

OVERVIEW OF TASKS FOR DEPARTMENTS IN EARLY TF APPOINTMENT PROCESS (March 2007)

- April: Departments send enrollment estimates and requests for guaranteed TF slots for undergraduate lecture courses and tutorials to OAP. Ordinarily, Instructional Support Funds are not used for teaching in conference courses, seminars, or in 200- or 300-level graduate courses. Funds are not provided for individual reading course (91r) or Independent Study.
- May: Requests for guaranteed slots reviewed, modified, approved by OAP.
- Departments identify potential GSAS TFs for both Fall and Spring Term courses and assign qualified students to appropriate courses. In the Social Sciences and Humanities, G-3 and G-4 students should be placed first before offers are made to other available GSAS students. Coordinate assignments with Core Office and other instructional programs as relevant. Written notification of final assignments should be sent to students, faculty, GSAS and OAP.
- Summer: Departments may assign non-GSAS students to remaining pre-approved slots.
- Departments process appointments on Asperin.
- September: Bok Center and departmental training and orientation for Teaching Fellows.
- Sept/Oct: OAP approves requests for additional sections based on actual enrollments for Fall courses (process repeated in Feb/March for Spring courses).
- Nov/Dec: Departments review and report to OAP on enrollments, numbers of sections, and expenditures (process repeated in March/April for spring term). Details and instructions on reporting procedures will be distributed separately.

GUIDELINES FOR THE USE OF INSTRUCTIONAL SUPPORT FUNDS

The following guidelines represent the standard levels of support used to make decisions about appropriate instructional support expenditures. However, given the overall level of support implied by these norms, departments may alter the allocation of funds across courses to allow for smaller sections or higher rates of pay in recognition of unusual workloads, more technical material requiring a smaller number of students per section, or market conditions requiring variations in section leader or tutor compensation to attract individuals to specific teaching assignments. Offering higher pay or smaller sections for some courses will, of course, require that sections be larger or compensation lower in other courses so that the total use of instructional support funds remains consistent with these guidelines. Some departments have found that, by adjusting the rate of pay for section leaders teaching more than one section of the same course, they can create a better match between workload and compensation and gain some flexibility in the allocation of instructional support funds. The principal limitation on the movement of funds is that it may occur only in the direction of providing additional support for introductory courses, tutorials, or other especially important courses in the curriculum.

Please note that all instructional support FTEs are expressed here on an annual basis to make the terminology consistent with that used for faculty resources. Semester fractions should be divided by two to convert the amounts to an annual compensation fraction.

1. For courses in which teaching fellows or teaching assistants run sections once per week that accompany lectures given by a faculty member, as is standard in most humanities and social science courses and in some areas of the natural sciences, target section size should be 18 students with the compensation for each section instructor set at one-tenth (.10) of an annual FTE. Courses with enrollment of more than 100 students may require a head section leader compensated up to one-tenth (.10) of an annual FTE, depending on the workload of this person.
2. Because of limits on the number of students that can be safely accommodated in labs and the need to compensate section instructors for the large amount of problem set grading, certain courses in the natural sciences may require smaller sections, targeted at 15 students and compensated at one-tenth (.10) of an annual FTE. In those lab courses that involve multiple meeting hours per week, compensation for teaching a section may be set at one-eighth (.125) of an annual FTE.
3. Similarly, in quantitative methods courses in some of the social sciences, smaller sections may be needed to help students develop the necessary skills and to compensate teaching fellows for the large amount of problem set grading. In these courses, section size should be 15 students with compensation for each section set at one-tenth (.10) of an annual FTE.
4. Because of the large number of contact hours in language courses and the importance of students having the opportunity to practice speaking in class, smaller sections in the range of 10 to 15 students (Romance and Germanic languages at the high end of the range and East Asian languages at the low end) compensated at one-fifth (.20) of an annual FTE for a term of teaching are generally appropriate for these courses.

5. Group sophomore tutorials should average 8 students per tutorial and compensation should fall in the range of one-eighth (.125) to one-fifth (.2) of an annual FTE for each term of tutorial taught.

6. For individual tutorial that is part of regular sophomore, junior, or senior tutorial programs, appropriate compensation is one-thirtieth (.033) of an annual FTE for each term of tutorial taught. *Funds are not provided for individual reading courses (91r) or Independent Study.*

7. Instructional support funds are not provided for auditors in courses. Only regular enrollments recognized by the FAS Registrar's enrollment figures, including students cross-registered from another faculty of the University or M.I.T., should be supported.

