

**History of Science Department  
Harvard University**

**Teaching Fellow FAQ 2006-07**

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## **Section 1: Getting Teaching**

### **1.1: When is teaching guaranteed?**

A: Currently, teaching fellowships are guaranteed to Ph.D. students in their G3 and G4 years. The standard Harvard funding packages for GSAS students offer teaching fellowships during the G3 and G4 years roughly equal to the amount of your stipend as an incoming G1. Generally, this amount is equal to teaching two “fifths” each semester plus a “top-up” that the financial aid office provides since two “fifths” doesn’t pay quite as much as the stipend. An explanation of “Fifths” is below, question 2.2 in the section on “Getting Paid for Teaching.”

### **1.2: How do I apply to teach in the History of Science Department?**

A: To obtain teaching within the History of Science Department, fill out the “Teaching Application” form the spring before the year in which you plan to teach (typically your G3 and G4 years). The form is available from Allie Belser, Manager of Student Programs. By filling out this form, you can apply to teach sophomore tutorial and advise history of science senior theses, and indicate interest in teaching other departmental courses and Core courses taught by History of Science Faculty. Allie, in consultation with the Director of Undergraduate Studies, will make tutorial and senior thesis assignments, but does not make teaching assignments in other departmental courses or Core courses. She uses the information you provide on the form to indicate to history of science faculty which graduate students are interested in and available to TF in departmental courses and core courses, as well as which graduate students should be given priority in the hiring process, but course heads are ultimately responsible for deciding who will TF in their courses, not Allie. Therefore, if there is a departmental or Core class in which you are interested in teaching, you should also contact the professor of that course, express your interest in teaching for them, and provide them with a copy of your CV.

### **1.3: How do I obtain teaching in Core courses not taught by History of Science faculty?**

A: There are no hard and fast rules here, but to obtain a teaching position in a Core course not taught by History of Science faculty, the best thing you can do is contact the professor in question to indicate that you would be interested in teaching for him or her. Try to contact the professor by email at least a semester before the semester in which you would like to teach for them. In the email, sketch your relevant background and send a copy of your CV. It often helps, but is by no means necessary, to have taken courses or prepared a general field with the professor in question. Be patient; obtaining teaching outside the department may take some time, and more than one email. To up your chances of getting teaching in another department, it is also often helpful to email department administrators and inquire if any professors in their departments require teaching fellows for their courses. Again, this may take some persistence, can often be rewarding in the end.

### **1.4: When are Harvard teaching assignments made?**

A: Unfortunately, because course enrollments aren’t known until the end of shopping period each semester, the time at which teaching assignments are made can vary wildly.

Sophomore tutorial and senior theses enrollments are generally known the spring before the courses begin because concentrators must indicate they will enroll in these courses in the spring of the year before they take them. Thus, if you'll be teaching sophomore tutorial or advising a senior thesis, you'll usually know about it by June.

In core courses and departmental courses, enrollment is not accurately known until the day after shopping period ends, so some assignments may not be made until one or two weeks into the term. However, both departmental and core courses do “**guarantee**” a certain number of teaching slots based on calculated **expected** enrollment. These teaching fellowships may be assigned as early as a semester before the class is taught, and are “guaranteed” regardless of the actual undergraduate enrollment in the course. The term “guaranteed” is meant to indicate that even if the enrollment is smaller than expected and a TF cannot teach a section for a particular course, every effort will be made to find another teaching position for that TF, and if that is not possible, the TF will still be expected to do meaningful work in the department, preferably in the Undergraduate Program.

### **1.5: Can I teach even if I have outside funding?**

A: Yes, though you may not get to teach as much as another graduate student who relies solely on teaching fellowships for their income during the G3/G4 years. Recognizing that teaching is a crucial part of our preparation for academic careers, the department is committed to seeing that all graduate students, regardless of outside funding status, teach for at least one semester during the G3-G4 years. Additionally, some outside funding sources carry teaching restrictions. Check with your grant organization to make sure teaching is permitted.

### **1.6: Can the teaching fellowship guaranteed for the G3-G4 years be deferred to the G5 year?**

A: Yes, though it's a decision you should carefully consider, as during your G5 year you may want to be focusing on finishing your dissertation, not teaching undergraduates. Any teaching deferral must be registered with and acknowledged by both Allie Belser, Manager of Student Programs, and Michèle Biscoe, Grad Program Coordinator. It's also worth noting that deferments are not recognized across FAS, but only in the department, and therefore, the departmental deferments do not carry the same weight as the G3/G4 teaching guarantee.

