

To: Provost Thomas Rosenbaum
From: The Provost's Committee on Graduate Student Teaching
Date: June 19, 2008
Re: Interim Report on Graduate Student Teaching

On February 21, 2008 the Provost, Deputy Provost for Graduate Education, and the Vice-President and Dean of Students announced a series of action steps aimed at improving the condition of graduate students at the University. One such step was the convening of a committee to examine and make recommendations to improve graduate student teaching. In March of 2008, the Deputy Provost for Graduate Education began the process of setting up the Provost's Committee on Graduate Student Teaching, which would include representation from graduate students, faculty, the divisions and the College. There are three main areas on which the Committee will focus—remuneration, pedagogical training and support, and the delineation and monitoring of the roles and responsibilities of graduate student teachers. As an immediate first step, the Committee turned its attention to assessing the remuneration that graduate students receive for their activity as teachers. As you undoubtedly know, there have been no significant changes in the remuneration provided to graduate student teachers for nearly ten years.

During the spring quarter, the Committee reviewed data gathered from peer institutions and the University about the roles and responsibilities of graduate student teachers and the structure and terms of their compensation. We also heard from the Masters of the Collegiate Division, Associate Deans in the College, the Deans of Students in the Social Sciences and Humanities Divisions, the departmental administrator of graduate studies in the Department of Political Science, and a small set of graduate students who have worked in numerous capacities in the classroom. Taking into account all the information received, the Committee is now forwarding a set of recommendations regarding suggested changes in the remuneration that graduate students receive for teaching. We believe these recommendations will set the University on the path to providing fair and appropriate compensation to graduate student teachers. Our hope is that all or at least most of these recommendations will be adopted by the beginning of the 2008-09 academic year. We recognize that we are sending these recommendations late in the budgeting process; however, we believe that the University's neglect during the last ten years to review and address the remuneration received by graduate students necessitates immediate action by the administration.

Finally, while the focus of this memo and the purview of the Committee regard remuneration for graduate student teachers, there are other

constituencies that contribute to teaching throughout the University whose current levels of remuneration may need to be addressed in the future. Postdoctoral fellows, adjunct instructors, emeritus faculty and undergraduates are just some of the groups who contribute to teaching at the University and whose salaries have not been recently reviewed. Some on the Committee have voiced concern that the recommended increases for graduate student teachers may generate some demand to also raise compensation rates for other non-faculty teachers who hold Ph.D.'s. This Committee does not see it as our charge to make any recommendations that do not deal directly with the remuneration of graduate students. We would be remiss, however, if we did not raise the possibility that other constituencies may require an increase in their compensation for teaching in response to our recommendations.

The Importance of Teaching to Graduate Education

One component of a well-balanced and effective graduate program is instruction in teaching and the opportunity to teach. The University is committed to making teaching opportunities available to graduate students because we recognize that teaching is a primary instrument through which we can facilitate the development of essential skills needed for success in a career, especially the academy, as well as productive engagement in the larger society. Through pedagogical training and quality teaching experiences students learn how to articulate thoughts and present evidence in a clear, concise manner, listen to and comprehend alternative points of view, and provide effective written and verbal feedback. Teaching in a classroom also enhances one's scholarship, providing graduate students with the opportunity to receive feedback on their own research as well as communicate to others how their work is attached to and advances the work of other researchers. We believe that what graduate students learn through observing and engaging in teaching augments the more detailed knowledge acquisition happening through departments and programs in their area of study. The data indicate that many of our students will join the professoriate, building a career in the academy in which proficiency in the classroom will be expected. On this career track, the importance of learning to teach seems clear and explicit. We believe, however, that those students who decide to pursue careers outside the academy equally benefit from quality teaching experiences as they acquire important skills that facilitate critical thought, communication and evaluation.

Graduate student teachers play an important role in the education provided to students in the College and their teaching takes on many forms at the University. Some students, primarily advanced students, serve as lecturers and have full responsibility for teaching their own class. Other students serve as partners with faculty, assisting them in the instruction they provide students in the College. These graduate students hold positions such as teaching assistant, course assistant, lector, drill instructor, and studio assistant. Still other graduate

students work more directly with our undergraduate population as preceptors to provide support and guidance as they progress through their majors and write their B.A. theses.

