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Jeanne Sept, Dean of the Faculties and Vice Provost for Academic Affairs

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Recommended by Indiana University Faculty
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-nine 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 interdepartmental 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. 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. This summary report builds upon the 2007 AI brochure (available online at http://www.indiana.edu/~deanfac/ai_prep/ai_prep.html) with updated data and new highlights of noteworthy departmental activities. 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—that university faculty share.
This booklet summarizing Associate Instructor training practices across the IU campus was created by Katherine Kearns and Campus Instructional Consulting, a division of Instructional Support Services.

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Kimberly Aumann</td>
<td>Instructor</td>
<td>Chemistry</td>
</tr>
<tr>
<td>David Boeyink</td>
<td>Associate Professor</td>
<td>School of Journalism</td>
</tr>
<tr>
<td>Mark Braun</td>
<td>Clinical Professor</td>
<td>Medical Sciences</td>
</tr>
<tr>
<td>Beatrix Burghardt</td>
<td>Language Coordinator</td>
<td>Central Eurasian Studies</td>
</tr>
<tr>
<td>Thomas Busey</td>
<td>Associate Professor</td>
<td>Psychology</td>
</tr>
<tr>
<td>William Head</td>
<td>Senior Lecturer</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Jeffrey Holdeman</td>
<td>Language Coordinator</td>
<td>Slavic Languages and Literatures</td>
</tr>
<tr>
<td>Eric Isaacson</td>
<td>Associate Professor</td>
<td>Music Theory</td>
</tr>
<tr>
<td>Susan Kelly</td>
<td>Lecturer</td>
<td>Telecommunications</td>
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<tr>
<td>Valerie O’Loughlin</td>
<td>Associate Professor</td>
<td>Medical Sciences</td>
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<tr>
<td>Diane Reilly</td>
<td>Associate Professor</td>
<td>History of Art</td>
</tr>
<tr>
<td>Al Ruesink</td>
<td>Professor</td>
<td>Biology</td>
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<tr>
<td>Leah Shopkow</td>
<td>Associate Professor</td>
<td>History</td>
</tr>
<tr>
<td>Martin Siegel</td>
<td>Executive Associate Dean</td>
<td>School of Informatics</td>
</tr>
<tr>
<td>April Sievert</td>
<td>Director of Undergraduate Studies</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Carol Subiño Sullivan</td>
<td>Graduate Student</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Robert Terrill</td>
<td>Associate Professor</td>
<td>Communication and Culture</td>
</tr>
</tbody>
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Indiana University graduate students comprised nearly one-fifth of the Bloomington campus population, with over 7,000 graduate students enrolled in Fall 2007. Within the College of Arts and Sciences, almost 2,900 graduate students were enrolled in 48 departments.

<table>
<thead>
<tr>
<th></th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in Fall 2007</td>
<td>7,238</td>
<td>30,394</td>
</tr>
<tr>
<td>Percent of total campus</td>
<td>19 %</td>
<td>81 %</td>
</tr>
<tr>
<td>Percent female</td>
<td>52 %</td>
<td>51 %</td>
</tr>
<tr>
<td>Percent non-resident</td>
<td>74 %</td>
<td>36 %</td>
</tr>
<tr>
<td>Percent international</td>
<td>29 %</td>
<td>4 %</td>
</tr>
</tbody>
</table>

*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. Almost 30% 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>
<th></th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

Data from Fall 2007

In the College of Arts and Sciences, the five largest departments by graduate student enrollment enrolled 28% of the college’s graduate students and 11% 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. Most departments distribute paper versions of their handbooks during orientation. The guidelines and handbooks of the Departments of Anthropology, Chemistry, and History as well as the School of Music were featured in the 2007 AI brochure. Samples of school and department handbooks can be viewed at Campus Instructional Consulting (Franklin Hall 004). 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).

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 the Faculties, can be viewed online (http://www.indiana.edu/~deanfac/acadguid/c20.pdf).
Questions for AIs to Ask the Lead Instructor

Graduate students in the Department of Philosophy can be graders, discussion leaders, or instructors of their own course. The latter position is usually reserved for advanced graduate students who have already proved themselves in the former two positions. At the annual AI training week I meet the new graduate students (usually 6–12 of them), who normally have no teaching experience. They are often not aware of the complicated relationships they are facing as assistants to the lead instructors. One week before the fall semester, most have not yet met their lead instructor, are not familiar with the material or the textbook, and are not aware of the general or the specific departmental expectations of their roles.

One of the most useful discussions in the training concerns such information. The students and I generate a list of questions to ask the respective lead professors, which turns into an assignment to be completed by the new assistants within the first two days of the AI training. The assignment jumpstarts conversations during the orientation about further issues and potential problems in teaching. As a result of this assignment and the ensuing discussion the AIs’ level of preparedness and confidence improves, as well as their relationships with the lead instructor (by avoiding likely conflicts) and with their students (by avoiding discrepancies in content and requirements between lecture and discussion).

–Leah Savion, Senior Lecturer, Department of Philosophy

Some Examples of Questions

Course / Instructor
- What office hours should I keep?
- How often shall we meet? Where and when? How can I contact you?
- Is my attendance in all lectures mandatory?
- Where can I find the textbook/reading materials?
Discussion Sections
- Are students required to attend discussion? If so, how should I take attendance? How does it count toward the grade? If not, how does non-attendance affect their grade?
- Will you assign reading or homework due in discussions?
- Is discussion participation (not just attendance) a part of the grade?
- Is discussion always an extension of the lectures, or can it be independent?
- Will you provide me with guidelines of the content/activities for each discussion, and the proportions of each topic within the 50 minutes?
- Would you need to approve my discussion plans before each Friday?
- Do I have the liberty to add readings? Discussion topics? Assignments? Special activities? Quizzes?
- Should I report problem students to you, or handle them myself?
- Should I report students’ feedback on the lecture material to you?

Grading
- What exactly are my grading responsibilities?
- Who writes the tests/assignments/quizzes?
- Should I offer a review class before the midterm and the final?
- Will you provide the students with a guide for aspects of assignments/papers/test and their relative weight, or should I?
- Will you provide me with a guide for grading? Can I see old papers with various grades you have assigned?
- How detailed should my comments on assignments/papers be?
- How fast am I expected to complete all grading?
- Do you wish to review grades before they are recorded or handed back to students?
- Who handles grade disputes? Dishonesty? Learning disabled students?
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 resource 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 which 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 which delay the graduate teaching requirement until the second or third year, such as the Department of Sociology, may conduct their orientations during the prior spring and summer. Numerous departments also offer semester-long pedagogy courses (see page 22).
Making Departmental Teaching Visible for New AIs

IU departments 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, such as the Department of Communication and Culture AI mentoring program which was highlighted in the 2007 AI brochure.

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 CAMPUS CLIMATE WORKSHOP FOR ASSOCIATE INSTRUCTORS

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 2007 Campus Climate Workshop.

MICROTEACHING

In microteaching, new Associate Instructors practice teaching a disciplinary concept to an audience of graduate student peers and faculty mentors. As highlighted in the 2007 AI brochure, new AIs in French and Italian present their lessons to undergraduates who have registered for first-year courses. 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 2006–2007, 13 departments reported offering microteaching opportunities for their new AIs.
- Campus Instructional Consulting collaborated with six of those departments to provide microteaching workshops to almost new 140 new AIs.
**MICROTEACHING PROJECTS**

Studio MFAs take part in a microteaching project as part of their pedagogical training. In an early class discussion, class members are asked to determine what constitutes “teaching art.” This conversation helps locate various levels of learning that are each essential to art making, from knowledge about principles and techniques, to the analysis of the effectiveness of their application, to making critical judgments about one’s creative efforts.

In a second discussion in small groups, class members identify learning objectives for an introductory level course. Each group then places their objectives along the taxonomy as presented by Benjamin Bloom: knowledge, comprehension, application, analysis, synthesis, evaluation. These graduate students then choose a microteaching topic whose educational goals align with the categories in the latter half of Bloom’s taxonomy.

Before the actual lesson presentation day, the class members evaluate each other’s microteaching outlines. Considered is how effectively abstract concepts are made concrete through the use of analogies. Because class members come from a variety of studio disciplines, they are an audience for each other that uses different terminology, materials and techniques to approach similar principles.

In one effective microteaching lesson about selective editing, one presenter began with the analogy of silhouetted forms as seen in a child’s darkened bedroom; ambiguity feeds the child’s imagination, and the forms become frightening. Likewise, the use of selective editing can create greater drama than would drawing everything. Reflecting on his microteaching experience, graduate painting student Joseph Holsapple stated, “The microteaching project was most useful in terms of identifying the ‘why’ in any given teaching experience. The question is not only ‘What do you want your students to learn?’ but also ‘Why do you want them to learn it?’”

— Martha MacLeish, Assistant Professor, Department of Studio Arts
THE DEPARTMENT OF MUSIC THEORY
JACOBS SCHOOL OF MUSIC

GENERAL TRAINING SESSIONS FOR ASSOCIATE INSTRUCTORS
The Department of Music Theory employs approximately 40 AIs. They work mainly in our undergraduate sequences in Music Theory and Literature and Musical Skills (ear training and sightsinging), as well as Rudiments of Music and three graduate review courses. Most of our AIs are responsible for teaching two drill sections of one course under the supervision of the course instructor. The AIs who serve as skills instructors are the instructor of record for the Rudiments and Musical Skills courses. Loosely supervised by a faculty coordinator, they have substantial autonomy in implementing a departmental curriculum.

A key instructional challenge for our AIs is to make the content relevant enough that students will make success a priority. Also, our AIs range in experience from new master’s students, often just out of their own undergraduate degrees, to third-year doctoral students in their fifth year of graduate study. And many AIs, though their own skills in music theory are very strong, have had no formal teacher training. While the department offers a Teaching of Music Theory course, the course is not required, and AIs often do not take it until their second or third year of study.

