

Future Faculty Focus

THE E-NEWSLETTER OF THE VCU PREPARING FUTURE FACULTY (PFF) PROGRAM

END OF ACADEMIC YEAR EDITION
MAY 2011

In this month's Future Faculty Focus...

- Page 1-2– Updates from the PFF Program Office
- Page 3 – Academia in the News
- Page 3– PFF Program Certificate of Achievement Recipients
- Page 4-5– Alumni Spotlight
- Page 5 – VCU Workshops and Events for Current and Future Members of the Academy
- Page 5-6– VCU-sponsored social and cultural activities of interest to graduate students
- Page 7 – “Tomorrow’s Professor” Postings



Updates from the PFF Program Office

Deadline for GRAD 606 proposals...

The deadline for proposing an internship/externship for the GRAD 606 course is one week prior to the first day of classes. For summer 2011 enrollment, the deadline is Monday, May 16th. For fall 2011 enrollment, the deadline is Thursday, August 18th. Proposals submitted after the deadline will be considered for the next semester. Detailed instructions for the proposal are located on the PFF Program website (<http://www.graduate.vcu.edu/programs/pff/courses.html>) and on the program’s Blackboard site (click on the “Courses” tab).

Fall Semester Courses

Fall 2011 advance registration began on April 4th. The PFF Program is pleased to offer the following courses in the fall semester. Please consult eServices for additional information and to register. We encourage you to contact our office at pffprogram@vcu.edu with any questions.

Waitlist Policy: In the past, PFF Program courses do fill quickly. Once a course fills to capacity, our office closes the enrollment and maintains a waitlist. If you are unable to register because the class has been closed, please email our office at pffprogram@vcu.edu with your name, v-number, and course(s) for which you wish to be placed on the waitlist. Students currently enrolled in a VCU graduate degree program do receive precedence on the waitlist. Non-degree-seeking

individuals who are affiliated with the university (such as faculty and postdoctoral scholars) should contact our office as soon as possible to express interest. Non-VCU-affiliated individuals will be placed on a separate waitlist, and enrolled during the university add/drop period only once all VCU-affiliated individuals who requested to be placed on the waitlist have been enrolled.

GRAD 601: The Academic Profession

Instructor: Dr. Maike Philipsen

Meets every Thursday, 5:00-6:40 p.m. in Room 2129 of Grace E. Harris Hall

GRAD 603: Responsible Conduct of Research

Instructor: Dr. Ann Nichols-Casebolt

This is a hybrid class that will be comprised of online and in-person class meetings.

To view hybrid course meeting details in eServices, you can click on the CRN or course title (both will be in blue font with an active hyperlink) to view the in-person class meetings.

The in-class meetings will be held in Grace E. Harris Hall, Room 3133 from 4:00-5:40 p.m. on September 14, October 19, and November 9.

INFORMATION ON THE PFF PROGRAM CERTIFICATE OF ACHIEVEMENT

In order to receive the PFF Program Certificate of Achievement, students must successfully complete the nine credit hours of PFF Program coursework (detailed below) and submit the electronic portfolio for evaluation.

- Successful completion of the core PFF Program courses
 - GRAD 601 The Academic Profession
2-credit hour lecture course (offered in the fall semester, students who entered the program during or prior to Fall 2009 semester will substitute the one-credit hour GRAD 601 and one-credit hour GRAD 604 course for this requirement)
 - GRAD 602 Teaching, Learning and Technology in Higher Education
2-credit hour lecture course (offered in the spring semester)
 - GRAD 603 Responsible Conduct of Research*
1-credit hour lecture course (8-week short course, offered in the fall semester)
 - GRAD 605 Professional Specialty Seminar
1-credit hour seminar course (8-week short course, offered in the spring semester)
- Successful completion of a 3-credit hour mentored capstone experience
 - GRAD 606 Internship/Externship in Professional Teaching: Offered in fall, spring and summer semesters). Prerequisites are GRAD 601, GRAD 602, GRAD 603, and GRAD 605.
- Submission and evaluation of the electronic portfolio (see details on our website: <http://www.graduate.vcu.edu/programs/pff/courses.html>)

* GRAD 603 course requirement - Substitutions are available for postdoctoral scholars and medical students who have completed a comparable credit-bearing course. Contact the PFF Program Office for specific details at pffprogram@vcu.edu.

Upon completion of these requirements, a text comment will be recorded on the student's academic transcript. Students and then faculty mentors will be recognized for this accomplishment at a Graduate School event, usually held in the spring semester at the annual Graduate Research Symposium.

Please contact our office with any questions about the PFF Program!

