

Background and History

For more than a century, graduate education in the United States, based on a model imported from Germany, paid little attention to preparing graduate students as teachers. The Association of Graduate Schools in the American Association of Universities has stated the problem thus:

Since virtually all doctoral students, whether or not they enter the academic sector, will be engaged in not only the creation but the dissemination of knowledge, the skills acquired in learning how to teach will be fundamental to their future work. Yet in far too many programs, effective teachers are produced by happenstance rather than by design. Graduate students often teach too much but are not sufficiently assisted in becoming effective teachers; we find this both ironic and unacceptable.¹

This unfortunate reality has begun to change only within the past few years. The Council of Graduate Schools, for example, has emphasized the obligation of graduate schools "to create an environment where graduate student teaching is valued and rewarded and where future faculty members may leave the institution well prepared for teaching."² At Syracuse University this is the challenge taken up by the Future Professoriate Program.

The foundation for this project was laid in 1987 with the establishment of the Teaching Assistant Program of the Graduate School. This program, which has become one of the premier models for TA training in the United States,³ features an intensive ten-day summer orientation for 250-300 new TAs and a variety of year-round services for more than 750 TAs holding appointments in twelve schools and colleges. But although the TA Program effectively assists TAs in the performance of their immediate duties, by 1991 it had become clear that students headed for college teaching careers needed to go still further and integrate

¹ *Institutional Policies to Improve Doctoral Education: A Policy Statement*, November 1990.

² *Organization and Administration of Graduate Education: A Policy Statement*, Summer 1990.

³ *Chronicle of Higher Education*, November 29, 1989; *U.S. News and World Report*, October 15, 1990.

preparation for teaching into their overall graduate experience. Consequently, with the help of nearly a million dollars in start-up funding from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and The Pew Charitable Trusts, the Graduate School launched the Future Professoriate Program with an initial contingent of three academic departments: biology, mathematics, and economics. Each year thereafter the Program expanded until by 1994 it included thirty-four academic units from around the university.

Goals and Structure

The Program has two fundamental goals: (1) to prepare graduate students for their teaching responsibilities as future members of the professoriate, and (2) to effect a change in faculty culture by fostering recognition of the importance of teaching as a dimension of graduate education. In the pursuit of these goals the Program has implemented three initiatives:

- a higher-level pre-doctoral appointment, the teaching associateship, involving an independent teaching experience under the guidance of a faculty teaching mentor;
- a series of faculty teaching mentors seminars designed to assist faculty mentors in preparing graduate students for college teaching careers;
- a new form of recognition, the Certificate in University Teaching, awarded jointly by the Graduate School and the academic departments to those teaching associates who, under the guidance of a faculty mentor, engage in an independent teaching experience and document their teaching credentials through the preparation of a teaching portfolio.

The faculty teaching mentors seminars are designed to support an expanding nucleus of professors committed to preparing advanced graduate students for teaching careers, and to assist those professors in implementing the project in their disciplines. The seminars are led both by nationally renowned experts and by Syracuse professors recognized for their success in teaching and TA supervision. The initial seminar is an intensive three-day workshop held in May at the university's Minnowbrook Conference Center in the Adirondack Mountains. It is followed by a sequence of two-hour seminars held on campus during the academic year.

Although a variety of topics are covered, all the seminars share three objectives related to improving the preparation of graduate students for college teaching careers:

- to establish an interdisciplinary faculty forum for the discussion of common approaches and disciplinary differences;
- to provide professors with specific strategies and methods for mentoring prospective teachers;
- to foster in each department a heightened presence of faculty members to whom graduate students can turn for guidance on issues of pedagogical theory and practice.

These seminars imply a long-term investment in the Syracuse faculty and in academia as a whole. Professors better prepared to mentor their current graduate students can permanently alter the future of higher education, since the graduate students they mentor can in turn influence yet another generation of students, thus creating an ever-expanding national effect.

