



Graduate Studies 900 A, B (Fall 900D)

Preparing Future Faculty

Course Syllabus and Schedule | Summer 2023

Course Instructor: Dr. Angela Palmer-Wackerly
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Communication Studies
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Class meetings: **Week 1:** T-F, 9:00-3:00, Avery 19
Week 2: T/F; Other days: Independent student work
Week 3: Independent student work;
Final Statements due on Canvas June 16 at noon

Office hours: *By appointment*

Required readings: **All readings/podcasts available via canvas**

Course Description and Objectives

The PFF summer seminar is designed to help advanced graduate students prepare for the academic job market and career. 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, podcasts, panels, workshops, and discussions to improve your likelihood of making a “good match” for your academic career. You will learn about the core issues of satisfaction and fit, teaching, research, the job search, service, and the particulars of various career paths. During the course, students will hear from experts in each area and also learn the art of creating cover letters, teaching statements, research statements, and diversity statements. Students will also engage in peer review of the written statements. By the end of pre-session, students will revise their statements based on peer (and if possible, your advisor) feedback and will also engage in a series of practice/mock interviews. 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.

To summarize, by the end of the semester you should have been exposed to the following course goals and met the following course objectives:

Course Goals
<ul style="list-style-type: none">• Acquaint students 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.• Prepare students for the job search process.• Connect students in community with other graduate students and faculty on UNL's and partner campuses.
Course Objectives
<ul style="list-style-type: none">• Articulate, question, critique, and discuss course materials.• Write, evaluate, revise, and prepare an almost final draft of job search materials, including (a) cover letter, (b) teaching statement, (c) research or creative activity statement, and (d) diversity statement.• Compare and contrast information learned from lecture, readings, and guest speakers to approximate and/or determine values that relate to institutional and career fit.• Engage with other seminar participants, guest speakers, and the professors.

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 disciplines and 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
 - a diversity statement for your job application process

These materials will be drafted and redrafted first during the summer seminar based on class lecture, workshops, and peer review sessions. Once you have workshoped your initial draft with a peer and it has been assessed via in-class peer review, you will submit a revised draft on Canvas which counts toward your course requirements. Because we have found that discipline-specific feedback is most useful to improving your written job materials, we 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/or your PFF mentor. During the summer seminar, we will engage in peer review and revision of all statements.

2. **Involvement and Attendance** – Complete all modules. Come to all class sessions. Read all assignments and participate in discussions for all class meetings. In order to receive credit, you need to attend all six pre-session PFF sessions unless otherwise cleared by the instructors. 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 or asked to engage in discussion prompts on Canvas 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. These meetings may have to take place over Zoom or other forms of technology depending on fellows’ and/or faculty mentors’ levels of comfort for meeting in person. 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 2023 Guidebook under the “Mentoring Experience” tab on our Canvas website.

TENTATIVE COURSE SCHEDULE

*See canvas for link/reading

Schedule is subject to change throughout course.

All readings available on Canvas and should be completed before class on the day a reading is due.

Date	Topic	Homework due:	Panelists/Presenters & Assignments Due
T 5/30	<p><i>Envisioning Your Career: What do YOU want?</i></p> <ul style="list-style-type: none"> • Introduction to PFF • Mixing the Big 3 	<ul style="list-style-type: none"> • <i>*Sign up for your free account with the National Center for Faculty Development and Diversity:</i> https://executivevc.unl.edu/faculty/leadership- 	<p><u>New Faculty Experiences Panel (1-2:30 PM)</u></p> <p><i>Dr. Katelyn Coburn,</i></p>

