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<th>Chronology</th>
<th>Various ways a program might attend to the goal of preparing future faculty members to teach:</th>
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| Appeal/Attraction        | • 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    | • 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         | • 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           | • 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        | • Have gatherings or reunions of the alumni/ae  
• Routinize ways of gathering feedback from alumni/ae  
• Track alumni/ae first job appointments |
The “Spine” of the Doctoral Program

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