

Iowa State University

Preparing Future Faculty



Student Manual



Question or comments,
contact:
Karen Bovenmyer
PFF Program Assistant
294-4065
pff@iastate.edu

Preparing Future Faculty
Iowa State University
3024 Morrill Hall
Ames, IA 50011-2170

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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 course work falls under Graduate Studies. Because PFF is administered by the Center for Excellence in Learning and Teaching, 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
- Grinnell College in Grinnell, IA
- University of Iowa in Iowa City, IA
- University of Missouri in Columbia, MO
- University of Northern Iowa in Cedar Falls, IA
- Wartburg College in Waverly, IA

PFF Staff

The PFF program has two permanent staff members: The *interim program director* (Holly Bender) oversees the PFF courses and works with faculty at ISU and partner institutions to develop opportunities for PFF participants. The *program assistant* (Karen Bovenmyer) handles the day-to-day details of the program, especially of the mentoring and teaching components. The program assistant 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 57 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.

The specific semester requirements are as follows:

First semester

- Complete a one-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
- 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)
- 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 credit (Gr St 588)
- Participate in an internship/exchange program with a cluster school

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 SPEAK/TEACH test before being allowed to serve as a TA.

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

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

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

Continuing the Program: Once accepted into the PFF program, you begin with Gr St 585 along with individual tenure-track faculty mentoring. For each subsequent semester, you will be asked complete a short form indicating that you will continue the program (a copy of the continuation forms can be found on pages 5-6).

***Note: If a student who has left the PFF program wishes to re-join, she or he should submit a letter to the program director 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 the end of any semester by indicating your decision on the continuation form distributed to all PFF students each semester. 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)
- Certificates
- Explanatory letters outlining your coursework and individual teaching components (available by request for highest level achieved)
- Letters of recommendation to a particular institution (available by request). We will need at **least two week 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) 2nd Semester Continuation Form

This form must be completed and returned to the PFF office no later than the last day of class.

Check one:

- I plan to continue participation in PFF.** If you checked this box, please complete the sections below, sign the form, and return it to the PFF office.
- I do not plan to continue participation in PFF.** If you checked this box, you are finished with this form. Please sign below and return it to the PFF office.

Registration for PFF Intermediate Seminar

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 your

University ID Number #: _____

Teaching Assignment

Do you have a teaching assignment arranged for next semester: ___ Yes ___ No

If yes, what?

If no, when do you anticipate getting one?

PFF Mentor

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. The mentoring form should be completed and submitted by the first day of class.

print student name

student signature

date

Return completed form to:

Karen Bovenmyer, PFF Program Assistant
3024 Morrill Hall
(515) 294-4065
pff@iastate.edu

PREPARING FUTURE FACULTY (PFF) 3rd and 4th Semester Continuation Form

This form must be completed and returned to the PFF office no later than the last day of class.

Check one:

- I plan to continue participation in PFF.** If you checked this box, please complete the sections below, sign the form, and return it to the PFF office.
- I do not plan to continue participation in PFF.** If you checked this box, you are finished with this form. Please sign below and return it to the PFF office.

print name

signature

date

PFF Course Registration

During the third semester, you may take a 1-3 credit teaching practicum (Gr St 587) or a professional development independent study (Gr St 588). In order to register you for these credits, PFF will need to know the course and number of credits you're registering for and your University ID number:

Course: __ 587 __ 588 **Number of Credits:** _____

University ID Number #: _____

****Note:** You will not be registered for independent study credits until your 587 or 588 proposal has been approved by Dr. Bender. Completed proposals should be attached to this form.

PFF Mentor

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.

Faculty Name: _____

Relationship to your 587/588 work: _____

Campus Phone: _____

Campus Email: _____

If you do not have a mentor when you submit this form, please find one before next semester. At that time, bring a signed mentoring form and contact information for your mentor.

Return completed form to:

Karen Bovenmyer, PFF Program Assistant
3024 Morrill Hall
(515) 294-4065
pff@iastate.edu

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 1-credit seminar series consisting of eight two-hour panels and workshops overviewing issues of faculty and student life including hiring, promotion, and tenure. During the semester, you will submit 9 one-page journals. 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, grant proposal writing, ethical and legal issues in teaching and research, and pedagogical strategies. You will be expected to read some articles for class sessions, create an updated job package, write a series of journal responses, observe a classmate's teaching (see page 26), and develop materials (e.g., syllabi, course policy sheets, and assignments) for a course you might teach. 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 program director). Completed proposals for Gr St 587 must be submitted to the program director 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 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 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
- Meet with program director at least twice—once after the first month and again at mid-term
 - Submit brief emails (1-2 sentences) each week concerning the status of your project with a 1-page progress report at the end of each month
 - Submit paper evidence of work done—a paper, annotated bibliography, printouts of web pages, etc.
 - Read a relevant book (or 5 significant articles; page count needs to be close to that of a book) and write a reader response (3-5 pages). All selections must be approved via the text selection form on page 12.
 - Submit course review journal and evaluation
 - Submit all materials by the Friday before dead week.

Graduate Studies 585

PFF Introductory Seminar

Gr St 585 is a 1-credit seminar, consisting of 8 two-hour classes, which primarily overviews academic life at various institutions of higher education. Please keep this time slot available for seminars that must be rescheduled to accommodate weather or speaker illness. The course is graded S/F; students write a series of journal responses to course topics.

Session 1	Introduction
Session 2	Inter-institutional Panel: What is faculty life like? The balance of research, teaching, service, and personal life *
Session 3	Inter-institutional Panel: Hiring new faculty—What do deans and chairs look for?*
Session 4	New Faculty Panel: How I got started/What I wish I had known *
Session 5	Inter-institutional Panel: Promotion and tenure—Balancing teaching, research, and service*
Session 6	Oops: Setbacks, perseverance and delayed success*
Session 7	Choices: Coming back to academia*
Session 8	What's next?

Attendance: You must attend all eight sessions to get an S for the seminar. If you have a professional conflict with a particular date, you may substitute a CELT program or another relevant event **ONCE with written permission** from the instructor (Some CELT programs or other events may not be eligible).

Assignments: In order to receive an S for the seminar, you must complete 9 one-page typed responses. Please prepare all documents in Times New Roman 12 point font. This is the most widely used font, and the consistency will help me process your documents.
Submit your work using WebCT:

- One response per each marked (*) class topic, due the class period following the presentation (for a list of suggested journal prompts, see page 15 of your PFF manual).
- 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 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:

Holly Bender – Interim Program Director
 Professor, Veterinary Pathology
 3024 Morrill Hall
 294-3584
 hbender@iastate.edu

Karen Bovenmyer – Program Assistant
 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 assignments is given below.

Course Topics:

Week 1:	Introduction; Why I love being a professor
Week 2:	Preparing course materials I: Course goals and objectives, syllabi, course policies, assignments, text selection
Week 3:	Job letters and vitae
Week 4:	Preparing course materials II: Tests, other assessments, grading rubrics
Week 5:	Classroom management: Classroom challenges you will inevitably face
Week 6:	Lecturing; large lectures*
Week 7:	Technology in the classroom*
Week 8:	Active learning and other pedagogical strategies
Week 9:	Teaching portfolios
Week 10:	Presenting professional papers*
Week 11:	Career management: from hiring to retiring*
Week 12:	Grant and proposal writing*
Week 13:	Diversity issues in higher education*
Week 14:	Legal issues in teaching and research (intellectual property); Research integrity and ethics*
Week 15:	Conclusion

Writing Assignments:

- **Update and revise vita and cover letter for a faculty position.** Include job ad from web or print source. Highlight phrases in the job ad that will be key in your cover letter. Paper and WebCT copies due week 6.
- **Create a teaching portfolio, including a teaching philosophy, syllabus, course policy sheet, and sample assignment with its grading rubric.** 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). Paper and WebCT copies due week 11.
- **Write one-page journal responses to six of the seven marked (*) class topics.** Journals are due by noon of the next class session date via WebCT. 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 5 p.m. Friday before dead week via WebCT.
- **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 on WebCT by midterm and the second due by 5 p.m. Friday before dead week.
- **Observe a classmate's teaching.** Write a one-page reflection on a classmate's teaching. Due two weeks before midterm via WebCT. You must also be observed by a classmate.
- **Write a summary (1-2 pages) of your 586 experiences.** Due by 5 p.m. Friday before dead week via WebCT.

