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SECTION 1. INTRODUCTION TO THE PFF PROGRAM

Preparing Future Faculty (PFF) Program Goals

General:

- To better prepare graduate students and postdoctoral fellows for the demands of teaching, service, and research in faculty careers at a variety of higher education institutions.
- To increase graduate students' and postdocs' credentials for the competitive academic job market.
- To enrich graduate training at Iowa State University.

Specific:

- To introduce participants to faculty life at a variety of higher education institutions where they may find careers, including liberal arts, comprehensive, community college, and research extensive institutions.
- To help participants understand the need for balancing research, teaching, service, and personal life in an academic career and to give them tools for creating this balance.
- To give participants a better understanding of the hiring and promotion/tenure requirements at various institutions and to assist them in preparing to meet those requirements successfully.
- To provide participants with opportunities to develop their teaching skills through course work and hands-on teaching experience.
- To help participants build professional relationships with faculty, administrators, and peers, including interdisciplinary and inter-institutional networks.

Program Rationale

The goals described above are designed to address some needs in graduate education that researchers argue are not adequately being met:

- Doctoral education focuses heavily on research, yet many graduates obtain academic positions at institutions where research is not the main focus.
- Significant teaching experience is a determining factor in the hiring of many new faculty, but many graduate students are encouraged to pursue additional research opportunities rather than teaching experiences.
- New Ph.D. faculty hires are generally unprepared for the demands of an academic career.
- Graduate students continue to request increased mentoring and job search skills.
- Departments need additional tools for recruiting outstanding graduate students.

(Burke, Golde, Woodrow Wilson National)

Program Structure

The PFF program is part of the Center for Excellence in Learning and Teaching (CELT) and is part of the university's effort to enrich graduate education at ISU. PFF coursework falls under Graduate Studies. PFF is administered by CELT and both graduate students and postdocs from any department in the university are eligible to participate in PFF.

Partner Institutions: Eight institutions have agreed to participate as partners in the PFF program. These institutions are

- Central College in Pella, IA
- Des Moines Area Community College in Des Moines, IA
- Drake University in Des Moines, IA
- Grand View University in Des Moines, IA
- Grinnell College in Grinnell, IA
- Simpson College in Indianola, IA
- University of Northern Iowa in Cedar Falls, IA
- Wartburg College in Waverly, IA

PFF Staff

The PFF program has two permanent staff members: The *CELT Faculty Fellow for Graduate and Postdoctoral Professional Development* (Clark Coffman) oversees the PFF courses and works with faculty at ISU and partner institutions to develop opportunities for PFF participants. The *Program Specialist* (Karen Bovenmyer) handles the day-to-day details of the program, especially of the mentoring and teaching components. The Program Specialist also collects and records homework assignments. They can be reached at 3024 Morrill Hall, 515-294-4065, or pff@iastate.edu.

PFF Participants

Admission to the PFF program is by application. Generally, participants in the program are in at least the second year of a master's or Ph.D. program at Iowa State or have been hired as a postdoctoral assistant by an Iowa State department. Students and faculty from more than 60 departments and all ISU colleges have participated in the program.

Participant Responsibilities

The Iowa State PFF program is designed to be flexible. You can participate in PFF for 1-4 semesters, and some semester components can be altered to fit your individual circumstances. However, as a PFF student, you do have four major responsibilities:

- Complete 1-3 credit hours of course work for each semester you participate in the program (up to 4 semesters).
- Participate in faculty mentoring from tenure-track faculty (in addition to any mentoring received from your major professor) for each semester you remain in the program.
- Participate in program assessment activities. During the course of each semester, you will be asked to evaluate seminar presentations and mentoring activities.
- (Second semester and beyond): Participate in some form of assisted and/or stand-alone teaching experience and observe and evaluate the teaching of other participants.

The specific semester requirements are as follows:

First semester

- Complete a 2-credit seminar series (Gr St 585)
- Attend twice-monthly mentoring sessions with a tenure-track faculty mentor of your choice

Second semester

- Complete a 3-credit faculty preparation course (Gr St 586)
- Complete a structured teaching component—i.e., teaching a course unit, working as a lab assistant and observe and evaluate a classmate teaching and be observed by a classmate.
- Attend twice-monthly sessions with tenure-track faculty teaching mentor

Third semester

- Teach a stand-alone section or course at Iowa State or at a partner institution for 1-3 hours of credit (Gr St 587) and observe and evaluate a classmate teaching and be observed by a classmate.
- Attend twice-monthly mentoring by tenure-track faculty teaching mentor (if possible)

Fourth semester

Possible options include

- Repeat 587 with a new teaching experience
- Complete an individually arranged opportunity for 1-3 hours of credit (Gr St 588)

Note to International Students

Teaching is an integral part of the PFF program, and Iowa State policies require that if North American English is not your native language, you must pass the OECT test before serving as a TA.

For this reason, you must have taken the OECT test before applying to the PFF program.

You must have at least a level 2 OECT pass in order to continue with the second semester of the program.

Beyond second semester, you must have a level 1 (highest level) OECT pass to continue in the program. Please register for the OECT test well in advance of when you plan to continue in the program (for more information on OECT, see the [Graduate College Handbook](#)).

***Note: If a student who has left the PFF program wishes to re-join, she or he should submit a letter to the CELT Faculty Fellow for Graduate and Postdoctoral Professional Development requesting to continue participation. Decisions concerning re-admittance will be made on a case-by-case basis.*

Termination of Participation: The PFF program is completed on a semester-by-semester basis. You may withdraw from the program at any time by clicking “withdraw” on any PD@ISU forms you’ve submitted for future semesters. You will receive documentation for each level of the PFF program you have completed.

Available documentation: If you complete two or more semesters in the program, PFF staff will provide you with documentation for your job application portfolio. This documentation comes in several forms and includes:

Why mention PFF in your job application?

PFF is part of a national movement and is quickly gaining nation-wide recognition as a program that successfully helps graduate students prepare for faculty careers.

By demonstrating your participation in PFF, you show that you have devoted time to preparing for a faculty career that includes teaching, service, and research.

- Transcript notations indicating that you have achieved the level of PFF associate (semester 2), fellow (semester 3), or scholar (semester 4)
- A signed and suitable for framing PDF of the same
- Explanatory letters outlining your coursework and individual teaching components (available by request for highest level achieved)
- Letters of recommendation to a particular institution should be requested by completing a Post-PFF Letter of Recommendation Request form on PD@ISU. We will need at **least two weeks notice** for all letters of recommendation and at least **three weeks notice** for requests made the last two weeks of classes, finals week, and all break/vacation weeks

PREPARING FUTURE FACULTY (PFF) Gr St 586 Signup Form: <https://pd.grad-college.iastate.edu/run/3>

PFF Gr St 586 Signup Form

i 2nd Semester Continuation Form. Please submit this form before October 30.

