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General Information for Teaching Fellows

Since its inception in 1939, the Teaching Fellow Program has expanded from a few individuals to more than 1,200 per year. Teaching fellows (TFs) have become valued and important members of the Faculty of Arts and Sciences (FAS) and play an important role in the education of Harvard College students. As TFs, graduate students teach part-time as an integral part of their training for the PhD or, in exceptional cases, for a master’s degree.

TFs assist with courses under the supervision of course heads, who hold formal teaching appointments. The teaching fellowship is not a formal teaching appointment: only those holding appointments as professor, lecturer, or preceptor are responsible for the structure and content of a course. While duties may include teaching sections, conducting tutorials, recommending grades, and supervising independent study projects, each TF experience can vary. For example, some TFs may supervise a tutorial, while others work as a team with the course head and other TFs in larger classes, sharing responsibility for grading examinations, problem sets, and papers. Graduate student teaching is supervised and regularly evaluated by the faculty.

Appointments

POLICY REGARDING APPOINTMENTS

TFs must:

- be proficient in English;
- be registered as full-time resident students in the Graduate School of Arts and Sciences (GSAS);
- demonstrate satisfactory progress toward their degrees;
- register for a total of four half-courses (or the equivalent) in each term and are charged the appropriate resident tuition rate (full tuition, reduced tuition, or facilities fee).

RULES GOVERNING ELIGIBILITY, WORKLOAD, AND DURATION OF APPOINTMENTS

The rules below apply to the administration of teaching fellowships by GSAS and select departments. Petitions for exceptions to these policies should be addressed to the dean for admissions and financial aid in the Richard A. and Susan F. Smith Campus Center, suite 350.

(1) All new international PhD students in GSAS are required to demonstrate a specific level of proficiency in the English language in order to participate successfully in the various activities that comprise a graduate education, including teaching. Specifically, GSAS requires that, prior to serving as TFs, all incoming PhD students who are non-native English speakers and who have received their undergraduate degrees from non-English speaking institutions demonstrate oral English language proficiency based on the Test of English as a Foreign Language (TOEFL) internet-based test (iBT) speaking score. More information on language requirements is available at handbook.gsas.harvard.edu/oral-english-language-requirement.

Those students who have not met the language requirement must enroll in “Classroom Communication Skills for International TFs” at the Derek Bok Center for Teaching and Learning (bokcenter.harvard.edu, under programs for graduate students). After completing a course, students must be rescreened at the Bok Center to determine if they have met GSAS standards. Students must meet the requirement within their first two years. However, they are encouraged to complete this requirement within the first year or, at least, two semesters before they expect to teach. For more information, please contact the GSAS Student Affairs Office by e-mail at studaff@fas.harvard.edu or by calling 617-495-1814.
(2) Graduate students shall normally be given the opportunity to teach at least 16 “term fifths” during their degree programs. (A “fifth” is a fraction of time that represents 20 percent of a full-time workload; ordinarily this is the equivalent of teaching one section in a lecture course.) As a general rule, TFs should expect to spend roughly 10 hours per week teaching, preparing, and correcting classwork and providing counseling for every “fifth” assigned. Many departments require teaching as a part of the graduate degree program. Such requirements are stated clearly in each department’s description in the GSAS Programs of Study (gsas.harvard.edu/programsofstudy) and the GSAS Handbook (gsas.harvard.edu/gsas_handbook/table-of-contents.php).

(3) Usually, no graduate student may hold a teaching fellowship for more than four academic years, regardless of whether the appointment is for one or two terms within the same year. Students who teach 3/5 each year for four years may accumulate as many as 24 “term fifths.” Students who have taught fewer than 16 “term fifths” in four years will be permitted to teach a fifth and sixth year up to the total of 16 “term fifths.”

(4) In general, these time limits apply to any combination of teaching at Harvard and outside the University. Students are expected to use good judgment in accepting additional employment that might delay their academic progress.

(5) Graduate students receiving PhD dissertation completion fellowships are prohibited from holding teaching fellowships and other forms of concurrent employment. For details on dissertation completion fellowship awards, visit www.gsas.harvard.edu/current_students/dissertation_completion_standard_application.php.

(6) First-year graduate students are not ordinarily eligible for appointments as TFs. Exceptions may be granted to students who are certified as proficient in English and registered in certain natural science departments that have traditionally used TFs in their first year of graduate study.

