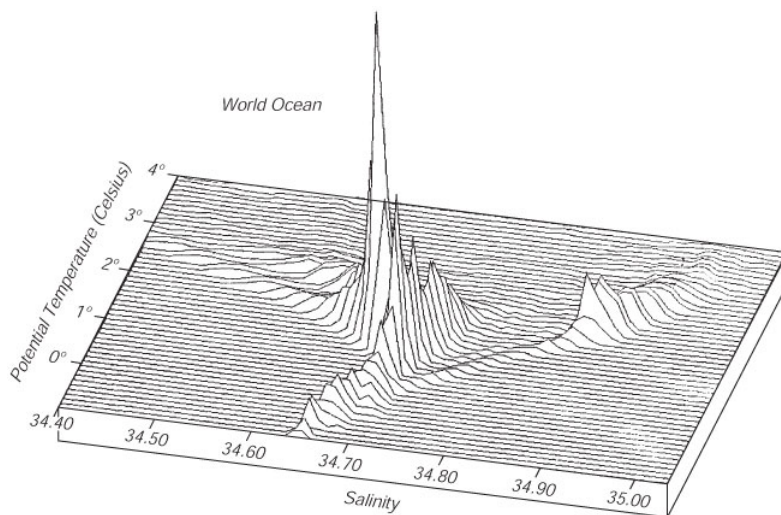


Teaching Fellow Handbook/FAQ

Department of Statistics, Harvard University

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Chapter 1

Introduction

Welcome to the Statistics Teaching Fellow community! This handbook is intended to answer many of the questions that both first-time and more experienced Statistics TF's often have. It should prove to be a useful document to leave in your office as a reference, so if you ever have any teaching-related questions – you know where to look! Should you have any teaching related questions either now or throughout the year that you think would be relevant to other TFs then please e-mail me (statleadtf@gmail.com) so I can add, update & improve this document for future years!

The whole process of teaching at Harvard varies considerably from department to department, this document may be able to give you a Statistics-specific answer to many common questions. Just as there is between-department variability, there is also between-TF variability in terms of funding, assignments etc. Answers to specific questions may depend on individual circumstance, (much like a hierarchical model...) so the best we can do here is to represent the within-department mean and point out the unit-level variability!

Acknowledgments This document was inspired by and is based upon the History of Science 2006 Teaching Fellow FAQ, produced by former Lead TF Elizabeth Yale. If you don't know what a Lead TF is then please read on... Thanks also to Betsey Cogswell for correcting various errors in earlier drafts!

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Chapter 3

Answers to FAQ

3.1 Getting Teaching!

Q 1. *As a PhD student, how often will I be teaching?*

A: You can expect to teach virtually every semester from the start of your second (G2) year. You will not be required (or allowed) to teach during your first (G1) year. Unlike many other departments within the University, the Statistics department has a relatively small number of graduate students relative to the number of undergraduates taking courses within the department. The primary reason for this is our role in classes such as Stat 100/104 and QR32/33 which satisfy the quantitative requirement for undergraduate students. As a result of this heavy demand you can typically expect to teach 3 sections per year, 2 in one semester, 1 in the other. This will typically drop to two sections, one per semester, in the fourth (G4) year. In the ‘final’ (fifth, G5) year, many students prefer not to teach and focus on their thesis. Unfortunately, due to the heavy (and increasing!) demand, as well as possible funding constraints, students should still expect to teach one or two sections in their final year of study.

Q 2. *How do I apply to teach in the Statistics Department?*

A: If you are a PhD student within the department you need not apply! For those outside of the department interested in TF’ing Statistics courses, please obtain an application form from Betsey Cogswell (cogswell@stat.harvard.edu). You will be required to submit a CV, and to attend an interview. For the fall semester, applications should ideally be submitted in the summer (as early as June/July) but will be considered up until the start of the semester. For the spring semester, applications should again be submitted as early as possible, preferably during the Fall semester. Teaching opportunities for non-Statistics TF’s are likely to be primarily in the larger service courses such as Stat 100/104.