Contact Information:

Holly Bender – Interim Program Director
 Professor, Veterinary Pathology
 3024 Morrill Hall
 294-3584
 hbender@iastate.edu

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

PREPARING FUTURE FACULTY

Graduate Studies 587 Proposal Form Example

Course Number/Name: **English 302**

Institution/Company: **Iowa State University**

Dates of course: **August 2010-December 2010**

Meeting times: **T-Th 9:30-11:00**

Type of course (studio, lecture, lab, etc.): **Stand-alone**

of 587 credits: **3**

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

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

Pedagogy book or articles to be reviewed (text selection agreement form attached):

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

Faculty mentoring arrangements (meeting schedule):

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

Other relevant information:

Student Name (print and sign) 8-13-09
Date

Teaching Supervisor (print and sign) 8-13-09
Date

Teaching Mentor (if different from Teaching Supervisor) 8-13-09
Date

PFF Program Director

Date

Reader Response Text Selection Contract

587 Reader Response Assignment

Read a pedagogy book and write a reader response (3-5 pages).

588 Reader Response Assignment

Read a relevant book (or 5 significant articles; page count needs to be close to that of a book) and write a reader response (3-5 pages).

Example 1

Pedagogy book or articles to be reviewed:
William McKeachie, Teaching Tips: A Guidebook for the Beginning College Teacher.

Example 2

Pedagogy book or articles to be reviewed:
Robert Boice, Advice for New Faculty Members.

Proposed text, journal articles, or other book-length document:

Title(s): _____

Author(s): _____

Relationship to my Gr St 587 teaching and learning scholarship or my Gr St 588 creative project:

Student Name (print and sign) Date

PFF Program Director Date

Return completed form to:

Karen Bovenmyer, PFF Program Assistant
3024 Morrill Hall, (515) 294-4065, pff@iastate.edu

PREPARING FUTURE FACULTY Graduate Studies 588 Proposal Form

Project Name: _____

Institution/Company: _____

Start Date: _____

Completion Date: _____

of 588 credits: _____

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:

Pedagogy book or articles to be reviewed (text selection agreement form attached):

Proposed meeting schedule with project mentor:

Student Name (print and sign) Date

Project Mentor (print and sign) Date

PFF Program Director Date

PREPARING FUTURE FACULTY
Graduate Studies 588 Proposal Form Example

Project Name: **Computer lab manual for writing instructors**

Institution/Company: **Whattsamatter U. English Dept**

Start Date: **Aug 2010**

Completion Date: **Nov 2010**

of 588 credits: **2**

Project description:

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:

Whattsamatter 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

Pedagogy book or articles to be reviewed (text selection agreement form attached):

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

Proposed meeting schedule with project mentor:

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

 Student Name (print and sign) 8-13-10 _____
 Date

 Project Mentor (print and sign) 8-13-10 _____
 Date

 PFF Program Director Date

Suggested 585 & 586 Journal Prompts

Journals should be one-page typed and should focus on your reaction to some part of the seminar presentation (the journals should not summarize what was said). Start your journal with the presentation title, date, and presenter. If you are having difficulty responding to a presentation, try one of these prompts:

- What was useful to me in this seminar?
- What was disturbing to me in this seminar?
- What points could I use now in my teaching?
- What points could I use now in my job hunt?
- What points could I use now in my research?
- What points could I use when I get my first faculty appointment?
- What points should I follow up on? How?
- How does the material relate to my professional goals?
- How does the material connect to other PFF presentations?
- What changes should I make in my graduate program right now based on this speaker's presentation?

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 program director 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 **tenure-track faculty members at Iowa State or one of the partner institutions**. 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 or not 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 **create a memorandum of understanding 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.

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 his or her teaching and research responsibilities and interests. Find out about your mentor's professional goals and why he or she agreed to serve as a PFF mentor.
2. Discuss useful activities that you might participate in.
3. Prioritize the list of useful activities.
4. Complete the PFF Memorandum of Understanding.
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) 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.

Procedure: (1) The PFF mentor and mentee should decide upon a mutually agreeable schedule of meeting times and activities; (2) after the agreement is filled out and signed, the original should be submitted to the program coordinator; (3) the mentor and mentee should each retain copies of the signed agreement.

Over the course of the semester, we 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.

Selection of Activities

(Some activities may need to be scheduled for more than one meeting date)

1. _____ date scheduled _____
2. _____ date scheduled _____
3. _____ date scheduled _____
4. _____ date scheduled _____
5. _____ date scheduled _____
6. _____ date scheduled _____
7. _____ date scheduled _____
8. _____ date scheduled _____

Faculty Mentor (Print and Sign)

Date

Student Mentee (Print and Sign)

Date

Please return the signed, original form by the first day of class to Karen Bovenmyer, PFF Program Assistant, 3024 Morrill Hall, (515) 294-4065, pff@iastate.edu. Don't forget to make copies for both you and your mentor.

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. See page 25 for a copy of the teaching contract required by PFF.
- 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 a number of 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 and the Center for Excellence in Learning and Teaching, Wakonse Fellowships offer a limited number of Iowa State faculty and 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 Graduate and Professional Student Senate (G44 Memorial Union, 294-8725) and the ISU Wakonse web site at http://www.celt.iastate.edu/grants_awards/fellowships/wakonse/homepage.html

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 web sites. 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

Teaching Observation Form

OBSERVER INFORMATION:

 Last name, first name

 Department

 Date
TEACHING INFORMATION:

 Course title and topic for that day

 Class location

 Time observed

 Course department

 Teacher's last name, first name

(Print clearly)

 Department

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

 Teacher's signature

 Date

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

 Observer's signature

 Date

We also met together and discussed our thoughts about this particular class meeting:

 Teacher's signature

 Date

 Observer's signature

 Date

Observer: Attach your one page reflection to this page and turn in at 3024 Morrill Hall. Submit your reflection electronically via WebCT.

Graduate Student Teaching Certificate Program

Preparing Future Faculty Track

College Teaching Certificate programs are developing at universities across the nation to help better prepare graduate students who wish to become professors. Iowa State's Graduate Student Teaching Certificate (GSTC) aims to enhance the professional development of graduate students through improved teaching skills. The certificate provides teaching knowledge and experience, focused as much as possible in their own discipline, for graduate students across the university who want to become professors in four-year schools of higher education. It is not a state teacher certification program.

General description:

Preparing Future Faculty students who are admitted to the Graduate Student Teaching Certificate Program complete 12 credits and attend 4 CELT teaching events as described below.

Courses and seminars:

3 credits, teaching methodology course such as:

- Hg Ed 561, College Teaching
- Ag Ed 520, Instructional Methods for Teaching in Ag Ed
- Chemistry 555, Chemical Pedagogy
- English 500, Teaching English Composition
- Psychology 633, Teaching of Psychology
- VPth 530x, Teaching and Learning in Veterinary Medical Education
- Other teaching courses approved by the certificate director

3 credits teaching practicum (supervised by PFF's Gr St 587: PFF Teaching Practicum, and departmental faculty mentor)

4-7 credits of PFF courses, not counting Gr St 587. Other PFF courses are:

- Gr St 585, PFF Introductory Seminar, 1 cr
- Gr St 586, PFF Intermediate Seminar, 3 cr
- Gr St 588, PFF Special Topics, 1-3 cr

If fewer than 6 credits of PFF (not counting 587), 3 credits from list of elective courses (see <http://www.celt.iastate.edu/gstc/electives.html>)

Attend minimum of 4 CELT teaching events (and submit signed event forms)

Students who successfully complete the requirements will be awarded with an official Iowa State University Graduate Student Teaching Certificate as well as notations on their transcripts of participation in both the PFF and GSTC programs.

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 a number of 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. 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 Rapids, 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.

SECTION 7. PFF LIBRARY AND WEB RESOURCES

All of the books and articles listed in this section are available from the PFF library. Materials can be checked out from the PFF assistant's office. Also, many of the web items are easily accessed through PFF's Library Commons page (<http://instr.iastate.libguides.com/content.php?pid=4483>).

Diversity Issues

Caplan, Paula. *Lifting a Ton of Feathers: A Woman's Guide to Surviving in the Academic World.* Toronto: University of Toronto P, 1994.

Discusses the difficulties women face in academia and the ways in which myths about women's career choices and behaviors perpetuate the current system. Caplan offers practical suggestions in general and for specific situations, and she includes statistical evidence of the gender bias present in the academy.

Harrison, Laura. "The Joys and Struggles of Women of Color in Academia." *Science: Next Wave* (2002). 15 Feb. 2002 Accessed: Aug. 2010

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_02_15/noDOI.11476556912076032199>.

Very brief article introducing issues that face female faculty of color at Stanford. Focuses on a panel discussion hosted at Stanford for female postdocs and graduate students.

Ladson-Billings, Gloria & William Tate IV. "Toward a Critical Race Theory of Education." *Teachers College Record* 97.1 (1995): 47-68.

Asserts that despite the salience of race in U.S. society, as a topic of scholarly inquiry, it remains untheorized. The article argues for a critical race theoretical perspective in education analogous to that of critical race theory in legal scholarship by developing three propositions: (1) race continues to be significant in the United States; (2) U.S. society is based on property rights rather than human rights; and (3) the intersection of race and property creates an analytical tool for understanding inequity. The article concludes with a look at the limitations of the current multicultural paradigm.

