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Associates in Teaching Program

Important Dates

The deadline for Fall 2024 and Spring 2025 course applications is **February 1, 2024**. We hope to share final decisions by early March. Please note that there is one deadline for both semesters.

We recommend beginning your application process as soon as possible, since the February 1st deadline pertains to *all materials*. That includes the application itself, as well as the required letters of support, along with approval from advisors and Directors of Graduate and Undergraduate Studies – meaning that multiple people will need to be aware of and contributing to your application through our application portal.

About

The competitive Associates in Teaching (AT) program, offered in collaboration between the Graduate School of Arts and Sciences and the Poorvu Center for Teaching and Learning, allows Ph.D. students to expand their range of teaching experiences and responsibilities in conjunction with a faculty co-teacher.

Through the AT program, doctoral students collaborate with a faculty member to conceptualize or redesign, plan, and deliver an undergraduate course. The faculty member offers intensive mentorship and guidance throughout the co-teaching experience, which is a key benefit of the program.

Benefits

Experience shows that this program, begun in 2009, provides a dynamic cooperative teaching experience for graduate students and faculty members both, with the faculty member offering direct feedback on curriculum, leading discussions, lecturing, demonstrating, and more.

Eligibility

There are three categories for eligibility, pertaining to the graduate student, the faculty co-instructor, and the course itself.

Eligibility of graduate students:

You are eligible to apply for the program if you are a Ph.D. student in the Graduate School of Arts and Sciences (GSAS), and if you meet the following qualifications:

- You will have advanced to candidacy by the time the course will be taught (note: the application may be made before advancing to candidacy)
- Your thesis advisor and Director of Graduate Study (hereafter, DGS) have agreed to submit written approval
- You demonstrate a commitment to effective teaching through your statement about why you wish to teach in the program (see Section 2, Application Materials)
- You are in good academic standing, as confirmed by the DGS
- You will complete your teaching in the program by the end of your sixth year of GSAS funding (or within the COVID-extension, if applicable).
- You have taught for at least one semester (at Yale or elsewhere) before the semester in which you plan to teach through the AT program.

Funding and Notation Details: The AT program substitutes for one semester of required or stipendiary teaching within the graduate student's regular stipend years (note: it does not extend the funding clock). Graduate students will be appointed at the rank of Part-Time Acting Instructor (PTAI), which makes them instructors of record alongside the collaborating faculty member.

At the conclusion of the course, the notation "Associate in Teaching" and the title of the course will be recorded on your transcript.

Eligibility of faculty members:

Both instructional and ladder faculty are eligible to teach courses through the AT program. Faculty must provide evidence of success in teaching and working with teaching fellows in the portion of the application describing a history of effective mentoring (see Section 1, Application Materials), and through the DGS's letter of support. Visiting faculty members, regardless of rank, are not eligible to participate in the AT program.

Eligibility of proposed course:

Undergraduate courses of all types and formats, with the exception of First-Year Seminars, are eligible for the AT program. The course:

- may be new or existing, if the course is going through a significant redesign;

- must divide the work of course design equally between the faculty member and you, regardless of whether the course is new or redesigned;
- must have a high likelihood of enrollment, and the proposal must provide strong evidence or rationale to that effect;
- must be taught in a truly collaborative fashion between the faculty member and you, with the faculty member mentoring you throughout the semester to ensure teaching happens at a co-equal level.

Note: Many graduate students choose to teach courses closely related to their dissertations. However, because experience designing and teaching introductory and intermediate courses is highly beneficial for graduate students on the academic job market in most fields, we encourage you to consider courses at that level in order to gain broader teaching experience in your fields.

When to Apply: Expectations and Guidelines

We recommend getting started on the application process as soon as possible, for several reasons:

- this program involves collaborating on the design *and* the delivery of a course, and the application should include a provisional syllabus;
- faculty leave schedules rotate; and
- there may be multiple potential faculty co-instructors for particular course topics.

A conversation with your DGS, DUS, and/or advisor early in your graduate career can help you identify your options.