Q 3. *How do I choose which course I will teach?*

A: If you are a PhD student within the department then you will receive an e-mail from Betsey several months before the semester, asking for an ordered list of teaching preferences. We do our best to give everyone their first choice, but obviously this is not always possible. There are many factors that have to

be balanced in making the assignments and you should be flexible about what courses you are prepared to teach (see Q 4). In some cases you may wish to approach the Professor of a future course (or they may approach you) to express your interest in TF'ing for them, although this is typically not necessary.

Q 4. *Is it true that I have to teach Stat 100 or Stat 104 before I graduate?*

A: This is not a formal requirement, but all PhD students are strongly urged to teach a course at the level of Stat 100 or 104 before they graduate. Not only is this the area of greatest need within the department, it is also the one that will be of primary interest to many employers. Teaching is an increasingly important factor in the academic job market (and non-academic too), and undergraduate teaching is a fundamental part of this. That said, you definitely shouldn't look upon teaching 100-level courses as a chore – these courses are potentially the most rewarding and fun!

Q 5. *When are teaching assignments made?*

A: This is an issue that the department have been trying hard to make more predictable. Tentative TF assignments are now made several months prior to the semester (e.g. August for Fall, December for Spring). For many courses with relatively predictable course enrollments these tentative assignments will be unlikely to change. However, since course enrollments are not finalized until after shopping period it is impossible to finalize TF appointments until after this time. In particular, enrollment in the larger courses such as Stat 100 & 104 can vary considerably – making it difficult to know the number of TF's that will be required. In this case, you are more likely to be assigned to a pool of Stat 100/104 TF's that will be split appropriately between the two courses. If you are in 'the pool' then you can find out prior to the semester whether you will be teaching one or two sections (subject to change), even if the course is not yet finalized.

Q 6. *Do I have to teach even if I have my own funding?*

A: It depends! Students within the department have a responsibility to teach, not just as a way of getting paid! In many cases if you have funding for a particular semester (particularly if it is in your final year) then you will be allowed to not teach. In some cases even if you have sufficient funding the department may still require you to teach as there are typically more sections than TF's to teach them. In some cases, however, external funding carries teaching restrictions – if this is the case you should consult with Betsey.

Q 7. *Uh oh. I am in my sixth year and I still need money, but I have to finish my thesis! What should I do about teaching?*

A: Generally if you do not graduate in their fifth year you should be able to take light teaching assignments in your next year. Since the focus should be on finishing your thesis, sixth year students are usually supported primarily through research assistantships. Due to demand, however, you may be required to teach one or both semesters. Dissertation completion fellowships (offered by GSAS) are provided to social science/humanities students only; they are not usually available to or suitable for Statistics students.

Q 8. *After everybody submits their preferences, how is it decided who teaches which course? Is there any priority system for senior TFs?*

A: Making the TF assignments is a juggling act of the preferences and requirements of both TFs and professors, as well as many other external constraints. The hardest positions to assign such as Head TFs of Stat 100/104, or TFs for more ‘niche’ classes will often take priority. Consideration is also given to experience, area of expertise, balance of TFs within a given course and workload demands. There is no priority system, although first time TFs are more likely to be assigned to 100-level courses.

Q 9. *Is there a limit to how much I can teach in one year?*

A: Actually, there is! In order that your thesis gets finished on time Harvard sets an annual limit of six “fifths” teaching per academic year. In terms of Statistics courses, this equates to five sections over the course of a year. This should rarely, if ever, be a problem. In practice though, if you need to go over this limit by teaching six or more sections in a given year then it is usually straightforward to obtain an exception. To do so, simply write to the Dean of Financial Aid at GSAS and copy your advisor on all correspondence. After you have done this, your advisor will also need to write to the Dean of Financial Aid (enclosing your letter) in support of your case – and stating that teaching is not interfering with your research.

Q 10. *Is it possible to obtain teaching at universities other than Harvard, say, MIT?*

A: It is certainly possible, but your primary teaching responsibility during the Fall and Spring semesters is to the department. If you obtain permission from the Chair (Xiao-Li Meng) and Director of Graduate Studies (Carl Morris) then you may teach outside of Harvard during the year. Note that if you wish to teach outside of Harvard during the summer then this is absolutely fine, no permission is required. For example, several PhD students have taught Stat 100 equivalent courses at BU in recent summers. This type of experience is an excellent way to earn some summer money and keep those teaching skills sharp!

