

SGS 5653A Preparing Future Faculty V

Instructor: Patricia Hovis-French, Ph.D.

School of Graduate Studies

Administrative Center, Room 348

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Office Hours: By appointment or on-line through Blackboard site Tuesdays 1-2 p.m.; Wednesdays 9-10 p.m.

Class time: One Saturday per month: / 1-3 p.m., plus on-line assignments

Final assignments are due 12/11/2009.

Students must enroll in and complete SGS 5653B in Winter 2010 to receive credit for this course.

Class location: On-line portions: <http://www.umkc.edu/blackboard> Saturday seminars: location TBA

Catalog description:

Course is the fifth in a 6-course series focusing on teaching at a college or university and exploring the opportunities at, and differences among, various types of institutions of higher education. The emphasis in SGS 5653A and B is on academic collaboration and preparing for the academic job market. Offered on credit/no credit basis. Requirements for both SGS 5653A and 5653B must be satisfied in order to receive credit for either course. Prerequisite: Educ-R&P 5639 and either Preparing Future Faculty Fellow or recommendation by two faculty members in student's doctoral program and permission of instructor. 1 credit hour.

Description of Course and General Course Goals

This course and its companion course (SGS 5653B) are the final two courses in a 6-course series that focus on teaching at a college or university and explore the opportunities at, and differences among, a variety of institutions of higher education – public, private, 2-year and 4-year. The emphasis in SGS 5653A and B is on academic collaboration and preparing for the academic job market. Students collaborate with students from another discipline or doctoral program to present at a PFF Seminar on a teaching excellence topic and prepare an electronic teaching portfolio that includes outlines of at least three courses. On-line discussions focus on the academic job search, cover letters and CVs, interviews, and the "job talk." Students communicate – either by a personal visit, telephone interview, or email exchanges -- with faculty members in their field(s) on at least two other campuses and report on their findings. At the conclusion of SGS 5653B Preparing Future Faculty VI, students present their electronic portfolio for critique by members of the Preparing Future Faculty Steering Committee.

General goals for the two-course sequence are:

1. Prepare students for the academic job market by:
 - a. Developing an electronic teaching portfolio that includes outlines of at least three courses, including an on-line course or a course that includes on-line components
 - b. Researching the "do's" and "don'ts" of cover letters, CVs, interviews, and the "job talk."
2. Explore the differences among different types of institutions of higher education by communicating-- either by a personal visit, telephone interview, or email exchanges -- with a faculty member in the student's field(s) on at least two other campuses.

3. Collaborate with peers and mentors to expand knowledge of teaching/learning strategies

Course Organization

The course has four components:

- 1) Required attendance at four monthly 2-hour seminars that focus on various aspects of teaching/learning issues and faculty roles. The Fall 2009 seminars are from 1-3 p.m. on the following dates:

September 12

October 10

November 14

December 5

If a student is unable to attend a seminar, he or she may request permission in advance to substitute an alternate event and report on the alternate activity.

- 2) Weekly on-line activities including participating in focused discussion threads that critique the seminar presentations and explore facets of the academic job search.
- 3) Preparation for an academic career: (a) Communication – either by a personal visit, telephone interview, or email exchanges -- with a faculty member in the student's field(s) on a campus other than UMKC and (b) creation of an electronic teaching portfolio.
- 4) Collaboration with students from other disciplines or doctoral programs to present on an appropriate teaching excellence topic at one of the fall or winter PFF seminars.

Assignments

- 1) Attend all four monthly PFF Seminars or an approved alternate activity.
- 2) **Group project:** Collaborate with one or more students from another discipline or doctoral program to present at one of the Fall or Winter PFF Seminars. Groups must submit the topic, names of presenters, and preferred presentation dates **before the October 10th PFF Seminar**.
- 3) Before the end of the semester, communicate – either by a personal visit, telephone interview, or email exchange with a faculty member in the student's field(s) on a campus other than UMKC and report on what you learned.
- 4) Read Chapters 1-6 in "The Teaching Portfolio," and create an annotated outline of the items you propose to include in an electronic teaching portfolio that is intended to support your academic job search. In the annotated portion, indicate your rationale for including each item. Submit the outline for critique and feedback no later than **December 11**.
- 5) Participate in the weekly Blackboard discussion threads as indicated in the next section.

