

PREPARING FUTURE FACULTY FALL 2014 AND SPRING 2015 COURSE SYLLABUS

Course Information

Meeting Time and Places

Fall 2014: Fridays, 10:30 am - 12:30 pm, BA 365*

*Exceptions

- 8/22/2014 (*Memorial Union, La Paz Room 242*)
- 12/5/2014 (*Memorial Union, La Paz Room 242*)

Spring 2015: Fridays, 10:30 am – 12:30 pm, CPCOM 212

*Exceptions

- 1/16/2015 (*Memorial Union, La Paz Room 242*)
- 5/1/2015 (*Memorial Union, Union Stage 085*)

Instructors

Dr. Pamela Garrett
Senior Manager, Graduate Programs
Graduate Academic Initiatives
Graduate Education
Arizona State University
Phone: 480-965-2894
Fax: 480-965-
0375 pamela.garrett@asu.edu
[u](#)

Dr. Eric Wertheimer
Professor of English and American Studies
Associate Vice Provost
Graduate Academic Initiatives
Graduate Education
Arizona State University
Phone: 480-727-3111
Fax: 480-965-0375
eric.wertheimer@asu.edu

Course Facilitator

Amanda Ribeiro
Program Coordinator Sr
Graduate Academic Initiatives
Graduate Education
Phone: 480-965-
7818 amanda.ribeiro@asu.edu
[u](#)

About the Preparing Future Faculty Program

The Preparing Future Faculty (PFF) program is a year-long series of seminars, discussions and activities designed to expose graduate students and postdocs more fully to the realities of teaching, research and service in higher education. The overarching goal of the program is to enable graduates to make the transition successfully to employment in the academic community equipped with a realistic knowledge of academic culture, behavioral expectations and career expectations.

You are part of a select group of doctoral students, MFA students and postdocs. The PFF Exploratory Phase (fall semester) will provide you with contextual and interdisciplinary knowledge of the professoriate. The Participatory Phase (spring semester) will give you the opportunity to apply many of the things learned in the fall semester. Each seminar is designed to aid you in your goal to become an outstanding faculty member. The PFF program will give you an overview of life on 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.*

History of the PFF Program

Although many future faculty members are trained at research-extensive universities, 75 percent of faculty positions are at institutions that are typically not involved in doctoral education (i.e., community colleges, liberal arts colleges, comprehensive institutions, etc.). To address the training of educators bound for non-research-extensive schools, the Council of Graduate Schools, the Association of American Colleges and Universities, the Pew Charitable Trust and the National Science Foundation established Preparing Future Faculty (PFF).

Course Requirements

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/MFA level work.* It is your responsibility to seek clarification of quality with the instructor if confusion exists. To determine your progress on these requirements, grades can be verified in the course Blackboard site.

Unless otherwise indicated, all assignments must be submitted through Blackboard by 3pm on the dates listed in this syllabus.

Grading Scale	
A	90 points and above
B	80 points and above
C	70 points and above
D	60 points and above
E	59 points and below

Fall 2014 Semester	Points
Attendance & Participation	20
Professional Development Workshop	10
CV First Draft	15
CV Second Draft	15
Institution Exploration	20
Self-Reflection	20
Total	100

Spring 2015 Semester	Points
Attendance	20
Professional Development Workshop	10
CV Final Draft w/Marked Up Versions	20
Self-Development Plan, First Draft	10
Self-Development Plan, Final Draft	20
Group Teaching	20
Total	100

Attendance at Class Seminars and Participation

Each seminar will address a specific topic relating to the faculty position in some way. The seminars will build upon one another with each adding additional context and information to help you better understand the totality of the many roles and expectations placed upon faculty members. At the end of the PFF course, you will have a better understanding of the many facets that make up the faculty role and be better prepared to attain and be successful in a tenure track position.

Requirements

1. You are required to attend and participate in **all PFF seminars**. Attendance means arriving on time and staying until the event has finished. If you arrive more than 15 minutes late, you will receive an absence for the seminar.
2. You may occasionally be asked to complete a short reading prior to a seminar in order to provide you with background knowledge or prepare you for a discussion of an issue. Any readings will be announced and posted to the Blackboard website.
3. You will be given one excused absence for each semester (one in the fall semester and one in the spring semester). Make-up work will be assigned for one additional absence, and any subsequent absences may result a grade of E for the course. Absences must be approved in advance. Requests should be submitted through the Absence Request form located in the Assignments folder in Blackboard.