Register me for (Semester and Year) (required)

Fall 2018 ▼

Registration for PFF Intermediate Seminar Gr St 586

i The classroom component for the second semester is a 3-credit graded course, Gr. St. 586. So that we can add you to the computer list for the PFF seminar, please include the information requested below:

Credits for 586

- 3 credits
- 0 credits (I am postdoc)
- Other

Teaching Assignment

i The classroom component for the second semester is a 3-credit graded course, Gr. St. 586. So that we can add you to the computer list for the PFF seminar, please include the information requested below:

Do you have a teaching assignment arranged for spring semester? (required)

- Yes
- No
- Other

i This field is not optional.

PFF Mentor

i Your mentor should be a tenure track faculty member involved in your teaching experience. If appropriate, you may keep the same mentor from the first semester. Please complete a new Mentor-Mentee Agreement Form and submit it by the first day of class. <http://www.celt.iastate.edu/graduate-students-postdocs/preparing-future-faculty/the-role-of-a-pff-mentor>

The faculty member I plan to ask to be my mentor is:

Comments

If you have a comment about your 586 situation, please enter it below:

PREPARING FUTURE FACULTY (PFF)

Gr St 587 Sign-up Form: <https://pd.grad-college.iastate.edu/run/8>

Gr St 587 Signup Form

Form Status: Initiated

PFF Gr St 587 Signup Form

3 3rd/4th Semester Continuation Form. If you are interested in participating in Gr St 587 next semester, please submit this form by the first day of the last month of the current semester.

4 Requirements:

Applicants should be in the second year or higher of a Master's or Ph.D. program at Iowa State or hold a post-doctoral fellowship.

4 After this form is approved, please visit 3024 Morrill Hall to complete an Add Slip to add the course to your schedule.

4 International Applicants:

If North American English is not your native language, please take the OECT test as soon as possible. If admitted, you must have at least a level 2 OECT pass in order to continue with the second semester of the program. Beyond second semester, we require a level 1 (highest level) OECT pass in order to continue in the program. Please register to take the OECT test at <http://cce.grad-college.iastate.edu/ita/oect>

Register me for (Semester and Year) (required)

Fall 2018

Check One:

- Yes, I plan to continue participation in PFF. If you checked this box, please complete the sections below.
- No, I do not plan to continue participation in PFF. If you checked this box, you are finished with this form and do not need to fill out the section below. Please click submit.

Gr St 587: Teaching Practicum

4 Graduate Studies (Gr St) 587: PFF Teaching Practicum is a 1-3 credit, individually arranged, teaching experience. You will be expected to arrange and complete a stand-alone teaching experience accompanied by appropriate mentoring. The teaching experience may be traditional or web-based, but must be at least the equivalent of a 1-credit university course. Assignments include a teaching journal, a teaching portfolio, and a readings paper (reading selections must be approved by the program director). Completed proposals for Gr St 587 must be submitted to the program director for approval before the semester begins.

Select the number of 587 credits you would like to be registered for below.

- 0 (I am a postdoc)
- 1
- 2
- 3
- Other

Gr St 587 Teaching Mentor

4 Your PFF faculty mentor should be (1) someone working with you on your teaching/project or (2) someone who is knowledgeable about the area in which you are studying and (3) tenure-track.

4 If appropriate, you may keep the same mentor from a previous semester. Please complete a new Mentor-Mentee Agreement Form and submit it by the first day of class.

The faculty member I plan to ask to be my mentor is:

If you have anything to add about your unique 587 situation, please comment below:

PREPARING FUTURE FACULTY (PFF)

Gr St 588 Sign-up Form: <https://pd.grad-college.iastate.edu/run/13>

PFF Gr St 588 Signup Form

1 3rd/4th Semester Continuation Form. If you are interested in participating in Gr St 588 next semester, please submit this form before the last month of the current semester.

2 Requirements:

Applicants should be in the second year or higher of a Master's or Ph.D. program at Iowa State or hold a post-doctoral fellowship.

3 After this form is approved, please visit 3024 Morrill Hall to complete an Add Slip to add the course to your schedule.

4 International Applicants:

If North American English is not your native language, please take the OECT test as soon as possible. If admitted, you must have at least a level 2 OECT pass in order to continue with the second semester of the program. Beyond second semester, we require a level 1 (highest level) OECT pass in order to continue in the program. Please register to take the OECT test [here](#)

Register me for (Semester and Year) *(required)*

Fall 2018 ▼

Check One:

- Yes, I plan to continue participation in PFF. If you checked this box, please complete the sections below.
- No, I do not plan to continue participation in PFF. If you checked this box, you are finished with this form and do not need to fill out the section below. Please click submit.

Gr St 588: Special Topics

1 Graduate Studies (Gr St) 588: PFF Special Topics is a 1-3 credit independent study providing academic professional development. Activities might include supervised reflective writing of a grant or journal article, extensive job shadowing at partner institutions, course or web development, participation in university or extension service responsibilities, etc. Completed proposals for 588 must be submitted to the program director for approval before the semester begins.

Select the number of 588 credits you would like to be registered for below.

- 0 (I am a postdoc)
- 1
- 2
- 3
- Other

If you have anything to add about your unique 588 situation, please comment below:

Gr St 588 Teaching Mentor

1 Your PFF faculty mentor should be (1) someone working with you on your teaching/project or (2) someone who is knowledgeable about the area in which you are studying and (3) tenure-track.

2 If appropriate, you may keep the same mentor from a previous semester. Please complete a new Mentor-Mentee Agreement Form and submit it by the first day of class.

The faculty member I plan to ask to be my mentor is:

SECTION 2. PFF COURSE WORK

Description of Courses

The PFF program consists of up to four courses. PFF students first take Gr St 585, which overviews topics related to academic careers at different types of educational institutions, followed by Gr St 586, which addresses faculty issues in more depth. Gr St 587 or 588 may be taken concurrently with or following 586.

Graduate Studies (Gr St) 585: PFF Introductory Seminar is a 2-credit seminar series consisting of 15 two-hour panels and workshops overviewing issues of faculty and student life including the hiring, promotion, and tenure process and expectations at different institutions to help you find your fit in the academic landscape. Homework consists of a vita, cover letter, research statement, short essays, and team exercises. A syllabus for Gr St 585 can be found on page 8.

Graduate Studies (Gr St) 586: PFF Intermediate Seminar is a 3-credit course that meets one evening a week for three hours. Sessions will focus on topics such as job portfolios, diversity issues, communication skills, proposal writing, and pedagogical strategies. Participants create diversity and teaching philosophy statements, write a series of journal responses, participate in learning teams, observe a classmate's teaching (see page 26), and develop materials (e.g., syllabi, course policy sheets, and assignments) for a course they might teach as future faculty. A syllabus for Gr St 586 can be found on page 9.

