

the “sage on the stage” lecture style versus the “guide on the side” active learning style continues to be challenged by Millennials (Miller and Miller), as well as by students who come to us with varying levels of preparedness. How far do we go to get our students involved and interested without becoming the Magic School Bus for college? We may need to begin to think more about actively involving our students in classes (John Todsén, “Inclusion and Satisfaction: Involving Students in Class Design”), incorporating strategies such as technology and websites (Joseph Jozwiak, “Can Websites Help Students to Succeed in General Education Political Science Courses?”), and using personalized and reflective writing assignments (Shamira Gelbman, “Bringing Writing Back In (to Large General Education Classes): Evidence from a Writing-Intensive Introductory American Politics Course”) to help students take ownership of material that can be used in a multitude of class sizes. We may also want to think about active learning and student-centered class structures (Arthur Auerbach, “Teaching Diversity: Utilizing a Multifaceted Approach to Engage Students”) to help our students develop strategies for thinking critically about controversial material.

### Recommendations

Our track came to several conclusions; unfortunately, none are easy to undertake or quick to be cultivated. However, the reality is that if we do not undertake these challenges, they will most likely be imposed on us. Several states have already begun to dictate aspects of college curriculum, and, in light of *Academically Adrift* and similar reports, the likelihood is that state government intervention in higher education is likely to increase. Thus, we recommend:

- Figuring out what is core to the discipline of political science. This need not be prescriptive (for now), but may be descriptive. Methodological and topic pluralism is a defining characteristic of political science, but we need to have some agreement about what we expect majors and nonmajors to learn. We also need a better understanding of the kinds of institutions from which each of us within the discipline come—community college versus four-year school, large versus small, public versus private—to identify and address the challenges and opportunities that come with each environment, not just in terms of student needs, but also in terms of how we can best serve our students based on student backgrounds, class sizes, and resources available in difficult economic times.
- Identifying the objectives of our courses and creating those courses in a manner to scaffold students toward success. This goal will require a lot of reflective work on the part of the professoriate to think about what we really want students to know both in terms of knowledge and skills and to be more intentional in structuring our courses to achieve these goals.
- Encourage graduate programs to actively think about training their students to be teachers in addition to being political scientists. Given the increasing call for accountability and the diversity of students that we all face, it is critical that we arm our graduate students with pedagogy to facilitate both teaching and learning. Our next generation of political science professors will feel the brunt of increasing scrutiny; we must prepare them for it.

### Conclusion

Much of the work within the Core Curriculum and General Education track remains descriptive and not prescriptive. However, the relevance of political science will continue to be evaluated by what we produce in terms of assessment, successful students, and, more importantly, successful graduates. Questions about the core curriculum need to be addressed in both departmental course coherence and specific course expectations, as well as from a general education perspective and by assessing how we teach students to think. We will be affected by *Academically Adrift* and need to be proactive about addressing these challenges within the public and political arenas. For better or for worse, the challenge will be to sell our product—a product on which a specific value cannot be placed.

### REFERENCE

Arum, Richard, and Josipa Roksa. 2011. *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press.

### TRACK: DIVERSITY, INCLUSIVENESS, AND EQUALITY

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The eighth annual meeting of the Diversity, Inclusiveness, and Equality (DIE) track at the 2011 APSA Teaching and Learning Conference focused on issues of difference, diversity, and equality as they relate to political science classrooms, departments, and institutions. This year, DIE included 22 participants and seven research papers on a broad range of issues. Subject matter included the incorporation of diversity topics into political science curriculum, the impact of campus demographics and diversity, and challenges faced by faculty in teaching diversity in politics.

Based on their experiences in the classroom and the relevant literature in the field, DIE participants from the Middle East, North Africa, and Southeast Asia added an international perspective to a rich and lively discussion. Three main themes emerged from presentations, discussions, and related workshops: (1) tensions within the professoriate, (2) responsibilities of political scientists concerning issues of diversity and inclusiveness, and (3) participants' commitments to future efforts. These themes include key issues such as altruism, accountability, and assurance. This report summarizes these themes and discusses the next steps for the track.

#### I. Tensions within the Professoriate

Little scholarly research has been conducted to examine how professors address tensions arising from facing two conflicting needs when teaching traditionally underrepresented students. We want these students to play by the rules, complete their education, and be able to enjoy the fruits of their labor. Many times, we want them to critically analyze and recognize the need to deconstruct (or at least restructure) the unfair political system that has historically placed undue burdens on their marginalized groups in regard to achieving social mobility.

Junior faculty members face a similar dilemma concerning their professional careers when they address DIE issues in their classrooms and institutions. They fear that promoting diversity will

be difficult because of the institutional culture that exists at some schools, which may negatively affect these faculty members' opportunities for grants, tenure, promotion, or publication. As the well-read "Uncle Wuffle's Advice to the Assistant Professor" teaches us, "at faculty meetings and elsewhere, assistant professors should be seen but not heard" and should "never volunteer" (Wuffle 1993).

