

REPORT OF THE AD HOC COMMITTEE ON TEACHING

IN YALE COLLEGE

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April 25, 1989

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## I. INTRODUCTION

The Ad Hoc Committee on Teaching in Yale College was formed by Sidney Altman, Dean of Yale College, and Jerome J. Pollitt, Dean of the Yale Graduate School, at the beginning of the academic year 1988-89. At the initial meeting of the committee, the Deans charged it to examine the Teaching Fellow Program within the larger context of teaching in Yale College. Among the issues raised by the Deans were the following:

The committee must consider whether or not there are too many TFs, and whether the structure of courses in Yale College and the pattern of faculty teaching assignments should be changed in some way to reduce the number of TFs. The committee must determine how we can adhere (to the extent we have in the past) to one of the central aims of teaching policy in Yale College that we are proud of and proclaim publicly: to involve the ladder faculty, including the tenured faculty, heavily in the teaching of undergraduates.

Aside from these questions of fundamental academic policy, there are many questions that concern the structure of the TF program, e.g., are TFs being compensated appropriately? Are TFs being supervised with adequate care in order that the time devoted to their duties as TFs be neither too much nor too little for the job at hand? Is the current TF 11 gradell structure appropriate or should there be fewer grades  
Should the Teaching Fellow budget continue; to be a central element in our financial aid packages for most graduate students?

The Deans also asked the committee to consider "the impact of becoming a teaching fellow on the career of a graduate student" in terms of professional training and time to degree, as well as financial support. our mandate was broad, and clearly primary consideration was to be given to the educational aspects of the Teaching Fellow Program, although financial considerations were to be included.

The Teaching Fellow Program is a vital component in the life of Yale University. The Teaching Fellow Program has always been conceived as serving several related. functions:

providing apprentice teaching experience for graduate students embarking on careers in the academic world; enhancing the undergraduate curriculum by the addition of talented young teachers, particularly appropriate for creating discussion groups in large lecture courses; assisting the faculty in some of the more time-consuming aspects of teaching; and providing financial support for graduate students. Primary emphasis has been placed on the instructional priorities of the program, with the appointment of graduate students as Teaching Fellows stimulated by curricular needs rather than the financial needs of graduate students or the desire of faculty to have assistance in courses.

The committee believes that increasing the financial resources dedicated to the graduate program should be a high university priority. As will be evident in what follows, the committee believes that the most valuable uses of additional resources would be to provide additional stipend support, to improve Yale's position in the competition for the best graduate students, to ease the financial burden on students who do come to Yale, and to allow more time for dissertation research rather than in gainful employment. The committee believes that most of the concerns with the financial adequacy of the Teaching Fellow Program are more appropriately viewed as concerns with the overall level of financial resources devoted to the support of graduate students. In any event, whatever resources are available, it is essential that they be used in the most effective way to meet the multiple goals of the graduate and undergraduate program. Consequently this report focuses on the ways to improve the effectiveness of use of resources, both financial and human, in the graduate program in general and the graduate teaching program in particular.

One of our major conclusions, which will be elaborated in this report, is that graduate students should teach less in the latter stages of their Progress toward a Ph.D., and receive more fellowship support earlier in the form of increased stipends and later in the form of dissertation fellowships in order to expedite completion of the degree. The overall effect of our proposals should not reduce the combined support that graduate students receive from University Fellowships and the Teaching Fellow Program. This report will present suggestions for increasing available resources for stipends by eliminating some slack in the present teaching system and instituting new procedures. The administration, following whatever faculty approvals are necessary and forthcoming, will have to decide how to implement them so that savings are directed to graduate student support rather than to meeting other needs.

Certain areas of potential saving that would release funds for re-allocation to the graduate programs are beyond

the purview of this committee. For example, reduction in the number of undergraduate courses required for graduation from thirty-six to thirty-two (as at Harvard) would reduce the need for TFs, and the savings could go into graduate student stipends. Eliminating or changing the language requirement would also affect the need for TFs. These are measures that the faculty may wish to consider (or reconsider). The demand for Teaching Fellows could also be reduced by limiting enrollment in courses that require sections, or setting a limit on the number of courses with sections that an undergraduate may take. Such steps raise fundamental questions of educational policy beyond the purview of this committee.

The first task of the committee was to educate itself in regard to the history and present condition of the Teaching Fellow Program. To that end we launched two concurrent investigations, one statistical and one anecdotal. 1 Assembling reliable statistics proved to be no easy task. University record keeping over the years has been irregular and inconsistent.<sup>2</sup> The committee also met informally with faculty and student members of the Course of Study Committee and the Committee on Teaching and Learning, with groups of undergraduate and graduate students, and with faculty experienced in the preparation of graduate students for teaching. As our inquiry proceeded, it became apparent that we needed a broader range of data and opinion from undergraduates, graduate students, and faculty. To that end three separate questionnaires were prepared, distributed, and tabulated. The results of those surveys are incorporated in this report.

In the course of its deliberations, the committee debated many ideas which in the end did not lead to recommendations included in this final report. One such proposal was to distribute all of the funds now used to pay TF salaries in the form of stipends, and requiring all graduate students to teach a certain amount without pay,

- 1 The committee is grateful to John Goldin and Rena Cheskis Gold of the Office of Institutional Research, Judith Hackman of the Yale College Dean's office, and John Meeske of the Yale College Registrar's office for special help in gathering statistical data.
- 2 Although procedures have been greatly improved, we recommend that a standing Faculty of Arts and Sciences Committee be appointed by the Provost to advise the Office of Institutional Research on gathering and maintaining academic statistics.
- 3 It is impossible to thank all who advised the committee, but we would like to note the particular assistance of Professors William Van Alton, John Blum, William Cronon, Robert Herbert, Donald Kagan, Richard Levin, Fred Robinson, Nicolas Shumway and Robert Szczarba.

regardless of whether or not they were on stipend. Another idea was to turn over to the departments in a lump sum all (or almost all) money now expended as stipends and TF salaries combined, allowing them to make the decision as to how the funds would be allocated. And we arrived at a number of specific recommendations which are incorporated in the report and summarized at the end.

## II. HISTORY AND DESCRIPTION OF THE TEACHING FELLOW PROGRAM

The current Teaching Fellow Program, nearly two decades old, has never been thoroughly reviewed although it has grown approximately tenfold and become an important part of the educational fabric of the University. It represents a significant fraction of the undergraduates' classroom experience; it is an integral part of most graduate students' education and financial support; and it provides an essential support for faculty in a research institution with a strong commitment to undergraduate teaching.

Graduate students have assisted in the teaching of Yale undergraduates for many years, although not in great numbers until the 60s. In the very early 70's the use of teaching assistants expanded significantly. Two events marked the beginning of the program as we now know it. In 1971-2 the English Department appointed a committee composed of faculty, undergraduates, and graduate students to look carefully at the teaching assistant program and make recommendations for improvements. This committee's report was reviewed by the College and the Graduate School, and many of its suggestions put into effect as policy. It was at this time that the University codified the system we now use, and established procedures for selection, appointment, and monitoring. One salient recommendation, which has since all but disappeared, was the establishment of departmental Committees on Teaching Fellows, including the Chairman, the Director of Graduate Studies, the Director of Undergraduate Studies, and at least two Teaching Fellows. These committees took responsibility for determining which courses needed Teaching Fellows and what was the appropriate level and nature of work in those courses. These committees were expected to help in the orientation, training, and monitoring of Teaching Fellows, and to resolve problems that developed in the course of the term, particularly with respect to inappropriate demands from individual instructors. The committees were also encouraged to develop ways inside the department by which the level of teaching by graduate students could be improved.

The second important event took place in 1972-73 when the Provost asked the Dean of Yale College to take charge of a contingency fund designed to provide resources for a quick response to the unanticipated changes in enrollment that



occur at the beginning of each term. Each department has an annual budget for Teaching Fellows, but it is difficult to predict in the spring just what the enrollments and therefore the need for Teaching Fellows will be in the subsequent fall and spring terms. It was felt that the Dean, who was responsible for the staffing and quality of Yale College courses, would, in consultation with the Provost's Office and the Graduate School, take the lead in making annual budgetary allocations to departments for the Teaching Fellow Program, and subsequently evaluate and respond to departmental requests for additional resources when the enrollments justified them.

The program as it appeared in 1973-74 is essentially the program our committee is re-evaluating (Appendix A). Many changes have taken place in the Teaching Fellow Program in the last fifteen years, both in the relative emphasis given to the component parts of the program and in its size and structure. The budget for the program has grown from about \$300,000 to over \$3 million. This growth is reflected in the number and kinds of courses using Teaching Fellows, the level of Teaching Fellows used in particular courses, the number of graduate students serving as Teaching Fellows, the amount of teaching done by graduate students (measured either by the TF level per course or the total number of courses taught), and the growth of the Teaching Fellow stipend, which over these years, and particularly in the last decade, has risen more rapidly than virtually any other wage or salary category in the University. In 1973-74 the Teaching Fellow Level I stipend was \$300; for 1989-90 it will be \$1040 (before taxes), an increase of 350%. The average annual increase in the Teaching Fellow stipend over the last decade has been 9%.

A significant change took place in the Teaching Fellow Program in 1979-80 with the implementation of what is known as the Garner Plan. This plan established that graduate students entering with stipend awards would be assured a full four years of support at that level, the first two coming in the form of stipend, the second two in the form of compensation for acting as a Teaching Fellow, ideally the equivalent of four terms at TF Level III. This plan enabled departments to make four-year commitments to entering graduate students that constituted better offers of admission as part of efforts to attract to Yale the best graduate students in all fields. This formalization also shifted the emphasis in the program away somewhat, at least psychologically, from an educational opportunity for graduate students toward its crucial role in providing financial support. The fact that a significant number of graduate students do not have stipend awards, and as a result are entirely dependent on teaching assistantships for support, has undoubtedly contributed to this view of

teaching as a means of earning money rather than as an integral part of the graduate program.

Curricular changes in Yale College have also contributed to increases in the use of graduate students as teachers. In the late 70's a perception at Yale and elsewhere that the level of expository writing had declined sharpened interest in providing both basic and advanced instruction in writing. Funded originally by the Pew Foundation, the College created a standing Committee on Expository Writing which generates and administers a variety of writing programs. One of these, special "Writing Intensive" sections of selected lecture courses across the curriculum, provides additional Teaching Fellow IIIs to enhance the writing opportunities of students in those courses. Also, the English Department revised and expanded its basic writing course, many of which are taught by graduate students appointed as Part-time Acting Instructors. The faculty in 1983-84 approved a requirement that all Yale College students demonstrate competence in a foreign language at the intermediate level. This produced in most of the foreign language departments increases in enrollments which could only partly be met by increases in the number of full-time ladder and non-ladder faculty, and it not only created a significant need for the use of graduate student teachers, but required the use of graduate student teachers at the higher levels of TF IV and Part-time Acting Instructor. Graduate students are now also used at these higher levels by some departments to teach Junior and Senior Major seminars and even to advise Senior essays. Departments like History and American Studies, which have substantial seminar requirements for the major, have had an increase in the number of majors. Because of a concurrent slight reduction in the number of ladder faculty throughout the Arts and Sciences, particularly in the Humanities at the rank of Assistant Professor, these seminars are often taught by TF IVs and PTAIs. Moreover, in the last two decades a number of departments, both in the Humanities and the Social Sciences, have reduced the number of courses expected of full-time ladder faculty, in part in response to the decrease in teaching loads at Universities with which Yale competes for faculty. This has also contributed to an increase in the amount of teaching done by graduate students, particularly in the latter years of their degree programs: years five, six, and even seven.

There have been a number of other changes in the Teaching Fellow Program. Many departments that made very little use of teaching fellows in the early 70's now use them in great numbers. Instructors of lecture courses that once used graduate students as graders at an hourly rate of pay divided their courses into sections and appointed graduate students to lead them. Many departments have examined the level of Teaching Fellow appointed in

particular courses and have successfully petitioned to have appointments made at a higher level to reflect the actual amount of work required.

### III. GENERAL INFORMATION (See Appendix B)

#### A) Undergraduate Teaching

A widespread perception among faculty and undergraduates is that an inordinate number of undergraduate courses are taught in large lecture courses, and that graduate student teaching has come to play too large a role in undergraduate education. The committee has examined the historical record to understand better the changes in the importance of graduate teaching and the possible role of changes in the number of faculty and in the number of undergraduate courses and course registrations in creating pressures for large classes and the increased use of graduate students in instruction.

In the last ten years (1978-9/1987-8) there has been approximately a six percent increase in the number of undergraduate course registrations per ladder faculty member, and a 33% decline in registrations relative to graduate student teaching (measured by TF 1 equivalents) - This could be accounted for by an increase in the number of courses taught with sections and/or an increase in the number of sections per course, some upgrading in the assigned TF levels, and fewer students per section. The increase in registrations per faculty reflects a decrease in the overall size of the faculty of slightly more than five percent and a small increase in the number of course registrations. The relatively small decline in the total number of faculty includes a much more substantial decline in the number of non-tenured faculty, a decrease of more than ten percent, partially offset by an increase in the number of tenured faculty. The Committee has no hard information on differences in the amount of undergraduate teaching done by tenured and non-tenured faculty; one can only speculate that tenured faculty devote a larger portion of their time to graduate teaching and administrative duties. In addition, in some departments non-tenured faculty have been given greater opportunity to teach in the graduate program. These factors suggest that the sum total of undergraduate teaching by ladder faculty has decreased somewhat.

The changes in the number of graduate students and in the amount of graduate student teaching are much more dramatic. Graduate student enrollments, which had declined by over 20% in the previous decade, have risen by almost 45% since 19789, reaching a level today approximately 10% above their peak levels in the 1960's. Despite the decline in the number of

graduate students from the mid 1960's to 1978-9, the number of teaching fellows actually grew during this period, and there was as well an increase in the amount of teaching done by a typical student. The Garner Plan initiated in 1979-80 gave financial recognition to the amount of teaching already being done by a typical graduate student, rather than serving as an inducement for more teaching per student, as has been generally assumed. But the plan may have been one of the reasons that as the graduate population increased, the amount of graduate teaching increased with it. Since 1979-80, the pattern has reversed itself markedly. The amount of teaching done per graduate student has remained relatively constant, while the number of students has grown substantially. Teaching Fellow headcounts are now at over twice their level in the mid-1960s; since 1978-9 teaching done by graduate students has grown by approximately 50% when measured by Teaching Fellow I equivalents. This substantial growth in the number of graduate students teaching reflects the increase in graduate enrollment, as well as such other factors as a slight decline in numbers of junior faculty, the reduction of faculty course loads in some departments, and, most markedly, the introduction of the foreign language requirement in Yale College in 1983-84.

#### **B) The Graduate Program**

The increase in graduate students and TFs; relative stability in course offerings, total ladder faculty, and undergraduates; and the decrease in the number of undergraduate students per TF, all suggest that the growth in graduate student teaching has reflected the necessity of finding teaching jobs for needy graduate students as well as the demand for more TFs to handle increasing undergraduate teaching needs. The apparent exception to this is in the foreign language Humanities where the initiation of a language requirement in 1983-84 increased the demand for TFs and PTAs.

Not surprisingly, there are substantial differences in patterns across Divisions of the Faculty of Arts and Sciences and between Group I (largely languages and literature) and Group II departments within the Division of the Humanities. Perhaps most notable are the differences, both in amount and in changes over time, in the role of graduate student teaching in Group I, where the introduction of the language requirement substantially increased enrollments, and in Group IV (sciences) where graduate student teaching is much less important as a source of support for most students. Graduate students in the sciences tend to know on admission the level of stipend support they will have and for how long, regardless of teaching; teaching requirements are often not linked to that support and completed early.

1) Teaching

a) In the foreign language Humanities where the demand for teachers is heavy and the amount of teaching done per student greater than in the other parts of the graduate program, Teaching Fellows feel more like a work force. They do not have much opportunity to teach literature. A graduate student who has not passed orals can teach as a TF IV; after Orals as a PTAI. In some departments (Spanish, East Asian Languages) , contingency funds are used to hire outside teachers when there are not enough graduate students available.

b) In the other Humanities the optimum time to teach is after course work is completed, and preferably after orals. but because of financial need, students generally teach regularly from the second to the fourth or fifth year, and sometimes subsequently as a PTAI. In certain departments with large popular lecture courses--American Studies, History, English--where departmental teaching needs are urgent, students feel flattered to be asked to teach, but also under pressure to do so. Students indicate that if funding were not an issue, the ideal amount of teaching might be two times as a TF and once as a PTAI.

c) In the Social Sciences students begin to teach in the second year in several departments, but they normally do not teach much until after their second year. The most common . teaching load is two sections as TF III, but a substantial amount of teaching is done at the level of TF II. A PTAI would normally teach a seminar in fourth or fifth year.

d) The Natural Sciences present a completely different set of circumstances from the other divisions in terms of the functions of TFs, funding (more outside funding, a twelve month basis for stipends as opposed to nine months, funding under departmental rather than provostial control) ; orientation towards careers primarily in research rather than teaching and research; faculty need for research assistants rather than teaching assistants; and completion of teaching obligations early. The sciences are like languages in that graduate students tend to teach earlier in their graduate careers--typically one term in each of the first three years in sciences--and are perhaps better prepared to do so than is the case with graduate students in the other Humanities or Social Sciences. Teaching involves lab supervision, study sessions, and some grading in introductory courses. TFs are not necessarily linked to a particular Professor; in some departments such as Mathematics they teach in introductory courses and labs along with junior faculty. Graduate students in the sciences indicate that they are happy to have teaching opportunities, but are more oriented toward research and

tend to be content to get through their teaching requirements and move on to research projects funded through the faculty with whom they work. Subsequent teaching is disruptive of experiments that are underway. Research experience and ability, not teaching, are the most important qualifications in getting a job. Among graduate students in the Natural Sciences there is much less financial dissatisfaction because funding is more readily available than in other Divisions, and students know on admission what their stipend will be for a number of years.

## 2) Time-to-degree [Appendix C]

Since 1973-74, the mean and median time to the Ph.D. in the Graduate School have increased by 1.4 and 1.2 years, respectively. A recent study by the Graduate School of 1987-88 Ph.D.s shows that in the language departments where there has been a much greater increase in both per capita teaching and in the amount of teaching per capita than in other areas, there is a definite, positive correlation between the amount of teaching graduate students do and their time-to-degree. In the other areas of graduate study--non--language Humanities, Social Sciences, and Natural Sciences--there appears to be no definite statistical correlation, positive or negative, between teaching and length of time-to-degree. Therefore, we must avoid simple generalizations about the effect of teaching on the length of time taken to earn the Ph.D. Nevertheless, we know from our interviews and anecdotal information that in the case of specific individuals and departments in all divisions of the Graduate School, teaching is often excessive and is likely to delay the degree.

Other explanations for the increased time to degree might include the following:

- a) A larger body of information and more complex technology to master in every field.
- b) A pattern of extended time in graduate school during the Vietnam War years that may have become a norm.
- c) Greater desire to get the dissertation into book form in order to secure a better first job, especially a ladder job--in essence incorporating a post-doctoral year into graduate study. Hiring expectations are higher now for graduate students who have completed the Ph.D and begin to teach--including expectation of some publications.
- d) A weaker job market, combined with the availability of teaching opportunities at Yale which may have provided a financial option to graduate students that has enabled them to slow down in progress toward the Ph.D. when the job market is slow. With the improved job market in recent years, there should be more incentives for earlier completion.