Perkins, Linda M. "The Role of Education in the Development of Black Feminist Thought, 1860-1920." *History of Education* 22. 3 (1993): 265-275.

Discusses the education experiences of African-American women during the mid-and late-nineteenth century and how these experiences contributed to the feminist thought espoused by educated African-American women.

Slagell, Amy. "Department of English FAQs: Responding to Students with Documented Disabilities." *Professor Slagell's Homepage* Updated: Dec. 2006 Accessed: Jan 2007 <http://www.public.iastate.edu/~aslagell/Disability_FAQ.html>.

This short FAQ is wonderfully indexed and gives great suggestions for meeting both student and teacher needs, bending over backwards to serve both constituents.

Social Justice websites covering a number of diversity issues:

Multicultural Resources for Children

<http://falcon.jmu.edu/~ramseyil/multipub.htm>

Teaching Tolerance

<http://www.tolerance.org/>

Anti-Defamation League

<http://www.adl.org/education>

Rethinking Schools

<http://www.rethinkingschools.org>

Radical Math

<http://radicalmath.org>

Culturally Responsive Science Curriculum

<http://www.ankn.uaf.edu/publications/handbook/front.html>

Facing History and Ourselves

<http://www.facinghistory.org>

Tate IV, William F. "Critical Race Theory and Education: History, Theory, and Implications."
Review of Research in Education 22 (1997): 191-243.

Discusses what CRT is and its major goal of elimination of racial oppression as part of the larger goal of eradicating all forms of oppression, including the several defining elements that emerged from the CRT literature.

Trower, Cathy. "Women Without Tenure, Part 1." *Science: Next Wave* (2001). 14 Sept. 2001

Accessed: Aug. 2010

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2001_09_14/noDOI.10565480637185635938>.

---. **"Women Without Tenure, Part 2: The Gender Sieve." *Science: Next Wave* (2002). 25 Jan. 2002**

Accessed: Aug. 2010

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_01_25/noDOI.7900867231599505905>.

---. **"Women Without Tenure, Part 3: Why They Leave." *Science: Next Wave* (2002). 22 Mar. 2002**

Accessed: Aug. 2010

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_03_22/noDOI.8430223210060551899>.

---. **"Women Without Tenure, Part 4: Why it Matters; What to Do." *Science: Next Wave* (2002). 22**

Apr. 2002 Accessed: Aug. 2010

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_04_12/noDOI.11088636106803699971>.

A series of articles discussing the experiences of women in science and engineering fields. Trower explores the discrepancies between men and women's rate of tenure, attrition, and pay and examines some of the reasons why women do not succeed to the extent that men do. In the third article in the series, she considers why so many women leave academic fields.

Valian, Virginia. *Why So Slow? The Advancement of Women*. Cambridge: MIT, 1999.

Discusses the reasons women occupy so few positions of power. Valian theorizes that gender differences result in evaluation, behavioral, and perception hypotheses that negatively affect men and women. By making these differences visible, Valian believes women can receive fairer treatment.

Faculty Development

Autry, James A. *The Servant Leader*. Roseville: Prima, 2001.

Shows you how to remain true to the servant leadership model when handling day-to-day and long-term management situations. You'll learn how to manage with respect and honesty and how to empower employees to achieve new levels of satisfaction.

Boice, Robert. *Advice for New Faculty Members*. Needham Heights: Allyn and Bacon, 2000.

Argues that new faculty should learn to work "in moderation" in order to be successful. Boice gives practical tips for balancing teaching, research, and service, and discusses ways to socialize productively within academic culture. Chapter 19, "Learn about Academic Culture Early, Patiently," is excellent advice for fitting smoothly into a new department.

Burroughs Wellcome Fund, Howard Hughes Medical Institute. *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty*. Triangle Park, NC and Chevy Chase, Maryland: Burroughs Wellcome Fund, Howard Hughes Medical Institute, 2006.

Details obtaining and negotiating a faculty position, planning for tenure, leading a laboratory, mentoring, time management, project management, getting funded, publishing, and course design.

Camblin, Jr., Lanthan D. and Joseph A. Steger. "Rethinking Faculty Development." *Higher Education* 39 (2000): 1-18.

Reports results of an initiative at U of Cincinnati to provide a Faculty Development Program to meet the diverse needs of faculty. Grants were given to individuals, faculty groups, and departments. Survey results indicated that faculty development resulted in increased interdisciplinarity and allowed faculty to meet specific developmental needs (upgraded skills, increased use of technology, etc).

Charles, Linda. "Striking a Balance Between Job and Home." *Inside Iowa State*. 15 Aug. 2003: 1-2.

This article interviews five ISU professors and lists the ways each of them help balance job and home life.

Felder, Richard. "The effective, efficient professor." *Chemical Engineering Education*, 36 (2), 114-115. 2002. Accessed: Aug. 2010 < <http://www.ncsu.edu/felder-public/Columns/Wankat.html> >.

A practical bulleted list for streamlining your professorial duties. Reviews Phillip Wankat's new book by the same name.

Fisher, Steve. "'Making Hope Practical and Despair Unconvincing': Some Thoughts on Transformative Education." *Appalachian Journal* 29 (2002): 90-97.

This is a great article on ultimate educational goals for people in the humanities and social sciences.

Fogg, Vanessa and Emily Monosson. "Dr. Mom." *The Scientist – Magazine of the Life Sciences* Sept. 2008. Reprinted in *Tomorrow's Professor Listserv* October 21, 2008 MSG 899. Accessed: Aug. 2009 < <http://tomprofblog.mit.edu/?p=306> >

Great advice for a starting faculty member.

Jacobson, Jennifer. "Professors Are Finding Better Pay and More Freedom at Community Colleges." *The Chronicle of Higher Education: The Faculty*. 7 March 2003.

Outlines the advantages of community college teaching.

Mason, Mary Ann and Marc Goulden. "Do Babies Matter? The Effect of Family Formation on the Lifelong Careers of Academic Men and Women." *Academe* 88:6 (2002).

This article uses NSF data to show the different effects babies have on the careers of mothers in comparison to the careers of fathers.

Menges, Robert J. and Associates. *Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support*. San Francisco: Jossey-Bass, Inc, 1999.

This work's practical advice covers all aspects of faculty careers—including the early settling-in process, academic and social establishment, and building the necessary institutional support for a successful academic career.

Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey Bass, 1998.

Assists teachers in regaining their passion for teaching and for students. Focuses on the "inner work" of teaching.

Paul, Richard. *Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World*, 3rd ed. Santa Rosa: Foundation for Critical Thinking, 1993.

A key text in the field of critical thinking. Offers the core theories of why and how to develop critical thinking skills, but be forewarned that Paul's views are extremely conservative.

Rusbult, Craig. *Critical Thinking in Education and Life*. Accessed: Sept. 2006

<<http://www.asa3.org/ASA/education/think/critical.htm>>

This is an outstanding web site on critical thinking. It offers a wealth of material and is well-organized so you can find what you need. The annotated links go to materials and articles produced by some of the biggest names in critical thinking.

Sorcinelli, Mary Deane. "The top ten things new faculty would like to hear from colleagues."

National Teaching and Learning Forum Newsletter 11.3. James Rhem, 2004. Reprinted in *Tomorrow's Professor Listserv* May 11, 2004 MSG 566. Accessed: Aug. 2010

<<http://ctl.stanford.edu/Tomprof/postings/566.html>>

Great advice for a starting faculty member.

Thomas, Jerry R. "Political Window: Advice for New Faculty." *The Chronicle of Physical Education in Higher Education* 13.1 (2002): 1, 16.

Addresses the problem new faculty have when there is no longer someone setting goals for them. Thomas offers advice on writing a promotion plan, building working relationships, establishing credibility, creating a research agenda, protecting scholarship interests, keeping balance, working with mentors, and more.

Tomorrow's Professor Listserv. Stanford Learning Lab. Accessed: Aug. 2010

<<http://ctl.stanford.edu/Tomprof/index.shtml>>.

The Tomorrow's Professor list-serv includes information concerning on-line academic journals and other resources as well as excellent links to sites devoted specifically to teaching and learning in the academy.

Williams, Joan. *Unbending Gender: Why family and work conflict and what to do about it*. Oxford: Oxford UP, 2000.

Scary information on balancing career and family obligations.

Wilson, Robin. "How babies alter careers for academics." *The Chronicle of Higher Education: The Faculty*. 05 Dec 2003. Accessed: Aug. 2010

Advice and information about the reality of motherhood for academics.

Graduate Students' Experiences

Archer, Ronald, Rebecca Eikey, Arnina El-Ashrnowy, David Lavalee, and A. Truman Schwartz.

"And Gladly Teach: A Resource Book for Chemists Considering Academic Careers." *American Chemical Society*, 2003. Accessed: Aug. 2010 <<http://pubs.acs.org/doi/abs/10.1021/ed083p705.1>>

Bolker, Joan. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis.* New York: Henry Holt and Company, 1998.