(7) Preference for TF appointments will be given to students offered a guarantee of teaching at admission (see item 11 below); teaching preference is also given to students prior to the fifth year of residency.

(8) After students expected to teach as part of their funding packages have been accommodated, departments and course heads are expected to consider and prioritize all other qualified applicants from within GSAS; special attention will be paid to qualified applicants in their third or fourth year of residency from related departments and disciplines.

(9) PhD candidates in the humanities and social sciences receive stipend support in the first two years of study to facilitate the successful completion of course requirements for the degree and ordinarily do not teach in their second (G2) year. Second-year students in the humanities and social sciences interested in teaching should not commit to an appointment without first requesting approval from the dean for admissions and financial aid; requests must describe the academic basis for an exception and be accompanied by an advisor’s endorsement. If approved, second-year students will be limited to 1/5 teaching per term or 2/5 in one term with no teaching in the other term of the academic year. Second-year students in the natural sciences should refer to their program’s teaching policy and consult their primary advisor to confirm if they are eligible to accept a teaching position.

(10) After the second year, graduate students:

a) who have completed both their academic residence requirements and passed their departmental PhD qualifying examinations may hold up to a maximum of a 6/5 time teaching fellowship for the academic year. Students may not hold more than a 4/5 time appointment in any one term;

b) who have not completed their academic residence requirements (a minimum of two years of full-time study in residence) and who have not passed their departmental PhD qualifying examinations may hold up to a maximum of a 2/5 time teaching fellowship. Students who have not met these criteria may not average teaching fellowship fractions over the academic year.
Those awarded terminal degrees in November and March will normally become teaching assistants for the term in which the degree is awarded.

(11) At admission, PhD candidates in the humanities and social sciences are guaranteed assignment of two sections of teaching each term by their departments in their third and fourth years of residency as part of their funding packages. GSAS regards the meeting of that guarantee as a cooperative endeavor between the student and the department. Students whose financial aid packages include teaching should consult their departments if assistance in securing a TF position is needed.

(12) TFs cannot teach more than 6/5 during the academic year; students teaching more than 6/5 are considered teaching assistants and must register as on Leave of Absence rather than In Residence.

(13) Certain awards from GSAS, the US government, and other outside sources impose more stringent limits on TFs’ commitments. Students are responsible for observing the terms of such awards and should consult with their financial aid officer for more information.

(14) Immigration regulations limit international student employment to 20 hours per week, or .57 times per term. International students with questions regarding this regulation should consult with their financial aid officer for further information.

(15) Graduate TFs may not receive course credit for the time they devote to teaching. However, at the discretion of their department, students may have their teaching efforts recognized—and recorded—by signing up for “TIME-T” on their study cards. (See “Course Load of Teaching Fellows and Research Assistants” section below for more details). Graduate students receive credit for teaching in the sense that TIME-T activities appear on their GSAS transcripts; these entries, however, are not graded.

COURSE LOAD OF TEACHING FELLOWS AND RESEARCH ASSISTANTS

Students holding teaching fellowships or research assistantships should consider their course load carefully in consultation with their advisors. The four-course registration requirement must be made up of formal courses and scholarly work, which is given the designation TIME. There are three categories of TIME:

- TIME-C—Independent study
- TIME-R—Research
- TIME-T—Teaching

At the discretion of departments, students register for TIME-T while serving as TFs to indicate that appropriate independent work is replacing numbered courses. TIME or the appropriate dissertation-level course is undertaken with a faculty advisor who must sign a study card. One unit of TIME is the equivalent of one half-course and may serve to indicate that a student is engaged in full-time study even though the total of numbered courses enrolled for is fewer than four. Experience has shown that TFs whose course loads exceed these limits frequently encounter academic difficulties.

TEACHING FELLOWS APPEALS PROCEDURE

If, as a TF, you believe that you are spending more of your professional time on teaching than you are being compensated for, that the work required is unrelated to the course, or that you feel victimized by the course administration in some fashion, you should discuss the matter with the head tutor, director of graduate studies, or other appropriate officer in the department where the appointment is held.

