

2nd Annual

Lilly Conference on College & University Teaching - North
September 20 & 21, 2002 * Big Rapids, Michigan

Cosponsored by the POD Network and AAC&U

Draft PFF Program

This is a special track at Lilly-North on the designs, results, and future development of **Preparing Future Faculty** programs, selected in a peer review process by established PFF leaders. Highlights include a report of research on pre- and early career faculty by Ann Austin, *Principles of Best Practice for Preparing Future Faculty Programs* with Laura Border, and a "Town Meeting" conducted by Lee Seidel and Jerry Gaff that will focus on developing a taxonomy for successful PFF programs. These sessions are open to everyone and will be of great interest to faculty members from "hiring" (non-doctoral) institutions as well as to graduate educators. Of course, the other sessions on college and university teaching also will be of interest to future faculty, as well.

Friday * September 20, 2002

8:30am - 5:00pm **Registration & Resource Fair Open**

9:00am - 10:15am **1 * Welcome & Keynote**

Welcome

International Alliance of Teacher Scholars
Miami University
Ferris State University

Keynote

Paradise Lost: How the Academy Converts Enthusiastic Recruits Into Early Career Doubters

Ann Austin, *Higher, Adult & Lifelong Learning*
Michigan State University

This keynote will discuss the impact of findings from recent studies of graduate students contemplating academic careers, faculty in new appointments, and early-career faculty. It will highlight concerns the new generation of faculty members have about an academic career, as well as their hopes and vision for change.

10:30am – 11:15am

Concurrent Session

2P * *A Convergence Model for GTA Orientation: From Need to Want*

Hilary H. Rather, *Graduate School*

Donna H. Green & Deborah L. Armstrong, *Office for Teaching and Learning*
Wayne State University

How can universities support convergence between what students need and want from a graduate teaching assistant orientation? Our convergence model focuses on the relationship between student perceptions of the need for teaching development and the desire to pursue teaching development. The model predicts that success in teaching increases as these two perceptions converge. Factors that influence this relationship include partnerships between faculty development centers and other administrative units, faculty engagement, and student program participation.

11:30am – 12:15pm

Concurrent Session

3P * *Preparing Future Faculty: The Graduate Forum Model*

Catherine M. Barrette & Kate Paesani, *Romance Languages & Literature*
Wayne State University

This presentation outlines the Graduate Forum in Romance Languages at Wayne State University, which addresses multiple levels of professional development. After outlining its goals and organization, we discuss the workshop “Documenting Your Teaching” in detail. Finally, we discuss the implicit and explicit benefits of such a workshop to the overall mentoring of future faculty enrolled in graduate programs. Participants will work in small groups to apply the Graduate Forum model to specific topics.

1:30pm – 3:00pm

Concurrent Workshops

4P.1 * *(Re)Design a Successful PFF Program: UCI's TAC Program*

De Gallow, *Instructional Resources Center*
University of California - Irvine

Why reinvent the wheel? You will identify and define goals for an ideal PFF Program and then critique one such program from the University of California, Irvine. You can ask an experienced PFF director about challenges and resources. Armed with your ideal goals, at least one model as a touchstone, and collective insights you will begin to (re)design your PFF Program, with an opportunity to get feedback from peers and experienced PFF'ers.

4P.2 * *Training Future Faculty: Easing Transitions from Graduate Student to Instructor*

Mary Eve Klammo & Patricia Bonesteel, *Mathematics*
Wayne State University

From a bank of classroom experience and supervision, two Wayne State University educators have used inspiration to enhance teaching practice. This workshop describes the rationale and models the strategies used in developing a course that fosters teaching excellence for graduate student instructors. The workshop focuses on the major syllabus components of the course, introducing the elements required for successful teaching. The format of the workshop models them in an active and enjoyable way.

3:15pm – 5:00pm Featured PFF Workshop

5 * *Principles of Best Practice for Preparing Future Faculty Programs*

Laura L.B. Border, *Graduate Teacher Program*
University of Colorado at Boulder

To provide effective PFF programs, postsecondary institutions must identify the basic components shared by successful programs. The PFF Inventory provided in the workshop can be used by administrators, faculty, graduate students, and PFF program managers to diagnose and improve the condition of their programs. In the workshop, participants discuss best practices in national and individual PFF projects, share diverse perspectives on preparing future faculty experiences, take the inventory, provide feedback, and receive handouts.