To address these instructional challenges, the Department of Music Theory provides 7.5 hours of general training sessions each year, in addition to weekly course staff meetings. In these general training sessions, a 90-minute general orientation on the Friday before the fall semester focuses on policies and operating procedures and provides an overview of the curriculum. There is also a three-hour session on the Saturday before each semester. Our chief aim in these sessions is to encourage AIs to think about teaching more intentionally, to think about more new ways to do things, and to give them a chance to learn from each other.
Because all AIs attend all general training sessions, we vary the focus each time. Recent topics and activities include: tips from experienced teachers, developing a lesson plan, asking effective questions, effective classroom management, learning strategies, collaborative learning, avoiding and dealing with classroom “disasters”, and handling academic dishonesty. Presenters are typically faculty who teach core courses or the coordinating AIs. We have periodically invited a consultant from Campus Instructional Consulting to make presentations and have used instructional videos.

One of the chief benefits of the sessions, frankly, is that they reinforce our appreciation for the work of the AIs as teachers in our department. These sessions also serve to refocus the AIs’ attention on the teaching duties that they are about to start or resume. Finally, the sessions provide new AIs with the opportunity to learn from more experienced AIs, and provide the experienced AIs with a chance to reflect on what strategies and tactics they have found effective in their own teaching.

— Eric Isaacson, Associate Professor and Department Chair, Department of Music Theory, Jacobs School of Music
A Comprehensive Program for Preparing Graduate Students to Teach

In addition to its course offerings for majors, the IU Department of English is also responsible for writing courses that fulfill general education requirements. The professionalization of English graduate students, therefore, typically includes preparation to teach a variety of courses in expository, professional, and/or creative writing, as well as courses in literature. Here we summarize our initial orientation activities for graduate instructors in the Department of English.

To read a complete description of our program for preparing graduate students to teach, see Supplemental Materials at http://www.aiprep.indiana.edu.

Initial Orientation and Training

In addition to required fall semester pedagogy proseminars, all first-time teachers of composition and creative writing participate in faculty and administrator-led orientation workshops held for five full days in August the week before the school year begins.

In the composition workshop, led by the director of composition and the four assistant directors of W131, Elementary Composition, about 30 AIs receive both an introduction to teaching issues and an introduction to the composition course that includes discussions of the theoretical and practical aims of the first-year course (including the master syllabus and all assignments), department procedures, responding to and grading sample student essays, sample lesson plans and classroom activities, and guidance in strategies for analyzing readings and leading discussion. The workshop structure includes presentations to the whole group and small break-out sessions, in which new AIs begin working with the assistant-director led group of peers (7 or 8) with whom they will meet once a week throughout fall semester. The orientation concludes with a two-hour group meeting with an assistant director to review each AI’s week-by-week syllabus, and, finally, a microteaching session in which AIs present a sample ten-minute lesson and receive feedback from peers and the program directors. New AIs also attend the campus-wide workshop on diversity issues.
The creative writing pedagogy coordinator, in consultation with the Director of the Creative Writing Program, conducts the creative writing workshop and serves as the fall semester lecturer in English W103, the large lecture course for which new creative writing AIs serve as discussion section leaders. Topics covered include guidelines for teaching W103, syllabus building, methods for connecting lectures and discussions, managing in-class discussion of texts and student work, critiquing and grading, as well as department procedures and problem resolution.

Central to the orientation workshop on teaching composition is a 250-page spiral-bound handbook that is updated every year. The handbook provides materials for each segment of the August orientation workshop and valuable resources on each course unit, sample student papers, information on evaluating writing, plagiarism, etc. Materials for the binder are designed and updated each year, and reflect in part materials (e.g., case studies of revised assignments) submitted in the teaching portfolios which AIs turn in as their final projects in the W501 Proseminar.

Central to the preparation of our first-time teachers of composition are the four assistant directors of W131—advanced graduate students hired for their abilities to redesign course materials and supervise and mentor new AIs in weekly small group meetings. Not just their presence but their investment in a course that is always changing from within helps to establish a sense of a community of reflective teachers. The assistant directors, in consultation with the director of composition, have also compiled and published two editions of a custom course reader with Bedford/St. Martins, along with an instructor’s manual just for our IU-Bloomington course.

—Christine Farris, Director of Composition; Kathy Smith, Composition Coordinator; Romayne Rubinas Dorsey, Creative Writing Pedagogy Director, Department of English
Through workshops, courses, programs, and fellowships at both the department and campus level, AIs can continue development of their teaching skills beyond the orientation program to think more deeply about teaching and learning throughout the academic year and throughout their graduate careers.

**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. As examples, the workshop series of the Departments of African American and African Diaspora Studies, Astronomy, Political Science, and Religious Studies were highlighted in the 2007 AI brochure.

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 (Office of Service Learning), lively discussions and teaching portfolios (Campus Instructional Consulting), and test construction (Bloomington Evaluation Services and Testing). Departments also may encourage or require their graduate students to attend campus workshops conducted by Instructional Support Services.

**PEDAGOGY COURSES**

Offered in 29 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 such as access, gender, ethnicity, and class; and discussions of the scholarship of teaching and learning (SOTL). Activities include discussions of readings and observations of the teaching styles of other AIs and faculty. Many courses also provide microteaching opportunities for AIs.
Disciplinary Discussions about Teaching and Learning

The majority of the pedagogy courses on campus offer three credits, and the departmental, introductory-level pedagogy course is generally required of all new AIs. Enrollment in these pedagogy courses ranges from less than 10 students to over 30 students. The departments of 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
- **Sociology S506** — Teaching of Undergraduate Sociology

**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 presentations at regional and national conferences.
THE DEPARTMENT OF BIOLOGY

MENTORED TEACHING SEMINAR

A number of Department of Biology faculty have had the good fortune to participate in IU’s Freshman Learning Project (FLP), an intensive, two-week seminar sponsored by Instructional Support Services as well as the Office of Academic Affairs and Dean of the Faculties, in which faculty learn about a number of issues that affect student learning. Each participant also chooses a “bottleneck,” which is a concept or thinking process that students find difficult. Participants then design classroom lessons to help students through those bottlenecks, practice these lessons on one another, and then implement them in their own courses. A very important component of the bottleneck lessons is the use of Classroom Assessment Techniques (CATs) as tools for active learning. The idea of the Department of Biology’s Mentored Teaching Seminar, Z620, is to set up a similar experience for graduate students.

The Mentored Teaching Seminar was initiated in spring 2007, with an enrollment of six students. The enrollment for spring 2008 is 13 students. For the first nine weeks of the semester, the course meets once a week for two hours to discuss readings about issues related to teaching in general and to science and science teaching. During this time, the graduate students also make two field trips to observe effective teachers and interview teachers of introductory courses about bottlenecks. After choosing a bottleneck, each graduate student designs a lesson to address it. They practice their bottleneck lesson on their peers before teaching the lesson to a group of students enrolled in Biology L113, the introductory biology laboratory course. The seminar meets as often as necessary for the second portion of the semester to accommodate the practices and the presentations. The graduate students write regular, brief reflections on the readings, class meetings, and the bottleneck lessons as well as attend and provide feedback for bottleneck practice talks and presentations.

—Mimi Zolan, Professor, Department of Biology
THE DEPARTMENT OF HISTORY

JOB SEEKERS WORKSHOP
Each year in the early fall, the Department of History’s director of graduate studies convenes a series of workshops designed for students who are either currently on the academic job market or who expect to be the following year. Typically, 10-15 graduate students participate each year. Every session of the Job Seekers Workshop includes a component helping job seekers to best present their teaching effectiveness, simply because almost all academic positions involve teaching.

We devote individual sessions of the Job Seekers Workshop to writing cover letters, constructing curricula vitae, and composing teaching statements and compiling teaching dossiers. In addition, we strongly encourage participants to attend the Teaching Portfolio Workshop sponsored by Campus Instructional Consulting. At the end of the fall semester, we organize practice American Historical Association interviews (designed to simulate semi-finalist interviews held at the January meeting of the AHA) for interested students. In the early spring we hold a workshop, open to all graduate students, on campus (finalist) interviews, featuring IU Department of History professors and faculty from other nearby colleges and universities. We also organize practice job talks for students on an as-needed basis to help students prepare for a key component of the campus interview. In sum, by recognizing the growing importance of teaching in hiring decisions, the Department of History’s Job Seekers Workshop helps students to succeed in a competitive academic job market.

– Wendy Gamber, Professor and Director of Graduate Studies, Department of History
Conference Presentations about Teaching

In April 2007, two graduate students from the Department of Near Eastern Languages and Cultures presented a paper at the National Council for Less Commonly Taught Languages Conference entitled “Poetry in the Arabic Language Classroom: Promoting Communicative Competence.” The presenters proposed engaging students in language learning through poetry. These popular common texts with a high “performative” quality can be appreciated as early as beginners’ level through listening and speaking rather than grammatical and syntactic analysis. With knowledge of the alphabet and the script and a very elementary idea of how a simple sentence is structured in Arabic, students can deal with short poems from a holistic perspective without the cumbersome mediations of analysis or word by word translation. The presenters shared four poems; two of them were an elementary level the other two poems were more advanced and suitable for a second year class. The liveliness of these poems and their affinity to music can be exploited brilliantly to make language learning a truly vivid experience.

– Cigdem Balim, Director of Graduate Studies and Director of Language Instruction, Department of Near Eastern Languages and Cultures
THE DEPARTMENT OF ANTHROPOLOGY

CONFERENCE PRESENTATIONS ABOUT TEACHING

In April 2007, three graduate students and a faculty member in the Department of Anthropology gave a presentation at the Annual Meeting of the Society for American Anthropology entitled “Making the Grade: Graduate Students as Future Professors.” In their presentation, they outlined several issues facing the graduate student instructor including basic preparation for teaching and classroom dynamics and explored the extent to which pedagogical training can address these issues. They also examined the availability of pedagogical training across a selection of archaeology graduate programs and outlined some best practices.