If the difficulty is not resolved after such conversations, you can contact the GSAS dean for student affairs at 617-495-1814. The dean can help advise you on further steps, which might include a written appeal to the Administrative Board of the Graduate School.
Appointment Procedures, Evaluation, and Benefits

When a TF is assigned to assist in a course, the department or committee chair recommends the appointment to the Harvard College Office of Undergraduate Education (OUE), which, along with the GSAS Office of Admissions and Financial Aid, is responsible for reviewing and authorizing the appointment. The TF appointment form is reviewed by both OUE and GSAS to ensure that the request is in accordance with GSAS policies regarding teaching fellowships and that the appropriate payment has been specified; GSAS then completes the final appointment confirmation and processing. After the appointment is approved, a confirmation e-mail is sent to the TF with further details.

COURSE EVALUATION (Q)

The Committee on Undergraduate Education and the Committee on Graduate Education oversee course evaluation each term. This online evaluation, known as the Q evaluation process, provides feedback regarding course structure, the quality of the presentation, and the nature of assignments. Participation in the Q evaluation process is mandatory for TFs and the survey data is integrated with the online course selection tool at my.harvard.edu, which allows students to access and compare course evaluations while deciding which courses to take. Current and past Q results can be reviewed at webapps.fas.harvard.edu/course_evaluation_reports/fas/list. To learn more about the Q system, visit q.fas.harvard.edu, and to find more information on the questions asked, go to static.fas.harvard.edu/registrar/evals/custom.html.

Summary statistics and comments submitted by students are made available to the course heads of evaluated courses after final grades for the term have been submitted. All verbatim evaluation responses remain confidential. Department chairs can view evaluation results for all faculty and section leaders teaching in their departments. Individual course heads access only their own results, although they can view the results for section leaders teaching in their courses. Section leaders only see the responses that apply directly to their teaching.

TFs are encouraged to keep this information, as it will be useful in a professional dossier.

The OUE reviews the forms for any member of the instructional support staff whose average overall rating raises concerns about the quality of instruction. If necessary, the dean of undergraduate education sends the TF a letter, copied to the course head, urging the student to seek advice on how to improve his or her teaching. Anyone receiving a second warning may be prohibited from further teaching in the FAS.

TEACHING CONSULTANTS AND DEPARTMENT TEACHING FELLOWS

A select group of experienced TFs who have achieved distinction in their teaching are selected for affiliation with the Derek Bok Center for Teaching and Learning. Their work as teaching consultants includes helping with TF training programs, observing classes taught by other TFs, and providing feedback. A number of department TFs also do this work, nominated by and based in their home departments. For additional information, contact the Bok Center.

Derek Bok Center for Teaching and Learning
Science Center 318, One Oxford Street
Phone: 617-495-4869
E-mail: bokcenter@fas.harvard.edu
Web: bokcenter.harvard.edu
RECEIVING RECOGNITION FOR YOUR TEACHING

The University recognizes excellence in teaching with Certificates of Distinction awarded each term by the deans of GSAS and of Harvard College. These certificates are presented by the Bok Center to TFs and teaching assistants who receive exceptionally high scores on the Q course evaluation. Other teaching awards administered through academic departments or by special committees include:

- Allen Young Prizes in Social Analysis 10 (economics)
- Jack M. Stein Prize (Germanic languages and literatures)
- Distinguished Teaching Award (government)
- Botein Prize (history and literature)
- Phi Beta Kappa Teaching Prizes
- White Award (physics)
- Travel Study Prize (Romance languages and literatures)
- Thomas Hoopes Prizes and the Levenson Award for Distinguished Teaching in the Faculty of Arts and Sciences (special committees, awarded by the Undergraduate Council)
- Stanley Hoffmann Prize (social studies)
- Derek C. Bok Awards for Excellence in Graduate Student Teaching of Undergraduates (selected from among Bok Center Certificate of Distinction awardees), made possible by a generous gift from Dr. and Mrs. David G. Nathan, AB ’51, MD ’55

FACULTY CLUB MEMBERSHIP

TFs receive complimentary membership in the Harvard Faculty Club, which can be activated online at hfc.harvard.edu/membership/index. Located at 20 Quincy Street, the Club’s facilities include restaurants open for breakfast, lunch, and dinner, Monday through Friday, and for Sunday brunch; private function rooms; and guest bedrooms. Reciprocal privileges exist with many faculty clubs within the US and throughout the world. For more information, call 617-495-5758.
Securing a Teaching Position

ASSIGNMENT OF TEACHING

Each department or committee has its own procedure for assigning teaching fellowships. Assignment decisions are based on evaluations of each candidate’s proficiency in English, preparation, teaching experience, and satisfactory academic standing. Departments and committees will know the number of guaranteed slots that they can offer in each course in the coming academic year by mid-April. Graduate students eligible for TF positions should contact the relevant departments or committees early in the spring regarding which courses will require sections or tutors for the next academic year.