There is a vicious circle operating whereby needy students are spending more time teaching in order to earn more money to support their progress toward the degree, but at least some are impeded in that progress by the amount of time they must spend teaching. The committee feels that it is desirable to reduce the amount of teaching done by graduate students and to provide financial support where needed in other ways (primarily through fellowships) in order to expedite the progress of needy graduate students toward their degrees. It is not inconceivable that achieving this will exert a general accelerating influence, counteracting whatever other non-financial factors have been operating to decelerate progress toward the Ph.D. if progress toward the degree required less time, it would require less financial support per degree. It seems illogical that graduate students should teach at Yale to earn money if by not doing so they could get done faster and begin teaching at other institutions. The committee believes that it is desirable to utilize the university's resources to accelerate rather than delay a graduate students progress toward a Ph.D.

### 3) Comparison with other institutions

A comparison of the Teaching Fellow Program at Yale with those at other institutions (Appendix D) suggests that the percentage of graduate students teaching and the ratios of TAs to undergraduate are roughly comparable between Yale and other distinguished private research universities. Nomenclature, systems of rank or level, and ratio of TA salaries to stipends vary widely. The data we have from our peer institutions appear to show that based on a comparison of teaching salaries for 20-hour or half-time TA appointments, we are behind Cal Berkeley, Harvard, Princeton, and Stanford, and ahead of Brown and Columbia. In the amount of fellowship stipends that we award proportionate to the size of the entering class, we are behind Stanford, Princeton, and Brown, but ahead of Harvard, Columbia, and Cal Berkeley. [See Appendix D-4 and 5.]

## IV. THE QUALITY OF THE YALE COLLEGE PROGRAM AND THE TEACHING FELLOW PROGRAM

The Teaching Fellow Program obviously plays a central and essential role in the financing of graduate education. It also makes a substantial contribution to the program of instruction in Yale College. While it was statistically straightforward to determine that the role of graduate students in undergraduate education has grown substantially over recent years, it is much more difficult to determine how that increased involvement has affected the nature and quality of the undergraduate program. In the nature of

things, many of the judgments about these matters is subjective, but the committee has attempted, by interviews with students and faculty and by the use of surveys, to improve its understanding of the value and the deficiencies in the existing Teaching Fellow Program.

#### **A) The Undergraduate perspective (Appendix E]**

Questionnaires were distributed in each of the residential colleges during reading period last December. The results reported are on the basis of two hundred returns.

##### **1) Quality of Instruction**

Undergraduates report in the survey that two-thirds of the courses that they take are lecture courses, and that half of these have enrollments of over 100 (Yale College information for the entire undergraduate population indicates that 1/3 of student enrollments are in classes of over 100). They indicate that overall the quality of teaching in courses led by TFs is quite good, but uneven, and significantly lower than the quality of teaching as a whole in Yale College. Courses taught by advanced Teaching Fellows (TF IV and PTAI), who because of the stretch-out in the duration of graduate education that has occurred frequently have as much academic background as did beginning junior faculty some years ago, were rated higher than sections led by lower level Teaching Fellows. In general it was felt that there was not much consistency in the level of quality of Teaching Fellows in the large lecture courses. Teaching Fellows were rated good on subject knowledge and accessibility, but less good on teaching ability. The best sections were described as those in which students are allowed to discuss ideas or questions; the poorest those in which Teaching Fellows review material already covered in the lectures or the reading.

Group I majors have the highest opinion of graduate student teaching, of the overall quality of teaching at Yale, tend to know more faculty members (along with Group IV), and to have taken a larger number of sections led by the professor teaching the lecture section of the course. Group IV, along with Group III, rated the quality of graduate student teaching lower than did the Humanities Groups. A number of undergraduates praise TFs in languages, economics, and history. They also report that TFs are especially good in teaching writing and computer use.

The complaint encountered most frequently concerned poor teaching by TFs whose native language is not English. The Graduate School requires that all students on stipend do a certain amount of teaching, and some departments have



teaching requirement for the degree. Obviously it would not be equitable to excuse some graduate students from their teaching obligation because of linguistic inadequacy, but a solution to this problem must be found without delay. Alternate modes of employment should be considered, such as language instruction, translation, work-in library, grading only, curatorial assistance, or teaching under supervision. Graduate Students whose native language is not English should not be allowed to teach until they have been certified as fully competent to teach in English. The University should make available training in spoken as well as written English.

The general undergraduate opinion is that it is better to have TFs than not, but only if they are good TFs; that there should be sorting by the faculty of TFs to exercise quality control, and only good TFs should teach; and that faculty should change the structure of a course according to the availability of able TFs.

## 2) Equity

Undergraduates believe that grading is not consistent across departments, and that moderate or extreme grade inflation exists. There seems to be uncertainty as to how undergraduates can lodge complaints regarding grading, the quality of instruction, or other perceived inequities. Students should be made clearly aware of the channels available to them and the appropriate steps for lodging complaints during the progress of a course. This is especially important for Freshmen who are least prepared to analyze a course, know their rights, speak up, etc. The impact of TFs on Freshmen can exert considerable influence on their subsequent course of study. The route must be one that is perceived of and is in fact free from the Possibility of retaliation, but there must be safeguards for the accused as well:

- a) First recourse is to the faculty member in charge of the course.
- b) Second is to the appropriate College Dean
- c) Third, the student may elect to pursue the matter either on the departmental level with the DUS or the Chairman, or directly with the Yale College Dean's Office.

## 3) Seminars

Undergraduates do not want the number of seminars reduced, and value highly the good Faculty/student ratio at Yale. Problems exist with gaining access to overcrowded seminars in History, English, and Political Science, among

others.<sup>4</sup> They did express some reservations about seminars taught by graduate students as opposed to ladder faculty.

#### 4) Faculty Accessibility

Undergraduates are concerned with the matter of faculty accessibility. They want more contact with faculty. In lecture courses, three-quarters of the students report that they had never had a section led by the professor teaching the course. Students note that comments on exams and papers are extremely important for undergraduates--feedback is essential. Improved student-faculty interaction in the colleges to make them more vital was advocated. One pragmatic reason why undergraduates want better contact with faculty is for recommendations. All of this suggests that individual Faculty should consider assuming some duties now relegated to TBS--conferences, reading papers, deciding final grades.

Undergraduate contact with graduate students could also be improved, perhaps in the Colleges as well. Teaching fellows often communicate well with undergraduates because they are closer in age than more senior ladder faculty. They can play an important role in undergraduate advising about academic work, about careers, and can also serve as role models. Graduate students, undergraduates, and faculty all indicated the need for departments to identify places for TFs to meet with students for student conferences.

#### 5) Shopping Period/pre-registration

Many of the problems complicating the efficient and equitable assignment of Teaching Fellows to sections derive from the absence of pre-registration and from the two-week shopping period at the start of each term. Faculty frequently do not know their actual course enrollments until a number of weeks have gone by. There is a rush to find TFs at the last minute for courses that are larger than anticipated, while discharging TFs from courses that are smaller is difficult when the term is well underway and it is too late for them to find other assignments. Undergraduates attach great value to the two-week shopping period, and are virtually unanimous in opposing any change to it and in opposing pre-registration, even if non-binding. They value the choice that shopping period gives them, and find it to be even more helpful in choosing sections and Teaching Fellows than in selecting faculty.

<sup>4</sup> In the College Seminar program, graduate student teaching has remained constant at the maximum level permitted, but teaching by Yale College ladder faculty has dropped off.

The "shopping period" question is currently under study by the Committee on Teaching and Learning. We would simply pass along our recommendation that shopping Period be made more efficient. Perhaps in combination with some form of non-binding pre-registration. A one-week shopping Period would seem desirable. To facilitate course selection, course syllabi should be available for consultation in -a central location..

A surprising number of undergraduates in conversation expressed the view that up to 40% of the sections in large lecture courses were a waste of time. Considerable interest was expressed in the idea of having optional sections available on a first come, first served basis. We recommend that faculty give serious consideration to instituting optional sections in large lecture courses (See Appendix F).

## **B. The Graduate Student Perspective [Appendix G]**

### **1) Amount of teaching**

The average or mean respondent was over midway through the third year of graduate school, and had taught three sections in two courses, totaling six TF units. Group II students were teaching the most sections, but Group I students accounted for almost half of the TF IV and PTAI appointments. Group IV students tend to do most of their teaching in their first two years, particularly the second. In other groups there is almost no first year teaching. The first three Groups do show some second year teaching, and fairly steady teaching thereafter.

The most frequently reported status is TF III, except for group IV where it is TF II. A significant minority of graduate students in the two Humanities Groups may be undertaking unduly heavy teaching loads, defined as six or more courses and/or more than sixteen TF units taught.

### **2) Section size**

57% of the sections reported in the survey had enrollments of 11-20; 17% had ten or less; 26% had 21 or more; 13% had 26 or more. Group III had the largest sections.

### **3) Hours worked**

Students consistently reported the hours they thought were expected in their teaching as lower than those specified in the Teaching Fellow's Handbook, but also that

they worked more than those specified (except at the PTAI level) .

#### 4. Interest in Teaching

Almost half reported teaching in areas outside of their specialization or interest (59% in Group IV; 34% in Group I). 37-40% of respondents in the first three groups reported that they had been denied the opportunity to teach a course or courses they wanted to teach; only 16% in Group IV reported this. Two-thirds rated the courses they taught as having enhanced their graduate education; higher in the first three groups, lower in Group IV.

While financial factors were frequently given as a motive for teaching, less than 10% said that they taught strictly for financial reasons. Almost all respondents indicated that teaching at some point was desirable, with Group IV respondents favoring it earlier; Groups I-III later, especially in years three and four.

#### 5) Teaching assignments

Some dissatisfaction was expressed with unfair assignments on the bases of financial need, favoritism, or arbitrariness rather than command of subject or teaching ability. Graduate students generally feel that teaching both delays and enhances their graduate education.

#### 6) TF Preparation, Supervision and Feedback

After financial need, lack of adequate training for teaching was the most strongly felt concern expressed. Lack of adequate preparation was cited by about one-half in Groups III and IV, with Group IV expressing the highest level of concern, but just under 40% in Groups I and II. Preparation tended to be better in subject matter, less good in pedagogy. Good teacher preparation was especially noted as offered in connection with the language departments and the Writing Intensive Program.

There were complaints about lack of sufficient faculty feedback; more respondents rated it "inadequate" than "adequate". Student (undergraduate) feedback was better, largely through end-of-course evaluation forms.

#### 7) Finances

Respondents reported \$828-average monthly expenses; \$4251-average debt incurred in graduate school; and \$7768-

average total debt. Only one-third of the students specifically rated the rate of TF pay as inadequate, but most found total income well below their living costs. According to the survey, the chief source of grievance is not so much the hourly rate as the fact that they find it difficult to meet their expenses from their overall income. . . . Many respondents described the financial hardships they were experiencing at some length, in language revealing quite extreme distress.

#### 8) Morale

On the basis of various sources in addition to the questionnaire, the committee concludes that graduate students at Yale have positive feelings about the university; about their departments, faculty and fellow students; and about the quality of the education they are receiving. But in the area of their function as teaching fellows, they feel that they carry a large and important share of responsibility for undergraduate teaching, and many of them feel they are underpaid, overworked, underappreciated and, in a word, exploited. They are often deeply in debt, with their eligibility for loans used up.

Part of graduate student dissatisfaction has derived in the past from not getting paid on time and frustration at dealing with the bureaucracy, both of which add to the feeling of being second-class citizens. Delay in the receipt of monthly paychecks was cited as causing real hardship. Failure to provide paychecks in a timely fashion or to respond to telephone inquiries is translated into a feeling that the university does not care. Even if they know better intellectually, graduate students can base their sense of the attitude of the university on the response of a worker in the Payroll Office in the same way that a prospective undergraduate will form an opinion about Yale on the basis of the attitude of the receptionist in the Admissions office. Graduate students report that they are better treated as employees at Yale (eg. working in the Computer Center) than as TFs dealing with an unfeeling bureaucracy.

#### C) **The Faculty Perspective** [Appendix H]

The questionnaire was distributed to approximately 700 faculty; 238 were returned. In order to clarify use patterns of TFs by faculty, it was necessary to differentiate between faculty teaching full time and those relieved of some teaching because of other, often administrative, responsibilities.

### 1) TF Assignments

The faculty, like the graduate students, did not find that the matter of timing in the assignment of Teaching Fellows was a major problem. About two-thirds reported no difficulty in getting the particular graduate students they wanted as TFs; one-third reported difficulty. The difficulty most commonly cited was that of the natural competition for the best students, followed by a sense that there simply are not enough graduate students. Some faculty also complained about the fact that administrative rules sometimes required unwanted students to be assigned jobs. Some faculty in Groups III and IV noted that some students they might have wanted were so well funded that they did not have to teach, or preferred other ways of earning money (such as research) that they found more interesting and rewarding.

### 2) Preparation and quality of Teaching Fellows

TFs in Group I received the highest ranking in terms of preparation, 50%, followed by Group II, 40%; Group IV, 29%; and Group III, 24%. The training referred to, however, seems rarely to have been formal; often it consisted of meetings with the professor, most commonly about once a week during the course.

In regard to command of subject matter or material, satisfaction was highest in Group IV, lowest in Group I, and uniformly higher than for "preparation to teach".

In all groups, lack of experience was cited as the primary but inescapable shortcoming. There was widespread noting of the need for more training and preparation of TFs, with a wide range of suggestions as to whether the training should be done by faculty or graduate student "master teachers", whether it should be offered on a departmental or university-wide basis, whether workshops on teaching or even courses should be part of a graduate student's course requirement, and whether the model of training used in the Writing Intensive Program should be extended to all TFs, or at least to all who are required to grade papers. Frequent reference was made to shopping period and the late assignment of TFs as a major obstacle in the training of students for teaching in specific courses. Problems with English as a second language were occasionally cited, as was lack of enthusiasm in Groups III and IV. Satisfaction with the general teaching skills of TFs was highest in Group II, followed by Group IV.

### 3) TF Compensation

A number of faculty volunteered the opinion that TFs should be paid better, and generally supported better financially.

## V. RECOMMENDATIONS

### 1) General

The diffused administrative structure that works well for other aspects of university life does not work well for the Teaching Fellow Program which bridges the College and the Graduate School. At present, administration of the Teaching Fellow Program is located in the Yale College Dean's Office for assignment of TF levels and contingency funds, supervised by an Associate Dean. The logic behind this is that the program exists primarily to enhance the quality and effectiveness of teaching in Yale College, but its administration also requires the involvement of the Provost's Office for budget matters and the Graduate School Dean's Office for appropriateness for the student teachers. In practice, administration of the Teaching Fellow Program requires considerable communication and coordination among these three offices.

A department Chairman deals with the Yale College Dean's Office in regard to the assignment of Teaching Fellows; with the Graduate School Dean's Office in regard to graduate student admissions, finances, and academic eligibility for a TF appointment; and with the Provost's Office in regard to departmental budgets and hiring. There needs to be some vertical structure in the Administration where the concerns of the Yale College Dean's Office, Graduate School Dean's Office, and Provost's office in terms of departmental undergraduate teaching, graduate student support and departmental budgets come together for the guidance and administration of the Teaching Fellow Program. Responsibility for oversight of the Teaching Fellow Program should be reorganized so that there is one person in the administration with whom the department chairman communicates on all Teaching Fellow matters. It would be reasonable for this reasonable to be in the Graduate School Dean's Office, with input from the Yale College Dean's Office and the Provost's office so that he or she is adequately informed in dealing with the department Chairman. This would insure that all department responsibilities for curriculum and the Teaching Fellow Program, like those for faculty appointments and budgets, are reviewed annually, and the chairman is reminded directly of departmental

responsibilities for carrying out the Teaching Fellow Program. The current joint memorandum that comes out annually from the Provost's and Deans' Offices is evidently often unread or ignored.

## 2) Procedures for complaints by Teaching Fellows

There should be some formalized channel for TF feedback, both for suggestions and complaints. (TFs often do not want to offend the Professor with whom they are working.)

a) The first level should be departmental. Each department should have a standing Committee on Teaching Fellows.

b) A larger structure is required to deal with larger issues. We recommend the creation of the post of Ombudsman, possibly for the entire Graduate School, but perhaps for each Division or Group, an individual who can hear Teaching Fellow complaints and has the clout to cut through the bureaucracy and get problems resolved.

c) We recommend the establishment of a standing Committee on Graduate Student Teaching, with graduate student representation. This committee should monitor the functioning of the departmental committees on Graduate Student Teaching. It would deal with complaints by departments, not by individuals. The Committee on Graduate Student Teaching might receive reports from Ombudsmen, and hand down judgments on policy to Ombudsmen. It would act as a final court of appeals.

## 3) Regulations

The Graduate School in recent years has published a Teaching Fellow's Handbook to inform graduate students, faculty, and administrators in regard to the responsibilities of graduate student teachers and how the program is intended to work. Still more needs to be done, however, to improve the system and to create a common understanding about the responsibilities and procedures for departments, for faculty and for graduate students. A more comprehensive and detailed handbook should be produced, perhaps on the model of Learning to Teach: A Handbook for Teaching Assistants at U.C. Berkeley (Graduate Assembly 1985, fourth printing 1988).



The Graduate School should prepare a "job description" for the position of DGS, to be distributed annually to Chairman and DGS.

#### 4) Teaching Fellow Compensation

In recent years a number of graduate students have indicated dissatisfaction with the Teaching Fellow Program. Some of this has been the result of problems specific to the program: delays in making assignments and payments, lack of pedagogical training for teaching duties, ambiguous expectations by faculty, and the inclusion of too many undergraduate students per section. Other complaints result from external factors, mostly related to the economic reality of graduate student finances. Although both the stipend levels and the budgets of the Graduate School and the Teaching Fellow Program have grown rapidly, so have tuitions and the cost of living in New Haven. Fellowship stipends are now taxable. The availability of outside fellowship support and low or deferred interest student loans has declined, while the length of time students typically take to earn the Ph.D has increased. Some students have come to see the Teaching Fellowship as the equivalent of full-time academic-year employment, and for those who depend upon the most common Teaching Fellow assignment--TF III for both terms--as the primary means for financing their education, the compensation provided by the program understandably seem inadequate. Teaching has become for most graduate students, particularly those with small or no stipends, an increasingly crucial part of their financial support. This intense focus on the economic aspects of the program has led to a perception of it as primarily an employment issue, rather than as a program blending educational, instructional and financial assistance goals.

##### a) Wages

Ideally, needy and deserving graduate students should be fully supported so that their income after taxes would be adequate to cover the Graduate School estimate of the cost of living in New Haven for nine months [Appendix I]. But the committee feels that only minimal adjustments can be made in the wage rate, and that it is counter-productive for graduate students to teach more. The current TF hourly rate is just under \$13.00 per hour. only a limited amount of increase in the hourly TF rate is possible without throwing the entire teaching salary scale out of line. The rate of compensation for a TF IV or PTAI should fit appropriately into the rate of pay scale in the university--more than a research assistant, less than a visiting assistant professor. The focus should be not so much on the hourly rate, but on the fact that students do not have enough income overall. Therefore the solution must be found in

increased stipends and dissertation fellowships once a student is fully borrowed. (The Graduate School currently estimates that Ph.D. candidates should borrow no more than \$15,000 by the end of their sixth year of study.)