In all these positions, we understand graduate student teachers to be a part of the larger community of scholars committed to the intellectual exchange and excellence that distinguishes the University of Chicago. Thus, the exceptional caliber of our graduate students means that their presence in the classroom not only aids in class or lab instruction, but also enhances the fundamental intellectual exchange and training that students in the College experience. Teaching is therefore another domain in which graduate students work closely with faculty, acquiring skills and experiences meant to enhance the training they receive at the University.

Recommendations

Below are the Committee's recommendations for changes to the current levels of remuneration received by graduate students for their classroom and laboratory teaching. These recommendations apply to those graduate students who receive direct financial remuneration for classroom teaching activities. All of the recommendations were made with at least three objectives in mind. First, the Committee wants to establish a rate of remuneration that we believe more accurately represents and more fairly compensates the level of work that graduate students dedicate to their teaching positions. Thus, the Committee used estimates of the time graduate students commit to their teaching duties along with a reasonable hourly rate to arrive at the recommended financial compensation detailed below. Second, it is the Committee's hope that by providing graduate students with a significant increase in their remuneration for teaching duties, many of our advanced graduate students will be able to teach less and devote more of their time to completing their degree. With time, we expect that the recommended changes to remuneration might aid in the University's efforts to lessen the time to degree among our students. Third, the Committee wants to move our levels of remuneration for graduate student teaching closer in line with those of our peers and slightly ahead of academic institutions in Chicago so that we are not harmed when recruiting students.

The descriptions of each position detailed below are brief, general, and not definitive of all the responsibilities associated with such positions.¹

¹ Most of the descriptions included in this memo of teaching positions held by graduate students can be found throughout the University's Web site.

Lecturers (see Appendix 1):

Graduate students serving as lecturers are responsible for teaching a stand-alone course. Graduate student lecturers are often in charge of every aspect of the teaching experience, including proposing the course, designing the syllabus, devising appropriate evaluation and testing methods, guiding discussion, meeting with students regularly, and recording and reporting grades. Currently, the standard pay for lecturers is \$3,500 per course, but not all graduate student lecturers receive this level of compensation.² The Committee recommends increasing the remuneration of lecturers to \$5,000 per course. Any graduate student lecturer currently remunerated above this rate will not receive an increase. The estimated cost of this recommendation is \$804,345.

Course and Teaching Assistants, Laboratory and Lecture Teaching Assistants, Writing and Core Interns, Writing Program Lectors (see Appendix 2):

Course and Teaching Assistants

Graduate students serving as course or teaching assistants are expected to aid faculty members in courses in which the undergraduate enrollment is too large for faculty to effectively perform all aspects of instruction. Course and teaching assistants may be expected to attend class, read all assigned materials, hold office hours with students, lead a discussion regularly, review and comment on student assignments, and recommend grades. Course and teaching assistants are typically paid \$1,500 per course, although not all graduate students serving in these positions receive the average level of compensation. The Committee recommends increasing the remuneration of course and teaching assistants to \$3,000 per course. Any graduate student course or teaching assistant currently remunerated above this rate will not receive an increase.

Laboratory and Lecture Teaching Assistants

Laboratory and lecture teaching assistants in the Biological Sciences Collegiate Division provide assistance to faculty in classes in which lab work is expected. Graduate students serving as laboratory assistants may be asked to complete a number of tasks such as attend lectures, present their own lecture, lead weekly discussion sections, hold review sessions, write and grade problem sets, write and grade exams, lead lab discussions, set up and take down labs, teach lab sections, and grade lab reports. The remuneration for laboratory teaching assistants is determined by the responsibilities and time commitment expected. Currently, remuneration ranges from \$650 to \$2,750. The Committee recommends increasing the remuneration of laboratory teaching assistants to

² Because of the decentralized structure of the University, different units/divisions financially support their graduate students through a range of financial packages. Similarly, units vary in what they pay graduate student lecturers, although most receive \$3,500 for each course.

range from \$709 to \$3,000. The details of the proposed increase can be found in Appendix 7.

Writing and Core Interns

Writing interns are used in Humanities Core classes to aid faculty in writing instruction during the year-long sequence of the course. Interns are expected to divide the students enrolled in the class into subgroups of no more than seven and lead a series of writing seminars for those students. Interns also attend all lectures and complete the assigned readings. In some cases, the intern may teach one or two of the larger class sessions. Writing interns are not responsible for commenting and grading all writing assignments. Instead they share this responsibility with the faculty member. Currently remuneration is \$1,900 per quarter for new interns or \$2,000 per quarter for experienced interns. The Committee recommends increasing the per-quarter remuneration for interns to \$3,000. Again, interns currently remunerated above this rate will not receive an increase.

