

**FACULTY INVENTORY  
SAS GRAUDATE DIVISION**

This inventory faculty/instructors should be used for course preparation and delivery.

**Faculty/Instructor Expectations and Responsibilities**

<b>Faculty/Instructor Responsibilities to TAs</b>	<b>Notes/Details</b>
Discuss course goals and objectives with TAs	
Review syllabus and collaborate with TAs on assignments, grading, policies and expectations.	
Discuss TA online and computer access, time zones, living conditions and other issues that affect instruction.	
Provide clear guidelines for assessment; offer models for grading, preferably by sharing some of those duties.	
Review expectations for attendance at lectures, leading labs or recitation sections.	
Discuss modes of communication with students, working together to find best online platforms.	
Create clear guidelines for TA and faculty office hours. Set well-defined standards and boundaries for accessibility.	
Schedule regular meeting times with TA/s	
If you have more than one TA, be sure to create equitable distribution of responsibilities.	
<b>Faculty/Instructor Responsibilities to Students</b>	
Create Canvas site. Remember that your Canvas site <i>is</i> your syllabus when teaching remotely. Therefore, rather than conceiving the syllabus as a discrete document, construct your Canvas site with greater specificity about each task/reading/assignment.	
Outline learning objectives and course goals. Be specific about the modes of instruction (synchronous/asynchronous), discussion boards, group work, and indicate adaptation of teaching and expectations in changing conditions.	
Provide specific details about how students in the course should contact or expect to hear from the instructor and TA through e-mail, online or in-person meetings. Establish regular office hours and detail online platforms to be used. Set clear boundaries for availability of both instructor and TA	

List required /recommended books, articles, and other resources.	
Provide clear information about exams and assignments. Detail the nature and modes of assessment (e.g. exams, papers, final project, individual or group projects, participation). Include varied assignments and options. Create a blend of “low-stakes” assignments along with other exams or papers.	
Be explicit about grading policies as well as policies on late work or extensions.	
Specify standards for lecture or section attendance and participation.	
Delineate clear standards for etiquette in remote teaching, (e.g. turning video on/off, muting microphone, using raise hand function, standards for discussion boards).	
On syllabus: Include statement on accommodations for students with disabilities.	
On syllabus: Penn Wellness Resources <a href="https://www.wellnessatpenn.com/">https://www.wellnessatpenn.com/</a>	
On syllabus: Code of Academic Integrity <a href="https://catalog.upenn.edu/pennbook/code-of-academic-integrity/">https://catalog.upenn.edu/pennbook/code-of-academic-integrity/</a>	
Poll students enrolled in the course about WiFi and computer access, living conditions and other concerns about remote learning.	