

**DEPARTMENT OF HISPANIC STUDIES
UNIVERSITY OF KENTUCKY
FACULTY AND TEACHING STAFF (TAs and PTIs)
RESPONSIBILITIES IN A COHERENT LANGUAGE CURRICULUM
Approved April 28, 2021**

FACULTY AND STAFF CONTACTS FOR TAs AND PTIs

- Department Manager (DM): Brent Sebastian, 1153 POT, brent.sebastian@uky.edu
- Director of Elementary Language Instruction (DELI): Irene Chico-Wyatt, 1121 POT, irene.chico@uky.edu
- Academic Coordinator of Elementary Language Instruction: Ruth Brown, 1137 POT, ruth.brown@uky.edu
- Director of Graduate Studies (DGS): Dierdra Reber, 1135 POT, dierdra.reber@uky.edu
- Interim Chair: Moisés Castillo, 1163 POT, moises.castillo@uky.edu
- Elementary Language Instruction Committee: DELI, Academic Coordinator, one other faculty member, and a graduate representative.
- Course Leaders: vary by semester
- Faculty observers for all TA and PTI classes assigned by the DELI every semester
- International Student & Scholar Services (ISSS): John Honeycutt, Student Immigration Specialist for Arts & Sciences, john.honeycutt@uky.edu

CONTRACTS AND RESPONSIBILITIES

Graduate School Contract Dates

8/15/20-5/15/21 (or the two weeks after the last day of classes for the semester in which you hold a TA position, as per the UKY Academic Calendar). The Hispanic Studies Department Manager (DM) oversees getting TAs and PTIs into the system and manages payroll.

Outside Employment

TAs are expected to make their UK assistantships their first employment priority, to be familiar with and meet all expectations outlined in this document on TA responsibilities, and to understand that their UK teaching experience is a fundamental part of their professional training.

International students are bound by the terms of their visas and work authorizations from seeking other employment while holding a UK assistantship. Any questions about the rules and regulations governing the employment of international students should be directed to International Student & Scholar Services (ISSS).

Students who are US citizens or permanent residents are not barred from seeking other employment while holding UK assistantships. However, the Department of Hispanic Studies strongly advises against the adoption of any outside employment that could delay or jeopardize the student's assistantship and/or academic work toward the degree. The Department of

Hispanic Studies, the Graduate School, and the College of Arts & Sciences share the expectation that students remain in good standing in both teaching and academic work, and will not tolerate a student's failure to make expected progress toward the degree or to meet standards for the assistantship if outside employment is compromising the student's performance in either area. A student whose academic progress is deemed unsatisfactory for two consecutive semesters risks the Graduate School's refusal to renew the student's assistantship.

Supervisor and Primary Instructor

- The Chair, DGS, and Graduate Studies Committee supervise all teaching assistantships.
- The Chair oversees all teaching departmentally and the DGS oversees issues involving TAs and students' own coursework and degree requirements.
- If you are the Primary Instructor for any coordinated course (101-203, 210, 211, and 310), the faculty coordinator of that course will provide you with a syllabus.
- In the case of other courses at the 300-level that might, you will be assigned a faculty supervisor who will support you in creating a syllabus for your course.
- Students working as graders or recitation leaders will work with a Primary Instructor (a faculty member) who is responsible for syllabus design and day-to-day supervision related to the specific course tasks.
- A boilerplate syllabus for both face-to-face and Distance Learning classes can be accessed at HS Internal SharePoint under TA Documents>Syllabus Boiler Plate.

Workload

TAs and RAs are first and foremost full-time graduate students. You will be assigned responsibilities requiring no more than 50 percent of your time/not more than an average of 20 hours per week, with an understanding that you might work less or more than this average some weeks due to grading, etc. TA responsibilities, at minimum, include class preparation, classroom teaching, grading assignments, email correspondence, Primary Instructor and student meetings, and maintaining at least one weekly office hour per class taught each semester (Please consult the "Policies Relative to Teaching and Research Assistants", Univ. Administrative Regulation [AR] 5.2, link below).

Remember that your obligation to the course as Primary Instructor doesn't end when final grades are submitted. TA contracts go until May 15 of each academic year; therefore it is expected that each TA be on campus and available to their students through the end of their contract period, and attentive to any possible issues with their courses (such as grade appeals, incompletes, etc.) until such matters are resolved.

Availability and Schedule

Please inform the DELI, Academic Coordinator or Primary Instructor of any days/times during the week when you are not available for any TA-related matters because of your own schedule related to graduate seminars, proposals, qualifying exams, etc. (i.e., a day of the week when you are not in lecture, recitation, or office hours, and that you reserve for working only on matters related to your status as a graduate student).

Each semester the Academic Coordinator will request TA input regarding teaching assignments for the following semester. It is important that you express your preferences regarding courses and include any possible scheduling conflicts in your response to this request. While every effort will be made to accommodate scheduling requests, the size of our department makes it impossible to guarantee that preferences can be honored; TAs should therefore include first, second, and third choice preferences in scheduling requests. Failure to turn in teaching requests in a timely manner prevents the DELI and Academic Coordinator from finalizing teaching assignments in time and causes all teaching staff to receive their teaching assignments late. It is important that all teaching assistants turn in their requests on time so that the scheduling committee is able to have class assignments ready in time. When one or more instructors fail to turn in their teaching requests, it causes potential problems with class scheduling that become difficult to solve. Therefore, please turn in your requests promptly to the Academic Coordinator if you want to make sure you get the levels of your preference. Please also note that graduate course conflicts have first priority for resolution.

