

## The “Spine” of the Doctoral Program

Chronology	Various ways a program might attend to the goal of preparing future faculty members to teach:
Appeal/Attraction	<ul style="list-style-type: none"> <li>• Talk about teaching profession as part of the future of its grads</li> <li>• Give a vision for the kind of teacher the program hopes its alumni/ae will be</li> <li>• Give a sense of the range of teaching that will be involved in possible future jobs</li> <li>• Present statistics or data about where its alumni/ae are teaching</li> <li>• Present a portrait of teaching excellence</li> </ul>
Selection/Orientation	<ul style="list-style-type: none"> <li>• Interview applicants to observe their capacities and abilities</li> <li>• Select incoming grad students who have skills and predispositions toward teaching</li> <li>• Introduce/orient new grad students to the teaching resources of the school or university</li> <li>• Introduce/orient grad new students to the program’s expectations about teaching</li> <li>• Have recently placed alumni/ae talk about what was valuable preparation for their eventual teaching job</li> </ul>
Care and Support	<ul style="list-style-type: none"> <li>• Encourage the Grad School Program faculty to reflect about their teaching with grad students</li> <li>• Encourage teaching transparency and parallel processing in class – “pulling back the curtain”</li> <li>• Have teaching experience available for doctoral students</li> <li>• Have a course on pedagogy, course construction, and assessment</li> <li>• Structure observation and feedback in TA programs</li> <li>• Provide some form of intentional mentoring</li> <li>• Structure formal times of conversation and reflection about teaching</li> <li>• Provide space for informal times of conversation about teaching experiences among TAs/ grad students</li> </ul>
Transition outward	<ul style="list-style-type: none"> <li>• Facilitate conversation about the placement process, including the range of teaching possibilities</li> <li>• Help grad students build a teaching portfolio, including syllabi for possible courses</li> <li>• Facilitate conversations about the balance between research and teaching</li> <li>• Help grad students figure out who they might be teaching, i.e.: their future students</li> <li>• Facilitate conversations about trends in higher education</li> </ul>
Alumni/ae Contact	<ul style="list-style-type: none"> <li>• Have gatherings or reunions of the alumni/ae</li> <li>• Routinize ways of gathering feedback from alumni/ae about the program’s visions and goals</li> <li>• Have the alumni/ae talk with current grad students about what was most helpful in the program</li> <li>• Track alumni/ae first job appointments</li> </ul>