**Workload Checklist and Expectations for Instructors and Teaching Assistants in Large Lecture Courses (updated: 1/26/2023)**

The Philosophy Department strives to establish a supportive culture in which everyone is aware of and properly addresses challenges related to mental and physical health, gender, ethnicity, culture, work/life balance, first generation graduate students, etc. As such, it is expected that all department members who are involved in mentoring relationships develop awareness of and be sensitive to challenges, and provide a working environment in which graduate students can strive and feel recognized. It is expected that all mentors are engaging in continuing professional development in mentoring skills, such as participating in workshops offered by the Graduate School. Resources for mentors and mentees can be found here: <https://grad.msu.edu/optimizing-mentoring>. General mentoring expectations are outlined in the graduate handbook section 3.4.5. The handbook can be found here: <https://philosophy.msu.edu/graduate/graduate-resources/>

Note: this form should be filed in the electronic folder of students no later than by the end of the first week of a given semester.

**Semester:**  **Spring**  **Fall Year:** \_\_\_\_\_\_\_\_\_\_\_

**Class:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor(s)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teaching Assistant(s)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teaching Mentor(s)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:** the instructor of the course does not need to observe the teaching assistant in discussion sections, unless necessary for the progress of the course. Teaching observations should be done by the teaching mentor.

**Instructor and Teaching Assistant(s) confirm that they have discussed and are aware of the following expectations:**

IR: Instructor; TA=Teaching Assistant; N/A=Not Applicable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timeline** | **Expectations** | **IR** | **TA** | **N/A** |
| **At least 2 weeks in advance** | | | | |
|  | Provide TAs with a preliminary course description or draft syllabus that outlines the structure of the course and meet with TAs before the semester begins. |  |  |  |
|  | Make class materials (textbooks, D2L files, etc.) available to the TA |  |  |  |
|  | In case new graduate students are assigned to the IR, give incoming students sufficient time to get acquainted with their new role and discuss general aspects TAing beforethe semester begins. |  |  |  |
| **During the semester** | | | | |
|  | Meet with TAs on a regular basis to review how the course is going in lecture and in section, discuss assignments, grading standards and procedures, uses of educational technology, and any problems that have arisen |  |  |  |
|  | Will meet with the TA in case of disagreements or conflicts |  |  |  |
|  | Stay in regular communication with TAs on whether the time estimates for the workload are in fact sufficient for the work |  |  |  |
|  | Make students in large lecture classes aware that TAs are available for meetings and email responses during clearly defined and announced time frames |  |  |  |
| **If this class is taught online** | | | | |
|  | Clearly define and layout duties that differ from traditionally taught classes |  |  |  |
|  | Take the time needed for technical tasks into account when considering the amount of work assigned to TAs (such as setting up and operating D2L or troubleshooting software and hardware used for the class.) |  |  |  |
|  | Take into account that non-traditional forms of learning and teaching require different tasks and pose different intellectual and emotional challenges, such as monitoring postings, responding to improper online behavior, coordinating online communication, etc. |  |  |  |
| **Workload** | | | | |
|  | Workloads are not always a matter of hours alone; instead, workloads can involve emotional stress, work with students who have particular needs, email communication, solving technological problems, or other aspects of teaching that cannot be measured in quantitative terms and hours worked |  |  |  |
|  | Communicate about existing schedules of TAs and work with the TA to accommodate any specific needs that the TA has |  |  |  |
|  | Given that TAs have other duties related to research and seminar work, IRs should – whenever possible – [1] not assign more than 20 hours in any week, and [2] clearly communicate and coordinate exceptions. |  |  |  |
|  | The basis for calculating the workload should contain the following aspects of the weekly workload:   * class presence * discussion sections * class preparations * meetings with the IR * office hours * communication, e-mail * grading * other duties, as agreed upon by both IR and TA |  |  |  |
| **At the end of the semester** | | | | |
|  | IR and TA(s) meet and discuss and record final course grades |  |  |  |
|  | The University requires every faculty member who supervises a graduate assistant to submit an evaluation of the assistant at the end of each semester (Grad. Students Rights & responsibilities, 2.5.2.1). This evaluation should be filed by the end of the semester. |  |  |  |

**Acknowledgment**

It is expected that the instructor of the course will at the middle of the semester confirm in writing with the TA that the commitments agreed to are being fulfilled (to be sent to the Director of the Graduate Program).

I hereby acknowledge that I have read and am aware of the general expectations for instructors and teaching assistants of large lecture courses.

Date: Click or tap to enter a date.

Signature Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature TA(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_