Professional Development Workshops

Professional development is a vital component for success within academia. Accomplished academics are able to set goals for their professional development and identify resources available to achieve those goals. In this component of the course, you will have the opportunity to choose workshops that are tailored to your individual academic/professional needs.

Requirements

You must participate in at least two in-person professional development workshops during the PFF academic year. The requirement to attend in-person is to facilitate your opportunities for

networking, another skill of professional academics. One Professional Development Workshop must be completed during the fall semester and one must be completed during the spring semester. Workshops are offered by several groups on campus including those listed below. If you find other professional development workshops on the ASU campus you may attend these as well. **Please do not wait until the end of the semester to fulfill this requirement as workshops not well-attended are sometimes cancelled. Please complete this requirement in a timely fashion.**

Please note that several of the workshops hosted by Graduate Education have been incorporated into the PFF class schedule (e.g. Preparing your Curriculum Vitae Workshops). For this assignment, the professional development workshop cannot be identical (with the exact same topic and speaker) to a PFF seminar. If you have any questions about the acceptability of a workshop, please ask us prior to submitting this assignment.

Workshops that take place at conferences, within your department, will not be counted toward the required workshops.

Graduate Education – Community of Scholars (Professional Development) <https://graduate.asu.edu/cos>

University Technology Office (UTO) <http://help.asu.edu>

Office for Research and Sponsored Projects Administration (ORSPA) <http://researchadmin.asu.edu/Training/index.cfm>

Grading

It is your responsibility to sign up for workshops, attend, and complete the Professional Development Workshop assignment in Blackboard by the due dates indicated below. There will not be an option to make up this assignment; workshops need to be completed once a semester. Graduate Education (<https://graduate.asu.edu/cos>) offers a number of workshops as do other organizations on campus (such as the “Writing Effectively” and “Constructing Teaching Portfolios” series). As a courtesy to your fellow students, please do not sign up for several workshops with the intention of only attending a few; space is limited. Should you have a conflict arise, please withdraw your registration as soon as possible to allow other students an opportunity to register or be pulled from a waiting list.

Important Due Dates	
<i>Professional Development Workshop</i>	12/05/2014 by 3pm (Fall)
<i>Professional Development Workshop</i>	5/01/2015 by 3pm (Spring)

CV Preparation

A well-written and professional quality CV will be a cornerstone in your applications for academic jobs. From this experience, you will gain knowledge about the kinds of information that should be included on a CV as well as how to organize it appropriately. You will also 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 throughout your academic career.

Requirements

To successfully complete this assignment you must submit the three parts identified in the table below.

Part 1 & 2: Attend the two seminars on Preparing your Curriculum Vitae that will be conducted in class. You will be asked to submit **two** drafts of your CV to Blackboard on the dates specified below.

Part 3: Request two faculty members in your department to review and mark up your CV as they see fit. Faculty members must sign the marked CV to verify they have reviewed it; however, reviewers may choose to mark changes electronically or on a paper copy. (Copies of emails will suffice for signatures for documents exchanged electronically.) To get the most benefit from this assignment, you should ask your faculty reviewers to focus on the content in addition to the formatting. Revise your original CV to reflect any changes recommended by your faculty reviewers and submit the final CV on the last day of class in the spring.

Important Due Dates	
<i>Part 1: CV First Draft</i>	10/17/2014 by 3pm (Fall)
<i>Part 2: CV Second Draft</i>	12/05/2014 by 3pm (Fall)
<i>Part 3: Two marked and signed CVs & Final</i>	05/01/2015 by 3pm (Spring)

Institution Evaluation, Self-Reflection, and Self-Development Plan

In PFF you will be exposed to the ins and outs of life at various types of academic institutions. It is important that you begin to think about the type of institution you aspire to work in and start to consider appropriate professional development to achieve that goal. This project will give you the opportunity to explore the requirements for positions at various institutions and to form an understanding of what is needed in order to be a viable candidate. You will evaluate your individual professional development needs, including setting goals and establishing timelines. Finally, you will learn how to find mentors, ask for their assistance, and refine your plans with their advice. In summary, this will help you refine a strategy for obtaining your dream academic job.

To successfully complete this assignment you must use the Carnegie Classification of Institutions of Higher Education, the Basic Classification (<http://classifications.carnegiefoundation.org/descriptions/basic.php>).

Please note: The assignments identified below are separate assignments. Check the table below for due dates.

