

**TEACHING/PROFESSIONAL DEVELOPMENT OPPORTUNITIES
FOR Ph.D. STUDENTS IN ARTS & SCIENCES**

Overview

At Washington University, each department serves as the primary source of Teaching Assistant (TA) training, through course-specific supervision and evaluation and through discipline-specific instruction in pedagogy. The Graduate School of Arts & Sciences, the Teaching Center, and some departments provide additional opportunities for graduate students to develop their teaching.

The chart below outlines the three levels of teaching development, starting with the elements required by the departments and the Graduate School.

REQUIREMENT	ENHANCEMENT (Optional)	ADVANCED FOR-CREDIT (Optional)
<p>Department Teaching Requirement</p> <ul style="list-style-type: none"> • Discipline-specific • Varies by department • Includes TA assignment <p>Graduate School-Wide Teaching Requirement for Ph.D. Students</p> <ul style="list-style-type: none"> • Effective beginning with doctoral students entering Fall 2004 • Requirement of minimum teaching experiences at a basic level and an advanced level <p>For more information, see http://artsci.wustl.edu/GSAS/policies.html.</p>	<p>Teaching Citation (approved 4/20/2006)</p> <ul style="list-style-type: none"> • Graduate School-wide opportunity for graduate students to enhance their teaching knowledge and skills (see detailed description, below) • Requirements: <ul style="list-style-type: none"> ▪ Non-credit workshops on teaching ▪ Varied teaching experiences ▪ Faculty and student evaluations ▪ Teaching philosophy statement <p>For more information, see http://teachingcenter.wustl.edu, under “Graduate Students.”</p>	<p>Graduate Teaching Certificates</p> <ul style="list-style-type: none"> • Advanced, discipline-specific training • For-credit program with course requirements (generally 15 credit units) • Examples of existing certificates: <ul style="list-style-type: none"> ▪ College Writing ▪ Language Instruction • New certificates require approval by Graduate Council

TEACHING CITATION

Approved by the Graduate Council April 20, 2006; Effective Immediately

Introduction

In an increasingly competitive academic marketplace, job candidates for many positions who can demonstrate knowledge of teaching and evidence of teaching skill have an advantage. In addition to Department Teaching Requirements and the Graduate School of Arts & Sciences Teaching Requirement for Ph.D. students, the Graduate School with assistance from the Teaching Center administers an optional Teaching Citation designed to provide additional opportunities for interested students to enhance their teaching knowledge and skills before they begin applying for academic positions.

Teaching Citation

Award of the Teaching Citation is contingent on satisfactory completion of all departmental teaching requirements, the Graduate School Teaching Requirement for Ph.D. students, and Teaching Citation requirements.

Written approvals by the Director of Graduate Studies from the student's home department, the Teaching Center, and the Dean of the Graduate School of Arts & Sciences need to be obtained for specific activities required for award of the Citation. Award of the Teaching Citation will be printed on the graduate student's University transcript; the Citation will be awarded at the time the Ph.D. degree is awarded.

Students interested in earning the Citation should use the Registration Checklist for Teaching Citation (available on the Teaching Center Web site at <http://teachingcenter.wustl.edu>, under "Graduate Students").

The Teaching and Professional Development Committee of the Graduate Council serves as an advisory board for the Citation.

Requirements

Graduate students interested in earning a Teaching Citation must successfully complete the following:

- 1. Department Teaching Requirements** (check with home department)
- 2. Graduate School Teaching Requirement for Ph.D. Students**
(See <http://artsci.wustl.edu/GSAS/Policies/TeachingRequirementPhD.htm>)

3. Workshops (5)

Students should complete five approved workshops that expose them to the major models and methods of teaching. These workshops should ordinarily cover such basic elements as the following:

- (a) Course planning and development: The goals and philosophy of teaching
- (b) Syllabus preparation and textbook selection
- (c) The teaching environment
- (d) Lecturing
- (e) Leading discussions
- (f) Seminars and tutorials
- (g) Writing assignments
- (h) Other teaching tactics and assignments
- (i) Testing and assessment
- (j) Grading and evaluation
- (k) Ethics: Cheating, confrontations, and other problems
- (l) Evaluating teaching
- (m) Advising and mentoring
- (n) Technology
- (o) Diversity
- (p) Research and resources on teaching

Students may complete the workshop requirement through participation in five workshops or seminars that span different elements. Workshops that satisfy the requirement are offered by the Teaching Center (examples listed below) and by Arts & Sciences Computing (Summer Web Workshop). Other workshops may count toward the requirement only with pre-approval by the Department Graduate Studies Director.

Examples, with elements shown:

Workshops Co-Sponsored by the Teaching Center and the Graduate Student Senate
Spring 2005

Effective Course Design (a, b)

Fall 2005

Designing Teaching Philosophies and Portfolios: What You Need to Know (l)

Assessing Learning: Strategies You Need to Kick Start a Teaching Career (i, j)

Spring 2006

Pursuing a Job in Academia: The Different Types of Positions (c)

Planning a Course/Designing a Syllabus (a, b)

4. Teaching Experiences (3)

Students pursuing the Citation must engage in multiple teaching experiences and demonstrate teaching proficiency appropriate to their disciplines. Given the wide variety of departmental opportunities and the unique demands and expectations of individual disciplines, specific teaching experiences will not be dictated. Students should design a series of teaching experiences that meet the following general guidelines:

Students must participate in at least 3 separate teaching experiences. A “teaching experience” can include being a Teaching Assistant for a lecture or laboratory course, having primary responsibility for teaching a significant portion of a course (at least 3 weeks of a semester-long course), co-teaching a course, having full responsibility for teaching a course, or other kinds of intensive or extensive teaching activities that meet these guidelines and are approved by the department faculty. Students must demonstrate proficiency in at least two different approaches or methods of teaching (e.g., formal course lecturing, leading discussion groups, or organizing laboratory exercises) in fulfilling this requirement. It is recommended that any non-TA experience be approved in advance by the appropriate faculty member or graduate studies director in the home department.

5. Written Evaluation of Teaching

The teaching experiences become an integral part of training when they are evaluated carefully and constructively. Accordingly, each teaching experience listed for the Citation will be formally evaluated. These evaluations must have the following components:

- (a) An evaluation by the course director, faculty advisor (in the case when a participant is the course director), or other designated personnel (in the case of off-campus teaching experiences). A basic checklist of teaching evaluation guidelines is available at <http://teachingcenter.wustl.edu>, under “Graduate Students.”
- (b) An evaluation by the students, such as student course evaluations or student checklist guidelines. A sample student evaluation form is available at <http://teachingcenter.wustl.edu>, under “Graduate Students.”

The faculty evaluator is asked to provide written feedback to the student. It is recommended that the faculty evaluator use or adapt the evaluation guidelines developed by the Teaching and Professional Development Committee and the Teaching Center (see 5(a), above). (When appropriate, teaching experiences may be videotaped so that written feedback can be used most effectively to target specific behaviors or methods; a teaching consultation with the Assistant Director of the Teaching Center or a designated faculty member may also be requested.) It is recommended that students provide their faculty evaluators with the basic checklist guidelines, in advance of the teaching experience to be evaluated.

6. Development of a Teaching Philosophy

Each participant will develop an acceptable teaching philosophy using the guidelines established by the Teaching and Professional Development Committee and the Teaching Center. Students may get guidance in developing a suitable teaching philosophy from the Teaching Center. Both the department graduate studies director and the Teaching Center must approve the philosophy statement. In preparing to write the teaching philosophy, students are encouraged to reflect on the experiences they have had while pursuing the Teaching Citation, and to articulate the ways in which these experiences have shaped their current approach to teaching and their teaching philosophy.