On-Line Discussions

September 13-20; October 11-18; November 15-22; December 6-11:

During the week immediately following each required seminar (listed above), post a brief written critique of the seminar (or alternate activity) on the Blackboard discussion board. The on-line critique of each seminar should address the strengths and weaknesses of the presentation and the three most important things learned from the seminar. Before the date the current discussion thread closes, read the postings of other students and respond to at least two critiques posted by other students.

September 21-October 9: Search the web (or other resources) about the academic job search process and post comments to the appropriate thread on Blackboard about your findings. Respond to/comment on at least two postings by other students. Listed below are just a few potential sites to consider:

<http://chronicle.com/jobs/>

<http://career.berkeley.edu/PhDs/PhDs.stm>

<http://www1.umn.edu/ohr/teachlearn/tutorials/jobsearch/index.html>

October 19-November 13: Post a brief description of your communication with a faculty member in your academic field from another institution. Include the name of the faculty member, discipline, and institution; the type of interaction (e.g. telephone, campus visit, email, etc.) and address at least two of the following:

- What was the most useful thing you learned?
- What surprised you? What didn't surprise you? Why?
- Would you fit in at this institution?
- What does this institution value? How is this evident?
- What would have made this experience even more beneficial to you?

Respond to /comment on at least two postings by other students.

Required Textbooks

Nilson, L.B. (2003). *Teaching at its Best: A Research-Based Resource for College Instructors (Second Edition)*. Bolton, MA: Anker Publishing Company, Inc.

Vick, J.M. and Furlong, J.S. (2008). *The Academic Job Search Handbook*, Fourth edition. Philadelphia, PA: University of Pennsylvania Press.

Seldin, P. (2004). *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Bolton, MA: Anker Publishing.

Grading

This course is graded on a credit/no credit basis.

Students who complete all assignments for SGS 5653A will receive an Incomplete grade at the end of the Fall 2009 term. After enrolling in and completing all assignments for SGS 5653B during the Winter 2010 semester, Credit grades will be posted for both courses.

Students who do not complete all assignments for SGS 5653A during Fall 2009 will receive a grade of No Credit and will not be allowed to enroll in SGS 5653B in the Winter term.

SGS 5653B Preparing Future Faculty VI

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Office Hours: By appointment, or on-line through Blackboard site Tuesdays 1-2 p.m. ; Wednesdays 9-10 p.m.

Class time: One Saturday per month: / 1-3 p.m., plus on-line assignments

Final assignments are due April 30.

Credit for SGS 5652A will not be assigned until satisfactory completion of SGS 5652B in Winter 2010.

Class location: On-line portions: <http://www.umkc.edu/blackboard>

Saturday seminars: location TBA

Catalog description:

Course is the last in a 6-course series focusing on teaching at a college or university and exploring the opportunities at, and differences among, various types of institutions of higher education. The emphasis in SGS 5653A and B is on academic collaboration and preparing for the academic job market. Offered on credit/no credit basis. Requirements for both SGS 5653A and 5653B must be satisfied in order to receive credit for either course. Prerequisite: SGS 5653A and permission of instructor. 1 credit hour.