– April Sievert, Director of Undergraduate Studies,
  Department of Anthropology
A Comprehensive Program for Preparing Graduate Students to Teach

The Department of Sociology at Indiana University has long been committed to providing teacher training and professional development for graduate students. Students in their first and second years of the program have the opportunity to assist professors with undergraduate level courses and in their third year begin teaching their own, independent courses. In an effort to help students make this transition from student to instructor, for nearly four decades the department has offered a course to train and support graduate students entering their own class rooms for the first time. Building on this commitment to teacher training, in 1995 the department established a Preparing Future Faculty (PFF) program to ensure that all students in the graduate program receive training to make them excellent researchers and teachers and to provide advanced coursework, training, and experience in teaching and scholarship in a variety of settings, including liberal arts colleges. The establishment of a PFF program brought the department’s dedication to training students in all the primary roles of faculty members—teaching, research, and service—to a new level. The architects of the PFF program were award winning scholar/teachers, Distinguished Professor and Chancellor’s Professor Bernice Pescosolido, Rudy Professor Brian Powell, and Chancellor’s Professor Rob Robinson. The program is based on the belief that graduate students should be prepared to enter faculty positions as competent professionals who have already begun a process of growth as teachers, scholars, and members of an academic community.

Here we summarize our three-course sequence leading to a Concentration in College Pedagogy.

To read a complete description of our Preparing Future Faculty program, see Supplemental Materials at http://www.aiprep.indiana.edu.
The first course, The Teaching of Undergraduate Sociology, is a three-credit hour course that meets weekly with a typical enrollment of 10 to 15 students who are in their first semester of teaching. The course is taught by award-winning faculty and is required of all of our first-time teachers to help them develop their courses, deliver informative lectures, lead effective discussions, deal with student problems, etc. This course actually begins in the summer with a series of three, two-hour workshops to help students prepare their syllabi and develop lectures.

The second course, Issues in College Pedagogy, a three-credit course meeting weekly, allows students who have completed at least one semester of teaching independently, to take a more reflective and sociological look at their teaching, become conversant with issues and problems facing higher education today, and link their own experiences in teaching to these larger issues. In recent years enrollment for this course has been between six and ten students.

The third course, Research in Higher Education, is also a three-credit course that meets weekly with a typical enrollment of six to ten students. This course provides an opportunity for students to connect their teaching and research interests by engaging in active scholarship on teaching and learning. Their SOTL project can take the form of collaborative research undertaken by the entire class, an individual research project, or small group efforts. Often, the results of this research have been presented in the Scholarship of Teaching and Learning program at Indiana University, presented at regional and national conferences in sociology and the scholarship of teaching learning, and published in printed outlets such as *Teaching Sociology*, the leading pedagogy journal in sociology.

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Shelley Nelson, Graduate Student and PFF Fellow; Bernice Pescosolido, Chancellor’s Professor; Brian Powell, Rudy Professor, Department of Sociology


**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](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 11 presentations given at the 2007 Fall Share Fair which are available online ([http://www.indiana.edu/~shfair/shfair.html](http://www.indiana.edu/~shfair/shfair.html)).

**Teaching Portfolio Workshop and Share Fair**

Since spring 2007, the twice-annual campus workshop on developing a teaching portfolio has included a Share Fair. Selected graduate students present to their peers their completed teaching portfolios, which they developed through consultations with Campus Instructional Consulting. Participants talk informally with presenters one-on-one or in small groups, glancing through portfolios and asking questions about organization and contents as well as about the academic job search process. The variety of portfolio formats and discipline representation is useful for participants in identifying appropriate content, style, and format. After the Share Fair, the teaching portfolios become available in the Campus Instructional Consulting library in Franklin Hall 004. Between
spring and fall 2007, 13 graduate students have presented their teaching portfolios to over 100 participants. Questions about the Teaching Portfolio Workshop and Share Fair may be directed to Campus Instructional Consulting (http://www.indiana.edu/~teaching, teaching@indiana.edu).

**Summer Course Development Institute**

This four-day workshop on course design, held in late July of each year, is facilitated by Campus Instructional Consulting in collaboration with Instructional Consulting at the Kelley School of Business. The institute provides Associate Instructors and faculty with a supportive, collegial, and focused setting to design or redesign a class of their choice using backward course design and forward-looking assessment methods. The institute models numerous active learning strategies and classroom assessment techniques that instructors can later use in their classrooms. Between the hands-on working sessions, participants read selections from an assortment of course development materials and complete homework assignments. Participants leave the institute with a course outline, complete with articulated learning outcomes, planned assessments, a basic calendar, and innovative grading strategies to motivate student learning.

The Course Development Institute is free of charge and typically enrolls about 40 participants each summer. Associate Instructors and faculty from all disciplines on the Bloomington campus are welcome to participate in the full eight-day experience. The institute has been received with great enthusiasm over the years. Some of the comments from 2007 include:

- “This is really a revolutionary way of thinking about courses because it avoids plodding through the ‘required content.’”
- “I feel more empowered and motivated to develop courses and engage in learning right along with my students!”

Questions about the Course Development Institute may be directed to Eric Metzler, emetzler@indiana.edu or George Rehrey, grehrey@indiana.edu.
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 13th annual conference entitled “Becoming an Academic: Challenges and Opportunities,” February 8, 2008 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 15 faculty who teach pedagogy courses in their disciplines. Currently, the participants represent the diverse Departments of Anthropology, Art History, Biology, Central Eurasian Studies, Chemistry, French and Italian, Germanic Studies, History, Informatics, Medical Science, Music Theory, Philosophy, 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.

BREAKFAST AND DISCUSSION ABOUT AI PREPARATION FOR TEACHING
Sponsored by the Office of the Dean of the Faculties and Campus Instructional Consulting, this annual event was initiated in spring 2007. It is an opportunity
Campus Discussions about Teaching and Learning

for individuals involved in graduate instructor preparation as department chairs, directors of graduate study, and departmental Al coordinators to share valuable ideas and resources for the ongoing development of graduate education practices. Over 50 faculty members representing more than 30 departments attended in April 2007. At this event, a panel of representatives from the Departments of Communication and Culture, French and Italian, Germanic Studies, and Sociology discussed successful activities to prepare and support graduate students for their diverse teaching responsibilities. The subsequent discussion among all of the participants addressed best practices for the development of future professors and mechanisms for sharing departmental activities in support of graduate students who teach. Feedback about the event was positive:

- “All of the presented information was applicable and useful.”
- “This will be an increasingly popular venue for sharing ideas across departments and disciplines, and surely will further add to IU’s reputation as a special place with regards to both undergraduate education and graduate student professionalization.”

Questions about the breakfast can be directed to Campus Instructional Consulting (http://www.indiana.edu/~teaching, teaching@indiana.edu).

Scholarship of Teaching and Learning

IU is an acknowledged leader in the scholarship of teaching and learning by the Carnegie Foundation for the Advancement of Teaching. The two major IU SOTL grant programs—$2500 seed grants and the $35,000 leadership grant—invite proposals that include collaboration between graduate students and faculty members. In addition the annual registration grants for presentations at the conferences of the International Society for the Scholarship of Teaching and Learning (ISSOTL) are open to graduate students. Graduate students also are welcome to apply for participation in the spring poster session and the two-day writing retreat (http://www.indiana.edu/~sotl).
Early in our graduate teaching careers, we were offered the opportunity to develop and teach service-learning courses. The courses were challenging and time consuming, but we were amazed by how much our students learned through their service experiences. At the same time, we were less confident about the effects of our courses on our community partners. The limited literature on service-learning suggested that there can be substantial costs for the community.

With support from an Indiana University Scholarship of Teaching and Learning (SOTL) grant, we conducted interviews with representatives of 20 local community organizations who work with service-learners. Our participants reported that service-learning partnerships are beneficial overall, but there are common costs. Organizations sometimes encounter problems such as “poor fit” projects, insufficient student preparation, and inadequate communication with instructors, that burden their staff, pose substantial risks to organizations and their clients, and may at times inhibit their ability to meet their missions. These findings helped us develop practical guidelines for instructors in any discipline seeking to make service learning more valuable for the community and their students alike. In March of 2007, we presented our findings to an audience of approximately 40 fellow educators at Indiana University’s Scholarship of Teaching and Learning lecture series. At the time of this writing, we are in the process of revising and resubmitting a paper about this work to *Teaching Sociology*.

These teaching and research experiences have profoundly affected how we approach teaching as well as how we view our role as future faculty members. We now regularly draw upon the wealth of sound, practical research to help us address issues we encounter in our classrooms and improve our teaching skills. Second, we have found a home in the scholarship of teaching and learning community, a diverse group of committed scholar-teachers who share a desire...
to increase student learning. We now see ourselves as both consumers and producers of this wealth of data on best teaching practices. Third, this experience has broadened our understanding of our responsibilities as future faculty members to include not only research, teaching, and university service, but also community service. This is also one of the most valuable lessons we can pass on to our students. Engaged learning methods, such as service learning, are excellent tools for teaching students about events outside their immediate experiences as well as how they fit in and can contribute. Finally, we have learned that becoming an effective faculty member requires a profound dedication to research, teaching, and service.

– David D. Blouin, Graduate Student, and Evelyn M. Perry, Graduate Student, Department of Sociology

**LANGUAGE DEPARTMENTS AND AI PREPARATION**

**Comprehensive Programs for Preparing Graduate Students to Teach**

Indiana University is famous for its foreign languages—over 70 are taught on a regular basis (every letter of the alphabet except for V!). Teaching these courses necessitates not only an understanding of the overarching philosophy of the communicative approach but also a facility with an extensive and varied collection of techniques, strategies, and activities needed to meet the demands of the gamut of learning styles, personalities, reservations, phobias, and abilities. Here we summarize our interdepartmental activities to support ongoing AI teaching preparation the language departments.

