The “Spine” of the Doctoral Program

<table>
<thead>
<tr>
<th>Chronology</th>
<th>Various ways a program might attend to the goal of preparing future faculty members to teach:</th>
</tr>
</thead>
</table>
| Appeal/Attraction        | • Talk about teaching profession as part of the future of its grads  
• Give a vision for the kind of teacher the program hopes its alumni/ae will be  
• Give a sense of the range of teaching that will be involved in possible future jobs  
• Present statistics or data about where its alumni/ae are teaching  
• Present a portrait of teaching excellence                                                                                                                                                                                                                                                                                                                                           |
| Selection/Orientation    | • Interview applicants to observe their capacities and abilities  
• Select incoming grad students who have skills and predispositions toward teaching  
• Introduce/orient new grad students to the teaching resources of the school or university  
• Introduce/orient grad new students to the program’s expectations about teaching  
• Have recently placed alumni/ae talk about what was valuable preparation for their eventual teaching job                                                                                                                                                                                                                                                                 |
| Care and Support         | • Encourage the Grad School Program faculty to reflect about their teaching with grad students  
• 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  
• Provide some form of intentional mentoring  
• Structure formal times of conversation and reflection about teaching  
• Provide space for informal times of conversation about teaching experiences among TAs/ grad students                                                                                                                                                                                                                       |
| Transition outward       | • Facilitate conversation about the placement process, including the range of teaching possibilities  
• Help grad students build a teaching portfolio, including syllabi for possible courses  
• Facilitate conversations about the balance between research and teaching  
• Help grad students figure out who they might be teaching, i.e.: their future students  
• 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 about the program’s visions and goals  
• Have the alumni/ae talk with current grad students about what was most helpful in the program  
• Track alumni/ae first job appointments                                                                                                                                                                                                                                                                                 |