Departments should work toward making the most frequent TF appointment at level IV, requiring approximately twenty hours per week, rather than TF III, requiring approximately fifteen hours. Such a change would provide the affected graduate students 30% more income per term without increasing the per-hour rate, which seems to the committee appropriate, placed as it is between that for research assistants and that for ladder faculty.

How the current practice might be adapted to this new one would depend upon the situation in each department and the amount of work required of the TF in each course. Assignments that are now TF IV would require no change. As many TF III assignments as possible would be converted to TF IV by rearranging the number of students or the number of sections. For example, if a TF III is currently expected to handle one section of twenty-five students, as a TF IV he or she might be expected to handle two sections of fifteen students each. A TF III now expected to teach two sections might add some students to each or teach three, with somewhat fewer students in each, depending upon the size of the sections and the proportion of time needed to evaluate written work. In all cases, the approximate number of hours required would determine the number of students and sections. In some cases, TF II assignments could be doubled, but it is not the committee's expectation that all graduate students would become TF IVs. There will continue to be appropriate uses of TF IIs and TF Is.

The goal of establishing TF IV as the modal assignment is to concentrate most graduate student's teaching fellow work in fewer terms, and make the per-term compensation for that work a larger fraction of the estimated cost of living for a graduate student. This change should fit into the current budget of the Teaching Fellows Program, since it contemplates no increase in the number of hours actually worked. In fact, there are some pedagogical efficiencies involved, in that more students per assignment require proportionally less class preparation time. This arrangement would mean that over the course of their graduate program, students will work fewer terms but at higher levels. In a given term, therefore, somewhat fewer graduate students would be working as TFs, but they would be doing so at increased compensation levels.

#### b) Stipends and Reserve Fund for Good Performance

Stipends for entering graduate students should be increased to compensate at a minimum for diminished teaching

opportunities. Admission to Graduate School involves a considerable amount of guesswork as to how a student will perform. Graduate School funding and time-to-degree would be much improved if there were a reserve fund for graduate students who are admitted with little or no aid, but who turn out to be outstanding scholars. These persons should not be dependent exclusively on the Teaching Fellow Program for support. Review would not involve any reordering of tuition scholarships. We recommend that the existing Supplemental Fellowship Fund used to assist when special cases of need arise be expanded to include a "good performance" component for upgrading stipends for graduate students who are admitted with little or no aid, but who turn out to be outstanding scholars.

c) Dissertation Fellowships

Dissertation Fellowships should be awarded in numbers sufficient to reduce significantly the time-to-degree. They should be awarded Primarily to graduate students who are not beyond the fifth year of study, and who can reasonably be expected to complete the dissertation within the year of the fellowship award. The expectation is that this will help to shorten the time - taken to earn the Ph. D. in most departments. We recommend that the amount of such fellowships be based partly on need, up to a maximum of the top fellowship stipend for that academic year.

The Graduate School is now able to award only a small number of prize dissertation fellowships. We recommend that the Development Office give high priority to fund-raising for dissertation fellowships.

d) Student Loan Program

Students in the Graduate School who demonstrate need may borrow up to \$7,500 per year from the Stafford (formerly GSL) Loan program, a U.S. Federal loan program. The rate of interest is currently 8%; repayment begins six months after the student ceases to be enrolled at least half-time. The Perkins Loan (formerly NDSL) Federal loan program at 5% interest is more favorable, but because of the limited amount of these loans available within the University, they are reserved for students who have already incurred substantial debt. U.S. students who are not eligible to borrow through Stafford or Perkins must resort to another Federal program, which carries very adverse rates of interest. Foreign students may not borrow at all in their first two years; then they may borrow from Yale funds only up to \$2,500 per year at market rates of interest.

e) Need-based Supplemental Fellowship Fund

The Graduate School should continue to award Supplemental Fellowships, based on need, to graduate students in the fifth and sixth years of study. About 15-20% of graduate students in the fifth and sixth year are in financial need. To establish need, students should be fully borrowed. (see above) It should be noted that there is a substantial body of graduate students who have assets of their own, and do not have pressing financial needs.

B) Departments

1) Supervisor of Teaching Fellows

Each department and program should designate a faculty member as Supervisor of Teaching Fellows.

2) Committee on Teaching Fellows

Each department and program should establish a Committee on Teaching Fellows consisting of the Supervisor of Teaching Fellows, faculty, graduate student, and perhaps undergraduate representatives. This body should report to the Chairman, who in turn is directly accountable to the administration.

3) Programs

Each Spring the courses for the entire following year that will need TFs should be listed by each department or program to inform the graduate students. Assignment of TFs should be made by the Supervisor of Teaching Fellows with the advice of the departmental Committee on Teaching Fellows.

Each TF job should have a job description and a specific indication of TF hours expected on the basis of information provided by the professor in charge of the course. All work should relate to the course, and be within reasonable expectations as to time reflected in the TF grade. TFs should not be expected to do unrelated research for a professor, nor preparation work for labs. A statement regarding Teaching Fellows--requirements, limitations, recourse for complaints, etc.--should be included in a departmental handbook and in memoranda explaining the guidelines, policies and procedures for teaching fellows. It should be understood that the estimate of time required is only an estimate; that graduate students with more or less experience and ability will require differing amounts of time to prepare and execute the required work.

There is a professional expectation that a teacher will invest whatever time is necessary to do the job.

#### 4) Supervision

As noted by a number of faculty respondents, the Faculty bears special responsibility for the consistent and orderly instruction, guidance, and monitoring of TFs, as well as for assigning final grades. The opportunity to be a teaching fellow is a privilege, not a right. Each department or program should establish a set of procedures to monitor the Teaching Fellow Program with a concern both for quality and quantity. Guidelines should be established to ascertain the competence of TFs in the subject matter of the course. Monitoring in the classroom could be optional, and done either by the Professor in charge of the course or by more experienced graduate student TFs- Supervision should assure that neither too much nor too little time is devoted to TF duties.

Teaching Fellows should be certified by faculty as to command of subject matter and teaching ability. Whenever Possible, a teaching fellow should receive some closely supervised teaching experience before proceeding to assume more independent teaching responsibilities. A procedure for weeding out poor teachers should be established. Beginning TFs could get their initial training in large introductory survey courses, and visit as guests in other sections in order to gain experience.

It is essential for the Professor in charge of a course to have rapid feedback if a TF is not performing adequately or skipping course meetings. Teacher evaluation forms for TFs should be reviewed carefully, and- we endorse the suggestion made by faculty, graduate students and undergraduates that a procedure for student evaluations at mid-term be considered. It was also suggested that some sort of recognition or reward system for good teaching be initiated (in addition to the current system of Prize Teaching Fellowships).

#### 5) Course Structure

Elimination of sections in some large courses, or more use of optional sections would result in savings. In addition it may be possible to design courses which are educationally effective but do not require sections.

The regulations regarding the minimum size of courses eligible for Teaching Fellows (30 students) and the courses in which it is expected that the instructor will meet one of the sections (less than four sections) have not been firmly

enforced. Closer adherence to these regulations will yield savings.

The teacher/student ratio at Yale, approximately 8/1, is more favorable than elsewhere. The increased use of graduate student teachers in recent years apparently has freed faculty to teach their areas of specialization. In some departments all faculty are able to teach in their specialty. There are, of course, good reasons for many of the small courses, and it is desirable for Yale to be able to offer esoteric courses. However, faculty teaching courses with enrollment of less than five students should be encouraged to broaden the scope of the course or teach the course in alternate years, since each such course takes a quarter of a faculty member's teaching time.

#### 6) Limitations on Teaching

At present there is an end point specified by the Graduate School as to the years in which a graduate student can teach as a TF. We believe that it is preferable to limit the number of TF units rather than number of years. The appropriate maximum will vary by department. Each department, in consultation with the appropriate Associate Dean of the Graduate School, should establish limitations appropriate to that department. We also recommend that each department develop an ideal model that would focus on its undergraduate teaching needs and the appropriate amount of teaching experience in the education of its graduate students apart from any consideration of financial need. In this model teaching would be concentrated as and where needed, and financial needs met by stipends, establishing an ideal toward which the department should move over a number of years. Presumably the desirable amount of teaching would be modest compared to present practice.

Departments should require that students complete their normally allowed teaching and receive all regular stipend awards by a certain point in their graduate career, perhaps at the end of the fifth year. The appropriate terminal point will differ by Division, and probably by Department. Each department should have a requirement that orals be taken by a certain time, with a faculty vote needed to authorize deferral. There should be a cutoff for TF IV appointments and Dissertation Fellowships as a tradeoff for increasing the fellowship support given earlier. The Graduate School should develop a model-indicating the impact of such a program--how many graduate students will be affected, how much money will be saved for reallocation.

7. Years of graduate study in which graduate students should teach

A number of faculty respondents to the survey indicated a conviction that graduate students were called on to teach too much, and particularly so too early in their careers as graduate students. In Group I it was felt that too much reliance was placed on TFs for beginning language courses, in Group II that they were used too frequently during their second year, in Group III that they taught too much while they were writing their dissertations, and in Group IV that they too frequently did their teaching in their first year when they were least experienced. Some faculty suggested that teaching should be limited either to the third or the fourth year, or that in a given year it should be confined to one semester so that students would have more time for their own academic work.

Some departments require TF service as part of the degree program. It is normally not reasonable for graduate students to teach in their first year in areas other than the sciences and languages. Some departments, recognizing the burdens of qualifying exams and other hurdles in the third year, schedule teaching in the graduate student's second and fourth years. Since the point in a graduate student's career at which it is sensible to begin teaching varies considerably between academic areas, this should be decided. department by department.

8) Equity in assignments by department

A question arises as to the optimum size for sections of lecture courses, and the maintenance of equity between sections in terms of size. An effort should be made to equalize teaching loads for teaching fellows both within and among departments, but what is most important is that compensation be fairly correlated to the activity. A discussion section should be just that--something between a seminar and a lecture. It is appropriate that the TF do more talking than the students, but the students should also have ample opportunity to speak. Fifteen students would be optimum for discussion classes; larger sections are acceptable for problem solving classes. Twenty-five or more students in a section is a burden on the teacher, does not make for good teaching, and should be considered an upper limit.

9) Other

Teaching should be considered a regular part of the educational program in graduate school, a practicum for

future teachers. Students without pressing financial needs would at the least teach the minimum amount of teaching prescribed by their department, and be paid accordingly.

Special attention should be given to providing adequate teaching opportunities for graduate students in interdisciplinary programs. Such students should have their program of stipend support and teaching established on admission.

## VI. TEACHER TRAINING

In the past five or so years there has arisen a recognition at many universities that we must do more than we do to train graduate students to teach. Traditional attitudes that training does not matter for college teachers, or that it need only be done by the faculty member in charge of the course, have given way to department-based training and supervision in content and method (especially in language teaching) and in some cases to university-wide programs. There are teaching programs at Brown, the University of Chicago, Columbia (English as a second Language). The program at Chicago includes workshops and forums on teaching for graduate students in all departments, and through agreements with area colleges offers Chicago graduate students more opportunities to teach than University of Chicago undergraduate programs are able to provide. At other major universities, as at Yale, orientation programs have been established and handbooks for teaching assistants produced.

At Yale the graduate students themselves have expressed strong interest in becoming better teachers and having access to teacher training. Special training programs directed by faculty have existed in a number of departments including Mathematics, Economics and some foreign languages. And individual members of the faculty have developed their own training procedures which include such features as:

- a) The faculty member in charge of the course meets weekly (two hours) with the TFs to discuss approaches to the material, paper topics, techniques of teaching, etc.
- b) Each week one TF suggests how the section might be handled.
- c) TFs visit each others classes during first few weeks.
- d) TFs exchange papers and tests to achieve consistency in grading, expectations.

We recommend that a program of teacher training be initiated. A committee should be established by the Dean of the Graduate School to study further and implement such a program. We believe that it should be organized around subject matter, not methodology. Since the needs and



procedures for good teaching vary widely among departments, teacher training should be department based, although certain aspects could be trans-departmental. For example, all Teaching Fellows should be trained in writing instruction, following the model of seminars given to current Writing Intensive Teaching Fellows. Within each department or program it is desirable for faculty and graduate student teachers to meet regularly to discuss their teaching experience.

An experimental "Master Teacher Training Program" is being implemented at Yale in the Spring of 1989 in Math (faculty led) and History (led by graduate students, supervised by faculty).

## VII. CONCLUSION AND SUMMARY OF RECOMMENDATIONS

The Committee feels that the proposals that are set forth in this report will on balance benefit the graduate students by enabling them to progress more expeditiously toward their Ph.D. degrees without the diversion of excessive teaching. In the last decade there has been an increase of a year or so in the time-to-degree for graduate students. A correlation can be made between that stretch-out and increased teaching in the foreign language Humanities, but even in other departments and programs it seems clear that some students have been delayed in their progress toward the Ph.D. by the financial need to teach. A primary recommendation of this committee is that graduate students teach less in the latter stages of their progress toward a Ph.D. This would be accomplished in part by shifting resources away from the support of teaching by graduate students as TFs beyond the fifth year and into increased stipends and dissertation fellowships. It is anticipated that this will accelerate the progress of a significant number of graduate students toward their final degree.

The Committee also believes that the recommended changes will enhance undergraduate education by increasing the quality of graduate student teaching. The call for more supervision of teaching fellows and a progression in the manner in which they undertake teaching responsibilities, combined with implementation of a teacher training program, will result in more experienced graduate student teachers. The call for better screening of teaching fellows whose native language is not English will address a recurring complaint. The availability of optional sections will give undergraduates greater flexibility in planning their course work. Finally, the concentration of graduate student teaching in the middle years of graduate education, after the students have gained both greater command of their subject matter and more experience, but before the demands of work on the dissertation distracts them from teaching

responsibilities, should improve the morale of teaching fellows and lend more energy and enthusiasm to their teaching.

There is a price to be paid for this gain, especially by the faculty, since they may have less teaching fellow support in coping with the demands of undergraduate teaching. The report asks faculty and departments to consider increased use of optional sections, and to consider converting some courses with sections into courses without sections. It asks that the regulations regarding the size of lecture classes eligible for sections and the responsibility of faculty to lead one section in small lecture courses be adhered to more closely. It also suggests that departments re-consider the seminar requirements of their major to bring them into line with available ladder faculty resources and the possible reduced availability of TF IVs and PTAs.

We believe that these recommendations will not be unwelcome to the faculty. The Teaching Fellow Program is an integral and important part of graduate and undergraduate education at Yale. We have identified ways in which the Program, in our judgment, can be strengthened while at the same time helping graduate students complete their Ph.D. degree programs more rapidly. The responsibility for achieving this rests primarily with departments and individual faculty, not only for implementation but for the continued monitoring and periodic review that successful operation of the Teaching Fellow Program requires. We hope that, given the quality of Yale graduate students, the commitment of the faculty to graduate and undergraduate education, and our shared belief in the importance of a healthy Teaching Fellow Program, the recommendations made in this report will assist the faculty in achieving its educational objectives.

## **SUMMARY**

The Committee recommends:

### **I. GOVERNANCE OF THE TEACHING FELLOW PROGRAM**

#### **A) General Administration**

- 1) Increasing the financial resources dedicated to the graduate program as a high university priority.
- 2) That responsibility for oversight of the Teaching Fellow Program be reorganized so that there is one

person in the administration with whom the department Chairman communicates on all Teaching Fellow matters. It would be reasonable for this person to be in the Graduate School Dean's Office, with close cooperation and exchange of relevant information from the Yale College Dean's Office and the Provost's office so that he or she is adequately informed in dealing with the department Chairman.

- 3) Establishment of a standing Committee on Graduate Student Teaching, with graduate student representation. This committee should monitor the functioning of the graduate student Teaching Fellow Program, including performance of the departmental committees, and make recommendations to the appropriate oversight administrator referred to in the previous recommendation.
- 4) The appointment of an Ombudsman, either for the entire Graduate School or for each Division or Group, an individual who can hear Teaching Fellow complaints and has the authority to resolve problems quickly.
- 5) Production of a more comprehensive and detailed handbook, perhaps on the model of Learning to Teach: A Handbook for Teaching Assistants at U.C. Berkeley (Graduate Assembly 1985, fourth printing 1988). This handbook should provide information about class preparation, teaching techniques and strategies, grading, advising, self-evaluation and improvement, etc.
- 6) Initiation of a program of teacher training. A committee should be established by the Dean of the Graduate School to study further and implement such a program. Since the needs and procedures for good teaching vary widely among departments, teacher training should be department based, although certain aspects could be trans-departmental.
- 7) Preparation by the Graduate School of a "job description" for the position of DGS, to be distributed annually to Chairman and DGS.

**B) Departmental Administration**

- 1) That each department and program designate a faculty member as Supervisor of Teaching Fellows.
- 2) That each department and program establish a Committee on Teaching Fellows consisting of the

supervisor of Teaching Fellows, faculty, graduate student, and perhaps undergraduate representatives.

- 3) A job description for every TF job, and a specific indication of TF hours expected on the basis of information provided by the professor in charge of the course. All work should relate to the course, and be within reasonable expectations as to time reflected in the TF level. A statement regarding Teaching Fellows--requirements, limitations, recourse for complaints, etc.-- should be included in a departmental handbook and in memoranda explaining the guidelines, policies and procedures for teaching fellows.
- 4) That departments work toward making the most frequent TF appointment at level IV, requiring approximately twenty hours per week, rather than TF III, requiring approximately fifteen hours.
- 5) Listing by each department or program in the Spring of the courses for the entire following year that will need TFs in order to inform the graduate students. Assignment of TFs should be made by the Supervisor of Teaching Fellows with the advice of the departmental Committee on Teaching Fellows.
- 6) That each department or program establish a set of procedures to monitor the Teaching Fellow Program with a concern both for quality and quantity. Guidelines should be established to ascertain the competence of TFs in the subject matter of the course.
- 7) Teaching Fellows should be certified by faculty as to command of subject matter and teaching ability. Whenever possible, a teaching fellow should receive some closely supervised teaching experience before proceeding to assume more independent teaching responsibilities. A procedure for weeding out poor teachers should be established.

## II. COURSE STRUCTURE

- 1) Firmer enforcement of the regulations regarding the minimum size of courses eligible for Teaching Fellows (30 students) and in which it is expected that the instructor will meet one of the sections (less than four sections).
- 2) That departments encourage the creation of lecture courses that could be taught effectively without sections, and the conversion of lecture courses with

- 3) That faculty give serious consideration to instituting optional sections in large lecture courses.
- 4) That individual Faculty consider assuming some duties now relegated to TFs--conferences, reading papers, deciding final grades.
- 5) That faculty teaching courses with an enrollment of less than five students be encouraged to broaden the scope of the course or teach the course in alternate years.
- 6) That undergraduates be made clearly aware of the channels available to them and the appropriate steps for lodging complaints about teaching during the progress of a course.
- 7) Consideration of some procedure for student evaluations of course instruction at mid-term.
- 8) Designation by departments, where possible, of places for TFs to hold student conferences.
- 9) That a solution be found without delay to the problem of instruction by TFs whose native language is not English and whose command of the spoken language is inadequate for effective teaching. Graduate Students whose native language is not English should not be allowed to teach until they have been certified as fully competent to teach in English. The University should make available training in spoken as well as written English.
- 10) That recognition be given to the fact that from the point of view of administering the Teaching Fellow Program, it would be desirable that shopping period be made more efficient, perhaps in combination with some form of non-binding pre-registration. A one-week shopping period would seem preferable to the present system. To facilitate course selection, course syllabi should be available for consultation in a central location.