### **1.7: Uh oh. I am in my fifth year, and I didn't defer my guaranteed teaching, but I still need to teach a little or else I am going to be evicted from my apartment. Is there any hope for me?**

A: Now that incoming Ph.D. students are guaranteed completion fellowships, the fifth year panic should be an increasingly uncommon experience. However, if you find yourself in this situation, is generally possible to find adequate teaching for all or part of the fifth year, provided you are flexible about the nature of the assignment and do not have outside funding which bars you from teaching. As soon as you even think you might not have funding for your fifth year, discuss your situation with the DGS and Allie Belser to find out what might be available.

**1.8: So, when it comes to assigning teaching in the department, can you tell me flat out how potential TFs are ranked in terms of priority?**

A: Yes, roughly. Although the department is committed to ensuring that all graduate students obtain some teaching experience during the course of their graduate career there are a limited number of positions available in any given year, so we're ranked in terms of priority. G3 and G4 students without outside funding have top priority. G5 students with teaching deferrals and no outside funding have second priority. G5 students with no other funding have 3<sup>rd</sup> priority. Finally, G3 and G4 students with outside funding have last priority for teaching assignments. Note that this is a rough guide to how the department prioritizes us; also, despite the ranking, it really does seem that everyone's teaching wants and needs do get met, in the end.

**1.9: Is there an annual teaching limit?**

A: You bet. Because Harvard is so concerned that we finish our dissertations in a timely manner, the annual teaching limit is six "fifths" per academic year. If you go over this limit, you can usually obtain an exception without much difficulty. You will need to write a letter, addressed to the Dean of Financial Aid, requesting an exception to the limit, which you should then send to your advisor. Your advisor will then need to write a short letter of support for your petition, indicating that your teaching is not interfering with your research, and send it, along with your request, to the Dean of Financial Aid.

**1.10: Is it possible to obtain teaching at universities other than Harvard?**

A: Certainly! Several grad students in our department have taught at universities in the greater Boston area, particularly MIT. In some cases, grad students have gotten the opportunity to design and run their own courses at other universities. Watch out for the occasional announcement coming over email. Also, as is the case with obtaining teaching in other Harvard departments or in the core, personal contacts with professors can make all the difference: when looking for teaching opportunities, don't forget to check with professors at area institutions with whom you've taken classes or done general fields.

**1.11: My dissertation is on the history of family therapy in the United States. The teaching position I was offered was for a conference course on the Scientific Revolution. What gives? Should I accept the assignment?**

A: Absolutely. Part of becoming a professional historian of science is honing your abilities to think about the broader issues in the discipline, and thinking and learning about subjects beyond your immediate area of expertise helps you do that. Additionally, a diverse teaching portfolio and the ability to teach courses readily identifiable as standard introductory courses in the field are both important credentials to have in hand when you are on the job market. For suggestions on how to be an effective TF outside your area of expertise, contact the history of science Lead TF or a Bok Center Associate Director for a consultation (see the appendix for contact info).

**1.12: I like teaching so much that I want to teach during my summer vacation. How can I obtain teaching in the Harvard Summer School?**

A: Harvard Summer School hires graders, teaching assistants, language drill instructors, and course assistants. Individual hiring decisions are usually made by the course head;

if you're interested in teaching at the Summer School, scan the course catalogue when it comes out in March and then contact the professor teaching the course you're interested in. In some cases, it looks like hiring decisions may be made directly by the Summer School, so you may also want to contact Lisa Lauterbach Laskin, director of academic affairs for the Summer School, for information on teaching at the Summer School, and to obtain a teaching application. The phone number is 617-495-9416; the address is Harvard Summer School, 51 Brattle Street, Room 526.

**1.13: No, seriously, I really like to teach—I even want to teach at night sometimes. Can I teach at the Harvard Extension School, too?**

A: Sadly, the answer seems to be no, unless you can teach a foreign language. At least, I can't find any information that says graduate students are eligible to teach courses at the Harvard Extension School, except in language courses. If you're qualified to teach a foreign language, contact the Extension School at 617-495-4024.

**1.14: Are there teaching positions available through the Bok Center for advanced TFs?**

A: Yes. Every year, the Bok Center solicits applications for both Lead Teaching Fellows and Teaching Consultants. The Lead Teaching Fellow program is a new Bok Center initiative in which they train advanced teaching fellows, and then send them back to their respective departments 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 question 5.14). 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 compensated 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](http://www.bokcenter.harvard.edu).

