

Preparing Future Faculty Program

In response to requests from graduate students, the department has reconstituted its Preparing Future Faculty Program, beginning during the summer sessions of 2010. Our aim in this program is to provide as much support as possible to all graduate students as they prepare for a professional career in which teaching will play a prominent role. Students who register for the program's course number, Y550, will have their participation in the program listed officially on their transcript, and all students who take part will receive certification from the program as part of their placement file. We have found, in our earlier experience with this program, that it enhanced our students' job prospects, especially because very few other R1 departments provide teacher training as part of their doctoral programs.

Recognizing that graduate students' schedules are already extensive and complex, we have planned this program to convey as much practical information as possible with as small a time commitment as possible. The program will have two parts. At the introductory level, all first-year students (and as many continuing students as possible) will take part in five sessions during fall semester and five in the spring; their topics are listed below. There will be no required readings (though lots of resources will be provided) and only one session each semester for which any outside preparation is needed.

The second part of the program is designed to support those students who have been selected to teach independent sections. During the semester in which they are teaching (and in the prior semester, if they choose), these students will get together once a week initially, and later as needed, to share ideas and get help with whatever issues arise in their teaching experience.

Meeting times for both levels of Y550 will be arranged to fit into the schedules of the participants. The instructor for both levels will be Professor Marjorie Hershey. Students can register for either level by signing up for one credit hour of Y550; the course number can be repeated for credit.

Part I. Y550: Introductory Level

Y550: Teaching Political Science I: Understanding and Negotiating the Teaching Environment (semester I only)

Y550: Teaching Political Science II: Becoming a More Effective Instructor (semester II only)

Credits: 1 credit hour during fall semester, 1 during spring semester

Recommended resource texts:

Wilbert J. McKeachie and Marilla Svinicki, McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (12th ed., Wadsworth, 2005) (paper; about \$55 on Amazon)

Or Barbara Gross Davis, Tools for Teaching (2nd ed., Jossey-Bass, 2009) (paper; about \$40 on Amazon)

Or Anne Curzan and Lisa Damour, From First Day to Final Grade: A Graduate Student's Guide to Teaching (2nd ed., University of Michigan Press, 2006) (paper; about \$20 on Amazon)
Copies will be made available in the department for AI use.

The class consists of five meetings per semester, starting during the second week of class and spaced two weeks apart, ending in late October or early November/late March (to avoid conflicts with end-of-the-semester obligations). Each meeting will be 75 minutes long, scheduled at a mutually convenient time. We'll cover the following topics during **fall semester**:

Session I: The teaching environment

- What are the institutional rules and norms governing teaching at IU (rules on ethics and academic dishonesty, expectations of AIs, etc.)?
- Maintaining an accurate set of records/gradebook
- Teaching as part of a unit: working effectively with a faculty instructor, understanding his or her expectations and requirements
- How is the IU Political Science undergraduate curriculum structured?
- What roles do grad students play in this curriculum?
- What do we know about the nature and preparation of the undergrads who take our classes, and what have we learned about the variety of learning styles we may encounter in our classes?

Resources for this session are listed on page 5 below.

Session II: Leading discussions

- What types of learning are more likely to take place in discussions than in lectures? How can ideas be taught and illustrated through discussion?
- How can discussions be structured for greatest effectiveness?
- Problem-solving in discussion sections: what to do when nobody's talking, or one student always wants to talk, or a student offers irrelevant or unhelpful comments
- Non-verbal communication: eye contact, self-presentation

Resources for this session are listed on page 6 below.

Session III: Micro-teaching - Practice in leading discussions

- Each class member will lead discussion for five minutes on a topic of his or her selection. Other members will then offer suggestions as to how the discussion-leader could do even better.

Session IV: Methods of evaluating students

- What are the advantages and disadvantages of essay exams, short-answer, and multiple-choice exams in assessing students' learning?
- How can these methods be combined?
- In-class structured exercises: for example, in which students work in groups (for instance, to answer a set of questions about a reading), each student (or group)

presents his or her report (orally and then in writing), and class members debate the merits of each set of arguments.