Graduate Studies (Gr St) 587: PFF Teaching Practicum is a 1-3 credit, individually arranged, teaching experience. You will be expected to arrange and complete a stand-alone teaching experience accompanied by appropriate mentoring. The teaching experience may be traditional or web-based, but must be at least the equivalent of a 1-credit university course. Assignments include a teaching journal, a teaching portfolio, and a readings paper (reading selections must be approved by the CELT Faculty Fellow for Graduate and Postdoctoral Professional Development). Completed proposals for Gr St 587 must be submitted to the CELT Faculty Fellow for Graduate and Postdoctoral Professional Development for approval before the semester begins. The Gr St 587 proposal form can be found on page 10.

Graduate Studies (Gr St) 588: PFF Special Topics is a 1-3 credit independent study providing academic professional development. Activities might include supervised reflective writing of a grant or journal article, extensive job shadowing at partner institutions, course or web development, participation in university or extension service responsibilities, etc. Completed proposals for 588 must be submitted to the CELT Faculty Fellow for Graduate and Postdoctoral Professional Development for approval before the semester begins. The 588 proposal form can be found on page 13 followed by a list of suggested 588 projects on page 15.

Additional 587 Requirements

- Meet monthly with fellow classmates
- Submit a one-page teaching journal every other week.
- Expand a 586 teaching portfolio for your 587 experience. In addition to your teaching philosophy, include a syllabus, policy sheet, assignments, and a selection of course handouts or web page sections for two different classes.
- Observe a classmate's teaching and be observed. Visit the class of someone in your 587 group. Write a one-page reflection on their teaching; have them visit your classroom and comment. Due two weeks after midterm.
- Submit the course review journal and evaluation
- Read a pedagogy book and write a reader response (3-5 pages). All books must be approved via the text selection form on page 12.
- Submit all materials by the Friday before dead week.

Additional 588 Requirements

Note: 588 teaching projects complete 587 requirements instead

- Attend monthly meetings with the director and classmates.
- Submit seven brief (one paragraph) progress statements reflecting on forward motion in your 588 project (every other week). Write a 3-5 page (1000-3000 word) project report on what it was like conceive, progress, and complete this project.
- Submit evidence of work done for your specific project—finished journal article draft, annotated bibliography draft, grant proposal draft, original and redesigned teaching materials/manuals, printouts of web pages, etc (equivalent to 25 pages of double-spaced text).
- Read a relevant book (or 5 significant pedagogical articles; page count needs to be close to that of a book) and write a reader response (3-5 pages). Reading selections must be approved by the program director.
- All materials are due by the Friday before dead week.

Graduate Studies 585

PFF Introductory Seminar

Gr St 585 is a 2-credit seminar, consisting of 15 two-hour classes and workshops overviewing issues of faculty and student life including the hiring, promotion, and tenure process and expectations at different institutions to help you find your fit in the academic landscape. The course is graded S/F; homework consists of short essays and team exercises.

Session 1	Introduction
Session 2	Strengths & Introduction to Small Group Learning Part I
Session 3	Introduction to Small Group Learning Part II; Inter-institutional Panel: What is faculty life like?*
Session 4	Vita Content; Intro to TBL
Session 5	Inter-institutional Panel: Hiring faculty: What do deans and chairs look for?*
Session 6	Vita Formatting Exercise; Team Workshop: Vita
Session 7	Inter-institutional Panel: Promotion and tenure—Balancing teaching, research, and service*
Session 8	Research Statement
Session 9	New Faculty Panel: How I got started/What I wish I had known*
Session 10	Workshop: Research Statement; Coming Back to Academia: Returning from government or industry*
Session 11	Cover Letter mini-lecture and exercises
Session 12	PFF Alumni: Where are they now?*
Session 13	Team Workshop: Cover Letter; Panel: Expectations at international Institutions*
Session 14	The Teaching Professor*
Session 15	What's next? 587 and 588 cohort presentations.
 Attendance:	 You must attend all 15 sessions to get an S for the seminar. If you have a professional conflict with a particular date, you may (with written permission from the instructor) make up two absences by watching the video recording of the session on Echo and asynchronously contributing to team workshop activities.

Assignments: In order to receive an S for the seminar, you must complete 10 one-page (~350-700 words) typed responses. **Submit your work using Canvas by typing directly into the submission window.**

Complete:

- One response per each marked (*) class topic, due two days before the next class period following the presentation (for a list of suggested journal prompts and due dates, consult Canvas or Canvas).
- A one-page (~350-700 words) summary of mentoring experiences and a thank-you note to your mentor. The summary is due by midterm and the thank-you note is due by 5 p.m. Friday before dead week.
- One response summarizing your semester PFF experience due by 5 p.m. Friday before dead week.

Contact Information:

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and Postdoctoral Professional Development
Associate Professor of Genetics, Development, and
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ccoffman@iastate.edu

Karen Bovenmyer – Program Specialist
3024 Morrill Hall
294-4065
pff@iastate.edu

Graduate Studies 586

Preparing Future Faculty Intermediate Seminar

Gr St 586 is a 3-credit course that meets one evening a week for three hours. A list of topics and major assignments is given below.

Course Topics:

Week 1:	Introduction; Preventing academic dishonesty*
Week 2:	How people learn
Week 3:	Teaching philosophy; Ethics in research and teaching*
Week 4:	Scholarship of learning and teaching*; Active classroom strategies*
Week 5:	Introduction to team-based and case-based learning
Week 6:	Teaching philosophy statement workshop; Online learning*
Week 7:	Creating course goals, learning objectives, and a learner-centered syllabus*; Course design*
Week 8:	Financial/career management and planning*
Week 9:	The inclusive classroom: starting a diversity statement*
Week 10:	Syllabus and assignment workshop; Communication in professional settings and large classes*
Week 11:	Modes of feedback: Creating great recognition items and rubrics*
Week 12:	Diversity statement workshop; Grant and proposal writing*
Week 13:	Recognition items and rubrics workshop; Self-reflection and course assessment*
Week 14:	Mock interviews; Job search: Academic interview panel and activity*
Week 15:	Conclusion

Writing Assignments:

- **Create a teaching portfolio, including a teaching philosophy, syllabus, course policy sheet, and sample assignment with its grading rubric test you have written yourself.** Make an appointment with the Center for Communication Excellence and after you have incorporated their comments, ask your mentor to comment on your teaching portfolio (particularly your teaching philosophy statement). If using a syllabus and policy sheet from one of your professors' classes, include at least a full page explaining what you would keep and why as well as what you would change and why (you may use reasons mentioned in class).
- **Create a diversity statement.** Make an appointment with the Center for Communication Excellence and after you have incorporated their comments, ask your mentor to comment on your statement.
- **Write two thank you notes to two different visiting speakers.** Thank you note one is due by midterm; thank you note two is due by 11:59 p.m. Friday before dead week.
- **Write one-page journal responses to eight of the fourteen marked (*) class topics.** Journals are due by midnight Sunday before the next class session date in Canvas. For a suggested list of journal prompts, see page 15 of your PFF Student Manual.
- **Write a one-page summary of mentoring experiences and a thank-you note to your mentor.** The summary is due by midterm and the thank-you note is due by 11:59 p.m. Friday before dead week.
- **Write two one-page summaries of your 586 teaching experiences.** Start each summary with a brief course description including the course name, department, number of students, and kind of teaching you are doing. First summary due in paper and by midterm and the second due by 11:59 p.m. Friday before dead week.