	<ul style="list-style-type: none"> Finding Your Why exercise: <i>Who are you and what motivates you?</i> Identifying your values Creating Your Academic Mission Statement New Faculty Panel Tips on how to find satisfaction in your job 	<p><u>development/ncfdd-membership</u></p> <ul style="list-style-type: none"> *Sign up for your free account with <i>The Chronicle of Higher Education</i>: https://news.unl.edu/newsrooms/today/article/libraries-offers-access-to-chronicle-of-higher-education/ *Optional: “How to Write an Academic Mission Statement”: https://www.cathymazak.com/academic-mission-statement/ 	<p>Assistant Professor, Child, Youth and Family Studies, UNL</p> <p>Dr. Guadalupe Leon, Assistant Professor, Engineering, Doane University</p> <p>Dr. Han Li, Assistant Professor, Biology, UNO</p> <p>Dr. Ayo Olagoke, Assistant Professor, School of Health and Kinesiology, UNO</p>
<p>W 5/31</p>	<p><i>Taking Charge of Your Career: What does responsible ownership look like?</i></p> <p>Envisioning your career as a “Book with Many Chapters”</p> <ul style="list-style-type: none"> Narrative Mapping your Career: Create your book/journey metaphorical drawing and connect your Why and Academic Mission Statements to your Vision of Your Career. Where have you been? Where are you now? Where do you hope to go? What does it look like? How does it feel? <p>Small Group discussion: Share your drawing with a partner according to activity directions.</p>	<ul style="list-style-type: none"> *Find Your Dream Job: Carnegie Foundation classifications at http://carnegieclassifications.iu.edu *Listen: Abundance vs. Scarcity (Academic Womxn Amplified) podcast: https://www.stitcher.com/show/academic-woman-amplified/episode/47-abundance-vs-scarcity-77914615) 	<p><u>Academic Issues in Public Higher Education Session</u> <u>(9-10:30 AM)</u></p> <p>Dr. Lance C. Pérez, Dean, College of Engineering, UNL</p> <p><u>Creating a Teaching Portfolio (1-3 PM)</u></p> <p>Dr. Lisa Rohde, Associate Director for Graduate Student Development, Graduate Studies</p>

	<ul style="list-style-type: none"> • Prioritizing the Essentials <ul style="list-style-type: none"> ---Every Semester Needs a Plan (Create for Su 23) ---Aligning Your Time with Your Priorities ---Writing Mindfully ---Teaching Mindfully • Best practices: Creating a teaching portfolio and teaching statement 		
Th 6/1	<p><i>Making It through the Hoops</i></p> <ul style="list-style-type: none"> • Hiring, promotion, and tenure • Negotiation • Writing a Diversity statement • Building an Intentional Network of Colleagues, Collaborators, and Mentors <ul style="list-style-type: none"> ---Creating a mentor map ---What has worked well? ---What goals have stalled? ---What is getting in the way? ---Who can help? 	<ul style="list-style-type: none"> • *Read: <i>The Future of Tenure: Rethinking a Beleaguered Institution</i> (16 articles in the Chronicle of Higher Ed, April 2021). Choose 5 articles to read and come prepared to discuss/ask questions. They are very short and come from a variety of perspectives. https://www.chronicle.com/article/the-future-of-tenure 	<p><u>Hiring, Tenure, and Promotion Panel</u> <u>(9:30-11 AM)</u></p> <p>Dr. Shannon Bartelt-Hunt, <i>Professor/Chair, Civil and Environmental Engineering, UNL</i></p> <p>Dr. Ivette Trentini, <i>Associate Dean, Southeast Community College</i></p> <p>Dr. Steven Wills, <i>Professor/Chair of History Department, Nebraska Wesleyan University</i></p> <p><u>Writing a Diversity Statement (1-2 PM)</u></p> <p>Dr. Nkenge Friday, <i>Assistant Vice Chancellor, Office of Diversity & Inclusion, UNL</i></p>