## **Section 2: Getting Paid for Teaching**

**2.1: How are teaching fellowships disbursed?**

A: Harvard Teaching Fellowships operate under slightly different rules than the stipends we receive during the first two years of the Ph.D. program. Teaching Fellowships are calculated in terms of "fifths." Typically, one "fifth" is the compensation for teaching one section with 18 students in it. However, different kinds of courses are actually compensated at different rates—for the various rates, check out the answer to question 2.3, "How much do different kinds of teaching pay?" Teaching fellowships are also disbursed on the 15<sup>th</sup> of the month, rather than on the 1<sup>st</sup> of the month, as is the case with G1/G2 stipends. Like the G1/G2 stipend, however, teaching fellowships are provided from September through June.

**2.2: How much money is a "fifth"?**

A: A "fifth" is one-fifth of what Harvard would pay you if you were teaching fifty hours a week (Harvard's definition of full time). According to the 2005-06 *Harvard Teaching Fellows Handbook*, the amount of money represented by one fifth varies depending on

whether a teaching fellow is compensated at the “junior” or the “senior” rate. A teaching fellow is compensated at the senior rate if she or he has finished course work or passed his or her general exams by the first month of the semester in which he or she is teaching. If neither coursework nor the generals have been completed, the teaching fellowship is calculated based on the “junior” rate. A senior teaching fellow working full time would make \$43,800 over ten months; thus, one “fifth” amounts to \$876 per month. A junior teaching fellow working full time would make \$38,400 over ten months; thus, one “fifth” is equal to \$768 per month.

### **2.3: How much do different kinds of teaching pay?**

A: One hour sections of Core and departmental courses are generally compensated at one “fifth” per section. One two hour section of history of science sophomore tutorial is compensated at a rate of three “tenths” per section. Senior theses advisers are compensated at a rate of one “fifteenth” per advisee, per semester. If you’re a Head TF, you could earn up to an extra “fifth” for the privilege, depending on the size of the course, and whether it’s a departmental course or a Core Course.

### **2.4: I’m teaching, but I’m not getting paid. How do I fix this problem?**

A: If you’re teaching in a departmental course, speak with Allie Belser, the Manager of Student Programs. She makes departmental teaching assignments and fills out the paperwork that guarantees you a paycheck, so if there’s a problem she should be able to solve it. If you’re teaching a Core course, contact the Core Office, as they’re responsible for filling out the paycheck paperwork. Their phone number is 617-495-2563; their address is 77 Dunster Street. If you’re teaching in another department, talk to Allie’s counterpart in that department—the persons who makes teaching assignments is usually the person who can process the paperwork.

Sometimes it can take up to a month for these paperwork messes to be sorted out and the Payroll Office to cut you a check. If you’re in a situation where you need cash immediately, the department and the Financial Aid Office will usually be willing to give you an advance on your teaching fellowship. Contact Janie Rangel, the History of Science Department’s Financial Aid officer, to ask about getting an advance on your teaching fellowship ([sjrrangel@fas.harvard.edu](mailto:sjrrangel@fas.harvard.edu) or 617-495-5396). Also, when in doubt, talk to Jude. She knows all, and wants to help you.

## **Section 3: Actually Teaching**

### **3.1: How much of a time commitment does one “fifth” represent?**

A: One “fifth” represents a time commitment of about 10 hours a week spent in reading, preparing, attending lectures and TF meetings, discussion leading, and grading.

### **3.2: What does a senior thesis advisor do?**

A: If you are advising a thesis, plan to meet weekly with your student for about an hour, perhaps a bit less in the beginning of the year, and a bit more as the due date approaches. Though theses are generally due in mid-March, payment continues through

June, and the work isn't quite over. As a senior thesis advisor, you're also expected to read and grade at least two theses.

### **3.3: What does a sophomore tutorial TF do?**

A: Sophomore tutorial TFs lead groups of 5-8 students in two-hour discussion sections, or "tutorials" and work intensively with students on developing their writing skills. For most undergraduates, sophomore tutorial is the first course they take in the history of science concentration, so the focus is on showing them how we do research, reading, and writing and introducing them to major events and works in the history of science.

### **3.4: What do TFs in Core and Departmental classes do?**

A: In a regular departmental or Core course, TFs lead one hour discussion sections with a maximum of 18 students, grade papers, and grade midterms and finals.