Preference for TF appointments is given to students for whom a guarantee was offered at admission; teaching preference is also given to students prior to the fifth year of residency. Departments and course heads are expected to consider all qualified applicants from within GSAS before hiring non-GSAS candidates; special attention should be paid to qualified applicants from related departments and disciplines.

If you are guaranteed teaching as part of your funding package but are unable to obtain a teaching fellowship appointment, you have the right to discuss this situation with appropriate departmental representatives to determine what can be done to locate an appointment. Be persistent.

A TF’s assignment to a course may change depending on undergraduate course enrollment. If the course attracts more students than anticipated, you may have the opportunity to teach an additional section. If the course enrolls fewer students than expected, you may need to find a teaching assignment in another course. Talk with your department administrator or graduate coordinator, who may know of last-minute openings resulting from increased enrollments or staff changes.

Whenever possible, TF appointments and provisional assignments are made before June 1. Applicants who are not chosen for a teaching fellowship will be informed by early June.

ASSIGNMENT OF TEACHING FELLOWSHIPS IN GENERAL EDUCATION AND OTHER COMMITTEES

In addition to department courses, teaching fellowships are available in the Program in General Education, the Harvard College Writing Program, the Committee on Degrees in History and Literature, the Department of Comparative Literature, the Committee on Degrees in Social Studies, the Department of Visual and Environmental Studies, the Committee on Degrees in Studies of Women, Gender, and Sexuality, Harvard Summer School, and the Harvard Global Health Institute.

Program in General Education

The Program in General Education (Gen Ed) is the largest employer of TFs, appointing more than 200 graduate students from all three divisions (and SEAS) each term. Faculty from nearly all departments in the FAS teach Gen Ed courses. These courses are unique in comparison to department courses—and challenging to teach—because they enroll a broader range of undergraduates, many of whom are non-concentrators and may have little background in the topic. Furthermore, the pedagogical aims are different than those of department courses; Gen Ed courses are intended to help undergraduates connect classroom learning to the lives they lead outside of college, while most departmental courses are intended to introduce and train students in a discipline. Most TFs are assigned to teach Gen Ed courses through their departments, however, graduate students interested in teaching a particular course may contact the course head directly by e-mailing a current CV along with an outline of any relevant academic background and teaching experience.

The total number of TFs hired in Gen Ed courses each term depends on the number of undergraduates enrolled in each course. Since Harvard undergraduates do not finalize their course enrollments until the end of the first week of the term, some courses must enlarge their teaching staffs in mid-September for fall term courses or early February for spring term courses. Faculty and departments begin appointing TFs once they...
receive initial course enrollment estimates several months before the beginning of the term, and adjust
appointments as enrollment data is confirmed. If you have not been appointed for a course you would like to
teach, it is recommended that you attend the first meetings of the course and speak with the faculty
member(s) to see whether more TFs are needed.

Hiring decisions are made by faculty and departments in accordance with the FAS guidelines. If you are
selected to teach in a Gen Ed course, the faculty member or department will inform the Gen Ed Office, who
will contact you to complete teaching appointment forms. To guarantee payment in the first month of the
term, these forms must be submitted by May 21 for the fall term and by October 30 for the spring term.
Your first paycheck may be delayed if teaching appointments are processed after these deadlines.