### III. GRADUATE STUDENT SUPPORT

- 1) That graduate students teach less in the latter stages of their progress toward a Ph.D, This would be accomplished in part by shifting resources away

from the support of teaching by graduate students as TFs beyond the fifth year and into increased stipends and dissertation fellowships.

- 2) A significant increase in the number of Dissertation Fellowships. They should be awarded in numbers sufficient to reduce significantly the time-to-degree. They should be awarded primarily to graduate students not beyond the fifth year of study, and who can reasonably be expected to complete the dissertation within the year of the fellowship award. The expectation is that this will help to shorten the time taken to earn the Ph. D. in most departments. We recommend that the amount of such fellowships be based partly on need, up to a maximum of the top fellowship stipend for that academic year.
- 3) That the existing Supplemental Fellowship Fund used to assist when special cases of need arise be expanded to include a "good performance" component for upgrading stipends for graduate students who are admitted with little or no aid, but who turn out to be outstanding scholars.
- 4) That the limit on the amount of teaching that a graduate student can do as a TF be calculated by number of TF units rather than number of years. The appropriate maximum will vary by department. Each department, in consultation with the Dean of the Graduate School, should establish limitations appropriate to that department.
- 5) That since the point in a graduate student's career at which it is sensible to begin teaching varies considerably between academic areas, this should be decided department by department.
- 6) That departments require that students complete their normally allowed teaching and receive all regular stipend awards by a certain point in their graduate career, perhaps at the end of the fifth year. To this end, each department should review and enforce its requirements in regard to the time for taking qualifying exams. A faculty vote should be required to authorize deferral.

#### IV. OTHER

- 1) The appointment by the Provost of a standing Faculty of Arts and Sciences Committee to advise the Office

Of Institutional Research on gathering and maintaining academic statistics.

Respectfully submitted,

William Brainard (Professor, Economics)  
Robert Bunselmeyer (Associate Dean, Graduate School)  
Richard Garner (Associate Professor, Classics)  
Douglas Kankel (Associate Professor, Biology)  
Charles Long (Deputy Provost)  
Alexander Mishkin (YC '89)  
Sylvia Molloy (Professor, Spanish)  
Patricia Pierce (Associate Dean, Yale College)  
Jules Prown (Professor, History of Art), Chairman  
Lisa Rabin (G, Spanish)  
Rogers Smith (Associate Professor, Political Science)

## TF RANKS AND POLICIES

Yale differentiates its Teaching Fellow ranks according to the kind of instruction undertaken, the approximate number of hours devoted to teaching, and the number of sections and students taught. The ranks are described as follows:

Teaching Fellow I. A TF I assists by grading, advising students on problem sets or other daily assignments, helping to prepare lecture or laboratory materials, or assisting in the administrative details of the course. He or she does not engage in regular classroom instruction, but may occasionally lead a discussion section. Approximate hours of preparation, contact, and grading: 5 per week, 75 per semester. Salary: \$970 per term in 1988-89.

Teaching Fellow II. TF IIs typically lead one discussion or laboratory section of approximately 15-25 students. Approximate hours for preparation, contact and grading: 10 per week, 150 per semester. Salary: \$1940 per term in 1988-89.

Teaching Fellow III. TF IIIs typically lead two discussion or laboratory sections of approximately 15-20 students each. However, if the nature of instruction requires intensive writing criticism, frequent grading of exercises, or preparation of special materials, one section of approximately 25 students may be appropriate for a TF III. Approximate hours for preparation, contact, and grading: 15 per week, 225 per semester. Salary: \$2910 per term in 1988-89.

Teaching Fellow IV. This appointment is made when a graduate student is teaching an independent section of an introductory course. Guidance and supervision is provided by the faculty member who coordinates the course, but the TF IV is fully responsible for teaching the section. Approximate hours for preparation, contact, and grading: 20 per week, 300 per semester. Salary: \$3,880 per term in 1988-89.

Appointment as a Part-time Acting Instructor (PTAI) or Full-Time Acting Instructor (FTAI) is given to advanced graduate students who are fully responsible for undergraduate courses, subject only to the departmental supervision normally given to junior faculty. A PTAI may teach as many as three courses in an academic year, or as many as two in a semester, consistent with full-time enrollment as a graduate student, and satisfactory progress on the dissertation. The salary for this appointment in 1988-89 is \$4000 per semester course.



Policies (abridged)

1. Except in certain science departments, first-year graduate students may be appointed as Teaching Fellows only in exceptional cases.
2. Second year students will normally not be permitted to teach more than a total of six teaching fellow units in a year and not more than three units in a semester. After the second year but before they have completed their qualifying examinations, students are permitted to teach up to a maximum of eight teaching fellow units per year. Students who have completed their qualifying examinations are permitted to teach up to a maximum of twelve teaching fellow units or three part-time acting instructorships, consistent with full-time enrollment.
3. Although priority for teaching fellow assignments must be given to students through the fourth year, students in their fifth and sixth years of graduate study in residence will be permitted to teach.
4. Students in their seventh year in residence will not normally teach.
5. Students beyond their seventh year in residence may not hold graduate student teaching appointments.
6. Departments with relatively large numbers of positions for teaching fellows should be in touch with the DGS's of related departments and programs, in order to give ample consideration to their qualified students. Special priority should be given to those whose stipend arrangements require teaching and to those who have not yet had an opportunity to teach.
7. Graduate students teaching in the Residential College Seminar program are appointed as Part-time Acting Instructors and will receive the regular stipend for that rank.
8. Except for certain courses such as languages and laboratories, courses with fewer than 30 students are not eligible for Teaching Fellows.
9. Except in very large courses (e.g., those requiring four or more sections) , the instructor should meet one of the sections and share in the evaluation of student work.
10. In most departments in the Humanities and Social Sciences, the stipends of students in the third and fourth years of study are replaced by teaching.
11. Graduate students with fellowships may accept employment other than teaching provided it does not average more than ten hours a week.

1 The term "stipend" does not include tuition fellowships; the term "fellowship", when used by itself, includes tuition fellowships and stipend.

## GENERAL STATISTICAL DATA

The tables in this appendix provide some basic information regarding the numbers and relative magnitudes of undergraduate enrollments, teaching fellows and faculty.

1) Total Arts and Sciences

The total number of graduate students registered declined substantially between 1966-67 and 1979-80, when it reached bottom, and then grew relatively steadily through 1987-88. The graduate student population at the end of the period was about 10% greater than at the beginning. Graduate student teaching on the other hand, measured either by the number of teaching fellows, or by the number of units (TF1 equivalents) grew over the entire period. The percentage of graduate students teaching grew from 20% at the beginning of the period to 42% at the end. Growth in teaching since 1979-80 was roughly in line with the growth in the number of graduate students; the % of students teaching during the post Garner period actually declined slightly, the amount of teaching done by the average student teaching increased by a roughly offsetting amount.

Since 1979-80 there has been approximately a 5% decrease in the number of ladder faculty. The relatively small decline in the total number of faculty includes a much more substantial decline in the number of non-tenured faculty, a decrease of more than ten percent, partially offset by an increase in the number of tenured faculty. Non-ladder positions began and ended the last decade at roughly the same level, approximately 1/6 of the number of ladder faculty. The number of such positions declined during the first portion of the decade and increased during the second. Without knowing how teaching loads and faculty time are divided between undergraduate and other activities, it is difficult to determine how these numbers translate into faculty contact with undergraduates. Whereas ladder faculty divide their teaching between undergraduates and graduates, almost all the teaching by non-ladder faculty and graduate students is of undergraduates. Hence the relative importance of non-ladder and graduate student undergraduate "contact hours" is likely to be much greater than indicated by this data. There has been some decline in teaching loads over the period, which suggests a greater decrease in the faculty teaching undergraduate courses than the decline in the size of the faculty itself. In contrast the number of FTE teaching fellows has increased more or less steadily beginning in 1966-67; the increase since 1978-79 is nearly 50%.

The total number of undergraduate course registrations is essentially unchanged since 1979-80; since 1976-77 it is up about 6%. Hence undergraduate registrations per ladder faculty have

increased since 1979-80 by roughly 5%, and registrations per FTE teaching fellow have declined by a third.

#### Humanities Foreign Languages

The total number of graduate students in language departments has followed the same general pattern as the total of Arts and Sciences. However, the number declined more precipitously than in the Arts and Sciences generally during the early part of the sample, and the growth since the trough has been much less. The number of graduate students at the end of the sample was still 16% below the figure in 1966-67. The fraction of students teaching has roughly tripled during the entire period (similar to the other humanities). Further, the amount of teaching done per typical teaching fellow is roughly 35% higher in 1987-88 than in 1979-80. Hence, in contrast with other humanities and the other divisions, the growth in teaching (measured by TFI equivalents) during the 1980's has been much more rapid than the growth in the number of graduate students. The amount of teaching per student has also been significantly higher than in the other humanities, social sciences and sciences. The TFI equivalents per TF headcount is approximately 45% greater than other humanities over the decade.

Undergraduate registrations in the languages, which fluctuated around 3500/year during the 1970s, grew rapidly during the 1980s, averaging near 5000 for the past few years. This growth in student demand, primarily in the beginning language courses, has been met primarily by a growth in graduate student teaching. In the years since 1979-80 the number of ladder faculty has declined by approximately 15%. The number of tenured faculty in the foreign languages is about the same at the end of the period as at the beginning; the number nontenured faculty has shown a dramatic decline. The small decline in the number of faculty and large increase in enrollments have resulted in a 60% increase in the number of undergraduate registrations per faculty member.

#### Humanities Non-Foreign Language

The pattern of graduate student registrations, teaching fellows per registrant and teaching units per student teaching have all followed a pattern much like that for the Arts and Sciences as a whole. The number of graduate students reached a trough in 1979-80 and were at the same level in 1987-88 as they were in 1966-67. Like the foreign language departments, but in contrast to the social sciences and sciences, the number of teaching units has grown more rapidly than the number of graduate students in the latter part of the period. The percentage of graduate students teaching, as in the language departments, roughly tripled over the entire period, while the "teaching load" for those teaching has increased by roughly 15% since 1979-80, about half the increase in the language departments. The

percentage teaching is slightly higher than for the language departments and the "teaching load" noticeably lower. Undergraduate course registrations, relatively flat until 1979-80, have grown by approximately 10% since then. The relatively rapid growth in the number of teaching units is reflected in a significant reduction in undergraduate registrations per teaching unit in the 1980s. Unlike Group 1, the number of tenured faculty has increased and the number of untenured faculty declined substantially by roughly equal amounts. Hence undergraduate registrations per faculty have risen by roughly the same percentage as the growth in registrations themselves (approximately 12%).

### Social Sciences

The number of graduate students in the social sciences has fluctuated less dramatically than in the other divisions. The number declined in the late 1960s, but had recovered to the mid-1960s level by 1975-76 (taking into account the move of psychology into the division). Since 1979-80 the number has grown by approximately 30%. Changes in the importance of graduate teaching seems to have preceded the Garner plan by a number of years. The percentage of students teaching reached a plateau earlier, and at a lower level, than in the other divisions, with moderate fluctuations around the 40% level since the mid-1970s. The amount of teaching per teaching fellow has had only a slight upward drift, hence the total number of teaching units has grown in rough accord with the number of students. Growth in teaching units appears to have slowed relative to registrations in the last two or three years.

The decline in the number of term faculty since 1979-80 has been much smaller than in the humanities; the decline in the number of tenured faculty is in contrast with the increase in the humanities. Total faculty is down during the decade by approximately 8%.

Undergraduate registrations followed similar cycles in the 1970s and 1980s. In both decades registrations began and ended at approximately 10,000, with a trough more than 15% lower. The substantial and relatively steady growth in graduate student teaching units has not followed these movements in registrations; the number of registrations per teaching unit in 1987-88 was 37% less than it was in 1972-73. The decrease in the total number of faculty in the social sciences translates to a comparable increase in the number of undergraduate registrations per faculty.

### Sciences

The cycle of graduate student registrations in the sciences is more like the humanities than the social sciences, but with a

#### Appendix B-4-

smaller decline in the early 1970's and a larger increase in the 1980's. The number of graduate students has grown by more than 53% since 1979-80. The fraction of students teaching has changed much less since the mid-1960's than it has in the other divisions, beginning the period at a much higher level (30%) and showing a noticeable decline since 1979-80. Although teaching per teaching fellow shows some increase since 1979-80, the ratio has actually declined for the last four years, hence the amount of teaching has grown substantially less than the growth in the number of graduate students in recent years.

The number of ladder faculty in the sciences, both tenured and untenured, has been more nearly constant over the decade than in the other divisions, the total declining by about 3%.

Undergraduate registrations peaked in the early 1980's and have declined by over a third since then. Hence undergraduate registrations, relative to either teaching units or faculty, have declined substantially.

## HUMANITIES - FOREIGN LANGUAGE DEPARTMENTS

<u>Year</u>	<u>Full-Time Graduate School Registration</u>	<u>TF Headcount</u>	<u>% of Registered Grad. Students Teaching</u>	<u>TFI Equivalents</u>	<u>TFI Equivalents Per TF Headcount</u>
66-67	223	34	15%		
67-68	224	32	14		
68-69	242	28	12		
69-70	226	24	11		
70-71	189	34	18		
71-72	155	42	27		
72-73	172	56	33	410	7.3
73-74	178	51	29	370	7.3
74-75	171	63	37	386	6.1
75-76	173	61	35	501	8.2
76-77	180	63	35	411	6.5
77-78	173	65	38	427	6.6
78-79	151	63	42	382	6.1
79-80**	145	70	48	423	6.0
80-81	162	72	44	526	7.3
81-82	143	72	50	NA	NA
82-83	153	79	52	NA	NA
83-84***	161	71	44	NA	NA
84-85	158	72	46	524	7.3
85-86	163	80	49	642	8.0
86-87	166	80	48	609	7.6
87-88	187	89	48	718	8.1
88-89	NA	NA	NA	NA	NA

\*East Asian Lang. & Lit., French, German, Italian, Near East Lang. & Civ.,  
Slavic Lang. & Lit., Spanish, Portugese.

\*\*Garner Plan begins taking effect.

\*\*\*Foreign language requirement changed.

## HUMANITIES - FOREIGN LANGUAGE DEPARTMENTS, Cont.

<u>Year</u>	<u>Undergraduate Course Regis.</u>	<u>Undergraduate Course Regis. Per TF Headcounts</u>	<u>Undergraduate Course Regis. Per TFI Equiv.</u>	<u>TFI Unit F. T. E.'s</u>	<u>Ladder Faculty Tenure</u>	<u>Ladder Faculty Headcounts</u>			<u>Undergraduate Course Regis. Per Ladder Faculty</u>
						<u>Term</u>	<u>Total</u>		
66-67									
67-68									
68-69									
69-70									
70-7	3,603	106.0							
71-72	3,950	94.0							
72-73	3,814	68.1	9.3	25.6					
73-74	3,535	69.3	9.6	23.1					
74-75	3,632	57.7	9.4	24.1					
75-76	3,507	57.5	7.0	31.3					
76-77	3,364	53.4	8.2	25.7					
77-78	3,588	55.2	8.4	26.7					
78-79	3,379	53.6	8.8	23.9					
79-80	3,537	50.5	8.4	26.4	33	37	70		50.5
80-81	3,707	51.5	7.0	32.9	31	32	63		58.8
81-82	4,011	55.7	NA	NA	33	31	64		62.7
82-83	3,928	49.7	NA	NA	29	34	63		62.3
83-84	4,586	64.6	NA	NA	30	34	64		71.7
84-85	5,050	70.1	9.6	32.8	29	37	66		76.5
85-86	4,935	61.7	7.7	40.1	27	33	60		82.3
86-87	5,033	62.9	8.3	38.1	31	35	66		76.3
87-88	4,888	54.9	6.8	44.9	34	26	60		81.5
88-89	NA	NA	NA	NA	34	25	59		NA

## HUMANITIES

## NON-FOREIGN LANGUAGE DEPARTMENTS

<u>Year</u>	<u>Full-Time Graduate School Registration</u>	<u>TF Headcount</u>	<u>% of Registered Grad. Students Teaching</u>	<u>TFI Equivalents</u>	<u>TFI Equivalents Per TF Headcount</u>
66-67	624	113	18%		
67-68	634	140	22		
68-69	638	115	18		
69-70	670	145	22		
70-71	583	125	21		
71-72	543	150	28		
72-73	555	177	32	866	4.9
73-74	604	184	30	922	5.0
74-75	602	231	38	1,126	4.9
75-76**	606	266	44	1,070	4.0
76-77	572	241	42	1,094	4.5
77-78	521	253	49	1,218	4.8
78-79	457	230	50	1,281	5.6
79-80***	444	254	57	1,146	4.5
80-81	483	261	54	1,227	4.7
81-82	524	261	50	NA	NA
82-83	501	282	56	NA	NA
83-84	540	294	54	NA	NA
84-85	547	274	50	1,430	5.2
85-86	567	299	53	1,627	5.4
86-87	606	300	50	1,565	5.2
87-88	624	328	53	1,821	5.6
88-89	NA	NA	NA	NA	NA

\*Excluding East Asian Lang. & Lit., French, German, Italian, Near East Lang. & Civ.,  
Slavic Lang. & Lit., Spanish, Portugese.

\*\*Linguistics included in the Humanities from 1975/76 on.

\*\*\*Garner Plan begins taking effect.



## HUMANITIES - NON-FOREIGN LANGIFUAGE DEPARTMENTS, Cont.

<u>Year</u>	<u>Undergraduate Course Regis.</u>	<u>Undergraduate Course Regis. Per TF Headcounts</u>	<u>Undergraduate Course Regis. Per TF1 Equiv.</u>	<u>TFI Unit FTE's</u>	<u>Ladder Faculty Tenure</u>	<u>Faculty Term</u>	<u>Headcounts Total</u>	<u>Undergraduate Course Regis. Per Ladder Faculty</u>
66-67								
67-68								
68-69								
69-70								
70-71	16,685	133.5						
71-72	15,192	101.3						
72-73	15,655	88.4	18.1	54.1				
73-74	16,270	88.4	17.6	57.6				
74-75	16,200	70.1	14.4	70.4				
75-76	17,060	64.1	15.9	66.9				
76-77	16,384	68.0	15.0	68.4				
77-78	16,895	66.8	13.9	76.1				
78-79	17,142	74.5	13.4	80.1				
79-80	16,920	66.6	14.8	71.6	86	110	196	86.3
80-81	17,474	67.0	14.2	76.7	88	103	191	91.5
81-82	18,253	69.9	NA	NA	91	105	196	93.1
82-83	17,488	62.0	NA	NA	98	101	199	87.9
83-84	17,014	57.9	NA	NA	98	99	197	86.4
84-85	17,857	65.2	12.5	91.2	95	103	198	90.2
85-86	18,273	61.1	11.2	101.7	97	101	198	92.3
86-87	18,308	61.0	11.7	97.8	94	97	191	95.9
87-88	18,761	57.2	103	113.8	97	97	194	96.7
88-89	NA	NA	NA	NA	100	91	191	NA

## SOCIAL SCIENCES

<u>Year</u>	<u>Full-Time Graduate School Registration</u>	<u>TF Headcount</u>	<u>% of Registered Grad. Students</u>	<u>TF1 Equivalents</u>	<u>TF1 Per TF Headcount</u>
66-67	383	65	17%		
67-68	370	54	15		
68-69	321	60	19		
69-70	314	72	23		
70-71	302	83	27		
71-72	318	98	31		
72-73	356	95	27	389	4.1
73-74*	351	153	44	520	3.4
74-75	346	147	42	426	2.9
75-76	431	137	32	498	3.6
76-77	442	159	36	597	3.8
77-78	407	162	40	575	3.5
78-79	397	144	36	547	3.8
79-80	364	165	45	633	3.8
80-81	391	160	41	541	3.4
81-82	413	164	40	NA	NA
82-83	452	190	42	NA	NA
83-84	433	195	45	NA	NA
84-85	475	184	39	723	3.9
85-86	450	197	44	778	3.9
86-87	478	200	42	774	3.9
87-88	474	183	39	731	4.0
88-89	474	NA	NA	NA	NA

\*Beginning in 1973/74, Psychology is included in the Social Sciences.

