

Date: January 6, 2012

To: FAS Faculty and Graduate School Students

From: Deans Tom Pollard and Mary Miller

Re: Expectations for Faculty and Teaching Fellows for Spring 2012

We write to remind faculty members and graduate students of their obligations when they collaborate to teach in Yale College, especially in lecture and laboratory courses. These collaborations provide superb pedagogical apprenticeships and experience for graduate students as they prepare for careers as teacher-scholars. The handbook, *Becoming Teachers*, describes the responsibilities consistent with the level of various teaching appointments. We also urge you to consult the *Handbook for Instructors in Yale College*. This informative document is posted at <http://www.yale.edu/graduateschool/teaching/index.html> will answer questions as they come up. The following principles should guide the relationship between faculty and teaching fellows.

Faculty responsibilities: The faculty member is responsible for preparing course syllabi, lectures, homework assignments, problem sets and examinations as well as maintaining websites, reserving and printing course materials and obtaining audiovisual equipment. As the instructors of record, faculty members keep an ongoing record of grades and report grades at the end of term to the Faculty of Arts and Sciences Registrar. If a faculty member is unable to attend class, the class should be rescheduled or a faculty colleague may substitute, but teaching fellows must not be asked to give lectures. Faculty must administer their own examinations rather than turning them over to teaching assistants. The exception to these guidelines is the Associates in Teaching program. Associates in Teaching participate in all aspects of the course and may independently teach some classes or give lectures, but teaching fellows must not be asked to give lectures in the absence of the faculty member.

Exams must be offered at stated, published times; if an instructor chooses to make an exam available at an earlier time (and this must be offered to all students), they must also offer a completely separate exam at the stated time. **No final exams may be administered until the beginning of the examination period—just to underscore the point, reading period is for the preparation of final work.**

In lecture courses with 30 or more students the faculty members are expected to lead one discussion section unless the course has four or more teaching fellows or the instructor is teaching a new lecture course or when discussion sections are in addition to a full, 150-minute weekly lecture schedule. In short, under most circumstances, the faculty member will meet a section. Faculty members should grade all exams of graduate students that lead directly to the final grade in a course. Teaching fellows may evaluate homework submitted by graduate students as long as grades are assigned by a faculty member.

Teaching Fellow responsibilities: Obligations of teaching fellows vary widely with the nature of the course, but will include a subset of the following: lead discussion and review sections, supervise laboratories and grade homework, lab reports and examinations. Materials for these

activities should be provided by or prepared in conjunction with the faculty. Graduate students may not teach a lecture course independently or supervise teaching fellows. To prepare for these duties teaching fellows are advised to read "Becoming Teachers" and to attend seminars and workshops at the Graduate Teaching Center directed by Bill Rando (william.rando@yale.edu or <http://www.yale.edu/graduateschool/teaching/>).

Shared responsibilities: Teaching fellows may help to prepare some class materials and give a lecture, if this is done with the faculty member as a learning experience with an evaluation. Teaching Fellows are expected to return graded materials to students in a timely fashion, as determined in collaboration with the faculty member.

Mentoring: At least once early in the semester faculty members are expected to visit a section led by each Teaching Fellow and to offer helpful suggestions. Faculty members are expected to meet their Teaching Fellows at a regular time each week to coordinate class activities and help Teaching Fellows learn to teach undergraduate courses, prepare for sections and grade exams.

Part Time Acting Instructors: Departments appointing graduate students as Part Time Acting Instructors (PTAIs) are expected to supervise instruction actively through regularly scheduled meetings with PTAI instructors in courses where sections have a common curriculum and through consultation before and during the semester in seminars taught independently.

Meeting teaching expectations: Graduate students in their "teaching years" are expected to teach unless teaching is officially deferred or waived through their Associate Dean. Teaching year students will continue as Teaching Fellows even if enrollment in the course drops below 30, unless the student, faculty member and DGS agree to a change, or one of the following occurs: If a discussion section has fewer than 6 students, one section may be closed or if there is only one section, every effort will be made to identify another teaching opportunity or teaching will be waived. If a quantitative grader's course has less than 9 students, other teaching will be found.

Scheduling of sections: Courses other than laboratories, language courses and those with heavy problem-set grading must register at least 30 students to be provided with Teaching Fellows to lead discussions or to serve as graders. Faculty must choose times and places for discussion or laboratory sections for submission by a departmental administrator to the Faculty of Arts and Sciences Registrar's Office using the Teaching Fellow System Section Management tool. Scheduling of discussion sections should be balanced sensibly across the week and day. To avoid excessive conflicts with broad student interests in community service, music, theater, varsity and intramural athletics, masters' teas, and visiting lectures, please do not concentrate sections in the very late afternoon and evening. Most sections should meet in mid-morning and early afternoon and at times when fewer classes meet, such as Friday mornings. The Registrar's Office will assign classrooms for discussion sections unless otherwise indicated by the department. Questions concerning classroom allocations may be sent to classrooms@yale.edu.

Return of work: Graded written work, including final work, must be made available to students. Final papers should, ideally, be returned at the exam, if one is held. In courses without an exam, faculty should have a plan to provide comments on final papers, if not the papers themselves, after they submit the grade. Returned work, however, must not be left in an unattended area; even in a department office the work available for return should be placed in alphabetical order

to be collected from an assistant, who secures the work otherwise. The [Classes V2](#) site has tools to handle this all electronically.

Plagiarism: Finally, please remember that any evidence of cheating or plagiarism must be brought, *without exception*, to the attention of the Yale College Dean's Office or to the student's residential college dean. As the *Handbook for Instructors in Yale College* notes, "For the sake of consistency, impartiality, fairness, and due process in treating cases of academic dishonesty, it is essential that all such cases be referred to the Executive Committee rather than being settled privately between instructor and student."