

Pedagogical Training Plan

Department: Art History

We train our PhD students for two types of research-centered careers: academic and curatorial. Teaching experience in any art history-related courses—as a Graduate Student - TA and/or Graduate Student Lecturer teaching a stand-alone class—is crucial for our students to succeed on the academic job market and in a lifelong teaching career. This includes experience teaching broad art historical survey courses, in addition to subfield specific courses.

Curatorial research has shaped and been fundamental to our entire discipline since its inception. Teaching in curatorial careers, like higher education pedagogy, requires the ability to communicate with and educate non-specialized audiences. *In addition* to the teaching and pedagogical training detailed below, the department expects its doctoral students to hone object-driven art historical skills through object-based coursework, mentored training in campus and local collections, and/or other opportunities such as object-based workshops and private collection visits.

Graduates of our program should be able to:

- design and teach introductory courses in the discipline beyond specific area of expertise;
- design and teach introductory and upper-level courses in their subfield;
- design effective assignments for a range of courses;
- effectively facilitate class discussion;
- effectively incorporate reproductions and original works of art into class discussions and assignments;
- design and deliver effective lectures;
- describe their approach to student learning and give reasons for their pedagogical choices;
- communicate as engaging public speakers;
- draw on a range of technical skills relevant to their area of expertise;
- collaborate with and draw on the expertise of museum-based scholars;
- develop visually and materially grounded research and arguments.

They should all be well-versed in methods and approaches of:

- Technical analysis of objects, buildings, and/or sites
- Undergraduate writing feedback and instruction
- Inclusive pedagogy and curating

Below is a sample timeline for teaching and for pedagogical mentoring which can be tailored to students' program and research needs as outlined in the bullet points below the table. Students are required to fill out a PTP form with their advisors to lay out a plan for fulfilling their teaching requirements. Initial forms, as well as changes and updates to the form should be submitted as part of the department's annual spring review.

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goals
1	None	Written Communication: Standards and Conventions in North America (ELI) (encouraged for non-native speakers) COSI: Objects and Materials Seminar (offered every other year)	Develop foundational knowledge of discipline Develop familiarity with object-based skills and research, especially technical analysis and conservation
2	None	Written Communication: Standards and Conventions in North America (ELI) (encouraged, if not taken in year 1) COSI: Objects and Materials Seminar (offered every other year)	See Year 1 Develop writing skills that follow standards and conventions in art history Develop principles of clear writing and argumentation Develop skills in writing instruction, grading and providing feedback
3	2 Graduate Student - TA positions	Observation and feedback from Core Instructor during TA assignments ARTH 50101: Teaching Colloquium Individual Teaching Consultation (CCTL) (encouraged) Ongoing mentoring by Writing Program, as needed Teaching@UChicago (CCTL) (encouraged) Fundamentals of Teaching Workshops (CCTL) (encouraged)	Practice and get feedback on writing and classroom instruction, articulated in a brief report by faculty mentor to be included in the student's departmental file Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices and norms Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom Develop familiarity and confidence with disciplinary teaching practices and different approaches to teaching undergraduate art history

			Reflect on and articulate teaching goals and methods
4	1 Graduate Student - TA position (Note 1 Preceptorship can be substituted for 1 Graduate Student – TA position)	Observation and feedback from Core Instructor during TA assignments, or from the DUS for Preceptorships Individual Teaching Consultation (CCTL) (encouraged) Ongoing Curatorial Training as relevant and possible	See year 3 Develop further knowledge of discipline, including conducting site- and object-based research Develop museum experience as relevant and possible
5	1 Graduate Student Lectureship	Classroom observation and feedback on syllabus and teaching by assigned faculty mentor for students teaching standalone courses Individual Teaching Consultation (CCTL) (encouraged) CCTE 50000: Course Design and College Teaching (encouraged) 2 hours of inclusive teaching programming (CCTL) (encouraged) Ongoing Curatorial Training as relevant and possible	See years 3 and 4 Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline
6		Seminar/Workshop on Teaching Portfolios (CCT) (encouraged) Complete any remaining components of College Teaching Certificate (encouraged)	Develop a draft statement of teaching philosophy, including inclusive pedagogy, and begin to synthesize evidence of and reflections on teaching