Students facing any circumstances affecting their ability to perform their duties as a teaching assistant such as meeting deadlines, attending lectures or leading recitation sections should contact the Academic Coordinator or DELI as soon as possible. They may also notify their Course Leader, Primary Instructor, DGS, and Chair as needed, depending on the nature of the problem.

If you plan to be absent because you are attending a conference, you should follow these steps:

1. Find a substitute among the TAs teaching your same level to cover your classes.
2. Complete a **Professional Absence Form and submit it to the Academic Coordinator** at least a week before the absence is to occur. You can find this form on SharePoint under TA Documents> Professional Absences Protocol (<https://luky.sharepoint.com/sites/as/HS/TAs/Forms/AllItems.aspx>).

If you are sick or in an emergency situation, and are unable to teach your classes, please follow the first step above and contact the Academic Coordinator as soon as possible. For more information on proceedings regarding absences, please consult [Hispanic Studies Protocol for Class Cancellation](#) in SharePoint under TA Documents.

The Academic Coordinator will communicate with TAs throughout the semester on the process for finalizing and entering midterm and final grades, including expectations for in-person availability for grading. TAs should not assume that remote participation for grading is possible without discussion with the faculty. Any concerns or issues about this should be discussed with the DELI or Academic Coordinator.

GRADUATE TEACHING ORIENTATION (TAS)

All incoming TAs must complete the following in-person requirements and orientations:

- **UK University-wide new student orientation**, typically scheduled on three days over the course of a week, two weeks before classes start.
- **New International Graduate Student Orientation** (international students only), typically held on a single day one week before classes start.
- **Hispanic Studies New TA Orientation.** All TAs are required to attend Hispanic studies orientation sessions, which are held two weeks prior to the beginning of classes during each fall semester. Sessions are combined with UK-Wide Orientation so that there is not a conflict between both orientations.
- **Graduate School English language screening** (international students only), typically conducted two weeks before classes start (Prof. Chico-Wyatt or another volunteer faculty member will represent the Department of Hispanic Studies on these exams).

All TAs (incoming and returning) must attend the following orientation and meetings:

- **Department of Hispanic Studies General Orientation**, typically held on a single day two weeks before classes start in the Fall and Spring semesters;
- **Any other course-specific meetings** scheduled prior to the start of classes.

TA RESPONSIBILITIES

The role of TAs will vary in terms of pedagogy and producing course content. If you have any concerns about your position, especially as you develop expertise about what is and is not working during classes or recitations, be sure to contact your Course Leader or Primary Instructor, the DELI, the Academic Coordinator, the DGS or Chair ASAP.

In the Department of Hispanic Studies, TAs and PTIs are viewed as an integral part of the instructional staff. They are, in most cases, the instructor of record in charge of the entire course. This carries a great deal of responsibility, but it also is a unique opportunity for professional development. In your CV, you can list your teaching experience as professional experience, not just as work experience.

Ronald Leow synthesizes the role of Teaching Assistants from a philosophical and pedagogical perspective, specifying the advantages for them and their functions in the following areas:

I. TEACHER EDUCATION

- As developing teachers, TAS should be aware of:
 - the different theories of language learning and teaching;
 - the different methodologies in use that would help them to enhance their work;
 - the integration of all components of foreign language pedagogy;
 - syllabus design and preparation of materials;
 - the principles of testing and evaluation;
 - classroom management strategies.

- With this awareness, the Teaching Staff should be capable of:
 - shaping their activities in the classroom to go along with this awareness;
 - preparing tasks that directly solicit what they are attempting to practice;
 - devising techniques or situations to enhance interaction in the classroom;
 - effectively managing a classroom;
 - creating effective testing materials;
 - making informed decisions on textbook selection (only when teaching courses above the lower-level language requirement classes; typically beyond 310);
 - designing a syllabus that is compatible with the goals of the program if teaching a course that does not have a prepared syllabus provided by a faculty course leader (typically, 300-level civilization or literature/culture survey courses).

II. TEACHER DEVELOPMENT IN THE CLASSROOM

- The teaching staff is provided with a unique opportunity to develop personally and professionally.
- The teaching staff is provided with curriculum responsibilities.

III. CONTRIBUTION TO CURRICULUM DEVELOPMENT

- In essence, TAs are “*the heart of the language curriculum*” because they:
 - monitor what takes place in the classroom;
 - provide crucial feedback on what actually takes place in the classroom;
 - contribute to the curricular process and development of the language program;
 - guarantee the cohesiveness and articulation of the language curriculum.
- Moreover, James Lee summarizes the responsibilities of the Teaching Staff as follows:
 - develop your own lesson plan in accordance with the course syllabus;
 - develop supplemental materials as necessary;
 - have your student’s best interests and education in mind;
 - contribute, in a timely fashion, to the preparation and writing of departmental exams and make-ups;
 - hand in work on time as not to inconvenience fellow TAs, your course leader, the Academic Coordinator, or the DELI with late work;
 - be present at all meetings;
 - administer, grade, and return homework, compositions, and exams in a timely manner, with thoughtful feedback;
 - follow the departmental grading criteria and enter mid-term and final grades by the published deadlines;

- provide, in a timely manner, information about students' progress to the different academic departments or offices that might require it;
- stay informed.