Institution Exploration

Successful completion of this assignment will require the following items:

1. Select one institution that has a *Basic Classification* of Research University with Very High Research Activity (RU/VH) or Research University with High Research Activity (RU/H)
 2. Select a second institution with a *Basic Classification* of your choosing. Cannot be from RU/VH or RU/H. (others include Bac/A&S, Master's/M, DRU, etc.)
 3. For each of these two institutions you will:
 - a. Obtain one job posting for a position in your field of study.
 - b. Obtain two CVs of recent hires (i.e Assistant Professor) in your field of study. **CVs should come from recent hires at the institutions with the same Carnegie Classification you have selected for your job postings.** These may or may not be readily available on college and university websites. It is your responsibility to contact newly hired faculty at the appropriate type of institution in order to obtain the required CVs.
 - c. NOTE: The CVs and job postings DO NOT have to be from the same institution, but they must be from the same type of institution..
 - d. NOTE: Please keep in mind the status of the institutions, i.e. public/private, when making comparisons as the specifics of the positions may differ within the same tier.
-

Self-Reflection

Write a 2-page self-reflection based on the information that you have collected considering the following questions:

- a. Compare and contrast the job postings and vitas of the faculty at the two types of institutions. What does this say about what might be required for the job at each type of institution?
 - b. How well do the CVs from your institutions compare to the job posting at the same caliber institution? What does this tell you about the qualifications necessary for different academic positions?
 - c. What would you need to do in terms of your professional development to be considered for a faculty position at each of these two types of institutions?
 - d. What did you learn from this assignment about yourself and your future faculty aspirations?
-

Self-Development Plan

In the spring semester, you will write a self-development plan, which is uniquely your plan; therefore, no specific format for this document will be provided. This plan will be a detailed outline of what you need to do to make yourself a competitive candidate at your aspirational institution. You will:

- a. Pick one of the aspirational institutions that you researched in the 1st semester.
- b. Use the CV's and job posting you found to determine the gaps in your current CV and then compose your self-development plan to outline what you need to do to fill in

these gaps.

c. Submit the first draft of Self-Development Plan. We will review this to ensure that you are making progress, but will not provide substantive feedback as you will secure that in your next step.

d. Now, select a mentor to provide feedback to you on your self-development plan. This mentor must be a faculty member in your academic discipline and can either be from ASU or outside of ASU. The mentor should sign and date the edited version. (Email will suffice for documents exchanged electronically.) Please include your mentor's name, academic title and contact information.

NOTE: You may use the Individual Development Plan (IDP) found at <https://graduate.asu.edu/sites/default/files/gap/individual-development-plan.pdf> as a model, if you wish. It is an interactive form developed originally for the sciences, but you may modify it to fit your career aspirations

e. It is more important that your mentor focus on the content of the plan and less on any grammatical errors. Please proofread prior to sending to your mentor to lessen any distraction caused by editing issues.

f. Submit a finalized version of your self-development plan that reflects your mentor's advice, including the draft that your mentor marked up.

Important Due Dates	
<i>Institution Exploration [CVs (4) and Job Postings (2)]</i>	Due 12/05/2014 at 3pm (Fall)
<i>Self-Reflection</i>	Due 12/05/2014 at 3pm (Fall)
<i>Self-Development Plan, First Draft</i>	Due 2/27/2015 at 3pm (Spring)
<i>Self-Development Plan, Mentor Feedback & Final Draft</i>	Due 05/01/2015 at 3pm(Spring)

Group Teaching

In this assignment, you will practice skills for effectively leading class and managing discussion. As a faculty member, you will be required to teach courses and at times facilitate discussions on various topics selected for you. This experience will help you develop your teaching, presentation, and facilitation skills.

Requirements

1. During the first semester, you will be divided into groups and assigned a date, time and topic. As a group, you will select two readings that will be uploaded to the PFF Blackboard site for your fellow students to read.
2. During your assigned class session, your group will have 15 minutes to present and lead discussion on the topic and materials that you selected. You will be expected to apply the issues associated with teaching and presenting that have been explored in class during the first semester.
3. All members of the group are expected to participate equally in the preparation for the presentation and in its execution. After completing your presentation, each member of the group will fill out a self-evaluation survey to assess the performance of the group and provide feedback about the contributions made by the other

individual in the group.