8. In those cases in which the same course is offered simultaneously (i.e. with the same set of lectures) but with different course numbers by FAS and another faculty of the University, FAS instructional support funds should only be used for students enrolled in the FAS version of the course.

SUMMARY TABLE

TYPE OF COURSE	SECTION SIZE	COMPENSATION (expressed as annual FTE/term)	COMPENSATION (expressed as semester FTE/term)
Lecture	18	0.1 FTE	0.2 FTE
Laboratory	15	0.125 FTE	0.25 FTE
Quantitative Methods & Problem Sets	15	0.1 FTE	0.2 FTE
Foreign Language	10-15	0.2 FTE	0.4 FTE
Head Section leader (courses over 100)		up to 0.1 FTE	up to 0.2 FTE
Group tutorial	8	0.125 to 0.2 FTE	0.25 to 0.4 FTE
Individual tutorial		.03333 FTE	.06667 FTE

When a grader is used in place of section leaders, he or she is paid on the basis of the number of students enrolled in the course that semester, as indicated on the salary rate sheet provided by the FAS Financial Office. These per-student rates should apply to the grading of a midterm exam and a final exam or other exercises that substitute for these exams. When the workload differs in a significant way, the per-student pay scale should be adjusted in line with the workload.

INSTRUCTIONS FOR REPORTING ON SECTION AND TUTORIAL INSTRUCTION AND THE USE OF 2006-2007 INSTRUCTIONAL SUPPORT FUNDS

1. Run the Report in Asperin

The Instructional Support Fund Report can be found in Asperin. Log on to Asperin and select “Reports” from the menu at the top. Select “Instructional” on the side menu, then “Instructional Support Fund” from the submenu. Select “All” for rank, and make sure you choose the current academic year. Submit the request, and print the report when it is done. The report will not sort courses by semester, so you must do that manually.

2. Check the Report for Accuracy

Please check the following information for all TFs, TAs, Graders, Undergraduate Course Assistants (and Study-Network Facilitators), and Concentration Advisors:

- Course number (i.e., make sure that every person has been appointed to a course, and that it is the correct course)
- TF/TA name
- Status (for your information, there is a list of status codes on the next page)
- Head TF (if any)
- Appointment type (i.e., make sure that Graders, Undergraduate Course Assistants, and Concentration Advisors are listed as such)
- Number of sections for each TF/TA
 - Study-Network Facilitators and Graders should not be listed as teaching sections
 - Head TFs should not be listed as teaching a section, unless that is in addition to the Head TF duties.
- FTE
- Annual salary
- Amount paid
- Appointment start and end dates (e.g., make sure that that TFs for Fall courses are not given full-year appointments, **even if the course is repeated in the Spring**)

3. Make All Relevant Changes in Asperin

If the report shows any appointments that are incorrect, please make the appropriate changes in the Asperin system itself. Please note that the status code must be corrected centrally; include those corrections in your exception report and we will submit them to the Asperin group. If you have any problems making changes in Asperin, please call the Asperin help desk at 5-7983.

4. Submit an Exception Report

Please do not send a marked-up hard copy of the Asperin report. Instead, make all relevant changes in the Asperin system, follow up with a short exception report and send it to Ian Richmond (richmond@fas.harvard.edu, 5-4211) in the Office of Academic Programs. This memo should detail the following:

- Any expenditures that do not show up on the Asperin report (e.g., extra comp paid to a post-doc or full-time staff). Please do not list Instructional Lunches on the exception report.
- Any TFs or TAs who are being paid through a departmental restricted account.
- Any use of temporary employees.
- Any other exceptions, discrepancies, or unusual circumstances.

If there are no changes to the information listed in Asperin, please notify our office to that effect.

ASPERIN INSTRUCTIONAL SUPPORT REPORT STATUS CODES

A – Regular faculty members, including those with professorial titles, as well as Lecturers, Preceptors, Senior Lecturers, Senior Preceptors, and Instructors

B – Teaching Fellows who are graduate students in this department

C – Teaching Fellows who are GSAS students but in another department

D – Teaching Fellows who are not GSAS students, i.e., graduate students in other Harvard faculties

E – Teaching Assistants

F – Undergraduate Course Assistants