Associate Instructor Preparation for Teaching
at Indiana University 2007
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Jeanne Sept, Vice Provost for Academic Affairs and Dean of the Faculties

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Like many research universities, Indiana University takes pride in preparing its graduate students not only as excellent researchers but also as inspiring teachers. At IU, the academic departments retain most of the responsibility—and can claim the credit—for preparing graduate students for their teaching roles as future faculty. For all of their diverse disciplinary interests and signature teaching styles, our departments share common goals in these teaching preparation activities. We familiarize graduate Associate Instructors (AIs) with departmental teaching policies and expectations, encourage AIs to use discipline-specific teaching strategies to support student learning, and help AIs assess the effectiveness of their teaching using appropriate tools. These activities represent many best practices in graduate instructor education and position our graduate students for academic career success.

In the annual departmental summaries of AI training activities that are submitted to my office, I see many of the practices that are lauded in the literature on orienting graduate students to teaching, including:

- Framing teaching within the culture, academic content, and teaching strategies of the discipline;
- Offering multiple, practice-based means of feedback on teaching, such as
  - Microteaching
  - Videotaping with consultation
  - Observation by faculty with feedback
  - Consultation on student ratings
  - Measures of student learning;
- Incorporating experienced AIs into the programming;
- Assessing the impact of the training program using multiple measures;
- Encouraging structured and ongoing mentoring relationships among faculty and graduate students;
- Offering ongoing opportunities to enhance teaching so that AIs continue to benefit as they gain experience;
- Preparing AIs for immediate teaching concerns as well as future career needs.
Over 25% of the departments in the College offer practice-based microteaching opportunities for their AIs. Twenty-eight schools and departments in Bloomington offer pedagogy courses that provide ongoing teaching support to graduate students. Moreover, our AIs may refine their teaching skills through many inter-departmental and campus opportunities such as the Foreign Language Share Fair, the Scholarship of Teaching and Learning Program, and the Preparing Future Faculty Graduate Student Conference.

Each of our departments confronts unique challenges in preparing its graduate students to teach. At the most basic level, the total graduate enrollment in the departments ranges from just a few to over 200. Nevertheless, we try to provide graduate students with the best possible guidance for teaching. The goal of this summary report is to share strategies from across campus for how departments prepare their AIs. There are many examples that we hope to share in future editions. In this booklet, you will find common AI training practices and measures of their prevalence across campus. In addition, we provide narratives of how departments implement AI training activities in contextualized, innovative, or novel ways. I hope that these ideas and resources will help individual departments assess the effectiveness of their current practices, modify existing practices, adapt appropriate new AI training practices, or seek assistance from or collaboration with other departments or offices. I also hope that you will be inspired to share your own successful training practices in future editions.

Associate Instructor preparation for teaching is an integral component of graduate education, and the benefits of helping graduate students learn to teach are significant. Such activities improve undergraduate learning and retention and help our graduate students learn about and adjust to the rhythm of academic life—research, teaching, and service—which university faculty share.
Acknowledgements

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Members of the 2005–2006 and 2006–2007 Preparing Future Professors Faculty Learning Community contributed significantly throughout the development of this booklet.

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<td>Kimberly Aumann</td>
<td>Instructor Chemistry</td>
</tr>
<tr>
<td>David Boeyink</td>
<td>Associate Professor School of Journalism</td>
</tr>
<tr>
<td>Beatrix Burghardt</td>
<td>Language Coordinator Central Eurasian Studies</td>
</tr>
<tr>
<td>Thomas Busey</td>
<td>Associate Professor Psychology</td>
</tr>
<tr>
<td>William Head</td>
<td>Senior Lecturer Criminal Justice</td>
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<tr>
<td>Jeffrey Holdeman</td>
<td>Language Coordinator Slavic Languages and Literatures</td>
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<tr>
<td>Susan Kelly</td>
<td>Lecturer Telecommunications</td>
</tr>
<tr>
<td>Al Ruesink</td>
<td>Professor Biology</td>
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<tr>
<td>Kelly Sax</td>
<td>Lecturer French and Italian</td>
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<td>Leah Shopkow</td>
<td>Associate Professor History</td>
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<tr>
<td>Martin Siegel</td>
<td>Executive Associate Dean School of Informatics</td>
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<tr>
<td>April Sievert</td>
<td>Director of Undergraduate Studies Anthropology</td>
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<tr>
<td>Carol Subiño Sullivan</td>
<td>Graduate Student Anthropology</td>
</tr>
<tr>
<td>Robert Terrill</td>
<td>Assistant Professor Communication and Culture</td>
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Indiana University graduate students comprised nearly one-fifth of the Bloomington campus population, with almost 7,000 graduate students enrolled in Fall 2005. Within the College of Arts and Sciences, over 2,800 graduate students were enrolled in 48 departments.

<table>
<thead>
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<th>Graduate Students</th>
<th>Undergraduate Students</th>
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<tr>
<td>Enrollment in Fall 2007</td>
<td>7,238</td>
</tr>
<tr>
<td>Percent of total campus *</td>
<td>19 %</td>
</tr>
<tr>
<td>Percent female</td>
<td>52 %</td>
</tr>
<tr>
<td>Percent non-resident</td>
<td>74 %</td>
</tr>
<tr>
<td>Percent international</td>
<td>29 %</td>
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*total enrollment = 37,632 students*

- The graduate student population is similar to the undergraduate population in terms of gender ratio with slightly more females enrolled than males.