COURSE LEADERS

The Course Leader serves as resource personnel for the TAs, the Academic Coordinator, and the Director of Elementary Language Instruction. The Course Leaders are the social and collegial equals of other TAs. They are students making progress toward their degrees, taking exams, writing papers, teaching classes, etc. However, they have an administrative position that sets them above other TAs. In our Department, the Course Leaders are responsible for a very specific task: coordinating the preparation of exams and oral interview questions. They meet with all the instructors of a specific level and divide the work of creating exams among all the instructors teaching at that level. Then, the Course Leader edits the exam(s), presents and discusses the final version with all the instructors, and finally takes them to the Academic Coordinator for revision and approval.

As explained before, Course Leaders act as the liaisons between the TAs/PTIs, the Academic Coordinator and the Director of Elementary Language Instruction. They communicate, in first instance, any course-related issues or problems that may arise, and are responsible for getting all materials (drafts of quizzes, exams, make-ups, etc.) from the instructors to the Academic Coordinator by the convened deadline. If TAs/PTIs turn in material that is not adequate or is not in the appropriate format, the Course Leader will return that material to the TA originally assigned the task, so that she/he can work on the assignment again. The Course Leader will then follow up with that instructor, making sure that the material is resubmitted on time.

The following chart synthesizes the responsibilities of both, instructors and Course Leader, in relation to exam preparation:

COURSE LEADERS RESPONSIBILITIES	TAS AND PTIs RESPONSIBILITIES
<ol style="list-style-type: none"> 1. Edit drafts of all exams, the grading criteria, and answer keys for the current exam. Give the final draft to the Academic Coordinator for approval. 	<ol style="list-style-type: none"> 1. Address all concerns about current exams in a timely manner so that both Course Leader and Coordinator can have exams ready by, at least, one week before those exams are to be administered in the classes.

<p>2. <u>Make-up exams.</u> The course leader will make sure that each exam has its corresponding make-up. If available, the make-up exam could be an exam given during a previous semester. All requests for a make-up exam should be submitted to the course leader at least two days before that make-up is to be administered.</p>	<p>2. Make sure that <u>all requests for a make-up exam should be submitted to the course leader and/or the Academic Coordinator at least two days before</u> the date that make-up is to be administered.</p>
<p>3. <u>Edit exams</u></p> <ul style="list-style-type: none"> • The course leaders will collect and edit all exams that TAs and PTIs submit every semester. • If any Instructor is late or needs to re-do the exams, the course leader will keep track of them and make sure everything is turned in on time. • All exams should be edited before submitting them to the Coordinator. 	<p>3. <u>Preparation of exams</u></p> <ul style="list-style-type: none"> • TAs and PTIs should prepare exams, make-up exams and their corresponding grading criteria, and answer keys for all exams. • Give the final drafts to the course leader in a timely manner. S/he will need an electronic attachment and a hard copy. • If any TA /PTI is late or needs to re-do the exams, the course leader will keep track of them and make sure everything is turned in on time.
<p>4. Prepare course meetings</p>	<p>4. Attend course meetings.</p>

TEACHING ASSIGNMENT PROTOCOL FOR TEACHING ASSISTANTS (Rueda 2008, Paz 2014)

Teaching opportunities are available and guaranteed for all graduate students throughout the fall and spring semesters. However, we cannot guarantee that there will be positions for all who wish to teach in the summer. Since the department of Hispanic Studies has a fixed amount of TA lines, teaching positions will be assigned based on departmental needs in accordance with the criteria listed below and final enrollment numbers for each course.

Each semester the Academic Coordinator will request TA input regarding teaching assignments for the following semester. It is important that you express your preferences regarding courses and include any possible scheduling conflicts in your response to this request. However, please understand that because of the size of our department, sometimes it is impossible to assign first preferences to everyone; therefore, please include a second and third options in your request. Failure to turn in teaching requests in a timely manner, prevents the DELI and Academic Coordinator from finalizing teaching assignments in time and causes all teaching staff to receive their teaching assignments late. **If you do not turn in your teaching request in time or at all, you won't be able to petition a schedule change.**

Assignments will be made according to the following criteria:

- **Fall and Spring Semester Courses**

Positions will be assigned by a committee consisting of the Chair of the Department, the Director of Elementary Language Instruction, and the Academic Coordinator and based on the following criteria:

- A. Academic performance (based on GPA, academic awards, and academic recognitions);
- B. Teaching performance and effectiveness (based on students' evaluations and class observations);
- C. Seniority (number of years in the department);
- D. When assigning courses beyond the basic language requirements (203 and above), preference is given to ABDs, provided they have a good teaching performance.

- **Summer Courses**

Teaching assignments for summer are limited, competitive, and **not guaranteed** as a condition of your employment. Summer teaching positions will be assigned based on teaching performance (as reflected in TCE quantitative scores and qualitative comments, and faculty class observation evaluations), merit, and final course enrollments. Priority for these assignments will be decided by a faculty committee consisting of the Directors of Elementary Language Instruction and Graduate Studies, and the Academic Coordinator and based on the following criteria:

- A. TCE numeric evaluations for quality of teaching (average of evaluations from the last three semesters. Summer sessions should not be included) **60%**
- B. Taking qualifying exams in August (**please note that you may only receive priority based on this criterion one (1) time for each exam**, Masters and PhD) **40%**

Please note that all teaching assignments depend on final enrollment numbers for each semester. Thus, the department reserves the right to change assignments and cancel classes as needed.