Preparing Future Faculty (PFF) Program, VCU Graduate School

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Academia in the News

Follow this link to view a recent article in *The Washington Post*. The article is entitled, "VA universities explore using mobile application for instruction in and outside classrooms." The article features Virginia Commonwealth University and includes quotations from Jeffrey S. Nugent, co-director of VCU's Center for Teaching Excellence and co-instructor of the PFF Program course Teaching, Learning, and Technology in Higher Education (GRAD 602). http://www.washingtonpost.com/va-universities-explore-using-mobile-application-for-instruction-in-and-outside-classrooms/2011/03/16/ABS6d2f_story.html

Congratulations! PFF Program Certificate of Achievement Recipients

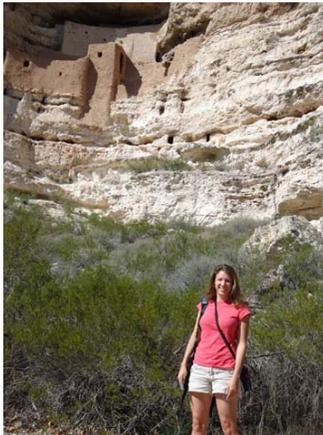
The following three individuals have been or will be awarded the PFF Program Certificate of Achievement during the current academic year. To be eligible for the Certificate of Achievement, the students will have completed the core courses in the program as well as a capstone internship under the tutelage of a faculty mentor. Congratulations!

Rebecca Foco

Awarded the Certificate of Achievement in December 2010

Faculty mentor: Dr. Maike Philipsen, Professor, VCU School of Education

Rebecca is a doctoral candidate in the Health Promotion and Education concentration of the School of Education doctoral program. Her dissertation is titled, "The Role of Faith Leaders in Partnerships among Health Promotion Researchers and Faith Communities". Rebecca holds a Bachelor of Arts in Political Science and a Master of Arts in Industrial Relations, both from the University of Minnesota. She served as a Graduate Research Assistant and adjunct instructor in the Department of Health and Human Performance. She is a research assistant for the Community Partnership for Ethical Research in the School of Medicine.



Amy Marshman

Awarded the Certificate of Achievement in December 2010

Faculty mentors:

Dr. James Farmer, Associate Professor

Dr. Paula Winn, Adjunct Faculty

Department of Art History, VCU School of the Arts

Amy is a PhD student in the Art History program in the VCU School of the Arts. Her dissertation focuses on the construction of Art History of Southwest Native Americans.

Amy graduated magna cum laude with a Bachelor of Arts in Art History and holds a Master of Arts in Art History, both from VCU. Her master's thesis is entitled "A Stylistic Reevaluation of Two 'Tiahuanaco Masks' from the Virginia Museum of Fine Arts". Amy was a 2009 recipient of a Phi Kappa Phi Scholarship, and has served as a graduate teaching assistant and adjunct instructor in the School of the Arts.

Otis Jarvis

Certificate of Achievement to be awarded in May 2011

Faculty mentor:

Dr. Charles Byles, Associate Professor, Department of Management, VCU School of Business

Otis attended Hampton University and received his Bachelor of Business Administration in Management (Deans List) from Averett University, Danville, Virginia. Otis attained his Master of Business Administration in Management from Huizenga School of Business, Nova Southeastern

University in Fort Lauderdale-Davie, Florida. His master's thesis is entitled: "Organization Audit, Capital One Financial". Otis also holds state certifications in Real Estate Valuation, Real Estate Brokerage and Real Estate Instruction. Otis currently serves as an adjunct instructor of management in the VCU School of Business.



PFF Program Alumni Spotlight: M. Lori Thomas, Ph.D.



M. Lori Thomas is an Assistant Professor of Social Work at UNC Charlotte. She completed her Ph.D. in Social Work at VCU in 2008. Her scholarship interests include organization and community practice in homelessness, particularly homelessness among older adults and those experiencing serious mental illness or co-occurring disorders. Lori is also interested in the intersection of religion and social welfare, completing national collaborative research on best practices in faith-based human services and dissertation research on faith-based advocacy organizations. Lori has over 10 years of work experience in affordable housing and homeless services. Most recently, she coordinated and directed the development of a permanent housing and comprehensive mental health program for homeless individuals in the Greater Richmond.

Lori's community engagement activities are aligned with her research interests and practice experience.

In 2010, Lori was appointed to the Charlotte-Mecklenburg Coalition for Housing by the Mecklenburg County Board of Commissioners. She serves the Coalition as the chair of the Research and Evaluation Committee. She is also leading the evaluation efforts of permanent supportive housing programs at Urban Ministry Center and McCreech Place in Charlotte, North Carolina. As a teacher, Lori was awarded the 2010 CHHS Graduate Teaching Award. Lori has recently been named a 2011 Hartford Faculty Scholar. Funded by The John A. Hartford Foundation of New York City and administered by The Gerontological Society of America, the [Geriatric Social Work Initiative](#) cultivates faculty leaders in gerontological education and research through the [Faculty Scholars Program](#) in training academic leaders to teach, mentor, do cutting-edge research, and prepare the next generation of social workers to serve older adults.

