I. PhD Teaching Assistants

1) Eligibility

- PhD students who have completed their first year of course work are eligible to serve as TAs; in rare cases, a student may serve as TA in the second semester of his or her first year.

2) Process for Selection

- On or around April 15, the GDR Chair sends an email to all GDR students, listing the courses that typically use TAs and inviting students to consider the possibility of serving as TA in another Area or discipline. Interested students are instructed to confer with their advisers and then to contact the faculty conveners of the relevant Areas, explaining their interest, prior TA experience, and any other relevant background or experience they might have.

- At the end-of-year Area meeting, Area faculty members discuss Area student needs for teaching assistantship experience within the Area or discipline and make assignments. This process is typically, but not necessarily, relevant to a student’s first and perhaps also second TA assignment. Priority is given to second and third year students who have not yet served as TAs within the Area or discipline.

- If students outside the Area or discipline have contacted the convener expressing interest in serving as a TA for one or more of the Area’s courses, and if those students are deemed fit for the task, these requests are also taken into consideration by the Area.

3) Expectations of faculty mentors

- Course design: TAs should be oriented with regard to what the design of the course is and to why it has been designed that way (how did the faculty mentor choose texts or topics, design assignments, make decisions about use of class time for lecture versus discussion, etc? what other options might have been considered?). In some cases, TAs might collaborate with faculty mentors in course design.

- Classroom experience: TAs should be given experiences that will help them develop a range of skills, e.g., assisting with Moodle or A/V, scanning and photocopying, leading small-group discussions, assessing assignments, presenting material or leading a learning activity, presenting entire lectures, holding office hours--all as
appropriate to their prior experience. Ideally, a student’s TA experiences should present the student with progressively broader and more challenging tasks.

- **Ongoing reflection:** TAs should be given chances routinely to reflect with their faculty mentor (and, where relevant, other TAs in the course) on dynamics and events in the classroom, as well as on their own performances in leading discussions, assessing, presenting, etc.

- **Cumulative reflection:** There should be some kind of cumulative and collaborative assessment at the end of the course, not simply of the TA’s own performance, but also of how the course itself went, what worked, what didn’t, how things might be done differently, etc.

4) *Expectations of Teaching Assistants*

- **TAs** are required to attend Orientation and Workshop sessions offered by the GDR. They are required to familiarize themselves with the following policies of the institution: Academic Integrity, Human Rights, FERPA, and Learning Disability policy.

- **TAs** are expected to meet with their teaching mentors regularly.

- Because the TA experience is oriented toward apprenticeship in course instruction, TAs may be expected to perform only the range of tasks that support the course for which they are assisting--e.g., scanning or photocopying, assisting with Moodle or A/V, leading small group discussions, assessing assignments, presenting material or leading a learning activity, presenting entire lectures, holding office hours, and undertaking any preparation required to carry out those tasks. TA roles will vary from course to course.

- **TAs** may be expected to spend *up to ten* hours per week on TA duties throughout the duration of the semester, i.e., until grades are due at the Registrar’s office; in no case should a TA spend *more than ten* hours in a given week.

- Ordinarily, every GDR student is expected to serve as TA at least once, preferably twice.

5) *Stipend*

- TAs will receive a stipend of $2,000 per course.