

Department of Educational and Psychological Studies

EPS 632: Preparing Future Faculty (PFF) Seminar

Tuesdays 2:00 to 4:30pm, Merrick, 318

SPRING, 2012

INSTRUCTOR: Blaine Fowers, Ph.D.

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OFFICE HOURS: Thursdays, 2:00-4:00pm or by appointment

Purpose of the course:

- The goal of this course is to introduce you to the role of a university professor.
- The class provides an overview of university structure and of the breadth of opportunities in higher education.
- The course is also designed to help you to think through your own vision of an academic career.
- The course includes the topics of research, funding, teaching, mentoring, and the job search.
- The PFF seminar will provide you with contextual and interdisciplinary knowledge of the professoriate. Each seminar will be designed to aid you in your goal to become an outstanding faculty member. PFF will give you an overview of the academic job market and the pre-tenure years. It is your responsibility to tailor that information to fit your needs. ***It is expected that you take the information you learn in PFF and speak with mentors in your discipline to glean further insights into faculty life.***

Course Objectives

- Through readings, seminar discussions, guest speakers, and the preparation of a professional portfolio, students will achieve the following:
 - Become more aware of faculty roles in different institutions;
 - Clarify your career choices;
 - Better understand the diversity of expectations and functional realities that exist at different higher education institutions;
 - Increase readiness to assume faculty roles within a wide range of academic and professional contexts;
 - Improve your teaching skills including designing courses, teaching techniques, and solving instructional problems;
 - Increase your self-confidence as an academic professional;
 - Prepare for your first academic job;
 - Review case studies of ethical issues in academic life;
 - Enhance your UM graduate experience by making your learning here more responsible to and reflective of your personal needs as well as those of your individual disciplines and the profession at large.

Reading Materials:

<http://www.preparing-faculty.org/PFFWeb.PFF4Manual.pdf>

<http://www.units.muohio.edu/lillycon/>

Keith-Spiegel, Whitley, B. E., Balogh, D. W., Perkins, D. V. and Wittig, A. F. 2002. *The Ethics of Teaching: A Casebook*. Mahway, N. J. Lawrence Erlbaum Associates.

Leigh, D. A. & Goodwin, C. D., eds. 2007. *The Academic's Handbook 3rd edition*. Duke University Press.

Twenge, Jean. M. 2007. *Generation Me: Why Today's Young Americans Are More Confident, Assertive and More Miserable Than Ever Before*. New York: Free Press.

[Diversifying the Faculty: A Guidebook for Search Committee](#)

[Good Teaching: What Is It and How Do We Measure It?](#) (Peer Review, Spring 2009)

[Trends and Emerging Practices in General Education](#) (pdf)

[Learning and Assessment: Trends in Undergraduate Education](#) (pdf)

[The Future of the Professoriate: Academic Freedom, Peer Review, and Shared Governance](#)

[Academic Advising](#) (Peer Review, Winter 2008)

[Faculty Leadership and Institutional Change](#) (Liberal Education, Fall 2007)

[Faculty Development: Finding Balance in Changing Roles](#) (Peer Review, Fall 2007)

[Academic Freedom and Educational Responsibility](#)

[Achieving Faculty Diversity: Debunking the Myths](#)

[Leadership in the New Academy](#)

Course Requirements:

- As a Preparing Future Faculty (PFF) fellow, you are required to attend the monthly classes. If you unable to attend a class, you must contact the instructor in advance to obtain an "excused" absence. Grades will be on a Satisfactory/Unsatisfactory basis.
- You are required to attend and participate in all PFF class meetings for your cohort, the Fall Reception, and the Spring Reception. Attendance means arriving on time and staying until the event has finished.
- Facilitation of 2 *Interactive Discussions* over the course of the year.
- Your grade for this course will be based on the following assignments. ***In order to pass this course, you must complete all assignments with Doctoral level work.*** Work that is deficient will be returned for revisions.

Projects

1. CV Preparation:

- A well-written and professional quality CV will be a cornerstone in your application packet for academic jobs. From this experience you will gain knowledge about the kinds of information that should and should not be included on a CV and how to organize the information appropriately.
- You will also have the opportunity to receive valuable feedback on your personal CV from faculty within your field.
- The final product will be a dynamic document, which you will be able to maintain and use throughout your academic career.

- An up-to-date CV will be turned in at the second class meeting of each semester. Use the highlight feature to show new content from the last semester. The purpose of this assignment is to help you focus on developing your professional qualifications that go beyond your doctoral program requirements.

2. Creating a Professional portfolio: First Year

This is a year-long project which is due in April of the first year of PFF. This can be created using Adobe Acrobat. The professional portfolio will consist of your CV, professional biography, copies of published papers, copies of presentation slides, copies of awards, copies of course syllabi, and a listing of clinical experiences (professional CVs do not include the lengthy descriptions of clinical experiences found in student CVs, so keeping these descriptions in a separate list can be useful).

3. Building your academic portfolio: Second and Third Years

This is a year-long project that is due at the course session in April for each year. It is a continuation of the portfolio created in the first year in Acrobat. You will, no doubt, also wish to retain paper copies of some of the material in the portfolio. In addition, having a storage binder for materials that are not yet refined enough for the portfolio will be handy. Your academic portfolio may be called a teaching portfolio at some institutions; universities generally require some form of portfolio as part of the promotion and tenure process. While this is YOUR document, it almost always has at least the following divisions:

Teaching

- Statement of teaching philosophy;
- Description of teaching experience—often by course number and numbers of students (until you have an established teaching record it is worthwhile including guest lectures);
- Description of teaching methods, strategies, and objectives—most often reflected in your syllabi;
- Evidence of teaching effectiveness—numerical teaching evaluations, peer evaluation of teaching, self-evaluations, recognitions such as awards, sample student work (when appropriate and only after obtaining permission), etc.
- Mentoring and advising activities;
- Development of new courses;
- Teaching improvement activities and other professional development related to teaching;
- Classroom innovation, including but not limited to use of technology.

Research

- Copies of published articles and book chapters;
- Copies of presentation slides;
- Copies of significant research materials (e.g., scales you have participated in developing);

Clinical

- List of clinical placements and responsibilities;
- List of supervisory experience you have had;
- Copies of licensure and certification documents.

Samples:

teaching philosophy

teaching portfolios

4. Interactive Discussions:

- As a future faculty member, you will interact with groups of your peers on issues related to the academy. In these roles you will need to be able to express your own views with professional comportsment, manage different perspectives, resolve differences within the group, and at times reach a

consensus on difficult issues. The Interactive Discussions will allow you to gain experience interacting with a peer group as you consider topics related to academic life.

- You must lead at least one PFF Interactive Discussions during the academic year. Leading a discussion includes:
 - Formally signing up for a topic (see list below).
 - Obtaining, completing, and distributing a set of required readings.
 - You are responsible for selecting readings for the session. Some readings can be obtained from Blackboard site in the Documents section.
 - Submitting a reading summary and discussion questions **to the instructor** at least one week prior to the Interactive Discussion date.
 1. 250-500 word summary of your chosen article including the key points raised by the article and reference information for the article.
 2. 2-3 questions based on the readings that you would like the group to discuss.
 - Leading the Interactive Discussion.

5. **Fall & Spring Receptions:**

- The Fall Reception is designed to welcome first year students to the program and to welcome back returning students. This is an excellent opportunity to network with your fellow PFF students and the PFF staff. You are encouraged to spend time getting to know the colleagues with whom you will be interacting in the coming year.
- The Spring Reception is a celebratory event that will occur at the end of the spring semester to recognize the accomplishments of all students, particularly those who have completed the PFF program.

COURSE SCHEDULE

Given that this we are following a cohort model for our weekly meetings, the following schedule will be followed.

All first year students will meet the first Tuesday of the month

All second year students will meet the second Tuesday of the month

All third year students will meet the third Tuesday of the month. For this meeting, the first hour will be devoted to teaching fellows discussing their experience with teaching, follow by a didactic presentation

The last Tuesday of the month will be devoted for group related activities such as guest speakers on special topics, get together with all of the cohorts.

SPECIAL PRESENTATIONS BY GUEST SPEAKERS

NOVEMBER 22ND

Dean Prilleltensky

Journey to a Dean's position

FIRST YEAR FALL SEMINAR TOPICS

DATE	TOPICS	READINGS	FACILATOR
August 30 th	<p>Developing a research agenda: Creating a 4 P Plan</p> <ul style="list-style-type: none"> • Choosing a mentor • Developing your role • Carving out your agenda • Becoming an initiator 	<p><u><i>How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University from the Rackham Graduate School at the University of Michigan.</i></u> The Guide can be downloaded into PDF.</p>	Guerda
September 6 th	<p>Student initiated research</p> <ul style="list-style-type: none"> • Students as research initiators • Finding topics • Archival data sets • Devising research questions • Gathering resources • Completing the study 		Tyler
October 4 th	<p>Research project management</p> <ul style="list-style-type: none"> • Stages of the research process • Tracking project progress • Prioritizing • Co-authoring 		Adam
November 1 st	<p>Mentoring</p> <ul style="list-style-type: none"> • Locating and approaching mentors • What to expect from a mentor 	<p><u><i>How to Mentor Graduate Students: A Guide for Faculty in a Diverse University</i></u> is the faculty equivalent to the guide listed above and is also available via PDF.</p>	Lauren