- **Observe a classmate's teaching.** Write a reflection on a classmate's teaching and complete a teaching observation rubric form (found on PD@ISU) of that teaching. Due two weeks before midterm. You must also be observed by a classmate.
- **Review your peers.** Using Canvas's Peer Review assignment, review your teammates' performance so they can be more effective. First review due during midterm as specified in the assignment, the second due at the end of the semester, as specified on Canvas.
- **Write a summary (1-2 pages) of your 586 experiences.** Due by 11:59 p.m. Friday before dead week.

Contact Information:

Clark Coffman – CELT Faculty Fellow for Graduate
and Postdoctoral Professional Development
Associate Professor of Genetics, Development, and
Cell Biology
3024 Morrill Hall
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Karen Bovenmyer – Program Specialist
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PREPARING FUTURE FACULTY
Gr St 587 Project Proposal Form: <https://pd.grad-college.iastate.edu/run/9>

Gr St 587 Project Proposal Form

④ Graduate Studies 587 is an individually arranged teaching experience. You will be expected to arrange and complete a significant teaching experience accompanied by appropriate mentoring. The teaching experience may be traditional or web-based, but must be substantial (i.e. teaching a stand-alone course or being responsible for teaching a unit at least two weeks long. Teaching lab sections will not satisfy the requirements.) Course assignments include teaching journals, a teaching portfolio, and a readings paper (reading selections must be approved by the program director).

④ After this form is approved, please visit 3024 Morrill Hall to complete an Add Slip to add the course to your schedule.

④ Meeting topics are based on current class concerns and teaching journal submissions. Expect to cover topics such as discussion techniques, student motivation, active learning, classroom civility, semester pacing, student accountability, testing, grading, feedback, and work-life balance.

Register me for (Semester and Year) (required)

Fall 2018 ▼

Department, Number, and Title of the course you plan to teach for this project

④ (e.g. HIST 101: Survey of Western Europe 1000-1800)

Institution/Company

Dates of course and meeting times

④ e.g. January-May,MWF

Type of course

④ (studio, lecture, lab, etc.)

Please register me for Gr St 587 credits

- 0 credits
- 1 credit
- 2 credits
- 3 credits
- Other

④ (select 0 if you are a postdoc)

Course Description**Major topics to be covered****Major assignments (if any)****Your role in course**

📌 (i.e., teaching one unit, teaching entire course, etc.)

Pedagogy book or articles to be reviewed

📌 (For guidance, see Gr St 587 Course Information below)

Proposed project mentor**Proposed meeting schedule with project mentor**

PREPARING FUTURE FACULTY

Graduate Studies 587 Proposal Form Example

Gr St 587 Project Proposal Form

1 Graduate Studies 587 is an individually arranged teaching experience. You will be expected to arrange and complete a significant teaching experience accompanied by appropriate mentoring. The teaching experience may be traditional or web-based, but must be substantial (i.e. teaching a stand-alone course or being responsible for teaching a unit at least two weeks long. Teaching lab sections will not satisfy the requirements.) Course assignments include teaching journals, a teaching portfolio, and a readings paper (reading selections must be approved by the program director).

2 After this form is approved, please visit 3024 Morrill Hall to complete an Add Slip to add the course to your schedule.

3 Meeting topics are based on current class concerns and teaching journal submissions. Expect to cover topics such as discussion techniques, student motivation, active learning, classroom civility, semester pacing, student accountability, testing, grading, feedback, and work-life balance.

Register me for (Semester and Year) (required)

Fall 2018 ▼

Department, Number, and Title of the course you plan to teach for this project

English 302 Business Communication

4 (e.g. HIST 101: Survey of Western Europe 1000-1800)

Institution/Company

Iowa State University

Dates of course and meeting times

August 2018-December 2018, T-Th 9:30-11:00

5 e.g. January-May,MWF

Type of course

Stand-alone

6 (studio, lecture, lab, etc.)

Please register me for Gr St 587 credits

- 0 credits
- 1 credit
- 2 credits
- 3 credits
- Other

7 (select 0 if you are a postdoc)

Course Description

English 302 is a 3-credit business writing course for juniors and seniors from a variety of majors.

Major topics to be covered

Writing effective business documents of different types, analyzing audience and purpose, considering ethical and legal issues in business writing, giving effective oral presentations.

Major assignments (if any)

Job application packet (resume and cover letter); business letters; recommendation report; oral presentations; independent project

Your role in course

Stand-alone teaching. I am responsible for syllabus design and lecture three times a week as well as all student grading.

8 (i.e., teaching one unit, teaching entire course, etc.)

Pedagogy book or articles to be reviewed

William McKeachie's book, Teaching Tips: A Guidebook for the Beginning College Teacher.

9 (For guidance, see Gr St 587 Course Information below)

Proposed project mentor

Dr. Tech

Proposed meeting schedule with project mentor

Dr. Tech has taught English 302 for over 10 years. See attached Memorandum of Understanding for a complete list of our proposed activities.

PREPARING FUTURE FACULTY

Reader Response Signup

Reader Response Signup

[Submit Assignment](#)

Due Sep 4 by 11:59pm **Points** 1 **Submitting** a text entry box or a file upload
Available Aug 20 at 12am - Dec 7 at 11:59pm 4 months

Instructions

Enter the text you will read for your [Reader Response](#) assignment here by pasting the following prompts and your responses in the text box.

1. Title(s):
2. Author(s):
3. Relationship to my Gr St 587 creative project:

Proposed text, journal articles, or other book-length document (to see what other 587 students recommend, visit https://docs.google.com/spreadsheets/d/1-Fm4IX_KfdbQcSX6ggR8XCwOPiXi8epG6cQI7A3WinQ/edit?usp=sharing)

PREPARING FUTURE FACULTY

Gr St 588 Project Proposal Form: <https://pd.grad-college.iastate.edu/run/10>

Gr St 588 Project Proposal Form

i Graduate Studies (Gr St) 588: PFF Special Topics is a 1-3 credit independent study providing academic/professional development. Activities might include extensive job shadowing at partner institutions, course or web development, participation in university or extension service responsibilities, etc. Completed proposals for 588 must be submitted to the program director for approval before the semester begins. The 588 proposal form and a list of suggested 588 projects appear in the student manual.

i After this form is approved, please visit 3024 Morrill Hall to complete an Add Slip to add the course to your schedule.