5:00pm - Reception, Poster Session, & Resource Fair **6:00pm**

Miami University's Learning Community for PFF: Institutionalizing a PFF4 Program

Cecilia Shore, *Psychology*
Miami University

Student Run PFF Program at Marquette University

Mary Stock & Patricia Lewis, *Graduate School*
Marquette University

Teaching Portfolios

Stacey Lane Tice & Ken Sagendorf, *The Graduate School*
Syracuse University

Best Practices of a Future Faculty Development Program

Stacey Lane Tice & Ken Sagendorf, *The Graduate School*
Syracuse University

7:30pm- 9 * Plenary Workshop

Discovering Your Teaching Self

Tony Grasha, *Psychology*
University of Cincinnati

Improvement in teaching follows from our answer to a very basic question-- Why do I teach the way that I do? Our response begins the process of identifying and analyzing the conceptual base that underlies current practices. Included in the conceptual underpinnings of our teaching are personal assumptions and empirically derived principles about how people learn and the role of the teacher. The compatibility of our teaching styles with the learning styles of students also are important components of this personal philosophy of teaching. This highly interactive session will help participants to explore their conceptual base for teaching and the role that it plays guiding and directing classroom activity. Throughout the workshop, a variety of active learning processes will help the transition of ideas to the redesign of specific class sessions and courses. A

variety of self-assessment processes, case studies, video examples, small group

discussion, and personal planning processes will be employed to illustrate concepts and to facilitate their application. Participants also will find the information useful in developing teaching portfolios for promotion, reappointment, and tenure, the syllabi they construct, and when discussing their teaching with colleagues.

Saturday * September 21, 2002

8:30am - 3:00pm **Registration & Resource Fair Open**

9:00am - 10:30am **10 * Preparing Future Faculty *Town Meeting***
How Should We Prepare the Faculty of the Future?

Lee Seidel, *Teaching Excellence Program*
University of New Hampshire

Jerry Gaff, *Preparing Future Faculty Program*
Association of American Colleges & Universities

The preparation of the faculty of the future is of interest to everyone involved in research, service, teaching, and administration at all types of higher education institutions. What do you want the future faculty – your “colleagues of the future” - to know and be able to do? This session, conducted by two leaders in the PFF movement, will focus on developing a typology of program elements necessary to prepare faculty members for the 21st century. Your input will make a difference in how PFF programs will be designed and supported.

10:45am – 11:30am **Concurrent Session**

11P * A Longitudinal Assessment Project of a Future Faculty Development Program

Stacey Lane Tice & Ken Sagendorf, *The Graduate School*

Syracuse University

The Future Professoriate Project (FPP) was initiated in 1991 and designed to prepare graduate students for college and university faculty positions. Since 1995, over 200 interviews have been conducted with past participants. These interviews focused on career paths, job-preparedness, academic preparation, and socialization into the academy. In 2002, interviews were conducted with the first cohort of participants who have been on the job market for seven years. This session will discuss our assessment efforts, the results, and their impact upon EPP.

11:45am – 12:30pm

Concurrent Session

12P * *Using the Faculty Learning Community Model for Preparing Future Faculty*

Laurie Richlin, *Preparing Future Faculty Programs*

Claremont Graduate University

This session will describe the development and results of a PFF program based on the Miami University Faculty Learning Community model. Graduate students participate in faculty learning communities either as a Preparing Future Faculty cohort (graduate students only) or with full-time faculty members in topic-based communities for year-long programs that include seminars, workshops, teaching conferences, and other community-building activities. The 2002-2003 topic-based communities are *Teaching Writing-Enriched Courses*, *The Psychology of Learning*, and *Using Technology to Improve Teaching Effectiveness*.

1:45pm – 2:30pm

Concurrent Workshop

13P * *Establishing and Sustaining PFF Programs in Engineering and Computer Science*

Carla Purdy, *Electrical & Computer Engineering & Computer Science*

University of Cincinnati

Gary Lewandowski, *Mathematics & Computer Science*

Xavier University

James Hauser, *Mathematics & Computer Science*

Northern Kentucky University

Sarah Coppock, *Electrical & Computer Engineering & Computer Science*

University of Cincinnati

In this session we will describe a sustainable PFF program which prepares students for life at a full range of academic institutions. Because our department emphasizes research, we designed our program with maximum flexibility. Over two years, participants progress from discussion and “practicing” teaching each other to extensive teaching and mentoring activities. Modularized program materials are easily exportable to other programs. Since the program began in Fall 1999, a high percentage of participants have gone on to faculty positions.

3:30pm – 4:15pm

Concurrent Session

14P * *Survival Strategies for New and Junior Faculty Women of Color*

Sheila T. Gregory, *Educational Leadership & Higher Education*

Wayne State University

This interactive session examines the challenges of new and junior faculty women of color, identifies common issues, and provides proven lessons and best strategies to address major concerns of workshop participants and other women from the study published in *Black Women in the Academy* (1999). This session will particularly benefit future, new, and junior faculty women who seek support, sage advice, and validation for the quality of their academic contributions.