

GRADUATE STUDIES 900 A, B (FALL – 900D):
Preparing Future Faculty
Summer 2015

Course Directors:

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Class meetings:

Week1: M-F, 9:00-3:00, Avery 108
Week 2: M-Th, Independent student work; F, 9:00-3:00, Avery 108
Week 3: M-Th, Independent student work; F, 9:00-3:00, Avery 108

Kellas Office hours: By appointment in OLD 428

Required readings: Lucas, C. and Murry, J.W. (2011). *New Faculty: A Practical Guide for Academic Beginners*, 3rd ed. New York, NY: Palgrave.

All other required readings are available through the Blackboard website or through links given on the syllabus and Blackboard.

<http://www.unl.edu/gradstudies/gsapd/programs/pff>

Course Description and Objectives

This seminar is designed to help advanced graduate students prepare for the academic job market and career. It has two main objectives. At the more abstract level, it will acquaint you with the many aspects of higher education relevant to the lives of faculty, such as the differences in culture and expectations among various types of colleges and universities, the multiple responsibilities expected of faculty, and the many outside forces affecting faculty work. At the more practical level, it will help you prepare for the job search and familiarize you with issues you will face as future faculty members. Over the course of the three-week summer session, you will have a series of readings, panels, workshops, and discussions to improve your likelihood of making a “good match” for your academic career. This year, the summer seminar is formatted to maximize your ability to learn about academic life as well as reflect upon, write, workshop, and revise a set of written documents that will prepare you for the job search. During the first week of pre-session, the class will meet from 9:00 to 3:00 each day on the core issues of balance and fit, teaching, research, the job search, service, and the particulars of various career paths. During that week, students will hear from experts in each area and also learn the art of creating cover letters, teaching statements, research statements, and individual personal development plans (IPDP). Following the week of instruction, students will have the following week to draft their letter, statements, and IPDP. They will then meet on the Friday of the second week for a peer review workshop of the written statements. The following week, students will revise their statements based on peer feedback and meet again on the final Friday to engage in a series of practice/mock interviews and turn in final drafts of their statements. During the fall semester, you will meet

with a faculty mentor in your (or a related) discipline from one of our partner institutions, so that you can develop a “feel” for what faculty life is like at a particular school.

Graduate students will be enrolled in GRDC 900A, 900B, and 900D (for a total of 3 credit hours); you’ll earn 2 credits for your participation in the summer seminar, which meets during the summer pre-session. The additional one-hour credit is awarded at the end of the fall semester, after you’ve completed your mentoring experience.

By the end of August, All PFF program participants will be asked to plan and submit a Mentoring Agreement (doctoral students) or program of participation (postdoctoral research associates), which will be used to award course credit or document program participation.

Course Requirements

All grades are Pass/No Pass

Summer Seminar (900 A-B): 2 credit hours

Seminar participation will focus heavily on readings and discussions with “key informants” from different academic campuses. You are expected to read and ask questions that will enlarge all participants’ understanding of the topics at hand.

You have four “assigned” tasks in the summer seminar:

1. **Written Job Application Materials** – Draft and redraft and provide feedback to classmates on the following:
 - a cover application letter
 - a research statement for your job application process
 - a teaching statement for your job application process
 - an individual professional development plan (ipdp)

These materials will be drafted and redrafted first during the summer seminar based on class lecture, workshops, and peer review sessions. Once we have workshoped your initial draft and it has been assessed via in-class peer review, you will submit a draft to me which counts toward your course requirements. Because we have found that discipline-specific feedback is most useful to improving your written job materials, I will not be providing you with feedback. Instead, after the summer seminar is over, you will need to get feedback on each document from at least one of the following people: your Ph.D. advisor and your PFF mentor. Ideally, you will get written feedback from both people. By November 30, 2015, in order to receive credit for the summer seminar, you need to turn in (post to Blackboard) the written feedback you received from your advisor and/or mentor on your cover letter, teaching, and research statements as well as a final draft of each letter/statements based on their feedback. These will count as completion of the assignment.

2. **Involvement and Attendance** – Read all assignments and participate in discussions for all class meetings. In order to receive credit, you need to attend all seven pre-session PFF sessions unless otherwise cleared by Dr. Kellas or Dr. Bellows. No one will be approved to miss more than one class period and still receive a passing grade.