Core interns are used in discussion-based courses in the Social Sciences Collegiate Division (SSCD) Core Curriculum. Each section of the SSCD Core Curriculum has its own instructor. Interns are graduate students who have been chosen through an application process to receive training from an experienced faculty member in how to teach in the SSCD Core Curriculum. Core interns are structured as apprenticeships in which students interact closely with faculty to learn and refine their teaching skills. Those students who have completed an internship in the SSCD Core Curriculum are then eligible to serve as lecturers in the SSCD Core. Core interns are expected to attend regular meetings with the faculty member in charge of their class, read the assigned materials, attend the class, work with the faculty member to learn how to grade and comment on papers and exams, and possibly lead one or two of the class sessions. Core interns are not teaching assistants, in that their responsibility is not to assist faculty with large numbers of students in a class, but instead to learn how to teach while observing and interacting with faculty. Core interns are currently paid \$1,500 per course. The Committee recommends increasing that remuneration to \$3,000 per course. Any intern currently remunerated above this rate will not receive an increase.

Writing Program Lectors

Writing Program lectors work with approximately seven students once a week in an hour-and-half-long seminar. Lectors are responsible for reading the weekly short paper that students must write, providing extensive critiques on papers each week, leading a weekly seminar discussion and attending the weekly lecture. The Writing Program currently pays \$1,400 per quarter to new lectors of undergraduate sections, \$1,500 per quarter to returning lectors of undergraduate sections and \$2,000 to lectors teaching a graduate section. The Committee recommends that their remuneration be increased to \$2,500 for all lectors of undergraduate sections and \$3,000 for lectors teaching graduate

sections. Of course, any Writing Program lector receiving higher payment than that recommended for their classification will not be eligible for the recommended increase.

The estimated cost for the recommended increases in this section is \$1,503,444.

Preceptors (see Appendix 3):

Some departments hire advanced graduate students as preceptors to help students in the College who are in the process of developing, researching, and writing their B.A. thesis. Preceptors generally work with a group of undergraduate concentrators during a nine-month period—three quarters. The first set of duties of a preceptor may be helping students decide on a topic, working with students to develop a reasonable research strategy, and reviewing early outlines of the proposed thesis. Some preceptors also hold seminar sessions and workshops on topics such as methodology, research design, and writing. As graduating seniors progress in their research, preceptors are expected to read and comment on numerous drafts of the thesis. The compensation provided to preceptors ranges from \$2,500 to \$6,500 in the College. In other divisions such as the Social Sciences Division, the compensation for preceptors can be even higher. The Committee recommends increasing the three-quarter compensation for preceptors to \$7,500 for all preceptors making less than \$7,500. Specifically, we recommend paying preceptors \$3,000 per quarter for the autumn and winter quarters, when their workload is the heaviest, and \$1,500 for the spring quarter. The estimated cost of this recommendation is \$113,000.

Lectors in Language Departments (see Appendix 3—bottom):

Lectors in language departments function like teaching assistants. Specifically, they assist language teachers by holding guided conversation sessions for small groups of undergraduates enrolled in language courses. Lectors also help organize activities and develop a variety of class materials—written, visual, and computer aided. Currently, lectors in language departments receive \$1,500 for their duties. The Committee recommends increasing their remuneration to \$3,000 per course. A graduate student working as a lector who currently receives more than \$3,000 per course for this position will not receive an increase. The estimated cost of the increase is \$210,000.

Drill Instructors and Studio Assistants (see Appendix 4):

Drill instructors are graduate students who once or twice a week work with a small group of undergraduates taking language courses on their grammar and pronunciation. Drill instructors literally run drill sessions in which students are guided through conversation exercises. These sessions are more intensive than what happens in larger class sessions; thus, they complement the instruction provided during the regular meetings of the language class. Compensation for drill instructors currently averages \$800. The Committee recommends an increase in remuneration to \$1,500. The estimated cost of this recommendation is \$93,100.

