

Dear Students, Faculty, and Staff:

The Graduate School of Arts and Sciences is pleased to announce the continuation of the “Associates in Teaching” (AT) program for 2012-2013. The Associates in Teaching program is designed to extend the range of teaching experiences and responsibilities for Ph.D. students at Yale. Through this program, a Ph.D. student may work with a cooperating faculty member to conceptualize or redesign, plan, and deliver an undergraduate course. Fifteen courses were approved last year, three of which are running this fall with great success, and the remaining twelve running in the spring.

For the 2012-2013 academic year, we hope to be able to fund up to the same number of course proposals. Because AT courses cost significantly more when students are no longer in their teaching years, proposals that include teaching year students have a higher likelihood of acceptance. Proposals must be submitted to the Graduate School by Thursday, March 1, 2012 to provide ample time for the requisite collaborative course planning and design. A committee of faculty and Graduate School deans will review proposals, select those that will be funded, and notify applicants during the first week in April. The program will once again undergo a full review, including interviews with participating faculty, graduate students, and undergraduates, in the spring of 2012. Appointment as an AT will constitute a term of teaching fellowship as specified in the student’s letter of admission. If the student has completed his or her teaching fellowship, the AT appointment will provide a stipend at the level of PTAI for that term. At the conclusion of the course, the notation “Associate in Teaching” and the title of the course will be recorded on the student’s transcript.

ELIGIBILITY

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

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

Course: A course with an AT must provide the graduate student with a full range of course design and classroom teaching experience. ATs may participate in teaching new or existing courses, and in each case the application should provide evidence that the proposed course will have a healthy enrollment. Only courses in which both the faculty member and the AT are available for continuous guidance or mentoring will be considered. Undergraduate courses of all types and formats are eligible for the AT program.

EXPECTATIONS and RESPONSIBILITIES

Expectations for Students:

ATs should play a significant role in planning and course design and not simply participate in the delivery of a course that has been fully designed prior to their involvement. In the case of teaching existing courses that are being redesigned, ATs might participate in course re-conceptualization; review and inclusion of new texts; structure and overall content of lectures; design of new labs, written assignments, and exams; creation of new in-class activities; and the development of instructional technology. ATs should play a significant role in the delivery of the course. In the case of a lecture course, this might mean preparing and delivering up to 20% of the lectures for the semester. In the case of a seminar course, ATs would take responsibility for a similar percentage of discussions. Wherever possible, faculty members and their ATs should co-lead discussions or share in the delivery of lectures. ATs should be present at all class meetings in order to observe and reflect on the faculty member's teaching and participate in the discussions with the faculty member about teaching that are the cornerstone of this program. In lecture courses that use teaching fellows, the AT should not supervise TFs or in any way replace the supervisory responsibilities of the faculty member. ATs will participate in scheduled meetings of the AT program and submit a reflective statement to the program at the end of the course.

Expectations for Faculty:

Faculty members will fully involve the AT in designing or redesigning the proposed course. This process should begin no later than the beginning of the semester immediately preceding the teaching of the course and include: reflection on the learning objectives of the course; decisions about texts and topics; development of lectures, in-class discussion and activities; development of written assignments, problem sets and labs; and development of tests, quizzes, and papers. Faculty members should develop a way for ATs to be fully involved in the delivery of the class. This may mean allowing the AT to prepare (with guidance) and deliver some percentage of lectures, or lead a meaningful number of class discussions. When possible and appropriate, faculty members and ATs may want to lead class together. In any case, the faculty member should always be present and remain attentive to the AT's teaching. Feedback and reflection between the faculty member and the AT should occur weekly. Regarding logistical aspects of the course such as acquiring a room, ordering books, and preparing resources, faculty members should involve ATs but still take the lead and assume ultimate responsibility. Courses accepted into the Associates in Teaching Program must be approved by the sponsoring department. New courses must be approved by the Course of Study Committee through the usual means. It is the faculty member's responsibility to shepherd the course through each of these reviews and make sure the course is appropriately listed and advertised. Faculty members will participate in scheduled meetings of the AT program and submit a reflective statement to the program at the end of the course.

HOW TO APPLY

Applications should be prepared jointly by the faculty member and graduate student, and be presented to their DGS who will submit proposals to the graduate school. In distinction to previous years, departments may nominate as many courses as they choose. After receiving the proposals, the DGS should rank order them before sending them to the Graduate School.

Each application must include the following.

1. Information about the Faculty Member:

- Name
- Department and title
- Years at Yale University
- Recent courses taught
- A brief statement explaining the reason for wanting to teach with this particular graduate student.
- A brief statement describing a history of effective mentoring of Teaching Fellows

2. Information about the Student:

- Name
- Department, current year of study, and confirmation of candidacy
- Teaching experience
- A brief statement explaining the reason for wanting to serve as an AT
- Evidence of effective teaching, including recent evaluations and one letter of support

3. Information about the Course:

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

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

The deadline for proposals for the 2012-2013 academic year is Thursday, March 1, 2012. DGSs should submit proposals via email to Bill Rando, Assistant Dean and Director, Graduate Teaching Center at william.rando@yale.edu. Use subject heading "Associates in Teaching." No paper applications will be accepted. Contact Bill Rando if you have questions about any aspect of the program.

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