Program in General Education
Richard A. and Susan F. Smith Campus Center, Suite 470
1350 Massachusetts Avenue
Phone: 617-495-2563
E-mail: gened@fas.harvard.edu
Web: generaleducation.fas.harvard.edu
Stephanie Kenen, administrative director and associate dean of undergraduate education
Laura Hess, associate director

Harvard College Writing Program
Teaching positions in Expository Writing—at the rank of preceptor—become available each year. You can
apply for these positions at the Harvard College Writing Program office:

Harvard College Writing Program
One Bow Street, Suite 250
Phone: 617-495-2566
E-mail: expos@fas.harvard.edu
Web: www.writingprogram.fas.harvard.edu/
Thomas Jehn, Sosland Director
Karen Heath, senior preceptor
Rebecca Skolnik, program administrator

Openings for preceptor positions are typically posted in the autumn months. Please refer to the Writing
Program website for additional details about the application process, including relevant deadlines and links to
the electronic application. writingprogram.fas.harvard.edu/pages/jobs

Committee on Degrees in History and Literature
The Committee on Degrees in History and Literature hires graduate students with interdisciplinary interests
and experience. Most tutors come from languages, comparative literature, English, history, American studies,
Middle Eastern studies, Near Eastern languages and civilizations, history of art and architecture, and history
of science departments. The committee hires only candidates who have passed their general exams and have
prior teaching experience. Appointments are for one full academic year. Most tutors teach individual senior
and small group junior tutorials, but there are sometimes placements in co-taught sophomore group tutorials.
Once hired, tutors in History and Literature may have appointments renewed for subsequent years. Openings
usually have specific requirements related to the subject fields chosen by the undergraduates in the
concentration. Applications, available online in mid-March, are due on May 15. Prospective tutors will be
interviewed at the end of May. On the basis of credentials, recommendations, and interviews, the committee
makes teaching offers in June for the following year.

Students interested in tutoring in this interdisciplinary concentration should visit the History and Literature
office:
Committee on Degrees in History and Literature  
Barker Center 122, 12 Quincy Street  
Phone: 617-495-4029  
E-mail: histlit@fas.harvard.edu  
Web: www.histlit.fas.harvard.edu  
Amanda Claybaugh, chair  
Lauren Kaminsky, director of studies  
Jessica Shires, department administrator  

Department of Comparative Literature  

Graduate students in the Department of Comparative Literature generally do their teaching in a variety of venues: in 100-level lecture and seminar courses as well as tutorials offered in the department's undergraduate program, in General Education and Humanities, in the History and Literature program, and in the various language and literature departments, as well as in related fields including history, history of science, music, and philosophy.

Comparative Literature 100-level courses  
The Department of Comparative Literature offers a number of 100-level courses on a variety of topics for which graduate students often serve as TFs. Interested students are encouraged to reach out to comparative literature faculty directly about these opportunities during the spring preceding the year in which their courses are offered. Students who would like to teach for department faculty members, whether in Comparative Literature 100-level courses or in their General Education/Humanities courses, also are required to participate in the department’s teaching application process, which takes place every spring.

Undergraduate tutorials  
Department graduate students supervise junior and senior tutorials (Comparative Literature 98a/b and Comparative Literature 99a/b), which are required of all juniors and seniors concentrating in comparative literature. In junior tutorial, tutors work with students to design a reading course based on the student’s specific interests and fields; while senior tutorial is devoted to the research and writing of the senior thesis and preparation for the oral examinations. Tutorials meet weekly for one to one-and-a-half hours. All tutorials are reading and writing intensive, forming the core around which a student develops a larger field of study. Each tutor also serves as the student’s academic advisor.

Tutors are ordinarily expected to participate on the tutorial board in both the fall and the spring semesters of an academic year. Tutoring two students each semester is the equivalent of a 1/5 TF appointment. Students who would like to teach tutorials in the department should participate in the department’s teaching application process, which takes place every spring. Interviews and hiring decisions are made in April.

For more information about teaching in the undergraduate program in Comparative Literature, please contact the Director of Undergraduate Studies.

Department of Comparative Literature  
Dana-Palmer House  
16 Quincy Street  
Phone: 617-495-4186  
E-mail: snaddaff@fas.harvard.edu  
Web: www.complit.fas.harvard.edu  
Sandra Naddaff, director of undergraduate studies  

Committee on Degrees in Social Studies
TFs in Social Studies teach tutorials for Social Studies 10, “An Introduction to Social Studies,” and also advise senior thesis. Most Social Studies tutors come from the social sciences, especially the government, sociology, history, economics, and anthropology departments. Knowledge of social theory is essential for teaching in Social Studies 10, and as the course is an especially rigorous one, we typically hire experienced teachers. TFs in Social Studies also serve as academic advisors to their students and participate in the broader Social Studies community.