- While most undergraduates are residents of Indiana, nearly three-quarters of the graduate students come from out of state. Over 25% of our graduate students call another country home.
Both graduate and undergraduate students at IU who are US citizens are primarily Caucasian. The next most numerous ethnicities for both student populations are African-American, Asian-American, and Hispanic. The relative order of these groups has not changed over the last five years.

<table>
<thead>
<tr>
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<th>Graduate Students</th>
<th>Undergraduate Students</th>
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<tbody>
<tr>
<td>Percent Caucasian</td>
<td>84 %</td>
<td>87 %</td>
</tr>
<tr>
<td>Percent African-American</td>
<td>4.9 %</td>
<td>4.6 %</td>
</tr>
<tr>
<td>Percent Asian-American</td>
<td>4.8 %</td>
<td>3.9 %</td>
</tr>
<tr>
<td>Percent Hispanic</td>
<td>4 %</td>
<td>2.5 %</td>
</tr>
<tr>
<td>Percent American-Indian</td>
<td>0.6 %</td>
<td>0.3 %</td>
</tr>
<tr>
<td>other</td>
<td>2 %</td>
<td>1.7 %</td>
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In the College of Arts and Sciences, the five largest departments by graduate student enrollment enrolled 30% of the college's graduate students and 12% of the campus' graduate students.

Indiana University Academic Handbook

The Indiana University Academic Handbook summarizes information, policies and procedures applying to all academic appointees, including Associate Instructors (http://www.indiana.edu/~deanfac/acadhbk/). Of particular relevance to AIs are the following Faculty Council Actions (http://www.indiana.edu/~deanfac/acadguid/c.html#aibr).

“The Bloomington Faculty Council has specified that graduate student instructors (Associate Instructors) shall:

- be employed under a written agreement,
- be provided copies of the Faculty (Academic) Handbook,
- be provided (by supervising faculty or departmental chairperson) a written set of guidelines dealing with the teaching objectives and administrative responsibilities established by the supervisor for the course in which the AI is to function,
- be tested to ensure adequate proficiency in English [foreign graduate students whose native language is not English],
- be provided parking privileges similar to those provided full-time appointees,
- be included on appropriate departmental committees (at least one AI per committee where possible),
- be assigned at an FTE which is commensurate with the amount of work performed, taking into consideration preparation time and office hours,
- be provided a minimum 50% stipend as established by the Budgetary Affairs Committee of the BFC, but preferably a stipend comparable to or better than students in peer units at other institutions,
- be terminated in mid-appointment only by the procedures specified by the Faculty Council,
- be selected according to the procedures and using the criteria specified by the BFC.”
**DEPARTMENTAL AND SCHOOL ASSOCIATE INSTRUCTOR HANDBOOKS**

Several departments and schools distribute departmental handbooks to reinforce university policies, to introduce departmental teaching policies, and to provide guidance on common disciplinary teaching concerns. Samples of school and department handbooks can be viewed at Campus Instructional Consulting (Franklin Hall 004). Most departments distribute paper versions of their handbooks during orientation. In addition, Campus Instructional Consulting maintains a three-part, web-based teaching handbook. This handbook includes information about planning a course, teaching methods, and creating a positive learning environment ([http://www.teaching.iub.edu/handbook_toc.php](http://www.teaching.iub.edu/handbook_toc.php)).

**STUDENT APPLICATION AND AGREEMENT FORM**

By action of the Faculty Council, all student appointees, including Associate Instructors, must complete an application and agreement form to be eligible for their teaching assignment. This form specifies the period of appointment, the remuneration, and a general statement of the duties. This form, a copy of which is to be submitted to the Dean of Faculties, can be viewed online at: ([http://www.indiana.edu/~deanfac/acadguid/c20.pdf](http://www.indiana.edu/~deanfac/acadguid/c20.pdf)).
THE CHEMISTRY DEPARTMENT

ASSOCIATE INSTRUCTOR AGREEMENT FORM
The Chemistry Department hires approximately 85 AIs every year, about 35 of whom are new. The department requires their AIs to sign an agreement form which outlines the major duties of an AI within the context of that discipline. The agreement requires regular attendance at lectures, course meetings, and office hours, adherence to important chemistry lab safety regulations, and timely submission of grades. Signed forms are kept in the departmental graduate office.

ASSOCIATE INSTRUCTOR MANUAL
Given to each of the approximately 35 new AIs every fall, this 51-page handbook reviews information and policies related to the teaching of chemistry. Topics of the manual include: course descriptions, teaching duties and responsibilities in chemistry labs and discussions, teaching tips from experienced Chemistry AIs, emergency response procedures, and departmental teaching resources.