Q 11. *I’ve been assigned to teach Stat 160. I have no idea about “Design and Analysis of Sample Surveys”! Why?!*

A: Being assigned to a course outside of your immediate field of expertise could occasionally happen during your graduate career. While we try to limit teaching assignments to each students’ preferences, for some courses (particularly new or biennial ones) there are very few or no students within the department with the ideal background to be a TF. In these cases it can be a valuable experience to teach outside of your field of expertise – there are many people at the Bok Center who have excellent tips and advice on this topic. Please see your Lead TF or contact the Bok Center directly (contact details in Appendix).

Q 12. *I like teaching so much that I want to teach during my summer vacation. Can I teach for Harvard Summer School?*

A: Every summer the Statistics department offers S-100 the summer version of Stat 100, typically taught by a Professor from outside of Harvard. Demand for TF's varies from year-to-year but there are often opportunities available to those who want them. Please contact Betsey (cogswell@stat.harvard.edu) for further details. Summer school runs for eight weeks and the demands and compensation are similar to those of teaching during the semester (without many of the other distractions though!).

Q 13. *Are there teaching positions available through the Bok Center for advanced TFs?*

A: Yes! The obvious one is the Lead TF program which is in its second year within the department. Applications should be completed in the Spring semester, and requires departmental support so speak to the relevant faculty if you are interested. The Lead TF program is designed to help improve teaching within each department by training advanced teaching fellows to assist other teaching fellows, help improve the departmental climate for teaching, and organize events for teaching fellows such as seminars on teaching or professional development (for more on Lead TFs, see Q 39). The Bok Center also hires advanced teaching fellows as Teaching Consultants; these TFs are trained by the Bok Center to consult with TFs across the university, lead micro-teaching sessions, help TFs evaluate midterm feedback, and watch videotaped classes with TFs. Lead TFs are paid at a rate of one or two fifths per semester; Teaching Consultants generally work by the hour. For more information, see the Bok Center website, www.bokcenter.harvard.edu.

Q 14. *I really enjoy teaching and helping students. Are there any other ways I can help?*

A: Definitely! In addition to the Bok Center there are other programs such as the Presidential Instructional Technology Fellows (PITF, pronounced 'Pit-if') program. The idea behind the program is to "stimulate and support the development and integration of digital applications and materials that enrich the Harvard curriculum". Essentially PITF's receive training in a variety of areas (say, Java or Dreamweaver) and use those skills to help the department better utilize the technological resources on offer at Harvard. One particularly useful aspect to the program is that it offers funding for projects (typically done during the summer) such as customizing or developing more advanced course websites. The results are typically very impressive and if you are interested or know of a faculty member with an idea for a project then I would strongly encourage you to find out more from their website: <http://icg.harvard.edu>.

3.2 Getting Paid!

Q 15. *How do I get paid for being a teaching fellow?*

A: Payment you receive for teaching is handled differently to the standard stipend that students receive in their first year of study. The first section you teach each semester is paid at a rate of one "quarter", with additional sections paid at a slightly lower rate of one "fifth". One "fifth" is considered to be a section with up to 18 students, although on occasions it can be slightly more

than this. One “quarter” can also occasionally have a slightly heavier workload but is generally limited to a maximum of 18 students where possible. Exactly how much one “quarter” or “fifth” pays depends upon experience, see Q 16 for a full explanation. In terms of actually getting paid, the payroll system is slightly different and there can be a delay before the first payment if you have never been on the Harvard payroll (stipends do not count). All international students entering their second year must obtain a Social Security Number (SSN) from the local SSA office (nearest locations are either Davis Square or close to North Station in Boston). You will need a letter from the department to obtain your SSN, please contact Betsey to obtain this. For more details on obtaining a SSN visit the Harvard International Office in person (Holyoke Center, 8th floor) or online at www.hio.harvard.edu/students_scholars/ssn_f1.php. Payments are made on or around the 15th of the month (depending on weekends and holidays). If you TF in the fall semester you should receive your first paycheck in September, if you TF in the spring semester you should receive your final pay check in June.