	<ul style="list-style-type: none"> • How to be a good mentee 	<p><u>How to be a Good Graduate Student</u> - Marie desJardins</p> <p><u>Attributes of Effective & Ineffective Advisors</u> - Bobbi Kerlin</p> <p><u>Mentoring For Success: A Celebration of 25 Years of Mentoring</u>. Sponsored by AT&T and The University of Massachusetts. In cooperation with the Council for Aid to Higher Education.</p> <p><u>Mentoring Leadership & Resource Network: an Affiliate Network of the Association for Supervision & Curriculum Development</u></p> <p><u>The Mentorship Directory</u></p> <p><u>On Course</u> website: This site should be of great use for teachers and mentors. It contains many strategies on motivating and engaging your students, strategies to promote student success, and the opportunity to subscribe to the On Course electronic newsletter.</p>	
December 6 th	<p>Getting published</p> <ul style="list-style-type: none"> • Time lag • Work with mentor(s) • Taking leadership on a project • Learn about journals • Submission process • Review process 	<p><i>Guest Speakers: Dr. Randy Penfield</i></p>	Kahaema

FIRST YEAR SPRING SEMINAR TOPICS

DATE	TOPICS	READINGS	FACILATOR
January 3 rd	NO CLASSES-Winter Recess		
February 7 th	Creating a CV and Creating a Professional portfolio Teaching <ul style="list-style-type: none"> • Teaching as a graduate student • Selecting courses • Developing a course syllabus • Teaching strategies • Teaching mentoring • Methods of evaluation 		
March 6 th	Networking <ul style="list-style-type: none"> • National level (APA, APA divisions, AERA) • Interest groups (NLPA, AAPA, AAAP) • Student organizations (APAGS, Div. 17 SIGS) 		
April 3 rd	Applying for Grants and Fellowships		
May	End of the Year Social Events		ALL

SECOND YEAR FALL SEMINAR TOPICS

DATE	TOPICS	READINGS	FACILATOR
September 13th	Dissertation process and outcomes <ul style="list-style-type: none"> a. Choosing a productive topic b. Working with your Chairperson c. Managing the beast d. Format e. Choosing a committee f. Publications 		
October 11th	Grant writing <ul style="list-style-type: none"> a. Student grant opportunities b. Dissertation Fellowship c. Minority supplement programs d. Early career grant opportunities e. Mentoring 		
November 8th	Creating a Teaching Portfolio Ethical issues in academia Women and people of color succeeding in the academy <ul style="list-style-type: none"> a. Underrepresentation of women b. Managing inequities c. Institutional support d. Balancing career and personal life 		Panel discussion
December	End of the Year Social Events		ALL

SECOND YEAR SPRING SEMINAR TOPICS

DATE	TOPICS	READINGS	FACILATOR
January 10 th	WINTER RECESS-NO CLASSES		
February 7 th	Postdoctoral positions <ul style="list-style-type: none"> a. Types of positions b. Creating your own position c. Getting the most out of a postdoc d. Grant writing 		
March 13 th	NO CLASSES-SPRING RECESS		
April 10 th	Beginning your career <ul style="list-style-type: none"> a. Come with data and a research agenda b. Developing a tenure plan c. Relationships with new colleagues d. Balancing research, teaching, and service e. Mentoring/supervising students f. Networking with national organizations Job search I <ul style="list-style-type: none"> a. Types of faculty positions b. Clarifying your career track c. Developing your curriculum vitae d. Locating available positions e. Deciding where to apply 	Guest Speaker: Dr. Molly Ott	
May	End of the Year Social Events		ALL

THIRD YEAR FALL SEMINAR TOPICS

DATE	TOPICS	READINGS	FACILITOR
September 20 th	Dissertation Proposals and Defense Turning your Dissertation Into Publications		Daniel
October 17 th	Search Committee Perspectives on the Hiring Process		
November 15 th	Job search II a. Writing your cover letter b. Asking for recommendations c. Interviewing d. Research presentation e. Securing your position	Guest Speaker: Dr. Molly Ott	
December (TBD)	Pre-Finals Social Event		

THIRD YEAR SPRING SEMINAR TOPICS

January 17 th	Getting Published	Guest Speaker: Dean Terri Scandura	
February 21 st	Negotiating a Job Offer Assistant Professors Perspectives on the First Year		
March 20 th	Promotion and Tenure a. Tenure calendar b. Tenure expectations c. Mentoring d. Tenure review process	Guest Lecturer: Dr. Nick Myers	
April 17 th	Open Discussions		
May	End of the PFF celebration and Presentation of Certificate		