THE SCHOOL OF MUSIC

HANDBOOK FOR ASSOCIATE INSTRUCTORS AND GRADUATE ASSISTANTS
Nearly 200 AIs and GAs in the School of Music receive this guide to university and School policies related to teaching. The 31-page handbook includes information about employment policies, teaching responsibilities, academic standards, grading and course procedures, ethics, diversity, and student services.
**THE ANTHROPOLOGY DEPARTMENT**

**Associate Instructor Expectations and Grievance Procedure**

Anthropology hires approximately 20 AIs, about 8 of which are new, every year. The department collaborated with the Anthropology Graduate Student Association (AGSA) to administer a survey to AIs about their areas of responsibility for a course and the dynamics of their relationship with the supervising faculty. The resulting 6-page AI Expectations and Grievance Procedure outlines the expectations of graders, discussion section leaders, and instructors of record as well as guidelines for reviewing and evaluating AI performance. The guide also reports AIs’ expectations of faculty and delineates a grievance procedure, through which a departmental ombudsperson may be called upon to mediate concerns between AIs and faculty.

-April Sievert, Lecturer and Director of Undergraduate Studies, Anthropology

**THE HISTORY DEPARTMENT**

**Guidelines for Course Assistants, AIs, and Faculty Supervisors**

The Department of History provides an 8-page handbook of guidelines to approximately 45 new and continuing AIs and the faculty members who supervise them. The guidelines for the graduate students reinforce the professional requirements of a course assistantship. Graduate students can know what supervision and assistance they are entitled to receive from faculty members. If graduate students are not getting such supervision or help, the guidelines give the students permission to ask. Faculty are reminded of their obligations and can see from the guidelines what is reasonable to ask of their AIs and what is not. The handbook reminds both students and faculty that when graduate students assist faculty members in their courses, their teaching is not only help for the faculty member but also a learning experience for the graduate student, so that the faculty member is both a supervisor and a mentor.

-Leah Shopkow, Associate Professor, Department of History
Each year, orientation activities provided by departments and campus offices introduce Associate Instructors to basic teaching expectations and classroom management strategies as well as to the people, policies, procedures, and degree requirements. Each department typically addresses the unique instructional needs posed by its discipline. For example, in science departments, lab instruction orientation also includes laboratory safety and waste disposal training. And in foreign language departments, AIs receive hands-on training in language enhancement technologies. Some orientation sessions include experienced AIs and faculty as panelists to provide first-hand perspectives on teaching in the department. Campus offices that often participate in departmental AI orientations include:

- Campus Instructional Consulting
- Campus Writing Program
- Counseling and Psychological Services
- Division of Student Affairs
- Office of Student Ethics
- Teaching and Learning Technologies Center
- Teaching Resources Center

Departmental orientations, which vary in length from less than one day to over a week, usually are conducted during the week before classes begin in late August since most new Associate Instructors are also new graduate students. However, departments such as Sociology which delay the graduate teaching requirement until the second or third year may conduct their orientations during the prior spring and summer. Numerous departments also offer semester-long pedagogy courses (see page 18).
Strategies for Making Departmental Teaching Visible for New AIs

IU departments currently incorporate a variety of observation and mentoring strategies into departmental teaching orientations.

**Observation of other AIs** — Peer observation, often a requirement in pedagogy courses, is a low-stress mechanism for AIs to receive feedback and to reflect upon their teaching by observing others. Peer observations can be part of a formal mentoring program pairing new AIs with experienced AIs.

**Observation of Faculty** — Often a requirement in pedagogy courses, focused observation of faculty teaching strategies can help new AIs reflect upon their own teaching.

**Associate Instructor Coordinators and Trainers** — These faculty provide instructional guidance to graduate students teaching sections of large courses; AI coordinators are particularly common in language departments as language coordinators.

**Course Preparatory Sessions** — Some departments devote a substantial portion of orientation week to preparing graduate students to teach a particular, multi-section course. These preparatory sessions may continue through the semester to provide ongoing instructional support for a particular course.

**An Archive of Course Resources** — Teaching materials, compiled from departmental undergraduate courses over many semesters, may be kept in a common space (physical or electronic) so that graduate students can examine samples of syllabi, assignments, student work, and reflections from the instructor.
The Associate Instructor Workshop on Campus Climate

This campuswide workshop, held during orientation week, helps new AIs work effectively with undergraduate students from diverse backgrounds and learning styles. Most departments require their new AIs to participate in the workshop, which was recommended by the Bloomington Faculty Council in 1991 and is sponsored by the Office of Academic Affairs and Dean of the Faculties. Over 400 new AIs from nearly every department participated in the August 2006 Campus Climate Workshop.

Microteaching

In microteaching, new Associate Instructors practice teaching a disciplinary concept to an audience of graduate student peers and faculty mentors. Microteaching opportunities may be a component of an orientation program, a pedagogy course, or a stand-alone AI development opportunity. Each 5- to 10-minute lesson incorporates interactive teaching strategies and disciplinary content at the 100- to 200-level. The observers follow up each lesson with feedback to the presenting AI about organization, communication skills, and incorporation of active learning strategies.

Each microteaching lesson may be videotaped, as occurs in both the Department of Economics and the Department of Folklore and Ethnomusicology, allowing for multiple opportunities for feedback to the AI. In addition to the feedback received from the group of peer observers, the AI can review the tape individually or with a faculty member or instructional consultant. The videotape can then become part of the AI’s teaching portfolio as evidence of instructional skill and development.

- In 2005–2006, 13 departments reported offering microteaching opportunities for their new AIs.
- Campus Instructional Consulting collaborated with 8 of those departments to provide microteaching workshops to almost new 150 AIs.
THE COMMUNICATION AND CULTURE DEPARTMENT

ASSOCIATE INSTRUCTOR MENTORING PROGRAM
Communication and Culture hires about 65 new and experienced AIs every year. In this formal AI mentoring program, senior graduate instructors mentor first-year graduate students. There are about 7 new AIs every year. Mentors serve as resources for the first-year students with whom they work, and new instructors are strongly encouraged to observe their mentors’ classes.