Applications to teach in Social Studies are due by the end of February each year. Applicants are asked to send a letter, CV, and a summary of teaching evaluations through Aries: academicpositions.harvard.edu

Committee on Degrees in Social Studies
William James Hall
33 Kirkland Street
Phone: 617-495-2163
James T. Kloppenberg, chair
Anya Bernstein Bassett, director of undergraduate studies
Kate Anable, department administrator and undergraduate program administrator

Department of Visual and Environmental Studies

The Department of Visual and Environmental Studies (VES) hires teaching assistants with specialized skills for classes in the studio arts, filmmaking, and photography, and teaching fellows for lecture courses. Teaching assistants will often be graduates of the department or professionals from outside the Harvard community. Although the individual faculty members ultimately choose and hire their teaching assistants, potential candidates should contact the director of undergraduate studies or the manager of academic programs to submit their vitae.

VES lecture courses, particularly in film studies, employ TFs from the PhD program in Film and Visual Studies. At times there are additional TF positions and VES looks to related departments such as anthropology, comparative literature, and the history of art and architecture to fill these positions. Please contact the director of graduate studies for film and visual studies or the graduate programs coordinator for further information regarding teaching in these areas.

Department of Visual and Environmental Studies
Carpenter Center for the Visual Arts
24 Quincy Street
Phone: 617-495-3251
E-mail: lingford@fas.harvard.edu
Web: www.ves.fas.harvard.edu
Ruth Lingford, director of undergraduate studies,
Carrie Lambert-Beatty, director of graduate studies
Paula Soares, manager of academic programs
Emily Amendola, graduate coordinator

Committee on Degrees in Studies of Women, Gender, and Sexuality

The Committee on Degrees in Studies of Women, Gender, and Sexuality (WGS) hires TFs to lead sections and tutorials in conjunction with introductory courses and larger lecture courses. The program also hires graduate students to the tutorial board to work individually with juniors on specific topics. Since the concentration emphasizes an interdisciplinary approach, applicants should be well-versed in feminist theory, theories of sexuality, and/or gender studies in general, as well as within their own disciplines.
Current Harvard graduate students who wish to be considered for appointment as TFs in WGS courses or as tutors for WGS junior tutorials must first apply for admission to the WGS Graduate Tutorial Board. Harvard graduate students may apply by e-mailing a brief bio form, CV, and teaching evaluations (where available) to Caroline Light, director of undergraduate studies (clight@fas.harvard.edu). Please allow three to four weeks for a response. Qualified students will be selected for an interview.

Priority for teaching assignments is given to GSAS G3 and G4 students and to students enrolled in the WGS graduate secondary field program who have not yet met the program teaching requirement. Please do not contact professors directly to inquire about TF positions unless you have first spoken to Caroline Light.

Committee on Degrees in Studies of Women, Gender, and Sexuality
Boylston Hall, Ground Floor, Harvard Yard
Phone: 617-495-9199
E-mail: wgs@fas.harvard.edu
Web: wgs.fas.harvard.edu
Alice Jardine, chair
Caroline Light, director of undergraduate studies

Harvard Summer School

Support teaching staff appointments are made by the Summer School upon the recommendation of the course instructor and, in some cases, with the recommendation of the department chair under whose auspices a course is being given. A preview of courses appears on the Summer School website (www.summer.harvard.edu) in January and is followed by the full online catalogue when registration opens in early March. Last summer, more than 200 support-teaching staff members were hired for summer courses.

The Summer School hires teaching assistants, language drill instructors, graders, and course assistants. Appointments depend on enrollments and documented course needs.

**Teaching Assistants and Language Drill Instructors:** Most teaching assistant appointments are in computer, laboratory science, and foreign language courses (although larger courses in the humanities and social sciences may also need assistants). Specific duties will be assigned by the course instructor, but generally, teaching assistants are expected to attend lectures, lead their own labs or sections, grade assignments, and hold office hours. Language drill instructors hold daily drill sections in intensive language courses, grade assignments, and hold office hours. All instructional staff are expected to be present on campus for the entire summer session.

**Graders:** Courses with 30 or more students may have graders. Only undergraduate and non-credit students count toward the minimum enrollment requirement, since faculty are responsible for grading graduate student work. A normal workload for a grader includes two substantial written assignments (e.g., an hour exam and final exam, or a long paper and a final exam).