CLASSROOM MANAGEMENT

I. TARGET LANGUAGE USAGE

As discussed in the TA orientation packet and workshops, our Elementary Language sequence courses should be taught using a communicative approach to language learning. A key component of this practice is the presence of comprehensible input in the target language. For this reason, TAs are expected to conduct the majority (with a goal of at least 90%) of each class meeting in Spanish. TAs are strongly encouraged to create opportunities for students to practice hearing and producing the Spanish language in class in meaningful ways and at a level appropriate to their level of study. TAs should also avoid spending too much of the class time talking about grammar and other topics in English. That said, at the 100 and 200 level it is recommended that TAs conduct any discussions of policies or assignment expectations in English. It is also reasonable

to give activity instructions (in class and on exams) in English throughout 101 and through the first half of the semester in 102 and 103.

TAs who need support in reaching this goal of target language usage are encouraged to speak with their peers, Course Leader, the Academic Coordinator, or the DELI for ideas and suggestions.

II. SYLLABUS DESIGN AND TEXTBOOK SELECTION

Courses in the Elementary Language sequence are coordinated by the DELI (101, 102, 201) and Academic Coordinator (103, 202, 203), who are responsible for designing and managing the syllabi and supplementary materials such as composition prompts, grading rubrics, and oral interview questions. While TAs do have control over how they present information and manage individual class sessions, they are expected to follow the syllabus that is provided to them, observe the same course calendar that is being covered by other sections of their course, and to apply departmental policies as outlined in the syllabus. Given that the department runs between 35-45 sections of these courses each semester, it is important to maintain consistency and to standardize expectations for students at these levels. This standardization also helps to protect TAs; in the case of student complaints or grade disputes the Academic Coordinator is better able to support and advocate for TAs who have followed departmental policies.

TAs are provided with regular opportunities to provide feedback and input on the syllabi and materials at the Elementary level. When the books for these courses are under review, the DELI will request TA participation in the review and selection process. Both the DELI and Academic Coordinator seek informal feedback from TAs when they are revising syllabi for the coming semester and hold workshops to hear about TA experiences with the courses and brainstorm solutions. TAs can also communicate their concerns regarding class design directly to the DELI or Academic Coordinator or to their HIGSA representative on the Elementary Language Instruction committee, who will bring the issues up with the DELI and ELI Committee for review and discussion.

Courses above the Elementary Language sequence are coordinated by other faculty members. For courses such as 210, 211, 310, 302, 332, 323, and 423, faculty coordinators are responsible for designing and managing the syllabus and choosing textbooks for the courses they coordinate. If TAs are assigned other advanced courses, such as 300-level literature and culture courses, they will be paired with a faculty mentor who will guide them in selecting the text and creating the syllabus for their course. If TAs have concerns regarding class design in any of these courses, they should speak first with the faculty supervisor and then, if needed, the DGS or Chair.

III. CANVAS AND OTHER INSTRUCTIONAL TECHNOLOGIES

UK utilizes Canvas as its primary Learning Management System (LMS). As soon as a TA is assigned to a course section they will receive a corresponding course shell in Canvas. Since we no longer provide students with paper copies of the syllabus, TAs are expected to post the course syllabus, their contact information, and office hours on Canvas no later than the first day of class. A basic orientation to Canvas is provided during the TA orientation, but TAs can receive further training from the Center for Teaching and Learning or from the Academic Coordinator as needed.

Depending on the course, TAs may be required to use other instructional technologies, such as online textbook platforms and Zoom. Training and support for these platforms will also be provided by the department or via other campus resources.

IV. SUGGESTIONS FOR TEACHING UNDERGRADUATE STUDENTS

Undergraduate students often need support and guidance, especially first-year students. Often the smallest classes a first-year student takes will be taught by a graduate student. Retention from first-year to second-year enrollment at UK is one of the University's and College's HIGHEST PRIORITIES. We hope to enlist the aid of grad student TAs in reaching out to all undergraduate students to improve their experience at UK.

These are some suggestions for TAs to consider when teaching first-year students:

1. Take attendance; find some way to make your attendance policy relevant.
2. Use the Early Alert System as soon as a student begins to have trouble, i.e. after missing 2-3 classes, after doing poorly in more than one assignment, after missing an important assignment or more than one smaller assignments. (<http://www.uky.edu/UGE/alert>)
3. As well as using the Early Alert System, contact students yourself by phone or email if they are having trouble in class. Speak to them after class or send them an email.
4. Remind students to meet at least once per semester with their academic advisor, who can be one of the most useful resources available to students.
5. Remember that some students have to travel across campus for next class. Please end classes on time, and try to accommodate students who are a few minutes late (especially if they explain their particular circumstances).
6. Make an effort to be a resource to undergraduates, not only for class purposes but for other advice on how to succeed in college. Share stories of your own struggles as an undergraduate, and how you overcame difficulties along the way. Discuss how and why you decided to go to graduate school. Spend some time telling them about your life as a grad student (both the positive and the negative).
7. At the same time, respect boundaries. You are an instructor, in a position of authority, and you should not try to become pals with your students.
8. Explain how you would study for this class; how you would approach an assignment. Show examples of your step-by-step process to complete an assignment or project.
9. Encourage your students to visit your office hours for additional help.
10. Contact your chair or course supervisor if you have any questions or concerns about a student's behavior (e.g. academic dishonesty, but also behavioral problems, emotional problems, etc.)
11. Do not try to solve a student's non-academic problem yourself; instead, try to provide the student with information about resources: counseling services, VIP Center, Disability

Resource Center, etc. Again, you can always refer a student to contact their academic advisor, who has contact information for all these resources readily available.