THE FRENCH AND ITALIAN DEPARTMENT

MICROTEACHING
French and Italian employs about 50 AIs, about 15 of whom are new, every year. During the summer, new AIs in French and Italian present their lessons to undergraduates who have registered for first-year French and Italian courses in the Fall semester. The microteaching program thus has the dual benefit of offering graduate students a real audience and undergraduates a real opportunity to experience the materials and techniques with which they will learn French or Italian.
ASSOCIATE INSTRUCTOR ORIENTATION

The Biology AI orientation organizes activities to address the instructional needs of the discipline and analyzes feedback from the program participants.

Approximately 75 AIs are hired by the Biology Department each semester; most of these AIs supervise lab experiences while some lead discussion sections. The major challenge for AIs is to provide quality learning experiences and complete the requisite grading with a minimum of preparation and student-contact time. During the fall orientation week, about 30 new Biology AIs hone their teaching skills and gain a context for the specific courses they will be teaching within the biology curriculum through 6 training sessions lasting a total of 14 hours. This workshop is planned and directed by a senior tenured member of the department with extensive teaching experience and knowledge of the department’s curriculum. A 75-page packet of both practical and theoretical information relating to teaching has been accumulated over the years and is distributed as a resource for the training workshop—and for the duration of the AI teaching experience.

- One workshop session, presented in collaboration with Campus Instructional Consulting, deals with teaching a single idea successfully. Each AI then presents a topic of his/her choice to a group of five peers and a facilitator in a microteaching session the next day. Under the guidance of the experienced facilitator, the strengths and weaknesses of each presentation are discussed, leading naturally to considerations of teaching strategies more generally. Most AIs consider this to be the best part of the week.
- In another session, AIs generate lists of discussion-leading skills, and a consideration of Bloom’s taxonomy of question types enhances their abilities to ask thoughtful questions in discussions as well in exams and quizzes.
Previously used biology exams are circulated for analysis of the types and quality of questions. The writing and grading of multiple-choice and free-response questions are examined, and the AIs then write sample questions about their microteaching topic.

Four or five undergraduates lead tours of the campus for those who are new to Bloomington and then serve as panelists to discuss what IU students are like and what qualities they find in the best AIs.

A panel of excellent Biology AIs shares their expertise and answers candid questions.

Representatives from Counseling and Psychological Services and the Student Health Center talk about lab safety, and what to do when students have medical or emotional problems.

Other topics include a) the nature of various biology degrees at IU, b) the governance structure on the Bloomington campus, c) places to get help for various kinds of problems, and d) dealing with unruly students.

The facilitator sometimes makes adjustments midstream based upon the needs and comments of the AIs during the course of the training. Written evaluations are required before the students leave the last session and inform planning for the next year. In response to AI feedback about what has been most interesting and valuable about the orientation, efforts to enhance practical teaching skills have increased through the 20 years or so that the training has existed in roughly its present format, while the time devoted to theory and background has decreased.

–Albert Ruesink, Professor, Department of Biology
Throughout workshops, courses, programs, and fellowships at both the department and campus level, AIs can continue development of their teaching skills beyond the orientation to think more deeply about teaching and learning throughout the academic year and throughout their graduate career.

**DEPARTMENTAL WORKSHOPS**

Departmental workshops provide opportunities for ongoing graduate student professional development in topics pertinent to the discipline and related to teaching, research, service, and career preparation.

Individual offices in Instructional Support Services ([http://www.indiana.edu/~iss](http://www.indiana.edu/~iss)) often collaborate with departments to design and implement custom workshops on issues in teaching and academic career preparation such as essay grading (Campus Writing Program), service learning (Community Outreach and Partnerships in Service Learning), lively discussions and teaching portfolios (Campus Instructional Consulting), and test construction (Bloomington Evaluation Services and Testing).

Departments may encourage or require their graduate students to attend campus workshops conducted by Campus Instructional Consulting about teaching and learning. Some of these campus workshops include:

- Lively Discussion
- Grading Rubrics
- Teamwork
- Teaching Portfolios for Job Seekers
- Scholarship of Teaching and Learning

In 2005–2006, Campus Instructional Consulting provided 24 workshops specifically for AIs in 12 departments and 3 schools. Over 200 AIs participated in these departmental workshops.
PEDAGOGY COURSES

Offered in 28 schools and departments around campus, these courses develop graduate students’ disciplinary teaching skills such as organizing class time, lecturing, running discussions, grading, teaching with technology, and establishing a positive classroom climate. Additional topics often include course development (syllabus construction, textbook evaluation and selection), teaching philosophy and/or portfolio development, issues in higher education like access, gender, race, and class, and formal discussions of the scholarship of teaching and learning (SOTL). Activities include discussions of readings, classroom issues, and observations of the teaching styles of other AIs and faculty. Many courses also provide microteaching opportunities for AIs.