Below, we outline the responsibilities for graduate student and faculty participants.

Expectations for Graduate Students:

As a graduate student participating in the AT program, you should....

1. **Play a significant role in planning and designing the course** rather than simply participating in the delivery of a course that has been fully designed prior to your involvement. In the case of teaching existing courses that are being redesigned, you might participate in:
 - refining and/or reconceptualizing the learning goals of the course;
 - decisions about texts and topics;
 - development of lectures, in-class discussions and activities;
 - development of written assignments, problem sets and labs;
 - development of tests, quizzes, and papers;
 - and/or the development of instructional technology.

2. **Play a significant role in the delivery of the course.** In the case of a lecture course, this will mean preparing and delivering a reasonable number of the lectures for the semester (typically about half). In the case of a seminar course, you will take responsibility for a reasonable percentage of discussions. Wherever possible, you should co-lead discussions or share in the delivery of lectures.
2. **Attend all class meetings** to observe and reflect on the faculty member's teaching. Regular attendance allows you to participate in discussions about teaching.
3. In lecture courses that use teaching fellows, **you should not supervise teaching fellows** nor in any way replace the supervisory responsibilities of the faculty member. You should, however, participate in all scheduled meetings of the course, including team meetings with teaching fellows, even if not in a supervisory capacity.

Expectations for Faculty:

Faculty members should...

1. **Fully involve you, the graduate student applicant, 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:
 - refining and/or reconceptualizing the learning goals of the course;
 - decisions about texts and topics;
 - development of lectures, in-class discussions and activities;
 - development of written assignments, problem sets and labs;
 - development of tests, quizzes, and papers;
 - and/or the development of instructional technology.
2. **Fully involve you in the delivery of the class.** This may mean allowing you to prepare (with guidance) and deliver some percentage of lectures, or lead a meaningful number of class discussions (typically about half). When possible and appropriate, faculty members may want to lead class together. In any case, the faculty member should always be present and remain attentive to your teaching. Joint feedback and reflection should occur on a weekly basis.
3. **Assume ultimate responsibility for the logistical aspects of the course** in line with [Faculty of Arts and Sciences guidelines](#), including:
 - acquiring a room,
 - ordering books,
 - and preparing resources.
4. **Shepherd the course through the university course review process and make sure the course is appropriately listed and advertised.**
 - The faculty member should arrange for a new course to be approved through the Course of Study Committee (a process that should be coordinated through the hosting department).

Application Requirements and Procedures

The application is composed of materials from the applicants and from the department(s). Applications **must be prepared jointly** by you and the faculty member. The deadline for Fall 2024 and Spring 2025 course applications is **February 1, 2024**. We hope to share final decisions by early March. Please note that there is one deadline for both semesters.

Please note that the February 1st deadline pertains to *all materials*. That includes the application itself, as well as the required letters of support, along with approval from advisors and Directors of Graduate and Undergraduate Studies – meaning that multiple people will need to be aware of and contributing to your application through our application portal.

The selection committee evaluates all applications using the [AT Course Proposal Scoring Rubric](#). Especially important is the degree to which it is evident that you and the faculty member collaborated on the application and course design, as well as your plans for collaboration throughout the semester.

Procedure for Submission

All materials should be submitted through our Qualtrics form.

- First, you (the graduate student applicant) will initiate the application, which includes
 - The submission of a PDF gathering the course materials and application
 - See “Application materials from the faculty member and you”
 - The submission of the names and contact information for both letter writers and individuals who must approve the course (student’s advisor, the DUS of the department hosting the course, and the DGS of the graduate student applicant’s department).
 - See “Approval from the department(s) and letters of support.”
- Upon submission of your application, each of the above individuals will receive an automatic prompt to submit further materials. You will receive notification when each of these components has been submitted.

A selection committee comprised of former AT faculty and Poorvu Center for Teaching and Learning staff will review all applications and notify applicants by mid-March. Please contact the Poorvu Center (askpoorvucenter@yale.edu) if you have questions about the program.

