

Harvard Graduate School of Design
Doctor of Design (DDes) Program
Doctor of Philosophy (PhD) Program in Architecture, Landscape Architecture and Urban Planning
**Guidelines and Policies for Teaching Fellows
(2015-2016)**

Program Office Location & Contacts:

The Graduate School of Design's Office of the Advanced Studies Programs is located in 40 Kirkland Street, room 1 A-B.

General Contact

Jen Swartout *on leave until 12/1/15*
Program Administrator
Advanced Studies Programs
617-495-2337
swartout@gsd.harvard.edu

Patricia Prevatt
Interim Program Administrator
Advanced Studies Programs
617-495-2337
aspadmin@gsd.harvard.edu

Contact for Academic or Personal Concerns

Laura Snowdon
Dean of Students
Gund 422
617-496-1236
lsnowdon@gsd.harvard.edu

Contact for GSD Course Sites (Canvas)

Kevin Lau
Head of Instructional Technology & Library Information Systems
Frances Loeb Library
Gund L06b
617-496-9310
klau@gsd.harvard.edu

Eligibility

The teaching fellow position is not viewed simply as paid employment but, rather, as a fundamental component of a doctoral candidate's progress through the program. The opportunity to teach is an important part of a mentoring process specifically designed to introduce you to the pedagogical skills you will need as a teacher and scholar in the field; this includes the organization of syllabi and assignments, the structure of lectures and course content, grading standards, leading sections, workshops, labs etc.

Only full-time resident students in good standing in a doctoral program at Harvard University are eligible for positions as teaching fellows in the GSD. GSD PhD students typically serve as teaching fellows during their third and fourth years. GSD DDes students typically serve as teaching fellows during the fall and spring of their second year. The Associate Academic Dean and the Program Administrator of the Advanced Studies Programs coordinate the assignment of teaching fellows. If you are interested in serving as a teaching fellow for a specific course, it is recommended that you communicate your

preference to the program administrator in advance of planning for the relevant semester. Please note, however, that request are not guaranteed.

There have been rare cases in which doctoral students who have received external funding (such as an NSF grant that specifically limits or forbids teaching assignments) are excused from teaching duties with the approval of their advisor and program directors.

NB: While it is possible to serve as a teaching fellow before the third year of the PhD program (particularly if you have prior teaching experience), it is generally not advisable to take on teaching duties while handling a full course load. It is also possible for PhD students to be hired as teaching fellows after the fourth year, but since this opportunity is guaranteed to PhD students only during the third and fourth years, students in their fifth year and beyond are not given priority in the hiring process.

Stipends

Teaching fellows are paid a flat rate per semester, divided into installments and according to how many semester-long sections they teach. Pay is determined each year by GSAS for PhD students and by the GSD for DDes students. You will need to fill out tax forms: US citizens will be supplied with paper forms, while non-US citizens will be directed to a more comprehensive system called Glacier.

Procedure

The Advanced Studies Programs Administrator will send the hire form to the TF, and will contact the associated faculty directly for their approval or signature on the form. The Administrator will then complete the bottom portion of the form and submit for processing. Once the forms are put in the system, payment will be scheduled. Payments are made on the 15th of the month, and forms must be received by the first of the month in order to be paid that month.

Expectations and Responsibilities

The role of the teaching fellow will vary depending on the instructor(s) and the nature of the course (see below under “Courses with Teaching Fellows”), but there are general expectations and responsibilities as follows:

1. Attend all regular course meetings, keep up with the content presented by the instructor(s), and prepare any required readings or labs assigned to the students. This is important, as you will not be able to lead discussions, run workshops and tutorials, or grade student work fairly if you are not familiar with the course material.
2. Assist the instructor(s) with course administration, which may include arranging sections at the beginning of term, arranging workshops and labs, keeping attendance, offering review sessions and design critiques, and checking and maintaining course sites. Kevin Lau <klau@gsd.harvard.edu>, Head of Instructional Technology & Library Information Systems, Loeb Library, can help you with issues related to GSD Canvas course sites.
3. Attend any teaching fellow meetings with the instructor(s) to discuss the course, section or workshop plans, and any other issues that may arise. These are typically held weekly.
4. Hold weekly office hours for students. These should be regularly scheduled for one to two hours, with the possibility of arranging appointments for students whose schedules do not permit them to come at the designated time. Remember that as a teaching fellow, you represent the student’s first resource for questions or issues. If an issue arises that involves

personal concerns or academic grievances, please bring this to the attention of the instructor(s) who may ask for assistance from Laura Snowdon, Dean of Students <lsnowdon@gsd.harvard.edu>.

