

award, Chisholm is author of *Coordination Without Hierarchy* (University of California Press, 1989).

Notes

1. See "The Long Voyage Home Begun," *PS* (Fall, 1988), pp. 901-907.
2. I am aware of several smaller departments in which all members read the material submitted by the candidates who come for interviews. This appears to be the exception rather than the rule.
3. Conversely, while you may begin to tire of your presentation after giving it a few times (I surely did), it may be worth resisting the temptation to radically alter it to make it more "interesting." If it ain't broke, don't fix it.
4. The worst job talk I have ever had the misfortune to hear was one in which the candidate chose not to discuss his excellent dissertation, but to try out ideas related to new research. He came across as ill-prepared and incapable of rigorous thought.
5. Except, perhaps, to demonstrate that I had "prepared" for my presentation.
6. The *Chronicle of Higher Education* annually publishes a list of salaries for different ranks at American colleges and universities. This gives one at least a basic idea of the possibilities at any given institution.
7. For this one should ask junior faculty, not the department chair!
8. The American Political Science Association's professional guidelines state that a candidate has two weeks to decide upon receipt of a *written* offer.

A Survey of Teaching by Graduate Students*

Jonathan P. Euchner
and
Malcolm E. Jewell
University of Kentucky

Ph.D. programs in political science, for the most part, produce college and university teachers. Since 1972, more than four out of five new positions in our profession are in academic settings, where teaching is almost always a major responsibility.¹ Consequently, it is surprising that so little information exists about the role of grad-

uate education in the training of new political scientists as teachers. This paper is a first effort toward developing a better understanding of the current state of teacher training in our discipline. We are interested in: the use of graduate students in the classroom, the preparation and evaluation of student teachers, and the level of responsibility given to them, and the institutional support given to student teachers.

One measure of the importance that departments attach to providing teaching experience for graduate students is the extent to which teaching experience is required in the graduate program.

To take this first step, a survey on "Graduate Student Teaching in Political Science," was prepared and sent to all 118 Ph.D. programs in the United States, as listed in the *Guide to Graduate Studies in Political Science 1986*. The return rate for this survey was excellent, with a total of 95 schools participating, for a response rate of 80 percent. The survey, consisting of four parts, was initially sent to all department chairs, asking them to answer the questions, or give the survey to the person in each department best able to provide answers. In most cases, either the department chair or the graduate director completed the survey. In analyzing the data from this survey, our main interest was in the aggregate results, not in identifying or comparing practices at particular institutions.

Variations in Use of Student Teachers

We started by asking each school whether graduate students are used to

The Profession

teach courses in their department, finding that 83 percent (79) of the schools answered yes, with only 16 schools answering no. A small number of answers to this first question indicated some confusion over whether "teaching courses" meant to include graduate students assigned to conduct discussion sections as part of a larger class. In our view while discussion sections are useful and emphasize some teaching skills, the full range of teaching is only obtained through the responsibility for a complete class. Consequently, our main interest is in those schools where graduate students actually teach their own courses, but it may be valuable in the future to try to separate these two different teaching responsibilities. This report then is based on answers from the 79 universities where graduate students are used to teach courses.

Two-thirds of the departments reported there are no differences in the authority of student teachers and full-time faculty.

One measure of the importance that departments attach to providing teaching experience for graduate students is the extent to which teaching experience is required in the graduate program. We found that teaching is required in only 32 percent of the Ph.D. programs and only 7 percent of the M.A. programs.

We sought to determine how early in their graduate career students were expected to teach, and found a wide variation. Many schools do not assign graduate students to teach courses until they have completed their Ph.D. course work, their comprehensive examinations, or both. Other departments give graduate students teaching responsibilities in their first or second year if they enter the program

with an M.A. or in the second year if they enter with only a B.A. A sizable number of departments reported providing teaching experience for their graduate students based on the availability of courses to teach. It appears that even when teaching experience is required by departments, a large number of students have to wait until they enter the last phase of their studies before teaching a class on their own.

Teaching Oversight and Responsibilities

Do departments provide any program of teacher training or orientation for graduate students before they begin to teach? Slightly more than half (55 percent) offer such training, and 43 percent require it. Most of the departments offering such training also continue it during the first semester in which the student is teaching.

Almost 90 percent of departments use student evaluation of student teachers, and two-thirds of respondents consider this to be an important source of information. In almost one-third of the departments there is some systematic observation of student teaching by faculty, usually done by the department head, a faculty committee, or the director of graduate studies. It is more common for such observation to be done only if the student teacher requests it.

Surely some of the more important decisions made by teachers are those pertaining to the selection of instructional materials and grading. We were interested in exploring the amount of latitude that departments give to their student-teachers in making these decisions. In the selection of texts, and the design of course syllabi, 76 percent of the schools said these decisions were left up to the teacher, whether a student or not. In examining grading policies, we found that most schools, 87 percent, give their graduate students in the classroom the same powers to adopt grading policies that full-time faculty also have.