12. Use Canvas to provide timely reminders about assignments, events, deadlines.
13. Try an app such as “Remind” to enable sharing messages, assignments, reminders via text messaging, without sharing your personal phone number. (<https://www.remind.com> or <http://www.bloomberg.com/bw/articles/2014-08-28/the-teaching-tool-topping-the-app-store>)
14. Encourage students to attend co-curricular activities at UK: public lectures, events, concerts, performances, to enhance their college experience.
15. Encourage students to attend career-exploration and career-preparation events such as those offered by the Stuckert Career Center, to help them start thinking about a variety of career opportunities.
16. Encourage students to check out the wide variety of Education Abroad Programs UK offers, which may include opportunities for financial support.
17. Consider taking 5 minutes of your class time to check in with students to see how they are doing. Perhaps ask them to get into pairs or small groups, introduce themselves to one another if they haven’t already had the opportunity, and together come up with 2-3 things that they would count as highlights of their first weeks on campus, and 2-3 things that are not going so well from their perspective.
18. Encourage students to share advice with one another (in their groups) on the not-so-good aspects of life as a brand new college student, as well as the things that have gone well for one another so far. You could go around the groups as they are doing this activity and see what they are saying, maybe chiming in with pairs/groups to make a note on a piece of paper of the “good” and “bad” experiences/aspects of life as a first-year student that they discussed and hand that in (without their names) so you can review them later and reflect on any trends, and perhaps consider offering general advice to the class on any issues that seem to be cropping up for a lot of students. Also, if you do note any particular issue that seems to be bothering or derailing the students, please do bring this to the attention of your supervising faculty.

V. RESPONDING TO STUDENT CONCERNS

If TAs encounter situations with individual students that cause them concern or disruption in the classroom, they are encouraged to contact the Academic Coordinator or faculty course supervisor for guidance and to also **submit an [Academic and/or Behavioral Alert](#)** to the student’s advisor via the class roster on myUK, depending on the type of problem encountered. Common reasons to send alerts include excessive absences, failure to submit assignments, poor performance on assignments or exams, or behavioral issues. If students express an intent to harm themselves or others, TAs should immediately contact the Community of Concern ([contact information here](#)) and follow their instructions regarding mandatory reporting to authorities.

Students who have concerns related to their instructor or grading are encouraged to contact the instructor first, but they may also contact the Academic Coordinator directly. Information on how to do so is included in every ELI syllabus and on the homepage of ELI Canvas course templates. The Academic Coordinator will communicate with both the student and instructor to get both sides of the story before making suggestions to help resolve the problem. Students may also go directly to the Office of the Ombud to request help in resolving problems. If this happens, the Academic Coordinator will support the TA through the process of responding to the student's concerns.

Note that in the case of student concerns and disputed grades, communications between the TA and student, including messages and student Alerts, are often requested as supporting documents to make a determination on the case. For this reason it is important for TAs to communicate their expectations with students using UK messaging such as email or Canvas, and to send Academic or Behavioral Alerts on any student that causes concern or is falling behind in class.

V. RESPONDING TO STUDENTS WITH ACCOMMODATIONS

Students who have a documented disability that requires academic accommodations should provide their instructor with a letter outlining these accommodations from either the Disability Resource Center (DRC), the UK VIP Center, or another campus authority. These letters will outline the accommodation requirements for the student. The TA does not need to ask the student why the accommodation has been given, but they do need to make every effort to meet the accommodation as outlined in the letter. It is important to remember, and to remind students, that accommodations will take effect after this letter is provided and are not retroactive.

If a TA has any questions or concerns about meeting an accommodation, they should speak with the Academic Coordinator, who can provide guidance on how to meet accommodations related to testing, classroom participation, and other topics. The DRC is also a good resource that can help determine if an accommodation is being properly met and the Academic Coordinator may suggest that TAs contact the DRC directly for guidance.

Besides letters of accommodation, students may present their instructors a letter requesting **Flexibility with Attendance or a Modified Attendance Form**. Because we want all students in our classes to receive the same treatment, if a student presents their TA a Modified Attendance Form, the instructor of record should contact the DELI, who will complete the document and return it to the instructor with further information and instructions.

CLASS OBSERVATIONS, TEACHING EVALUATION AND MENTORING

TAs receive assistance and feedback/support to improve their classroom performance/techniques and, by doing so, to improve the learning experience for undergraduates in a variety of ways.

Regular training on a variety of topics are offered throughout the semester from the UK Center for Teaching and Learning. The department also offers occasional workshops that are tailored to our discipline and classrooms environments. The DELI and Academic Coordinator encourage open communication and hold extended office hours in order to be available for TA consultation, mentoring, and problem solving help throughout the semester.

I. CLASSROOM OBSERVATIONS

TAs receive one classroom observation by a faculty member once per semester. These observations form a part of the TAs teaching record and are used, in conjunction with TCE scores, by the faculty to evaluate TAs during their second-year review and are taken into consideration when making teaching assignments above the Elementary levels (210/211 and above). Because of the size of Hispanic Studies graduate teaching staff and the need to observe all TAs every semester, class observations are shared by all faculty members. The schedule of class observations is organized by the DELI and then distributed to the rest of the faculty members after careful coordination of everyone's schedule of classes. After the observation, faculty complete both a graduate-school mandated reporting form and discipline specific departmental form (a sample of which can be found in the orientation packet). TAs should always be given a copy of their observation reports by their faculty observer. However, copies are also maintained by the Academic Coordinator and Department Manager. TAs may request copies of previous reports at any time. These faculty evaluations of graduate teaching are also used selectively to form part of dossiers for such competitions as the A&S Outstanding TA Award, as well as for the teaching portfolio in the professional job search.