- Other types of assessments: shorter or longer research papers, a longer paper due in segments, paper proposals, literature reviews, argument papers, oral presentations, group discussions followed by individual papers, and other written or oral assessments

(Note: This session's aim is to prepare students for writing their own syllabi; faculty members who supervise AIs will provide more specific instructions on their own grading methods. But if seminar members and faculty agree, I'll also provide a more general tutorial on grading essay questions and papers with the help of Jo Ann Vogt (javogt@indiana.edu] of the Campus Writing Program.)

Session V: Evaluating teaching; Teaching resources

- Observing and analyzing different teaching styles, with the help of video clips
- Places on campus where teaching help can be obtained, including Campus Instructional Consulting, the Teaching Resources Center, and TLTC (Teaching and Learning Technologies Center), and specialized facilities for students who need help in resolving their academic and personal problems, such as individual counseling, legal assistance, financial help, LGBT issues, anti-harassment help, the Disability Services for Students office, and others

Resources for this session are listed below on pages 6-8.

During the **spring semester**, the topics of meetings will include:

Session VI: Researching and writing a syllabus

- What are the essential elements of a syllabus?
- For any given course, how do you decide what topics should be covered during the semester? (Note that the purpose here is not to tell instructors what topics to cover in a given course but rather to discuss the process by which instructors can make decisions about what to include.)
- How do you determine what are the available reading materials and the copyright protections that may apply to them?
- What are the warnings that should be spelled out (rules on cheating and plagiarism, attendance, incompletes, and so on) that may have legal ramifications?

Resources for this session are listed below on page 8.

Session VII: How to lecture

- What types of learning are accomplished especially well by lectures, and what are lectures less effective at communicating?
- How to outline, pace, and deliver a lecture well
- Outlines/PowerPoint/other technologies: what are their strong and weak points?
- In-class writing as an assessment technique
- What other kinds of active learning could be incorporated?

Resources for this session are listed below on pages 8-9.

Session VIII: Micro-lectures

- Each class member will deliver a five-minute-long lecture on a topic of his or her choice, followed by suggestions from other class members.

Session IX: Teaching as a team

- Dealing with the challenges of coordinating with other instructors in the same course and responding collectively to students
- Forming relationships with other instructors who can share experiences and classroom visits
- Working as an “instructor of record”: supervising and helping develop the teaching skills of your assistants
- AND: some insights from new Ph.D.s about the role of teaching in their professional lives

Session X: Developing a teaching portfolio for your job search

- What to include
- How to develop a statement of teaching philosophy (see page 9 below)
- Hands-on production of a rough draft (a page or less) of the student’s teaching philosophy statement
- Keeping a file of ideas and research about teaching
- Summarizing what has been learned during the year

Resource help from Katie Kearns, Campus Instructional Consulting (kkearns@indiana.edu)

Resources for this session are listed below on page 9.

Students will also be encouraged throughout the year to observe experienced teachers at work in their classes and to attend College- and campus-wide teaching workshops. Y550 meetings will be open to all Political Science faculty members, who will be encouraged to share their ideas and experience.

Y550: Instructor Level

Y550: Teaching Political Science III: Seminar/Practicum in Teaching (semesters I and II, summer), 1 credit (may be repeated for credit)

For all graduate students teaching independent sections in Political Science during a given semester and for those chosen to teach independent sections in the following semester
1 credit hour per semester

The course will consist of weekly, hour-long seminars devoted primarily to discussions of ongoing issues, challenges, and needs in the students’ teaching.

Certification

Each student who completes at least one semester of Y550 will receive a certification for his or her placement file confirming participation in the Indiana University Department of

Political Science Preparing Future Faculty Program. The certificate will list the number of hours he or she has completed in each of the categories of Y550 and describe the content of each part of the program.

Notes

The resources for Y550 will be posted, along with the existing set of sample assignments, grading rubrics, syllabi, and other teaching materials, on the Polsgrad and Polsfac websites on Oncourse.