### **3.5: 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'll be responsible for sectioning students, reserving section rooms, responding to students with scheduling conflicts and questions about the course requirements, making photocopies of documents like the syllabus and the midterm, organizing TF meetings, and making sure there's food at TF meetings. Other duties may include assembling the course reader, ordering course books, managing the course website, writing paper assignments and midterm questions, and giving the occasional guest lecture. As a Head TF, it's important to communicate very clearly with the professor for whom you're working so that you know what he or she expects of you and what they plan to do themselves. Arriving in class on the day of the midterm with no midterm and no blue books would be an unfortunate situation: don't let it happen to you.

## **Section 4: Departmental Support and Training for TFs**

### **4.1: How does the History of Science Department train its TFs?**

A: Every Harvard Department is required to maintain a plan for training teaching fellows, and see that the plan is followed each year. Our department requires teaching fellows and faculty to attend a one day Teaching Retreat in the first week or two of September. Keep your eyes open for an announcement of the date.

### **4.2: Do History of Science TFs get offices in the department?**

A: Yes! Compared to many other departments at Harvard, our department is very generous in its allocation of office space. Every teaching fellow (including senior thesis advisors if space is available) is assigned shared office space for the time in which they are teaching. Office assignments are usually made by early September, and teaching fellows must clear out of their offices in June each year so that the offices can be cleaned over the summer. It's important to keep in mind that if you have a teaching appointment for only the fall semester, you will be expected to vacate the office by January 31. If you have a teaching appointment only for the spring semester, you will not get an office until the beginning of the spring term, at the earliest.

**4.3: The photocopier on the fourth floor is often out of paper and charges 10 cents a page. Where can I make free photocopies of course materials?**

A: Teaching fellows have access to the photocopier in the work room on the third floor of the department for course related photo-copying. When your teaching assignment begins, you'll receive a packet with your office assignment, office key, and a secret code for the photocopier. Guard the secret code with your life, or Jude might just cut off your head. Seriously, I've seen it happen.

**4.4: I'd like to buy the books for the course I'm teaching, but I'm poor. Can I get free desk copies?**

A: Unfortunately, the answer to that question is not a resounding "yes," but a middling "sometimes." The Core Office usually provides desk copies for all books for every TF free of charge. The department makes an effort every year to obtain desk copies of books from publishers, but sometimes publishers won't give away enough copies for every TF to have a copy of his or her own. If you find yourself without the books you need, though, contact the Head TF for your course, Allie, or the Course Head. Usually, a judicious mix of sharing books and checking them out of the library will get you through the semester.

**4.5: My sophomore tutorial students are always asking me questions about the requirements of the History and Science concentration. Is there a handy printed guide that lays out this information?**

A: Indeed, there is. Talk to Allie Belser to get your hands on the History and Science Concentrators' handbook. If you're advising a senior thesis, you may also want to have a copy of the thesis requirements and deadlines that are distributed to seniors in the fall. Allie usually emails this out to all senior thesis advisers, but if you can't find your copy, just drop her a line. Also, you can tell your students to see Allie for questions they have about concentration requirements.

**4.6: Is there a place where students and faculty meet together to plan ways to improve the undergraduate history and science concentration, not to mention organize fun social events? Can I join this organization?**

A: Yes! The notoriously secretive History of Science Student-Faculty Committee meets approximately once a month. It's composed of the Director of Undergraduate Studies, the Manager of Student Programs, one or two faculty members, two representatives from each class of history and science concentrators, and one or two graduate representatives. (You can thank the Student-Faculty Committee for the presence of undergraduates at this year's department holiday party, by the way.) If you're interested in participating in the student faculty committee, which plans events like career roundtables, advising study breaks, film festivals, and the annual undergraduate research conference, FaUST, contact Allie Belser, Manager of Student Programs.

**Section 5: University Support and Training for TFs****5.1: 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 across the hall from the History of Science department at Science Center 318. You can also check them out at their website: [www.bokcenter.harvard.edu](http://www.bokcenter.harvard.edu)

**5.2: 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 discussion leading, leading your first class, responding to student writing, 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.

**5.3: 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 whom 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 departmental Lead TF or Bok Center Program Coordinator Beckie Hunter at [rhunter@fas.harvard.edu](mailto:rhunter@fas.harvard.edu).

**5.4: Does the Bok Center offer more in-depth programs for advanced TFs?**

The Bok Center also offers semester long programs for advanced TFs, like the **Christensen Discussion Seminar**, a case-based seminar on discussion leading, and the **Graduate Writing Fellows program**, in which TFs learn innovative ways of responding to student writing and incorporating writing into the curriculum. For more info on either program, contact the History of Science Lead TF, or Bok Center Program Coordinator Beckie Hunter ([rhunter@fas.harvard.edu](mailto:rhunter@fas.harvard.edu)).