Description of Course and General Course Goals

This course and its companion course (SGS 5653A) are the final two courses in a 6-course series that focus on teaching at a college or university and explore the opportunities at, and differences among, a variety of institutions of higher education – public, private, 2-year and 4-year. The emphasis in SGS 5653A and B is on academic collaboration and preparing for the academic job market. Students collaborate with students from another discipline or doctoral program to present at a PFF Seminar on a teaching excellence topic. Prepare an electronic teaching portfolio that includes outlines of at least three courses. On-line discussions focus on the academic job search, cover letters and CVs, interviews, and the “job talk.” Students communicate – either by a personal visit, telephone interview, or email exchanges -- with faculty members in their field(s) on at least two other campuses and report on their findings. At the conclusion of PFF VI, students present their electronic portfolio for critique by members of the PFF Faculty Steering Committee.

General goals for the two-course sequence are:

1. Prepare students for the academic job market by:
 - a. Developing an electronic teaching portfolio that includes outlines of at least three courses, including an on-line course or a course that includes on-line components
 - b. Researching the “do’s” and “don’ts” of cover letters, CVs, interviews, and the “job talk.”

2. Explore the differences among different types of institutions of higher education by communicating-- either by a personal visit, telephone interview, or email exchanges -- with a faculty member in the student's field(s) on at least two other campuses.
3. Collaborate with peers and mentors to expand knowledge of teaching/learning strategies

Course Organization

The course has four components:

- 1) Required attendance at four monthly 2-hour seminars that focus on various aspects of teaching/learning issues and faculty roles. The Winter 2010 seminars are from 1-3 p.m. on the following dates:

January 16

February 13

March 13

April 10

If a student is unable to attend a seminar, he or she may request permission in advance to substitute an alternate event and report on the alternate activity.

- 2) Weekly on-line activities including participating in focused discussion threads that critique the seminar presentations and explore facets of the academic job search including CVs and the "job talk."
- 3) Preparation for an academic career: (a) Communication – either by a personal visit, telephone interview, or email exchanges -- with a faculty member in the student's field(s) on a campus other than UMKC and (b) creation of an electronic teaching portfolio.
- 4) Collaboration with students from other disciplines or doctoral programs to present on an appropriate teaching excellence topic at one of the fall or winter PFF seminars.

Assignments

- 1) Attend all four monthly PFF Seminars or an approved alternate activity.
- 2) Before the end of the semester, communicate – either by a personal visit, telephone interview, or email exchange with a faculty member in the student's field(s) on another campus and report on what you learned.
- 3) Building on the annotated outline of your electronic teaching portfolio created in SGS 5653A, complete your electronic teaching portfolio, and submit it for critique by the PFF Faculty Steering Committee members no later than **March 26**.
- 4) Participate in the weekly Blackboard discussion threads as indicated in the next section.

On-Line Discussions

- 1) **January 17-24; February 14-21; March 14-21; April 11-18:**

During the week immediately following each required seminar (listed above), post a brief written critique of the seminar (or alternate activity) on the Blackboard discussion board. The on-line critique of each seminar should address the strengths and weaknesses of the presentation and the three most important things learned from the seminar. Before the date the current discussion thread closes, read the postings of other students and respond to at least two critiques posted by other students.

- 2) **January 25-February 12:** Search the web (or other resources) about the academic job search process, focusing on CVs and the “job talk” and post comments to the appropriate thread on Blackboard about your findings. Respond to/comment on at least two postings by other students. Listed below are just a few potential sites to consider:

<http://chronicle.com/jobs/>

<http://career.berkeley.edu/PhDs/PhDs.stm>

<http://www1.umn.edu/ohr/teachlearn/tutorials/jobsearch/index.html>

- 3) **February 22-March 12:** Post a brief description of your communication with a faculty member in your academic field from another institution. Include the name of the faculty member, discipline, and institution; the type of interaction (e.g. telephone, campus visit, email, etc.) and address at least two of the following:

- What was the most useful thing you learned?
- What surprised you? What didn't surprise you? Why?
- Would you fit in at this institution?
- What does this institution value? How is this evident?
- What would have made this experience even more beneficial to you?

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Students who do not complete all assignments for SGS 5653B during Winter 2010 will receive a grade of No Credit for both SGS 5653A and SGS 5653B.