The majority of the pedagogy courses on campus offer 3 credits, and the departmental, introductory-level pedagogy course is generally required of all new AIs. Enrollment in these pedagogy courses ranges between 7 students (Communication and Culture) to 32 students (Studio Art). Communication and Culture, History, and Sociology each offer additional, elective pedagogy courses as part of their Preparing Future Faculty programs.

The office of Campus Instructional Consulting assists departments in designing these courses and maintains a web listing of courses, faculty contacts, and associated syllabi (http://www.indiana.edu/~teaching/allabout/prepare/pedagogy.shtml). Particularly comprehensive pedagogy courses include:

- **Anthropology A521 Internship** — Teaching Anthropology
- **Communication and Culture C545** — Pedagogy in Communication and Culture
- **Economics E502** — Teaching Economics to Undergraduates
- **English W501** — The Teaching of Composition in English
- **History H500** — Teaching College History
- **Medical Science M620** — Pedagogical Methods in Health Sciences
Preparing Future Faculty Programs

These professional development opportunities for graduate students currently exist in the departments of Communication and Culture, English, History, and Sociology and in the School of Journalism. In these programs facilitated by departmental faculty, graduate students become familiar with faculty roles and responsibilities at different types of academic institutions through readings, discussions, campus visits, projects in the Scholarship of Teaching and Learning, and reflection. Graduate students often visit partner institutions to shadow faculty, to interact with faculty and students, to teach classes, to attend faculty meetings, and to offer colloquia. PFF graduate students have participated in local and national PFF conferences and made PFF presentations at regional and national conferences.
WORKSHOPS
AAADS conducts mandatory monthly meetings attended by all AIs, the director of graduate studies, and the department chair. AIs discuss their challenges and successes in the classroom and identify individual and departmental strategies to overcome instructional problems. At two meetings facilitated by Campus Instructional Consulting in Spring 2006, 13 graduate students in AAADS participated in discussions concerning grading rubrics and professional preparation.

SKOMP FELLOWSHIP
Anthropology recently began awarding special AI positions through the departmental Skomp Fund. These awards, to students writing their dissertations, offer the opportunity to develop and teach a 200-level, variable title course in their specialty. These students gain an edge in the job market as they can demonstrate that they have independently taught courses in their field. Furthermore, this fellowship funds students at critical times. Finally, because the graduate students are drawing content from their dissertation, teaching does not detract from the writing process. In 2006–2007, 4 Skomp Fellowships were awarded, 2 per semester.
THE ASTRONOMY DEPARTMENT

CAMPUS AND DEPARTMENTAL WORKSHOPS
The Astronomy Department requires that all new Associate Instructors attend 3 workshops during the academic year (in addition to the Campus Climate workshop) and submit a short reflection of each workshop. In Fall 2006, Campus Instructional Consulting facilitated a workshop for 17 Astronomy faculty and AIs about incorporating active learning opportunities into Astronomy courses.

THE POLITICAL SCIENCE DEPARTMENT

WORKSHOPS
A colloquium series, Coffee Talk Series, extends formal professional development for Political Science graduate students beyond orientation week. Attended by about 30 new and returning graduate students, the colloquia focus on various aspects of teaching, research, and service.

THE RELIGIOUS STUDIES DEPARTMENT

WORKSHOPS
Eleven new and returning AIs participated in a series of three teaching workshops facilitated by Campus Instructional Consulting during Fall 2005. Topics of these workshops included leading a discussion, microteaching, and lesson planning. In an afternoon session in Spring 2006, the AIs participated in a “refresher workshop” facilitated by the director of graduate studies. The AIs reflected on their experiences of the first semester to discuss how the orientation program might be improved for incoming Associate Instructors.
Future Faculty Teaching Fellowship

Through the system-wide FFT Fellowships, advanced doctoral students and advanced MFA students experience faculty life at non-residential Indiana University campuses or independent colleges in Indiana. FFT Fellows are mentored by a faculty member at the host institution as they teach two courses per semester for one or two semesters and participate in faculty orientation, faculty meetings, and other service activities. In 2006–2007, 12 FFT fellows taught on IU campuses (http://www.indiana.edu/~grdschl/fftf.php).

Foreign Language Share Fair

Sponsored by the departments of French & Italian, Germanic Studies, Slavic Languages and Literatures, and Spanish & Portuguese along with TESOL, Language Education, and Campus Instructional Consulting, the Share Fair is an opportunity to share ideas for teaching and learning in an informal, supportive, and stimulating environment. Graduate students give short, interactive “teaching tips” presentations to an audience of graduate students and faculty. The Share Fair has been presented every semester since 1996. About 50 graduate students from foreign language departments attended the 16 presentations given at the 2006 Fall Share Fair. The Fall 2006 Foreign Language Share Fair website can be seen at (http://www.indiana.edu/~celtie/fslfair.html).