Register me for (Semester and Year) (required)

Fall 2018

Project Name

Institution/Company

Please register me for Gr St 588 credits

- 0 credits
- 1 credit
- 2 credits
- 3 credits
- Other

i (select 0 if you are a postdoc)

Project description (for team projects, be specific about exactly what you will do yourself)

Project rationale/need

Benefits of project to PFF student

Materials to be submitted to PFF program director

i (For guidance, see Gr St 588 Course Information below)

Related book or articles to be reviewed

i (For guidance, see Gr St 588 Course Information below)

Proposed project supervisor

Proposed meeting schedule with project supervisor

PREPARING FUTURE FACULTY

Graduate Studies 588 Proposal Form Example

Gr St 588 Project Proposal Form

④ Graduate Studies (Gr St) 588: PFF Special Topics is a 1-3 credit independent study providing academic professional development. Activities might include extensive job shadowing at partner institutions, course or web development, participation in university or extension service responsibilities, etc. Completed proposals for 588 must be submitted to the program director for approval before the semester begins. The 588 proposal form and a list of suggested 588 projects appear in the student manual.

④ After this form is approved, please visit 3024 Morrill Hall to complete an Add Slip to add the course to your schedule.

Register me for (Semester and Year) (required)

Fall 2018 ▼

Project Name

Computer lab manual for writing instructors

Institution/Company

WhatsaMatter U. English Dept

Please register me for Gr St 588 credits

- 0 credits
- 1 credit
- 2 credits
- 3 credits
- Other

④ (select 0 if you are a postdoc)

Project description (for team projects, be specific about exactly what you will do yourself)

I will develop a manual to teach instructors to use the software available in the university computer classrooms. The manual will also give the instructors an idea of the pedagogical possibilities this software provides.

Project rationale/need

Whatsamatter U. is moving all writing courses into computer classrooms, but many of the instructors are unfamiliar with the software and are not prepared to teach students how to use the computers. Currently, the English dept provides handouts on different topics, but these handouts need to be revised and put into a single manual.

Benefits of project to PFF student

I will develop a greater understanding of the possibilities for teaching writing in a computer lab. I will also learn more about how to teach technology to others.

Materials to be submitted to PFF program director

Monthly one-page progress reports; a copy of the completed computer manual

④ (For guidance, see Gr St 588 Course Information below)

Related book or articles to be reviewed

Teaching Undergraduate Composition: Computer Workrooms by I. R. Professor.

④ (For guidance, see Gr St 588 Course Information below)

Proposed project supervisor

Rocket J. Squirrel

Proposed meeting schedule with project supervisor

I will meet with my contact in the Whatsamatter U. English dept every other Friday.

Suggested 585 & 586 Journal Prompts

List at least three comments by presenters that impacted your way of thinking about this topic.

- 1.
- 2.
- 3.

What changes do you plan to make in your future based on this new information?

Suggested 588 Projects

Projects for 588 are to further your professional development through in-depth research on a career-related topic or the completion of an individually arranged project. These projects, which are usually completed at Iowa State or at one of the partner schools (see Section 6), must be approved by the CELT Faculty Fellow for Graduate and Postdoctoral Professional Development prior to the beginning of the semester. All must involve a significant written component (25+ pages). Some project suggestions are given below:

- Write a significant grant on behalf of a faculty member, department, or program at Iowa State or a partner school.
- Participate in traditional or online course development with a faculty member or on behalf of your department.
- Work with ISU Extension or another university outreach program.
- Create a web tutorial, put a course online, or perform some other web development for a faculty member or department/program.
- Serve on a department or university committee that involves a significant intellectual commitment.
- Research in-depth an issue in higher education (e.g. promotion and tenure).
- Mentor a group of undergraduate or incoming PFF students.
- Prepare graduate student materials for a department or program (e.g., TA/RA manuals).

SECTION 3. MENTORING

An essential element of becoming a successful, productive faculty member is mentoring from experienced tenure-track 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.

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.

Selecting a Mentor

The first step toward a positive mentoring experience is selecting an effective mentor. PFF mentors should be **tenured or tenure-track faculty members at Iowa State or one of the partner institutions**. (However, if you are not looking for a tenure-track job, it would be okay to ask someone who is in a job like the one you want to be your mentor). As you select your PFF mentor, keep the following additional guidelines in mind:

- Choose a mentor who will help you develop professionally. Developing close working relationships with several faculty members who have different strengths will help you to grow in all areas of your professional career. In addition, you will increase your professional network by developing connections that may remain important throughout your career.
Do not select your major professor, who is already going to be involved in your research and program of study. Instead, choose a mentor who is successful in areas you wish to develop further.
- Choose a mentor who will commit to two 45-minute mentoring sessions per month. Over the course of a semester, you should meet with your mentor at least 8 times. Don't choose a mentor who will be too busy to provide you with the full benefits of the mentoring experience. If you choose a mentor at one of the partner institutions, make sure that you will have the means to meet in person throughout the semester.
- Consider mentors both inside and outside of your department. Some of the most productive faculty-student pairings have occurred when PFF participants chose a mentor in related fields outside of their own departments.

Good sources for mentors might be professors who are members of your POS committee or professors who taught you in the past. If you have difficulty deciding who might be a good mentor for you, talk to your major professor or DOGE to see if they have any suggestions. Because partner schools have asked that all PFF requests proceed along specified channels, you should contact the PFF director first if you are interested in having a faculty mentor from another school.

Secondary Mentors

PFF requires students to work with only one mentor each semester. You may, however, choose to work with an additional (secondary) mentor. This might be a mentor from a previous semester with whom you want to keep working, a faculty member who does not have time to participate in the full expectations of a primary mentor, or a distance mentor. You and the secondary mentor may decide whether you will complete the mentor paperwork (memorandum of understanding, faculty feedback form, etc.) required by PFF. The paperwork does have the advantage of documenting clear expectations.

Mentoring Expectations

Over the course of the semester, you and your mentor **meet at least twice per month** to discuss faculty life, teaching, and PFF events or to participate in teaching or service opportunities. For suggested activities and discussions you and your mentor might choose, see pages 18-21.

You and your mentor will **complete a memorandum of understanding on PD@ISU outlining your responsibilities to one another**. A copy of this document will be filed with the PFF program by the first class meeting, and you and your mentor will each retain 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. A copy of the memorandum of understanding is included on page 22.

Mentees are asked to initiate a Mentor-Mentee Agreement Form on PD@ISU, which will send a link to the mentor for them to electronically sign the form. This form outlines the mentor-mentee's responsibilities to one another. The purpose of this document is to serve as a tool for establishing a good working relationship. This form can be revisited and altered by mentors and mentees throughout the mentoring experience.

Keeping/Changing Mentors

At the end of each semester, you will have the option to select a new mentor or continue with the current mentor. There are advantages to each choice:

Keeping the same mentor:

- Because you have worked with your mentor before, you will not need to spend as much time getting to know one another. You can start immediately on mentoring activities that interest you.
- You and your mentor can continue projects and/or discussions started the previous semester.
- Your mentor can tailor information and activities specifically to your interests.
- You and your mentor can select long-term activities to complete.

