representing the variety of institutions in higher education (four-year liberal arts colleges, community colleges, and comprehensive master's universities). Each of the participating partner institutions listed below has pledged to try to hire at least one UIC student to serve as an adjunct instructor for one semester. To date, seven of the ten partner institutions have hired at least one of our PFF students.

- City Colleges of Chicago
- Richard J. Daley College & Wilbur Wright College
- Chicago State University
- Elmhurst College
- Joliet Junior College
- Roosevelt University
- University of Illinois at Springfield
- Western Illinois University
- William Rainey Harper College
- Illinois Wesleyan University

One political science faculty member from each college or university serves on the cluster steering committee along with the UIC PFF director, the UIC director of graduate studies, and one UIC graduate student. Faculty from each of our partner schools have played a crucial role in the success of our PFF program. In addition to serving on the steering committee and attending regular meetings, most of our partner faculty have been actively engaged in the direct training of our graduate students. For example, Professor Sharon Alter from Harper College regularly gives presentations to the students enrolled in the teaching course and Dr. James McHugh from Roosevelt University hosts site visits at his university for PFF students.

While doctoral students are typically supervised and mentored through coursework and dissertation, the focus is usually on research. Few doctoral students receive similar support and preparation for the other responsibilities they will undertake as new faculty members. Partner faculty within the UIC program help to fill this gap by providing expertise related to their

## Preparing Future Faculty For Graduate Students

**Cheryl Brandt,** *University of Illinois at Chicago*

I became a member of the PFF steering committee as the graduate student representative at UIC. In that role, I have been actively participating in roundtable discussions dealing with PFF at both the American Political Science Association and the Illinois Political Science Association meetings, which has enabled me to supplement my curriculum vita. For the spring 2001 class, I was responsible for compiling all of the teaching portfolios for the students participating in the program at the University of Illinois-Chicago. Essential components of the PFF training include writing a teaching philosophy statement, building a curriculum vita, creating a teaching portfolio, and encouraging students to attend and participate in political science conferences. I made sure that each portfolio contained certain vital elements: a curriculum vita, sample course materials, past student evaluations, and peer evaluations. I informed the students whenever I discovered that one of these elements was missing. This responsibility reinforced for me the importance of a properly compiled portfolio, especially in the context of a job interview.

Political science graduate students at the University of Illinois at Chicago have been benefiting greatly from the PFF Program since it began at UIC in 2001. For example, 14 students enrolled in POLS. 510 in that first year. Seven students registered for the class the following year. Most of them (myself included) have since been teaching assistants and many have had the opportunity to teach their own classes independently, gaining invaluable teaching experience that was enhanced by participation in PFF. Some ended up teaching at partner institutions. On a personal level, my own participation in PFF has resulted in three job interviews at community colleges in Illinois and an adjunct faculty position at one of them.

Some instructors at partner institutions mentor graduate students who are interested in teaching at a school similar to their own. This is a mutually beneficial relationship; on the one hand, it provides the partner institutions with access to a pool of potential future instructors, and on the other hand, it enables students to develop contacts for future employment. More professors from partner institutions should take an active interest in helping to shape the professional development of their future colleagues.

The PFF teaching class also provides graduate students with the opportunity to prepare for the teaching demonstrations that are a crucial part of a job interview. In this exercise, each student conducts a 15 minute mini-class covering a topic of interest for his or her fellow graduate students. The feedback that I received from my colleagues allowed me to see that others took an interest in what I had to say and could provide me with an objective and even positive evaluation of my performance. This mock lesson was crucial to building my self-confidence for job interview situations. On a similar level, it was beneficial for graduate students to engage in a classroom observation of a professor in action at the teaching institution of their choice. In my own case, this exercise confirmed my belief that I would be most at home in a community college environment.

Graduate students were also required to attend three workshops held by the University of Illinois at Chicago's Council for Excellence in Teaching and Learning (CETL). Among the topics covered by these workshops were Introduction to PowerPoint, technology training and teaching, taking the teaching goals inventory, and learning styles. Personally, I found the workshops dealing with teaching and learning styles to be the most beneficial, largely because the participating graduate students completed a survey inquiring about what we felt was important in terms of visual, auditory, and kinesthetic learning styles. Once we understood our own styles, we could more readily understand and identify the different types of student learning styles, thus helping us to teach more effectively. I particularly liked learning how to incorporate all types of learning styles when teaching as a way of enabling me to reach each and every student. Such concepts, along with new skills I developed in seminars such as Introduction to Power Point, will enable me to continue to become a better teacher.

Yet another beneficial aspect of the PFF program is in the use of guest lecturers from a variety of educational institutions. They speak to students on a variety of issues and interests, such as the multicultural classroom, lecturing practices, and the suburban community college.

Upon a student's completion of the PFF program at UIC, CETL awards him or her a teaching certificate, making UIC one of the few institutions to do so. It has been my experience that potential employers look very favorably on this certificate. Consequently, more universities around the nation should get their graduate students involved in a PFF program and take an active interest in offering workshops and training. They should award teaching certificates to students who complete the program. In this manner, they can ensure a continuing supply of well-trained teachers in institutions of higher learning across the United States.



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