Resources for the program:

Session I: The Teaching Environment

For IUB's policies on anti-harassment, relationships between students and faculty members (including AIs), accommodation of religious practices, and rights of students with disabilities, among other issues, see:

Code of Student Rights: <http://www.iu.edu/~code/code/rights/index.shtml>

For IUB's definitions of what constitutes cheating, plagiarism, and other forms of academic misconduct, see:

Code of Student Responsibilities:
<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

On the types of penalties that IUB instructors may apply in cases of academic misconduct:

<http://www.iu.edu/~code/bloomington/discipline/academic/index.shtml>

More useful is the following page titled "Step One," which lists specific penalties:
<http://www.iu.edu/~code/bloomington/discipline/academic/one.shtml>

On the Political Science undergraduate curriculum,

You can find requirements for the major in Political Science at:
http://www.indiana.edu/~iupolsci/undergraduate_require.shtml

Here is a complete list of Political Science courses (not all of which are currently offered) and course descriptions:

<http://www.indiana.edu/~bulletin/iub/college/2008-2010/political.shtml#course>

On the nature and preparation of IU's undergraduate students, see the "Study Study" by Lisa Kurz and David Perry, who surveyed 500 IUB undergrads in 2003:

http://www.indiana.edu/~deanfac/learning_study/learning_study.pdf (You'll find an Executive Summary on page 13 of the document, which is page 1 of the report itself.)

Session II: Leading Discussions

“Discussion Sections,” University of Pittsburgh, undated:
http://www.cidde.pitt.edu/ta/ta_handbook/chapter-3a.htm

“Leading Discussions,” University of Pennsylvania, undated:
http://www.sas.upenn.edu/ctl/grad/documents/TAH_Ch4.pdf

James R. Dawes, “Ten Strategies for Effective Discussion Leading,” Derek Bok Center for Teaching and Learning, Harvard University, undated: (Items 3 and 5-9 are most useful)
http://isites.harvard.edu/fs/html/icb.topic58474/Dawes_DL.html

“Strategies for Leading Discussion Section,” University of Texas at Austin, undated:
<http://efiles.cwrl.utexas.edu/node/962>

Note that some of these suggestions repeat one another!

Session V: Teaching Resources

Campus Instructional Consulting: <http://www.indiana.edu/~teaching>

CIC assists faculty and AIs in developing, implementing, and evaluating their teaching. Staff members consult privately with AIs on topics including course design, classroom management, encouraging discussion, grading, and documenting their teaching. CIC also offers confidential classroom observation and mid-semester student evaluation forms to AIs; the results are not shared with the department. Grants and fellowships are available. Location: Franklin Hall 004

IU Libraries Media & Reserve Services:

<http://www.libraries.iub.edu/index.php?pageId=1165>

Books and articles can be put on either hard-copy or electronic reserve. (E-reserve, of course, is more convenient for students.) For hard-copy reserve at the IU Wells Library, go to the above site and click on “Guidelines for Placing Materials on Reserve” and then “Reserve Request Forms.”

To put materials on *electronic* reserve, you must first complete a short training session, offered periodically through TLTC (see below), or you may schedule an individual session by contacting Sherri Michaels at shmichae@indiana.edu. The training session will show you how to put materials on e-reserve yourself.

Teaching & Learning: http://teaching.iub.edu/contact_directory.php#instructors

This is the administrative home for CIC (above). It links to materials by BEST (Bloomington Evaluation Services & Testing) on writing good tests, Writing Tutorial Services (see below), classroom technology services, TLTC (see below), and the Teaching Resources Center (see below).

Teaching Resources Center: <http://www.indiana.edu/~tltc/trcenter.html>

A walk-in, self-serve center (in Ballantine 132) where instructors can scan hard-copy materials, make black and white or color overheads, design maps, and use Windows or Apple iMac machines for Microsoft Word, PowerPoint, or Adobe Photoshop.

TLTC (Teaching and Learning Technologies Center): <http://www.indiana.edu/~tltc/>

They provide individual consultations and workshops to help instructors incorporate instructional technologies (e.g., Oncourse, Turnitin, podcasting, web site development) into their courses.

Writing Tutorial Services: <http://www.indiana.edu/~wts/>

Grad students offer free 25 or 50-minute tutorials (by appointment, 855-6738) to students needing help with papers, in Ballantine 206, the Wells Library, and several dorms' academic support centers.