Along with the distribution of observations, the DELI also sends each faculty member the deadline for their completion as well as the following recommendations and instructions on how to conduct these observations:

- Visits to the class should be unannounced. However, you can confirm with the instructor that you are the person responsible for observing his/her class and verify that the classroom you have in your list is the correct one.
- Faculty observers should stay for the entire duration of the class. Observers should arrive on time and not leave the classroom before the class period is over.
- After observing the class, faculty will request that the instructor send them a copy of their lesson plan or the PowerPoint/Slides used in class that day.
 - Please, attach the lesson plan to the evaluation forms and send everything to DELI.
- After the observation, please set aside some minutes of your time to discuss with instructors your impressions/suggestions. Try to have this meeting as close as possible to the date of the observation.
- When you fill in the observation form for Graduate School, under TA Type, please make sure to:
 1. Check the box indicating Type 2 (Instructor directly supervised by course/lab coordinator).

2. When filling out the observation form, faculty are asked to include detailed comments about TA performance in the last two boxes of the form.
 3. Finally, make sure that instructors and yourself sign all the evaluation forms, and give a copy of the evaluation to the instructor.
- If the faculty observes a class that goes terribly wrong, they have two options:
 - a. Conduct an additional observation to make sure the instructor is following the advice you gave him/her at the time of the first visit.
 - b. Notify the DELI for further follow-ups.
 - Faculty are asked to not leave their observations for the last week of classes. The recommendation is that all observations are completed between weeks 3 and 13 of the semester. After this date instructors will be conducting reviews and oral interviews, so faculty won't be able to get a real sense of the class' dynamics and what the TAs are doing right in their daily meetings with students. If class observations are left for the last weeks of the semester, the DELI and Academic Coordinator won't be able to conduct follow up meetings.

If a TA is not comfortable with their observation or has concerns about the process, they have multiple options. First, they can respond with written comments that will be included in their record with the faculty observation. Second, they can discuss the observations with either the DELI, Academic Coordinator, or Chair and request that they be re-observed. Usually this second observation is done by the DELI or Academic Coordinator, but this can be altered based on student concerns. Third, TAs can communicate their concerns to their HIGSA representatives or the graduate student representative on the ELI Committee, who can then help mediate and facilitate communication for the TA. In some cases, the DELI or Chair may request that additional in class observations of TAs be conducted. This decision will be communicated to the TA ahead of the observation.

II. END OF SEMESTER EVALUATION

Apart from the mandatory class observations, Graduate School requires that all TA supervisors submit an end-of-semester evaluation that rates TA performance in their classes. These are the general areas being evaluated:

1. Apparent content knowledge
2. Management of the course preparations
3. Ability to grade student work accurately and in a timely manner
4. Performance during office hours and review sessions
5. Availability to students
6. Ability to communicate student concerns to course coordinator/ instructor(s)
7. Preparation and timely submission of teaching materials and end-of-semester reports to coordinator
8. Active participation in the life of the Department, such as attendance to workshops and other departmental events

9. Overall TA Performance

In order to fill in this required form, each TA will need to meet with the DELI once classes are over.

III. STUDENT EVALUATIONS

Each semester, students in our classes are asked to complete a Teacher Course Evaluation (TCE) using an online system during the last two weeks of the course session. More information about these evaluations and links to access past reports can be found at: <https://www.uky.edu/eval/> TAs who are assigned as a Primary Instructor for a course will receive a report during the following semester. The DELI is also sent a report of all TA TCEs. Note that classes with low enrollment or low TCE participation numbers may not receive a report.

TCE scores form a part of the TA teaching record and are used, along with classroom observation reports, by the faculty to evaluate TAs during their second-year review and are taken into consideration when making teaching assignments above the Elementary levels (210/211 and above). They are also used to assign summer classes. Once a student advances to the professional job search, TCE numerical summary charts and, occasionally, summarized or full qualitative comment sections form an important part of the teaching portfolio.

TAs may also use these reports when applying to fellowships, for teaching awards, and in their job search.

Once reports from a previous semester have been received, the DELI will request that TAs submit a reflection on their teaching from that semester. It is important that TAs complete this report and submit it to the DELI by the requested deadline.

SHARED OFFICE SPACES AND RESOURCES

I. OFFICES

TAs share offices that are assigned to them by the Department Manager. Once you are assigned to an office, it is required that you post your office hours outside your office door at the beginning of the semester. Should also announce your office hours on Canvas and on your online bio page. Please make sure that you are available during those times.

Please remember that you will be sharing your office with other fellow TAs. When more than one TA is present in the same office, try not to engage with students or other instructors in loud conversations. Remember that some of your colleagues might be trying to grade, study or tend to their own students.

Instructors also share departmental computers. Be courteous. If you see that the computer is being used, make sure that your colleague has finished before you begin to work. Many TAs have lost important information due to the careless behavior of their colleagues.

At the end of the semester and if you are not coming back, you must return the office keys to the DM (Brent Sebastian) and teaching materials to the Coordinator. Be sure to pay the DM for any copy bills you have accrued as well.

II. MAIN OFFICE

Every semester, our mailboxes are moved to allow space for new teaching staff. Because of this, you should make sure that the materials you grab are in fact in the mailbox under your name. In the past we had incidents when exams or other important materials have been lost. If you happen to get any documents that do not belong to you, please return them to the appropriate mailbox, or give it to the DM.

