, time of day, and /or mode of communication

\_\_\_\_\_  The “off hours” for the class, during which the TA is not expected to respond to the Instructor)

\_\_\_\_\_  The “off hours” for the class, during which Instructor and TA are not expected to respond to students

\_\_\_\_\_  Expected response time, on business days, to communications from students

\_\_\_\_\_  Expected turnaround time for TA re: grading various assignment types

\_\_\_\_\_  Notice required for the completion of additional, unexpected tasks by the TA

\_\_\_\_\_ Professional behavior in the TA role

\_\_\_\_\_ Ethical issues relevant to TAs

\_\_\_\_\_ What behaviors constitute academic dishonesty, and the policies in place for addressing violations of academic integrity at Duke

\_\_\_\_\_ Resources at Duke that may be helpful to students struggling with academic and/or personal issues

\_\_\_\_\_ The roles played by academic deans

\_\_\_\_\_ Policies around student illness, athletic participation

\_\_\_\_\_ Policies around late work

\_\_\_\_\_ Policies around challenges to the grading of student work

\_\_\_\_\_ Plan for evaluation of TA by students

\_\_\_\_\_ Plan for Instructor evaluation of TA, TA evaluation of Instructor

\_\_\_\_\_ Plan for joint evaluation of TA’s progress on learning objectives

**Brief summary of the expectations developed by Instructor-TA team:**

(*Alternatively, can write below the individual items on the checklist what was agreed*)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TA signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Signature Date