3. **Discussion Participation** –Because of the size of the PFF seminar, you regularly will be split into small groups designed to facilitate seminar-level discussion of course readings, workshops, and panels. Obviously, all members of the group/class are responsible for participation in overall seminar and small group discussion. You should come prepared with notes, questions, and/or artifacts (e.g., additional articles, websites of interest, best practice obtained from a colleague) to generate discussion on that day’s readings.

Fall Seminar (900D): 1 credit hour

Over the course of the fall semester, you and your PFF mentor (from a partner institution) should plan to **meet at least twice** during the fall semester to discuss faculty life, teaching, and PFF events or to participate in teaching or service opportunities. We have a list of suggested activities and discussions you and your mentor might choose from but feel free to develop your own. You and your mentor will **create a mentoring agreement outlining your responsibilities to one another**. At the end of the fall semester, your faculty mentor will be asked to submit written feedback to the PFF Program office regarding their mentoring experiences. The feedback received from mentors will not affect your grade in the courses; however, if you don’t complete *at least* two of the agreed upon activities, you won’t receive credit for the mentoring experience (GRDC 900D). For more information on the Structured Mentoring Experience, see The PFF 2014-2015 Guidebook under the “Mentoring Experience” tab on our Blackboard website at <http://my.unl.edu>.

Summer Semnar Tentative Course Schedule

Date	Topic	Readings	Panelists/Presenters & Assignments Due
M 5/18	<p>“Taking charge of your career”</p> <ul style="list-style-type: none"> • Introduction to PFF • PFF Alumni Panel • Balancing the Big 3 • New Faculty Panel 	<p>Lucas & Murry (2011)</p> <ul style="list-style-type: none"> • Preface • Ch. 1 <p>O’Meara et al.* (2008)</p> <ul style="list-style-type: none"> • Setting the stage • Faculty Work <p>Jenkins (2009) “The five characteristics of successful new faculty members”</p> <p>Review Carnegie Foundation classifications at http://carnegieclassifications.iu.edu</p>	<p style="text-align: center;"><u>Alumni Panel</u></p> <p>Lesa Johnson, <i>Sociology, UNL</i></p> <p>Jane Stentz, <i>ALEC, UNL</i></p> <p>Alexis Johnson, <i>Communication Studies, UNL</i></p> <p style="text-align: center;"><u>New Faculty Panel</u></p> <p>Amanda Holman, <i>Assistant Professor, Communication Studies, Creighton University</i></p> <p>Miriam Kuhn, <i>Assistant Professor, Special Education and Communication Disorders, University of Nebraska-Omaha</i></p> <p>Tamra Llewellyn, <i>Assistant Professor of Exercise Science, Health and Human Performance, Nebraska Wesleyan University</i></p>

<p>T 5/19</p>	<p>“Teaching Mindfully”</p> <ul style="list-style-type: none"> • Best practices • Creating a teaching portfolio 	<p>Lucas & Murry (2011) Ch. 3 & 4</p> <p>Wiggins* (2005) “What is backwards design?”</p> <p>Haggerty* (2010) “Teaching statements are bunk”</p> <p>Browse these websites and the examples of teaching and research statements on the websites and on our BB website:</p> <ul style="list-style-type: none"> • Writing a Philosophy of Teaching Statement (UCAT, The Ohio State University) http://ucat.osu.edu/read/teaching-portfolio/philosophy • Teaching Portfolio (Center for Teaching and Learning, University of Texas at Austin) http://ctl.utexas.edu/node/241 	<p>Laurie Bellows, <i>Associate Dean, Graduate Studies</i></p>
<p>W 5/20</p>	<p>“Seeing behind the curtain”</p> <ul style="list-style-type: none"> • Hiring, promotion, and tenure • Writing a cover letter • IPDPs • Academic issues in public higher education 	<p>Malisheski* (2008) “Thrills and chills at tenure-track park”</p> <p>Bryant & Marks* (2005) “Go ahead and haggle”</p> <p>Kelsky* (2014) “Those 12 sentences: Evaluating cover letter advice”</p> <hr/> <p>Gans* (2011) Separate research and teaching in graduate education</p>	<p><u>Hiring, Tenure, and Promotion Panel</u></p> <p>Donald Belau, <i>Director, Masters of Counseling, Doane College</i></p> <p>Dawn O. Braithwaite, <i>Chair, Department of Communication Studies, UNL</i></p> <p>Deepak Keshwani, <i>newly tenured Associate Professor, Biological Systems Engineering, UNL</i></p> <hr/> <p><u>Academic Issues in Public Higher Education Session</u></p> <p>Lance C. Pérez, <i>Associate Vice Chancellor, Office of Academic Affairs, Dean of Graduate Studies, Professor, Electrical Engineering, UNL</i></p>
<p>Th 5/21</p>	<p>“Succeeding in Research”</p> <ul style="list-style-type: none"> • Best Practices • Getting grants 	<p>Lucas & Murry (2007). Ch. 6</p> <p>Silvia* (2007) From “How to write a</p>	<p>Ashton Waite, <i>Proposal Development Coordinator, Office of Research and Economic</i></p>

