

## Department of Sociology Instructor-GTA Memorandum of Understanding

Instructor: \_\_\_\_\_  
GTA(s): \_\_\_\_\_  
Semester, Year, Course (FS16 SOC 100): \_\_\_\_\_  
Classroom: \_\_\_\_\_

### Instructor

MSU e-mail address: \_\_\_\_\_@msu.edu  
expected response time: \_\_\_\_\_  
cell phone number: \_\_\_\_\_  
(for emergencies or urgent matters only)  
okay times/days to call: \_\_\_\_\_  
okay times/days to text: \_\_\_\_\_

### GTA

MSU e-mail address: \_\_\_\_\_@msu.edu  
expected response time: \_\_\_\_\_  
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## 1. Scheduling of Regular Administrative Meetings

Briefly describe where and how often the Instructor and GTA will meet (unless otherwise arranged) to review the course schedule, plan upcoming activities, discuss and resolve any logistical or managerial challenges, etc.

## 2. Access to Course D2L Site

Before the semester starts, Instructor will add GTA to the "Classlist" in the role of \_\_\_\_\_, giving the GTA the appropriate level of access and editing rights for performing their work duties. (The role with the least access and editing rights is "Member," and the role with the most access and editing rights is "Course Editor.")

## 3. GTA Hours Tracking

Briefly describe how the GTA will keep track of their hours/week and how the Instructor will review and verify this on a regular basis.

## 4. Expectations for Email Correspondence

The Instructor, GTA, and enrolled students are required to conduct all course-related e-mail correspondence with their official MSU accounts.

The GTA should respond to e-mails from the Instructor within \_\_\_\_\_ hours between Monday and Friday and within \_\_\_\_\_ hours on Saturday and Sunday.

The GTA should respond to e-mails from the enrolled students within \_\_\_\_\_ hours between Monday and Friday and within \_\_\_\_\_ hours on Saturday and Sunday.

The GTA (should/should not) \_\_\_\_\_ CC the Instructor on all such responses.

If the GTA is unclear about anything, they should check with the Instructor or direct the student to contact the Instructor directly.

## 5. Expectations for GTA Office Hours

The GTA should hold on-campus office hours for \_\_\_\_\_ hours every week in their space in \_\_\_\_\_ Berkeley Hall. These weekly office hours will be held on the following days and at the following times:

Briefly describe how the GTA may use this time when not working directly with students (e.g., grading small assignments, polishing class notes, preparing for invited lectures, proctoring make-up exams, responding to students' e-mails).

## 6. Access to Required and Recommended Course Materials

List all required and recommended course materials (e.g., titles, authors, and editions of books; editions of software; etc.). Describe how the GTA will have free access to all such materials prior to the beginning of the semester (e.g., borrowed from the Department's Textbook Library, extra desk copies provided or loaned by the Instructor, etc.).

## 7. Expectations for GTA Class Attendance and Engagement

Is the GTA expected to attend every class meeting? \_\_\_\_\_

If not, which class meetings is attendance not required? \_\_\_\_\_

When expected to attend class, how early before class should the GTA be in the room? \_\_\_\_\_ minutes

Briefly describe the Instructor's expectations for what the GTA will do during *typical* class meetings. (Possible responsibilities might include: get all technology in the room ready for the Instructor ready to use; take lecture notes; take attendance; monitor engagement and/or disruptive behavior; help answer student questions about the lecture, course schedule, upcoming assignments, etc. at the end of and/or after class; etc.)

## 8. Invited Lectures by the GTA

Will the GTA be expected to deliver any invited lectures this semester? \_\_\_\_\_

If yes, how many? \_\_\_\_\_

If yes, briefly describe how and when the Instructor and GTA will decide upon the topics, lengths, and dates of the invited lectures.

## 9. GTA Responsibilities for Preparing, Administering, and Grading Course Exams

Briefly describe the role(s) that the GTA will perform in *preparing* the major course exams and how soon prior to the exam that each role should be performed. (Possible responsibilities might include: from scratch or guided by materials provided by the Instructor, generate initial drafts of a certain number of multiple choice, T/F, short answer, and/or brief essay questions for each unit/chapter covered on the exam; create the answer key that will be used when grading; holding review sessions for students; etc.)

Briefly describe the role(s) that the GTA will perform in *administering* the major course exams in the classroom. (Possible responsibilities might include: distribute the exams and/or scantron forms; space students apart from each other; answer students' questions; monitor potential cheating behavior; collect exams and/or scantron forms in separate piles; deliver all scantron forms to the Scoring Office in 114 Computer Center; etc.)

Prior to the first major course exam, the Instructor and GTA should discuss how to identify potential cheating behavior, how to communicate with each other about it in the classroom, who will confront the student, etc.

Prior to the first major course exam, the Instructor and GTA should identify which students have VISAs (e.g., allowing them more time, a quiet space, etc.) and how (i.e., when and where) these VISA students will complete the exam. (Unless extraordinary circumstances, RCPD expects that instructors/departments will find accommodations for VISA students. Please contact the Sociology Chair for help finding a location to proctor each exam.)

Briefly describe the role(s) that the GTA will perform in *grading* the major course exams. (Possible responsibilities might include: grading all short answer and/or brief essay questions with an answer key or a scoring rubric; etc.)

Prior to the first time the GTA will grade essay questions in the class, the Instructor is urged to have the GTA grade a few "practice" essays to calibrate expectations, get used to the rubric, etc.

## 10. Grading Other Assignments

Briefly describe the role(s) that the GTA will perform in grading any other course assignments (e.g., quizzes, short papers, group projects, presentations, discussion board postings). Where possible, encourage the GTA to use an available scoring rubric or create one. Establish a time deadline for each assignment before which the GTA should have grading completed and reported to the Instructor.

## 11. Maintaining the Course Gradebook

Briefly describe the role(s) that the GTA will perform in maintaining the course gradebook (either in Excel, on D2L, etc.). (Possible responsibilities might include: entering in all assignment grades; checking for errors or inconsistencies; identifying poorly performing students for additional help; etc.)

## **GTA Contract Dates**

For each fall semester, GTAs are under contract from August 16 to December 31. For each spring semester, GTAs are under contract from January 1 to May 15.

Except for university holidays (i.e., Labor Day, Thanksgiving, MLK, Jr. Day, spring break) and weather-related delays and/or closings and unless arranged with the Instructor, GTAs are expected to maintain residency within a proximity to East Lansing to be able to perform work duties on campus up to five days a week.

This is especially important for finals week, including grading of exams and determination of final grades.

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*I affirm that I have completed the Department of Sociology Instructor-GTA Memorandum of Understanding with my assigned Instructor/GTA(s), and I accept the agreed upon terms.*

\_\_\_\_\_  
Instructor                      Date

\_\_\_\_\_  
GTA                                      Date

\_\_\_\_\_  
GTA                                      Date

\_\_\_\_\_  
GTA                                      Date