*To read a complete description of our programs for preparing graduate students to teach, see Supplemental Materials at [http://www.aiprep.indiana.edu](http://www.aiprep.indiana.edu).*
**Ongoing Support for AI Preparation for Teaching**

In addition to methodology courses, pre-semester orientation workshops, class observations, and weekly AI meetings organized by departmental language coordinators, a wide array of pedagogy activities initiated at the departmental, college, and national level is open to all language AIs and language coordinators. Almost every year there is a major foreign language pedagogy event held on campus, such as the hosting of the national “Workshop on the Teaching of Pragmatics in a Second/Foreign Language Context” in 2005 and the workshop “ACTFL Oral Proficiency Interview (OPI) Familiarization and Implications for Instruction” in 2007. The Inner Asian and Uralic National Resource Centre provides an annual pedagogy workshop targeting less commonly taught languages which also attracts professionals from outside IU, and the bi-annual McGraw-Hill Satellite Teleconference and Webcast on Topics in Second Language Acquisition is broadcast every autumn around mid-October of even-numbered years. Perhaps the crown jewel of events is the Foreign Language Share Fair, which provides an excellent opportunity for instructors to share interesting and innovative teaching ideas, feed off the energy of colleagues, and experience a common sense of purpose and camaraderie. The event, held each semester, is taped, and presentations are accessible online (http://www.indiana.edu/~shfair/shfair.html).

**The Role of Language Coordinators**

Language coordinators, representing professionals from numerous language departments across campus, provide instructional and logistical support to AIs. Language coordinators and peer instructors perform regular class observations and provide regular feedback and performance appraisal to AIs. Language coordinators also encourage AIs to attend or present research at local, regional, and national conferences which have significant pedagogy content. For example, the annual IU Association of Central Eurasian Students (ACES) conference provides a forum for presentation on “Central Asian Language Pedagogy” and “Finno-Ugric Languages and Their Acquisition.”
The language coordinators seek out common venues of cooperation and professional development, including attending workshops and presenting at conferences. The Center for Language Technology and Instructional Enrichment (CeLTIE) at IU organizes monthly meetings for language coordinators to address specific issues of language instruction. Furthermore, the Language Coordinators from four departments (CEUS, FRIT, GER, SLAV) contribute to the campus conversation about the preparation of AIs for teaching through their participation in the Preparing Future Professors Faculty Learning Community facilitated by Campus Instructional Consulting.

– Beatrix Burghardt, Language Coordinator, Department of Central Eurasian Studies; Jeff Holdeman, Language Coordinator, Department of Slavic Languages and Literatures; Kelly Sax, Senior Lecturer and Coordinator of French Language Instruction, Department of French and Italian
Associate Instructors can receive both formal and informal feedback about their teaching from their peers, faculty, undergraduates, and consultants. This variety of feedback offers a comprehensive and supportive network for identifying 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, such as the Department of Telecommunications highlighted in the 2007 AI brochure, 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 DEPARTMENT OF BRASS
JACOBS SCHOOL OF MUSIC

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.
ASSOCIATE 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 2007 Lieber Associate Instructor Award winners were:

- Judson Everitt (Doctoral student in Sociology)
- Emily Fairchild (Doctoral student in Sociology)
- Zak K. Montgomery (Doctoral student in Spanish and Portuguese)

Highlights of their successful teaching strategies can be viewed at the IU Home Pages (http://homepages.indiana.edu/2007/04-06/).

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. Currently, the Department of Communication and Culture and the School of Health, Physical Education, and Recreation offer pedagogy certificate programs, which were highlighted in the 2007 AI brochure.
The goal of the education track is to produce a cadre of doctoral-level anatomy educators who are capable of teaching all of the anatomical disciplines to undergraduate, graduate, or professional students, and who are capable of producing the high-quality educational research and other scholarly work necessary for promotion and tenure. The Education Track Anatomy PhD is first and foremost a research degree awarded for independent scholarship—like any other PhD. To the best of our knowledge, the Education Track Anatomy PhD would be the first formally instituted program of its kind in the nation. We hope to admit our first students (no more than 1-3 highly qualified individuals) for the Fall 2008 semester.

The education track is justified by the growing demand at the nation’s health professional schools for highly qualified educators in the anatomical sciences. This new track would provide students who desire a career focus in education with extensive training in the anatomical sciences coupled with sufficient teaching experience to be fully prepared to assume major educational responsibilities upon graduation. Equally important, students in this track would be trained to conduct rigorous educational research, culminating in a doctoral dissertation that meets the academic standards of Indiana University.

The Education Track curriculum requires a total of 90 credit hours, 64 credits in required coursework and 26 credits in dissertation research. The coursework is divided into two “core” areas (Anatomy Core and Education Core), as well as statistics courses and free electives.

– James Brokaw, Associate Professor, Department of Anatomy and Cell Biology, School of Medicine
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](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](http://www.indiana.edu/~teaching; teaching@indiana.edu)).

**Campus Writing Program** — See description on the next page ([http://www.indiana.edu/~cwp; joepeter@indiana.edu](http://www.indiana.edu/~cwp; joepeter@indiana.edu)).

**Office of Service-Learning** — See description on page 44 ([http://www.indiana.edu/~cops; copsl@indiana.edu](http://www.indiana.edu/~cops; copsl@indiana.edu)).

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

**CAMPUS INSTRUCTIONAL CONSULTING**

Campus Instructional Consulting 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 specializes in the training and support of AIs. This consultant also assists faculty supervisors of AIs and instructors of pedagogy courses as well as consults on AI issues with graduate deans and departmental directors of graduate study.

**THE CAMPUS WRITING PROGRAM**

The Campus Writing Program assists instructors as they incorporate writing into their courses; assists students, through tutorials, in meeting the demands of those courses; and researches the claims of writing across the curriculum. Because writing in any discipline is governed by specific conventions, the CWP approaches any discussion of writing from the perspective that the instructor is the expert of what constitutes good writing in her courses. In turn, CWP consultation and associate instructor and course assistant training focus on helping instructors communicate these discipline-specific concerns to student writers. Support to instructors takes several forms: interactive workshops as part of pedagogy courses or departmental training sessions, grade norming sessions, in-class workshops and presentations, one-on-one meetings, and pamphlets on common writing problems. To read a complete description of these services, see Supplemental Materials at [http://www.aiprep.indiana.edu](http://www.aiprep.indiana.edu).
**Indiana University Office of Service-Learning**

In an effort to provide both theoretical content as well as practical, real-life experience in the learning process, we provide support for curriculum and course development as well as staff members who lead reflection sessions that help to incorporate the learning element into the service experience. The Office of Service-Learning also provides an important link to community service organizations, and staff members are available to work with instructors to create service-learning partnerships by providing community agency background and contact information. The Office of Service-Learning assists instructors with the strategies and tools to support both communication with agencies and student preparation. To read a complete description of these services, see Supplemental Materials at [http://www.aiprep.indiana.edu](http://www.aiprep.indiana.edu).

**IUB Libraries**

The IUB Libraries have developed discipline- and assignment-specific services and teaching tools to help students meet course learning objectives. Librarians with disciplinary expertise will partner with Associate Instructors and faculty to maximize the learning potential of library resources and research assignments through the following services and tools.

*Instructional Handouts and Guides* – that cover important research concepts and techniques are available online. Handouts include: Citing Electronic Sources (APA, Chicago, MLA), Evaluating Information Resources, and Basic Search Strategies.

*Consult with a Librarian* – to discuss or develop a research assignment appropriate to the course or get help incorporating information sources and research strategies into assignments.

*Custom Library Web Pages* – help students make the right information choices for their research. These web pages are course-specific and are designed with the instructor’s input. They can be combined with a library instruction session and linked within an OnCourse site.
Library Instruction Sessions—introduce students to the research skills needed to complete a specific assignment, as well as provide the basic knowledge to recognize when information is needed, how to locate it, and how to use it effectively and ethically. In addition to explaining the purpose and use of various resources, both print and online, librarians help students formulate a research strategy, recognize authoritative resources, and cite information properly.

Please send any requests, comments, or questions regarding the Libraries’ Instructional Services to libinstr@indiana.edu.

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 and works through campus committees to improve policies for student academic appointees and all students (http://www.iu.edu/~gpso).
Examples of collaborations between instructors and the Campus Writing Program include:

Chemistry: New AI Training – Each year, AIs in chemistry participate in a one-hour session with CWP staff. Based upon excerpts from several actual lab reports, the workshop focuses on issues in grading students’ papers, including questions concerning the value of correctness versus the worth of content coverage, and the tension between sufficient detail and overwhelming minutiae. In 2007, 55 AIs participated.

Comparative Literature: New AI training – New AIs assigned to teach the 100-level course that fulfills the university’s first-year writing requirement participate in a two-hour workshop led by the CWP. Part of these sessions concerns designing writing prompts; the other, using student writing from a 100-level literature course, concerns grading and commenting on student work and dealing with sentence-level error. Four to five AIs participate in this workshop each year.

Jewish Studies: Formal Essay Grading (Norming) – During a 90-minute meeting with two graders for a large upper-level course, the lead instructor articulates the goals of the assignment—primarily to move students beyond summarizing facts and toward interpreting data and texts to reach a reasoned conclusion about historical events—as well as the essential characteristics of each grade level. Faculty report that grade averages among sections are more consistent and that grade disputes are less frequent.

Folklore and Ethnomusicology: TOPICS Course Midterm Essay Exam Grading (Norming) – In an introductory course with two AIs, one of the greatest challenges is grading a large number of essays quickly. In these sessions, the lead faculty member establishes baseline characteristics for each grade level, and discusses with graders the relative weight of each. Graders leave with an established, assignment-specific rubric.
Examples of collaborations between instructors and the Office of Service-Learning include:

Children’s Folklore F364: Folklore and Ethnomusicology students offer tutorials and lunch/recess proctoring to students at Templeton Elementary School for two hours a week over the course of the semester. While providing this direct service, the IU students are essentially observing through on-site fieldwork in an effort to have first hand real life examples of childhood socialization as part of the development of adult culture.