	<ul style="list-style-type: none"> • Creating a research statement • Giving a job talk 	<p>lot”</p> <p>Writing an effective research statement (UPenn Career services)*</p> <p>Kelsky* (2014) “The professor is in: How to give a job talk”</p>	<i>Development, UNL</i>
F 5/22	<p>“Mindfully considering the particulars of your career”</p> <hr/> <ul style="list-style-type: none"> • Workshop Day (consult the schedule and attend the sessions to which you have been assigned; go directly to assigned rooms) <p>Meet back in Avery 108 at 12</p> <hr/> <ul style="list-style-type: none"> • Service • Leadership development 	<p>YOUR CHOICE (<i>read whichever articles are of interest to your particularities</i>):</p> <hr/> <p>Lucas & Murry (2011) Ch. 7 “The art of granstmanship”</p> <hr/> <p>DeCoker (2010) “How to get a teaching job at a liberal arts college”</p> <hr/> <p>Schmid & Masur (2007) “How to have a good post-doc experience and get a job”</p> <hr/> <p>Reading for international faculty TBD</p> <hr/> <p>Fogg (2008) “The 24/7 professor”</p> <hr/> <p>Goodwin (2007) “Some tips on getting tenure”</p> <hr/> <p>Lucas & Murry (2011) Ch. 8</p>	<p>Getting grants and getting published – Kirk Dombrowski, Professor, Sociology, UNL</p> <hr/> <p>Teaching at a Liberal Arts College – Katy Hanggi, Assistant Professor, English, Doane</p> <hr/> <p>Succeeding in a post-doc – Richard Lombardo, Director, Office of Postdoctoral Studies & Graduate Student Development, Graduate Studies, UNL</p> <hr/> <p>Issues pertaining to international faculty – Karen Cagley, Director, International Student and Scholar Office</p> <hr/> <p>Balancing work and family – Courtney Hillebrecht, Associate Professor, Political Science, UNL</p> <hr/> <p>Getting tenure at an R1 – Elizabeth Lewis, Associate Professor, Teacher Learning and Teacher Education</p>
F 5/29	<p>“Peer Review workshop sessions”</p> <ul style="list-style-type: none"> • Teaching statement • Research statement • Cover letter • IPDP 		<p>All statement drafts due for peer review – bring one copy of each statement for peer review and post the draft to Blackboard by the start of class.</p>
F 6/5	“Putting it all together”	Lucas & Murry (2011) Ch. 11	Final statements due

	Mock interviews and wrapping up	O'Meara et al.* (2008) "Designing a new narrative"	
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Professionalism

Developing a professional attitude is an important part of preparing for a career as a faculty member. What is a professional attitude? In general, a person behaves professionally when she or he understands the values and traditions that are important in her or his chosen field and acts toward colleagues and clients in a manner that exemplifies those values. Many acts that may frequently seem inconsequential—missing a deadline or meeting, being unprepared—may actually be considered major (dis)qualifiers of professionalism by potential employers or colleagues, particularly as you achieve higher professional status.

Developing Professionalism while a Student

Many of the topics discussed in PFF provide important information for further developing your professionalism while at Nebraska. One of the most important ways to be professional as a graduate student is to take your graduate student "job" seriously. Complete course work, assistantship work, and degree milestones in a timely fashion and with quality work.