Preparing Future Faculty Graduate Student Conference

Sponsored by the Graduate School, the school of Journalism, and the departments of Biology, Communication and Culture, History, and Sociology, this one-day, on-campus conference for graduate students offers advice from faculty on developing the teaching and research record, understanding differences in academic environments, and preparing for the academic job market. About 200 graduate students from 45 departments attended the twelfth annual conference entitled “Building your Career: From First-Year to Faculty,” February 9, 2007 at the Indiana Memorial Union (http://www.indiana.edu/~pffc).
Preparing Future Professors Faculty Learning Community

This learning community, begun in 2004, is composed of 11 faculty who teach pedagogy courses in their disciplines. Currently, the participants represent the diverse disciplines of Anthropology, Biology, Central Eurasian Studies, Chemistry, Criminal Justice, History, Informatics, French and Italian, Psychology, Slavic Languages and Literatures, and Telecommunications. These individuals also are exceptionally active and knowledgeable in graduate instructor preparation both on campus and nationally. Facilitated by a faculty mentor and a member of Campus Instructional Consulting, the learning community is a forum for sharing and disseminating resources to enhance departmental pedagogy courses and an advocacy group for improving AI preparation across campus. The collaboration between Campus Instructional Consulting and the Preparing Future Professors Faculty Learning Community is helping to make the work of individual departments public.

Scholarship of Teaching and Learning

IU is acknowledged as a leader in the scholarship of teaching and learning by the Carnegie Foundation for the Advancement of Teaching. An increasing number of SOTL projects on the IU campus involve collaboration between faculty and graduate students. Three graduate students presented collaborative projects at IUB’s SOTL presentations in 2005–2006. Furthermore, 10 graduate students from IU presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference in 2004. In 2005–2006, over 100 different graduate students attended the 10 campus SOTL keynote presentations.
Associate Instructors can receive feedback about their teaching from several sources, including their peers, faculty, undergraduates, and consultants, in both formal and informal situations. This variety of feedback offers a comprehensive and supportive network for identifying and analyzing each graduate instructor’s strengths and areas for improvement.

**Classroom Observation by Faculty**
In most departments, AIs are formally observed by faculty at least once per semester. Some departments use a form for these observations. These faculty observations may become part of the graduate student’s departmental record.

**Classroom Observation by Campus Instructional Consulting**
At the graduate student’s request, Campus Instructional Consulting will observe his/her class and identify strategies for instructional improvement. The AI can choose to have the classroom videotaped as part of the consultation process. The observations and follow-up consultations are confidential and are not shared with the department.
Mid-Semester Student Evaluations
At the AI’s request, Campus Instructional Consulting will administer mid-semester student evaluations of teaching to identify strategies for instructional improvement to be implemented within the same semester. The results of the evaluations and follow-up consultations are confidential and are not shared with the department.

End-of-Semester Student Evaluations
All departments require that undergraduates provide end-of-semester feedback about the teaching effectiveness of their AIs. Some departments create forms through the IUB Evaluation Services and Testing (BEST) office while other departments use their own custom forms. Faculty meet with graduate students to discuss the evaluations, which are typically used in re-hiring considerations. Consultants from Campus Instructional Consulting and BEST are available to discuss evaluations with AIs confidentially and to suggest instructional modifications.
THE BRASS DEPARTMENT

AI SUMMARY REPORT
Associate Instructors in the School of Music's Brass Department complete a summary report, based, as far as applicable, on the Faculty Summary Report. Each semester, the five AIs reflect upon their progress toward a full-time teaching career by reporting on their teaching, commitment to research and creative activity, and service activities.

THE TELECOMMUNICATIONS DEPARTMENT

FACULTY EVALUATION OF AIs
Faculty in Telecommunications complete an end-of-semester evaluation form for each of their approximately 40 Associate Instructors. In open- and close-ended items, faculty address each AI’s skill in preparing assignments and tests, grading, teaching, communicating with students, and fulfilling office hour obligations. Faculty also offer suggestions for improvement through this form. The AIs receive copies of these evaluations.
AssoCIAted Instructor Departmental Teaching Awards

In 2005–2006, the departments of Anthropology, Chemistry, Comparative Literature, English, French and Italian, Geology, History, Physics, Sociology, and Slavic Languages and Literatures reported that they recognize, reward, and encourage excellent instruction by graduate students through annual departmental awards.

Lieber Associate Instructor Awards

Initiated in 1961, these campus-wide awards have been presented each year to outstanding teachers among the University’s graduate students who combine their programs of advanced study with instructional employment in their schools and departments. They receive a one-time cash award. The 2006 Lieber Associate Instructor Award winners were:

- Jeff Dixon (Doctoral student in Sociology)
- Nicholas Henriksen (Master’s student in Spanish and Portuguese)
- Celia Barnes Rasmussen (Doctoral student in English)
- Vance Shaefer (Master’s student in East Asian Languages and Cultures)

Highlights of their successful teaching strategies can be viewed at the IU Home Pages (http://homepages.indiana.edu/2006/03-31/).

Teaching Certificates

Certificates recognize graduate student achievement in and commitment to teaching. Typically, Associate Instructors participate in teaching enhancement opportunities such as campus and disciplinary workshops and classroom videotape consultation. Furthermore, certificate programs usually require AIs to develop a teaching portfolio to document and reflect upon their teaching.
THE COMMUNICATION AND CULTURE DEPARTMENT

**Certificate of Pedagogy**

To be awarded the Certificate of Pedagogy, graduate students in Communication and Culture complete a three-course sequence: C545 Introduction to Pedagogy in Communication and Culture, C645 Pedagogy Practicum to provide mentoring for those teaching advanced departmental courses, and C754 Pedagogy Seminar to engage with issues such as diversity in the classroom, feminist pedagogy, technology and teaching, curriculum design, faculty governance, and creation of a teaching portfolio. To receive the certificate, students must also pass a one-hour exam in pedagogy as part of their doctoral qualifying exams. More detailed information about the certificate can be viewed at [http://www.indiana.edu/~cmcl/ffaculty.htm](http://www.indiana.edu/~cmcl/ffaculty.htm).