5. Contribute to the creation of course assignments.
6. For those leading sections, you will be expected to prepare assigned readings, make room reservations, organize lesson plans, and discuss them with the other teaching fellows and instructor(s) for the course.
7. For those leading demos and tutorials of software or other technology, you will be expected to prepare all necessary material and handouts, make room reservations, clarify hardware requirements, organize all digital and physical resources and discuss them with other teaching fellows and instructor(s) for the course.
8. Grade relevant assignments in a clear and timely fashion, determine grades in a fair and consistent manner, and receive approval for final grades from the instructor(s) before they are submitted to Sean Conlon <sconlon@gsd.harvard.edu>, Registrar (617-496-5154).
9. In certain cases, you may be invited to give one lecture during the course of the term.
10. Remember that your role as a teaching fellow is to provide pedagogical, organizational, and administrative support for the course instructor(s). You are NOT expected to assume responsibility for the structure and content of the course, offer more than one lecture, or contribute in ways that go beyond routine procedure. It is important to speak to the faculty in charge of the course to which you have been assigned about expectations.

Courses with Teaching Fellows

The GSD has an obligation to give priority to the needs of its core curriculum, and teaching fellow assignments are therefore allocated to these courses first. Core courses as well as large required or elective courses (with enrollments of fifty or more students) are eligible for teaching fellow appointments. In some cases, a teaching fellow may be assigned to assist an instructor with course development. Teaching fellows are typically not made available for seminars and studios.

Students in the DDes program are eligible to serve as teaching fellows for courses offered within the GSD. These include both history/theory offerings as well as technology courses. Students in the PhD Program in Architecture, Landscape Architecture, and Urban Planning are eligible to serve as teaching fellows for GSD courses, large survey courses offered in FAS (such as *HAA 1: Landmarks of World Art and Architecture*), team-taught lecture courses (such as *HAA 11: Landmarks of World Architecture*), courses within the FAS undergraduate core curriculum (such as *US World 29: Designing the American City: Civic Aspirations and Urban Form*), or courses that are cross-listed between the GSD and other departments.

Be aware that depending on the course, you will be interacting with students with different backgrounds, interests, aims, and levels of familiarity with the intellectual content of a given course. At the GSD, students are at the graduate level, and typically pursuing a professional or post-professional Masters degree. In FAS, you will be interacting with undergraduates pursuing liberal arts degrees.

Organizing Sections and Group Sessions

Students normally sign up for sections during the first week of the semester. Section enrollment may be managed through the course website or via hard copy sign-up sheets distributed in lecture. Requested information should include: student name, I.D. number, program affiliation and year, and ranked preference of the section times offered (see sample sign-up sheet below). It is important to allow students to state whether the suggested time slots conflict with their other courses and if so, to allow

them to give alternatives. Your goal is to distribute the students as evenly as possible across sections, so that each section has approximately the same number of students.

Sections typically begin in the second week of the semester. This means that the first week involves the process of ensuring that everyone who intends to take the course communicates their availability for sections to the teaching fellow(s), and that section groups are established. This entails some shuffling around of section populations until the third week of classes, by which time students should have finalized their course enrollments.

To help you select suitable section times, it is highly recommended that you consult the Course Bulletin site (<http://services.gsd.harvard.edu/cgi-bin/courses/index.cgi>).

Take into account the scheduling of core courses as this helps to avoid conflicts. If you are a teaching fellow for a course that is required for professional degree students, it is crucial to avoid scheduling sections when core studios meet.

Much of the information provided in this section is also relevant for scheduling group sessions in technology and other courses. Since pedagogies vary depending on the instructor(s) and subject, it is essential to clarify the procedures for group meetings at the beginning of the semester.

Head Teaching Fellows

For courses with enrollments large enough to require a team of teaching fellows, there is often one among them who performs the role of central coordinator for the course. Primary duties of the head teaching fellow include: overseeing the organization of sections; reserving rooms for sections and other group sessions through Building Services (contact Building Services at 617-495-8375 or rooms@gsd.harvard.edu); distribute and/or post on the course site any information, assignments, and handouts; e-mail students with reminders, changes, and updates; check that required readings and assignments are properly organized and accessible; establish consistency across sections; communicate with the instructor(s) at regular intervals; meet with other teaching fellows for the course to discuss final grades; submit final grades to the instructor(s) for approval.