Changing mentors:

- You can choose a mentor with different strengths who will help you develop in another direction.
- You will have the opportunity to observe alternative ways to handle common areas of academic life in teaching, research, and service.
- You broaden your professional network, which will be beneficial, both for letters of recommendation in a job application and in your career.

Note

There are some instances in which you will not have a choice about changing mentors (e.g., your current mentor will be on leave or extremely busy during the next semester, or you need a mentor who works with the same course you will be teaching during 586 or 587). Even if you change mentors, however, you may want to maintain your relationship with your previous mentor who can continue to be a valuable source of knowledge and a useful professional contact.

PFF MENTORING

First Meeting: Suggested Items for Discussion

Please try to schedule your first meeting as early as possible during the semester. You are expected to meet with your mentor at least 8 times 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.
 - A. Describe your educational background, including teaching and research experience. Share information about your professional goals and why you entered the PFF program.
 - B. Ask your mentor to tell you about their teaching and research responsibilities and interests. Find out about your mentor's professional goals and why they 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 a mentor-mentee agreement form on PD@ISU.
5. Set a firm time for the next meeting.
6. Exchange telephone numbers, email addresses, teaching schedules, office hours, etc.

Adapted from the University of Nebraska-Lincoln PFF Handbook

Questions to Ask Your Mentor

About teaching...

- What types of classes do you teach?
- What can you tell me about your pedagogical philosophy and your classroom strategies?
- What role does technology play in your teaching?
- What kinds of assignments do you give?
- How do you approach grading/evaluation?
- What skills should I develop now to prepare for my own teaching career?
- What types of classes might I expect to teach in my graduate career and/or as a junior faculty member?
- What opportunities are there for me to observe some aspects of your teaching?
- Are there opportunities for me to assist you with some aspect of your teaching?

About research...

- What is your research agenda?
- How did you develop your research agenda?
- How is your research funded? What did you do to get this funding?
- What are the biggest challenges you face in research and how do you overcome them?
- What skills should I develop now to prepare for my own research as a junior faculty member?
- Are you able to incorporate undergraduate and graduate students into your teaching? If so, how?
- What opportunities are there for me to observe some aspect of your research process?

About service...

- What kind of service responsibilities do you have in the department? In the institution? In your discipline?
- What types of service are most valued by the institution and the discipline?
- What skills should I develop now to prepare me for my own service responsibilities as a junior faculty member?
- What opportunities are there for me to observe or assist you with some aspect of your service responsibilities?

About the job search...

- What was your process for finding and applying for your faculty position?
- What did you do to prepare for interviews and presentations related to the job search?

- What was the biggest challenge you faced during the job search process?
- What should I be doing now to prepare for my own job search?
- What opportunities are there for me to work with you or another qualified faculty member in preparing my job application materials and/or presentations?

About the institution...

- Why did you choose to teach at this institution?
- What are the biggest challenges and rewards from teaching at this type of institution?
- What can you tell me about the tenure and promotion process at this institution? What types of activities are most valued?
- What type of person do you think is most suited to a faculty position at this institution?

About professional life...

- How do you maintain balance between research, teaching, and service?
- How do you make time for a personal life?
- How far ahead do you plan your career? Are you making plans for your next tenure and promotion review? For retirement?

And, most importantly:

What can I do to make this semester productive for you as well as for me?

PREPARING FUTURE FACULTY Mentor-Mentee Activities

Below is a list of the activities found useful in the past:

Teaching

- Mentee assists mentor with grading—mentor talks about the grading process and criteria
- Mentee attends the mentor's classes (or vice versa) followed by discussion of what occurred
- Mentee teaches a unit or works with small groups in the mentor's class
- Mentor assists the mentee with developing teaching documents, such as a syllabus, course policy sheet, assignment sheets, handouts, tests, ordering textbooks, etc.
- Mentor arranges a practice lecture for mentee
- Mentee assists mentor with undergraduate tutoring
- Mentor and mentee attend CELT seminars together
- Mentor and mentee explore technology issues related to teaching
- Mentor and mentee teach an honors seminar together

Service

- Mentee attends meetings—Faculty Senate, departmental committees, etc.—with mentor
- Mentee participates in university extension activities with mentor

Research

- Mentee and mentor work on a grant together
- Mentor provides an article for the mentee to read and then discuss
- Mentor and mentee discuss the process of setting up research projects
- Mentee assists mentor with research-writing
- Mentee completes teaching-related research, assisted by mentor
- Mentee assists mentor in locating new texts in the field
- Mentor and mentee explore technology issues related to researching
- Mentor assists mentee in preparing a presentation or presentation proposal for upcoming conferences in the field

Job-Search Related

- Mentor arranges a mock job interview for mentee
- Mentor and mentee discuss strategies on how to network
- Mentor goes through the mentee's job portfolio such as the vita, cover letter, research agenda, and philosophy of teaching

Other

- Mentor and mentee discuss diversity issues
- Mentor and mentee discuss current graduate student concerns
- Mentee job shadows mentor for a day

- Mentor participates in one or more PFF seminars with mentee
- Mentor and mentee discuss the information covered in PFF seminar
- Mentor and mentee have lunch together

PREPARING FUTURE FACULTY (PFF) Gr St 585, 586, 587, 588 Mentor-Mentee Agreement Form:

<https://pd.grad-college.iastate.edu/run/2> (585)

<https://pd.grad-college.iastate.edu/run/4> (586)

<https://pd.grad-college.iastate.edu/run/14> (587)

<https://pd.grad-college.iastate.edu/run/15> (588)

📌 Mentoring Memorandum of Understanding

Purpose: (1) To specify a set of activities that the mentor and mentee will engage in during the semester; (2) to establish a record of scheduled activities; and (3) to clarify expectations and responsibilities of both the mentor and the mentee.

📌 Note: When you click submit, this form will automatically email the mentor you list and ask them to electronically sign this form. They can only do so by clicking the link sent to them in the email.

Semester and Year *(required)*

Fall 2018 ▼

Mentor Information

Mentor Name *(required)*

Mentor Department *(required)*

Select ▼

Mentor Email Address *(required)*

📌 Use ISU email address if possible. This address will receive a link to this form so your mentor can electronically sign it.

📌 Use ISU email address if possible. This address will receive a link to this form so your mentor can electronically sign it.

📌 Use ISU email address if possible. This address will receive a link to this form so your mentor can electronically sign it.

Activities

📌 (Some activities may need to be scheduled for more than one meeting date. See the PFF website for suggested activities and questions:
<http://www.celt.iastate.edu/graduate-students-postdocs/preparing-future-faculty/the-role-of-a-pff-mentor>)

➕ Add New Item

Mentee Agreement

As mentee, I agree to meet at least twice per month for 45 minutes or more to discuss issues of faculty life, teaching, and PFF events and/or to participate in teaching or service opportunities together. I will give my mentor my job application materials in a timely manner for comments.