THE SCHOOL OF HEALTH, PHYSICAL EDUCATION AND RECREATION

**Teaching Certificate**

This teaching certificate program became available to HPER’s graduate students in Spring 2007. Of the over 330 graduate students in HPER, about 90 are AIs in any semester. This voluntary program ensures graduate students and new faculty receive the training, experience and support to become excellent teachers and be competitive in the current job market. In order to receive a HPER Teaching Excellence Certificate, participants submit a teaching portfolio to the Teaching Certificate Committee. The portfolio documents completion of the core competency requirements and provides evidence of effective teaching practices, involvement in the scholarship of teaching and learning, and participation in peer mentoring activities. In October 2006, members of the HPER Teaching Learning Assessment committee and Campus Instructional Consulting co-presented a workshop on developing a teaching portfolio for the certificate which was attended by 13 graduate students in HPER.
Campus resources complement the support of individual departments by providing ongoing teaching enhancement to graduate students and faculty. Various campus offices and opportunities contribute to pre-service teaching orientation, in-service support, and preparation for future academic careers.

**Instructional Support Services**

Under the Office of Academic Affairs and Dean of the Faculties, Instructional Support Services provides Associate Instructors and faculty members with assistance through workshops and one-on-one consultations on teaching-related topics such as course design, writing, grading, service-learning, and testing.

*Bloomington Evaluation Services and Testing* — BEST consults with individual instructors concerning assessment of student learning and evaluation of teaching. BEST consultants help faculty design multiple choice and essay exams as well as surveys to assess instructional outcomes (http://www.indiana.edu/~best; best@indiana.edu).

*Campus Instructional Consulting* — See description on the next page (http://www.indiana.edu/~teaching; teaching@indiana.edu).

*Campus Writing Program* — CWP assists AIs and faculty in designing writing assignments and conducts grade norming sessions for AIs (http://www.indiana.edu/~cwp; joepeter@indiana.edu).

*Community Outreach and Partnerships in Service-Learning* — COPSL assists AIs and faculty in combining community engagement with course-based learning (http://www.indiana.edu/~copsl; copsl@indiana.edu).

*Graphics and Publications* — This office provides visuals designed for classroom instruction, research, and administrative support (http://www.indiana.edu/~issgraph; issgraph@indiana.edu).

*Teaching Resources Center* — TRC is a walk-in, self-service office in Ballantine Hall 132 where AIs and faculty scan and edit images and print or photocopy overhead transparencies in black & white and color (http://www.indiana.edu/~trcenter; trcenter@indiana.edu).
Other Campus Offices Supporting Instruction by AIs

Classroom Technology Services — CTS provides training and support to AIs and faculty using installed classroom technology. (http://www.indiana.edu/~cts; issmedia@indiana.edu).

Teaching and Learning Technologies Center — TLTC assists AIs and faculty to incorporate digital technologies, including Oncourse, into their classes through workshops and individual consultations (http://www.indiana.edu/~tltc; tltc@indiana.edu).

Campus Instructional Consulting
CIC conducts campus and departmental workshops, classroom observations, and private consultations for AIs and faculty on topics such as course design, classroom management, encouraging discussion, grading, and assessing and documenting teaching and learning. One consultant in Campus Instructional Consulting (CIC) specializes in the training and support of Associate Instructors through campus and departmental workshops as well as individual consultations. This consultant also assists faculty supervisors of AIs and instructors of pedagogy courses. Finally, this individual consults on AI issues with campus administration such as graduate deans and departmental directors of graduate study.

In 2006–2007, Campus Instructional Consulting facilitated 6 campus-wide workshops, to which both faculty members and AIs were welcome. Two workshops were targeted specifically to Associate Instructors. During orientation week alone, Campus Instructional Consulting reaches over 400 new AIs. Following is a summary of the Campus Instructional Consulting workshops (http://www.indiana.edu/~teaching; teaching@indiana.edu).
Campus Climate Workshop — Held during August orientation, this workshop provides tips to AIs on teaching to a diverse student body. About 400 AIs attend each year.

First Day of Class — Conducted during August orientation, this workshop provides guidelines on how to prepare to teach and classroom management strategies. The workshop is also an introduction to the demographics of the IU undergraduate population. Approximately 100 AIs and faculty attended this workshop in 2006–2007.

Leading a Discussion — Conducted during August orientation and in the fall and spring semesters, this workshop provides tips in ensuring student preparation and active and equitable participation in discussion sections. About 100 AIs and faculty attended in 2006–2007.

Grading Rubrics — Conducted in the fall in collaboration with the Campus Writing Program, this workshop assists instructors in developing plans for grading assignments efficiently and consistently. About 50 AIs and faculty attended in Fall 2006.