Informatics Capstone Class I450: Informatics students provide high-level computer consulting such as creating interactive web pages and re-designing web pages to create a more user-friendly website for Bloomington non-profit and governmental agencies.

Service-Learning in Chemistry G201: Both chemistry and non-chemistry majors have basic chemistry concepts reinforced through designing and teaching kid-friendly lessons as part of a “Chemistry Club” for children in after-school programs.

Leisure Program Development R367: Students in HPER learn how to design, plan and facilitate leisure program events such as Halloween parties/activities for children, and fundraising and cultural events for a local museum. These IU students also provide direct service at the agencies in order to understand the population and the agency so that the event best suits their needs.

Lab in Ethnography E302: Anthropology students learn the tools of ethnography through conducting a research project of interest to a community partner.
Almost 30% 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). 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/).

**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 six 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).
**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 microteaching 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. Requests for copies of the brochure may be sent to comu@indiana.edu.
In the 2007 AI brochure, IU faculty recommended the following books to support the preparation of graduate students for teaching:

**First Day to Final Grade: A Graduate Student’s Guide to Teaching**
Anne Curzan and Lisa Damour

**An Open Letter to College Teachers**
Fernandus Payne and Evelyn Wilkinson Spieth

**Teaching Within the Rhythms of the Semester**
Donna Killian Duffy and Janet Wright Jones

**Understanding by Design**
Grant Wiggins and Jay McTighe

Here are their recommended books about teaching and teacher training for 2008.
**Excellence in Teaching**
Leah Savion  
(Bloomington, Indiana)

“Excellence in teaching” is the primary textbook for a course by the same name which has been offered for the last 12 years through the Graduate School at IUB. The book establishes theoretical foundations for teaching techniques and direct applications to specific contexts, and offers an expansion on the traditional model of excellence in teaching. Furthermore, it aims at educators eager to investigate their identities as teachers, understand their students, correlate instructional techniques with tasks, and enrich their teaching abilities and satisfaction. Topics include standard teaching concerns such as motivation, diversity, assessment, course preparations, course portfolio development, and learning styles. The focus of the book, however, is not on suggesting recipe lists but rather on the learner’s mind: pet theories students bring as prior knowledge, cognitive heuristics and biases that enhance or interfere with learning outcomes, belief perseverance, and metacognition. *Excellence in Teaching* is available at the IU Bookstore.

**How People Learn: Brain, Mind, Experience and School**
John D. Bransford, Ann L. Brown, and Rodney R. Cocking, editors  
Recommended by Valerie O’Loughlin (Associate Professor, Medical Sciences)

This book includes a wealth of information about the learning processes in children and adults. It gives examples from multiple disciplines and discusses metacognition, whereby the learner takes control of his/her own learning by defining learning goals and monitoring his/her progress in achieving those goals. The last section discusses future steps for classroom research and how some of the concepts introduced in the text may be used for better learning in the classroom. This text is useful for beginning and seasoned instructors to gain a better insight about student learning. This book is also available as an e-text at [http://www.nap.edu/html/howpeople1/](http://www.nap.edu/html/howpeople1/).
In addition to its course offerings for majors, the IU Department of English is, like most English departments, also responsible for writing courses that fulfill general education requirements. The professionalization of English graduate students, therefore, typically includes preparation to teach a variety of courses in expository, professional, and/or creative writing, as well as courses in literature.

**Hiring and Assignment Process for AIs**

The English department appoints about 150 associate instructors, with their responsibilities varying from one semester to the next. Many are responsible for teaching sections of various composition and creative writing courses, while others serve as discussion section leaders in multi-section courses having a faculty course director. Some serve as interns or graders.

In accordance with a policy adopted by the department in the fall of 1996 aimed at improving recruitment and financial support, once doctoral students specializing in literature or rhetoric/composition are admitted into the program, they automatically receive an AI appointment in their second year, provided they are found to have made adequate progress on their degrees in their first year. As first-year AIs, they are required to take a proseminar in the teaching of composition during the fall semester while teaching concurrently one section of elementary composition (W131) using a common syllabus. Thereafter, teaching assignments are made based upon graduate students’ requests, their seniority and continued good standing in the program, and the department’s commitment to providing them with varied teaching experiences.

Graduate students working toward an MFA in Creative Writing receive AI-ships in their first year. All incoming graduate students in the MFA program in creative writing (10-15 a year) serve as discussion section leaders in a large faculty-led creative writing course, while they are taking a required proseminar in the teaching of creative writing. In their second year, MFA students teach composition and take the accompanying composition proseminar.
INITIAL ORIENTATION AND TRAINING

All first-time teachers of composition and creative writing participate in faculty and administrator-led orientation workshops held in August the week before the school year begins. Both the workshop on teaching composition and the workshop on teaching creative writing are held for five full days.

In the composition workshop, led by the director of composition and the four assistant directors of W131, Elementary Composition, about 30 AIs receive both an introduction to teaching issues and an introduction to the composition course that includes discussions of the theoretical and practical aims of the first-year course (including the master syllabus and all assignments), department procedures, responding to and grading sample student essays, sample lesson plans and classroom activities, and guidance in strategies for analyzing readings and leading discussion. The workshop structure includes presentations to the whole group and small break-out sessions, in which new AIs begin working with the assistant-director led group of peers (7 or 8) with whom they will meet once a week throughout fall semester. The orientation concludes with a two-hour group meeting with an assistant director to review each AI’s week-by-week syllabus, and, finally, a microteaching session in which AIs present a sample ten-minute lesson and receive feedback from peers and the program directors. New AIs also attend the campus-wide workshop on diversity issues.

The creative writing pedagogy coordinator, in consultation with the director of the Creative Writing Program, conducts the creative writing workshop and serves as the fall semester lecturer in English W103, the large lecture course for which new creative writing AIs serve as discussion section leaders. Topics covered include guidelines for teaching W103, syllabus building, methods for connecting lectures and discussions, managing in-class discussion of texts and student work, critiquing and grading, as well as department procedures and problem resolution.
THE ORIENTATION MANUAL

Central to the orientation workshop on teaching composition is a 250-page spiral-bound handbook that is updated every year. The handbook provides materials for each segment of the August orientation workshop and valuable resources on each course unit, sample student papers, information on evaluating writing, plagiarism, etc. Materials for the binder are designed and updated each year, and reflect in part materials (e.g., case studies of revised assignments) submitted in the teaching portfolios which AIs turn in as their final projects in the W501 Proseminar (See Teaching Portfolio).

THE ASSISTANT DIRECTORS

Central to the preparation of our first-time teachers of composition are the four assistant directors of W131—advanced graduate students hired for their abilities to redesign course materials and supervise and mentor new AIs in weekly small group meetings. Not just their presence but their investment in a course that is always changing from within helps to establish a sense of a community of reflective teachers. The assistant directors, in consultation with the director of composition, have also compiled and published two editions of a custom course reader with Bedford/St. Martins, along with an instructor’s manual just for our IU-Bloomington course.

PROSEMINARS ON TEACHING

The Department of English offers three proseminars on teaching: composition, creative writing, and literature. Most English department AIs begin their teaching with composition and are required to enroll in W501, “The Teaching of College Composition,” concurrently with their first time teaching W131 in fall semester. This 3-credit course meets once a week for two hours with an additional hour for small group meetings with one of the four assistant directors to share strategies, problems, and lesson materials. The proseminar (typically 3-4 sections of 8-10 graduate students) expands on the topics covered in the August orientation through the reading and discussion of pertinent theoretical
and practical articles on writing pedagogy. The course also includes analysis of several case studies of classroom issues and the design of future courses in reading and writing. Useful readings for this purpose include those in *Conflicts and Crises in the Composition Classroom—and What Instructors Can Do About Them*, edited by Dawn Skorczewski and Matthew Parfitt (Boynton/Cook 2003); *Teaching Composition: Background Readings*, edited by T.R. Johnson (Bedford/St. Martin’s 2008); and *The Allyn and Bacon Teaching Assistant’s Handbook: A Guide for Graduate Instructors of Writing and Literature*, edited by Stephen W. Wilhoit. The composition proseminar requirements include two classroom observations (with pre- and post-discussion and written observation reports by peers and directors), and the construction of a teaching portfolio, which encourages continuing reflective practice and preparation for the academic job market.

All new creative writing AIs are required to enroll in English W554, “Teaching Creative Writing,” taught by a creative writing graduate faculty member in the fall concurrently with the AIs’ initial teaching assignment in W103. This two-credit course explores the basic goals and methods of teaching the writing of fiction and poetry at the college level. Among the subjects examined are the personal dynamics of the writing workshop, authority in the classroom, the creative writing process, methods of criticism and grading, and the role of exercises, revision, and conferences. Readings in several creative writing pedagogy texts are also required.

Originally sponsored by the department’s Preparing Future Faculty grant, the department is now in its tenth year of offering an additional (non-required) proseminar on the teaching of literature, whereby faculty members collaborate with AIs a semester in advance on the design of a topical general education course for undergraduates on writing about literature and culture. The number of graduate students enrolled corresponds to the number of discussion sections needed in the lecture course the following semester. This is a successful arrangement that unites scholarship and pedagogy and extends AI training beyond the teaching of composition courses.
The Teaching Portfolio

The teaching portfolio as the final project in the proseminar includes: a reflective teaching statement; two observation reports and a response to the observation process; a “case study” of a revised assignment; and an annotated, revised syllabus for the following semester. The director of composition meets with each new Al individually early in the second semester to discuss the teaching portfolio, his/her course evaluations from the fall, and how the second semester teaching is progressing. AIs who have regularly updated the teaching portfolios they assembled in the proseminar may have them reviewed annually by faculty. This review is an occasion for a conversation with a faculty member that focuses on the Al’s goals as a college teacher, teaching experiences that might be pursued in coming semesters, and on the overall quality of the teaching credentials as reflected in the portfolio documents.