Q 16. *How much money is a “quarter” and how much is a “fifth”?*

A: TFs in the Statistics department are paid one “quarter” for the first section they teach in a given semester, and a “fifth” for each subsequent section. A “quarter” and a “fifth” are one-quarter and one-fifth respectively of what Harvard would pay you if you were teaching fifty hours a week (Harvard’s definition of full time). How much you get paid for TF’ing varies depending on whether a teaching fellow is compensated at the “junior” or the “senior” rate. A TF should be paid at the senior rate if she or he has passed his or her qualifying exam by the first month of the semester in which he or she is teaching i.e. most G3’s and above. If this is not the case, the teaching fellowship is calculated based on the “junior” rate. A senior teaching fellow working full time would make \$45,000 over ten months (for 2007/08). A junior teaching fellow working full time would make \$40,000 over ten months (for 2007/08). These rates are all *before* tax and typically increase incrementally each year. Details are in the table below:

Rate	Full-Time (10 months)	Full-Time (1 semester)	‘Quarter’	‘Fifth’
Junior	\$40,000	\$20,000	\$5,000	\$4,000
Senior	\$45,000	\$22,500	\$5,625	\$4,500

Table 3.1: Compensation for Statistics TF’s, 2007/08 (before tax)

Q 17. *Do you get paid extra for being a Head TF?*

A: If you are a Head TF, you could earn up to an extra “fifth” for the privilege, depending on the size of the course.

Q 18. *I’m teaching, but I’m not getting paid. How do I fix this problem?*

A: *If you are teaching a course within the department, speak with Betsey. Sometimes it can take up to a month for the paperwork to be sorted out and the Payroll Office to either write you a check or direct deposit the money into*

your account. If you are in a situation where you need cash immediately, the department and the Financial Aid Office may be able to give you an advance on your teaching fellowship.

3.3 Teaching!

Q 19. *How much of a time commitment does a “quarter” or a “fifth” represent?*

A: Officially, one “quarter” and one “fifth” represent a time commitment of about 12.5 and 10 hours a week respectively spent in reading, preparing, attending lectures and TF meetings and grading. In practice this can vary wildly. As any TF will tell you, one of the largest chunks of your TF’ing time will be spent grading. The amount of preparation for each section will vary depending upon your familiarity with the material, your teaching style, the materials available to you and the goals of section within the course. In most cases there is a real payoff for extra preparation time put into each section. As part of my efforts as Lead TF, together with my predecessor Paul Edlefsen, we are trying to make previous section materials more widely available TFs. This will likely be done through Harvard i-Sites – watch this space for future developments that could make your preparation much more efficient!

Q 20. *What are the typical responsibilities I will have as a Statistics TF?*

A: You will be expected to teach a one hour section for each section you are assigned to. It varies from course to course how much a Professor will guide section content/goals; you should expect to create content for your own section and report periodically to the Professor on how sections are going. In some circumstances (for example, some graduate-level courses) sections may not be required. In all cases you will be required to grade the problem sets of your students. Office hours should be offered for all courses, typically one hour per section but students often appreciate some flexibility in arrangements. Other responsibilities vary depending on the size of course; if in doubt as to whether something is your responsibility – ask!

Q 21. *What does a Head TF do?*

A: The job description varies from course to course, as different professors have different expectations. However, in addition to leading your own sections, at a minimum you will be responsible for sectioning students, reserving section rooms, responding to students with scheduling conflicts and questions about the course requirements. Often other jobs such as making photocopies of documents like the syllabus and the midterm, managing the course website, writing problems sets and midterm questions, giving the occasional guest lecture, organizing TF meetings, and making sure there is food at TF meetings can fall to the Head TF as well. As a Head TF, its important to communicate very clearly with the professor for whom you are working so that you know what he or she expects of you and what they plan to do themselves.