- Please assess your pedagogical preparation every spring using the PTP form below and the Post-ABD Degree Completion Plan form.
- In general, each student must hold three Graduate Student - TA positions and one standalone lectureship position (“3+1”) to complete the PTP.
- Students are expected to begin teaching in their 3rd year (ideally in two positions) unless extraordinary circumstances prevent them from doing so. Students should plan to teach while taking exams and preparing to go ABD. Balancing teaching and research is a necessary career skill and it is imperative that students begin to learn how to find this balance for themselves now.
- The flexible distribution of teaching assignments in years 3, 4, and 5 is intended to allow students to spend one year abroad for archive-, collections-, or site-based research without teaching obligations—an important feature of our program. To accommodate individually specific research or teaching training needs, students may request to move their teaching assignments to years 3, 4, and/or 6, or to combine them in other customized ways. For example, it might be beneficial for a student to fulfill their 5th year teaching experiences in year 4. Such customizations should be indicated on the PTP form and Post-ABD Completion form and must be approved by the student’s advisor and DGS.
- A student will not be given a teaching appointment for a stand-alone course until after they have already held at least three teaching assistantships in total, and until these initial assignments, in turn, are scaffolded by the training and mentoring described in this document and in the department handbook. Students must be ABD to teach a stand-alone course.
- Students are encouraged to fulfill their teaching requirements sooner rather than later, to ensure that conflicts do not arise later with regard to dissertation research, external fellowships, internship opportunities, or residency away from Chicago.
- The majority of PTP requirements must be fulfilled with Art History courses, and a student’s first teaching assignment should be in Art History. Students who wish to serve as a Graduate Student - TA for courses outside of the Department of Art History must consult with and receive approval from both their advisor and the DGS prior to applying for such positions. Petitions to teach outside the department must include justification for why this experience will benefit your training as a teacher. Consultation with the advisor and DGS will determine if the external position should be included in or be in addition to 3+1 as outlined in the first bullet point above.
- In the case of standalone courses, cross-listing between departments and programs is a viable option and should be discussed with the student’s advisor and DGS.

- Joint degree students may gain Graduate Student - TA experience across their two departments, and their standalone course may be cross-listed. Joint degree students are required to coordinate with both DGSs about their teaching requirements prior to taking on a teaching position.
- A Preceptorship can be substituted for one Graduate Student - TA position. Students cannot substitute teaching requirements with curatorial experiences, e.g., the Rhoades Curatorial Internship, Smart Museum Mellon Graduate Curatorial Fellowship, or Joshua Taylor Fellowship.
- Students are expected to fulfill their teaching requirements during the academic year. In rare cases, teaching in the summer quarter may be necessary for a student to complete their PTP requirements. Please note that applications to teach a standalone course in the summer quarter are typically considered during the previous summer and autumn quarters and are subject to approval by the Summer Program. Such requests must also be approved by the advisor and DGS.
- Teaching assignments are made in late spring/early summer by the Director of Graduate Studies (DGS) and department staff, as needed in consultation with the Graduate Affairs Committee, the student's advisor, or, in some cases, the full faculty. Taking into consideration student preferences, assignments are made based on an individual student's pedagogical training needs and qualifications in balance with departmental course offerings.
- When departmental teaching assignments are made, students will receive an appointment letter from the division acknowledging all teaching commitments. The department expects students to honor these commitments except in the event of an emergency.
- Occasionally, advanced students are unable to fulfill PTP requirements because of fieldwork, external fellowships/internships, job offers, graduation timelines, or international student status. For this reason, we urge students not to postpone PTP requirements until their final year(s) in the program. Students experiencing a conflict of this nature may petition the faculty to request a modification of the PTP requirements, with the caveat that decisions on such individual cases are up to the faculty; petitions will not necessarily be granted in all cases.
- Teaching beyond the PTP is allowed. Additional information regarding Student Teaching Support (STS) positions can be found in the [Collective Bargaining Agreement](#). Please note that students must have completed their PTP and be making good academic progress in order to apply for STS positions.

Art History Department PTP Form

Student Name:

Faculty Advisor:

Please fill out the form below with your proposed teaching plan and review your plan with your advisor. This form should initially be submitted with spring review materials in a student's second year, and should be updated each subsequent spring until your PTP requirements have been fulfilled.

We have included the general department timeline in the table for reference.

Year	Standard Department Teaching Timeline	Planned PTP Experiences (include quarters you plan to hold positions)
3	2 Graduate Student - TA positions	<i>(e.g. please delete when filling out):</i> 1. Graduate Student - TA (winter quarter) 2. Graduate Student - TA (spring quarter)
4	1 Graduate Student - TA or Preceptorship	
5	1 Graduate Student Lectureship	
6		
7		
8		

Please list the course number, title, quarter and year you completed each of your requirements:

Graduate Student - TA positions or Preceptorship:

1.

2.

3.

4.

5.

Graduate Student Lectureship:

1.

2.

3.

If you have a customization approval, requirement waiver, or additional teaching requirements from the department, please list the details here, including date of communication or approval:

Faculty Advisor:

Date:

Signature: