

**PREPARING FUTURE FACULTY
COURSE SYLLABUS
FALL 2016 AND SPRING 2017**

Course Information

Meeting Time and Places

Fall 2016: Fridays, 10:45 am - 12:40 pm, COOR LI – 88

8/19, 9/2, 9/16, 9/30, 10/14, 10/28, 11/18, 12/2

****Exceptions***

- 8/19/2016 (*Memorial Union, Alumni Lounge*)
- 12/2/2016 (*Hayden Library, C6A*)

Spring 2017: Fridays, 10:45 am – 12:40 pm, Discovery 150

1/13, 1/27, 2/10, 2/24, 3/17, 3/31, 4/14, 4/28

****Exceptions***

- 1/13/2017 (*Hayden Library, C6A*)
- 4/28/2017 (*Hayden Library, C6A*)

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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. Students are 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 Fall Semester will provide you with contextual and interdisciplinary knowledge of the professoriate. The 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. You will tailor that information to fit your needs. You will 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-intensive 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-intensive 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 5:00pm on the dates listed in this syllabus.

Fall 2016 Semester	Points
Attendance & Participation	20
Professional Development Workshop	10
CV First Draft	15
CV Second Draft	15
Institution Exploration & Self Evaluation	20
Self-Reflection	20
Total	100

Spring 2017 Semester	Points
Attendance & Participation	20
Professional Development Workshop	10
CV Final Draft w/Marked Up Versions	20
Digital Portfolio, First Draft	10
Digital Portfolio, Final Draft	20
Group project	20
Total	100

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

Attendance 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 a career as 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 expected 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 not be permitted to sign the attendance sheet. If you are more than 15 minutes late or leave the session early, without making prior arrangements with the instructors, you will receive an absence for the seminar.**
2. 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 in a grade of E for the course. Absences must be approved in advance. ***Requests should be emailed to Shannon by 5pm the day prior to class.***
3. 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 the discussion of an issue. Any readings will be posted to Blackboard in the readings folder for each seminar.

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 at the end of the semester are frequently cancelled. To ensure credit for this requirement, please complete this requirement early in the semester.***

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

University Technology Office (UTO)
<https://uto.asu.edu/>

Office for Research and Sponsored Projects Administration (ORSPA)
<https://researchadmin.asu.edu/training>

ASU Teachers College Doctoral Council
<https://tcdc-asu.org/>

Please note that several of the workshops hosted by Graduate Education COS program 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 or within your department will not be counted toward the required workshops.***

Grading

It is your responsibility to sign up for workshops, attend, and complete the professional development workshop assignment in Blackboard. There will not be an option to make up this assignment; workshops need to be completed once a semester. 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 always 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 admitted from a waiting list.

Important Due Dates	
<i>Professional Development Workshop</i>	12/02/2016 by 5:00pm (Fall)
<i>Professional Development Workshop</i>	4/28/2017 by 5:00pm (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 upload 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. Submit your marked up CV (along with any back up documents) and your final CV to Blackboard.

Important Due Dates	
<i>Part 1: CV First Draft</i>	10/28/2016 by 5:00pm (Fall)
<i>Part 2: CV Second Draft</i>	12/02/2016 by 5:00pm (Fall)
<i>Part 3: Two marked and signed CVs & Final</i>	04/28/2017 by 5:00pm (Spring)

Institution Exploration

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.

To successfully complete this assignment you must use the Carnegie Classification of Institutions of Higher Education, the Basic Classification <http://carnegieclassifications.iu.edu/>.

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). ASU will not be accepted as a selection for this assignment.
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. If not, you will 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.
4. Lastly, complete the assessment titled "Self Evaluation."

Important Due Dates	
<i>Institution Exploration [CVs (4) and Job Postings (2)]</i>	Due 12/02/2016 at 5:00pm (Fall)
<i>Self-Evaluation</i>	Due 12/02/2016 at 5:00pm (Fall)

Self-Reflection

Write a 2-page self-reflection based on the information that you have collected for the institution exploration assignment. You will need to evaluate your individual professional development needs, including setting goals and establishing timelines.

Please include answers to the following questions in your self-reflection:

1. 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?
2. 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?
3. 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?
4. What did you learn from this assignment about yourself and your future faculty aspirations?

Important Due Dates	
<i>Self-Reflection</i>	Due 12/02/2016 at 5:00pm (Fall)

Digital Portfolio

In the spring semester, you will create your digital portfolio. Please bookmark the [Digital Portfolio Help Resources](#) page, where you will find complete tutorials on creating/customizing your digital portfolio. Digital portfolios are an ASU supported Digation tool to help you organize your professional and scholarly work. In your digital portfolio, you can collect, archive, and publish your career and academic materials. As you craft your digital portfolio, we encourage you to think about the final project as a forward facing tool to showcase both your accomplishments and goals. Keep in mind, the premise of digital portfolios is that they make learning visible.