Studio assistants are similar to course assistants in other departments but have more limited duties. For example, they do not assist with grading. Studio assistants are primarily responsible for preparing class supplies including working materials and readings, setting up AV equipment, and researching exhibitions for field trips. At present, studio assistants are used only in the visual arts or in media—or laboratory—intensive courses such as osteoarchaeology. Now studio assistants receive \$1,000 per section. The Committee recommends an increase to \$1,500 per section. The estimated cost of the recommendation is \$9,000.

Stipend Reductions (see Appendix 5):

Currently, in the Divisions of the Humanities and Social Sciences, stipends are reduced for specific teaching expectations at the remuneration level for the designated teaching position. For example, if a student is expected to serve as a teaching assistant once during the year their stipend will be reduced by the current level of remuneration for a teaching assistant position, namely, \$1,500. The student is expected to recover this reduced stipend support through the salary they receive for teaching. This system raises an important question about the implementation of the proposed recommendations. Will the University reduce the stipends of those students who have a teaching requirement by the newly proposed increased rate of pay or the current rate of pay? The Committee advocates that if the recommendations for increased remuneration are adopted, in the initial year of implementation (academic year 2008-09) stipends should be reduced by the current, lower rate of pay for teaching positions.

Specifically, we strongly urge the administration to reduce stipends in FY09 by current, lower remuneration levels for all teaching positions, allowing students time to transition to the new system of higher compensation levels and lessening the impact of increased stipend reductions on their budgets and teaching plans. Whereas the existing stipend reductions happen on a fixed schedule, graduate students have not been held to that schedule in taking up their expected teaching appointments. Students often discharge their teaching

requirement according to program trajectories, academic constraints, and financial opportunities that differ from the scheduled reductions in their stipends.

For instance, fifth-year humanities students, who are expected to serve as a lecturer twice during the year and whose stipend is reduced by \$7,000 under the current system to reflect the pay they will receive from teaching, may have already fulfilled their teaching obligations in their third or fourth year. These students would now be confronted with a higher stipend reduction of \$10,000, reflecting the Committee's recommended increase in remuneration. They would have no way to offset the increased stipend reduction since they have already fulfilled their teaching requirement. For many students it is too late to adjust their teaching commitments, and the large majority of teaching assignments already has been made. Larger stipend reductions at this late point in their planning for next year will put many students at a real disadvantage. Leaving stipend reductions unchanged for one year will benefit students in their third to fifth year who have a fellowship package that includes a teaching requirement.

If it is decided that the rate at which stipends are reduced will not be changed in FY09, students should be informed that this will occur only for the one year. Beginning in FY10, stipends will be adjusted to reflect the change in compensation. Thus, students will have a full year to plan for this change and adjust their teaching commitments accordingly.

In the Social Sciences Division (SSD), stipend reductions have varied from \$234K to \$297K during the past four years. Assuming an average reduction of \$250K, this could increase by another \$250K to \$500K if compensation for teaching assistants increased from \$1,500 to \$3,000. There is no reduction in stipends for lectureships in SSD, so a change in lecturer compensation will not have an impact on SSD stipends.

In the Humanities Division, stipend reductions have trended up from \$365K three years ago to \$506K in the current year. Assuming an average reduction of \$500K, this could increase by another \$196K to \$696K if compensation for teaching assistants is increased from \$1,500 to \$3,000. Assuming that compensation for lecturers increases from \$3,500 to \$5,000, the stipend reductions could increase by \$130K. In total, Humanities Division stipend reductions could increase from the current level of \$500K to \$826K (\$196K for teaching assistants and \$130K for lecturers).

Assuming that compensation for course assistants and teaching assistants increases from \$1,500 to \$3,000, the total change in stipend reductions is \$446K (\$196K in Humanities and \$250K in SSD). Assuming that the compensation for lecturers increases from \$3,500 to \$5,000, the change in stipend reductions is \$130K (\$130K in Humanities and \$0 in SSD).

Teaching Cap:

The Committee recognizes that students who no longer have or never had access to fellowship support feel great pressure to teach as a means to meet their financial needs. We have recommended substantial increases in the remuneration for graduate teaching with the hope that in the immediate future, students will not have to teach as much in order to meet their budgetary requirements. In line with our suggested changes, we strongly recommend to departments, programs, and divisions that they work with graduate students to develop strategies that will lessen their time teaching in the classroom and maximize their time working on their dissertations. We strongly suggest that departments, programs, and divisions monitor the amount of teaching that students take on. We believe that no graduate student should teach more than four classes during the academic year as they work to complete their Ph.D. Similarly, no student receiving fellowship support should teach more than the required courses associated with their funding package.