Electronically signed on

Mentor Agreement

As mentor, I agree to meet at least twice per month for 45 minutes or more to discuss issues of faculty life, teaching, and PFF events and/or to participate in teaching or service opportunities together. I will read and comment on my mentee's job packet documents (cover letter, vita, research statement).

Electronically signed on

SECTION 4. TEACHING

An important part of your preparation for a successful faculty career involves gaining substantial teaching experience (at least two weeks of lecture, preferably in the same course). This is true no matter what kind of institution you plan to join. To encourage graduate students to develop teaching abilities in addition to research skills, PFF includes a strong teaching component:

- Course work in Gr St 586 and 587 includes extensive information on teaching, including tips for lecturing, creating course materials, and evaluating student work.
- During Gr St 586, you will participate in a structured teaching component. For those with previous university teaching experience, this may be a continuation or extension of what you have done in the past. If you have not yet had teaching experiences, you might fulfill your teaching component by assisting a professor or serving as a tutor. Complete a 586 Teaching form on PD@ISU.
- Gr St 587 offers you the opportunity to receive 1-3 credit hours for teaching a stand-alone course at Iowa State or another higher education institution or for some other form of significant teaching experience. For a copy of the proposal form, which must be approved by the PFF director, see page 10.

Finding Teaching Opportunities

To seek out teaching opportunities, you may need to do some networking. These are some ideas that have worked previously:

- Talk to your department chair or Director of Graduate Education to see what TA appointments are available, who is eligible, and how to apply.
- Talk to your major professor, a member of your POS committee, a professor you have had in the past, or another member of your department about possibilities to assist them with a course they are teaching.
- Talk to other graduate students in your department to find out how they have been able to find TA positions.
- Take advantage of teaching opportunities other than traditional TA positions. This could include, for example, tutoring, providing supplemental instruction, assisting in an undergraduate lab class, or mentoring undergraduates.
- Actively pursue a course you are interested in teaching. Find out if there are steps you can take to become eligible to teach the course. Let faculty in your department know you are interested in that course.
- Talk to the PFF director about opportunities to teach at one of the PFF partner schools. Smaller schools may be looking for someone to teach a particular course in your area. Keep in mind, though, that other schools may be primarily interested in instructors who have taught stand-alone courses before.
- Offer to co-teach a course.

Resources for Teaching

Part of becoming a successful teacher is knowing where to find the help that you need. There are several resources that are useful for teaching assistants:

Your department may be the best source for learning about policies and procedures that will affect your course. Before the semester starts, consider arranging to speak with one or more people (professors or TAs) who have taught the course you are teaching. You will have made a valuable contact, and they may provide you with good advice. Also, your department may provide you with services and materials such as office space, supplies, photocopying facilities, and a campus mailbox.

The Teaching Assistant Handbook contains general university policies that apply specifically to TAs. It also contains a number of teaching tips on topics such as lecturing, conducting a lab, teaching in a studio, adapting to student learning styles, using visuals, using office hours effectively, finding assistance for students, and more. The handbook also contains information on services available on campus for undergraduates and TAs. It is online at <http://www.celt.iastate.edu/teaching/TAhandbook.html>

The Center for Excellence in Learning and Teaching (CELT) provides learning and teaching resources for faculty and TAs across campus including orientation in August for TAs and new instructors, on-going workshops on teaching-related topics, and an extensive library of learning and teaching resources. CELT is also a good place to go for confidential advice concerning teaching problems that you prefer not to discuss with faculty in your own department.

Wakonse Fellowships. The Wakonse Conference on College Teaching is a five-day conference held in a rustic camp setting on Lake Michigan. Funded in part through the Graduate and Professional Student Senate (GPSS) and CELT, Wakonse Fellowships offer a limited number of Iowa State graduate students, along with representatives from 11-14 other colleges and universities, a unique teaching focus. The conference consists of interactive presentations, discussions, and hands-on activities related to teaching. Additional information about Wakonse and the guidelines for application can be obtained through the GPSS (G44 Memorial Union, 294-8725) and the ISU Wakonse website at <https://www.gpss.iastate.edu/students/awards/wakonse>

Professional Conferences. One or more of the major conferences in your field may have special sessions devoted to pedagogy. You can learn much from attending or presenting at such sessions.

Books and websites. There are many excellent resources available that relate to teaching. The annotated bibliography at the back of this handbook contains a section on "Learning and Teaching Resources," which lists some of the best resources available concerning teaching. All of the books in the bibliography are available in the PFF library and can be checked out from the PFF assistant. PFF can arrange teaching pairs or groups for peer support if enough people are interested.

PREPARING FUTURE FACULTY

Gr St Teaching Component Form: <https://pd.grad-college.iastate.edu/run/5>

Gr St 586 Teaching Component Form

i 2nd Semester Teaching Component is required for participants of Gr St 586. At least two weeks of college-level teaching is required, but students may complete this form using past teaching to request a waiver of this requirement.

Semester and Year *(required)*

Fall 2018

Department, Number, and Title of the course fulfilling 586 requirements

i (e.g. HIST 101: Survey of Western Europe 1000-1800)

Institution/Company:

Dates of course and meeting times:

i (e.g. January-May, MWF)

Type of course

i (studio, lecture, lab, etc.)

Course Description

Major topics to be covered:

Major assignments (if any):

Your role in course:

i (i.e., teaching one unit, teaching entire course, etc.)

Proposed PFF mentor for this semester:


Proposed meeting schedule with PFF mentor:

PREPARING FUTURE FACULTY

Gr St 586 and 587 Teaching Observation Form:

<https://pd.grad-college.iastate.edu/run/6> (586)

<https://pd.grad-college.iastate.edu/run/20> (587)

 Enter the semester of the observation and the name, department, and email address of the person observing your course below.

Semester and Year *(required)*

Fall 2018 ▼

The person observing my teaching is:

Last Name

First Name


Department

Observer ISU Email Address

 Use ISU email address if possible. This address will receive a link to this form so your observer can electronically sign it.

My teaching information:

Department, Number, and Title of the course I'm teaching

 e.g. HIST 101: Survey of Western Europe 1000-1800)

Topic covered for the day of observation

Class location

Date observed

Time observed

My (the teacher's) last name

My (the teacher's) first name

My (the teacher's) department

Observer, please complete the below after observation and discussion:

- I, the observer, confirm that I observed the above teaching at the indicated time, date, and location

Electronically signed on

- I, the observer, confirm we also met together and discussed our thoughts about this particular class meeting

Electronically signed on

Teacher, please complete the below after observation and discussion:

- I, the teacher, confirm we also met together and discussed our thoughts about this particular class meeting

Electronically signed on

- I, the teacher, confirm that the observer above attended my class session at the indicated time, date, and location

Electronically signed on

SECTION 5. 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, etc.—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 Iowa State. 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 Graduate and Professional Student Senate (GPSS). GPSS provides several leadership opportunities, and you will develop an interdisciplinary network with peers.
- Gather information on ethical and legal considerations in academic research. The Vice Provost for Research offers some research-related seminars, and your department may have a variety of resources available as well.
- 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 updated 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.
- 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.

