

**RACKHAM-CRLT SEMINAR:
Preparing Future Faculty
May 2011**

Time: Tuesdays and Thursdays, 9:00 a.m.-1:30 p.m.
Location: Koessler Room, 3rd Floor, Michigan League
CTools Site: Go to <https://ctools.umich.edu/portal>; login; select "PFF Seminar 2011" tab at top of page.

The purpose of the *Rackham-CRLT Seminar: Preparing Future Faculty* is to prepare a select group of advanced graduate students for their first faculty job. There are three primary foci of the Seminar. First, participants learn about the aspects of the higher education enterprise most relevant to the lives of future faculty members, e.g., differences in culture and expectations among types of colleges and universities, the nature of today's students, and other forces affecting faculty work. Second, participants read about and discuss a number of pedagogical topics, e.g., multicultural teaching, instructional technology, and the research on teaching and learning. Finally, participants prepare two documents to help with the job search: a statement of teaching philosophy and a syllabus.

INSTRUCTORS

Tershia Pinder-Grover, Ph.D.

Assistant Director, CRLT

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Rachel Niemer, Ph.D.

Instructional Consultant, CRLT

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OFFICE HOURS:

Tershia will be available on Tuesdays and Thursdays from 2-3pm and Rachel will be available Wednesdays from 9-11am.

SEMINAR OBJECTIVES:

When you have completed this Seminar, you should be able to:

1. Design a specific course you could teach at U-M or another institution utilizing principles of backward design and course alignment,
2. Apply the research on selected topics in teaching and learning to your own teaching
3. Reflect on your own practice and explain your approach to teaching to colleagues and future employers, both in writing and orally
4. Assess the various institutional contexts in American higher education and evaluate their implications for your career as a faculty member
5. Identify ways the changing student populations, structure, governance and accountability issues of higher education will effect your role as an emerging academic professional
6. Analyze and evaluate issues that will face you as a new faculty member in your first academic job and assess their implication for the development of your faculty career
7. Identify and use resources to help you adjust to and succeed in your first faculty position

CERTIFICATE OF COMPLETION

The following activities are required for Seminar participants who wish to receive documentation that they completed the Seminar:

Required activities:

- On-time attendance at all ten sessions of the Seminar, including luncheons
- Completion of required reading and other assignments in advance of each class session
- Completion of a syllabus for a new course
- Completion of a statement of teaching philosophy
- Online feedback to your triad members on their syllabi and teaching philosophies

Required readings: (Distributed free of charge.)

- Coursepack of required readings (does not include website explorations and references to the course books)

ATTENDANCE POLICY

It is our policy that participants should attend all ten Preparing Future Faculty (PFF) sessions in their entirety. We hope to create a learning community among Seminar participants and nurture its development through small group activities and projects. It is for this reason, that absences may adversely impact the dynamics of your group. However, we realize that there may be personal or professional conflicts that arise and we try to be sympathetic to those special conditions. So we do permit ONE absence, but please inform us in advance. Excusing additional absences would not be fair to individuals who could have attended the Seminar, but were not admitted. If there is an emergency on the morning of the Seminar, please contact Joanie Lipson Freed, PFF Program Assistant, to let us know (434) 249-2440. If you do miss a session where you need to provide feedback to your fellow participants, it is your responsibility to do so in a timely manner.

SUMMARY OF ASSIGNMENT DUE DATES

(All assignments are due by 9:00 a.m. on the day listed.)

- 3/25/11 Submit photo and biosketch to CRLT and complete online survey.
- 5/3/11 Read Day 1 readings and academic freedom case studies. (CTools)
- 5/10/11 First paragraph of teaching philosophy due at session.
- 5/12/11 Submit complete draft of teaching philosophy to CTools website; Bring completed syllabus reflection sheet to the Seminar.
- 5/16/11 Provide feedback on triad/quad members' teaching philosophies through CTools website.
- 5/17/11 Review feedback from your triad members.
- 5/19/11 Bring a draft of your syllabus (in progress) to the Seminar.
- 5/24/11 Submit complete draft of syllabus to CTools website.
- 5/26/11 Provide feedback on triad/quad members' syllabi through CTools website
- 5/31/11 Teaching Documents Fair – bring one copy of your revised teaching documents to the session; Complete social identity profile
- 6/01/11 Watch Randy Bass video and participate in online discussion by 5 p.m.
- 6/02/11 Post final version of syllabus and teaching philosophy to CTools website.

WEBSITE

The CTools website is an integral part of the Seminar. Use the site to:

- find out more about your colleagues and instructors;
- find some of the readings for the Seminar;
- find resources on the teaching philosophy, portfolio, higher education, site visits;
- post your philosophy and syllabus;
- give feedback to triad members on their philosophy and syllabus;
- discuss Seminar topics.

SEMINAR SCHEDULE & ASSIGNMENT DUE DATES

<p>DAY 1: Tuesday, May 3</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Research on Effective College Teaching• Academic Freedom and Higher Education• Higher Education as Your Future Employer
<p>DAY 2: Thursday, May 5</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Who Are Our Students?: History of Access in Higher Education• Getting Started on the Teaching Philosophy
<p>DAY 3: Tuesday, May 10</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Assessing the Goals of Higher Education• Working on your Teaching Philosophy <p>Assignment Due: First paragraph of Teaching Philosophy</p>
<p>DAY 4: Thursday, May 12</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Course Design• Instructional Technology <p>Assignment Due: Submit draft of teaching philosophy to CTools website; Bring completed syllabus reflection sheet to session.</p>
<p>Monday, May 16</p> <p>Assignment Due: Provide feedback on triad/quad members' teaching philosophies through CTools website</p>

**SEMINAR SCHEDULE
& ASSIGNMENT DUE DATES**

<p>DAY 5: Tuesday, May 17</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Student Diversity and the Learning Environment <p>Assignment Due: Review feedback from your triad/quad members</p>
<p>DAY 6: Thursday, May 19</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Tenure and Faculty Work-Life• Strategies for Faculty Success
<p>DAY 7: Tuesday, May 24</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Campus Visits <p>Assignment Due: Submit draft of syllabus to CTools website</p>
<p>DAY 8: Thursday, May 26</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Faculty Work-Life, Part II <p>Assignment Due: Provide feedback on triad/quad members' syllabi through CTools website</p>
<p>DAY 9: Tuesday, May 31</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Instructional Technology, Part II• Faculty Work-Life, Part III <p>Assignment Due: Bring one copy of your revised teaching documents.</p>
<p>Wednesday, June 1</p> <p>Assignment Due: Watch Randy Bass video and participate in online discussion by 5 p.m.</p>
<p>DAY 10: Thursday, June 2</p> <p><i>Key Topics Addressed Today:</i></p> <ul style="list-style-type: none">• Preparing for Academic Interviews <p>Assignment Due: Post final version of syllabus and teaching philosophy to CTools website.</p>