**5.5: 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 for whom you taught, 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](mailto:aladjem@fas.harvard.edu).

**5.6: Where can I find useful advice and information on teaching at Harvard in portable handbook form?**

A: Yes! Harvard produces a glossy **Teaching Fellows Handbook**, available from the Bok Center or online at <http://www.gsas.harvard.edu/pdfs/teachfell.pdf>. The Bok Center publishes **The Torch or the Firehose: A Guide to Section Teaching**; this guide is available from the Bok Center upon request and is distributed at the Fall Teaching Conference. The History Department also has a teaching fellow handbook available online at [http://www.fas.harvard.edu/~history/forms/gr/TF\\_Handbook.pdf](http://www.fas.harvard.edu/~history/forms/gr/TF_Handbook.pdf). This handbook includes both detailed information on the bureaucratic ins and outs of teaching and short essays on pedagogical topics. 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.

**5.7: Can you recommend any good books on teaching?**

A: *What the Best College Teachers Do*, by Kenneth Bain (Harvard University Press, 2004) 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. For more books on teaching, check out the Bok Center lending library in Science Center 318—they maintain a collection of books, videos, and journals on teaching from which TFs may borrow materials.

**5.8: Where can I find midterm evaluations for my students to fill out?**

A: A selection of midterm evaluation forms is available on the Bok Center website at <http://bokcenter.fas.harvard.edu/progs/evalns.html>. These forms can be printed for students to fill out in class, or students can submit them anonymously by email.

**5.9: My students filled out CUE evaluations at the end of the semester. How do I access those evaluations?**

A: CUE evaluations are now filled out by students and submitted to professors online. Only the course head has access to these evaluations online. Ask your course head to select and print out your section evaluations. Make sure to save them for your teaching portfolio!

**5.10: 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, email the History of Science Lead TF.

**5.11: 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 at <http://bokcenter.harvard.edu/docs/TFTracs.html>. Cynthia Verba (the GSAS Fellowships Director) has also written a guide to writing letters of recommendation. It's online at <http://bokcenter.harvard.edu/docs/Verba-recs.html>. In general, it's 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.

**5.12: Are there resources available to support Head TFs?**

A: Yes. Bok Center Associate Director John Girash runs the **Head Teaching Fellows Network**. 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. If you're the Head TF of a Core Course, the Core office can be very helpful on any questions you have about course mechanics. Usually, Susan Lewis, the Director of the Core program, will be in touch the semester prior to your course to introduce herself and explain how the Core Office will support your course. If you're the Head TF of a departmental course, Allie Belser is a great person to talk to if you have any questions about course mechanics that can't be answered by the course head.

**5.13: Does the university have resources for supporting international TFs?**

A: Yes. The Bok Center offers special orientations for international TFs teaching in an American classroom for the first time. Contact Bok Center Associate Director Virginia Maurer at [vmaurer@fas.harvard.edu](mailto:vmaurer@fas.harvard.edu) for more information.

**5.14: What is the Lead TF program? What do Lead TFs do?**

A: The Lead TF program is a Bok Center pilot program in which 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](mailto:cvolpe@fas.harvard.edu)).

**5.15: Whom do I contact if a student is missing section or missing assignments, or seems to be in any kind of trouble?**

A: First, try to get in touch with the student, so that you can meet with him or her to talk about what's going on in the course—you might be able to figure out what's going on, and solve the problem, just by talking to the student. If the student doesn't respond, the first people to talk to are the Head TF and the course head—you want them to know that a student is running into trouble. If a student's grade is lower than a C at midterm, you will also fill out a midterm course report that gets 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. If you have specific concerns about a student not showing up to section or missing a paper deadline or a test, it's always a good idea to be in touch with

the students' senior tutor or the appropriate dean of freshman by email. The Head TF or Course Head should have an enrollment list that will tell you who to contact.

**5.16: I have a student with major writing and/or time management issues. Are there resources at Harvard to help students with their writing and 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 Writing Center or at the Bureau of Study Counsel. The Writing Center consultants will meet with students to help them with writing at any stage of the writing process. The Bureau of Study Counsel can help with time management, reading strategies, and other study skills. For more information on the Writing Center, see their website at <http://www.fas.harvard.edu/~wricntr/>. The Bureau of Study Counsel website is <http://bsc.harvard.edu/>.

## Appendix: Important Contact Information

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