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.

* 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 classes. Arrive at class 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. If you have a professional conflict with one date, **with PRIOR written permission from the instructor** you may substitute a CELT program or another relevant event. (Some CELT programs or other events may not be eligible. One 1-hour CELT event does not equal a three-hour PFF class.) In most cases, a five-page paper on the substitute event will be required. You can also make-up the missed class by watching the recording of the missed class and participating in the group work. Please note: You will not receive credit for 585 if you miss two or more presentations. However, you may take an “I” (incomplete) grade and make up the missed classes the next time they are offered.
- 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. This generally means only one question per person.
- Shape your mentoring experiences so they are personally enriching for you.
- Let the PFF director know about your academic accomplishments. Part of developing a professional presence is to let colleagues and superiors know about your successes.

SECTION 6. PARTNER INSTITUTIONS

Descriptions of Partner Schools

Founded in 1853, **Central College** is a four-year, coeducational, liberal arts college affiliated with the Reformed Church in America. Located in Pella, IA, Central has approximately 1,500 students from 40 states and 20 foreign countries, including approximately 345 students on Central's overseas campuses. Central has been recognized by *U.S. News and World Report* as one of the top national liberal arts colleges and by *Money* magazine as a "best college value." <http://www.central.edu>

Created in 1966, **Des Moines Area Community College** is a publicly-supported, two-year institution serving the Des Moines metropolitan area and surrounding counties. With six campus locations, DMACC has approximately 12,000 students and serves 6,560 square miles or about 11 percent of the land area of the state. DMACC offers 75 arts and sciences, pre-professional, and vocational degree programs. Most recently, DMACC received a \$1.4 million grant to address the critical shortage of health care professionals in the central Iowa region. <http://www.dmacc.edu>

Founded in 1881, **Drake University** is a private, fully accredited, coeducational university offering more than 75 undergraduate and 20 graduate programs. Located in Des Moines, IA, Drake has about 5,000 students in its six colleges and schools: Arts and Sciences; Business and Public Administration; Education; Journalism and Mass Communication; Law; and Pharmacy and Health Sciences. *U.S. News & World Report* magazine consistently ranks Drake among the top regional universities in the Midwest and 95% percent of Drake graduates over the past five years found professional employment or entered graduate schools after earning their degrees. www.drake.edu

Founded in 1846, **Grinnell College** has been named one of the 15 best liberal arts colleges in the country for the past fifteen years by *U.S. News & World Report*. Located in Grinnell, IA, Grinnell has approximately 1,400 students from 50 U.S. states and over 55 countries. The five most popular majors at Grinnell are Biology, History, English, Political Science, and Economics. www.grinnell.edu

Founded in 1847, **University of Iowa** is a four-year land grant and doctoral/research extensive university. Located in Iowa City, IA, the university has 29,000 students (19,284 undergraduates). *U.S. News and World Report* has ranked the University of Iowa in the second tier among national universities for doctoral programs. The most popular areas of study by major are Business (19%); Psychology (9%), English Language and Literature (7%), Communications (7%), and Nursing (6%). www.uiowa.edu

Founded in 1839, **University of Missouri** is a four-year land grant and doctoral/research extensive university. Located in Columbia, MO, the university has 23,000 students (18,000 of them undergraduates) from all 50 states and 99 countries. Missouri has been cited as a "best buy" by *U.S. News and World Report* and has been singled out by the National Science Foundation for successfully integrating research into undergraduate education. Missouri has 14 academic colleges. The most popular areas of study by college are Arts and Sciences (34%), Business and

Public Administration (14%), Ag Food and Natural Resources (10%), Engineering (9%), and Education (8%). www.missouri.edu

Founded in 1876, **University of Northern Iowa** is a comprehensive regional university offering over 120 undergraduate majors and 12 graduate programs. Located in Cedar Falls, IA, UNI has approximately 14,000 students from 46 states and 57 countries. UNI has been ranked second in Midwest top public universities by *U.S. News and World Report* for five consecutive years. www.uni.edu

Established in 1852, **Wartburg College** is a nationally recognized four-year liberal arts college of the Evangelical Lutheran Church in America. Located in Waverly, IA, Wartburg has approximately 1,500 students from 26 U.S. states and 32 countries. In 2002, *U.S. News and World Report* cited Wartburg as one of 42 "Great Schools at Great Prices" out of 322 comprehensive institutions. The five most popular majors at Wartburg are business administration, biology, elementary education, communication arts, and music education/music therapy. www.wartburg.edu

Partner School Opportunities

PFF partner schools give you a unique opportunity to interact with the types of institutions that might hire you following graduate school. Taking advantage of the opportunities available, however, requires you to take initiative. Here are some suggestions for taking advantage of partner school opportunities:

- Choose a mentor from a partner school.
- Job shadow faculty and/or administrators from another school.
- Develop contacts (via email, videoconference (e.g. Skype) or in person) with faculty from departments similar to yours, who can tell you about research, teaching, and service in your field at other institutions.
- Put together a 588 project involving a partner school. This could be research about some aspect of that institution, or you might do some work (e.g., grant writing, web design, course development) for a faculty member or department at the partner school. Note all 588 projects must include a significant written component (25+ pages in length).
- Find a teaching opportunity at a partner school. Be forewarned, however, that other institutions are typically interested in experienced teachers who have previous experience teaching stand-alone courses.

Making Contact

The partner schools have requested that all resource requests initiate from the PFF office, so if you are interested in working with a partner school, talk with the program director.

She will advise you on how to proceed and may be able to help you by making first contact with the school on your behalf.

Sample Thank You Email

(Please make certain you include a subject heading in your email, such as Subject: Thank you for coming to Preparing Future Faculty, so that the person you're thanking knows what the email is about.)

Dear Professor Smith:

Thank you so very much for coming to Ames on February 26 to speak to the Preparing Future Faculty class about tenure and promotion. It was fascinating to hear so clearly expressed the tenure similarities and differences among the schools represented.

I was particularly impressed by your comments on the importance of both annual and third year reviews. Too often we students have the mistaken impression that the tenure year review stands alone. Hearing your presentation, I found it comforting that I would receive so much feedback along the way. Thanks also for your insightful and honest information about how small size and religious affiliation can affect what a college values from its faculty. The information you provided is crucial for those PFF students who are considering employment at private institutions.

Many students made positive comments about this panel presentation. Thank you so much for sharing your experiences with us.

Sincerely,
Stu Dent