Resources for students who need specialized help:

Academic problems:

The best place for the student to start is the Student Academic Center at the corner of 7th St. and Jordan. The SAC provides courses, free workshops, and individualized help. <http://sac.indiana.edu/>

Counseling for emotional and relationship problems:

Counseling and Psychological Services (CAPS) is a professionally staffed counseling service offering individual, group and couples counseling, as well as psychiatric consultation and treatment. Its home page - http://healthcenter.indiana.edu/departments/caps/caps_links/caps_what.html - notes that about 8 percent of IU students seek treatment at CAPS. It's located in the IU Health Center at the corner of Jordan Avenue and 10th St.

Financial help:

Start with the IU Office of Student Financial Assistance: <http://www.iu.edu/~sfa/applying/index.html>

Students can also go to <http://www.iu.edu/~sfa/mm/index.html> to access a free course on developing money management skills.

Learning and physical disabilities:

Disability Services for Students, in Franklin Hall 006, coordinates the accommodations for test-taking and other university-related needs for students with disabilities. DSS will administer tests for students whose disabilities require extended time. <http://www2.dsa.indiana.edu/dss/>

Legal issues:

Student Legal Services, at 7th St. and Fess, is a non-profit law office dealing with landlord-tenant issues, drug and alcohol offenses, traffic tickets, immigration, tax problems, insurance claims, and a range of other issues. <http://www.indiana.edu/~sls/>

Sexual Identity Issues:

Gay, Lesbian, Bisexual, Transgender Student Support Services Office at IU, at 705 E. 7th Street, across from Dunn Meadow. The office provides free counseling, opportunities to volunteer, support groups, a library, and information for interested students and parents. <http://www.indiana.edu/~glbt/>

Harassment:

Located in the same building as the GLBT office, the Student Ethics and Anti-Harassment office is the place to report incidents of harassment based on race, religion, gender, sexual orientation, or national origin. You can call 855-4463 or write to trust@indiana.edu. <http://dsa.indiana.edu/ethics.html>

Session VI: Writing a Syllabus

Two templates for a good syllabus:

Claire Johnson, "Best Practices in Syllabus Writing," Journal of Chiropractic Education (yes, really!) 2006, <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2384173/>

Southeast Missouri State University, "Suggested Guidelines for Developing a Class Syllabus," <http://cstl.semo.edu/cstl/resources/contributions/common-syllabus-2009.pdf>

And: Tara Kuther, "Teaching 101: Preparing Your Syllabus," http://gradschool.about.com/cs/teaching/a/teachtip_2.htm

Session VII: How to Lecture

Barbara Gross Davis, "Tools for Teaching: Delivering a Lecture," University of California, Berkeley, 1993, <http://teaching.berkeley.edu/bgd/delivering.html>

Patricia Hayes Andrews, "Improving Lecturing Skills," Indiana University, 1989, <http://www.indiana.edu/~teaching/allabout/pubs/lectskills.shtml>

Derek Bok Center for Teaching and Learning, Harvard University, "Twenty Ways to Make Lectures More Participatory," 1992, <http://isites.harvard.edu/fs/html/icb.topic58474/TFTlectures.html>

Tara Kuther, "Teaching 101," http://gradschool.about.com/cs/teaching/a/teachtip_2.htm and the four pages following, beginning with, "Class Preparation: Practice Moderation"

Wilbert J. McKeachie, "Lecture Strategies That Work," University of Georgia, 2006,
http://wwwctl.uga.edu/teach_asst/teach_asst_support/LectureStrategies.pdf

Session X: Developing a Teaching Portfolio

See Fran Mues and Mary Deane Sorcinelli, "Preparing a Teaching Portfolio," University of Massachusetts Amherst Center for Teaching,
<http://www.umass.edu/cft/publications/teachingportfolio.pdf>

See pages 1-8 and 11-13. The list of possible topics on pages 11-13 goes way beyond the experience of a grad student; take it as an exhaustive set of suggestions rather than a template. On pages 21-22 you'll find an example of a statement of teaching philosophy by an experienced AI.

For information about campus-wide opportunities for workshops, graduate student conferences, grants available for Scholarship of Teaching and Learning, and conferences on developing a teaching portfolio, see
http://aiprep.indiana.edu/media/7_discussions.pdf