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EDUCATING THE EDUCATORS: GRADUATE STUDENT INVOLVEMENT IN TEACHING NATURAL RESOURCES

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ABSTRACT: Awareness of the need to prepare future faculty for the teaching challenges they will face is growing rapidly. In one response, North Carolina State University established the "Preparing the Professoriate" program in 1994. Doctoral students work with a faculty mentor over the course of 1-2 years, depending on the frequency with which the course is taught, with the students moving from the role of observer to that of instructor. In addition to working closely with a member of the faculty in designing and delivering an undergraduate course, graduate students in the program attend monthly meetings at which they hear presentations and share experiences, and they complete a teaching portfolio. Entry into the program is competitive, as only ten student/mentor teams are selected each year. Selected students receive a \$2,000 stipend.

This paper/presentation reflects on the experiences of a graduate student and the faculty mentor in teaching an introductory natural resources course. As the graduate student, Jacobson describes his motivation for seeking to participate in the program, his experiences as observer, his efforts to redesign the course, and his assessment of the experience from the perspective of a first-year tenure-track faculty member. As the faculty mentor, Wellman offers his thoughts on the benefits of the program and steps that might be taken to improve it.

226