

The “Spine” of the Doctoral Program

Chronology

Various ways a program might attend to the goal of preparing future faculty members to teach:

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| Appeal/Attraction | <ul style="list-style-type: none"> • Talk about teaching profession as part of the future of its grads • Give a sense of what kind of teacher the alumni/ae are • Present statistics or data about where its alumni/ae are teaching • Present a portrait of teaching excellence • |
| Selection/Orientation | <ul style="list-style-type: none"> • Select students who have skills and predispositions toward teaching • Interview students to observe their capacities • Introduce/orient the new students to the teaching resources of the school or university • Introduce/orient new students to the program’s expectations about teaching • |
| Care and Support | <ul style="list-style-type: none"> • Some form of mentoring and with training • Encourage the Grad School Program faculty to reflect about their teaching • Encourage teaching transparency and parallel processing in class – “pulling back the curtain” • Have teaching experience available for doctoral students • Have a course on pedagogy, course construction, and assessment • Structure observation and feedback in TA programs • Structure formal times of conversation and reflection about teaching • Provide space for informal times of conversation about teaching experiences among TAs • |
| Transition out | <ul style="list-style-type: none"> • Facilitate conversation about the placement process, including designing syllabi for possible courses • Facilitate conversations about the balance between research and teaching • Help grad students figure out who they might be teaching • Facilitate conversations about trends in higher education • |
| Alumni/ae Contact | <ul style="list-style-type: none"> • Have gatherings or reunions of the alumni/ae • Routinize ways of gathering feedback from alumni/ae • Track alumni/ae first job appointments • |