A first pass at a Reflective Teaching Statement (2-3 pages) might include answers to the following questions (Farris, W501 Syllabus 2007, in Subject to Change: New Composition Instructors’ Theory and Practice, Hampton Press, 1996):

- What worked in your teaching this semester?
- How do you think students benefited from your course?
- What didn’t seem to work so well? What will you do differently next time?
- What kinds of thinking, reading, and writing do students need to develop in a first-year writing course? How do you make this happen (example of a unit, assignment, activity, etc.)?
- In what ways have your views of students, writing, and teaching changed over the last three months?

Ongoing Supervision and Training

Beyond their first year of teaching, departmental support for AIs continues in several different forms. Doctoral students teach on five-year contracts. MFA students are on three-year contracts. Experienced AIs assigned to teach other writing courses in the department meet before the semester begins in orienta-
tion sessions with the composition program coordinator to discuss theoretical perspectives, course goals and responsibilities, recommended texts and syllabi, and guidelines and strategies for designing and evaluating reading and writing assignments. Typically, a doctoral student will have taught first-year composition, professional writing, and served as a discussion section leader in a literature and/or combined literature and composition lecture course by the end of his or her contract.

Experienced AIs are observed regularly and meet periodically throughout the semester with the composition program coordinator in small groups of four or five (at sessions called “roundtables”) to afford them an opportunity to discuss issues of common concern, to help solve any problems that they have encountered in teaching the course to date, and to share successful assignments and teaching strategies. Experienced AIs serving as course interns and discussion leaders in large literature courses meet regularly with the faculty member responsible for the course for the purposes of discussing course aims, pedagogical strategies, writing assignments, and grading. Occasionally these meetings occur well before the semester begins to enable the faculty member to collaborate with the AIs in the design of the course and the reading list. Typically the faculty member invites each AI assigned to the course to deliver one of the lectures to the class as a whole (50-100 students) and to visit his or her own discussion section; in addition, most observe the AIs in their discussion sections at least once during the semester.

The department also encourages AIs to participate in a variety of informal activities designed to strengthen their teaching skills. Usually sponsored by the department’s Composition Committee, the composition directors and graduate student committee members lead workshops on designing a W170 course, Projects in Reading and Writing, a theme-based version of W131, and roundtable sessions on teaching issues of interest to both new and experienced AIs. Recent roundtable topics have included presentations by the Office of Disability Services for Students, the Office of Affirmative Action, and the Athletic Academic Services.
EVALUATION AND FEEDBACK FOR AIs
All AIs are encouraged to administer anonymous midterm course evaluations to enable them to respond in a timely fashion to any problems or concerns students might have in their classes. Typically, AIs ask three questions of their students: “What’s working in this course? What’s not working so well? What suggestions do you have for me?” At the end of each semester, AI teaching performance is more formally assessed via classroom observation reports, assistant directors’ reports, teaching portfolios, individual exit interviews conducted by the composition director and coordinator, and a careful review by the director and the coordinator of both the final grade rosters and the teaching evaluations that all AIs are required to submit (using the BEST form devised and approved by the department for writing courses). Overall findings are then used by the director and the coordinator to shape curriculum and guide supervision in subsequent semesters. At the beginning of the following semester, these findings are shared with AIs in the form of a memo that provides a summary of student responses to the course evaluations submitted for all first-year writing courses; this summary enables AIs to contextualize scores they received on their individual course evaluations. AIs whose evaluations appear particularly problematic in this context are asked to meet with the composition director or the composition coordinator to discuss strategies for improvement.

UNIVERSITY AND NATIONAL RECOGNITION FOR TEACHING
In recent years, three of our graduate students, all of whom served as program consultants or assistant directors, have received the university-wide Associate Instructor Teaching Award. In addition, faculty and graduate students have made panel presentations at the Modern Language Association and at the Conference on College Composition and Communication on our innovative W131 and W170 composition curricula combining academic writing and cultural analysis and on our literature proseminar (L503/L141-42) in which faculty and graduate student collaborate in the teaching of literature.
and composition. In 2007, Professors Judith Anderson and Christine Farris edited a volume for MLA, *Integrating the Teaching of Literature and Writing*, inspired by their collaboration with graduate students in L503 and L141-42. It includes several articles on literature and writing pedagogy by former IU English graduate student instructors.

– Christine Farris, Director of Composition; Kathy Smith, Composition Coordinator; Romayne Rubinas Dorsey, Creative Writing Pedagogy Director; Department of English
The Department of Sociology at Indiana University has long been committed to providing teacher training and professional development for graduate students. Students in their first and second years of the program have the opportunity to assist professors with undergraduate level courses and in their third year begin teaching their own, independent courses. In an effort to help students make this transition from student to instructor, for nearly four decades the department has offered a course to train and support graduate students entering their own classrooms for the first time. Building on this commitment to teacher training, in 1995 the department established a Preparing Future Faculty (PFF) program to ensure that all students in the graduate program receive training to make them excellent researchers and teachers and to provide advanced coursework, training, and experience in teaching and scholarship in a variety of settings, including liberal arts colleges. The establishment of a PFF program brought the department’s dedication to training students in all the primary roles of faculty members—teaching, research, and service—to a new level. The architects of the PFF program were award winning scholar/teachers, Distinguished Professor and Chancellor’s Professor Bernice Pescosolido, Rudy Professor Brian Powell, and Chancellor’s Professor Rob Robinson. The program is based on the belief that graduate students should be prepared to enter faculty positions as competent professionals who have already begun a process of growth as teachers, scholars, and members of an academic community. Our Preparing Future Faculty program has several components.

**Three-course sequence leading to a Concentration in College Pedagogy**

The first course, The Teaching of Undergraduate Sociology, is a three-credit hour course that meets weekly with a typical enrollment of 10 to 15 students who are in their first semester of teaching. The course is taught by award-winning faculty and is required of all of our first-time teachers to help them develop their courses, deliver informative lectures, lead effective discussions, deal with student problems, etc. This course actually begins in the summer with a series of three, two-hour workshops to help students prepare their syllabi and develop lectures.
The second course, Issues in College Pedagogy, a three-credit course meeting weekly, allows students who have completed at least one semester of teaching independently, to take a more reflective and sociological look at their teaching, become conversant with issues and problems facing higher education today, and link their own experiences in teaching to these larger issues. In recent years enrollment for this course has been between six and ten students.

The third course, Research in Higher Education, is also a three-credit course that meets weekly with a typical enrollment of six to ten students. This course provides an opportunity for students to connect their teaching and research interests by engaging in active scholarship on teaching and learning. Their SOTL project can take the form of collaborative research undertaken by the entire class, an individual research project, or small group efforts. Often, the results of this research have been presented in the Scholarship of Teaching and Learning program at Indiana University, presented at regional and national conferences in sociology and the scholarship of teaching learning, and published in printed outlets such as *Teaching Sociology*, the leading pedagogy journal in sociology.

**Opportunities for "Shadowing" at Liberal Arts Colleges**

The shadowing experience results from a unique partnership that the department has developed with the sociology departments at several liberal arts schools to provide our students with a mentoring experience that we could not otherwise offer them at IU. In recent years students have served as faculty fellows at DePauw University, Hanover College, and Morehouse College. In their role as faculty fellows at these schools, students have the opportunity to discuss, among other topics, their goals for future employment, prior teaching experiences, and objectives in their current teaching. The liberal arts faculty mentors discuss and share their teaching strategies, how they balance teaching with service and research, how their teaching experiences contrast with the teaching styles and strategies the graduate student may be practicing.
or observing at IU, and what the student can do to prepare for the academic job market and for a career at a liberal arts school. PFF mentees observe classes at their host institution, visit with undergraduates, attend faculty meetings (at both the departmental and college levels), and sit in on departmental hiring committees to get a sense of what makes a strong job candidate at such institutions. They also participate in the orientation workshops that these schools offer for new faculty on such topics as course development, creating classroom climates that are welcoming to all students, using technology in teaching and research, and handling difficult students. When students pursue teaching positions, their experience as faculty fellows has been viewed as an asset by schools that privilege teaching. And because it can also result in opportunities to teach courses at the host institution, shadowing is an invaluable experience that allows students to hit the ground running in their first jobs.

**Future Faculty Workshops**

A full slate of Preparing Future Faculty Workshops for the entire department on the professorate broadly defined that bring in faculty from a range of institutions, editors of various sociology journals (e.g., Teaching Sociology, Sociology of Education), sociologists in government and the private sector, and other visitors. Recent topics have included Balancing Work and Family Life as an Academic, Teaching and Research Dossiers for the Job Market, and Life as a Faculty Member at Research, Comprehensive, and Liberal Arts Schools.

**Future Faculty Conference**

At this conference, faculty from IU and other institutions present on issues related to teaching, research, and service, as well as addressing topics of interest to advanced graduate students such as navigating the job market and developing your curriculum vita. In recent years topics have included: Multiple Perspectives on the Job Market, Developing and Documenting Teaching Experiences, Balancing Teaching and Research, and Navigating Academia.
**Future Faculty Fellowship**

A Preparing Future Faculty Fellowship that each year supports a graduate student interested in college pedagogy and other issues in higher education. The PFF Fellow assists in teaching The Teaching of Undergraduate Sociology, organizes the departmental PFF workshops, plans and serves in a leadership position for the annual Preparing Future Faculty Conference, and represents our department at regional and national conferences on higher education.