Teaching Portfolio — Conducted in fall and spring, this workshop assists graduate students with documenting and reflecting upon their teaching. About 100 graduate students attended in 2006–2007.
THE GRADUATE AND PROFESSIONAL STUDENT ORGANIZATION

The Graduate and Professional Student Organization (GPSO) works closely with campus administrators to advocate on behalf of Associate Instructors. In Spring 2006, the GPSO hosted a workshop on teaching to students with disabilities and successfully advocated for an additional 500 page printing allotment to Associate Instructors. Additionally, the GPSO takes grievances directly to campus administrators on such subjects as parking, health benefits, office space, and tuition waivers. The organization nominates Associate Instructors to the campus AI Board of Review, a judicial board that hears complaints brought against Associate Instructors (the board has never needed to convene) and works through campus committees to improve policies for student academic appointees and all students (http://www.iu.edu/~gpso).
Approximately 25% of graduate students attending Indiana University are international. While the majority of international students study mathematics, economics and physical and biological sciences, international students are represented in almost all departments. In addition to participating in the teacher training programs in their departments, these students are required to demonstrate that they possess the level of English necessary to carry out their teaching duties by passing the Test of English Proficiency for International Associate Instructor Candidates ([http://www.iub.edu/~deanfac/tepaic/index.html](http://www.iub.edu/~deanfac/tepaic/index.html)). The university offers classes and programs both to help students improve their English skills and to gain a better understanding of undergraduate student life at IU.

**Webguide**

The College of Arts and Sciences maintains a webpage specifically for international Associate Instructors. The site contains information about how to get certified to teach, about classes and programs to improve English and teaching skills, and about overall orientation to the IU and Bloomington communities ([http://www.indiana.edu/~college/graduate/InternationalAI/](http://www.indiana.edu/~college/graduate/InternationalAI/)).

**Conversation Partners Program**

This experiential learning project pairs international graduate students who are teaching or will be teaching for the first time with an undergraduate student partner. The students meet weekly for 6 weeks to discuss specific topics related to student life across cultures; however, these conversations typically act as a springboard for other conversations of mutual interest. The program gives graduate students an opportunity to get a better understanding of the students they teach and undergraduates a first hand experience of getting to know a person from a different culture ([http://www.indiana.edu/~college/graduate/InternationalAI/AIConversation.shtml](http://www.indiana.edu/~college/graduate/InternationalAI/AIConversation.shtml)).
**Grad G 530 “Communication Skills for International Associate Instructors”**

This course, limited to 12 students per section, helps international graduate students improve their English skills, teaching and presentation skills and understanding of the academic and social background of their students. The course includes micro-teaching opportunities, one-on-one pronunciation and presentation coaching, and the opportunity to receive feedback from undergraduate student observers. The course is designed for students who score borderline pass (C3) or borderline fail (NC4) on the Test of English Proficiency for International Associate Instructors (http://www.indiana.edu/~college/graduate/InternationalAI/G530.shtml).

**Teaching in a Multicultural Community**

This brochure, sponsored by the Students Policy Issues Committee of the Commission on Multicultural Understanding, addresses the concerns undergraduate students experience when they learn that their Associate Instructor is a non-native speaker of English. The brochure suggests strategies to help international Associate Instructors and undergraduate students have a successful teaching and learning experience.
First Day to Final Grade: A Graduate Student’s Guide to Teaching
Anne Curzan and Lisa Damour
(Univ. of Michigan Press, 2000)
Recommended by Al Ruesink (Professor, Department of Biology)

This is a useful handbook for both novice and experienced teachers as a “how to” compendium, dealing with issues of planning, of student relations, of leading discussions, and of evaluating. To provide help for a teaching problem or to enhance a particular skill, the index provides quick access to suggestions for changing one’s teaching approach.

An Open Letter to College Teachers
Fernandus Payne and Evelyn Wilkinson Spieth
(Bloomington, Indiana, Principia Press, Inc., 1935)
Recommended by April Sievert (Lecturer and Director of Undergraduate Studies, Department of Anthropology)

In 1935 Fernandus Payne, then IU Professor of Zoology and Dean of the Graduate School, coauthored a book that addressed the condition of graduate pedagogical training in an informal and occasionally chatty piece directed at college faculty who teach, and who employ and train graduate students. This is a remarkable book on the scholarship of teaching and learning that specifically addresses the conditions under which graduate students teach and learn to teach. Although dated in its treatment of social categories, the book is startlingly current in its discussion of such topics as the propensity to favor research over teaching, large class sizes, and the academic difficulties encountered by student athletes.
Teaching Within the Rhythms of the Semester
Donna Killian Duffy and Janet Wright Jones
(San Francisco: Jossey Bass, 1995)
Recommended by Leah Shopkow (Associate Professor, Department of History)

This book goes beyond different theories of cognition, types of learners, syllabus design, and philosophies of teaching to talk about the natural rhythms of the semester, how these can affect your classroom, how to work with them, and how to anticipate certain kinds of problems. The book has suggestions about how to create community in the classroom at the beginning that will lessen the impact of the doldrums and how to deal with the doldrums when they do happen.

Understanding by Design
Grant Wiggins and Jay McTighe
(Upper Saddle River: Merrill Prentice Hall, 1998)
Recommended by Leah Shopkow (Associate Professor, Department of History)

This book is about backwards course design. But underlying this process is a philosophy that the goal of education is understanding, which the authors see as being rooted in the process of inquiry, a recursive process. This process is antithetical to “coverage”; they refer to their own process as “uncoverage.” Uncoverage requires teaching students to question and then to run and find out.
For current information about Teaching and Learning at Indiana University, see www.teaching.iub.edu http://www.teaching.iub.edu/