**Instructor-TA Checklist**

***(see the TA Guidelines for details)***

**Before Class Begins: Set Expectations and Prepare for Responsibilities**

\_\_\_\_\_ Meet after TA assignments have been finalized and at least two weeks prior to the start of the term to:

* talk about the class
* hand off pertinent materials
* share information about dates to be missed due to professional travel or other obligations
* identify learning objectives for the TA
* discuss the plan for collecting evaluative data (from students as well as each other)
* develop and sign a document outlining the shared expectations for the term [TA Guidelines Appendix A].

\_\_\_\_\_ ***Instructor*** Submit signed document of shared expectations to the DGS and DUS offices before the end of the second week of classes *(CCing the TA)*

**Early Semester: Avoid Conflicts of Interest and Establish Communication Patterns**

\_\_\_\_\_ Discuss possible conflicts of interest around pre-existing/ongoing relationships between the TA and students on the roster (checking the roster periodically through the end of Drop/Add), and specify actions to ensure that the students in question are treated fairly

\_\_\_\_\_ Establish regular meetings times throughout the term for course planning/troubleshooting, as well as checking in about the experience of the Instructor-TA team

\_\_\_\_\_ Establish any “off hours” for the class (hours that the TA is not expected to respond to the Instructor, and hours that that the Instructor and TA are not expected to respond to students), preferred modes of communication between Instructor and TA, and expected turnaround times (both directions) during business days

**Throughout the Term: Check-In and Reflect**

\_\_\_\_\_ Work to ensure that TAs’ average workload does not exceed 10-15 hours per week, which includes time spent attending class, and that weeks where more than 10-15 hours may be required are rare and identified in advance

\_\_\_\_\_ Reflect on and adjust anything (e.g., communication patterns) that could be improved

**End of Term: Reflect**

\_\_\_\_\_ Meet at the end of the term to discuss the experience of the Instructor-TA team, and the TAs’ progress on their learning objectives

**End of Term: Evaluations**

**Instructor**

\_\_\_\_\_ Submit evaluation of achievement of TA learning objectives (Appendix F\*) to the DGS and DUS offices within two weeks of the grade submission deadline *(CCing the TA)*

\_\_\_\_\_ Submit end-of-term evaluation of TA (Appendix D\*) to the DGS and DUS offices within two weeks of the grade submission deadline

**TA**

\_\_\_\_\_ ***TAs who do not teach lab/discussion sections (and so are not evaluated through DukeHub)*** Submit self-created end-of-term student evaluations (Appendix B\*) to the DGS and DUS offices within two weeks of the grade submission deadline *(CCing the Instructor)*

\_\_\_\_\_ Submit end-of-term evaluation of Instructor (Appendix E\*) to the DGS and DUS offices within two weeks of the grade submission deadline

\_\_\_\_\_ Respond to survey about TA activities and workload\* within two weeks of the grade submission deadline

\*Qualtrics versions of each survey will be distributed by the DUS Offices during the final exam period for the term in question