The success of the program is evident in the continued support it has received, as well as what the PFF program has been able to do for graduate students in the department. In recent years, several graduate students in sociology have been the recipient of the university Lieber award and some also have been recognized with national awards, such as the K. Patricia Cross Future Leaders award. In addition, students have had opportunities to present at the Scholarship of Teaching and Learning series at IU and to participate in regional and national conferences focusing on higher education. Sociology graduate students also have been successful in publishing not only in the top research journals in the discipline, but also in journals that focus on college pedagogy. Recent presentations and publications have covered a variety of topics, including grade inflation, consumerism, classroom assessment techniques, and service learning. The success of the PFF program in sociology has not gone unnoticed by search committees at other universities and colleges and has been a key factor in our students obtaining positions at a wide variety of institutions, from liberal arts institutions such as DePauw, DePaul, and Pacific Lutheran to research universities such as Harvard, Duke, and Northwestern. In 2001, in recognition of the department’s commitment to teacher training, the program received the American Sociological Association’s Distinguished Contributions to Teaching Award, the first time this award was given to a sociology department from a research university.

— Shelley Nelson, Graduate Student and PFF Fellow; Bernice Pescosolido, Chancellor’s Professor; Brian Powell, Rudy Professor, Department of Sociology
Indiana University is famous for its foreign languages—over 70 are taught on a regular basis (every letter of the alphabet except for V!), and some programs are unique, from the new Department of Second Language Studies to the nationally renowned SWSEEL summer workshop which offers most of the languages of the former Soviet Union and neighboring countries. Despite the fact that our language offerings span numerous departments and radically different language families, we share many commonalities. Foreign language instruction is fortunate to have a long history of pedagogy and in the present day has a methodology (the communicative approach) that is almost universally accepted and practiced throughout the United States. Foreign language instruction is even graced with a textbook (Teaching Language in Context, by Omaggio Hadley) which is used in a majority of foreign language methodology courses across the country. Language instruction is also brought together by the similarly daunting task of teaching a skill that requires cumulative mastery at every step and active, production-based practice every single class day to an American audience (which traditionally considers itself “bad at languages”). These courses demand very close, interpersonal interaction with a group of students who feel more like an extended family than a classroom of strangers.

Teaching in this environment necessitates not only an understanding of the overarching philosophy of the communicative approach but also a facility with an extensive and varied collection of techniques, strategies, and activities needed to meet the demands of the gamut of learning styles, personalities, reservations, phobias, and abilities. Below are examples of best practices that make our foreign language programs a useful case study for AI preparation for teaching.

**Initial Orientation and Training of AIs**

The teaching responsibilities in foreign language departments are somewhat unusual in that AIs, rather than assisting a professor or leading discussion sections, typically have full responsibility for teaching entire elementary or intermediate level language classes. While proficiency in the foreign language
is assumed, it is not considered sufficient for teaching success. As described above, foreign language instruction today is based on specific theoretical approaches and techniques, and it is crucial that instructors gain familiarity with these before entering the classroom.

To this end, most language departments at IU require new instructors to attend a one- to two-week pre-semester intensive pedagogical workshop. These workshops address the logistics of teaching a class (how to organize a grade book; professionalism; student-teacher relations; classroom seating arrangements, etc.) as well as language specific concerns moving from the general (how to structure a lesson plan) to the specific (how to teach vocabulary; grammar; listening; speaking; reading; writing; testing). While theory is touched on, the focus is on the practical aspects of teaching. The workshops culminate in a microteaching experience in which new instructors teach portions of a lesson or an entire class, either to a group of actual undergraduate students or to their AI cohorts, and receive constructive feedback afterwards. In this way new graduate instructors, in a relatively minimum amount of time, are maximally prepared to assume the role of teacher and confront their classes of up to 23 undergraduates typically enrolled in each section on the first day of classes in the fall.

In language departments, AI training is an ongoing process and instructors are usually required to take a three-credit course in language teaching methodology during their first year. This course complements the fall workshops, and while remaining focused on practical aspects of teaching, tends to provide a more in-depth view of current theory and contextualizes the language teaching profession historically. Some departments, for example the Department of French and Italian, also require a one-credit teaching practicum. This course, which takes place during fall semester, is organized around a series of classroom observations in which AIs observe different model teachers, each time focusing on one or two specific aspects of their teaching. The goal is to heighten new instructors’ awareness of good teaching practices, and reinforce the material learned
in the workshop. While many language departments with a well-established
tradition of language pedagogy offer such discipline-specific college pedagogy
courses (e.g., the Departments of Slavic Languages and Literatures, Germanic
Studies, French and Italian), other departments organize regular workshops for
their language instructors (e.g., the Department of Central Eurasian Studies).
These pedagogy courses and workshops serve as a forum to share successful
ideas, practices and materials among teachers locally.

Language AIs may have additional instructional opportunities to extend their
language, literature, and culture teaching repertoire. For example, most
departments encourage their instructors to provide opportunities for language
practice for their learners outside the classroom. These “language tables,”
“tea hours”, or “coffee hours” provide AIs with extra opportunities to develop
their organizational and teaching skills in a more informal context with students
from a variety of classes and levels.

**ONGOING SUPPORT FOR AIs**

In addition to methodology courses, pre-semester orientation workshops, class
observations, and weekly AI meetings organized by departmental language
coordinators, a wide array of pedagogy activities initiated at the depart-
mental, college, and national level is open to all language AIs and language
coordinators. Almost every year there is a major foreign language pedagogy
event held on campus, such as the hosting of the national “Workshop on
the Teaching of Pragmatics in a Second/Foreign Language Context” in 2005
and the workshop “ACTFL Oral Proficiency Interview (OPI) Familiarization
and Implications for Instruction” in 2007. The Inner Asian and Uralic National
Resource Centre provides an annual pedagogy workshop targeting less
commonly taught languages, which also attracts professionals from outside
IU, and the bi-annual McGraw-Hill Satellite Teleconference and Webcast on
Topics in Second Language Acquisition is broadcast every autumn around
mid-October of even-numbered years. Perhaps the crown jewel of events is
the Foreign Language Share Fair, which provides an excellent opportunity for instructors to share interesting and innovative teaching ideas, feed off the energy of colleagues, and experience a common sense of purpose and camaraderie. The event, held each semester, is taped and presentations are accessible online (http://www.indiana.edu/~shfair/shfair.html).

**The Role of Language Coordinators**

Language coordinators, representing professionals from numerous language departments across campus, provide instructional and logistical support to AIs. Language coordinators and peer instructors perform regular class observations and provide regular feedback and performance appraisal to AIs. Language coordinators also encourage AIs to attend or present research at local, regional, and national conferences which have significant pedagogy content. For example, the annual IU Association of Central Eurasian Students (ACES) conference provides a forum for presentation on “Central Asian Language Pedagogy” and “Finno-Ugric Languages and Their Acquisition.”

The language coordinators seek out common venues of cooperation and professional development, including attending workshops and presenting at conferences. The Center for Language Technology and Instructional Enrichment (CeLTIE) at IU organizes monthly meetings for language coordinators to address specific issues of language instruction. Furthermore, the Language Coordinators from four departments (CEUS, FRIT, GER, SLAV) contribute to the campus conversation about the preparation of AIs for teaching through their participation in the Preparing Future Professors Faculty Learning Community facilitated by Campus Instructional Consulting.
Campus Support for Language AIs

In particular, two campus offices provide assistance and development opportunities to AIs and language coordinators beyond the instructional support available at the department level. The Center for Language Technology and Instructional Enrichment (CeLTIE) is committed to improving and maintaining excellence in language instruction. They provide technological support classroom for instructors and assist those engaged in language research (http://www.indiana.edu/~celtie). In addition, the Office of Campus Instructional Consulting offers complementary workshops which address topics of test writing, designing grading rubrics, etc.

– Beatrix Burghardt, Language Coordinator, Department of Central Eurasian Studies; Jeff Holdeman, Language Coordinator, Department of Slavic Languages and Literatures; Kelly Sax, Senior Lecturer and Coordinator of French Language Instruction, Department of French and Italian
The Campus Writing Program assists instructors as they incorporate writing into their courses; assists students, through tutorials, in meeting the demands of those courses; and researches the claims of writing across the curriculum.

Because writing in any discipline is governed by specific conventions, the Campus Writing Program approaches any discussion of writing from the perspective that the instructor is the expert of what constitutes good writing in her courses. In turn, CWP consultation and Associate Instructor and course assistant training focus on helping instructors communicate these discipline-specific concerns to student writers. Support to instructors takes several forms: interactive workshops as part of pedagogy courses or departmental training sessions, grade norming sessions, in-class workshops and presentations, one-on-one meetings, and pamphlets on common writing problems.

**DISCIPLINE-SPECIFIC SUPPORT FOR PEDAGOGY COURSES OR DEPARTMENTAL AI TRAINING SESSIONS**

Departments and schools ranging from chemistry, folklore, education, and SPEA, to criminal justice, philosophy, anthropology, and communication and culture, invite CWP staff to lead Associate Instructors and course assistants in discussions about supporting student writing. Among the 30 to 40 sessions the CWP conducts each year, topics vary, depending upon interest:

- Using write-to-learn strategies
- Designing effective writing assignments
- Sequencing writing assignments throughout a course
- Developing clear and fair grading criteria and ensuring equitable grading among multiple course sections (see “Norming Sessions,” below)
- Employing time-saving grading and marking strategies
- Discouraging plagiarism
- Conferring one-on-one with students
**ONE-ON-ONE SUPPORT TO INSTRUCTORS**

Instructors may contact CWP staff directly for individual consultation on any topic related to teaching writing or using writing to teach. These confidential sessions can focus on such items as sequencing assignments to meet course goals, designing assignments, preparing in-class exercises related to writing, encouraging substantive revision, and evaluating student work.

**“NORMING” SESSIONS**

Norming is a tool for lead faculty to help guide AIs, course assistants, or graders through the process of grading papers in a specific class; “mock” norming session can also be a part of departmental training sessions for AIs and course assistants as a means of discussing grading more generally.