The departmental resources are for the benefit of all. In the copy room, there are some office supplies. Don't take them without the consent of the DM. Please ask. If you take any shared materials from the main office, be sure to return them on time.

III. PAPER COPIES AND COPY ROOM ETIQUETTE

TAs are encouraged to work digitally whenever possible, as paper and copy supplies are often limited by budget constraints. The Department Manager will give you your own personal code for the departmental copy machine, along with an allotted number of copies for each academic year. The copies/printed materials provided through this code are meant to be used for instructional purposes and are not intended for personal use.

To save paper and make the most of your allotted copies, TAs are encouraged to (1) scan materials needed for graduate courses and research into PDF rather than printing and (2) provide digital copies of activities for their students via Canvas or email. In their classes, TAs can also project activities for students onto the classroom screen and ask them to use their own paper to submit their work.

When exams in the Elementary Language sequence are to be given in paper format, the Academic Coordinator will make copies of the exams for all sections and leave these for TAs in their mailboxes.

When printing documents, do not print multiple copies. Print the original and use the copy machine for more copies.

If you access the copy room after hours, be sure to lock the door and return the key to your TAs office before leaving the department.

After making or cutting copies, pick up your mess. Please recycle!!!

IV. SEMINAR ROOMS AND SHARED OFFICES

The Seminar Rooms are used as additional classroom space by our department but can also be reserved by other departments. TAs and PTIs can use these rooms to schedule oral interviews and make-up exams. If you need to use these rooms, please contact the DM and reserve them at least two days in advance to avoid conflict with any other events that might be taking place there. When you are finished, make sure that you lock the door and return the key to the main office.

At times the department may have other office space available to be assigned as a shared office or additional meeting space. When available, these rooms can also be used by TAs and PTIs to conduct oral interviews and make-up exams. If you need to use these rooms, please contact the DM and reserve them.

DEPARTMENTAL AND UNIVERSITY POLICIES

The following university policies apply to both TAs as students and to the undergraduate students that they teach.

I. STUDENT PRIVACY AND FERPA

The University, College of A&S, Graduate School, and Department of Hispanic Studies take student privacy and the protection of education records very seriously. It is your responsibility as a TA to ensure that you understand and comply with all aspects of the Family Educational Rights and Privacy Act (FERPA). You must review FERPA regulations (<http://www.uky.edu/registrar/FERPA-privacy>). Some general guidelines:

- If you have any questions about complying with FERPA (including the use of shared TA offices in relation to student assignments) please consult the Primary Instructor, the Chair or DGS before responding or providing information about students' in-class work, assignments, attendance, etc.
- Do not provide any information on students to anyone who contacts you including whether a student is enrolled in a class (see limited exceptions below). **This absolutely includes any family members, friends, or other faculty.** Parents are the most likely people to request this kind of information but being parents of a student and paying tuition does NOT give them access under FERPA. Send these inquiries to the Chair or DGS who will advise.
- If you are a TA or a Primary Instructor always forward requests for information on student grades or overall performance to the Primary Instructor.
- Avoid discussing grades or student work in detail via email (including with UKY staff in Athletics or other departments where students have signed a disclosure waiver).

- Do not leave students' assignments (graded or not) outside of your office, or post students' grades using first or last names or Student ID#s as an identifying marker.

Limited Exceptions (You should consult with the Chair, DELI, Academic Coordinator, or DGS before sharing any information):

- If you receive a request for information about students' performance in class (for example from someone in Athletics who is monitoring student academic status, or other similar university staff) be sure to clarify that the student has signed the necessary waiver of disclosure (such as a Release of Academic Information) before you share any specific information.
- If students sign a disclosure waiver with one unit on campus you can only share information with them, not any other University units or individuals, until you obtain proof of specific signed waivers.
- In order to share information with parents of the student they must provide you with a signed waiver of disclosure (such as a Release of Academic Information) from the student. Being parents and paying tuition does NOT give them access under FERPA.

You must also ensure that students have privacy during office hours. However, do not close your office door. Instead, make sure that no one is hovering outside your doorway and/or leave the door at least halfway open.

II. TITLE IX—STUDENT PROTECTION AGAINST SEX DISCRIMINATION

As a TA you are a mandated reporter; just as faculty are mandated reporters for the students in their classes. If a student reports sexual harassment, discrimination, or assault, TAs, PTIs, and faculty are required to report it to the university's Title IX office (located in the basement of the Main Building, <https://www.uky.edu/eo/title-ix>). You can make a report via an online form or contact the Director of the Title IX office (Martha Alexander, (859) 257-8927 | martha.alexander@uky.edu).

Relevant University Regulations

- Discrimination and Harassment AR 6.1 - <https://www.uky.edu/regs/ar6-1>
- Sexual Assault - <https://www.uky.edu/regs/ar6-2>

III. ANTI-DISCRIMINATION

Regardless of whether you are a faculty member, Teaching Assistant, Primary Instructor, or assistant to one, it is your responsibility to set the tone for respectful and civil discussion in ways that encourage and teach students to express their diverse opinions without judgments or offending others. The range of challenges in doing so is vast and beyond the scope of this document. If you have any concerns about how students are treating one another and/or treating you in the classroom or office hours, and you are unsure how to address the situation, please

contact the Course Leader or Primary Instructor, DELI, Chair, or DGS (avoid including student-specific details in email correspondence). You should also familiarize yourself with anti-discrimination laws relevant to education, including University and Departmental Diversity statements, and Title IX of the Education Amendments of 1972 (see above).