Part I: Approval from the department(s) and letters of support

Again, please note that the deadline for *all* materials is February 1st. That means you should plan to be in contact with the individuals supporting your application as early as possible in the process.

- Approval from your thesis advisor
 - (check box indicating the status of approval)
- Approval from the DUS in the department which will host the course (often, but not always, the department with which you are affiliated)
 - (check box indicating the status of approval)
- A brief letter of support (no more than 300 words) from the DGS.
 - The DGS should describe the course's role within the departmental curriculum (in particular, the potential for enrollment and gaps that the course fills within current offerings).
 - The DGS should describe the faculty member's experience as a mentor and instructor.
 - The DGS should confirm that you, the graduate student, are in good academic standing.
 - If the DGS is in a position to recommend you, the graduate student, that should come in the form of a separate letter of support (in addition to their 300-word approval), described below.
- Two letters of support which describe your preparation for teaching
 - These letters can come from individuals outside the department and/or institution.
 - Your DGS can be one of your recommenders, but their letter of support for you must be in addition to the 300 words they write in approval of the proposed course.

Departments may nominate as many courses as they choose.

Part II: Application materials from the faculty member and you:

Each application must include the following information in four sections. The selection committee will take these materials into careful consideration. **Please note that, starting in 2023, the application materials should include a provisional syllabus.**

Section 1: Information about the faculty member

- Name
- Department and title
- Years at Yale University

- Recent courses taught
- A brief statement explaining why they would like to teach with this particular graduate student
- A brief statement describing a history of effective mentoring of teaching fellows (include course titles when listing course numbers, e.g., MCDB 300, “Biochemistry”)

Section 2: Information about you, the graduate student

- Name
- Department
- Current year of study and candidacy status (please note if you will be advancing to candidacy in the year the course will be taught)
- Will you be serving as an Associate in Teaching as part of your teaching requirement? (Yes/No)
- Previous teaching experience if applicable. Please include course titles when listing course numbers, e.g., MCDB 300, *Biochemistry*.
- A brief statement explaining why you wish to teach in the AT program
- (Optional): In addition to the letters of support (see above), you may wish to provide additional evidence of effective teaching and commitment to teaching.
 - This might include recent classroom observations, online course evaluations (no more than 2 sets), and end-of-semester self-evaluations.

Section 3: Information about the course

- Title, department(s), and course number(s) [if possible]
- Semester of proposed course: Fall/Spring/Either
- Host department (where the course will be listed)
- Provisional syllabus that includes:
 - A course description
 - Format and structure
 - Goals and/or objectives
 - Assessment plan (both major projects/exams and weekly assignments [for example, problem sets or reading responses])
 - Outline of course structure
 - This needn't be an exhaustive list of readings or detailed weekly assignments, but it should offer a sense of the scope of the course and its conceptual trajectory.
- A description of the course's potential impact on Yale College. Examples of potential impact might include:
 - consideration of student engagement or interest, such as filling a curricular gap;
 - contribution of diverse voices, representation, and/or perspective;

- employment of equitable and/or research-based pedagogical approaches and teaching methods;
 - evidence that the course is interdisciplinary in nature and/or promotes interdepartmental collaboration;
 - a description of the proposed course including format and structure (lecture, seminar, other), goals, learning objectives, plans for assessments, and desired enrollment. 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, and audience.
- A rationale for why the course is particularly suited to be taught as part of the AT program, with attention to:
 - the specific course design;
 - the delivery elements in which you, the graduate student, will be involved;
 - the value that both co-instructors bring to the course;
 - evidence of commitment to co-teaching throughout the semester; (particularly, consideration of how collaboration and mentoring will take place in the classroom and in regular planning meetings).

Section 4: A jointly developed statement of how the proposed experience in the AT program will enhance your development as a teacher and scholar while in graduate school

Questions to consider might include:

1. How will the faculty member conceive of the program as an opportunity to mentor you as part of your professionalization in the Ph.D. program?
2. How do you see your participation in the program as part of a broader professional trajectory? How might the experience help you refine and concretize your values as an instructor?