The Teaching Associate Appointment

The second initiative creates a new kind of pre-doctoral teaching appointment: the teaching associateship. Teaching associates are specially qualified graduate students with at least one and usually two years of experience as teaching assistants. Associates are given more independent teaching assignments and, under the guidance of a faculty mentor, normally have primary responsibility for a course or section. Advancement to a teaching associateship is not automatic but rather depends on documented accomplishments as a teaching assistant that demonstrate readiness for a higher level of teaching responsibility. Currently, except in the sciences and engineering, the teaching assistantship is the primary means of support for doctoral students; indeed, in many fields it is not uncommon for doctoral students to hold such appointments for three to five years. It makes excellent sense, therefore, to regard these years as preparation for a college teaching career and to create the teaching associateship as a position to which advanced graduate students can aspire. A schematic overview of the typical progression from teaching assistant to teaching associate appears on page 7.

New teaching assistants attend the ten-day summer orientation program, which introduces them to various dimensions of their teaching roles and responsibilities. Initial assignments typically include grading, leading laboratory or recitation sections, providing tutoring or consultation, and conducting review sessions. In addition, throughout the academic year TAs are invited to participate in individual or group consultations with a graduate teaching consultant and professional development seminars sponsored by the TA Program or their own departments. A course titled "Oral Communication in English" is available to international TAs who need more work on their spoken English before undertaking teaching responsibilities.

Teaching associates, having already served as teaching assistants, engage in a more advanced teaching apprenticeship paralleling their training in research and aimed at preparing them more completely for a full-time faculty position. Like teaching assistants, they attend

professional development workshops and seminars sponsored by both the Graduate School and their own departments, and in addition many of them elect to pursue the Certificate in University Teaching, as described below.

The Certificate in University Teaching

The third initiative—and the capstone of the Future Professoriate Program—is the Certificate in University Teaching. Awarded jointly by the Graduate School and the student's academic department, the Certificate provides a tangible form of recognition to those teaching associates who pursue a program of professional development that demonstrates their readiness to assume a teaching position at a college or university. To earn a certificate, the teaching associate must do the following:

- select a faculty member as a teaching mentor and work closely under that person's guidance throughout the teaching associateship;
- have the teaching observed and formally critiqued by the teaching mentor;
- participate in the leadership of departmental or interdisciplinary teaching workshops;
- develop a teaching portfolio;
- request a comprehensive teaching assessment by the faculty mentor.

The most important qualification for the Certificate is the teaching portfolio. Advanced doctoral students competing for faculty positions are increasingly asked to document their teaching experience and ability, and evidence indicates that a teaching

portfolio is the preferred vehicle.⁴ The contents of a portfolio vary according to the preferences of the candidate and the conventions of the discipline, but the following items are typical:

- reflective statement on the candidate's teaching theories, goals, and practices;
- copies of syllabi, paper topics, examinations, or other course handouts;
- one or more sets of student evaluations, with the candidate's commentary on them;
- videotape of the candidate in one or more kinds of teaching situations (for example, lecturing, leading a discussion);
- report of the faculty teaching mentor's class visitation;
- teaching-related projects designed by the candidate;
- documentation of teaching awards;
- prospectus for course(s) the candidate would like to teach in the future;
- final summary and assessment by the faculty teaching mentor.

⁴ See Russell Edgerton, Pat Hutchings, and Kathleen Quinlan, *The Teaching Portfolio: Capturing the Scholarship of Teaching* (American Association for Higher Education, 1991); and *Campus Use of the Teaching Portfolio: Twenty-Five Profiles*, ed. Erin Anderson and with an introduction by Pat Hutchings (American Association for Higher Education, 1993).

Overview of the Future Professoriate Program As an Extension of the Teaching Assistant Program

First Year(s)

- initial appointment as a teaching assistant
- attendance at all-university orientation for new TAs
- departmental TA training
- first assignment (typically including supervised teaching of recitation, laboratory, review, or discussion section; tutoring or consultation; grading)
- ongoing TA Program support (professional development seminars; language instruction for ITAs; administration and interpretation of midcourse feedback surveys; conferences with graduate teaching consultant; eligibility to compete for Outstanding TA Awards)
- mentoring and assessment by professors and experienced TAs

Later Year(s)