Topics

1. Academic Integrity in the Classroom
2. Artistic Freedom and Intellectual Freedom
3. Cooperative Learning and Effective Teaching
4. Getting a Postdoc Position
5. How to Network Effectively
6. Making Effective Conference Presentations
7. Navigating the Academic Job Market
8. Online Teaching and its Benefits/Challenges
9. Publishing in Scholarly Journals
10. Time Management and Motivation
11. Working in an Interdisciplinary Environment
12. Writing More Effectively

Important Due Dates	
<i>Groups Assigned and Topics Selected</i>	Due by 12/05/2014 (Fall)
<i>Group Teaching</i>	Dates will vary (Spring)
<i>Group and Self-Evaluation Survey</i>	Due by 05/01/2015 at 3pm

Other Policies and Procedures

Blackboard Course Web Site

You are required to access the Blackboard site for updates, course documents, handouts and other program materials. Make it a habit to access this site at least once a week since we do not meet weekly as a class. The site is designed to provide a means of communication between you (the PFF participants) and PFF staff, to serve as a central location for important documents and information, and to provide you with exposure to online learning environments. For information on how to use Blackboard please see http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature_id=8373-8193-6119. To access the Blackboard, log on to my.asu.edu and select GRD 791 from the course list.

Assignment Submission Guidelines

All assignment documents must be submitted through the Assignments folder in Blackboard. Electronic documents can be uploaded directly, while paper documents (e.g., marked CVs) should be scanned and submitted as electronic files (e.g., JPEG, PDF). For additional information about submitting documents visit http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature_id=8373-8193-6102. ***Assignments turned in by email or in person will not be accepted or counted for credit.*** Inability to interact with the appropriate features of the Blackboard system will not be considered a valid excuse for late or improperly submitted work.

ASU Email

You must have and maintain an ASU email account that is checked regularly. Email will be the primary method of communication for this course. Please make sure that your inbox does not exceed capacity.

Sustainability

PFF makes every effort to be respectful of the environment. All assignments (except as noted above) must be submitted electronically via Blackboard. Please make every effort to limit the amount of paper you use. Please consider using the *Track Changes* feature in MS Word when possible. Many copy machines on campus also have the ability to scan documents if you do not have access to a scanner. There is also a great resource, accessible at <http://myapps.asu.edu>, where you can use the MS Office Suite, Acrobat 9 (for making PDFs) and many other software packages for free from any computer with internet access.

Academic Integrity

The highest standards of [academic integrity](#) and compliance with the university's [Student Code of Conduct](#) are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and take personal responsibility in their work.

This schedule is subject to change at the instructor's discretion.

Fall 2014 Course Schedule	
*All sessions held in BA 365 from 10:30 am to 12:30 pm unless otherwise indicated	
Date	Topic
08/22/2014	Introduction and Orientation/Reception *Session held in Memorial Union, La Paz Room 242
09/05/2014	Structure and Organization of the Academy Assignment Due: The "Preface" (pp. 1-6) and "Institutional Snapshot" (pp. 178-186) from the report for the Higher Learning Commission. The Carnegie Classifications of Institutions for Higher Education: Basic Classification
09/19/2014	Scholarship, Research, and Creative Activities
10/03/2014	Preparing your Curriculum Vitae (Part 1)
10/17/2014	Preparing your Curriculum Vitae (Part 2) Due at 3pm: CV First Draft
10/31/2014	Excellence in Teaching
11/14/2014	Search Committee Perspectives on the Hiring Process
12/05/2014	Presenting Research and Communication Skills *Session held in Memorial Union, La Paz Room 242 Due at 3pm: CV Second Draft Due at 3pm: Professional Development Workshop Assignment Due at 3pm: Institution Exploration Due at 3pm: Self-Reflection Due at 3pm: Group Assignments and Teaching Topics Selected

This schedule is subject to change at the instructor's discretion.

Spring 2015 Course Schedule	
All sessions	held in location CPCOM 212 from 10:30 am to 12:30 pm unless otherwise indicated.
Date	Topic
01/16/2015	Developing a Scholarly Identity * Session held in Memorial Union, La Paz Room 242
01/30/2015	1. Gender and Diversity in Academia 2. Group Teaching Sessions
02/13/2015	1. Preparing for the Academic Job Search 2. Group Teaching Sessions
02/27/2015	1. Post-Docs and Other Early Career Options 2. Group Teaching Sessions Due at 3pm: Self-Development Plan, First Draft
03/20/2015	1. New Faculty Perspectives 2. Group Teaching Sessions
04/03/2015	1. Teaching Portfolios (Part 1) (Part 2 of the Teaching Portfolios Workshop is Friday 4/10/15 from 10:00-11:30am, Memorial Union 238). 2. Group Teaching Sessions
04/17/2015	Grant Writing Workshop
05/01/2015	Brief Makeup Presentations and Closing Reception *Session held at the Memorial Union 085, Union Stage Due at 3pm: Professional Development Workshop Assignment Due at 3pm: CV Final Draft with Marked Up Versions Due at 3pm: Self-Development Plan with Mentor Marked Up Version