For large courses, there is often a budget for hiring a teaching assistant (TA) for photocopying needs and the scanning of images and texts. The head teaching fellow may be asked to coordinate the TA's tasks.

Course Readings

For all courses in which there are required readings, materials are typically made available in the form of:

- Scanned PDFs posted on the course Canvas site.
- Books and/or photocopies placed on reserve in Loeb library (a limitation here, particularly in the case of large classes, is that students can only sign out materials for a limited period of time).
- For reserve requests, contact Bob Angilly (bangilly@gsd.harvard.edu). Requests for additions to the collection go to Ardys Kozbial (akozbial@gsd.harvard.edu).

NB: Course readings fall into the category of essential materials for teaching, and therefore, teaching fellows should receive reimbursement on printing charges for course-related materials or arrange to receive a free set of photocopied readings, course reader, or CD of PDFs.

Course Assignments and Grading

Each instructor has different ideas about the evaluation of student work. In some cases, the final assignment constitutes the student's entire grade. In other cases, section participation, shorter assignments, and completion of and/or grades for weekly assignments (including response papers, prepared questions and presentations) are factored into the final grade.

For certain courses, the basic structure does not significantly change from year to year and the syllabus is already finalized. In other cases, the instructor is open to suggestions from the teaching fellow(s) with regards to assignments and evaluation.

In order to establish due dates for final assignments, it is useful to check the date by which final grades must be submitted to Sean Conlon <sconlon@gsd.harvard.edu>, Office of the Registrar (617-496-5154). This ensures that teaching fellows have the time they need to grade final assignments and determine final grades.

The GSD has its own grading system, which is neither letter-grade nor percentage based. Information on the grading system is posted on the Registrar's website (<http://www.gsd.harvard.edu/#/gsd-resources/registrar/grading/grades.html>).

To summarize:

- The grades of "Distinction" (D) and "High Pass" (HP) are reserved for work of clearly exceptional merit.
- The grade of "Pass" (P) is the standard mark for recognizing satisfactory work.
- The grade of "Low Pass" (LP) indicates a performance that, although deficient in some respects, meets minimal course standards. Be aware that an excessive number of incompletes, low passes, and failures on a student's transcript may result in action under the policy on "Satisfactory Progress and Termination."
- The grade of "Fail" (F) is reserved for unsatisfactory work.
- "Withdrawal" (W) is assigned for courses dropped after the add/drop deadline.
- "Incomplete" (I) indicates incomplete course work and is only granted for medical reasons.

It is essential that the instructor(s) and teaching fellow(s) discuss general expectations about grades.

Course Evaluations

Near the conclusion of each term and before final grades have been assigned, students are required to complete course evaluations through the online system GROPIUS. Currently there are no evaluations specifically aimed at the assessment of teaching fellows. Since many institutions wish to see evaluations when you are applying for a position, the ASP administrator will facilitate online evaluations through a format such as Survey Monkey or Harvard University's system, Qualtrics.

Additional Resources

A range of helpful resources is available to teaching fellows and students:

GSD Students

To organize group sessions about research with library reference staff, teaching fellows can contact Sarah Dickinson at sdickinson@gsd.harvard.edu or 617-496-1332. Reference librarians at the Frances

Loeb Library are always available to help students develop research and find specific materials for assignments (<http://www.gsd.harvard.edu/#/loeblibrary/research.html>)/

Research and Writing support services.

Academic writing support will be moving to the Frances Loeb library. Information on these services, including tutoring and online resources, will be available within the first few week. Additional resources can be found at the Write and Cite guide (<http://guides.library.harvard.edu/gsd/write>).

FAS Undergraduates

Teaching fellows for FAS undergraduate course can direct students who need help with any aspect of their writing to the Writing Center (Room 019, Humanities Center, <http://writingcenter.fas.harvard.edu/?keyword=k33202>).

Teaching Fellows

The Derek Bok Center for Teaching and Learning, housed in the Science Center, is devoted to supporting faculty and teaching fellows improve their teaching skills. To this end, the Center offers a range of services, programs, links to other resources, and professional advice (<http://bokcenter.harvard.edu/>).