## SOCIAL SCIENCES, Cont.

<u>Year</u>	<u>Undergraduate Course Regis.</u>	<u>Undergraduate Course Regis. Per TF Headcounts</u>	<u>Undergraduate Course Regis. Per TF1 Equiv.</u>	<u>TFI Unit F. T. E.'s</u>	<u>Ladder Faculty Headcounts</u>			<u>Undergraduate Course Regis. Per Ladder Faculty</u>
					<u>Tenure</u>	<u>Term</u>	<u>Total</u>	
66-67								
67-68								
68-69								
69-70								
70-71	10,498	126.5						
71-72	9,235	94.2						
72-73	8,762	92.2	22.5	24.3				
73-74	8,146	53.2	15.7	32.5				
74-75	8,769	59.7	20.6	26.6				
75-76	8,892	64.9	17.9	31.1				
76-77	9,514	59.8	15.9	37.3				
77-78	9,669	59.7	16.8	35.9				
78-79	10,677	74.1	19.5	34.2				
79-80	10,271	62.2	16.2	39.6	79	72	151	68.0
80-81	9,608	60.1	17.8	33.8	74	66	140	68.6
81-82	8,354	50.9	NA	NA	72	67	139	60.1
82-83	8,336	43.9	NA	NA	77	63	140	59.5
83-84	8,837	45.3	NA	NA	76	64	140	63.1
84-85	9,525	51.8	13.2	45.2	74	66	140	68.0
85-86	9,630	48.9	12.4	48.6	76	56	132	73.0
86-87	9,911	49.6	12.8	48.4	72	62	134	74.0
87-88	10,396	56.8	14.2	45.7	71	63	134	77.6
88-89	NA	NA	NA	NA	72	67	139	NA

## SCIENCES

<u>Year</u>	Full-Time Graduate School <u>Registration</u>	TF <u>Headcount</u>	% of Registered Grad. Students <u>Teaching</u>	TF1 <u>Equivalents</u>	TF1 Equivalents Per TF <u>Headcount</u>
66-67	801	237	30%		
67-68	815	262	32		
68-69	817	231	28		
69-70	853	258	30		
70-71	786	179	23		
71-72	776	237	31		
72-73	783	245	31	560	2.3
73-74*	684	219	32	651	3.0
74-75	648	232	36	739	3.2
75-76	592	218	37	695	3.2
76-77	609	200	33	570	2.9
77-78	619	273	44	675	2.5
78-79	604	280	46	728	2.6
79-80	635	285	45	800	2.8
80-81	698	328	47	794	2.4
81-82	721	327	45	NA	NA
82-83	765	327	43	NA	NA
83-84	817	372	46	NA	NA
84-85	884	350	40	1,073	3.1
85-86	942	371	39	1,095	3.0
86-87	945	366	39	1,072	2.9
87-88	979	401	41	1,147	2.9
88-89	971	NA	NA	NA	NA

\*Beginning in 1973/74, Psychology is no longer included in the Sciences.

## SCIENCES, Cont.

<u>Year</u>	<u>Undergraduate Course Regis.</u>	<u>Undergraduate Course Regis. Per TF Headcounts</u>	<u>Undergraduate Course Regis. Per TFI Equiv.</u>	<u>TFI Unit F. T. E.'s</u>	<u>Ladder Faculty Headcounts</u>			<u>Undergraduate Course Regis. Per Ladder Faculty</u>
					<u>Tenure</u>	<u>Term</u>	<u>Total</u>	
66-67								
67-68								
68-69								
69-70								
70-71	8,159	45.6						
71-72	8,907	37.6						
72-73	9,420	38.4	16.8	35.0				
73-74	9,871	45.1	15.2	40.7				
74-75	9,858	42.5	13.3	46.2				
75-76	10,925	50.1	15.7	43.4				
76-77	10,779	53.9	18.9	35.6				
77-78	10,859	39.8	16.1	42.2				
78-79	10,973	39.2	15.1	45.5				
79-80	10,433	36.6	13.0	50.0	139	92	231	45.2
80-81	10,816	33.0	13.6	49.6	134	92	226	47.9
81-82	11,560	35.4	NA	NA	131	88	219	52.8
82-83	12,214	37.4	NA	NA	133	85	218	56.0
83-84	11,319	30A	NA	NA	135	75	210	53.9
84-85	10,518	30.1	9.8	67.1	138	83	221	47.6
85-86	9,304	25.1	8.5	68.4	137	86	223	41.7
86-87	8,783	24.0	8.2	67.0	135	86	221	39.7
87-88	8,346	20.8	7.3	71.7	134	90	224	37.3
88-89	NA	NA	NA	NA	136	87	223	NA

## TOTAL ARTS &amp; SCIEINCES\*

<u>Year</u>	<u>Full-Time Graduate School Registration</u>	<u>TF** Headcount</u>	<u>% of Registered Grad. Students Teaching</u>	<u>TFI Equivalents</u>	<u>TFI Equivalents Per TF Headcount</u>
66-67	2,191	449	20 %		
67-68	2,151	488	23		
68-69	2,126	437	21		
69-70	2,231	509	23		
70-71	1,941	418	22		
71-72	1,870	532	28		
72-73	1,953	575	29	2,230	3.9
73-74	1,897	614	32	2,471	4.0
74-75	1,833	676	37	2,682	4.0
75-76	1,859	685	37	2,768	4.0
76-77	1,854	667	36	2,681	4.0
77-78	1,775	759	43	2,908	3.8
78-79	1,677	728	43	2,960	4.1
79-80	1,661	785	47	3,033	3.9
80-81	1,818	833	46	3,364	4.0
81-82	1,898	841	44	3,114	3.7
82-83	1,980	894	45	3,289	3.7
83-84	2,055	937	46	3,863	4.1
84-85	2,200	901	41	3,842	4.3
85-86	2,246	966	43	4,196	4.3
86-87	2,309	957	41	4,069	4.3
87-88	2,418	1,017	42	4,497	4.4
88-89	2,444	NA	NA	NA	NA

\*Graduate School Registrations and TF headcounts include students in Master's programs unlike the Divisional tables which include only Ph.D. candidates.

\*\* (Including Teaching Fellows in "Other Programs" such as AfroAmerican Studies.)

## TOTAL ARTS &amp; SCIENCEIS, Cont.

<u>Year</u>	<u>Undergraduate Course Regis.**</u>	<u>Undergraduate Course Regis. Per TF Headcounts</u>	<u>Undergraduate Course Regis. Per TF I Equiv.</u>	<u>TFI Unit F. T. E.'s</u>	<u>Ladder Faculty Tenure</u>	<u>Faculty Headcounts Tenn</u>	<u>Faculty Headcounts Total</u>	<u>Non-Ladder Faculty</u>	<u>Undergraduate Course Regis. Per Ladder Faculty</u>
66-67									
67-68									
68-69									
69-70									
70-71									
71-72				139.4					
72-73				154.4					
73-74				167.6				144	
74-75				173.0				112	
75-76				167.6				104	
76-77	43,011	64.5	16.0	181.9				98	
77-78	43,829	57.7	15.1	185.0				97	
78-79	45,062	61.9	15.2	189.6	337	311	648	94	69.0
79-80	44,715	57.0	14.7	210.2	327	293	620	95	71.8
80-81	44,519	53.4	13.2	194.6	327	291	618	75	73.7
81-82	45,551	54.2	14.6	205.6	337	283	620	73	73.6
92-83	45,615	51.0	13.9	241.4	339	272	611	78	73.2
83-84	44,714	47.7	11.6	240.1	336	289	625	92	73.3
84-85	45,822	50.9	11.9	262.2	337	276	613	84	74.1
85-86	45,394	47.0	10.8	254.3	332	280	612	101***	71.2
86-87	44,815	46.8	11.0	291.1	336	276	612	105***	74.3
87-89	45,459	44.7	10.1	NA	342	270	612	99	NA
88-89	NA	NA	NA	NA					

Actual non-ladder faculty numbers are from the Manfile  
Includes courses cross-listed between divisions,  
1986-87 and 1987-98 numbers may not be reliable.

Sources: Graduate School Annual Report of the Dean, Tbs. 2, 14-b; Graduate School Registrar's Office; Graduate  
School Financial Aid; OIR Fact book Tbs. FASF2, FASYC6, UFS2-, OIR Report 99R001; Yale College Registrar  
OIR: RCG, (revised 4/24/89)

Mean and Median Time from Matriculation in the Graduate School  
to Submission of Acceptable Ph.D. Dissertation, 1973-88.

APPENDIX C

	Humanities		Sciences		Soc. Sciences		All Divisions	
	mean	median	mean	median	mean	median	mean	median
1973-74	6.3	5.7	5.0	4.7	6.3	5.7	5.8	5.7
1974-75	6.1	5.7	5.2	5.0	5.9	5.7	5.7	5.0
1975-76	6.4	6.0	5.4	5.0	5.7	5.0	5.9	5.7
1976-77	6.3	5.7	5.3	5.0	6.4	5.8	5.9	5.0
1977-78	6.7	6.0	5.2	5.0	6.0	5.7	6.0	5.7
1978-79	6.7	6.0	5.2	5.0	6.0	5.7	6.0	5.7
1979-80	7.4	6.7	5.0	4.7	5.8	5.7	6.1	5.7
1980-81	6.7	6.7	5.3	5.0	6.0	5.7	missing	5.7
1981-82	7.1	6.0	5.0	4.7	6.0	5.7	6.0	5.7
1982-83	7.9	7.7	5.6	5.4	6.3	6.0	6.6	6.4
1983-84	7.6	6.3	5.4	5.3	6.9	6.0	6.6	5.6
1984-85	7.4	7.3	6.0	5.6	6.9	6.5	6.8	6.5
1985-86	7.8	7.6	5.6	5.2	7.5	6.4	7.0	6.4
1986-87	7.9	7.7	6.1	6.1	7.7	6.9	7.2	6.9
1987-88	7.7	7.5	6.0	6.5	7.2	6.7	6.9	6.9

Source: Graduate School. Annual Statistical Report of the Dean, 1973-88. Table 8b.



## COMPARISON WITH OTHER INSTITUTIONS

Teaching assistant programs at many universities have evolved through three stages in the past twenty-five years. During the 1960s, when Federal and foundation fellowship support was relatively plentiful, teaching assistantships were primarily valued as scholarly apprenticeships. The harder financial times of the 1970's required that teaching income be increased, and teaching assistantships became a more integral part of the university's pattern of financial aid. Today, on many campuses, teaching assistantships are thought of as outright employment- both by the assistants and by the university itself.

At many universities an effort is now underway to bring into a proper balance in the particular circumstances of those institutions such elements as the appropriate size of the teaching assistantship program; the equitable assignment of ranks and workloads, both within and between academic departments; the role of teaching assistantships as financial aid, and the fairness of salary levels for teaching assistants; the methods and programs (or lack thereof) whereby graduate students are trained to teach.

The size of teaching assistantship programs varies mainly according to three considerations: undergraduate enrollment; graduate enrollment; and the structure of the faculty, in particular whether within the faculty of arts and sciences there is a sharp distinction in teaching assignments between senior (or graduate) faculty and junior faculty. Thus, at a university with large undergraduate and graduate enrollments and senior faculty who principally teach graduate students, graduate students will almost certainly play a large role in undergraduate instruction. On the other hand, where there is a single faculty of arts and sciences within which all faculty have an obligation to teach undergraduates, and where the size of the graduate school is not large relative to the undergraduate college, or where the college itself is small, graduate students will not teach frequently.

Yale and most of the distinguished private research universities appear to be midway between these two modes, though with some variation according to the particular proportions of undergraduate and graduate enrollment. Compare, for example, the following institutions:

1987-88	undergrad. enrollment TAS	grad. enroll.	grad. student enroll.	TAs as of grad.
Brown	5,600	1,262	501	40%
Harvard	6,582	2,750	958	35%
Stanford	6,571	1,799	764	42%
Princeton	4,500	1,084	437	40%
Yale	5,288	2,418	1017	42%

At these five institutions 35-42% (a narrow range) of the graduate students served as TAs in 1987-88. In relation to the size of the undergraduate enrollment, there are more TAs at Harvard and Yale than at Brown and Princeton. Yet the proportions of enrollment and TAs are roughly similar at these four universities. The pattern is quite different at the large public universities. For example, at Cal Berkeley well over half of the graduate students served as TAs in 1987-88.

There is a great deal of variation in the assignment of ranks and workloads to TAs. Many universities make only a nominal attempt at central regulation of these matters, and delegate a good deal of authority to departments. Where there are university-wide systems of ranks and workloads, there is a wide range from crude to fine distinctions. For example, the University of Pennsylvania has only one teaching assistantship rank and salary. On the other hand, many universities (including Yale) establish three to five levels or ranks, with corresponding salaries.

The universities that do differentiate ranks of TAs use several criteria: approximate hours expected of the TA per week or per semester; kind of teaching, whether grading only, leading discussion sections or labs, or teaching independent sections; size of section and particular nature of instruction in the department; length of service as TA; stage of progress in doctoral program (usually whether predissertation or at the dissertation stage); or some combination of these considerations. Titles vary greatly, but most programs use "teaching assistant" for discussion and laboratory leaders and a title like our "part-time acting instructor" for independent section teachers. A few universities, like Yale, use "teaching fellow", but most that use it do so in combination with "teaching assistant", in order to distinguish a more senior rank than TA.

Comparisons of the levels at which different universities compensate their teaching assistants is a complicated matter. To begin one must try to find TA ranks that have comparable effort expectations. For example, Yale's most frequent appointment is the TF III, which is defined as requiring 15 hours of effort per week. However, other universities often focus on a half-time or 20 hour per week appointment. It is also important to keep in mind whether a teaching assistant receives any tuition benefit qua TA, and if not whether the TA receives tuition aid from any other source. Then there is the consideration of whether departments are allowed to supplement TA salaries from their own funds.

Above all, it is important to consider a university's TA program in comparison with its fellowship program. Some universities--particularly public universities--pay relatively high TA salaries but provide fellowship assistance to only a few students and for only one year. At Yale and among Yale's peer institutions, somewhat lower salaries are matched by a comparatively generous fellowship budget that supports students for several years.

It is with these thoughts in mind that the reader should consult the following bar graph and table that compare Yale's TA salaries and fellowship expenditure with those of our peer institutions. It should be noted that stipends at some institutions such as Stanford are uniform, while at others such as Harvard it is need-based.

# TA Salories and Fsp. Expenditure

11  
10  
9  
8  
7  
6  
5  
4  
2  
1  
0

Brown      Cal Berkeley      Columbia                      Harvard                      Penn                      Princeton                      Stanford                      Yale

20 h r. TA 88-89

stipend per capita entering class humuntanities  
and social Sciences 87-88

A Comparison of Teaching Assistantships at Selected  
Graduate Schools, 1988-89

Appendix D -5

University	Title	Effort approximation	Tuition benefit	Academic Year Salary
Brown a)	Crse. Asst.	20 hrs./week	3/4 T	\$6,500
	TA	20 hrs./week	3/4 T	6,500
	Sr. TA	20 hrs./week	3/4 T	6,800
	TF	20 hrs./week	3/4 T	7,200
UC Berkeley	GSI-1	half-time	none	\$10,630(10 mos.)
	GSI-2	half-time	none	11,205
	GSI-3	half-time	none	11,760
	GSI-4	half-time	none	12,650
Columbia	TA	15 hrs./week	full	\$3,900
	Preceptor	resp. for course	full	9,360
Cornell a)	TA	15 hrs./week	full	\$6,800
Harvard	Junior TF	2/5 time	none	\$9,060 (10 mos.)
	Senior TF	2/5 time	none	10,260
Penn	TA	not defined	full	\$7,000
			(plus health fee)	
Princeton b)	pre-genl. AI	2-6 hrs. contact	1/3-full T	\$3,040-9,100
	Post-genl. AI	2-6 hrs. contact	1/3-full T	3,530-10,300
Stanford	Crse. Asst.	1/2 time	9 credits	\$7,854 (3 qtrs.)
	TA	1/2 time	of tu.	8,650
	TF	1/2 time		9,222
Yale	TFI	5 hrs./week	none	\$1,940
	TFII	10 hrs./week	none	3,880
	TFIII	15 hrs./week	none	5,820
	TFIV	20 hrs./week	none	7,760
	PTAI	resp. for course	none	8,000

REB  
9/26/88  
TA8782

a) Salaries can be supplemented by departments.  
b) fsp. stipend retained according to sliding scale.

**Survey of Undergraduates**  
**Ad Hoc Committee on Teaching In Yale College**

I

1. CLASS of 1989      46      1990   48      1991   77      1992   29

2. MAJOR   200

3. Total number of courses taken at Yale by the end of this semester 17.67

186/200      Lectures 11.20 (63.4%)      All others 6.47(36.6%)

4. a. Courses taught by graduate student as primary instructor

187/200 (i.e. as a lecturer or seminar leader, not as TA)

Lectures	.4	Seminars	.5	76% had taken at least 1
Languages	1.2	Others	.4	46% had taken at least 1 lecture sem:

135/200 b.      Quality of teaching in these courses taught by graduate students as primary instructors. (identify what % of the classes fall into each category).