<p>F 6/2</p>	<p><i>Succeeding in Your Chosen Career Path</i></p> <ul style="list-style-type: none"> • Issues in Higher Education • Best Practices in Teaching • Moving Beyond the Academy • Best Practices in Research • Writing a Research statement 	<ul style="list-style-type: none"> • *Read: <i>A ‘Stunning’ Level of Student Disconnection:</i> <i>Professors are reporting record numbers of students checked out, stressed out, and unsure of their future:</i> https://www.chronicle.com/article/a-stunning-level-of-student-disconnection • *Read: <i>The Unintended Consequences of Ungrading:</i> https://www.chronicle.com/article/the-unintended-consequences-of-ungrading 	<p><u>Moving Beyond the Academy (12-1 PM)</u></p> <p>Dr. Natalie Williams, <i>Translational Research Director of Health Psychology, Madonna Rehabilitation Hospitals</i></p>
<p>T 6/6</p>	<p><i>Mindfully considering the particulars of your career</i></p> <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><i>Meet back in Avery 19 at 12 (take lunch from 11-12)</i></p> <ul style="list-style-type: none"> • Service • Writing a Cover Letter • Leadership development 	<ul style="list-style-type: none"> • *Watch: At least one of NCFDD core curriculum webinars • *Read: any article from <i>the Chronicle</i> that you are interested in and come prepared to discuss. • *Optional: Browse supplementary documents for examples of teaching and research statements and other helpful resources. 	<p><u>Workshops (9 am – 11 am)</u></p> <p>Getting Grants– Dr. Emily Kazyak, <i>Professor, Sociology, UNL</i></p> <p>Teaching at a Liberal Arts College – Dr. Jaime Cano, <i>Assistant Professor, Spanish, Nebraska Wesleyan University</i></p> <p>Succeeding in a Post-Doc – Dr. Sathish Kumar Natarajan, <i>Assistant Professor, Nutrition and Health Sciences, UNL</i></p> <p>Working as an International Scholar in the Academy - Natalia Meyer, <i>Assistant Director, Intl Student & Scholar Office, UNL</i></p>

			<p>Work-Life Satisfaction – Dr. Lorey Wheeler, <i>Director, Nebraska Academy for Methodology, Analytics and Psychometrics</i> <i>Research Associate</i> <i>Professor, UNL</i></p> <p>Earning Tenure at an R1 – Dr. Kathryn Holland, <i>Associate Professor,</i> <i>Psychology, UNL</i></p> <p>Non-Tenure Track Faculty Positions – Dr. Will Cooney, <i>Instructor, School of Communication, UNO</i></p>
<p>F 6/9</p>	<p><i>Considering Your Audience</i></p> <ul style="list-style-type: none"> • Connecting Your Work to Outside of Academia • “Peer Review workshop sessions” <ul style="list-style-type: none"> ---Teaching statement ---Research statement --- Diversity statement ---Cover letter <p>Translating Your Research</p> <p>Mock interviews</p>	<ul style="list-style-type: none"> • *Watch: At least one of NCFDD core curriculum webinars • *Read: any article from <i>the Chronicle</i> that you are interested in and come prepared to discuss. • *Optional: Kelskey, K. (2015). Part IV: Job Documents that work (pp. 140-190). In <i>The professor is in: The essential guide to turning your Ph.D. into a job.</i> New York: Three River Press. • *Optional: Watch Kelskey Week 2 webinar on writing a cover letter and/or watch the three-week series on preparing for the job market; linked on Canvas & available to 	<p><i>All statement drafts due for peer review – bring one copy of each statement for peer review and post the draft to Canvas by the start of class.</i></p> <p><u>Translating Your Research to the Public (1– 2 pm)</u></p> <p>Dr. Mandy McCormick Smith, <i>Evaluation Specialist, National Aeronautics and Space Administration (NASA)</i></p>

		<p>you through your NCFDD account</p> <ul style="list-style-type: none"> • *Optional: Browse supplementary documents for examples of teaching and research statements and other helpful resources. 	
F 6/16	<i>Final statements due <u>at Noon</u>– please post on Canvas</i>		

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 Grad 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 one day of class.
- 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.