What does "Preparing Future Faculty Program" mean to you?

I immediately think of being introduced to aspects of academia that I was relatively naïve about! For example, I hadn't thought about distinguishing between the idealized version of the three-legged tenure stool (with the legs of teaching, research, and service being balanced) and the contextual realities of tenure (in some college and university settings one or two legs may be longer than the others challenging the notion of balance). I also remember the tools that I was given that I continue to draw from – teaching tips; grading tips; adult learning styles, philosophies, and frameworks.

How did experiences with the PFF Program and receipt of the PFF Program Certificate of Achievement give you an 'edge' in your career?

The first place the PFF program gave me an edge was on the job market. I had a teaching philosophy, a vetted CV, and a five year professional development plan before I went for campus visits because of my work in the PFF Program. In addition, I reviewed the notebook I had created from my PFF classes to compile a list of questions I wanted to ask in screening interviews at national conferences and at campus visits. The PFF classes and mentorship of an experienced faculty member helped me prepare for that process and gave me confidence. I have since called on my PFF materials to help me think about my own professional development. As I write my annual goals each year, I refer back to my PFF materials and notes. As I prepare syllabi, I draw from our discussions of rubrics and assignments and multiple learning styles to inform me. I actually keep my PFF materials in a file box in my office and use them when I have practical questions about research, teaching, or service. Also, you can't underestimate the added entry on your CV that indicates that you have invested time and energy in preparing yourself for a faculty role!

Spotlight interview continued on next page...

The capstone experience of the PFF Program is the internship/externship in which the student is mentored by a senior faculty member. Tell us a little bit about your internship/externship experience, and share with us the impact that the project and the mentoring relationship had on you.

I'm not sure if I can emphasize the importance of this component! I worked with [Dr. Ellen Netting](#) in the School of Social Work to teach a macro practice social work course. I had what seemed like a million questions through the process and she was available to answer them for me and put my experiences in context. This was invaluable. I can't imagine beginning to teach without this experience.

What is the most crucial piece of advice that you would give to students currently enrolled in the PFF Program coursework?

Ask questions! Let the PFF faculty examine your teaching philosophy, your professional development plans, your CV – take advantage of the expertise around you!

Are you interested in reading more PFF Program Alumni Spotlights?!

Go to the PFF Program's "Resources" page: <http://www.graduate.vcu.edu/programs/pff/resources.html>!

VCU Workshops and Events for Current and Future Members of the Academy

Workshops from the [Center for Teaching Excellence \(CTE\)](#) for the remainder of the semester are listed below. These workshops are open to graduate students! For more information on the workshop topics and to **register**, click on the topic below. If the hyperlinks are not enabled on your computer, then please visit the [CTE Workshops page](#) to learn more and to **register**.

5/19/2011	9:00am	Getting Started with Blackboard 9
5/19/2011	2:00pm	Assignments and Grade Center in New Blackboard 9

[VCU Libraries](#) offer a variety of workshops of interest to graduate students – the workshops for the remainder of the semester are listed below. For more information on the workshop topics, click on the topic below. Some workshops/events require you to **register**, so be sure to follow the link provided. If you have trouble with the links or wish to view other events, please visit the [VCU Library Events and Classes page](#) or go to the [VCU Training website](#) to search.

5/17/2011	Noon	Brown Bag Lunch: Making GCP Your Standard Research Practice	MCV
6/21/2011	Noon	Brown Bag Lunch: Strategies and Tools for Patient Recruitment	MCV

VCU-sponsored Social, Arts and Popular Culture Events of Interest to Graduate Students

Here are some events that you might be interested in checking out May. Take a break and enjoy what is being offered around campus!

- VCU Baseball v. Richmond game at the Diamond on Tuesday, May 10th, 7:00 p.m. Free for students!
- [VCU Recreational Sports](#) offers a number of exciting outdoor recreation opportunities, including the October 6 (7:00-10:30 p.m.) *Canoeing Under the Stars*, which is held at Swift Creek Reservoir. This trip is

terrific for parents with younger children. A guide familiar with the constellations will be along. Price includes transportation, equipment, and guides. Cost: Student: \$5, Faculty/Staff: \$7, +1/A/G: \$9. For more information about this and other events sponsored through the Recreational Sports office, visit their website: <http://www.recsports.vcu.edu/>.

- **VCU Student Affairs** sponsors a “Things to do around VCU” website that provides links to calendars and events of potential interest to graduate students: <http://www.vcu.edu/thingstodo/>.