	Poor				Excellent	
	1 9.5	2 13.2	3 28.2	4 28.1	5 20.5	3.4 AVG

138/200 c.      In general, how did these courses compare to those taught by regular faculty

Better 17 (12%)      About the Same 68 (49%)      Worse 53 (38%)

5. Of all the lecture courses you have taken at Yale how many had

156/200      Required section 6.6      Optional Section 1.8      No section 2.3

6. For each category, estimate the % of sections in each numerical rating:

(Example : Quality of teaching: 1. 20%   2. 20%   3. 30%   4. 20%   5. 10%)

	Poor					Excellent	
	1	2	3	4	5		
149/200							
Quality of teaching	11.6	15.3	28.8	30.1	14.4	3.2	AVG
Preparation of TA	7.2	13.3	26.4	35.3	17.7	3.4	AVG
Knowledge of TA in subject area	4.5	10.3	24.8	38.2	23.6	3.7	AVG
Accessibility of TA	6.4	9.7	21.8	36.4	25.7	3.6	AVG
Enthusiasm of TA	8.5	15.8	27.1	28.3	20.5	3.4	AVG
Value of Section to course as whole	14.3	19.7	21.2	24.5	20.3	3.2	AVG

7. How many sections have you had that were taught by the professor teaching the lecture part of the course? 178/200

.42 (3.8%) ( 72% never had such a section)

8. What % of time in section meetings is devoted to the following goals? 155/200

Review of readings/lectures	39.0%
Answer students' questions	27.1%
Introduce new material not presented in lecture	12.9%
Stimulate student to student discussion	20.9%

- 171/200
9. Have you ever had a teacher whose ability to teach was impaired by their ability to speak English? If yes, how many? In What courses?  
(46.8%)
10. How would you rate Professor accessibility at Yale? 162/200 3.4AVG
- | Poor    |           |           |           |          | Excellent |
|---------|-----------|-----------|-----------|----------|-----------|
| 1       | 2         | 3         | 4         | 5        |           |
| 2(1.2%) | 17(10.6%) | 70(43.5%) | 63(39.1%) | 10(6.2%) |           |
11. How many full faculty members do you feel you know well? Do you perceive any special barriers to developing such relationships? 156/200  
1.6 faculty members  
(35.8% knew 0 faculty)
12. How many classes with over 100 enrolled have you taken? 5.5 (3.1 %)  
153/200
13. Are grading standards at Yale consistent across departments? 168/200  
Always Usually 35(20.8) sometime 49(29.2) not usually 63(37.5) never 21(12.5)
14. Is grading at Yale consistent within a given course? 168/200  
101 (60.1%)  
Always 4(2.4%) Usually sometimes 41(24.4) not usually 15(8.9% never 5(3.0%)
15. Is there grade inflation at Yale? 160/200
- |           |           |           |            |
|-----------|-----------|-----------|------------|
| 10(6.32%) | 91(56.9%) | 37(23.1%) | 22 (13.7%) |
| Extreme   | Moderate  | Slight    | None       |
16. What is the overall quality of teaching at Yale? 170/200
- | Poor |         |           |            |          | Excellent |
|------|---------|-----------|------------|----------|-----------|
| 1-   | 2       | 3         | 4          | 5        |           |
|      | 3(1.8%) | 30(17.6%) | 120(70.6%) | 17 (10%) | 3.9AVG    |
17. Which of the following options regarding shopping period do you think would provide for the best education of Yale undergraduates?  
172/200
- Lengthen shopping period 25 (14.5%)  
Maintain shopping period as it has been 143 (83.1%)  
Shorten shopping period 3 (1.7%)  
Replace shopping period with preregistration 1(0.6%)
18. Please describe the worst section and the best section you have taken and why you rate them as you do.  
A130 provide any other comments you may have on teaching at Yale.

II. GROUP I SUBVEY RESULTS

Survey Of Undergraduates  
Ad Hoc Committee on Teaching In Yale College

1. CLASS of 1989 9 1990 8 1991 11 1992 2  
 2. MAJOR 30

3. Total number of courses taken at Yale by the end of this semester 20.1  
 28/30 Lectures 10.1 All others 10.0

4. a. Courses taught by graduate student as primary instructor  
 28/30 (i.e. as a lecturer or seminar leader, not as TA)

Lectures .4 Seminars .5 75% had taken at least 1  
 Languages 1.1 Others .1 54% had taken a: least 1 test or seminar

20/30 b. Quality of teaching in these courses taught by graduate students as primary instructors. (Identify what % of the classes fall into each category).

Poor				Excellent	
1 8.8	2 6.5	3 39.0	4 10.8	5 34.9	3.6 AVG

c. In general, how did these courses compare to those taught by regular faculty  
 21/30

Better 4(19%) About the Same 10(48%) Worse 7(33%)

5. Of all the lecture courses you have taken at Yale how many had  
 23/30

Required section 7.7 optional Section .7 No section 1.4

6. For each category, estimate the % of sections in each numerical rating:  
 23/30

(Example : Quality of teaching: 1. 20% 2. 20% 3. 30% 4. 20% 5. 10%)

	Poor					Excellent
	1	2	3	4	5	
Quality of teaching	10.9	17.6	22.6	39.1	9.3	3.2 AVG
Preparation of ?A	9.1	15.4	29.1	31.3	15.0	3.3 AVG
Knowledge of TA in subject area	3.6	11.8	17.7	40.4	26.4	3.7 AVG
Accessibility of TA	8	5.2	20.3	32.3	33.7	3.3 AVG
Enthusiasm of TA	14.1	6.3	11.3	36.9	31.7	3.7 AVG
Value of Section to course as whole	12.1	15.0	10.4	33.0	29.3	3.5 AVG

7. How many sections have you had that were taught by the professor teaching the lecture part of the course?  
 24/30

.62(6.1%) 58%(never)

8. What % of time in section meetings is devoted to the following goals? 21/30

Review of readings/lecture	38.0%
Answer students' questions.	21.1%
Introduce new material not presented in lecture	16.9%
Stimulate student to student discussion	22.5%



9. Have you ever had a teacher whose ability to teach was impaired by their ability to speak English? If yes, how many? In What courses?

21/30 33%

10. How would you rate Professor accessibility at Yale? 19/30 3.6 AVG.

Poor				Excellent
1	2	3 8(42.1%)	10 (53%)	5 1 (5.3%)

11. How many full faculty members do you feel you know well? Do you perceive any special barriers to developing such relationships?

2.0 Faculty Members

(27% knew 0)

19/30 12. How many classes with over 100 enrolled have you taken? 4.5

13. Are grading standards at Yale consistent across departments? 22/30

Always usually 4 (18%) Sometimes 5 (23%) not usually 12(54%) never 1 ( 4.5

14. Is grading at Yale consistent within a given course? 22/30

Always Usually 16(73%) sometimes 2 (9%) Not usually 4(18%)

15. Is there grade inflation at Yale? 22/30

Extreme Moderate 14 (63%) slight 7 (32%) none 1(4.5%)

16. What is the overall quality of teaching at Yale? 22/30 4.2 AVG.

Poor				Excellent
1	2	3 1 (4.5%)	4 16 (73%)	5 5 (22.7%)

17. Which of the following options regarding shopping period do u think would provide for the best education of Yale undergraduates? 22/30

Lengthen shopping period 3 ( 13.6%)  
 Maintain shopping period as it has been 19 (86.4%)  
 Shorten shopping period  
 Replace shopping period with preregistration

18. Please describe the worst section and the best section you have taken and why you rate them as you do. Also provide any other comments you may have on teaching at Yale.

Survey of Undergraduates  
Ad Hoc Committee on Teaching In Yale College

I. CLASS of 1989 20                      1990 14                      1991 25                      1992 2

2. MAJOR 61

61/61

3. Total number of courses taken at Yale by the end of this semester 21.3 AVG

59/61                      Lectures 12.1                      All others 9.2

4. a. Courses taught by graduate student as primary instructor  
(i.e. as a lecturer or seminar leader, notpas TA) 59/60

Lectures .2                      Seminars .7                      74.6% at least I  
Languages 1.2                      Others .4                      45.6% at least 1 lect or seminar

42/61 b. Quality of teaching in these courses taught by graduate students as primary instructors. (Identify what % of the classes fall into each category).

Poor				Excellent	
1 8.2	2 10.7	3 25.9	4 34.6	5. 20.5	3.5 AVG

42/61 c. In general, how did these courses compare to those taught by regular faculty

Better 4 (9.5%)                      About the Same 22(52.3%)                      worse 16 (38.1%)

5. Of all the lecture courses you have taken at Yale how many had

44/61                      Required section 7.7                      Optional Section 1.9                      No section 1.9

6. For each category, estimate the % of sections in each numerical rating:

47/61 (Example : Quality of teaching: 1. 20% 2. 20% 3. 30% 4. 20% 5. 10%)

	Poor				Excellent	
	1	2	3	4	5	
Quality of teaching	13.3	13.7	29.3	27.4	16.2	3.1 AVG
Preparation of TA	6.2	11.0	31.6	32.8	18.9	3.5 AVG
Knowledge of TA in subject area	4.1	11.8	25.7	35.8	23.1	3.6 AVG
Accessibility of TA	5.7	9.3	23.1	31.7	30.2	3.7 AVG
Enthusiasm of TA	10.4	13.9	29.4	26.9	20.6	3.4 AVG
value of Section to course as whole	12.7	20.9	20.3	23.2	20.8	3.2 AVG

7. How many sections have you had that were taught by the professor teaching the lecture part of the course? 58/61

.46 (3.7%) (70.7% never had)

8. what % of time in section meetings is devoted to the following goals? 54/61

Review of readings/ lectures	43.4%
Answer students' questions	22.3%
introduce new material not presented in lecture	12.5%
Stimulate student to student discussion	21.7%

55/61

9. Have you ever had a teacher whose ability to teach was impaired by their ability to speak English? If yes, how many? In What courses?

47.2%

10. How would you rate Professor accessibility at Yale? 55/61

Poor				Excellent	3.3 AVG			
1	2	10(18.2%)	3	25(45.5%)	4	18(32.7)	5	3(5.4%)

11. How many full faculty members do you feel you know well? Do you perceive any special barriers to developing such relationships? 51/61

1.8 faculty members  
(26% knew 0 faculty)

55/61 12 How many classes with over 100 enrolled have you taken? 6.6

13. Are grading standards at Yale consistent across departments? 55/61

Always Usually 14(25.5%) sometimes 17(30.9) not usually 16(29.1) never 8(14.5)

14. Is grading at Yale consistent within a given course? 55/61

Always 1(1.8%) Usually 32(58.2%) Sometimes 13(23.6%) not usually 5(9.1) Never 4(7.3%)

15. Is there grade inflation at Yale? 50/61

Extreme 5(10%) Moderate 30(60%) slight 9(18%) None 6(12%)

16. What is the overall quality of teaching at Yale? 56/61 3.9AVG

Poor				Excellent				
1	2	2(3.6%)	3	8(14.3%)	4	39(69.6%)	5	7(12.5%)

17. Which of the following options regarding shopping period do you think would provide for the best education of Yale undergraduates? 56/61

Lengthen shopping period 4 7.2%  
Maintain shopping period as it has been 52 92.8%  
Shorten shopping period  
Replace shopping period with preregistration

18. Please describe the worst section and the best section you have taken and why you rate them as you do. Also provide any other comments you may have on teaching at Yale.



Appendix E-8-

41/44

9. Have you ever had a teacher whose ability to teach was impaired by their ability to speak English? If yea, how many? In What courses? 43.9%

10. How would you rate Professor accessibility at Yale?

					33/44 (3.2 AVG)
Poor					Excellent
1 1(3%)	2 5(15.2%)	3 14(42.4%)	4 11(33.3%)	5 2(6.1%)	

11. How many full faculty members do you feel you know well? Do you perceive any

special barriers to developing such relationships? 33/44  
 1.0 faculty member  
 35% knew 0 faculty)

33/44 12. How many classes with over 100 enrolled have you taken? 5.5

13. Are grading standards at Yale consistent across departments? 35/44

Always Usually 6 (17.1) sometimes 8 (22.8) not usually 16(45.7)  
 never 5 (14.3)

14. Is grading at Yale consistent within a given course? 34/44

Always Usually 18 (53%) sometimes 11(32.3) not usually 4(11.8)  
 never 1(2.9)

15. Is there grade inflation at Yale? 35/44

Extreme 4(9.1%) moderate 21(60%) Slight 5(14.3%) none 5(14.3%)

16. What is the overall quality of teaching at Yale? 35/44 3.8AVG

Poor				Excellent
1 2	3 10(28.6%)	4 23(65.7%)	5 2 (5.7%)	

17. Which of the following options regarding shopping period do you think would provide for the best education of Yale undergraduates? 37/44

Lengthen shopping period 9 (24.3%)  
 maintain shopping period as it has been 25(67.6%)  
 Shorten shopping period 3 (8.1%)  
 Replace shopping period with preregistration

18. Please describe the worst section and the best section you have taken and why you rate them as you do. Also provide any other comments you may have on teaching at Yale.

**Survey of Undergraduates**  
**Ad Hoc Committee on Teaching In Yale College**

1. CLASS of 1989 6 1990 13 1991 14 1992 6

2. MAJOR 39

3. Total number of courses taken at Yale by the end of this semester 19.5 AVG

36/39 Lectures 12.2 All others 7.3

4. a. Courses taught by graduate student as primary instructor  
(i.e. as a lecturer or seminar leader, not as TA)

Lectures .5 Seminars .4 75% taken at least 1  
Languages .8 Others .5 42% taken at least 1 lect. or sem.

b. Quality of teaching in these courses taught by graduate students as  
primary instructors. (Identify what % of the classes fall into each  
category).

25/39

Poor				Excellent	
1 4.8	2 22.6	3 31.9	4 28.6	5 9.4	3.1 AVG

c. In general, how did these courses compare to those taught by regular faculty  
Better 3 (12%) About the Same 11 (44%) - Worse 11 (44%)

5. of all the lecture courses you have taken at Yale how many had  
30/39 Required section 4.8 Optional Section 3.5 No section 3.5

6. For each category, estimate the % of sections in each numerical rating:

(Example : Quality of teaching: 1. 20% 2. 20% 3 30% 4. 20% 5. 10%)

	Poor				Excellent	
	1	2	3	4	5	
Quality of teaching	8.3	11.9	35.3	31.2	12.7	3.3 AVG
Preparation of TA	5.1	11.9	18.7	53.7	10.5	3.5 AVG
Knowledge of TA in subject area	1.9	7.7	24.1	50.2	15.7	3.7 AVG
Accessibility of TA	1.8	16.4	37.0	29.7	15.0	3.4 AVG
Enthusiasm of TA	2.7	20.3	35.9	27.3	13.7	3.3 AVG
value of Section to course as whole	7.2	15.0	29.7	25.8	10.3	2.9 AVG

7. How many sections have you had that were taught by the professor teaching the  
lecture part of the course? 36/39

.44 (3.6%) (75% never had such a section)

8. what % of time in section meetings is devoted to the following goals? 27/39

Review of readings/lectures 37.4%

Answer students' questions 38.7%

Introduce new material not presented in lecture 11.5%

Stimulate student to student discussion 12.1%

9. Have you ever had a teacher whose ability to teach was impaired by their ability to speak English? If yes, how many? In What courses? 29/39 65.5%

10. How would you rate Professor accessibility at Yale? 33/39

Poor				Excellent
1	2	3	4	5
	1 (3%)	14(42.4%)	16(48.4%)	2(6.1%)

11. How many full faculty members do you feel you know well? Do you perceive any special barriers to developing such relationships? 28/39

2.32 faculty members  
36% knew 0 faculty

32/39 12. How many classes with over 100 enrolled have you taken? 4.6

13. Are grading standards at Yale consistent across departments? 33/39

Always usually 5(15.1% sometimes 8(24.2) not usually 13(39.4 never 7 (21.2)

14. Is grading at Yale consistent within a given course? 33/39

Always 2(6.1%) Usually 19(57.6%) sometimes 11(33%) not usually 1(3%) Never

15. Is there grade inflation at Yale? 33/39

Extreme 1(2.6%) moderate 14(42.4) light 9(27.3) none 9(27.3)

16. What is the overall quality of teaching at Yale? 33/39

Poor				Excellent	3.8 AVG
1	2	3	4	5	
		8(24.2%)	24(72.7%)	1 (.3%)	

17. Which of the following options regarding shopping period do you think would provide for the best education of Yale undergraduat63? 32/39

Lengthen shopping period 3 9.4%

Maintain shopping period as it has been 28 87.5%

Shorten shopping period

Replace shopping period with preregistration 1 3.1%

18. Please describe the worst section and the best section you have taken and why you rate them as you do. Also provide any other comments you may have on teaching at Yale.

VI. SURVEY RESULTS OF "UNDECIDEDS" (re. their majors)

**Survey of Undergraduates  
Ad Hoc Committee on Teaching In Yale College**

1. CLASS of 1989 0    1990 1    1991 11    1992 14

2. Unds. 26

3. Total number of courses taken at Yale by the end of this semester 8.9 avg.    26/26

23/26    Lectures 4.6    All others 4 :3

4. a. Courses taught by graduate student as primary instructor  
(i.e. as a lecturer or seminar leader, not as TA)

25/26

Lectures .2    Seminars .28    84% had at least 1  
Languages .8    Others .6    32% had at least 1 lect. or sem.

b. Quality of teaching in these courses taught by graduate students as  
21/26 primary instructors. (Identify what % of the classes fall into each  
category).

Poor					Excellent	
1 14.8%	2 16.7%	3 21.4%	4 32.9%	5 14.3%	3.2	AVG

C. In general, how did these courses compare to those taught by regular faculty  
Better 2 (9.57)    About the Same 8(38.1%)    worse 11 (52.4%)

5. Of all the lecture courses you have taken at Yale how many had  
24/26    Required section 3.2    Optional Section 0.7    No section 7.8

6. For each category, estimate the % of sections in each numerical rating:  
(Example: Quality of teaching: 1. 20%    2. 20%    3 30%    4. 20%    5. 10%)

	Poor					Excellent	
	1	2	3	4	5		
19/26							
Quality of teaching	5.8	17.4	25.3	35.8	15.8	3.4	AVG
Preparation of TA	3.2	15.8	15.5	38.1	26.8	3.7	AVG
Knowledge of TA in subject area	2.1	12.1	10.5	44.7	30.5	3.9	AVG
Accessibility of TA	5.0	7.2	8.3	53.9	25.6	3.9	AVG
Enthusiasm of TA	1.6	24.2	31.6	22.1	26.0	3.3	AVG
value of Section to course as whole	17.4	21.1	21.1	20.5	20.0	3.0	AVG

7. How many sections have you had that were taught by the professor teaching the  
lecture part of the course? 24/26

.17(3.6%) (83% never had such a section)

8. what % of time in section meetings is devoted to the following goals? 18/26

Review of readings/lectures	29.2
Answer students' questions	35.8
Introduce new material not presented in lecture	15
Stimulate student to student discussion	21.1



9. Have you ever had a teacher whose ability to teach was impaired by their ability to speak English? If yes, how many? In What courses?  
 25/26 40%

10. How would you rate Professor accessibility at Yale? 21/26 3.4 AVG  
 Poor Excellent  
 1 1(3.8%) 2 1(3.8%) 3 9(42.9%) 4 8(38.1%) 5 2(9.5%)

11. How many full faculty members do you feel you know well? Do you perceive any special barriers to developing such relationships? 22/26  
 .45 faculty members  
 (68% knew 0 faculty)

12. How many classes with over 100 enrolled have you taken? 2.8 24/26

13. Are grading standards at Yale consistent across departments? 23/26  
 Always Usually 6(26.1) sometimes 11(47.8) not usually 6(26.1) never

14. Is grading at Yale consistent within a given course? 24/26  
 Always 1(4.2%) Usually 16(66.7) sometimes 6(25%) not usually 1(4.2%) never

15. Is there grade inflation at Yale? 20/26  
 Extreme Moderate 12(60%) slight 7(35%) None 1(5%)

16. What is the overall quality of teaching at Yale? 24/26 3.9 AVG  
 Poor Excellent  
 1 2 1(4.2%) 3 3(12.5%) 4 18(75%) 5 2(8.3%)

17. Which of the following options regarding shopping period do you think would provide for the best education of Yale undergraduates? 25/26

- Lengthen shopping period 6 (24%)
- Maintain shopping period as it has been 19(76%)
- Shorten shopping period
- Replace shopping period with preregistration

18. Please describe the worst section and the best section you have taken and why you rate them as you do. Also provide any other comments you may have on teaching at Yale.

