

Associates in Teaching Program

The Graduate School of Arts and Sciences is announcing a pilot “Associates in Teaching” (AT) program designed to expand the range of teaching experiences and responsibilities for advanced Ph.D. students at Yale. Through this program, an advanced Ph.D. student may work with a cooperating faculty member to conceptualize or redesign, plan, and deliver an undergraduate course. We hope this new program will provide a dynamic cooperative teaching experience for a graduate student and faculty member together, with the faculty member offering direct feedback on curriculum, discussion leading, lecturing, demonstrating or whatever teaching practices are appropriate for that course. Up to six courses will be selected to be taught in the 2009-2010 academic year, two in the humanities, two in the sciences, and two in the social sciences, with an expansion to nine courses, three in each division, anticipated for 2010-2011. The pilot program will undergo a full review, including interviews with participating faculty, graduate students, and undergraduates, in the Spring of 2010.

Proposals for courses to be offered through this program during the 2009-2010 academic year must be submitted to the Graduate School by Monday, March 2, 2009, to provide ample time for the requisite collaborative course planning and design. A committee of faculty and Graduate School deans will review proposals, select those that will be funded, and notify applicants during the first week in April. Thereafter, this committee will administer the program and assess its quality and educational value.

ATs will receive a stipend equivalent to the PTAI stipend for that semester. At the conclusion of the course, the notation “Associate in Teaching” and the title of the course will be recorded on the student’s transcript.

ELIGIBILITY

Student:

Although we expect most applicants to have completed a year of teaching at the time of application, applications from students with one semester of teaching will be accepted, as long as one year of teaching will have been completed before the start of the course. Students must demonstrate successful teaching and be in good academic standing. Finally, there must be evidence that serving as an AT will provide a meaningful experience that is specific to the student's development as a teacher.

Faculty:

Ladder faculty members are eligible to teach courses with an AT. Faculty must provide evidence of success in teaching and working with teaching fellows.

Course:

A course with an AT must provide the graduate student with a full range of course design and classroom teaching experience. ATs may participate in teaching new or existing courses, and in each case the application should provide evidence that the proposed course will have a healthy enrollment. Courses in which either the faculty member or the AT is unavailable for continuous guidance or mentoring will not be considered. Undergraduate courses of all types and formats are eligible for the AT program.

EXPECTATIONS and RESPONSIBILITIES

Expectations for Students:

ATs should play a significant role in planning and course design and not simply participate in the delivery of a course that has been fully designed prior to their involvement. In the case of teaching existing courses that are being redesigned, ATs might participate in course re-conceptualization; review and inclusion of new texts; structure and overall content of lectures; design of new labs, written assignments, and exams; creation of new in-class activities; and the development of instructional technology.

ATs should play a significant role in the delivery of the course. In the case of a lecture course, this might mean preparing and delivering up to 20% of the lectures for the semester. In the case of a seminar course, ATs would take responsibility for a similar percentage of discussions. Wherever possible, faculty members and their ATs should co-lead discussions or share in the delivery of lectures.

ATs should be present at all class meetings in order to observe and reflect on the faculty member's teaching and participate in the discussions with the faculty member about teaching that are the cornerstone of this program.

In lecture courses that use teaching fellows, the AT should not supervise TFs or in any way replace the supervisory responsibilities of the faculty member.

ATs will participate in scheduled meetings of the AT program and submit a reflective statement to the program at the end of the course.

Expectations for Faculty:

Faculty members will fully involve the AT in designing or redesigning the proposed course. This process should begin no later than the beginning of the semester immediately preceding the teaching of the course and include: reflection on the learning objectives of the course; decisions about texts and topics; development of lectures, in-

class discussion and activities; development of written assignments, problem sets and labs; and development of tests, quizzes, and papers.

Faculty members should develop a way for ATs to be fully involved in the delivery of the class. This may mean allowing the AT to prepare (with guidance) and deliver some percentage of lectures, or lead a meaningful number of class discussions. When possible and appropriate, faculty members and ATs may want to lead class together. In any case, the faculty member should always be present and remain attentive to the AT's teaching. Feedback and reflection between the faculty member and the AT should occur weekly.

Faculty members should involve the AT in logistical aspects of the course, such as making sure the course is listed in the catalog and online, acquiring a room and ordering books. However, the faculty member is ultimately responsible for these elements of the course.

Faculty members will participate in scheduled meetings of the AT program and submit a reflective statement to the program at the end of the course.

HOW TO APPLY

In the pilot phase of the AT program for 2009-2010, departments may nominate one application each. Applications should be prepared jointly by the faculty and graduate student and submitted to their DGS. Departments may develop their own protocol for choosing among multiple applications. The selected application, submitted to the Graduate School by the DGS, must include the following.

1. Information about the Faculty Member:
 - Name
 - Department and title
 - Years at Yale University
 - Recent courses taught
 - A brief statement explaining the reason for wanting to work with an AT
 - A brief statement describing a history of effective mentoring of Teaching Fellows

2. Information about the Student:
 - Name
 - Department and current year of study
 - Teaching experience
 - A brief statement explaining the reason for wanting to serve as an AT
 - Evidence of effective teaching, including evaluations and one letter of support

- 3 Information about the Course:
 - Title, course number and semester of the proposed course
 - A brief description of the proposed course (If the proposed course is an existing course, provide a preliminary description of how the course will be redesigned. If the proposed course is new, provide a brief description, including overall course rationale, scope, goals and audience.)
 - A rationale for why the course is particularly suited to be taught with an AT, with attention to the specific course design and delivery elements in which the AT will be involved

4. A jointly developed statement of how the proposed experience as an AT will enhance the student's development as a teacher and scholar

The deadline for proposals for the 2009-2010 academic year is Monday, March 2, 2009. DGSs should submit one complete proposal via email to Bill Rando, Assistant Dean and Director, Graduate Teaching Center at william.rando@yale.edu. Use subject heading "Associates in Teaching". No paper applications will be accepted.