3.4 Support & Materials!

Q 22. *How does the Statistics Department train its TFs?*

A: This depends upon whether you are a student within the department or not. All PhD students are required to take Stat 303: The Art and Practice of Teaching Statistics, essentially a TF training and development course. This year it will be TF'ed by your Lead TF, and this is likely to be the case in future years as well. The course provides training on a wide range of aspects of teaching at Harvard, possibly the most valuable element being the multiple practices (sometimes videotaped) that each student must complete. It is a great chance to learn more about teaching in a 'safe' environment, and is being edited and perfected as each year goes by! Other training that TF's may go through includes microteaching (sometimes required for Stat 100/104), and videotaping. It is department policy that *all* first time TF's be videotaped during their first semester teaching. You will then view the tape with either your Lead TF or other experienced teaching Bok Center teaching professionals. It is recommended that you get taped earlier in the semester so that you still have a chance to make any appropriate changes! Feel free to contact me if you have any questions about TF training or videotaping.

Q 23. *Do Statistics TFs get offices in the department?*

A: We are a very fortunate department in that, as PhD students, we each get our own office (space). Depending on the number of visitors to your office hours and your own preference, you have options about where to hold them. The two rooms directly opposite the elevator on the sixth floor can be reserved for office hours using the sign-up sheets posted outside. Otherwise, you can also hold office hours in your own office or in any other suitable location. For example, some TFs for Stat 100/104 have held office hours in undergraduate houses (houses as in Eliot, Cabot, Currier etc. not literally someone's house!). Whatever location you choose, you should consider whether or not students will feel comfortable coming there to discuss work with you.

Q 24. *Where can I make photocopies of course materials?*

A: The photocopier on the seventh floor is available for all Statistics TFs to use. When you need a large number of copies or a lot of pages copied you are urged to plan ahead of time and have your document sent out for printing & delivery by Kinko's. The process is simple: just e-mail your document to Dale Rinkel rinkel@stat.harvard.edu (specifying the number of copies and date you need it by) a couple of days before you need it, and it will be ready to pick up when Dale tells you. Note that you should *not* use the printers on the sixth floor for making multiple copies – print a single document and then photocopy the rest on the seventh floor.

Q 25. *I would like to buy the books for the course I'm teaching, but I'm poor. Can I get free desk copies?*

A: Generally yes. Desk copies are all managed by Dale Rinkel (rinkel@stat.harvard.edu) and have to be signed in and out at the start and end of each semester. The department typically has plenty of copies of textbooks for Stat 100/104 TF's as well as most other courses. It is possible that you may teach a course that uses a new textbook and there is no desk copy immediately available to you. In this case, you should talk to both the Professor of the course and Dale to try and come up with a reasonable solution.

Q 26. *Is there a place where students can meet to discuss other issues and to co-ordinate communication with the faculty?*

A: There is now! The newly formed (last year) Graduate Student Organization (GSO), arising out of the external departmental review, is the first formal student body within the department. The GSO has a rotating chair and is still in its' formative stages but the idea is to provide a way for students to communicate with one another and have a formal channel of communication with the faculty where needed. For more information, contact Paul Edlefsen (edlefsen@stat.harvard.edu).

3.5 Training & Support!

Q 27. *What is the Bok Center for Teaching and Learning?*

A: The Derek Bok Center for Teaching and Learning is the University's main go-to center for anyone who has questions about teaching. They offer support and training for TFs and professors, as well as opportunities for advanced TFs to work as peer resources for their teaching fellows in their departments. The Bok Center is located on the third floor of the Science Center (take a right when you exit the elevator). You can also check them out at their website: www.bokcenter.harvard.edu.

Q 28. *What kinds of programs does the Bok Center offer to get new TFs off to a good start at the beginning of the semester?*

A: The Bok Center Offers a wide range of programs. Their most popular programs are the Fall and Winter Teaching Conferences, held a few days before classes begin each semester. The teaching conferences offer workshops for both new and advanced teaching fellows on teaching in the Sciences, leading your first class, providing feedback on student work, and pedagogical theory and techniques. At the beginning of the semester, the Bok center also offers open micro-teaching sessions at which TFs can test-drive their teaching skills by teaching 5 minute lessons and receiving immediate feedback.

