**Appendix A: Lab Instructor and Faculty Debrief on the Course Laboratory Curriculum and Instruction**

Only one form is required per course instructed by the LI. An LI teaching a lab that links to multiple sections of one course meets once with all the faculty involved with that course. If multiple LIs teach lab sections for one course, the LI will meet individually with the faculty member(s) teaching that course. If faculty and LIs who teach courses with multiple faculty and multiple LIs agree, then one group meeting may be advantageous.

**Course Name and Number:**

**Laboratory Instructor:**

**Faculty:**

**Semester and Year:**

**Criteria for Evaluation**: Taking into account both the LI BCQs and the instructional expectations for LIs and faculty (Appendices A and B below and contained in revised LI Handbook), please discuss and document your responses to the following questions.

1. What worked well in terms of the laboratory curriculum and instruction?
2. What challenges did you experience with regard to the laboratory curriculum and instruction?
3. What revisions did you make based on student feedback and self-reflection? (If this is the second year or beyond, please include the response from the previous year so as to mark progress in responding to feedback.)
4. What are some ideas or goals for future iterations of this lab (taking into account student feedback and the ongoing effort to be an inclusive educator)?
5. Anything else you would like to discuss and document?

Signatures:

 Laboratory Instructor Faculty Member(s)

**General Expectations for Laboratory Instructors**

**Instructional**

1. Laboratory instructors and science faculty members design a lab curriculum that is based on learning goals they discuss, agree to, and articulate for students.
2. Laboratory instructors work both independently and collaboratively with science faculty members to design i*nclusive* exercises for the laboratory that foster *all* students’ understanding of scientific concepts, methodology, and principles.
3. Faculty and laboratory instructors collaborate on efforts to make inclusive excellence a hallmark of their courses and labs. Faculty and lab instructors are strongly encouraged to avail themselves of inclusive classroom trainings and resources from the Baldwin Center for Learning and Teaching and/or their field specific professional organization.
4. Laboratory instructors work both independently and collaboratively with science faculty members to construct labs that are current with the fields of study in which lab courses are grounded.
5. Laboratory instructors develop (in consultation with faculty) lab-related curricular materials and coordinate (with faculty) semester-long syllabi and schedules of laboratory exercises.
6. Laboratory instructors facilitate student scheduling, registration, and maintenance of waitlists for all lab sections of the courses (sometimes in coordination with faculty).
7. Laboratory instructors (in consultation with faculty) develop and deliver suitable pre-instruction for each lab period they teach.
8. Laboratory instructors actively oversee students’ work in the laboratory and/or field to answer questions, assist students, evaluate student performance, and maintain student safety.
9. Laboratory instructors engage students in the process of scientific communication (e.g. lab notebook, reports, posters, presentations, etc.) and foster both scientific and quantitative reasoning and literacy.
10. Laboratory instructors grade student lab assignments and return the graded assignments to students in a timely fashion (as agreed upon by faculty).
11. Laboratory instructors communicate with faculty members about student performance in lab, as warranted, and send comment cards to students when appropriate.
12. Laboratory instructors hold scheduled office hours and/or open lab time and schedule student meetings on an as-needed basis.
13. Laboratory instructors compile student final lab grades. In some cases, this is a grade summary provided by the lab instructor responsible for the course who complies all grades and forwards them to the faculty member teaching the associated lecture course at the end of each semester. In other cases, lab instructors communicate grades directly to faculty throughout the semester. Still others meet with faculty at the end of the semester to review grades. This process is unique to each course taught.
14. Laboratory instructors write student recommendations if given sufficient notice.
15. Laboratory instructors, as is the case with faculty, are to maintain the confidentiality of student records.

**Operational**

1. Laboratory instructors acquire and prepare equipment, including chemicals, solutions, instrumentation, etc., as needed for each lab exercise.
2. Laboratory instructors coordinate and provide logistical support for fieldwork, including equipment and vehicles.
3. For laboratories that employ laboratory and/or learning assistants, laboratory instructors hire, train, and supervise the assistants in their lab section.
4. Laboratory instructors keep laboratory spaces in good order, supplies stocked, and support department use of equipment.
5. Laboratory instructors and faculty maintain current training as required by federal and state agencies.
6. Laboratory instructors and faculty manage all laboratory wastes generated in their labs and oversee student management of the waste.

**Departmental/Program**

1. Laboratory instructors participate in department/program meetings and are involved in department/program activities as appropriate.
2. Laboratory instructors—in collaboration with faculty partners, department chairs/program directors, and fellow lab instructors—will develop a plan for coverage of labs in case of short-term absences (less than 3 days). (Absences of 3 or more days should be communicated to Human Resources.)
3. Laboratory instructors participate in searches for laboratory instructors and faculty and assist with onboarding of new lab instructors.

**General Expectations for Faculty Working with Laboratory Instructors**

**(from the Laboratory Instructor Handbook 2022)**

**Instructional**

1. Faculty work with laboratory instructors to design a lab curriculum that is based on learning goals they discuss, agree to, and articulate for students.
2. Faculty assist laboratory instructors to design *inclusive* exercises for the laboratory that foster *all* students’ understanding of scientific concepts, methodology, and principles.
3. Faculty and laboratory instructors collaborate on efforts to make inclusive excellence a hallmark of their courses and labs. Faculty and lab instructors are strongly encouraged to avail themselves of inclusive classroom trainings and resources from the Baldwin Center for Learning and Teaching and/or their field specific professional organization.
4. Faculty assist laboratory instructors to construct labs that are current with the fields of study in which lab courses are grounded.
5. Faculty communicate with laboratory instructors about student performance in class and lab, as warranted, and send comment cards to students when appropriate.
6. Faculty visit and participate in lab sessions as appropriate.
7. Faculty provide regular check-ins with laboratory instructor(s) throughout the semester, providing constructive and respectful feedback and being open to such feedback in return.

**Departmental/Program**

1. Faculty—in collaboration with lab instructors—will develop a plan for coverage of labs in case of short-term absences (less than 3 days). (Absences of 3 or more days should be communicated to Human Resources.)
2. Faculty share concerns with department chair/program director, Human Resources, or Academic Affairs as appropriate.
3. Faculty give due diligence to the semester debrief with laboratory instructors, consulting BCQs and providing timely and thorough feedback.