For faculty teaching multi-section courses, one of the longest standing student misconceptions to overcome is that grades are determined primarily by luck: students assume their grades will vary depending up which AI is grading their papers and how lenient or strict that particular grader is.

At the same time, it is quite possible that reasonable, intelligent, well educated and well intentioned people, when given a stack of student papers and a clearly worded grading scale, will nonetheless assign significantly different grades to the same essay. Norming session can help to improve inter-reader agreement.

For lead faculty members teaching multi-section courses, norming sessions:

- Provide articulation of course and assignment objectives
- Establish equity among sections and reduce grade challenges
- Give confidence and authority to graders

For graders and AIs, norming sessions encourage evaluative practice that:
• Works from existing student essays written to the assignment
• Builds from demands of the assignment sheet
• Focuses on substantive, not incidental, traits
• Prioritizes and limits criteria
• Accounts for problems rooted in the assignment
• Establishes the middle—“competence”—grade level and rewards work that exceeds baseline expectations
• Identifies “benchmark” papers at various grade levels
• Produces items on which marginal and end comments may be based

Most norming sessions last 60 to 90 minutes. From a group of newly collected student essays, the lead faculty member chooses 5-10 papers, which are duplicated and distributed among the graders. Generally, the faculty members prefaces the activity by talking about their goals for the assignment, and what general characteristics they look for while grading. The graders then read the set of papers, affix a grade to each, and note two to three reasons for the grade given.

Grades are shared and then discussed. This conversation provides an overview of trends and points of real disagreement among evaluators. For example, graders may agree on the relative merits of each paper—they may have ranked them in the same order, but affixed different grades to each, the highest grade being an A from one grader, and a B from another. Or, there may be very close agreement among the faculty and several of the graders, with one person’s marks lying well outside that range.

The role of the faculty member, with a facilitator from the CWP, is to get everyone at the table to agree upon one grade for each paper, or norming the graders to the faculty’s “benchmark” grade. The heart of the conversation focuses on identifying those places where readers have little agreement and articulating criteria for each grade level that will help AIs be consistent from paper to paper and consistent with one another. The resulting benchmark papers also provide
texts for concrete comparison among the remaining essays—do they have more characteristics in common with one benchmark or another? The CWP staff facilitate these conversations by:

- Scheduling the session
- Providing copies of sample essays
- Facilitating the discussion of the grading scale
- Facilitating the development of the rubric
- Constructing the rubric document itself
- Distributing the finished grading rubric to graders
- Providing additional materials on marking errors, writing comments, and conferring with students about grades

**IN-CLASS WORKSHOPS AND PRESENTATIONS**

Typically, the CWP staff assists instructors in designing their own in-class activities. On some occasions, however, the CWP staff also provides classroom instruction. Most frequently, these presentations concern strategies for effectively integrating sources into student writing and how to avoid plagiarism.

Writing Tutorial Services, part of the Campus Writing Program, provides one-on-one tutorial help to students writing essays for any IU course. Tutorials are available by 50-minute appointment in WTS Ballantine 206, and for 30-minute walk-in appointments at various locations on campus, including the Wells Library and the Academic Support Centers in Briscoe, Forest and Teter residence halls (detailed information about hours of operation and making appointment available at [http://www.iub.edu/~wts](http://www.iub.edu/~wts)). WTS staff may also be invited to make brief (five- or six-minute) presentations to promote WTS to undergraduates in individual class sections taught by AIs.
Pamphlets on Common Writing Programs

WTS provides pamphlets on various writing topics, such as developing a thesis statement, using evidence, citing sources in APA, MLA, or Chicago style, and proofreading for common grammatical errors. Als who wish to distribute these materials or use them in class are welcome to pick up pamphlets at Ballantine 206, order them by calling WTS, or download the pdf versions from the WTS website to distribute to their students.
For those of us who work to provide best-practice educational experiences for our students in higher education, there is often a gap between theory and practice. It is not uncommon for Associate Instructors to be caught on one side of this gap, needing guidance about how to effectively connect theory and practice. Service-learning is a form of experiential education which can be particularly effective in helping university students make this connection. Service-learning has been defined by the Alliance for Service-Learning in Education Reform as “a method of teaching through which students apply newly acquired skills and knowledge to address real-life needs in their own communities (Payne, 2000, p.41).” A successful service-learning class includes these elements:

- The service is clearly connected to the academic component.
- The service meets a genuine community need as the agency defines that need.

Reflection is built into classroom activities and assignments to assist students in making academic connections between the work they do at their service site with what they are learning in their course.

The reciprocal relationship between the university and the community agency creates a significant and valued partnership in the education of the students. Service-learning is sometimes confused with volunteering or internships. Service-learning differs from volunteering because of its direct tie to the academic objectives of a particular course. An effective service-learning course fully integrates service with learning, while volunteering provides a service to the community without a connection to formal coursework. Service-learning differs from internships in that service-learning examines the service experience in the context of ongoing learning, while internships apply what has been learned in previously-taken coursework. Additionally, the concept of reciprocity supports a balanced approach where the intended beneficiaries of the service are both the service provider and the recipient of the service.
WHAT ARE THE BENEFITS OF INCORPORATING SERVICE-LEARNING INTO A CLASS?

As a pedagogical method, the value of service-learning has been described and documented by scholars since John Dewey wrote *Experience and Education* almost seventy years ago. For example, service-learning has been found to further students’ critical thinking, improve their mastery of academic material, and demonstrate the relationship between theory and practice (Eyler & Giles, 1999). According to Mooney (2000), students benefit from service-learning in improved grades and increased learning, increased civic engagement, enhanced job skills, and increased tolerance of diversity. Students themselves appreciate being part of a service-learning partnership.

“I have a better understanding of the Bloomington community. I have seen how those outside of the University live and function, which has helped me realize that this is just not a college town, it is like every other town in America. I have also learned how non-profits function. I have taken classes about it, but seeing it first hand gives a much more powerful meaning.”

For instructors, incorporating service-learning into a course has the following benefits:

- Students appreciate and often become more engaged in the hands-on learning experience.
- Instructors get to know students better than in the traditional classroom experience.
- Instructors can demonstrate concrete evidence in their curriculum vitae of their desire to incorporate both teaching and service into the educational process.
- Instructors can conduct community-based research, which is also a valuable addition to the curriculum vitae and for tenure and promotion reports.
Service-learning also has benefits for the community. Almost across the board, community partner agencies are underfunded, understaffed and rely heavily on volunteers and service-learners to meet the needs of their clients. And, in professional and skills-based courses, service-learning students can create valuable and much needed projects for area agencies. For example, students from classes in the School of Business create marketing plans and materials targeted to expand agencies’ donor and volunteer bases. Students in a computer science class design webpages for community partner agencies that do not have the resources or technological skills to do so on their own. Service-learning provides the context for a mutually beneficial relationship where the university and community can look to one another as a resource. Service-learning can be an effective way to bridge the town/gown divide.

**How can the Office of Service-Learning help instructors?**

In an effort to provide both theoretical content as well as practical, real-life experience in the learning process, the Office of Service-Learning has a broad array of support services to help Associate Instructors with both teaching strategies and research opportunities. We provide support for curriculum and course development as well as staff members who lead reflection sessions that help to incorporate the learning element into the service experience. The Office of Service-Learning also provides an important link to community service organizations, and staff members are available to work with instructors to create service-learning partnerships by providing community agency background and contact information. Perry and Blouin (2006) found that the most important elements for creating a service-learning experience which is beneficial to both students and community partners are frequent communication and sufficient student preparation for the service project. The Office of Service-Learning assists instructors with the strategies and tools to support both communication with agencies and student preparation.
Some of the other services we offer in our mission to support instructors who wish to offer service-learning courses are as follows:

- Providing consultation and resources including instructional materials and grants to faculty and instructors who are interested and engaged in service-learning and community-based research.
- Coordinating and publicizing faculty/instructor discussions including informal and topical service-learning coffee hours, as well as our Faculty Fellows Program.
- Convening service-learning faculty/instructors in submitting publications and grant applications. In the past two years, the Office of Service-Learning has worked with faculty and graduate instructors to coordinate and facilitate the publication of a book on service-learning teaching portfolios entitled Integrating Service-Learning Into the University Classroom. The Office of Service-Learning has also assisted faculty in identifying appropriate grants to develop and support service-learning in their classes.
- Sponsoring an annual Summer Institute on the Scholarship of Engagement attended by faculty, instructors, graduate students, administrators and community partners.
- Providing Advocates for Community Engagement (ACEs) to facilitate service-learners into area agencies and to lead reflection sessions about service-learning experiences for any IUB course. Each undergraduate ACE works at a specific social service agency where s/he coordinates IUB service-learning and other volunteer experiences and participates in the business and service of the agency.
- Collaborating with instructors to create working relationships for service-learning and community-based research with many local community service agencies in Bloomington and Monroe County.
To get started in the service-learning partnership process, Associate Instructors need to follow several easy steps: 1) check with supervising faculty or department chairs to see if service-learning has been offered in the course before, and to get authorization to offer the course with a service-learning component; 2) contact the Office of Service-Learning to set up a meeting to explore possibilities for incorporating service-learning in their courses; 3) work with the staff of the Office of Service-Learning to plan the course, develop the syllabus, and make community contacts to create a successful service-learning partnership; 4) contact community partner(s) to agree upon deliverables, responsibilities and communication (it is recommended that instructors begin this conversation with a Memorandum of Understanding, available on the Office of Service-Learning website); 5) keep up communication about the service-learning experience with both community partner(s) and students throughout the semester, and (6) enjoy the benefits of helping the community while providing best-practice learning experiences for students!

Any faculty member or instructor who would like to explore the idea of offering service-learning as a course component is welcome to contact the Office of Service-Learning to set up an appointment to meet with one of our staff members (http://www.indiana.edu/~copsl/).