IV. ACADEMIC INTEGRITY

All University instructors are required to follow university policy regarding academic offenses. Should you encounter an academic offense or suspected offense, be sure to talk with the Course Leader or Primary Instructor, DELI, DGS, or Chair immediately prior to grading the assignment, prior to contacting the student, and prior to posting a grade. The Department Chair is responsible for determining whether or not there is sufficient evidence to pursue the case, which would include contacting the student and proceeding according to University Senate policy from there.

The following language regarding academic integrity is included in all syllabi produced for the Elementary Language sequence. If you are teaching a course at another level, be sure to familiarize yourself with the policies outlined in the syllabus for that course:

“All work submitted must reflect the individual work of each student. Any submission that appears to have been written or revised by someone else, to have been written with the help of an on-line translation website or application (for passages longer than two words), or to contain plagiarized information will receive a zero. For the first offense you will be given the opportunity to complete the assignment in a proctored environment and resubmit it with a penalty of a 20% point reduction in the grade. If the offense is repeated, you will receive a zero on the assignment and be referred to the Department Chair for disciplinary action.

Also be aware that copying material from a source without citing or acknowledging that source is considered plagiarism and it is an offense that could lead to the student’s expulsion from the university. Any student who plagiarizes will be reported to the Chair of the department so that the issue can be dealt with according to University Senate Rules. *(For the policy on plagiarism and cheating see the university's website: <http://www.uky.edu/StudentAffairs/Code/part2.html>)*”

UKY Office of Academic Ombud Services provides a PDF titled “Plagiarism: What is it?” <https://www.uky.edu/ombud/plagiarism-what-it> It can be useful to make this link available on syllabi, assignment handouts, and Canvas. See also <https://www.uky.edu/ombud/plagiarism-and-cheating>

V. ACADEMIC OMBUD SERVICES

The [Academic Ombud Services](#) is responsible for resolving academic related problems and conflicts for which established procedures have not yielded a satisfactory solution or for which no established procedure exists. Their services are available to TAs in their role as graduate students and to the undergraduate students in our classes.

- Academic Rights of Students <https://www.uky.edu/ombud/academic-rights-students>
- Code of Faculty Responsibilities <https://www.uky.edu/ombud/faculty-responsibilities>
- Code of Student Responsibilities <https://www.uky.edu/ombud/student-responsibilities>

GRADUATE TEACHING RESOURCES AND DEVELOPMENT

I. Key Policies on Teaching and Research Assistantships

Note: University policies are dynamic and subject to change and so you should consult with the DELI, Academic Coordinator, DGS, or Chair to ensure that you are operating with correct and up-to-date information.

- UKY Graduate School Policies on Assistantships on <http://gradschool.uky.edu/assistantships>
- UKY Policies Relative to Teaching and Research Assistants, Univ. Administrative Regulation 5.2: <http://www.uky.edu/regs/files/ar/ar5-2.pdf>

II. Resources for Teaching Assistants

Note: this is a non-comprehensive list.

- The Graduate School provides an excellent list of internal and external websites related to teaching, including some of those listed below: <http://gradschool.uky.edu/teaching-assistant-resources> Also ask the DELI, Academic Coordinator, DGS, Chair, or HIGSA leadership for a recent copy of campus resources for students facing various challenges.
- UKY Hispanic Studies Department Statement on Diversity, Equity, and Inclusion <https://hs.as.uky.edu/hispanicstudies-chairs-message>
- UKY Academic Calendars <http://www.uky.edu/registrar/content/academic-calendar>
- UKY Center for the Enhancement of learning and Teaching (CELT) <http://www.uky.edu/celt/> (be sure to join the listserv for workshop and other resource/event announcements)
- UKY Learning Management Systems <http://www.uky.edu/canvas/>
- UKY Academic Communication Tool (ACT) Alert Management System (formerly Early Alert System) <http://www.uky.edu/studentacademicsupport/ACT-alert>
- UKY Office of Institutional Equity and Equal Opportunity (OIEEO) <http://www.uky.edu/EVPFA/EEO/index.html>
- UKY OIEEO Explanation of Relevant Terms and Laws: http://www.uky.edu/EVPFA/EEO/terms_laws.html
- UKY Disability Resource Center (DRC): <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>
- UKY Office of Institutional Diversity: <http://www.uky.edu/diversity/>
- UKY Martin Luther King Center: <http://www.uky.edu/mlkc/>

- UKY Office of LGBTQ Resources: <http://www.uky.edu/lgbtq/>
- UKY Violence Intervention and Prevention Center (VIP): <http://www.uky.edu/StudentAffairs/VIPCenter/>
- UKY Center for English as a Second Language (ESL): <https://esl.as.uky.edu/>
- UKY Counseling Services: <http://www.uky.edu/StudentAffairs/Counseling/>
- UKY Office of Academic Ombud Services: <http://www.uky.edu/Ombud/>
- UKY on FERPA and Student Privacy: <http://www.uky.edu/registrar/FERPA-privacy>
- Title IX and (Sex) Discrimination (See also the UKY OIEEO Website) http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
- US DOE on FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- The Study (UKY's hub at Transformative Learning for help with writing, studying for and taking exams, taking notes in class, etc. They have lots of great resources, including 1-page handouts, for students and faculty. They will also come give presentations to your class.) <https://www.uky.edu/thestudy/>
- UKY Student and Academic Support <http://www.uky.edu/studentacademicsupport/>
- UKY A&S Advising <http://www.as.uky.edu/advising>