

PREPARING THE PROFESSORIATE

Rebeca C. Rufty
The Graduate School
NC State University

July 12, 2005



THE PTP PROGRAM AT NC STATE

- Established in 1993
- Pairs distinguished faculty with doctoral students for year-long one on-one mentored teaching experience
- Designed to introduce participants to faculty careers.



PTP activities

- Monthly seminars with invited speakers.
- Discuss various aspects of faculty careers with emphasis on teaching.
- Students have one semester of observation and one semester of teaching.



Other features of PTP

- Students can receive course credit by registering for a special course.
- Capstone project is a teaching portfolio.
- After successful completion of program, students get transcript notation.

THE EARLY YEARS

- Ten students and their mentors chosen annually through a University-wide competition.
- Student receives \$2,000.
- Initial funds came from the Provost and from Graduate School overhead.



Major Challenges

- Continuous source of funding
- Administrative support
- Engaging the campus
- Finding able and enthusiastic speakers
- Reviewing portfolios

THE MID YEARS

- Grant proposal submitted to the Department of Education Graduate Assistance in Areas of National Need Program. PTP included as requirement for all GAANN fellows.
- This feature was favorably received and was included in proposals to the NSF Graduate Research Traineeship Program.



THE PTP TODAY

- Successful in obtaining institutionally awarded fellowships and traineeships from NSF and DOE.
- PTP participation has expanded to include GAANN fellows and NSF Graduate Research Trainees.
- These students do not receive cash awards, but fulfill one requirement of fellowship or traineeship.



ADDED BENEFITS

- Successful in getting NSF MGE grant now called Alliance for Graduate Education and the Professoriate (AGEP) which provided 10 additional cash awards.
- Therefore, we now have 20 slots (10 NC State and 10 NSF) in addition to the non-funded slots for all participating GAANN fellows.



IMPACT OF PTP

- By providing cash awards to students through a competition, the PTP signals the value that NC State places on teaching preparation for students.
- For participants seeking first academic position, PTP has provided a critical credential. Students placed in top Universities.



IMPACT, cont.

- PTP has provided participants insights into issues such as:
 - diversity of faculty responsibilities
 - the academic job search
 - the purpose and preparation of a portfolio
 - teaching diverse student populations
 - balancing personal and professional commitments.



IMPACT, cont.

- Gives certain students opportunity to teach upper level courses (vs. just introductory.)
- The mentor-protégé model of research training extended to teaching allowing students to become junior colleagues as they work closely with mentor.



IMPACT, cont.

- PTP has provided a venue in which mentors can reflect on, and in some cases, re-direct their teaching.
- The monthly seminars provide an interdisciplinary forum in which students discuss teaching challenges and strategies on many different disciplines.



IMPACT, cont.

- PTP has provided opportunity for several mentor-student pairs to contribute to scholarly of teaching by publishing articles in national journals on the PTP experience.
- PTP has served as key component in a series of successful grant proposals to support graduate education (~\$20M).



IMPACT, cont.

- Provided visibility to NC State as program has been featured at several national conferences. (Examples: *National Convocation on Science and Engineering Doctoral Education (NASE, NIM, 1996)*, *Graduate Education Forum on Strengthening Graduate Education: Promising Practices and Strategies for Implementation (NISE/NSF, 1998)*, *Re-Envisioning the Ph.D. (2000)*, etc.