Q 29. *I've heard that the Bok Center will videotape one of my sections and view the video with me. Why would I want to do this, and who should I contact to set it up?*

A: During the semester, the Bok Center encourages TFs to videotape a section and watch the tape with a Bok Center Associate Director, Lead TF, or teaching consultant. Because it allows you to review your performance in real

time, rather than rely on memories of what happened in section, the taping and viewing can provide valuable feedback on what's going on in your section, and an opportunity to think about what's going well and what you could improve or change while there's still time to make changes during the semester. To schedule a taping, contact the Lead TF or Bok Center Program Coordinator Beckie Hunter at rhunter@fas.harvard.edu.

Q 30. *What is a teaching portfolio, and why would I want to make one?*

A: A teaching portfolio is a file included in your job applications that documents your teaching. It can include everything from course evaluations, to a recommendation letter from a Professor you taught for, to samples of assignments and activities that you designed for courses. Many institutions now request that applicants for tenure track positions document their teaching in some way; a teaching portfolio can be a great way of doing that. For more information on teaching portfolios, and to set up a consultation to begin making your own, contact Bok Center Associate Director Terry Aladjem at aladjem@fas.harvard.edu.

Q 31. *Where can I find useful advice and information on teaching at Harvard in portable handbook form?*

A: Harvard produces a glossy Teaching Fellows Handbook, available from the Bok Center or online at <http://www.gsas.harvard.edu/images/stories/pdfs/teachfell.pdf>. The Bok Center publishes *The Torch or the Firehose: A Guide to Section Teaching*; the guide is available from the Bok Center upon request and is distributed at the Fall Teaching Conference. Obviously you also have this handbook, available in electronic form from http://www.people.fas.harvard.edu/~pdbaines/TF_Handbook.pdf. The Core Office publishes a "Guide for Head Section Leaders in the Core Program" every year. This publication is available from the Core Office, and has useful information for Head TFs of non-core courses, as well.

Q 32. *Can you recommend any good books on teaching?*

A: Not from personal experience, but one that is commonly recommended by those knowledgeable fellows at the Bok Center is: "What the Best College Teachers Do" by Kenneth Bain (Harvard University Press, 2004). Apparently it is an excellent collection of best practices for teaching at the college level. It also talks more broadly about how students learn, and what we can do to help them along the way. The Bok Center has a comprehensive lending library in Science Center 318 that includes books, videos, and journals on teaching. All TFs may borrow materials from this library.

Q 33. *I want to get some mid-semester feedback on my teaching. What should I do?*

A: One of the great things about teaching at Harvard is the freedom you have to try new things! If you are a technology buff you might consider setting up an anonymous online survey (using, say, [SurveyMonkey.com](http://www.surveymonkey.com)). Otherwise, for the traditional route there are plenty of midterm evaluation templates available at <http://bokcenter.fas.harvard.edu/progs/evalns.html>. You can also decide whether to have students print them out and bring them to class, or to give

students a few minutes at the end of a section to fill them out. There is also no limit on how often you get feedback. Handing out feedback sheets every week is maybe excessive, but if you can get some informal verbal feedback along the way then the occasional written evaluation can be an excellent tool. It is important that students understand you care about teaching, feedback is a good way to show this. Beware though, if you ask for feedback you must be prepared to take criticism – and possibly to modify your teaching accordingly.

Q 34. *How and when do I find out about the end of semester CUE evaluations filled out by my students?*

A: Since we are now in the technological age, all CUE evaluations are completed and collated online. You will receive an e-mail, typically up to three or four weeks after exam period (for example, I got my fall evaluations on Feb 6th, and my spring evaluations on June 13th last year) notifying you that your CUE evaluations are available for viewing online. These are now viewable at any time and, hence, easy to print and include in your teaching portfolio. The Bok Center train people including Lead TFs, Teaching Consultants and Associate Directors to help you understand course evaluations. Please contact me or see the next question, Q 35, for more details.

Q 35. *My teaching evaluations are all over the map. How can I possibly interpret them?*

A: Bok Center Associate Directors, Lead TF, and teaching consultants are trained to help you interpret midterm feedback and brainstorm ways to use midterm feedback to improve your sections. If you have any questions about interpreting and using midterm feedback, please e-mail me (or see me in person).