## OPTIONAL SECTIONS

Optional sections have been used effectively by Yale faculty teaching large courses. The optional section is a required meeting in addition to the two 75-minute or three 50-minute lectures. At the beginning of the course, students are asked to decide whether they wish to take the course with or without section. By the end of the third week students are committed to specific sections, and thereafter can neither elect to enter a section nor to take the course without section. At the end of the course, section leaders grade the students in their sections, taking into account weekly attendance, active participation, etc. This is figured in as 10% or so of the student's total course grade. For students not in section, the final grade is based on grades on papers and/or exams.

Students enrolled in optional sections have different course requirements than students not in those sections. Optional sections have been used both in courses with only mid-term and final exams and in courses which also require papers. In one model students only wrote papers if they were in section; in another students not in section also wrote papers.

Experience suggests that 50-75% of the students sign up for section, and both the students and their TFs are more satisfied than in courses with required sections. The self-selected group of students seems to make for a section in which discussion (and other activities ) work better. The practical advantage of the option is that it requires fewer TFs without depriving interested students of the chance at a section.

Graduate Student Survey Results

1. Description of Survey Respondents. The survey produced 373 relatively well completed questionnaires, 57 (15.3%) in Group I, 82 (22%) in Group II, 82 (22%) in Group III, and 152 (40.7%) in Group IV. This sampling corresponds roughly to the distribution of Teaching Assistants in recent years, 1 Extensive efforts were made to provide survey questionnaires to all currently enrolled in the graduate school (2444), producing a response rate of 15.3% 2 The most heavily represented departments are Spanish and English in Group I, History, American Studies, History of Art, and Music in Group II, Psychology, Political Science, Economics and Sociology in Group III, and Biology, Chemistry, Physics, and MB&B in Group IV. This distribution among departments corresponds less exactly to the pattern among teaching assistants in general in recent years, East Asian Languages and Computer Science, for instance, are comparatively underrepresented, while Sociology and MB&B are over represented.

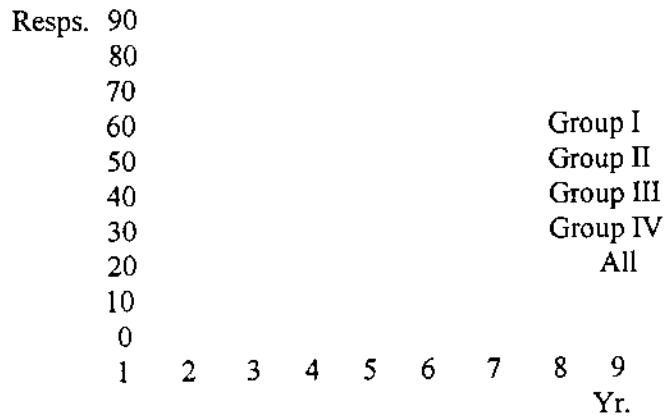
The respondents were distributed largely from years 1 through 6 in the graduate program, in a right-leaning curve beginning and ending at about 33 respondents and peaking at 76 and 85 in years 3 and 4, respectively 11 respondents were

1 In 1986-87 Groups I and II combined as Humanities had 39.7% of Yale's TFs, Group III had 20.9%, and Group IV had 38.2%

2 The effective response rate may be higher Students living outside New Haven may not have received surveys in time to reply.

beyond the 6th year This pattern of distribution was fairly constant across Groups, although Group III had a surprisingly low number of 3d year respondents (11)

Graph One  
Survey Respondents by Year and Group



11. Amount of Teaching by Respondents. The average or mean respondent in the survey was over halfway through the third year of graduate school and had taught 3 sections in 2.2 courses,

totaling 5.97 TF units. 3 Group II students were teaching the most sections, though Group I students accounted for 48.5% of the often time-consuming TF IV and PTAI appointments. The survey does not indicate what year these graduate students were in when they taught their courses, but some idea of when teaching occurs can be gathered from seeing how much teaching has been done by students who report themselves as first, second, third, (etc ) year students. Their responses indicate, as expected, that Group IV students tend to do much of their teaching in their first two years, particularly the second, and do relatively little more thereafter. In the other groups, there is almost no first year teaching. The first three Groups do show some second year teaching and fairly steady teaching thereafter, with Groups I and II leading the way in numbers of courses taught, Group I in TF IV/PTAI level teaching.

These teaching loads appear on average to be heavy, but not unduly so. Group II respondents in their 5th year, for example, report having taught on average 6.7 sections in 3.1 courses, totaling 13.5 TF Units; for Group I, the figures are 4.7 sections in 3.2 courses, totaling 13.1 TF Units (counting PTAIs as TF 4

3 Group I respondents had on average taught 3.1 sections in 2.4 courses, totaling 8.2 TF Units; Group II respondents had taught 4.2 sections in 2.5 courses, totalling 8.1 TF Units; Group III, 2.7 sections in 2 courses totaling 5.52 TF Units, Group IV, 2.5 sections in 2 courses totalling 3.98 Units. The estimated median student was just about to enter the 4th year. Groups I and II's medians were slightly higher, Group IV's slightly lower. The calculation of TF Units will vary depending on whether Group IV respondents teaching as a condition of their fellowship or grant are counted as TF IIIs, as done here, or something lower.

equivalents), for Group III, 3.8 sections in 2.8 courses, totaling 6.85 TF Units.<sup>4</sup> Group IV students in their 5th year averaged 3 sections in 2.6 courses totaling 4.89 TF Units.

These are averages and should not obscure the fact that while some students teach very little, others teach a great deal. If heavy teaching is defined as 6 or more courses taught, and/or more than 16 TF Units taught, then 6.7% of all respondents fall into this category--only 3.3% of Group IV, and 6.1% of Group III, but 13% of Group I, and 9.8% of Group II. As percentages of advanced graduate students, these numbers would of course be larger yet.<sup>5</sup> They suggest that a significant minority of graduate students in the two Humanities Groups may be undertaking unduly heavy teaching loads.

The most frequently reported TF status is, unsurprisingly, TF III for Groups I-3, for Group IV it is TF II, followed by those Group IV students who identify themselves as recipients of a Yale Fellowship or a Training Grant (often TF III equivalents), or as a

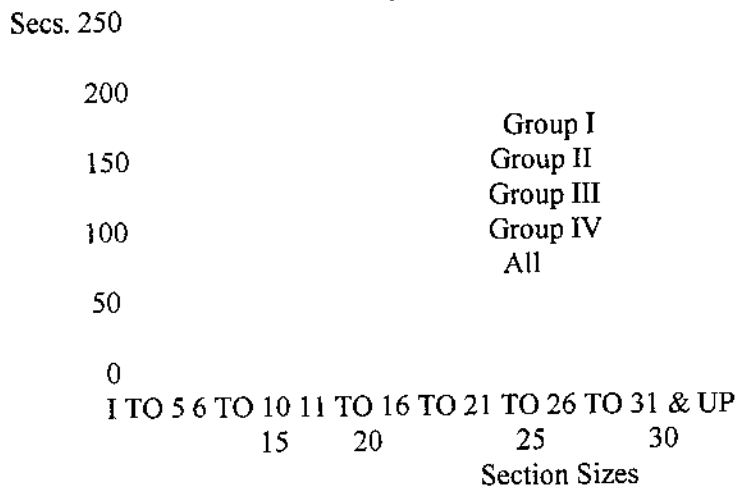
<sup>4</sup> The TF Units average for Group III 5th year students is probably misleadingly low. The 13 respondents in that category had done no PTAI teaching; 6th year Group III students had held 10 PTAI positions.

<sup>5</sup> If taken as percentages of graduate students in each division who are in their 4th year, 7 or beyond, respondents teaching 6 or more courses and/or over 16 TF Units amount to 23.3% of Group I, 18.2% of Group II, 12.2% of Group III, and 7.7% of Group IV. These numbers are less reliable, however, because they underrepresent graduate students who have left the program (presumably before teaching so much) and because many surveys were not completed sufficiently to be included in tabulations subdivided into years as well as divisions.

TF I. In addition to being concentrated in Group I, PTAI and TF IV are listed most often by 4th through 6th year students.

Section Size. Amount of teaching is, of course, also affected, by section sizes. As estimated by these respondents, Yale sections cluster around sizes of 11-20, a range that included 56.8% of the sections reported 17.4% had 10 or less, while 25.9% had 21 or more (12.7% had 26 or more). Group IV had more smaller sections (23.2% 10 or under) though it also had a slightly high percentage of sections over 31 (7.7%, versus 6.5% overall) Group III had the largest sections: 41.2% had 21 or more students, and 13.7% had 31 or more. Of the two intermediate groups, Group I clustered heavily in the 11-20 section size, with nearly 65% of its sections in that range and 17.6% on either side, Group II leaned more toward larger sections, with 61.3% in the 11 to 20 range but 29.4% of its sections 21 or more,

Graph Two  
Number of Sections by Section Size and Group



**III . Hours Worked.** 49.6% of the respondents reported that they worked more hours in their teaching than they believed they were expected to do by Yale College . The table below indicates the hours the respondents expected to work, on average, and the hours they reported actually working, on average.

**AVERAGE EXPECTED AND ACTUAL WORK HOURS BY T.F. LEVEL**

	<b>EXPECTED</b>	<b>ACTUAL</b>
	<b>AVG</b>	<b>AVG</b>
<b>T.F.LEVEL</b>		
<b>CS</b>	<b>4.5</b>	<b>20.0</b>
<b>PTAI</b>	<b>8.4</b>	<b>19.4</b>
<b>TF-1</b>	<b>4.8</b>	<b>9.2</b>
<b>TF-2</b>	<b>8.7</b>	<b>11.4</b>
<b>TF-3</b>	<b>11.7</b>	<b>16.6</b>
<b>TF-4</b>	<b>12.9</b>	<b>19.8</b>
<b>YF-TG</b>	<b>7.5</b>	<b>12.6</b>
<b>ALL</b>	<b>10.0</b>	<b>15.5</b>

The students' beliefs about the hours they are expected to work are consistently lower than the hours listed in the Teaching Fellows' handbook, mildly in the case of TFs I and II, more dramatically in the case of TFs III and IV they list 11.7 hours as expected for TF IIIs, where the handbook lists 15, and 12.9 for TF IVs, where the handbook lists 20. They report working more hours than the handbook indicates to be expected at each level except TF IV, where they report working 19.8 hours a week, on average. They work similar amounts as PTAIs and College Seminar instructors, categories for which the handbook does not list expected hours. Because it does not do so, few respondents listed



any “expected hours” for such positions, and the very low averages listed on the chart for CS/PTAI posts are probably not meaningful.

60% of all respondents report they learned their expected workload from an official source, such as the TF handbook, a departmental or administration official, or their course's professor. Group III students are high in this respect, with 77% reporting information from an official source 53 1% report they learned their expected workload instead, or additionally, from unofficial sources, usually other graduate students or graduate student organizations such as TA Solidarity

IV. Interest in Teaching. One finding that may well be cause for concern is that these respondents regarded some 47.7% of the courses they had taught as not falling either within their specializations or interests (similarly, 52.3% reported having taught at least one course they placed in this category). Teaching despite lack of interest was most common in Group IV, where 58 5% of the courses were so rated, and least common in Group II, where 34.3% were so regarded.<sup>6</sup> At the same time, 29.5% of all respondents reported they had been denied the opportunity to teach a course or courses they wanted to teach, with 37% to 40% of the respondents in the first three Groups so reporting, only 16.4% in Group IV.

Even so, respondents rated 64.9% of the courses they taught as having enhanced their graduate education, with Group II highest

<sup>6</sup> Presumably this situation reflects the tendency to make teaching a curricular or training grant requirement in Group IV, and to have many PTAs in Group II.

here at 73%, 70.5% for Group III, 65.2% for Group I and a low of 56.1% in Group IV. Moreover, only 8.6% of these respondents' courses were taught purely for financial reasons, while 9.6% were taught strictly to meet curricular requirements (a factor that was actually significant only for Group IV respondents, who taught 20.5% of their courses for this reason alone). Financial considerations were a motive, however, for 68.4% of all courses taught, and for 78-88% of the courses taught in Groups I-III. Financial factors were mentioned for only 48.1% of Group IV courses .

94.6% of all respondents indicated teaching at some point was desirable, a figure which varied little, ranging from a high of 98.8% for Group II to a low of 92.8% for Group IV. In answering when they thought it best for graduate students to teach, Group IV respondents were the only ones to show a sizeable percentage (42.8%) in favor of teaching in the first year of graduate school. Even more Group IV respondents preferred years 2 and 3 (60.5% and 53.3%). Group I respondents heavily favored years 3 and 4 (70.2% and 68.4%); Group II and III respondents agreed, but showed more comparative enthusiasm for second year teaching.

V. TF Preparation, Supervision, and Feedback. After financial distress, the most frequently and fervently discussed concern in the surveys was lack of training for teaching. The numbers confirm that this is indeed an obvious target for improvement 46.2% of all respondents indicated they had no training for their teaching, ranging from a high of 54.3% in Group IV, to 46.3% in Group II and lows of 39.3% and 38.6% in Groups II and I

respectively. 40.3% of all respondents indicated they received teaching preparation from their course's professor, 34.9% in Group I, 38.4% in Group IV, 43-44% in Groups III and II. Many comments suggested this preparation was often quite general and more on substance than pedagogy. 19.7% reported teaching preparation from some other source, with 35.2% so reporting in Group I, where some departments offer courses in teaching languages. Much of the rest of the 19.7% is made up of those who have been Writing Intensive TFs, receiving the training that program provides.

Respondents also indicated whether their course's professors provided any ongoing supervision of their teaching. 69.9% said yes, ranging from 84.2% in Group II to 69.8% in Group III to 66.7% in Group IV to 55.8% in Group I (where the figure is lowered by TF 4s who teach on their own). The comments indicated, however, that this supervision often was no more than provision of a grading scale and occasional TF meetings. Many respondents thought it would be desirable if professors observed them teaching in section, and most indicated this occurs only rarely. A very few expressed discomfort at the idea.

39.1% of all respondents also thought they received "inadequate" feedback from the faculty about their teaching, ranging from 50% in Group II through 43.9% in Group I to 35.5% in Group IV and a low of 31.7% in Group III. Those numbers are consistently higher than the percentages of respondents rating faculty feedback as "adequate." About a quarter of the respondents in Groups I and IV felt faculty feedback was adequate,

compared to 19.5% of Group III, and a low of 15.9% in Group II. The remainder--just under a quarter of all respondents-- rated faculty feedback neither adequate nor inadequate.

The respondents were somewhat happier with the student feedback on their teaching, provided largely through end-of-course evaluation forms. 39.1% rated student feedback "adequate", 18.5% rated it inadequate, and 27.1% rated it in between. Groups II and IV students were most satisfied with student feedback, 46.3% and 45.5%, respectively, rating it adequate, followed by Group I (38.6%), and Group III (20.7%). The "inadequate" ratings follow a similar pattern, appearing most often in Group III respondents (25.6%, the only Group in which "inadequate" ratings outnumbered "adequate" ones). Unfortunately, the comments provided no clear indication why Group III students were unusually discontented in this regard. Several respondents stated that feedback during the term from both faculty members and students would be helpful.

VI Timeliness of Teaching Assignments Although the comments revealed some instances of quite severe grievances, in general the respondents were not dissatisfied about when they had been informed of their teaching assignments. The survey respondents were assigned to over half of their courses, 51.2%, a month or more before the start of classes. Group I was the high on this score, with 66.3% of its courses then assigned, Group II was intermediate at 50.9% while Group III and IV were the lows, each at about 47.5%. 74% of all course assignments were made by a week before classes, with Group III doing worst at 66.8%. 15.6% of course assignments were made from a week before to a week

after classes had begun, with Group IV leading here at 16.8%, and 9.9% were made by the end of the second week of classes or later, with Group III again highest at 16.5%. 59.3% of all respondents rated the timeliness of their teaching assignments adequate, " only 12.6% rated them "inadequate", and 23.1% rated them in between.<sup>7</sup> At present, then, only Group III seems to have some significant difficulties in how soon it assigns its TFs

Their comments indicated, however, that many respondents perceived the TF assignment policy as unfair. Again, sizable minorities reported they were denied teaching opportunities, and many felt positions were assigned on the bases of relative financial need, professorial or administrative favoritism, or inattentive arbitrariness, rather than pedagogical criteria.

VII. Effect of Teaching on Progress in Graduate School. As indicated above, the respondents felt almost 2/3 of the courses they taught had enhanced their graduate education, but most also felt teaching had delayed it. 63.6% of all respondents so indicated, with the first three Groups all around 68% and Group IV, the largest Group and the Group that teaches least, lower at 55%. The respondents rated about half their courses, 52.4%, as having delayed their graduate education, again with Group IV lowest at 45.5%. The first three Groups rated over 90% of their courses as having both delayed and enhanced their graduate education (Group IV was at 79.1%).

<sup>7</sup> Due to infelicitous wording, however, many respondents had difficulty interpreting this question.

TF 2 positions were the least burdensome on graduate education--35% of the courses taught at this level were held to have delayed the respondent's graduate work--and PTAI and College Seminar positions were the most burdensome--70% were rated sources of delay. Perhaps more suprisingly, TF 2 positions were also rated as most enhancing--73% of the courses taught at this level were so described followed by TF IV, PTAI, and TF III positions, rated from 68.7% to 66%. The least education-enhancing positions were, ironically again, PTAIs, with only 50% so rated, and TF Is, with 50.6% of the courses taught at that level thought to have enhanced the TF's graduate work. In sum, there is little doubt that most graduate students find teaching valuable but also a drag on their time to completion.

VIII. Financial Information. 53.4% of all respondents described themselves as being on full tuition fellowship (at least) for their first four years of graduate school, from a somewhat surprising high of 59.8% of Group III respondents to a low of 50% for Group II, with a more surprising 50.7% for Group IV respondents. Group IV does have many recipients of outside training grants and other forms of aid which respondents may not have deemed "tuition fellowships." 23.6% of all respondents indicated they had full tuition fellowships their first two years, but less thereafter, ranging from a high of 32.9% in Group IV to a low of 14.6% in Group III. 11.6% of all respondents started with half fellowships and then either kept at that level, increased, or decreased. These half fellowship students were most prevalent in Group II, where they made up 26.9% of all Group II respondents, and of those

almost half began on half fellowships, then received increased support. The only other appreciable category was the 2.9% of all respondents who started with no fellowships and then received some, a category in which Group I was most represented, with 7% of its respondents. Overall, the respondents' reported fellowship packages are somewhat below the levels reported by the graduate school, which indicates that roughly 2/3 of all students receive full tuition fellowship. Hence this sample appears to overrepresent those with less financial aid, though not drastically.

On average, all respondents report that they spend \$814 a month, \$369 on rent, \$445 on other expenses<sup>8</sup> These expenses do not vary significantly with the level of financial assistance they receive. They also report averaging \$7735 of accumulated debt, \$4291 incurred in graduate school. Unsurprisingly, these figures are on average higher for those receiving less than full support, and in some cases dramatically so. Nonetheless, students with full fellowship support report a total debt of \$6642, \$3265 of it incurred in graduate school.