This book provides practical, time-saving, and stress reducing information for those who are working toward dissertations.

Bruff, Derek. "Resources for Graduate Education." *Vanderbilt Center for Teaching.* Accessed: Nov. 2006

<http://www.vanderbilt.edu/cft/resources/teaching_resources/specific_audiences/grad_ed.htm>.

Posts research on graduate education, including Ph.D.'s—Ten Years Later and summarizes the findings.

Field, Catherine. "Basic 'How To' Advice on Writing a Dissertation." *The All-But-Dissertation Survival Guide.* 02 May 2007 Accessed: May 2007

<<http://www.abdsurvivalguide.com/archives/may107.htm>>.

A wonderful article on writing the dissertation. Sound advice, which if you follow it, will do the trick.

Gaff, Jerry G. "The Disconnect between Graduate Education and the Reality of Faculty Work: A Review of Recent Research." *Association of American Colleges and Universities.* 20 Aug. 2003

Accessed: Aug. 2010 <<http://www.aacu.org/liberaleducation/le-su02/le-su02feature.cfm>>.

This article discusses why PFF is needed across the United States.

Golde, Chris M. and Timothy M. Dore. "At Cross Purposes: What the Experiences of Doctoral Students Reveal about Doctoral Education." Philadelphia: *Pew Charitable Trusts* Accessed: Aug. 2010 <<http://www.phd-survey.org>>.

Presents an extensive discussion on doctoral students' expectations of doctoral study and the effectiveness in a number of areas of doctoral programs. Article includes good summary of current criticisms of doctoral education. Based on surveys of 4000 doctoral students, the authors conclude that (1) doctoral programs do not provide the training students want or need, and (2) many students do not clearly understand what doctoral study entails or how to navigate it effectively.

Hood, Elyn. "Switching Labs." *The Chronicle of Higher Education Career Network.* 28 Aug 2003.

What to look for in a postdoctoral lab and how to get out of a bad one.

Kiparsky, Michael. "How to Win a Graduate Fellowship." *The Chronicle of Higher Education: Chronicle Careers.* 11 May 2006.

Great tips on getting accepted for a graduate student fellowship.

McClain, Tobin. "Lessons in Time Management" *The Chronicle of Higher Education: Career Network.* 16 Dec 2003.

This article shares common solutions we have heard before, but represents them from an expert's point of view.

Nyquist, Jody D., et. al. "On the Road to Becoming a Professor: The Graduate Student Experience." *Change* (May/June 1999): 18-27.

Reports on part of a study designed to track graduate students as they move toward doctoral and master's degrees. The article focuses on graduate students' perceptions of tensions between individual and academic values, mixed messages about priorities in the academy (particularly how teaching is valued), and lack of faculty and institutional support. The authors report that students seem to lack (1) mentoring, (2) venues to discuss issues in teaching, and (3) a clear sense of life in the academy as a faculty member.

“Re-envisioning the Ph.D.” *University of Washington*. 20 Aug. 2003 Accessed: Aug. 2010
<http://www.grad.washington.edu/envision/phd/obtaining_phd/teaching.html>.

The University of Washington’s Re-envisioning the Ph.D. website provides a list of discussion groups, articles, and websites that deal with preparing doctoral students to teach, to complete their degree, and to find jobs. The main website is also an excellent source of information related to other aspects of the Ph.D. and has an outstanding bibliography. Ph.D. resources include articles about surviving graduate school, creating on-line portfolios, teaching, the importance of conferences and presentations, methods of research and publishing, and ways to get hired.

Shankler, Jerri. “Ready, set, write.” *The All-But-Dissertation Survival Guide*. 02 Oct 2003 Accessed: Aug. 2010 <<http://www.abdsurvivalguide.com/>>.

A five-step plan toward finishing your dissertation. Also an excellent source of advice for dissertation writing.

Steele, Ann. “Giving Birth in Graduate School.” *The Chronicle of Higher Education Career Network*. 7 July 2003.

Balancing motherhood and academia.

Job Search Process and Career Advice

Academe. American Association of University Professors. Accessed: Aug. 2010
<<http://www.aaup.org/publications/Academe/>>.

The March issue of this online periodical always publishes faculty salary ranges. See also the AAUP’s Faculty Salary Survey at <http://chronicle.com/stats/aaup/>. If your access is denied at this URL, type “Academe American Association of University Professors” using the ISU e-Library search page: <http://www.lib.iastate.edu/>

Academic 360. Accessed: Feb. 2007 <<http://www.academic360.com/>>

A “meta-collection” of Internet resources for the academic job search, mostly links to job postings.

Academic Careers Online. Accessed: Aug. 2010 <<http://www.academiccareers.com/>>

Academic Careers Online includes faculty, research, post doc, adjunct, administrative, and senior management positions at community colleges, liberal arts schools, universities, and research institutes around the world. Note: you do not need to register to search jobs or view new jobs.

Academic Job Application Checklist. Accessed: Feb. 2007
<<http://otal.umd.edu/~sies/jobchecklist.html>>

This checklist for American Studies candidates, U. of MD, applies to most humanities Ph.D.’s. See also links to Academic Job Interview Advice: <http://otal.umd.edu/~sies/jobadvice.html> and Academic Job Interview Questions: <http://otal.umd.edu/~sies/jobquess.html>

Armstrong, Patricia, Kathleen Mannheimer, and Katherine Stanton. “How Would You Teach This Class?” *The Chronicle of Higher Education: Careers*. 22 Jun 2005.

Fantastic article about how to present your teaching at an interview! Includes four common mistakes.

Baron, Dennis. “The Job Interview” *The Chronicle of Higher Education: Careers*. 21 Jan 2002.

A department chair’s impressions about job interviews at conferences.

Bock, Karen. "Common Job-Hunting Blunders" *The Chronicle of Higher Education: Careers*. 28 Oct 2005.

This search committee member informs on common mistakes.

Bolles, Richard Nelson. *What Color Is Your Parachute?* Berkeley, Calif.: Ten Speed Press, 2005.

One of the best books on job hunting.

Bolles, Richard Nelson and Mark Emery Bolles. *Job-Hunting on the Internet*. Berkeley: Ten Speed Press, 2005.

This online companion volume to *What Color is Your Parachute?* describes Internet job-hunting strategies.

Brems, Christiane, Claudia Lampman, and Mark E. Johnson. "Preparation of Applications for Academic Positions in Psychology." *American Psychologist* 50.7 (1995): 533-537.

Reports on the type and frequency of errors in applications for faculty positions. Authors claim that the problems in applications indicate that academic advisors are not adequately preparing graduate students for the job search process. The authors conclude the article with an extensive list of suggestions for preparing academic job applications.

Bryant, Rebecca A. and Amber Marks. "Go Ahead, Haggle," *The Chronicle of Higher Education: Careers*. 11 Nov 2005.

Advice on negotiating your first job offer.

Career.edu. Accessed: Aug. 2010 <<http://www.career.edu/>>

A non-profit website for academic job seekers to submit resumes and employing institutions to post faculty and postdoctoral positions free of charge.

Career Center. Berkeley University of California. Accessed: Aug. 2010 <<http://career.berkeley.edu/PhDs/PhDs.stm>>

Good information about job searches, preparing your resume, interviewing, and other job search strategies.

"Career and Job Market Information." *MLA Committee on Academic Freedom and Professional Rights and Responsibilities*. Accessed: Aug. 2010 <http://www.mla.org/resources/jil/jil_career/>.

Gives statistics on available jobs and hires in the fields of English, foreign languages, and literatures. Includes a list of suggested resources for the job search.

"Resources for PhD/Post Docs." *Stanford University Career Development Services*. Accessed: Aug. 2010 <<http://studentaffairs.stanford.edu/cdc/phd-post-doc>>.

Offers a series of pdf documents on vita writing, alternatives to academic careers, tips for the job search at four-year institutions and community colleges, and teaching portfolios. The documents include sample vitae from a number of fields, discussions of the categories appropriate for a vita, and a list of Internet resources for job hunting and constructing a job packet.

"Chronicle Careers: Search agents." *The Chronicle of Higher Education*. Accessed: Aug. 2010 <<http://chronicle.com/section/Jobs/61/>>.

This is a great source for academic job ads. The data is searchable, and you can sign up for email updates.

Dantzig, Jonathan A. “Landing an Academic Job: The process and the pitfalls” *University of Illinois at Urbana-Champaign*. Accessed: Aug. 2010

<http://quattro.me.uiuc.edu/~jon/ACAJOB/Latex2e/academic_job/academic_job.html>

Reflections on the hiring process for technical positions.

Delgizzo, Kimberly and Laura Malisheski. “Preparing for Campus Interviews.” *The Chronicle of Higher Education: Careers*. 17 Jan 2003.

This article gives several great tips on preparing for your invited campus interview.