**Course Assistants:** Course assistants are sometimes hired in studio workshops that require extensive classroom work with small groups of students.

Student and faculty resources and support are different in the summer; the Harvard Summer School Faculty Handbook provides information about teaching in the summer session.

**Teaching in the Summer School does not count as part of the four-year TF limit for GSAS students.**
Global Health Education and Learning Incubator at Harvard University

The Global Health Education and Learning Incubator at Harvard University (GHELI) facilitates connections between prospective TFs and global health courses at Harvard and also offers teaching tools and professional development opportunities for educators. In particular, there is a diverse range of courses that are part of the Harvard College General Education curriculum in global health and the Global Health and Health Policy (GHHP) secondary field. Successful TFs in global health courses have come from a wide range of graduate programs and disciplines.

If you are interested in being a TF for a particular global health course, we recommend contacting the course leadership directly. If you would like to receive updates relevant to global health TFs, including potential teaching opportunities as they arise, please write to Dr. Renuka Pandya, Global Health Curriculum Fellow (Renuka_Pandya@harvard.edu). Those wishing to be TFs should express interest by early May for fall term courses or by the beginning of October for spring term courses. Because Harvard undergraduates do not finalize their course enrollments until the end of the first week of the term, additional teaching opportunities may become available if courses unexpectedly need to enlarge their teaching staff in mid-September for fall term courses or early February for spring term courses.

Global Health Education and Learning Incubator at Harvard University
104 Mount Auburn Street, 3rd Floor
Phone: 617-495-8222
E-mail: gheli@harvard.edu
Financial Support

PAYMENT PROCEDURES

TF pay rates for 2015–2016 are based on an annual full-time senior rate of $52,200 base (2/5 for the year, $20,880) for those who have completed their academic residence requirements, and an annual full-time junior rate of $46,200 base (2/5 for the year, $18,480) for those in their first two years of graduate study. A TF will receive the senior rate of pay if:

1) The student has two years of Harvard resident academic credit or has credit for work done elsewhere which, when combined with Harvard academic credit, totals 16 half courses. This credit must be recorded with the FAS registrar and appear on the transcript.

or

2) The student has passed generals by October of the fall term or by February of the spring term of the year they will be a TF.

Some departments offer teaching as part of students’ financial aid packages.

Appointments are for the fall term, spring term, or academic year. If your appointment is for one term, you receive five paychecks (e.g., an appointment beginning August 1 will be paid on August 15 for the first month). Summer School appointments are not included in an academic year commitment.

Payday is the 15th of each month. If the 15th falls on a weekend, the Friday before is payday. To have your paycheck direct deposited, access the University’s PeopleSoft employee self-service website at harvie.harvard.edu. For instructions on how to download a direct deposit form instead, visit able.harvard.edu/forms/DirectDepositForm7.pdf.

INCOME TAXES

Income paid to students for their services as TFs is considered taxable income by both federal and state tax codes. Students are encouraged to consult a professional tax advisor for answers to questions concerning the interpretation and clarification of the tax law.

FINANCIAL AID

GSAS offers a comprehensive program of financial support, including grants and fellowships from internal and external sources, traineeships, teaching fellowships, research assistantships, other academic employment opportunities, and several types of loans. Contact your financial aid officer at 617-495-1814 for more information.

OUTSIDE FELLOWSHIPS AND GRANTS

The GSAS Graduate Guide to Grants, an online publication listing outside fellowship possibilities, is compiled and reviewed annually by the GSAS director of fellowships. Review the guide at gsasgrants.fas.harvard.edu.

ALTERNATIVE SOURCES OF SUPPORT

Dudley House Fellows: Dudley House fellows organize and implement intellectual, cultural, athletic, and social activities at Dudley House, the graduate student center. Fellows work closely with the house master, house administrator, GSAS administrators, and each other to enrich graduate student life at Harvard by engendering a sense of community.
Dudley fellows receive up to 10 meals per week in the Dudley House dining hall and a $3,000 stipend. Assistant fellows may receive a small stipend as compensation. Fellows are guaranteed housing in a GSAS residence hall if they wish to live in one. Applications for Dudley fellow positions are available in January for the following academic year. For additional information, contact Susan Zawalich, Dudley House administrator (617-495-2255, zawalich@fas.harvard.edu).