Summary (see Appendix 6):

To increase lecturer compensation to \$5,000 would cost \$674K (\$804K less \$130K lower stipends if the University reduced stipends by the new level of pay) or \$804K if compensation is increased to \$5,000 and stipends are reduced at the current pay for lecturers of \$3,500.

The cost to increase course assistant/teaching assistant compensation to \$3,000 is either \$1,039K (\$1,485K less \$446K from reducing stipends at the higher pay level of \$3000) or \$1,485K if course assistant/teaching assistant compensation is increased to a minimum \$3,000 and stipends are reduced at the current pay of \$1,500. The cost to increase the compensation for Writing Program lecturers for undergraduates to \$2,500 is \$19,000.

Increasing preceptor compensation to \$7,500 will cost \$113K. Increasing the compensation for language department lecturers to \$3,000 will cost \$210,000. The cost to increase drill instructors' compensation to \$1,500 is \$93K. For studio assistants, it will cost \$9K to increase their compensation to \$1,500.

The combined cost of all these increases is \$2, 733,000. This could be offset by additional stipend reductions of up to \$576,000 (\$250,000 for SSD teaching assistants, \$196,000 for Humanities Division course assistants, and \$130,000 for Humanities Division lecturers) if stipends are reduced at the increased rate of remuneration recommended in this document. Again, we strongly urge the Provost to reduce stipends at the current scheduled amount.

Next Steps

In the autumn quarter the Committee will continue its work. Organizationally, the Committee will divide into sub-committees in which members will take up numerous important issues that we believe are essential to improving the experience of graduate student teachers. Some of the issues on our agenda include:

- reviewing the pedagogical infrastructure and training provided to graduate students prior to and during their teaching assignments
- examining and sharpening how the roles and responsibilities of graduate student teachers are defined and communicated to faculty and students
- exploring systems to monitor the experience of graduate student teachers
- examining how the overall compensation package we provide our graduate student teachers compares to our peers
- developing a system to routinely review levels of remuneration received by graduate student teachers
- developing guidelines and standards that can be used to judge the fairness and adequacy of future remuneration decisions
- making recommendations about the remuneration for graduate student teachers paid by the hour such as tutors
- examining new ways to structure financial support for teaching such as the increased use of teaching fellowships
- exploring the benefits and costs of imposing a cut-off year for teaching for advanced graduate students

We expect this part of the Committee's work to be completed during winter quarter 2009, at which time the Committee will file a full report with the Provost.

Members of the Provost Committee on Graduate Student Teaching

Cathy J. Cohen, David and Mary Winton Green Professor of Political Science and the College, Deputy Provost for Graduate Education, Committee Chair

Helma Dik, Associate Professor, Department of Classics and the College

Ramón Gutiérrez, Preston & Sterling Morton Distinguished Service Professor in United States History and the College

Patrick Hall, Dean of Students, Division of the Social Sciences

Michael Jones, Associate Dean of the College

Kalina Michalska, Graduate Student, Department of Psychology

José Quintáns, William Rainey Harper Professor in Pathology and the College, Master of the Biological Sciences Collegiate

Jeff Rufo, Graduate Student, Department of Comparative Literature

Andrew Yale, Graduate Student, Department of English

Staffing for the Committee:

Cheryl Bradley-Stone

Sheilah MacDonald

**Appendix 1
Lecturers
Increase compensation to \$5,000**

Lecturers (at \$3,500):

	<u>#</u>	<u>Rate</u>	<u>Current cost for Unit*</u>	<u>Cost to increase to \$5,000</u>
College	472	\$3,500	1,530,500	655,929
Humanities	9	\$3,500	27,417	11,750
SSD	140	\$3,500	122,500	52,500
Divinity	6	\$3,500	21,000	9,000
			\$1,701,417	\$729,179

Other Lecturers who don't receive the standard \$3,500:

College	Paris Center	2	\$1,190	2,380	7,620
	Paris Center	2	\$1,730	3,460	6,540
	Paris Center and SSCD	7	\$2,000	14,000	21,000
	Paris Center	4	\$2,310	9,240	10,760
	Paris Center	5	\$3,696	18,480	6,520
	Coll Academic Achiev	1.5	\$3,865	5,798	1,703
	Coll Academic Achiev	7	\$3,900	27,300	7,700
	Coll Academic Achiev	3	\$4,225	12,675	2,325
	SSCD - Econ	21	\$5,000	69,993	0
	Paris Center	7	\$6,160	43,120	0
		59.5		\$206,446	\$64,168
Humanities		3	\$1,667	5,001	9,999
		6	\$5,000	30,000	0
		1	\$6,000	6,000	0
		1	\$7,000	7,000	0
		1	\$7,500	7,500	0
		2	\$8,000	16,000	0
		2	\$10,000	20,000	0
		16		\$91,501	\$9,999
SSD		2	\$4,500	9,000	1,000
		5	\$5,000	25,000	0
		18	\$6,000	48,006	0
		1	\$9,000	9,000	0
		1	\$9,143	4,000	0
		27		\$95,006	\$1,000
Divinity		0	\$0	\$0	0
TOTAL all lecturers				\$2,094,370	\$804,345

* Often the cost is split between 2 (or more) units, so this represents only the cost for the unit on this line.

Appendix 2
Course and Teaching Assistants (CA/TA)
Increase compensation to \$3,000
Undergraduate Writing Program
Increase compensation to \$2,500

TA's (at \$1,500):

	#	Rate	Current cost for Unit*	Cost to increase to \$3,000
College	516	\$1,500	\$694,000	694,000
Humanities	157	\$1,500	236,500	236,500
SSD	74	\$1,500	111,000	111,000
Divinity	0	\$1,500	0	0
			<u>\$1,041,500</u>	<u>\$1,041,500</u>

Other TA's who don't receive the standard \$1,500:

College	Gender studies & Paris	6	\$1,000	6,000	12,000
	summer math, chem, bio	6	\$1,610	9,660	8,340
	Hum interns	32	\$1,900	44,800	35,200
		292	\$2,000	416,728	292,000
	Econ	11	\$2,500	15,587	5,500
	Paris Center	6	\$3,000	18,000	0
	summer RA	2	\$3,100	6,200	0
	term time math, chem	3	\$4,635	13,905	0
		358		<u>\$530,880</u>	<u>\$353,040</u>
Humanities		0			
SSD	Supplement (Econ - Fogel TA's)	6	\$500	3,000	0
	Anthro system courses	6	\$1,000	6,000	12,000
	Econ	94	\$2,000	82,970	4,000
	Econ	55	\$2,500	121,913	22,000
		161		<u>213,883</u>	<u>\$38,000</u>
Divinity		24	\$2,500	<u>\$60,000</u>	<u>\$12,000</u>
BSCD		various		359,000	32,277
		various		85,000	7,727
				<u>\$444,000</u>	<u>\$40,004</u>

Undergraduate writing program:

	#	Rate	Current cost for Unit*	Cost to increase to \$2,500
College	9	\$1,400	10,800	9,900
College	9	\$1,500	11,700	9,000
			<u>\$22,500</u>	<u>\$18,900</u>
TOTAL			<u>\$2,312,763</u>	<u>\$1,503,444</u>

* Often the cost is split between 2 (or more) units, so this represents only the cost for the unit on this line.

**Appendix 3
Preceptors
Increase compensation to \$7,500
Language department lectors
Increase compensation to \$3,000**

<u>College</u>	<u>#</u>	<u>Rate</u>	<u>Current cost for Unit</u>	<u>Cost to increase to \$7,500</u>
Econ	3	\$2,500 *	7,500	0
HCD	2	\$3,000	6,000	9,000
HCD	10	\$3,500	35,000	40,000
HCD	2	\$4,000	8,000	7,000
HCD	9	\$4,800	43,200	24,300
SSCD	28	\$6,500	182,000	28,000
	54		\$281,700	\$108,300
<u>SSD</u>				
Poli Sc.	2	\$5,000	10,000	5,000
MAPSS	4	\$26,970	107,880	0
MAPSS	4	\$26,130	104,520	0
CIR	2	\$26,970	53,940	0
CIR	1	\$26,130	26,130	0
			\$302,470	\$5,000
<u>Humanities</u>			none	
<u>Divinity</u>			none	
TOTAL COST			\$584,170	\$113,300

* This rate is per term. All other rates are per year.