- appointment as a teaching associate
- pairing with a faculty teaching mentor
- assignment to a course or section to be taught independently under the guidance of a faculty teaching mentor
- development of a teaching portfolio
- attendance at professional development seminars
- qualification for the Certificate in University Teaching, based on successful completion of an independent teaching experience and a teaching portfolio
- awarding of the Certificate in University Teaching on completion of requirements for the degree

Leadership

Graduate School Leaders

John Mercer, Dean, Graduate School
 Stacey Lane Tice, Assistant Dean of the Graduate School and Director of the TA Program and Future Professoriate Project
 Derina Samuel, Associate Director for Professional Development Programs
 Ken Sagendorf, Associate Director for Professional Development Programs
 Nisha Gupta, Associate Director for Professional Development Programs
 Joanne Andrews, Assistant Director for Professional Development Programs
 Erin K. Vaughan, Administrative Specialist, Professional Development Programs

Departmental Faculty Leaders

Linda Carty, African American Studies
 Micere Mugo, African American Studies
 Michael Freedman, Department of Anthropology
 Marvin Druger, Department of Biology
 James Spencer, Department of Chemistry
 Jerry Goodisman, Department of Chemistry
 Norma Burgess, Department of Child and Family Studies
 Jeremy Gilbert, College of Engineering
 TBA, Department of Earth Sciences
 Jerry Evensky, Department of Economics
 Cathy McHugh Engstrom, School of Education
 Marilyn Tallerico, School of Education (Field-Based Programs)
 Harvey Teres, Department of English
 Roger Hallas, Department of English
 Barbara Larson, Department of Fine Arts
 Mark Monmonier, Department of Geography
 Fred Marquardt, Department of History
 Kevin Crowston, School of Information Studies
 Jaklin Kornfilt, Department of Languages, Literatures, and Linguistics
 Ravi Dharwadkar, School of Management
 Jack Graver, Department of Mathematics
 Thomas McKay, Department of Philosophy
 Carl Rosenzweig, Department of Physics
 Kristi Andersen, Department of Political Science
 Tibor Palfai, Department of Psychology
 Lynne Flocke, School of Public Communications
 Patricia Miller, Department of Religion
 Vernon Greene, Social Sciences Program
 Susan Borker, Department of Sociology
 Kenneth Johnson, Department of Speech Communication
 Eileen Schell, Writing Program
 Diane Murphy, Women's Studies Program

Preparing Future Faculty

Syracuse University has recently been selected to participate in phase two of the Preparing Future Faculty initiative which is jointly administered by the Council of Graduate Schools and the Association of American Colleges and Universities and sponsored by The Pew Charitable Trusts. Syracuse University is joined in this endeavor by a cluster of five partner institutions: Colgate University, Hamilton College, Le Moyne College, Onondaga Community College, and the State University of New York College at Oswego. The project enables Syracuse University faculty members and graduate students to collaborate with faculty members from these diverse local institutions. It provides graduate students the opportunity to gain a greater awareness of career options and a broader preparation as scholars, teachers, and professionals.

A steering committee, comprised of representatives from each institution, plans cluster-wide seminars and workshops, to include a three-day conference in the University's Adirondack conference center. They are also responsible for the planning and implementation of the Program's assessment. Disciplinary work groups promote the goals of the program by designing and implementing such professional development activities as: seminars and workshops related to pedagogy and professional development; graduate students observing and shadowing a faculty mentor at the partner institutions; graduate student participation in a mentored teaching experience at the partner institution; graduate student "Job Talks" to undergraduate students at the partner institutions; "Pedagogical Colloquia" offered by graduate students to faculty at the partner institutions; and full immersion of graduate students as visiting professors at partner institutions.

Partner Institution Coordinators

Jeff Baldani, Colgate University

Linda LeMura, LeMoyne College

Kathy Eisele, Onondaga Community College

Nina Tamrowski, Onondaga Community College

Bob Milton, State University of New York, Empire State College

Dave Paris, Hamilton College

Ren Vasiliev, State University of New York College at Geneseo

Peter Perkins, State University of New York, Institute of Technology

David Alan Bozak, State University of New York College at Oswego

Sara Varhus, State University of New York College at Oswego

Terry Tiballi, State University of New York college at Oswego