Dikel, Margaret F. *The Riley Guide: Employment Opportunities and Job Resources on the Internet*. Accessed: Aug. 2010 < <http://www.rileyguide.com/>>.

Wonderful guide to an enormous variety of online resources available for your job search.

Dikel, Margaret Riley and Frances E. Roehm. *Guide to Internet Job Searching, 2006-2007 Edition*. New York: McGraw-Hill, 2006.

Shortcuts to a more efficient online job search by the expert author of rileyguide.com.

Dillon Johnson, Mary. “The Academic Job Interview Revisited.” *The Chronicle of Higher Education: Careers*. 15 Oct 2004.

This article gives several great tips on preparing for academic job interviews.

Dillon Johnson, Mary. “What You Don’t Know About Cover Letters.” *The Chronicle of Higher Education: Careers*. 11 June 2002.

How to write good cover letters to move into non-academic careers.

Feibelman, Peter. *A Ph.D. Is Not Enough! Guide to Survival in Science*. New York: Basic Books, 1993.

Provides advice toward establishing yourself as a research scientist and finding permanent positions in academia and beyond. Covers topics such as selecting a thesis and postdoctorate advisor, publishing (without perishing), and establishing a research program.

Fogg, Piper. *The Chronicle of Higher Education: The Faculty*. 20 Feb 2004.

Parts of a series on achieving tenure in academia, and some alternate choices.

- “From Harvard to homeless to Ohio State.”
- “From tenure seeker to tenure counselor.”
- “Leaving the campus for a high-tech payday.”
- “Tenure denied. Now what?”
- “Try, try again.”

Forno, Dawn and Cheryl Reed. “Campus Interview—The Research Presentation.” *Tomorrow’s Professor posting number 749*. 11 Oct. 2006. Accessed: Nov. 2006

<<http://ctl.stanford.edu/Tomprof/postings/749.html>>

Excellent advice for captivating faculty and students with your research presentation.

Formo, Dawn M. and Cheryl Reed. *Job Search in Academe: Strategic Rhetorics for Faculty Job Candidates*. Sterling: Stylus, 1999.

Covers the job search from interpreting the job announcement to negotiating job terms. Includes sample vitae from different fields and discusses a range of positions (e.g., adjunct, visiting, tenure-track) at both 4-year institutions and community colleges.

Gray, Paul and David Drew. *What They Didn't Teach You in Graduate School: 199 Helpful Hints for Success in Your Academic Career.* Sterling, VA: Stylus, 2008.

Advice and information for new faculty.

Golde, Chris. "Be Honorable and Strategic." *Science: Next Wave* (2001). Accessed: Aug. 2010

<http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/1120/be_honorable_and_strategic/>.

Offers advice to help those on the academic job market decide what type of job they want and how they should go about getting it. Golde divides her article into three steps: knowing what you want, gathering information, and negotiating. At the end of her article, she addresses spousal hires, specialized appointments, and multiple offers.

Goldsmith, John, John Komlos, and Penny Schine Gold. *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure.* Chicago: University of Chicago Press, 2001.

A book to help you decide if a career in academia is for you, and if so, how to get started—both as a graduate student and as a new assistant professor. Three distinguished professors talk about the good, the bad, and the ugly of life in academia, and how to start preparing for it in graduate school.

Gosed, Lisa Ann. "A Galling Interview." *The Chronicle of Higher Education Career Network.* 9 Jan 2004.

This is a first person account of a horrible interview and what she learned from the experience.

Hall, Donald E. "Interviewing at a Teaching-Focused University." *The Chronicle of Higher Education Career Network.* 28 May 2003.

This article describes how to flub a job interview at a teaching-focused institution.

Heiberger, Mary Morris and Julia Miller Vick. "Building a Better Home Page." *The Chronicle of Higher Education Career Network.* 6 June 2003.

Good tips on using your personal web page in a job search.

Heiberger, Mary Morris and Julia Miller Vick. "How Academic Finances Affect the Job Market." *The Chronicle of Higher Education Career Network.* 6 Dec. 2002.

Explains financing trends, such as federal funding and state appropriated, that affect academic job markets.

HigherEdJobs.com. Internet Employment Linkage, Inc. Accessed: Aug. 2010

<<http://www.higheredjobs.com/>>.

Recommended by PFF students as an alternative to the Chronicle's job listing. Students report better delineations of faculty positions and separate categories for areas of academic interest.

Howard, Jennifer. "In Long-Awaited Report, MLA Outlines Problems and Solutions for Humanities Scholars." *The Chronicle of Higher Education.* 7 Dec. 2006.

Discusses tenure and promotion problems affecting the humanities profession.

Jensen, Dave. "Notes from a Recruiter's Diary: A Plethora of CVs." *Science: Next Wave* (2002).

Accessed: Aug. 2010

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_03_15/noDOI.5496572506371372812>.

Shows the job search from the other side by looking at the process a recruiter goes through in evaluating CVs for a position in a science lab.

Johnson, Mary Dillon. "What Else Can I Do? And Other Frequent Questions." *The Chronicle of Higher Education Career Network*. 27 June 2003.

This article addresses the issue of nonacademic careers for Ph.D.'s.

Jones, Elka. "Beyond Supply and Demand: Assessing the Ph.D. Job Market." *Occupational Outlook Quarterly* (Winter 2002/2003): 22-33.

Good statistics on the Ph.D. job market.

Kennedy, Kristen. "Are You Ready to Start Over Again?" *The Chronicle of Higher Education Career Network*. 22 Aug 2003.

This article debates the merits of academic vs. "professional world" jobs and notes the strengths and weaknesses of both.

Knox Eaton, Alice. "Faith, Persistence, and Luck" *The Chronicle of Higher Education: Career Network*. 19 Dec 2003.

This article explains why we get discouraged and disappointed in the job search and how to encourage ourselves to continue.

Kolmerten, Carol. "What Small Colleges Really Want." *The Chronicle of Higher Education Careers*. 29 Aug. 2005.

Interview advice for tenure-track positions at small colleges.

Lang, James. *Life on the Tenure-track: Lessons from the First Year*. Baltimore: Johns Hopkins University Press, 2005.

"In this fast-paced and lively account, Jim Lang asks –and mostly answers—the questions that confront every new faculty member: Will my students like me? Will my teaching schedule allow me time to do research and write? Do I really want to spend the rest of my life in this profession? Is anyone still awake in the back row? Lang narrates the story of his first year on the tenure-track with wit and wisdom, detailing his moments of confusion, frustration, even elation."

Livingston, Joseph. "Interview Season in Computer Science." *The Chronicle of Higher Education Career Network*. 27 Feb. 2003.

Job market stresses that affect everyone.

Marasco, Corinne. "Negotiating An Academic Job Offer." *Chemical & Engineering News: Career & Employment*. 21 Jan 2008. Accessed: Feb 2008

< http://pubs.acs.org/cen/email/html/cen_employment_86_8603employment.html>.

Covers negotiating with an academic institution from a chemist's point of view.

Miller Vick, Julie. "Preparing For the Conventions." *The Chronicle of Higher Education: Careers*. 09 Jun 2004.

This article gives several great tips on preparing for interviews at conventions.

Perlmutter, David. “Your First Real Taste of Academic Culture.” *The Chronicle of Higher Education: Careers*. 17 July 2008.

How being a teaching assistant or research assistant prepares you for being a professor—whether the experience is good or bad.

Peters, Emily. “Back to high school.” *The Chronicle of Higher Education: Careers*. 07 Nov 2003.

Presents one scholar’s choice to teach secondary school rather than teaching at a university.

Reis, Richard M. . “The Basics of Cover Letter Writing.” *The Chronicle of Higher Education: Careers*. 03 Mar 2000.

Sound advice on cover letter writing.

Reis, Richard M. *Tomorrow’s Professor: Preparing for Academic Careers in Science and Engineering*. Piscataway: IEEE; New York: Wiley-Interscience, 1997.

Provides advice on preparing for, finding, and succeeding at science and engineering careers at four-year institutions. Covers topics such as preparing for academic careers while remaining open to industry careers, getting a good offer/start-up package, and developing a successful, balanced academic career. Includes stories from successful academics.

“Sample Academic Curriculum Vitae.” *Harvard University School of Public Health*. Accessed: Aug. 2010 <<http://www.hsph.harvard.edu/administrative-offices/faculty-affairs/files/CVFORMAT.pdf>>.

CV template showing exactly what is needed where, right down to the bibliography of publications. Note CV format may differ by academic areas

Schall, Lawrence. “From Have to Have Not.” *The Chronicle of Higher Education: Careers*. 06 July 2006.

It doesn’t take an R-1 or Ivy League institution for an academic life to highly satisfy.

Shulman, Lee S. “The Pedagogical Colloquium: Three Models” *Teaching as Community Property, Essays on Higher Education*. San Francisco: Jossey-Bass, 2004.

This essay gives excellent advice and examples for the “teaching seminar” portion of the job interview process.