Q 36. *A student has asked me to write a letter of recommendation. Are there guidelines or suggestions available for how to write letters of recommendation?*

A: Yes! “Writing your First Letter of Recommendation” a Bok Center tip-sheet, can be found via the ‘letters of recommendation’ link in the ‘Advice’ section of the Bok Center website: <http://bokcenter.harvard.edu>. Cynthia Verba (the GSAS Fellowships Director) has also written a guide to writing letters of recommendation, available at the same location. In general, it is best to stick to specifics when describing students in letters of recommendation – wild superlatives won’t help them very much, but concrete examples of good work they’ve done, either in class or on a paper, will help them. Another thing you want to do is show that the student is a good candidate for the specific program or fellowship they’re applying for. If possible, get a draft of the student’s application essay and the application guidelines before you write the recommendation these documents will help you tailor your recommendation to the skills and accomplishments that the program or fellowship is looking for.

Q 37. *Are there resources available to support Head TFs?*

A: Sure. There is a ‘Head Teaching Fellows Network’ run by John Girash at the Bok Center. The network consists of an email list to which head TFs can post comments and suggestions; there are also Head TF network lunches and workshops at the fall and winter teaching conferences.

Q 38. *Does the university have any resources specifically for supporting international TFs?*

A: Yes! There are a couple of different ways in which international TFs can receive support from the Bok Center. The first is a special two/three day orientation session in the Fall (before classes start), designed to help prepare international TFs to teach in America (& Harvard specifically). There are also ways in which the Bok Center staff can help offer more ongoing support and development. Please contact Bok Center Associate Director, Virginia Maurer at vmaurer@fas.harvard.edu for more information.

Q 39. *What is the Lead TF program? What do Lead TFs do?*

A: The Lead TF program is a relatively new (about four years in full format) Bok Center program. Experienced TFs are trained by the Bok Center to work in their departments as peer resources to other TFs. Lead TFs are available to consult with TFs about course-related issues, connect them to Bok Center resources, lead micro-teaching sessions, interpret midterm feedback with TFs, and view section videos with TFs. Lead TFs also pursue projects such as creating specialized resources for departmental TFs or organizing departmental seminars on teaching. Lead TFs are compensated at a rate of one to two “fifths” per semester for their time. For more information on the Lead TF program, contact Bok Center Associate Director Cassandra Volpe Horii (cvolpe@fas.harvard.edu).

Q 40. *What do I do if a student is missing section or missing assignments?*

A: The first thing to do is to try and contact the student directly. If possible, try to set a time to meet and talk with them. Often by meeting in person you can get a good idea of what the problem might be and how you can help arrange a plan for the student to catch up on missed work. If you are unable to contact the student then you should talk to your Head TF (if you have one, otherwise talk to the Professor). According to Harvard guidelines, if a student scores lower than a C at midterm then a you will need to fill out a ‘midterm course report’, filed with the Senior Tutor of their residential house if he/she is an upperclassman or with the appropriate Freshman Dean if she/he is a freshman. The appropriate contact person will be experienced at handling such cases and will help guide the rest of the process with you.

Q 41. *I have a student who is really struggling with the work and/or time management issues. Are there resources at Harvard to help students with their study skills?*

A: Yes. If you have a student who has trouble in either area, you can recommend to them (or their Senior Tutor or Freshman Dean) that they set up an appointment at the Bureau of Study Counsel. The Bureau of Study Counsel can help with time management, reading strategies, and other study skills. For more information on the Bureau of Study Counsel, visit their website at: <http://bsc.harvard.edu/>.

Appendix A

Appendix: Contact Information

1. **Betsey Cogswell** – Departmental Administrator, SC7??
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5. **Derek Bok Center for Teaching and Learning** –
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6. **Virginia Maurer** – International TF support, Bok Center Associate Director
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8. **Terry Aladjem** – Teaching Portfolios, Bok Center Associate Director
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9. **John Girash** – Head TF Network, Bok Center Associate Director
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10. **Cassandra Volpe Horii** – Graduate Writing Fellows and Lead TF Programs, Bok Center Associate Director
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11. **Beckie Hunter** – Bok Center Program Coordinator & Videotapings, SC318
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12. **Lee Warren** – Christensen Discussion Seminar, Bok Center Associate Director
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13. **Bureau of Study Counsel** – 5 Linden Street, Cambridge, MA 02138
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