“Tomorrow’s Professor” Postings

Each month we showcase postings on four diverse topics related to faculty issues, teaching and learning, and scholarship from the multi-organization sponsored “Tomorrow’s Professor” postings program. Each posting is listed with Dr. Rick Reis’s selected quotation introduction as well as his own introduction, and the title. This introduction will provide you with background necessary to decide if you want to read the whole posting. To read the full posting, simply follow the link provided. To learn more about “Tomorrow’s Professor” in general, please visit <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php>. There are almost 1,000 postings. To learn more about Dr. Reis, visit his website: <http://ctl.stanford.edu/Tomprof/reis.html>. We hope that you enjoy this month’s postings and that you find the information to be useful to you during your academic journey!

Tomorrow’s Professor Msg. #1085

"In the end, remember that the job talk is not another defense of your work. You don't have to prove your competence. Instead, consider it a demonstration of your ability to contribute and collaborate as a potential colleague and as a clear communicator. That's what your audience is most interested in knowing."

Folks:

The posting below gives some great tips on preparing for the all important academic job talk. It is from the February 2011 issue of the online publication, Graduate Connections Newsletter: Professional Development Network Tips and strategies to give graduate students a leg up in launching a professional career [<http://www.unl.edu/gradstudies/current/dev/newsletter/>], pp 4-7, from the University of Nebraska-Lincoln and is published by the Office of Graduate Studies.

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Link to this posting: <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=1085>

Tomorrow’s Professor Msg. #1072

"One of the developmental milestones of a doctoral student's graduate school career is to begin to develop an identity as a future member of the professoriate. Optimally, students will be given a series of increasingly more demanding teaching experiences that will help them "try on" the identity of a teaching faculty member. "

Folks:

The posting below looks at four desired outcomes of graduate education for students aspiring to faculty careers. It is from Chapter 1, Doctoral Student Socialization for Teaching Roles, by Melissa McDaniels, in the book, ON BECOMING A SCHOLAR: Socialization and Development in Doctoral Education, edited by Susan K. Gardner and Pilar Mendoza. Published by Stylus Publishing, L, 22883 Quicksilver Drive, Sterling, Virginia 20166-2102. Copyright © 2010 by Stylus Publishing, LLC. All rights reserved. Reprinted with permission.

Link to this posting: <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=1072>

Tomorrow's Professor Msg. #1087

"So what is my voice as a scholar now? Just like 35 years ago, I'm taking ideas from one discipline and helping people use them in their own lives. Back then, it was using ideas from medicine and social science to help women make good decisions; now it is using ideas from the higher education field to help faculty members make good decisions. Always with the principle that we learn most from listening to one another and that our networks of relationships change the world. I think these are principles that are very deep in my generation. "

Folks:

The posting below looks at the four decade academic career of sociologist and how it evolved both through personal growth and contemporary developments. It is by Susanne Morgan of Ithaca College in Ithaca, NY, and is #54 in a series of selected excerpts from The National Teaching and Learning Forum newsletter reproduced here as part of our "Shared Mission Partnership." NT&LF has a wealth of information on all aspects of teaching and learning. If you are not already a subscriber, you can check it out at [<http://www.ntlf.com/>] The on-line edition of the Forum--like the printed version - offers subscribers insight from colleagues eager to share new ways of helping students reach the highest levels of learning. National Teaching and Learning Forum Newsletter, Vol. 20, Number 2, February 2011. © Copyright 1996-2011. Published by James Rhem & Associates, Inc. All rights reserved worldwide. Reprinted with permission.

Link to this posting: <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=1087>

Tomorrow's Professor Msg. #1051

"One may ask why it is necessary to understand academic freedom, and how it relates to the role of faculty in traditional organizations to discuss faculty at for-profit institutions. We do so because in one sense, the contrast is not very significant, and yet in another, the differences are vast. That is, at most traditional and for-profit institutions, faculty teach courses to students. However, to make such a facile comparison is, as previously stated, a bit like implying that since a bicycle and an airplane are both means of transportation, they are quite similar. As we previously outlined, although faculty teach classes at traditional institutions, the impetus of the organization is quite different from a simple desire to offer courses, much less to make a profit. "

Folks:

The excerpt below compares faculty work and traditional and for-profit institutions. It is from Chapter Four, Differences in Academic Work at Traditional and For-Profit Postsecondary Institutions, Policy Implications for Academic Freedom, by William G. Tierney and Vicente M. Lechuga in the book, For-Profit Colleges and Universities: Their Markets, Tegulation, Perfornance, and Place in Higher Education, edited by Guilbert C. Hentschke, Vicente M. Lechuga, and William G. Tierney. Published by Stylus Publishing, LLC, 2283 Quicksilver Drive, Sterling, Virginia 20166-2102. [<http://www.styluspub.com/Books/Features.aspx>] © copyright 2010, by Stylus Publishing, LLC. Reprinted with permission.

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