Stone, Jason. “Location, location, location.” *The Chronicle of Higher Education: Careers*. 14 Nov 2003.

Advice toward considering faculty positions at various universities.

Toth, Emily. *Ms. Mentor’s Impeccable Advice for Women in Academia*. Philadelphia: Pennsylvania UP, 1997.

Humorous but sound career advice. Slanted for women and humanists.

Tribble, Ivan. “Bloggers Need Not Apply,” *The Chronicle of Higher Education: Careers*. 8 Jul 2005.

Advice for the blog-writing job seeker.

U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook*. 2004-05. Accessed: Aug. 2010. <<http://www.bls.gov/oco/home.htm>>.

Discusses a wide range of occupations and examines working conditions, educational requirements, earnings, and job availabilities. Official government report on occupations across the US.

Vick, Vick, Julie Miller, and Jennifer S. Furlong. "Asking the Right Questions." *The Chronicle of Higher Education: Careers*. 11 Jan 2006.

The experts of [The Academic Job Search Handbook](#) discuss interview questions.

Vick, Vick, Julie Miller, and Jennifer S. Furlong. "The CV Doctor Returns." *The Chronicle of Higher Education: Careers*. 25 Aug 2006.

The experts of [The Academic Job Search Handbook](#) show common mistakes seen on recent vitae.

Vick, Julie Miller, and Heiberger, Mary Morris. "How to Write Appealing Cover Letters" *The Chronicle of Higher Education Career Network*. 21 Aug 2000.

A guide with practical tips.

Wells, Kimberly Suedkamp and Adam Fagen. "A Little Advice from 32,000 Graduate Students." *The Chronicle of Higher Education Career Network* (2002). 14 January 2002.

Uses research from the Woodrow Wilson Foundation to advise humanities Ph.D. students on exploring career options. Many humanities Ph.D.s do not find academic jobs, yet professors don't prepare students for other jobs. This article tells students how to find the range of opportunities available.

Winchester, Charles E. "The Job Search That Almost Wasn't." *The Chronicle of Higher Education Career Network*. 2 Jan. 2003.

Overcoming setbacks in the dissertation-writing arena; hard job search questions.

Journals in Higher Education

The following are useful journals for college teachers:

Chronicle of Higher Education <<http://chronicle.com>>

College Teaching <<http://www.tandf.co.uk/journals/titles/87567555.asp>>

Journal of Blacks in Higher Education <<http://www.jbhe.com>>

Journal of College Student Development <<http://www.jcsdonline.org>>

Journal of Higher Education <<http://www.ohiostatepress.org/Journals/JHE/jhemain.htm>>

Liberal Education <<http://www.aacu.org/liberaleducation/index.cfm>>

New Directions for Higher Education

<<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-HE.html>>

New Directions for Teaching and Learning

<<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-TL.html>>

Research in Higher Education <<http://airweb.org/page.asp?page=89>>

Review of Higher Education <http://www.press.jhu.edu/journals/review_of_higher_education/>

Learning and Teaching Resources

Academic ADL Co-Lab. Past Articles. Accessed: Aug. 2010.

<<http://www.academiccolab.org/initiatives/papers.html>>.

This website is a store-house of articles and research on eLearning.

Active Learning with PowerPoint. *University of Minnesota Center for Teaching and Learning Services.* Accessed: Apr. 2006. <<http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/>>.

This excellent tutorial on using PowerPoint in your classroom as a component of active learning includes slides, examples, and sample activities.

Barr, Robert B., and John Tagg. "From Teaching to Learning—A New Paradigm for Undergraduate Education." *Change* (Nov./Dec. 1995): 13-25.

A seminal article on the student-centered classroom.

Bartlett, Thomas. "Big, but Not Bad." *The Chronicle of Higher Education: The Faculty*. 9 May 2003.

This article addresses the issue of teaching large lectures: The best teaching doesn't always happen around a seminar table.

Benton, Thomas H. "No Respect." *The Chronicle of Higher Education: Careers*. 9 Jan. 2004.

Discusses the effects of pride and respect in the student/teacher relationship and on classroom atmosphere.

Boice, Robert. *First Order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process*. Bolton: Anker, 1996.

Offers effective and economical steps to improve teaching. Boice includes practical tips that can help instructors achieve each of the ten steps.

Brookfield, Stephen. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.

Encourages faculty to improve their teaching through critical reflection. Brookfield's suggestions for becoming critically reflective include looking at their teaching practices through their students' and colleagues' eyes, keeping a teaching diary, creating learning portfolios, and more.

---. *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco: Jossey-Bass, Inc., 1995.

Introduces the concept of critical thinking and how adult learners can be taught to develop their critical thinking skills in the classroom, workplace, and other venues.

Brookfield, Stephen D. and Stephen Preskill. *Discussion As a Way of Teaching: Tools and techniques for democratic classrooms*. San Francisco: Jossey-Bass and Buckingham: Open University Press, 1999.

Best book around on creating good discussions.

Brookfield, Stephen. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco: Jossey-Bass, Inc., 2000.

Offers suggestions for making teaching more creative and effective. Brookfield offers suggestions on lecturing, evaluating, facilitating discussions, using role-playing, overcoming student resistance, building trust with students, and more.

Cordell, Rosanne et al. *Quick Hits for New Faculty: Successful Strategies by Award-Winning Teachers*. Bloomington: Indiana UP, 2004.

This book has some good teaching tips, but if you have time for only one book, read McKeachie first.

Carroll, Jill. "Constructing Your In-Class Persona." *The Chronicle of Higher Education: Career Network*. 14 Oct 2003.

Explains the need for an in-class persona and attitude and student reactions to the same. Provides suggestions for creating your own persona.

Chuska, Kenneth R. *Improving Classroom Questions*. Bloomington, MN: Phi Delta Kappa Educational Foundation, 1995.

Good help for encouraging better class discussions. Chapter four is particularly good.

Curzan, Anne and Damour, Lisa. *First Day to Final Grade: a Graduate Student's Guide to Teaching*. Ann Arbor: U of Michigan P, 2000.

Addresses all aspects of teaching a course from semester preparation to leading discussion to grading. Includes a section on balancing school with teaching. Appendices include sample course documents and suggestions for running class workshops.

Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, Inc, 1993.

Gives a how-to on teaching from preparing for the course to giving final evaluations. Gross includes chapters on responding to a diverse student body, leading lecture and discussion, using technology, getting and using student evaluations, teaching outside the classroom, and more.

Dunkin, Michael. "Research on Teaching in Higher Education." *Handbook of Research on Teaching*, 3rd ed. Ed. Merlin C. Wittrock. New York: Macmillan, 1986. 754-776.

Examines a wide range of research on teaching methods and behaviors and the ways in which particular methods or behaviors are valued by higher education. Dunkin makes several conclusions about how this research can influence teaching; for example, research shows that innovative methods are more successful than traditional methods.

Eyler, Janet, and Dwight E. Giles. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, Inc, 1999.

Service-learning research exploring and supporting the usefulness of service-learning techniques.

Federal Aviation Administration. *Aviation Instructor's Handbook*. U.S. Department of Transportation, Washington, DC. 1999. Accessed: Nov. 2006

<http://www.faa.gov/library/manuals/aviation/aviation_instructors_handbook/media/FAA-H-8083-9A.pdf>.

An excellent resource on general teaching: learning theory, human behavior, effective communication, teaching methods, grading, and professionalism.

Felder, Richard. "A whole new mind for a flat world." *Chemical Engineering Education*, 40 (2), 96-97. 2006. Accessed: July 2006 < <http://www.ncsu.edu/felder-public/Columns/Flatmind.pdf> >.

An engineer's look at Thomas Friedman's *The World is Flat* and Daniel Pink's *A Whole New Mind*, focusing on how the modern job market for engineers is looking for non-traditional skills.

Foster, Andrea L. "Plagiarism-Detection Tool Creates Legal Quandary." *The Chronicle of Higher Education: Information Technology*. 17 May 2002.

Describes a new plagiarism detection tool and the legal concerns it has aroused.

Grunert, Judith. *The Course Syllabus: A Learning Centered Approach*. Bolton: Anker, 1997.

Provides a practical guide for constructing flexible syllabi that seamlessly shift from the covering the basic course material to the learning centered syllabus: information and tools provided to students as learning tools. Provides good examples for items you might consider useful including in a syllabus such as course descriptions.

Horton, Sarah. *Web Teaching Guide: A Practical Approach to Creating Course Web Sites*. New Haven: Yale UP, 2000.

Demonstrates why and how to build an academic course web site in order to enhance student learning and provide opportunities for collaboration. Horton's book is not a "how-to" for web site construction/HTML coding; instead, it gives instructors advice on deciding how to integrate content onto the web, considering site design, using the site with the class, and evaluating the site's effectiveness.

Huba, Mary E. and Jann E. Freed. *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Boston: Allyn-Bacon, 2000.