<u>LANGUAGE DEPT. LECTORS</u>			<u>Current cost for Unit</u>	<u>Cost to increase to \$3,000</u>
	<u>#</u>	<u>Rate</u>		
College	140	\$1,500	\$210,000	\$210,000

Appendix 4
Drill instructors and studio assistants
Increase compensation to \$1,500

Drill Instructors:

	<u>#</u>	<u>Rate</u>	<u>Current cost for Unit*</u>	<u>Cost to increase to \$1,500</u>
College	133	\$600	\$79,800	} \$93,100
Humanities	133	\$200	\$26,600	

* The cost is split between the College and Humanities, so this represents only the cost for the unit on this line.

Studio Assistants:

	<u>#</u>	<u>Rate</u>	<u>Current cost for Unit</u>	<u>Cost to increase to \$1,500</u>
College	18	\$1,000	\$18,000	\$9,000

Appendix 5
Savings from potential stipend reductions
based on increased compensation

		Actual		Assumed future average	Change in Compensation	
		FY07 <u>reduction</u>	FY08 <u>reduction</u>		TA's to \$3,000	Lect. to \$5,000
Humanities stipend reduction	-current	467,334	506,165	500,000	500,000	500,000
	-additional				195,652	130,435
SSD stipend reduction	-current	236,000	234,500	250,000	250,000	250,000
	-additional				250,000	0
Total stipend reduction (Humanities and SSD)					750,000	750,000
	-current				445,652	130,435
	-additional					

Appendix 6 Summary

<u>Lecturers:</u>			<u>Current cost</u>	<u>Cost to increase</u>
	<u>#</u>	<u>Rate</u>	<u>for Unit</u>	<u>to \$5,000</u>
College	531.5	variable	1,736,946	720,096
Humanities	25	variable	118,918	21,749
SSD	167	variable	217,506	53,500
Divinity	6	\$3,500	21,000	9,000
			\$2,094,370	\$804,345

<u>CA/TA's:</u>			<u>Current cost</u>	<u>Cost to increase</u>
	<u>#</u>	<u>Rate</u>	<u>for Unit</u>	<u>to \$3,000</u>
College	874	variable	1,224,880	1,047,040
Humanities	157	\$1,500	236,500	236,500
SSD	235	variable	324,883	149,000
Divinity	24	\$2,500	60,000	12,000
BSCD		variable	444,000	40,004
			\$2,290,263	\$1,484,544

<u>Undergraduate writing program:</u>			<u>Current cost</u>	<u>Cost to increase</u>
	<u>#</u>	<u>Rate</u>	<u>for Unit</u>	<u>to \$2,500</u>
College	18	variable	\$22,500	\$18,900

<u>Preceptors:</u>			<u>Current cost</u>	<u>Cost to increase</u>
	<u>#</u>	<u>Rate</u>	<u>for Unit</u>	<u>to \$7,500</u>
College	54	variable	281,700	108,300
SSD	13	variable	302,470	5,000
			\$584,170	\$113,300

<u>Language department lectors:</u>			<u>Current cost</u>	<u>Cost to increase</u>
	<u>#</u>	<u>Rate</u>	<u>for Unit</u>	<u>to \$3,000</u>
College	140	\$1,500	\$210,000	\$210,000

<u>Drill Instructors:</u>			<u>Current cost</u>	<u>Cost to increase</u>
	<u>#</u>	<u>Rate</u>	<u>for Unit</u>	<u>to \$1,500</u>
College	133	\$600	79,800	} 93,100
Humanities	133	\$200	26,600	
			\$106,400	\$93,100

<u>Studio Assistants:</u>			<u>Current cost</u>	<u>Cost to increase</u>
	<u>#</u>	<u>Rate</u>	<u>for Unit</u>	<u>to \$1,500</u>
College	18	\$1,000	\$18,000	\$9,000

TOTAL OF ALL INCREASES: **\$2,733,189**

<u>Stipend changes:</u>		<u>Potential savings</u>
CA/TA's		(445,652)
Lecturers		(130,435)
		(\$576,087)

Appendix 7
Recommended remuneration for
Biological Sciences Collegiate Divisions TAs

<u>Total hours</u>	<u>Grad TA – old scale</u>	<u>Grad TA – new scale</u>
≥40	\$650	\$709
>60	\$1000	\$1090
>80	\$1300	\$1418
>100	\$1650	\$1800
>120	\$2000	\$2182
170	\$2750	\$3000