There are other opportunities you can take advantage of as well:

- Attend department faculty meetings. You can develop a network of contacts at such meetings and will be able to observe professional (and sometimes unprofessional) ways of interacting.
- Volunteer to participate on a departmental or university committee. Committee work will give you an opportunity to develop professional ways of working with colleagues.
- Participate in the UNL Graduate Student Association (GSA). This group provides a number of leadership opportunities, and you'll develop an interdisciplinary network with peers.
- Gather information on ethical and legal considerations in academic research.
- Develop an understanding of the concepts of intellectual property and plagiarism and demonstrate your understanding in your own academic writing, including class work.
- Present papers at conferences. This will help you develop your research and presentation skills, while engaging in important networking with others in your field.
- Take advantage of opportunities to work with courses you might not otherwise be able to teach as a graduate student. This might include finding a new TA position, helping a professor develop course materials, or providing tutoring services to students.
- Begin work on your job package and teaching portfolio now. Keeping your materials organized will ensure you are prepared for job opportunities that arise and will help you to see holes in your professional experience that you might want to fill before graduating.
- Plan your career beyond being hired for your first job. Your job search will be much more focused if you have a clear sense of your long-term goals.

Taking advantage of some of these opportunities can better prepare you for a faculty career, but be careful not to over-extend yourself. Remember that successful faculty know how to balance the different areas of their career, and that no amount of additional preparation will make up for lack of paid teaching experience or weak/overly prolonged research.

Expectations of Professionalism in PFF

While in PFF, you should be proactive in finding excellent mentoring and teaching opportunities and developing other opportunities for your own professional development. As a member of the PFF class, it is your responsibility to:

- Attend all seminars. Arrive on time, participate in discussion, and stay for the entire class period. Inform the PFF staff immediately of any problems that affect your participation in a course. **Please note:** You will not receive credit if you miss more than two presentations.
- Carefully read all materials, including handouts and emails related to PFF course work.
- Submit all assignments by the published deadlines. Assignments you submit should reflect your ability to produce professional-level work.
- Balance your needs and concerns with those of your classmates during group discussion and question/answer sessions. Don't take more than your share of these limited discussion times.
- Shape your mentoring experiences so they are personally enriching for you.
- Let the PFF directors know about your academic accomplishments. Part of developing a professional presence is to let colleagues and superiors know about your successes.

Mentoring

An essential element of becoming a successful, productive faculty member is mentoring from experienced faculty mentors. PFF mentoring is geared toward these objectives:

- To better prepare participants for all aspects of their faculty careers including teaching, service, and research.
- To provide participants with credentials for a competitive academic job market.
- To review job search materials and strategies.

Creating positive mentoring experiences is a two-way street, however; faculty must be willing to devote time and energy to helping you prepare for a faculty career, but you must also be willing to ask for the help you need.

Mentors at Partner Institutions

Over the course of the fall semester, you and your PFF mentor (from a partner institution) should plan to **meet at least twice** during the fall semester to discuss faculty life, teaching, and PFF events or to participate in teaching or service opportunities. We have a list of suggested activities and discussions you and your mentor might choose from but feel free to develop your own.

You and your mentor will **create a mentoring agreement outlining your responsibilities to one another**. A copy of this document will be filed with the PFF program before the first week of the fall semester, and you and your mentor should each keep a copy as well. The purpose of this document is to promote conversation between you and your mentor; it is not intended to be a legally binding document but to serve as a tool for establishing a good working relationship. If the document needs to be altered during the semester, you can submit a revision to the PFF program.

At the end of the fall semester, your faculty mentor will be asked to submit written feedback to the PFF Program office regarding their mentoring experiences. The feedback received from mentors will not affect your grade in the courses; however, if you do not complete *at least* two of the agreed-upon activities, you will not receive credit for the mentoring experience (GRDC 900D).

Suggested Items for Discussion at First Meeting

Please try to schedule your first meeting before the first day of the fall semester. You are expected to meet with your mentor at least **twice** during the semester, so the earlier you begin, the easier it will be to schedule activities that will be meaningful for you and your mentor.

Suggested Agenda Items

1. Share academic histories

- Describe your educational background, including teaching and research experience. Share information about your professional goals and why you entered the PFF program
- Have your mentor tell you about his or her teaching and research responsibilities and interests. Find out about your mentor's professional goals and why he or she agreed to serve as a PFF mentor

2. Discuss useful activities that you might participate in

3. Prioritize the list of useful activities

4. Complete the PFF Mentoring Agreement

5. Set a firm time for the next meeting.

6. Exchange telephone numbers, e-mail addresses, teaching schedules, office hours, etc.