In a series of follow-up questions on grading practices and policies we explored whether any differences exist between the finality of grading decisions made by facul-

ty, and those made by graduate student teachers. More than half of the departments responded that, in grading disputes between student teachers and students, the decisions of the teachers were final. Where changes can be made by the department or through some other review process, the procedures appear to be the same for student teachers and regular faculty. In general, two-thirds of the departments reported there are no differences in the authority of student teachers and full-time faculty.

Institutional Support

An equally important measure of departmental commitment to graduate student teaching is the level of institutional support, including various forms of stipends, office facilities, and secretarial support. We found tuition waivers of one form or another a popular benefit for graduate students, with 81 percent of our schools reporting its use, while the mean waiver of tuition was 70 percent. We also asked each school to indicate the monetary value of their tuition waivers and found on average that waivers provide a \$4,843 benefit to graduate students.

For salaries, as expected, survey results indicate a wide range of levels and arrangements. For starters, most schools pay salaries on a 9 month basis (75.9 percent), with only two schools indicating a full year salary for graduate student-teachers. The average "standard salary" paid by schools is \$6,313, ranging from a high of \$12,895 to a low of \$3,500. Where an "additional" salary can be paid (for extra teaching loads, responsibilities, etc.) it is likely to average around \$2,800. One final category of financial assistance offered by many schools is the graduate fellowship. Respondent schools reported a range of fellowships from the top of \$13,386 to the bottom level of \$3,000, with an average for all schools of \$7,366.

In a related section of the survey, we also asked schools to indicate the terms by which awards are made to students. A clear majority of schools reported that awards are made annually (72 percent) and not for the duration of study (20 per-

cent). Responses here also show the renewal of teaching assistance awards contingent either on good academic standing (40 percent) or in combination with satisfactory teaching performance (32 percent). For multi-year awards the contingencies were closely split between good academic standing alone (12.6 percent) or in combination with satisfactory teaching performance (7.5 percent).

The actual statistics describing the various ranges of financial support given to graduate student teachers are useful as an immediate measure of "support," but there are other things done by most departments that also constitute some type of support. We find that all but 4 percent of the departments provide some type of office space for student teachers, usually in one large room or a room that has been subdivided into smaller rooms, though occasionally student teachers get individual offices when space is available.

Only 38 percent say that their department considers teacher training to be important or very important.

Access to secretarial help and resources is another source of support that can make the job of teaching much easier. A clear majority of schools (89 percent) reported that the same secretarial support services available to full-time faculty were also available to student teachers. In addition to secretarial support, services like photocopying, phone access, supplies, media services, library privileges, and computer facilities can also be important for any classroom teacher. In 67 percent of the departments no differences were reported in the availability of these services for graduate-student teachers and full-time faculty. Where differences exist, they are generally in the areas of telephone ac-

The Profession

cess, library borrowing privileges, and photocopying allowances.

An Assessment of Teaching in the Ph.D. Program

Almost two-thirds of respondents believe that it is important or very important that graduate students gain teaching experience, but only 38 percent say that their department considers teacher training to be important or very important. When respondents were asked which statement best explained their use of graduate students as teachers, three-quarters emphasized that it provided graduate students with a useful experience and half emphasized the economies of instruction. A small number emphasized that it permitted reducing teaching loads, more concentration on upper division courses, and more research time for faculty.

Only a minority conduct systematic observation of student teachers.

Our survey suggests that some new trends have been occurring in student teaching. Respondents were asked to compare various aspects of graduate student teaching with the situation in their department a decade ago. More courses are taught by graduate students in 40 percent of the departments, while the numbers are fewer in 19 percent (with others reporting no change). Of those responding, 42 percent thought there is more departmental effort in supervising and training prospective teachers and 11 percent said there was less. There are more student evaluations of student teachers in 41 percent of the cases and fewer in 3 percent. About one-third of the respondents thought there is more graduate-student interest in teaching and also thought that the student teachers were making greater efforts, while almost none reported declines. And 44 percent believed that teaching experience is a more important

consideration in the job market today, while 6 percent said it was less important.

If these impressions are correct, there is a growing recognition by both departments and graduate students of the importance of student teaching. But our survey reveals considerable variation in the amount of teaching experience that graduate students receive and the amount of importance that their departments attach to student teaching. We have found that at least half of the departments provide some form of training or orientation for student teachers, but only a minority conduct systematic observation of student teachers. Our data do not measure the thoroughness of either the training or the observation. Most student teachers are given relatively wide latitude in teaching their courses. While there is great variation in levels of compensation, most student teachers receive considerable institutional support to do their job.

Though this survey cannot provide depth or detail on the range of graduate teaching practices, it may be useful in providing departments with some benchmarks for comparing their teaching programs. Beyond that, we hope it may encourage more attention to the issues involved in graduate student teaching.

About the Authors

Malcolm E. Jewell is professor of political science and former chairman of the department of political science at the University of Kentucky. Jonathan P. Euchner is a Ph.D. candidate at the University of Kentucky.

Notes

*The authors wish to thank Don Gross and Tony Gierzynski at the University of Kentucky for their assistance.

1. A number of studies on the placement of political scientists published between 1982-88 in *PS* were consulted. Based on these articles, on average for the years 1972-86, 83% of all job placements in political science were in academic settings.