About half (48.3%) of the respondents indicated their academic related income, from teaching, fellowships, etc., is well below their living costs. 31.6% of all respondents to the survey augment their income in part by holding another job; 22.5% rely on loans; 8.8% rely on other sources, such as family or spousal income. (The remainder did not indicate how they manage)

<sup>8</sup> These figures may well be artificially low because the survey did not suggest any particular expenses beyond rent. Many respondents may thus have underestimated their "other" costs,

Throughout, full fellowship students are only slightly below these overall average figures for reliance on outside income. In appraising their rate of pay for teaching, 12.7% of all respondents describe their compensation as "adequate." 29.9% rate it "inadequate," and 13.2% rate it in between (with the remainder not responding) The comments made it plain that while many graduate students feel they are working more hours than they are being paid for, their chief source of grievance is not so much the hourly rate as the fact that they find it difficult to meet their expenses from their overall income.<sup>9</sup> Low pay for teaching was widely (but as these low response rates indicate, by no means universally) labeled a chief culprit. Respondents also complained of inadequate office space, variations in work requirements among departments, and occasionally having to purchase desk copies or other materials for their teaching out of their own pockets

Finally, in this area too raw numbers combined into averages can conceal great individual variations. Many respondents described the financial hardships they were experiencing at some length, in language revealing quite extreme distress.

<sup>9</sup> In their general comments, 86 respondents complained about their overall financial situation, while 48 complained specifically about what they took to be their hourly rate of pay.



Section I. In this section we ask you to fill out the grid below, listing your teaching experiences at Yale thus far. Please use the letters in the far left column to indicate which course or courses you are referring to in subsequent answers. We hope you can fill out the entire questionnaire, but if you cannot, feel free to answer parts or simply the last, general question of this survey.

1. Your Department:
2. Year in Program:
3. Teaching thus far (please fill out grid):

	Course & Dept.	TF level e.g. TF III*	# of sections	# students per section	office hrs per week	Assigned grading	**Other duties	Expected hrs of work per week	Actual Hrs of work per week	Prof.'s Super- vision*
A										
B										
C										
D										
E										
F										
	*Use in later answers	*Part Time Acting Inst. PTAI; Col l. Seminar=CS Yale Fellowship=YF Training Grant=TG				*Midterm-M Final=F Paper=P Problem sets=PS	**e.g. test preparation=TP paper topics-PT administra- tive duties=AD			*Wkly. Meetings, Grading scale, etc,

Appendix G-16-

Section II. In this section we ask you to describe your teaching experiences, referring to the courses listed on the grid by letter (A-F). After the colon ( : ) that follows most questions, you should list the letter for every course that applies.

1. Of the courses you listed on the grid, which were
  - a) In your areas of specialization (e.g. : "A, C, F")
  - b) Not in your specializations but within your interests:
  - c) Not with in your specializations or interests:
  
2. Of the courses you listed on the grid, which did you teach because of the following reasons? (You may list the same course more than once. )
  - a) Departmental curricular requirement(e.g. : "A, C")
  - b) Interest in the subject:
  - c) Interest in the teaching experience:
  - d) Interest in working with the course's professor:
  - e) Financial need:
  - f) Other (specify):
  
3. Were you ever denied opportunities to teach courses you wish to teach?
  - yes (Comment):
  - no
  
4. When would be the best time in your graduate program for you to teach?  
You may check more than one.
  - Not at all
  - 1st year
  - 2nd year
  - 3rd year
  - 4th year Other (specify):
  
5. How did you learn about the amount of work you Indicated on the grid to be "expected" for each of these courses? (List course letters.)
  - a) Yale TA information:
  - b) Course's Professor:
  - c) Departmental official:
  - d) Other graduate students:
  - e) Not notified:
  - f) Other (specify):

6. Overall, how did each course you taught affect your progress in graduate school? (List course letters.)

- a) No effect:
- b) Delayed graduate work:
- c) Enhanced graduate education:
- d) Assisted me in other ways (e.g., relationship with advisor):

7. What types of training did you receive for your teaching? List course letters if appropriate.

- a) None:
- b) Meeting(s) with course's professor:
- c) Department Workshop:
- d) Department course in teaching:
- e) University Workshop:
- f) Other (specify):

8. Please evaluate the overall adequacy of the feedback on your teaching you received from:

	inadequate				very adequate
a) Faculty	1	2	3	4	5
b) Student	1	2	3	4	5
Comments?					

9. At what point were you informed that you would be teaching each course? (List course letters).

- a) More than one month before term:
- b) One month to one week before term:
- c) Less than one week before to one week after term begins:
- d) By end of second week of classes:
- e) Other (specify):

10. Please evaluate the timeliness of your assignment to each of the courses you have taught

Course	Inadequate			Adequate	
	1	2	3	4	5
A.	1	2	3	4	5
B.	1	2	3	4	5
C.	1	2	3	4	5
D.	1	2	3	4	5
E.	1	2	3	4	5
F.	1	2	3	4	5

Comments?

Section III. In this section we seek information on the relationship of teaching to your financial support,

1. Please describe your tuition support (check one):

	yr 1	yr 2	yr 3	yr 4
Full I fellowship				
Half fellowship				
Quarter fellowship.				
No fellowship				
Other (specify):				

2. If you relied only on academic-related income -- teaching income, fellowships, research payments, tuition grants, etc. -- would your income be:

well below living costs  
 barely sufficient for living costs  
 comfortably sufficient for living costs

3. If your academic-related income is not sufficient by itself, what resources do you use? (You may list more than one).

Other job (e.g. summer or part-time employment);  
 Spouse earnings;  
 Family resources;  
 Loan( s );  
 Other (specify):

4. What are your typical monthly expenses?

Rent  
Other (food, utilities, etc.).

5. What is your total indebtedness from loans?

Undergraduate years  
Graduate years

6. For each course you have taught how do you regard the compensation you received? (List course letters).

Course	Inadequate			Adequate	
A.	1	2	3	4	5
B.	1	2	3	4	5
C.	1	2	3	4	5
D.	1	2	3	4	5
E.	1	2	3	4	5
F.	1	2	3	4	5

7. Please provide any further comments you have on teaching, teacher preparation, course assignments, compensation and financial assistance, etc. Use additional sheets if necessary.

Thank you very much for your assistance.

## I. The Respondents

238 questionnaires were returned. Of these, 50 had some administrative rank. These included 15 departmental chairs, 35 DUS or DGS, and others such as Deans and College Masters (there is some overlap in these categories). of the rest, 108 were full professors, 11 tenured associates, 17 non-tenured associates, 47 assistant professors, 4 other, and 1 unknown. The respondents were from the following areas of the university:

Group 1: 41

Group 2: 52

Group 3: 55

Group 4: 88

## II. Assignment of Teaching Assistants

Of the questions asked in this section only one turned out to be of interest: how acceptable is the timing of TA/TF assignments?

The timing was found ample or sufficient by 87% of the respondents, insufficient by 13% (32 of 238). There was considerable variation among the four groups: the timing of TA assignments was found insufficient by 7% in Group I, 8% in Group 4, 18% in Group 3, and 21% in Group 2.

## III. Preparation and Quality of Teaching Assistants

(The answers to the next three questions are based on a slightly smaller number of responses, mainly with a smaller sample from Group 4).

1. Respondents were asked to characterize the training or preparation of their TA's with regard to general teaching skills as excellent, adequate, or inadequate, and to specify inadequacies.

In Group 1 22% of TA's were found excellent, 58% adequate, 20% inadequate. Lack of experience was cited more than twice as often as all other factors combined.

In Group 2 47% of TA's were found excellent, 42% adequate, 11% inadequate. There was some mention of problems with English as a second language, but again the main problem (18 of 28 comments) was lack of experience.

In Group 3 22% of TA's were found excellent, 58% adequate, 20% inadequate. There was some mention of problems with English as a second language (6 of 42 comments), slightly more concern with lack of enthusiasm (9 comments), but again, lack of experience (20 comments)

was the greatest problem.

In Group 4 35% of TA's were found excellent, 47% adequate, 18% inadequate. Here there was more mention of problems with English as a second language (18 of 62 comments) and of the lack of enthusiasm (14 comments). But as in all groups, lack of experience was cited most often (28 times).

Although many respondents noted that lack of experience was a problem, a great number also noted that this was in some sense inevitable: the way TA's get experience is by starting when they have little or none.

2. Respondents were also asked to characterize the training or preparation of their TA's with regard to the specific subject matter or material for their courses. Here the ratings were uniformly higher than for the previous question.

In Group 1 37% of TA's were found excellent, 49% adequate, 14% inadequate.  
 In Group 2 50% of TA's were found excellent, 44% adequate, 6% inadequate.  
 In Group 3 49% of TA's were found excellent, 48% adequate, 3% inadequate.  
 In Group 4 54% of TA's were found excellent, 37% adequate, 9% inadequate.

3. Respondents were asked whether teaching assistants received any formal training or preparation for their jobs.

In Group 1, of the 24 who answered this question, 50% said yes, 50% no.  
 In Group 2, of the 37 who answered this question, 40% said yes, 60% no.  
 In Group 3, of the 41 who answered this question, 24% said yes, 76% no.  
 In Group 4, of the 49 who answered this question, 29% said yes, 71% no.

It is important to note that although a fairly high percentage of responses indicate that some training takes place, by far the commonest description of this training was that it consisted of meetings with the professor before and during the course (mainly during). Thus, many of those who noted that some training was offered were also very concerned that the training was too limited. The commonest patterns for meetings between professor and TA's were 3-5 times per term or once per week. Here are the totals by group:

## Totals for Group I:

Once per term:  
 Twice: 1  
 3-5 times: 3  
 6-12 times: 6  
 Once per week: 7  
 Twice per week:  
 More than twice per week:

## Totals for Group II

Once per term:  
 Twice: 1  
 3-5 times: 8  
 6-12 times: 5  
 Once per week: 21  
 Twice per week: 3  
 More than twice per week:

## Totals for Group III

Once per term: 1  
 Twice: 2  
 3-5 times: 11  
 6-12 times: 5  
 Once per week: 18  
 Twice per week: 2  
 More than twice per week: 1

## Totals for Group IV

Once per term: 6  
 Twice: 9  
 3-5 times: 11  
 6-12 times: 3  
 Once per week: 20  
 Twice per week: 3  
 More than twice per week: 2

(The following questions are based on the full tabulation of 238 responses)

4. Respondents were asked if they had trouble in getting the particular students they wanted as TA's. This question was answered by 194 faculty, and the basic answer is that one-third (35.57%) do, and two-thirds (64.43%) do not. This is basically true also when the respondents are broken down in various ways both by rank and by course groups. (The main exception is with associate professors, but here the total number of respondents is too small to make a significant statistic.)



	Yes: trouble	No trouble
Group 1	38.46%	61.54%
Group 2	38.64%	61.36%
Group 3	42.86%	57.14%
Group 4	28.38%	71.62%

Group 3 faculty has slightly more trouble, group 4 slightly less than the faculty in groups 1 and 2.

	Yes: trouble	No trouble
Administrative	40.48%	59.52%
Full	32.95%	67.05%
Tenured Assoc	50.00%	50.00%
Non-tenur Assoc	12.50%	87.50%
Assistant	42.11%	57.89%
Other	100.00%	00.00%

When the responses are broken down by rank within each group, the percentages still stay very much the same. The variations that do begin to appear may well be attributable simply to the relatively small samples in these doubly sorted groups. For what it's worth, the greatest departures from the larger group picture are as follows:

1. In group 1, although full professors make up almost 31% of the total respondents, they are only 20% of those who report trouble in finding the TA's they want. or, to put it another way, only 25% of them (one-fourth as opposed to the more usual one-third) have trouble getting the TA's they want. They seem to have relatively little trouble in this area.
2. In group 2, the administrators, full professors, and assistant professors have relatively more trouble than the general average, respectively 45.45%, 40.91%, and 40% report trouble. But the associate professors of both types report 100% success and keep the group average in line.
3. Whereas the full professors in group 1 seem to do the best of the larger subsets in finding the TA's they want, those who fare worst seem to be the assistant professors in group 3. 53.33% of them report trouble. Thus, even though group J is generally the least satisfied in this regard, its assistant professors are the most hampered of all. They make up 30.61% of the respondents in the group, but they are 38.10% of the respondents who report trouble.

The number of advisees per faculty member responding to the questionnaire falls within a narrow range. The mean number of advisees was 9.44. This is a somewhat elevated figure because it includes administrators--deans and DUS's in particular, who listed figures of advisees in the hundreds (entered on the computer simply as 99).

However, excluding administrators, the numbers are somewhat lower.

For the entire sample (excluding administrators) the mean number of advisees ranges from 6.50 for tenured associates to 9.31 for full professors (7.25 for non-tenured assoc., 8.87 for assistants).

When broken down by group, the figures remain quite similar. There is the oddity in group 2 that full professors seem to bear a greater portion of the burden than in other groups: for group 2 the mean number of advisees is:

full prof.:	13.55	tenured assoc:	3.50
asst. :	4.00	non-tenured assoc:	3.33

However, in group 2 this question was answered by only 2 tenured assoc's, 3 non-tenured associates, and 5 assistant professors.

In group 3, where the distribution of answers by rank was relatively even, non-tenured associates and assistants have a greater number of advisees (12.67 and 12.47 respectively) than do full professors (6.06).

Group 4 showed the most even distribution of advisees:

full prof.:	8.40	tenured assoc:	9.00
asst. :	6.15	non-tenured assoc:	8.57

#### IV. Course Size, Number and Type of TA's/TF's.

Faculty members described enrollment and use of TA's in 162 courses. These courses are taken from a number of different semesters since some of the respondents were on leave this year and so answered on the basis of last year's teaching.

Of these 162 courses, 32 (19.75%) were taught by faculty with some administrative rank (but this category actually included some oddities), 76 (46.91%) by full professors, 6 (3.7 %) by tenured associates, 14 (8.64%) by non-tenured associates, 32 (19.75%) by assistant professors, and 2 by faculty of other types.

Again, of these 162 courses, 38 (23.46%) had 0-20 students, 53 (32.72%) had 21-50 students, 28 (17.28%) had 51-100 students, and 43 (26.54%) had more than 100 students.

Although there are some slight imbalances in the distribution of course size by rank, the samples are sufficiently small to discourage significant conclusions. For example,

although full professors taught 46.91% of the described courses, they taught 55.26% of the TA'd courses with 0-20 students and only 37.21% of the TA'd courses with over 100 students. Conversely, although assistant professors taught 19.75% of the described courses, they were slightly underrepresented in the 0-20 student course with TA (18.42%) and overrepresented in the more than 100 student course category, having taught 25.58% of those courses.

There is some information about the type of TA's used in courses of various sizes, but this is based on a much smaller number of courses: many respondents did not know, or at least did not say, what rank/type of TA's they had. The following figures are based on the use of TA's in 83 courses.

Of these 83 courses, 15 (18.07%) had 1-20 students. These used mainly TF 1 and TF 2, with only two reporting the use of a TF 3 and one of a TF 4.

There were 26 TA'd courses with 21-50 students. Again these used mainly TF 1 and 2 with a slight larger number of TF 3's than in the smallest courses.

We have information for only 14 TA'd courses of the 51-100 student type. Of these, 50% used TF 3, 35.71% TF 2.

The greatest number of TA'd courses in this group included over 100 students. In this group, 24 of the 28 TA'd courses described used TF 3 (85.71%).

It is difficult to say much about these figures broken down into Groups 1-4. Group 1 reported no use at all of TF 1's. Of the TF's described in Group 1, TF 3's were used in 63.64% of the courses, all but one course having of over 50 students. Similarly, Group 2 reported the use of TF 1's in only one course. Here TF V's accounted for 76.19% (16 of 21) of the TA'd courses described. Group 3 reported using TF 1's in only two courses. Again, TF 3 were used for 66.67% of Group 3's TA'd courses. In group 4, 14 of the 30 TA'd courses described (46.67%) used TF 1's--the most common type described in group 4. The next most commonly described type was TF 2 (in 36.67%, 11 of 30 courses).

The above information has also been sorted by faculty rank. Of the 83 TA'd courses described, too few were taught by associate professors to provide meaningful numbers, and the "administrative" category includes professors of all ranks. If any meaningful contrast is to be made, it would be that between full and assistant professors.

Of the 31 TA'd courses taught by full professors, 8 (25.81%) used TF 1, 7 (22.58%) TF 2, 12 (38.71%) TF 3, and 4 (12.90%) TF 4.

Of the 16 TA'd courses taught by asst. professors, 2 (12.50%) used TF 1, 4 (25.00%) TF 2, 10 (62.50%) TF 3, and 0 (00.00%) TF 4.

Faculty Questionnaire  
Section A. Background

Fall 1988

1. Your department:
2. Faculty status:

Full professor  
Tenured associate professor  
Non-tenured associate professor  
Assistant professor  
Other (specify):

3. What is the number of courses you teach this semester:

a) Undergraduate      lecture :  
                                 seminar :

b) Graduate            lecture :  
                                 seminar :  
                                 other

c) tutorial and/or directed reading courses:

d) Teaching load reduced because (check any applicable)

departmental chair  
director of undergraduate or graduate studies  
other (specify):

Section B: Assignment of teaching assistants

1. What kind of teaching assistants do you work with:  
(check all that apply)

those who only grade  
section leaders  
lab assistants  
other (specify):

2. When are teaching assistants generally assigned in your department? (check as many as are applicable)

more than 1 mo. before term  
1 mo. to 1 wk. before term  
less than 1 wk. before to one wk. after term begins  
more than 1 wk. after term begins  
I do not know

3. Has the timing of these assignments generally been:

ample  
adequate  
insufficient

Section C: Preparation and quality of teaching assistants

1. How would you characterize the training/preparation of your teaching assistants with regard to general teaching skills? Indicate percentage in each category:

excellent  
adequate  
inadequate (see below)

2. Please specify inadequacy:

problems with English as a second language  
lack of experience  
lack of enthusiasm  
other:

3. How would you characterize the training/preparation of your teaching assistants with regard to the specific material/subject matter for your course(s)? Indicate percentage in each category:

excellent  
adequate  
inadequate

4. Do your teaching assistants receive any formal training or preparation for their jobs?

yes  
no  
I do not know

5. If the answer to (4) is yes,

(a) At what point do they get training (e.g. before beginning departmental teaching, before a specific course, during the course, etc):

(b) How (e.g. departmental seminar on teaching, individual consultation with faculty member, etc.)

Faculty Questionnaire

Fall 1988

3

6. Have you had trouble in getting the particular students you wanted as teaching assistants?

yes

no

If "yes", why?

7. How often do you have scheduled or formal meetings with your teaching assistants? (check more than one if different for different courses)

once per term

3-5 times per term

once per week

more than twice per week

twice per term

6-12 times per term

twice per week

8. For each course you are teaching this semester which uses teaching assistants please indicate:

	Enrollment	No. of TA's	Level or Type of TA's	Hours/wk each TA should work
Course I				
Course II				
Course III				

Is this number of teaching assistants adequate?

Course I: yes no

Course II: yes no

Course III: yes no

Is the structure of the course significantly affected by the number of teaching assistants available?

Course I: yes no

Course II: yes no

Course III: yes no

#### Section D: Advising responsibilities

1. How many undergraduate advisees do you have?

first year students

sophomores

majors



Relation of TFIIII and PTAI Salaries  
to Cost of Living

9																	
8																	
7																	
6																	
5																	
4																	
3																	
1																	
	73-	74-	75-	76-		77-	78-	79-	80-	81-	82-	83-	84-	85-	86-	87-	88
		74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
	GS 9 mos. budget single student					+ TFIIII salary				PTAX salary				HGS top 9 mos. rent		X Now Haven 1 br 9 mos.	