In your portfolio you will develop the following sections:

About Me (Vision/Mission)

Contact Information

Professional Materials (CV, Teaching Philosophy)

Reflection

1. [Submit](#) the first draft of your “About Me,” “Contact Information,” and “CV” sections. 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.
2. Carefully craft the remaining sections of your digital portfolio.
3. Now, select a peer and a mentor to provide feedback to you about your digital portfolio. Your peer will be one person from this class, preferably outside your discipline. The mentor must be a faculty member in your academic discipline and can either be from ASU or outside of ASU. Ask that both the peer and mentor provide

feedback on the content, readability, and basic design structure. Capture, review, and act upon the comments.

4. Submit the peer and mentor comments and a finalized version of your edited digital portfolio which reflects the advice.

Important Due Dates	
<i>Digital Portfolio, First Draft</i>	Due 3/17/2017 at 5:00pm (Spring)
<i>Digital Portfolio, Mentor Feedback & Final Draft</i>	Due 04/28/2017 at 5:00pm (Spring)

Group Project

You will work in groups to tackle the pressing question of just what the American university and its faculty will look like in the future. This is a creative exercise that asks you to think seriously about what kinds of changes we ought to foresee and how it will affect both you as faculty and your future students. You can find an example of a presentation done by Vice Provost Randy Bass from Georgetown looking at what higher education will look like in 2030. PDF is located in the group project section in Blackboard.

The temporal frames for this assignment are one of two: 2025 and 2040. Half the groups will be assigned 2025 and half will be assigned 2040. Groups will be determined during class time in the fall. For this assignment you will:

1. Imagine as a group the academy of the future.
2. What does it do?
 - a. Intellectually, disciplinarily
 - b. Pedagogically
 - c. Technologically
3. Whom does it serve?
4. What is the faculty's role in these institutions?
5. How does the university serve the students, the communities, the nation, and the world?

Important Due Dates	
Various pre-scheduled dates	Due 4/28/2017 (Spring)

Other Policies and Procedures

Blackboard Course Web Site

You are required to access the Blackboard site for updates, agendas, handouts and other program materials. Agendas will be made available on the Wednesday before class. 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.

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 for their work.

REMEMBER:

PFF is a safe zone – what is said in PFF should stay in PFF. It is unethical to take what another person has said in this safe environment outside to harm that person. This is the forum where you can ask all questions – even the ‘difficult’ ones.

*This schedule is subject to change per instructor's discretion	
Fall 2016 Course Schedule	
*All sessions	held in COOR L1 -88 from 10:45 am to 12:40 pm unless otherwise indicated
Date	Topic
08/19/2016	Introduction and Orientation *Session held in Memorial Union, Alumni Lounge
09/02/2016	Structure and Organization of the Academy Due at 10:45 am: 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
09/16/2016	Scholarship, Research, and Creative Activities
09/30/2016	Theory-to-Practice
10/14/2016	Excellence in Teaching & Mentoring
10/28/2016	Grant Writing Workshop Due at 5:00pm: CV First Draft
11/18/2016	Postdocs and Early Faculty Perspectives
12/02/2016	Preparing Your Curriculum Vitae (Part 1) *Session held in Hayden Library, C6A Due at 5:00pm: CV Second Draft Due at 5:00pm: Professional Development Workshop Assignment Due at 5:00pm: Institution Exploration & Self Evaluation Due at 5:00pm: Self-Reflection

*This schedule is subject to change per instructor's discretion.

Spring 2017 Course Schedule

*All sessions held in *TBD* from 10:45 am to 12:40 pm unless otherwise indicated.

Date	Topic
01/13/2017	Developing a Scholarly Identity * Session held at (TBD)
01/27/2017	Preparing Your Curriculum Vitae (Part 2)
02/10/2017	Preparing for the Academic Job Search Group Presentations
02/24/2017	Developing a Digital Portfolio Group Presentations
03/17/2017	Gender and Diversity in Academia Group Presentations Due at 5:00 pm: Digital Portfolio, First Draft: About Me, Contact Info
03/31/2017	Teaching Portfolio (Part 1)
04/14/2017	Teaching Portfolio (Part 2)
04/28/2017	Closing Reception * Session held at TBD Due at 5:00pm: Professional Development Workshop Assignment Due at 5:00pm: CV Final Draft with Comments Due at 5:00pm: Digital Portfolio, peer and mentor comments