Discusses assessment of students (by teachers) and teachers (by students). Topics include understanding and applying principles of learner-centered teaching; using feedback from students to improve learning; using rubrics to provide feedback to students; assessing students' abilities to think critically and solve problems; and using portfolios to promote, support, and evaluate learning.

Jackson, G. Arthur. *Saving the other two-thirds: Practices and strategies for improving the retention and graduation of African American students in predominantly white institutions*. Ames, Iowa: Jackson Challenge Fund and Associates, ISU, 2003.

This book looks at how campus related factors impact the achievement, graduation, and retention of African American students.

---. *Upward bound and college ready: a guide for pre-college students, teachers, principals, and school superintendents*. Connect Foundation, 1999.

This booklet, specifically written with minority students in mind, provides advice toward preparing for college and succeeding in college.

Keirse, David. *Please Understand Me II: Temperament, Character, Intelligence*. Del Mar: Prometheus Nemesis, 1998.

This book explains the Myers-Briggs Type Indicator (MBTI) categories and provides a sorting test to determine your type. This MBTI is the same mentioned in the learning styles seminar.

Kuh, George, et. al., eds. *Student Success in College: Creating Conditions that Matter*. San Francisco: Jossey-Bass, 2005.

This book includes sections on student engagement, creating learning conditions, effective practices, and research recommendations for student success.

Lang, James M. "Summer Prep for New Teachers." *The Chronicle of Higher Education: Chronicle Careers*. July 2008.

What to do during the summer to prepare for fall classes.

Leamson, Robert N. *Thinking About Teaching and Learning: Developing Habits of Learning with First Year College and University Students*. 1st ed. Sterling, Va.: Stylus Pub., 1999.

Builds on the insights offered by recent discoveries about the biological basis of learning to help teachers be more effective.

Lieberg, Carolyn. *Teaching Your First College Class: A Practical Guide for New Faculty and Graduate Student Instructors*. Sterling, VA: Stylus Publishing, 2008.

Introductory guide to teaching theory, engaging students, managing your classroom, and preparing to teach. Enough information to get you started without being overwhelming.

MacGregor, Jean, et. al., eds. *Strategies for Energizing Large Classes: From Small Groups to Learning Communities*. San Francisco: Jossey-Bass, 2000.

Includes articles from educators concerning how and why to incorporate small-group activities into large lectures.

McDaniel, Thomas R. and Katheryn N. McDaniel. "The Perils of PowerPoint." *Tomorrow's Professor(SM) Listserv*. The Stanford University Center for Teaching and Learning. 12 Sept 2005. Accessed: Aug. 2010. <<http://ctl.stanford.edu/Tomprof/postings/663.html>>.

This short article offers five good reasons for not using PowerPoint.

Marzano, Robert J., Pickering, Debra J., & Pollock, Jane E. *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Examples and quantitative results of different classroom methods.

McKeachie, William. *Teaching Tips: A Guidebook for the Beginning College Teacher*, 12th ed. Boston: Houghton Mifflin, 2006.

The classic work on teaching effectively as a TA from syllabus construction through final grades. Includes sections on leading class, dealing with problem students, assessing and assigning grades, addressing plagiarism, incorporating different types of learning, teaching in a lab setting, and more.

Mentkowski, M. & Associates. *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco : Jossey-Bass, 2000.

Thick textbook on transformative and lifelong learning.

Meyer, Katrina. *Quality in Distance Education: Focus on on-line learning*. San Francisco: Jossey-Bass, 2002.

How to use technology as a resource to enhance learning.

Moody, J. "Visualizing Yourself As A Successful College Teacher, Writer, and Colleague." In J. Moody, *Demystifying the Profession: Helping Junior Faculty Succeed*. West Haven, CT: University of New Haven Press, 1997.

This article is a good summary of and quotes heavily from **Boice, Robert.** *Advice for New Faculty Members*. However, if you have time, read the Boice book yourself! This article is available in the CELT library.

National Research Council. *How People Learn: Brain, mind, experience, and school*. Bransford, John D., Ann L. Brown, and Rodney R. Cocking, eds. Washington, D.C.: National Academy Press, 1999.

Textbook for teachers who are serious about improving their teaching.

Olson, Joanne K. and Michael P. Clough. "Technology's Tendency to Undermine Serious Study: A Cautionary Note." *The Clearing House* 75:1 (2001): 8-13.

Authors warn that technology, including some loved by students, can actually undermine student learning.

Parini, Jay. "The Well-Tempered Lecturer." *The Chronicle of Higher Education*. 16 Jan. 2004.

An article about the virtues of good lectures.

Palmer, Parker. *To Know as We Are Known: Education as a Spiritual Journey*. San Francisco: HarperSanFrancisco, 1993.

Parker Palmer addresses the spiritual nature of learning for both teacher and student in this discussion of the profession. He offers practical ways to create an environment in which teachers and students share wisdom, seek truth, and discover the depth of their discipline.

Perlmutter, David. 2004. "Thwarting Misbehavior in the Classroom." *Chronicle of Higher Education*. 2 April 2004.

How to handle problem students.

Pickering, Sam. *Letters to a Teacher*. New York: Atlantic Monthly, 2004.

Sam Pickering, teacher who inspired the film *Dead Poets Society*, records his reflections on teaching in this book.

Rusbult, Craig. *Critical Thinking in Education and Life*. Accessed: Sept. 2006

<<http://www.asa3.org/ASA/education/think/critical.htm>>

This is an outstanding web site on critical thinking. It offers a wealth of material and is well-organized so you can find what you need. The annotated links go to materials and articles produced by some of the biggest names in critical thinking.

Seldin, Peter. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 2nd ed. Bolton: Anker, 1997.

Discusses why and how to construct teaching portfolios, and includes information for institutional policy-makers on the best ways to incorporate teaching portfolios into hiring and performance reviews. Includes step-by-step guides to creating teaching portfolios and models of successful portfolios from different disciplines and institutions.

Sterngold, Arthur. "Confronting Plagiarism: How conventional teaching invites cyber-cheating." *Change* 36.3 (2004): 16-21.

The second half of this article has practical suggestions to better teach term papers as well as to prevent plagiarism within them.

"Teaching and Learning Resources." *Center for Teaching Effectiveness—University of Texas at Austin*. Accessed: Aug. 2010 <<http://www.utexas.edu/academic/cte/tl.html>>.

Includes sections on improving educational practices, teaching a university course, and connecting with other educators. The sidebar contains a link to resources specifically for TAs.

***Teaching Assistant Handbook*. Iowa State University. Accessed: Aug. 2010**

<<http://www.celt.iastate.edu/teaching/TAhandbook.html>>.

Updated every other year by the Center for Excellence in Learning and Teaching, the handbook provides information on specific Iowa State policies as well as general teaching tips.

"Teaching Tips." *Center for Teaching Excellence—Iowa State University*. Accessed: Aug. 2010

<<http://www.celt.iastate.edu/teaching/tips.html>>.

A series of internal and external publications on teaching related topics including creating tests, developing syllabi and course objectives, encouraging collaborative learning, teaching in a large lecture setting, putting course materials online, detecting and deterring plagiarism, and more. Sign up at the CELT webpage to get on the Tips mailing list.

Twigg, Carol A. "Innovations in Online Learning: Moving Beyond No Significant Difference." *Center for Academic Transformation*. The PEW Learning and Technology Program. 2001.

How to use the web more effectively; good examples of innovation.

University of Minnesota Center for Teaching and Learning Services. "Scenes from a Classroom: Managing Conflict." Office of Human Resources. Accessed: Jan. 2006
 <<http://www1.umn.edu/ohr/teachlearn/tutorials/conflict/>>.

A wonderful reference for handling conflict in the classroom. Includes videos of students challenging professors, and proper steps toward conflict resolution.

Uno, Gordon E. *Handbook on Teaching Undergraduate Science Courses: A Survival Training Manual*. Pacific Grove: Brooks/Cole, 2002.

Includes extensive information on teaching major and non-major undergraduate science courses. Topics include preparing for a teaching seminar as a job applicant, using inquiry-based instruction, using specific forms of educational technology, organizing courses, dealing with common problems (e.g., plagiarism, the evolution/ creationism debate), and much more. Includes case studies of new teachers and discussions of learning styles.

Weinstein, Claire and Richard Mayer. "The Teaching of Learning Strategies." *Handbook of Research on Teaching*, 3rd ed. Ed. Merlin C. Wittrock. New York: Macmillan, 1986. 315-327.

Argues that effective learning requires developing general learning skills as well as specific subject matter knowledge. The authors investigate techniques taught to help people learn better. These techniques fall into several categories—rehearsal, elaboration, organization, and monitoring.

Woolston, Chris. "The Community College Scientist." *The Chronicle of Higher Education Career Network*. 25 Feb. 2003.

Pros and cons of community college teaching.

