

Graduate Student Teaching Policy at CEU

Appendix 3 to the CEU Doctoral Regulations

CEU seeks to provide training in, and hands-on experience with, classroom teaching at the university level to all Doctoral students.

1. Training students for classroom teaching

1.1 Teaching practicum

All doctoral students *are required* to participate in a 4-credit course as an assistant to the instructor as part of their program requirements. In case it is a course for a cohort of over 30 students, then a second TA is required. In all but exceptional cases, this teaching practicum is undertaken within the student's own department. Eligible students must have passed their comprehensive exams and be in good academic standing.

Teaching practicums are not paid positions. They are designed to enhance student learning and provide doctoral candidates with experience in classroom teaching. Doctoral students doing their teaching practicum typically help instructors construct the syllabus for the course, may suggest readings, observe each session of the course, may teach a class or a section thereof but only under the direct supervision of the instructor, offer to consult with students individually on the course material, help with grading and suggest comments on students' written work. Course instructors are expected to give feedback to the doctoral student on the effectiveness of her or his teaching and communication with students. If necessary, faculty should be prepared to provide recommendation letters for the PhD students for future job applications based on their work in the Teaching Practicum. The workload of a teaching practicum should amount to that required in a 4-credit course.

Practicum requirements may be replaced by documented teaching at other universities at the discretion of the Doctoral Committee of the program the student is enrolled in. In case departmental logistics does not allow the employment of TAs, this requirement may be waived by the chair of the departmental Doctoral Committee for individual students or for all doctoral students in a specific program.

1.2. Teacher training courses

CEU encourages doctoral students to take the teacher training sequence and participate in teacher training sessions offered by the Center for Teaching and Learning before or during their teaching practicum. The CTL offers a "Program for Excellence in Teaching in Higher Education" for CEU doctoral students - a certified, formal preparation program for a career in higher education and beyond.

1.3. Global Teaching Fellowship

[CEU's Global Teaching Fellowships](#), combined with the targeted [mentoring program of the Center for Teaching and Learning](#), serve as excellent opportunities for Doctoral Students to gain supervised experience in teaching their own courses.

2. Paid teaching opportunities within CEU

CEU offers teaching opportunities for the dual purpose of contributing to the preparation of doctoral students for academic careers and to support faculty members who teach large or special needs courses. The following opportunities are available:

1. *Paid teaching assistantships*

Paid teaching assistants support classroom teaching by helping the instructor manage course content, student participation, and grading. They participate in each class session, may teach segments and consult with students. Paid teaching assistants typically work in larger courses (with 20 students or more), or in complex ones, such as those that blend in person and online teaching, or in interdisciplinary, university-wide settings.

2. *Doctoral tutorships*

Doctoral tutors teach practice or discussion sections to complement lecture-based large courses. They work closely with course professors and potentially other tutors to facilitate student learning. They may offer sessions in person or online.

3. *Doctoral student instructorships*

Student instructors design and teach their own undergraduate courses. Doctoral candidates may apply for these positions in response to an open call. A maximum of four applications are selected each academic year based on the suitability, relevance and creativity of the course content and design. This process is managed by the Office of the Dean of Undergraduate Studies.

The table below summarizes the range of duties in each of the three types of teaching assignments. Professors are required to discuss their specific expectations well in advance of the start of the course with the teaching assistant. Professors are also required to observe the workload expectations describe below.

	Duties	Approximate workload/ 2 credit course	Stipend/ credit
Paid course assistants	Help with course design Help with managing course content Participate in course Help with grading student work Help with course management – these courses are often larger Advise students one-on-one Teach a session or part of a session Support faculty needs in an online environment	6 hours per week	Base salary* /credit
Doctoral student tutors	Help design the course Participate in lectures Teach a seminar /tutorial session which accompanies the class lectures Teach an online version or online discussion section of the course in support of the off-line instruction Correct, grade and provide feedback to students' work Work with the instructor to enhance student learning	8 hours per week	Base + 25% of base
Doctoral student instructors	Design own undergraduate course Teach course with the help of a mentor: assemble course content, manage students and course schedule, conduct seminar discussions, grade	10 hours per week	Base + 50% of base

*To be determined and announced by the Provost in January each year to be applied for the following academic year and included in budget discussions.

Distribution of teaching positions

Paid teaching assistantships and doctoral tutorship positions must be advertised university-wide with a clear description of the job, expectations including workload, as well as eligibility criteria. Units must post the position as early as possible but at least one month before it starts. Units are encouraged to consider doctoral student applicants, who are external to the advertising unit as well. Eligible students must have completed their teaching practicum, passed their comprehensive exams and be in good academic standing.

Positions will be allocated with the following criteria in mind: suitability for the position, relevance of the position for the student's studies, equity and diversity. Candidates who have completed the CTL course "Foundations in Teaching in Higher Education" and especially the full CTL certificate program will be given preference. The decision-making procedure is determined by each Unit and should be included in the Unit's Doctoral Student Handbook.

If a student feels that selection was not made following the above criteria and procedure, he or she can lodge a complaint with the Head of the Department or if that proved unsatisfactory, with the Provost.

Departments must pay for each paid teaching position from their own budgets. Typically only courses with at least 20 enrolled students can have paid teaching assistants, but exceptions can be made if the professor needs special support for any reason, such as having to teach online, or having to deal with an especially demanding, interdisciplinary class.