At the same time, DIE track members acknowledge that we, the political scientists, are all in a unique position of power to become agents of change and make students and naysayers realize that racial, gender, class, and sexual discrimination all still exist. To what extent are we willing and committed to sacrifice our personal successes for the good of the political science community and for the students who expect us to set an example of juggling the two? This was one of the most difficult questions that the track members examined, and we will continue to explore it at the next TLC meeting.

## II. Responsibilities of Political Scientists in Issues of Diversity and Inclusiveness

As we acknowledge the existence of the oft-neglected tensions, it has also become evident to us that we have an inescapable and unavoidable responsibility to speak up about what we believe is right and beneficial to our students. One paper (Guadalupe Correa-Cabrera and Oralia De los Reyes, "Measuring Up Student Success: Discovering Factors Contributing to Student Success in a Hispanic Serving Institution (HSI) in South Texas") focused on teaching political science in Spanish to native Spanish-speaking students at a large Hispanic-serving institution (HSI). This study found that compared to students in the English-speaking section, students in the Spanish-speaking section were more engaged in discussions, earned higher grades, were better able to think critically about American political systems, and expressed a higher sense of satisfaction about the coursework.

These findings may provoke English-only nationalist policy-makers, as well as college administrators who may already be concerned about the "balkanization" of campuses. We have to remind ourselves that if we keep silent about our findings, we will remain a part of the system that has historically deprived people who are "different" of their rightful opportunities. In addition to taking a new approach to assisting students in the classroom, we recognize that we are also capable of assisting students outside of the classroom to generate more support at historically white institutions (HWI).

## III. Commitments of Participants to Future Efforts

In the past two years at the TLC, the DIE track members stopped short of making a firm commitment to going one step further to take action. This year, the DIE track participants made a firm commitment to fulfilling their obligation by adopting a five-year Diversity in Political Science Education (DIPSE) Action Plan. In the next five years, we expect to complete the following projects:

1. *Create a DIPSE support website.* In the past, we have entertained the possibility of creating a website to facilitate DIE education; however, the plan has not yet materialized. The proposed website will be consistent with several APSA organized sections that currently post syllabi; in addition, the DIPSE site will post links to video clips, simulations, and annotated bibliographies to assist professors interested in infusing diversity into their curricula.

2. *Offer a TLC workshop.* We would like to directly communicate with instructors who have questions about revising their curricula to include DIE issues.
3. *Offer a short course at the APSA Annual Meeting.* We plan to develop a short course in teaching DIE issues.
4. *Publish APSA booklets in a DIE "how to" series.* This project is an extension of our web project and our workshop and short course plans. The series is designed to offer practical approaches to creating DIE courses. Topics may include but are not limited to race/ethnicity, LGBT, social class, religious orientation, intersectionality, and global perspectives. The series will result in an APSA book series commensurate with publications on assessment and civic engagement.

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## REFERENCE

Wuffle, A. 1993. "Uncle Wuffle's Advice to the Assistant Professor." *PS: Political Science and Politics* 26 (1): 89–90.

## TRACK: GRADUATE EDUCATION AND PROFESSIONAL DEVELOPMENT

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Given the unique challenges of graduate education, the need for dynamic and up-to-date research is paramount. Changes in the delivery of postgraduate education and the postgraduate job market necessitate that faculty continuously develop and improve graduate programs and professional development. While much of the scholarship concerning undergraduate education and curriculum is relevant to graduate studies, dedicated research on graduate education in political science is also necessary.

The Graduate Education and Professional Development track at the 2011 APSA Teaching and Learning Conference addressed the issues of curriculum and professional development for doctoral students and e-learning at the master's degree level. This year's track highlighted the need for more research on teaching and learning at the graduate level, as evidenced by the track presenters' constant mention of a lack of previous research in their particular areas. Even more plainly, the Graduate Education track only had five participants, including discussants and presenters. The low attendance may indicate that typical TLC attendees are interested primarily in undergraduate education, but it in no way alleviates the need for a larger conversation about teaching and learning practices for masters' and doctoral students.

John Ishiyama and Angie Nichol's paper "Teaching as Learning: The Transformational Effect of Teaching on Graduate Instructors" examined the issue of doctoral students' teaching experience prior to entering the academic job market. This study argued that most research on professional development focuses on undergraduate students, leaving it unclear whether the absence of teaching-focused professional development programs for Ph.D. students is harmful to both the graduating students and the general profession. Compounding this lack of information is the decrease in graduate opportunities in mentoring and teaching. The study detailed the development and results of a mentor-mentee program at the University of North Texas. The program, the product of a National Science Foundation grant, paired a graduate student mentor and a professor mentor with eight undergraduate