Young, Jeffrey. "When Good Technology Means Bad Teaching." *The Chronicle of Higher Education Information Technology*. 12 Nov. 2004.

Discusses how technology in the classroom is often distracting rather than facilitating learning.

Zimmerman, Curtis and Will Keim. *The Keys to Success in College and Life: Iowa State Edition*. Mason, OH: The Character Institute, 2004.

All faculty participating in Destination Iowa State were asked to read this publication on succeeding at college.

Reference

Alverno College Faculty. *Student assessment-as-learning at Alverno College*. Milwaukee: Alverno College, 1994.

More information on student assessment.

"Applied Ethics Resources on WWW." *University of British Columbia Center for Applied Ethics*. Accessed: Aug. 2010. <<http://www.ethicsweb.ca/resources/>>.

Links to a wide range of information on ethics in research, science and technology, the media, the public sector, health fields, and more. Includes information on developing professionalism.

Block, Steven M. "Do's and Don'ts of Poster Presentation" *Biophysical Journal*. 71(6) 3527-3529, 1996.

Excellent resource for preparing a good scientific poster, and guidelines on all poster presentations.

"Engineering Writing On-line Handbook." *Engineering Communication Center of University of Toronto*. 19 Aug. 2001. Accessed: Aug. 2010.

<<http://www.ecf.utoronto.ca/~writing/handbook.html>>.

Includes a wide range of information on technical writing in engineering, including suggestions for specific types of documents, appropriate documentation, presentation expectations, and more.

Gmelch, Walter. *Coping with Faculty Stress*. London: Sage, 1993.

Addresses faculty stresses, personality types, and step-by step stress reducing strategies.

Kirszner, Laurie and Stephen Mandell. *The Holt Handbook*, 6th ed. Fort Worth: Harcourt College, 2002.

Provides a guide to writing, research, sentence structure, and grammar. Includes suggestions for writing in the disciplines and ESL writing.

Light, Richard. *Making the Most of College: Students Speak their Minds*. Cambridge: Harvard UP, 2001.

Discusses how students, faculty, and institutions can facilitate a positive college experience for undergraduates. Based on interviews with college seniors and including practical suggestions for change.

Loaker, G., ed. *Self Assessment at Alverno College*. Milwaukee: Alverno College, 2000.

More information on student assessment.

"Online Writing Lab (OWL)." *Purdue University*. Accessed: Aug. 2010

<<http://owl.english.purdue.edu/>>.

A useful site for TAs and their students. Contains grammar exercises and answer keys, style guides, ESL information, and suggestions for professional documents (e.g., resumes, memos, letters).

Upcraft, M. L., Gardner, J. N., & Barefoot, B. O., eds. *Challenging and supporting the first-year student: A handbook for improving the first year of college (1st ed.)*. San Francisco: Jossey-Bass, 2005.

This text is a great resource for those of you working primarily with 1st year students.

"Writing at CSU: Writing Guides." *Colorado State University*. Accessed: Aug. 2010.

<<http://writing.colostate.edu/guides/>>.

Includes writing tips for specific types of documents in the humanities, business, biology, and engineering.

"Writing Guidelines for Engineering and Science Students." *Virginia Tech*. Accessed: Aug. 2010.

<<http://filebox.vt.edu/eng/mech/writing/>>.

Includes suggestions for formal reports, business documents, presentations, proposals, and posters in the fields of science and engineering. The site includes information on choosing style and format, analyzing the audience, and documenting sources appropriately.

Research Resources

Austin, Jim. "CDC Toolkit: The Federal Trough." *Science: Next Wave* (2002). 22 Feb. 2002
Accessed: Aug. 2010.

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_02_22/noDOI.16976905387903954512>.

Presents a comprehensive list of U.S. federal funding sources for scientific research with discussion of each.

Barker, Kathy. *At the Helm: A Laboratory Navigator*. Cold Spring Harbor: Cold Spring Harbor Laboratory P, 2002.

A guide for principal investigators and those who would like to become principal investigators. The book focuses on working with people in the lab—recruiting, motivating, and leading a research team. Easy-to-read with bulleted lists of suggestions and other practical tips.

"Bioethics at Iowa State University." *Iowa State Biotechnology Program*. Accessed: Aug. 2010. <<http://www.biotech.iastate.edu>>.

The Bioethics in Brief newsletter offers frequently updated resources for teachers, researchers, and the general public on various issues surrounding biotechnology and bioethics. Presentations and lecture notes from coordinator, Gary Comstock, can also be found on the site.

Committee on Science, Engineering, and Public Policy. *On Being a Scientist: Responsible Conduct in Research*. Washington: National Academy Press, 1995.

Offers research ethics including scientific values, treatment of data, conflicts of interest, and authorship practices.

Grant Doctor. "Catch-22: Do you Need an R01 Grant to Get a Job at a Tier-I Research University?" *Science: Next Wave* (2002). 8 Feb. 2002. Accessed: Aug. 2010.

<http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_02_08/noDOI.14902158581352336413>.

Discusses the myths surrounding whether graduates/postdocs need to have grant money in-hand in order to be hired at research extensive universities. The columnist indicates that it is not, indeed, the norm for new hires to have received major grants before being hired. Offers some advice for ways to improve how an institution perceives your grant writing potential. For monthly answers regarding scientific grant writing, sign up at the Science web site (www.science.org)

Gray, Tara. "Publish and Flourish; Become a Prolific Scholar." *Tomorrow's Professor(SM) Listserv*. The Stanford University Center for Teaching and Learning. Accessed: Aug. 2010

<<http://ctl.stanford.edu/Tomprof/postings/661.html>>.

This short article gives some excellent ideas for producing articles on a regular basis. You don't have to follow everything she says, but everyone should get five or six good ideas here.

Henson, Kenneth. "Debunking Some Myths About Grant Writing." *The Chronicle of Higher Education Career Network*. 26 June 2003.

Good short article on grant writing tips.

"In Praise of the Research University." *Remarks at the Brandeis Commencement, May 1996 School of Science Ceremonies*. Accessed: Aug. 2010

<<http://www.cs.brandeis.edu/~mairson/review.html>>

A humorous but loving look at your possible future career.

Khe, Sriram. "The Bottom Line in Research: Will it Benefit My Community?" *The Chronicle Review*. 19 October 2001.

Argues that research should be meaningful to both the academic community and beyond. Claims that research should not be written to fulfill publication requirements but to benefit the community.

Keirse, David. *Please Understand Me II: Temperament, Character, Intelligence*. Del Mar: Prometheus Nemesis, 1998.

This book explains the Myers-Briggs Type Indicator (MBTI) categories and provides a sorting test to determine your type. This MBTI is the same mentioned in the learning styles seminar.

Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*, 4th ed. Thousand Oaks: Sage, 2000.

Offers advice for writing successful dissertations and grant proposals. Offers advice on finding money, constructing ethical quantitative and qualitative proposals, and pitching the project orally. Includes sample proposals.

Markin, Karen. "Finding Grants – Where to Start." *Catalyst* March 2006. Reprinted in *Tomorrow's Professor Listserv* March 28, 2006 MSG 710.

Offers some excellent advice for new professors on finding and obtaining research grants.

Mikelonis, Victoria, Signe T. Betsinger, and Constance E. Kampf. *Grant Seeking in an Electronic Age*. New York: Longman, 2003.

This book is written for students and professionals. It presents a systematic process for researching, designing, writing, and submitting successful grant-seeking proposals.

Penlar, Robin, ed. *Research Ethics: Cases and Methods*. Bloomington: Indiana UP, 1995.

Discusses research ethics in the sciences and humanities. Includes topics such as plagiarism, confidentiality, conflict of interest, fraud, access to research materials, data reporting, human/animal subjects, and more.

Reis, Rick. "The Impact of Research on Student Motivation." *Tomorrow's Professor(SM) Listserv*. The Stanford University Center for Teaching and Learning. Accessed: Aug. 2010. <<http://ctl.stanford.edu/Tomprof/postings/496.html>>.

Good short article explaining how research experience helps motivate undergraduate students, as well as graduate students, to learn.

"Statement of Principles and Guidelines Governing Sponsored Research and Scholarly Activities at Iowa State University" *Office of Sponsored Programs Administration at Iowa State University*. Accessed: Aug. 2010. <<http://www.ospa.iastate.edu/business/docs/Principles-Guidelines.pdf>>.

Explains the relationship between Iowa State University and external partners concerning publishing research.

Tarnow, Eugen. "An Offending Survey." *Salon Ivory Tower*. Accessed: Aug. 2010 <http://www.salon.com/books/it/1999/06/14/scientific_authorship>.

Details the author's research on the phenomenon of postdocs and junior faculty members' tendency to share authorship inappropriately with senior faculty. Tarnow details resistance from the field of physics to acknowledge or change this system. He refers readers to the American Physical Society's statement on ethics and to *Science and Engineering Ethics*.

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