**Research Assistants:** Some departments, especially those engaged in government-funded research projects, employ students as research assistants. Graduate students interested in such employment should contact their departments.

**Graders:** Some courses use graders to help with the evaluation of student work. Often, graders are hired to evaluate a sequence of exams across the term. Graders are sometimes hired for courses with weekly problem sets. A grader is paid at an appropriate fraction of a TF salary. Graders may not be hired without the approval of the Office of Undergraduate Education in Harvard College.

**Part-Time Teaching outside Harvard:** Graduate students interested in locating part-time teaching opportunities outside Harvard should consult with their department chair, advisor, or staff at the Office of Career Services or the Student Employment Office.

**Proctoring for Exams and at Fall Term Registration:** Graduate students interested in proctoring should contact the Office of the Registrar at exams@fas.harvard.edu or 617-495-1542. Proctoring opportunities are also available at Harvard Law School; contact Michelle Pessinis at the Harvard Law School Registrar’s Office for more information (617-495-1707).

**Part-Time Work:** Since most part-time University employment is handled through individual offices, students are advised to consult these offices directly. For example, positions are often available through the University library, undergraduate House libraries, or departmental libraries. Each does its own hiring. The Student Employment Office posts part-time jobs at seo.harvard.edu. Spouses of graduate students at Harvard who may be interested in non-teaching positions at the University on either a part-time or full-time basis should consult Aspire, Harvard’s online database of open administrative positions, at hr.harvard.edu/jobs.

**College Work-Study Program:** Eligibility is based on financial need. Students must be citizens or permanent residents of the United States. On- and off-campus jobs are available; some teaching fellowships also are funded through this program. Students interested in college work-study should contact their GSAS financial aid officer at the Richard A. and Susan F. Smith Campus Center, Suite 350.

**The Harvard Extension School:** The Harvard Extension School hires a small number of graduate students as support teaching staff. For information on courses offered, consult the catalog at www.extension.harvard.edu/courses. Individual faculty members are responsible for recruiting and supervising support staff. For additional information regarding eligible courses, contact Mark Lax at 617-495-4867 or mark_lax@harvard.edu.

**Harvard Divinity School Summer Language Program:** Positions for teaching assistants in Arabic, French, German, Hebrew, Latin, or Spanish translation may be available through the Harvard Divinity School’s Summer Language Program. For information, contact Karin Grundler-Whitacre, Director of the HDS Summer Language Program, in the Office for Faculty and Academic Affairs (617-384-6598).

**Resident Positions: Resident Advisors, Freshman Proctors, and House Tutors**

**Resident advisors (RAs)** are graduate student members of the GSAS Office of Student Affairs team. There are 16 RAs, one for each floor of the four GSAS residence halls. RAs help students adjust to the Harvard community, aid in emergency situations, and serve as liaisons with the GSAS administration. Applicants must be degree candidates in good academic standing and must have resided for at least one term in a GSAS residence hall. Compensation includes a free room and a weekday lunch and dinner meal contract at Dudley House.
Applications for RA positions are available in January for the upcoming academic year. For information, contact Ashley Skipwith, director of residential life at 617-495-5060 or askipwith@fas.harvard.edu.

**Freshman proctors** provide guidance for first-year students in all aspects of their exploration of Harvard. They reside in the freshman dormitories and are members of the College staff with whom first-year students have the most contact. The proctor application deadline is rolling; however priority is given to candidates who apply by early January.

**Resident tutors** are members of the 13 undergraduate Houses and play a vital role in the residential and educational life of undergraduates. Each House in the College forms a small academic and social community in which resident tutors and undergraduates eat, socialize, and study together within the context of the College and University. The priority deadline to apply to be a resident tutor is typically the last day in January. Houses also appoint several nonresident tutors, who usually receive some meals and an opportunity to participate in House life in exchange for various duties.

For more information and to apply, visit osl.fas.harvard.edu and see Housing and Residential Life. Application deadlines are also published in the December issue of the GSAS Bulletin, which is mailed to all graduate students. Additional copies are available in Richard A. and Susan F. Smith Campus Center, room 350.

The Office of Admissions and Financial Aid assume earnings of $10,830 in-kind compensation for ten-month resident tutorships and an additional $850 for the summer.