

## **Marquette University**

### **Document 1: Teaching Preparation in Marquette University's Doctoral Program**

#### **The Marquette Teaching Assistantship, Teaching Fellowship, and Opportunities for Graduate Students to Adjunct in Courses**

Marquette does not offer Teaching Assistantships to Master of Arts students, but reserves them for doctoral students. Students awarded Teaching Assistantships can typically retain them for three years if they make satisfactory academic progress towards their degree. They are assigned to work about fifteen hours a week with a faculty member whom they assist with classroom duties or research tasks. Teaching Assistants are not entrusted with their own sections of classes to teach. They typically observe the faculty member teach, hold office additional hours, grade papers and exams, and hold study sessions with students. They may also prepare quizzes and teach on occasion with the supervision of the faculty member. They assist with the preparation of online courses for faculty members developing those, typically writing quiz questions.

Marquette grants two teaching fellowships a year to graduate students who have completed their doctoral course work. These students teach three courses a year and are responsible for their own sections. Graduate students who have completed their doctoral qualifying exams and who do not have a teaching or dissertation fellowship are eligible to teach as an adjunct instructor for one course a semester. Doctoral students who defended their dissertations the year prior to the academic year being scheduled who are actively searching for a fulltime position may be considered for up to two sections for two semesters if they have not received an appointment elsewhere and if the teaching needs in the undergraduate program permit.

#### **Preparing Future Faculty (PFF) Program**

In 2000, Marquette became one of seventeen universities nationwide to receive funding for its Preparing Future Faculty (PFF) Program. PFF is part of a national initiative, sponsored by the Pew Charitable Trusts, the AACU, and the Council of Graduate Schools, to encourage development of new approaches to the graduate education of future professors and to prepare graduate students better for their roles in the future professoriate. For more information on the PFF program, please visit: <http://www.marquette.edu/pff/>.

*PFF Workshops:* These individual workshops cover a variety of topics and issues related to teaching and learning, as well as career and professional development. These workshops fulfill the PFF workshop requirements.

*Graduate School Workshops:* These workshops are organized by the Graduate School at Marquette. Participants can earn PFF equivalency credit for attending these workshops.

*E-Teaching Workshops:* PFF participants have the opportunity to attend the Electronic Teaching Workshops organized by the Center for Teaching and Learning (CTL). These workshops focus on e-teaching/learning topics and skills that are useful in a face-to-face, online or hybrid (combined online and face-to-face) course. Participants who attend all six e-teaching workshops and present a final project can earn an E-Teaching Certificate.

## **Marquette Center for Teaching and Learning**

Since 2003, Marquette's Center for Teaching and Learning has provided a wide range of faculty development programs, with particular emphasis on cutting-edge technologies and instructional media. Through this program, students can earn a variety of e-learning certificates for their portfolio. For more information on this program visit: <http://www.marquette.edu/ctl/index.htm>.

## **Department of Theology**

While many doctoral students from the Department of Theology have participated in the Preparing Future Faculty Program, it is aimed at all graduate students at Marquette; it is not specifically tailored to the disciplinary needs of Theology. Consequently, over the past two years, the Department of Theology has begun conversations and initiatives designed to be more intentional about the preparation of our own doctoral students.

We launched two initiatives. First, in Spring 2010 we began shifting our adjunct teaching opportunities from persons external to the University toward A.B.D. doctoral students. We now give priority for these opportunities to doctoral students in their fourth and fifth years of study, as well as to recent post-docs. Secondly, in Spring 2010 we launched a mentoring program based on a successful program developed and utilized by Marquette's Department of Philosophy. We made three key changes in this program:

- (1) We instituted two workshops in the Spring (prior to the students' Fall teaching assignments), one to give them an overview of student demographics and other useful facts, and a second to focus on the use of the common reader for our Introduction to Theology course;
- (2) We required them to submit their syllabi for review by August 1 in advance of a day-long August workshop where the new graduate student teachers would meet to discuss their syllabi and other issues;
- (3) We moved the semester-long seminar from the semester before they taught to the semester where they were actually teaching, so that the conversations were more real-time than hypothetical; and
- (4) We instituted master-teacher observations of doctoral student teachers.
- (5) Starting in Fall 2010, we required the doctoral student teachers teaching THEO 1001 to teach under the mentorship of a master-teacher (Julian Hills, Ph.D.). Dr. Hills expanded the seminar series to include specific sessions on how to teach Introduction to Theology (i.e., the pedagogy of teaching theological content).

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### **Document 2: Summary of Findings form Teaching Initiative Work**

#### **What We Learned...**

*From the discussions with the alumni:*

1. Our alumni affirmed the basic structure of our program, which requires a major area and two minor areas. Most of our graduates are employed in smaller colleges and universities and find themselves teaching very broadly. Thus Marquette's doctoral program prepares them very well for the teaching situations in which they find themselves.
2. The TA experience depended a great deal on the particular faculty member with whom a student worked. The department does have a document, which spells out this relationship in some detail, but this document could be improved by being more intentional about and focusing on the teaching skills that should be communicated to the student through the TA experience.
3. Our graduates are very creative. They are teaching courses very different from those they experienced at Marquette. Along the line, they evidently learned how to learn and how to adapt to varying situations.
4. Most of our graduates did not take advantage of the teaching workshops available at Marquette while they were students. They found their introduction to teaching to be rather haphazard. Participation in the Program for Future Faculty is optional. We need to find a way to be more intentional about requiring student participation in a teacher formation program.

*From our interaction with our consultants:*

1. Marquette has some great resources available. The Center for Teaching and Learning offers frequent presentations throughout the year. The Graduate School has a Program for Preparing Future Faculty. The Department of Theology designates a faculty member who works with those students teaching the introductory course and assigns mentors to all other students teaching other courses. We have a problem tracking student participation in these programs and find that these resources are under-utilized by our graduate students. The problem is how to incentivize better participation, track participation, and make sure that what the students receive is coherent. In other words, we need to "connect the dots" of all these elements into a coherent and comprehensive vision of formation of doctoral students.
2. We need a structured introduction of graduate students to classroom instruction and need to give some thought to how these students can collaborate with faculty members in specific apprenticeship practices.
3. We need more clarity with respect to the purpose, goal and practices of teaching assistantships in relation to courses and faculty members. We need to identify specific goals to be accomplished within this relationship such as: learning how to do syllabus construction, classroom lecturing, grading and

- evaluation, course assessment and planning, student-teacher conferences, etc.
4. We need to develop a program of assessment for teacher training.

### **Next Steps**

1. Continue to strengthen the direction given to students teaching THEO 1001 and make that more programmatic so that it is replicated from year to year.
2. Revise the document governing the TA-faculty member relationship to focus on the teaching skills that students are expected to acquire through the TA experience.
3. The Chair, Assistant Chair, DGS, and director of THEO 1001 should meet and develop a program of teacher formation for our students compiled from our available resources and figure out a way to implement and assess it.