

# Future Faculty Focus

## Preparing Future Faculty Updates

The Preparing Future Faculty Program is looking forward to recognizing those students who completed the PFF Program this academic year. Ten students have successfully finished GRAD 606, the capstone project, and three are anticipated to complete it at the end of the spring semester. PFF graduates and their faculty mentors will be recognized at the 15th Annual Graduate Student Research Symposium and Exhibit to be held on April 24th, from 11p.m. to 1p.m. All are welcome to come and support

their fellow students.

In an effort to stay better connected once program graduates have left VCU, the PFF office has set up a LinkedIn profile. We hope this will enhance our ability to see the long-term impact of the PFF Program and increase networking capacities.

The PFF Office, in conjunction with the Center for Teaching Excellence, is also planning a workshop for incoming graduate students interested in the Preparing Future Faculty Program or

who will be serving as teaching assistants. It will be held on Friday, August 17th, from 12:00 to 1:30 in Hibbs Hall, Room 303.

Lastly, we are delighted that *Shafer Court Connections* will be featuring the Preparing Future Faculty Program in an upcoming edition. An interviewer spent time with Dr. Sandkam, the PFF staff, faculty, and students. We are looking forward to the article, and encourage you to look for it as well.

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## Preparation to Assess Learning

The fall 2011 issue of the *Future Faculty Focus* discussed the May, 2011 Council on Graduate Schools report on "Preparing Future Faculty to Assess Student Learning." This report highlighted the need to prepare graduate students to engage in assessment of undergraduate student learning. As a follow-up, here is a list of web resources regarding learning assessment compiled by the National PFF Office.

- [Association of American Colleges and Universities: VALUE: Valid Assessment of Learning in Undergraduate Education \(AAC&U website\)](#)
- [The Carnegie Corporation of New York: Education and Accountability](#)
- [Center for the Integration of Research, Teaching, and Learning \(CIRTL\)](#)
- [Council for Aid to Education: Collegiate Learning Assessment in the Classroom](#)
- [Council of Graduate Schools: Preparing Future Faculty to Assess Student Learning](#)
- [Lumina's Tuning USA Project](#)
- [The National Institute for Learning Outcomes Assessment\\*](#)
- [The Teagle Foundation\\*](#)

\* The Teagle Foundation and the National Institute of Learning Outcomes Assessment (NILOA) provide additional catalogues of useful resources on their websites.

## ***Summer 2011, Fall 2011, and Spring 2012 GRAD 606 Faculty Mentors***

Central to the success of the PFF Program at VCU is the participation of a number of highly qualified and experienced graduate faculty who are deeply committed to the preparation of the next generation of the professoriate. We thank those who have served as faculty mentors who have worked one-on-one with graduate students during the capstone experience of the program over the past year. Their contributions to the continued success of the program are innumerable and greatly appreciated.

### ***Summer 2011***

[Dr. Sarah Price](#), Ph.D., Associate Professor, VCU School of Social Work.

Mentored David Axlyn McLeod, VCU School of Social Work, Ph.D. candidate, Social Work.

[Dr. Jacqueline McGrath](#), Ph.D., RN, FNAP, FAAN, Associate Professor, VCU School of Nursing.

Mentored Yui Matsuda, VCU School of Nursing, Ph.D. candidate, Nursing.

[Dr. Susan Gooden](#), Ph.D., Professor, L. Douglas Wilder School of Government and Public Affairs and Executive Director of the Grace E. Harris Leadership Institute at VCU.

Mentored Lindsey Evans, L. Douglas Wilder School of Government and Public Affairs, Ph.D. candidate, Public Policy and Administration.

### ***Fall 2011***

[Dr. Wally R. Smith](#), M.D., Professor and Chairman of the Division of Quality Health Care, Medical Director of the VCU Center on Health Disparities, general internist and health services researcher.

Mentored Abdulkhaliq Alsaman, VCU School of Pharmacy, Ph.D. candidate, Pharmaceutical Sciences.

[Dr. Roy T. Sabo](#), Ph.D., Assistant Professor, VCU School of Medicine, Department of Biostatistics.

Mentored Adam Sima, VCU School of Medicine, Ph.D. candidate, Biostatistics.

[Dr. Laura Morgan](#), Pharm.D., M.Ed., BCPS, Associate Professor, VCU School of Pharmacy, Department of Pharmacotherapy & Outcomes Science.

Mentored Amal Akour, VCU School of Pharmacy, Ph.D. candidate, Pharmaceutical Sciences.

[Dr. Patricia Slattum](#), Pharm.D., Ph.D., Associate Professor & Geriatric Pharmacotherapy Program Director, VCU School of Pharmacy, Department of Pharmacotherapy & Outcomes Science/Department of Pharmaceutics.

Mentored Deanna Flora, VCU School of Pharmacy, Ph.D. candidate, Pharmaceutical Sciences.

[Dr. James McMillian](#), Ph.D., Department Chair and Professor, VCU School of Education, Department of Foundations in Education.

Mentored Kelly Lockeman, VCU School of Education, Ph.D. candidate, Education.

[Dr. Spencer Harpe](#), Pharm.D., Ph.D., MPH, Associate Professor, VCU School of Pharmacy, Department of Pharmacotherapy & Outcomes Science.

Mentored Maryam AlOwayesh, VCU School of Pharmacy, Ph.D. candidate, Pharmaceutical Sciences.

[Dr. Amy L. Pakyz](#), Pharm.D., Associate Professor, VCU School of Pharmacy, Department of Pharmacotherapy & Outcomes Science & [Dr. Leigh Hylton-Gravatt](#), Pharm.D., Assistant Professor, VCU School of Pharmacy, Department of Pharmacotherapy & Outcomes Science.

Mentored Mera Ababneh, VCU School of Pharmacy, Ph.D. candidate, Pharmaceutical Sciences.

For additional information on the PFF Program, including how to submit a proposal to complete GRAD 606, visit the PFF [website](#) or [blog](#), email us at [pffprogram@vcu.edu](mailto:pffprogram@vcu.edu), call (804) 827-4545, or stop by the PFF Office, Moseley House, 1001

## Books of Note

Along with dedicated faculty mentors, the Preparing Future Faculty Program is also dependent upon, and grateful for, the service of the PFF Advisory Committee. These faculty donate their time and expertise to advise the program and teach courses to assure its success. They are experts in the subjects taught in the PFF Program and innovators in their respective fields.

Dr. Maïke I. Philipsen and Dr. Ann Nichols-Casebolt, members of the PFF Program Advisory Committee, have recently published books regarding topics covered in PFF courses they teach. The PFF Program would like to congratulate them on these recent accomplishments and thank them again for their service to the PFF Program.

In 2010, Dr. Maïke I. Philipsen, along with Dr. Timothy B. Bostic of Old Dominion University, published "Helping Faculty Find Work-Life Balance: The Path Toward Family-Friendly Institutions," published by Jossey-Bass.



This text focuses on the specific challenges that faculty members face and how these challenges change over the course of a faculty career. Topics covered in the book include the changing academic workplace, roles and rewards, the issue of tenure, the division of labor inside the home, spousal/partner hiring practices, the changing definition of fatherhood, how individuals cope, and what exemplary institutions are doing to

reform the system. The authors explore actions to be taken by both faculty and the institutions where they work.

In 2011, Dr. Philipsen, with Dr. Samuel M. Caver, published "Foundations of Education: Problems and Possibilities in American Education," published by Continuum. This text uses historical, philosophical and sociological perspectives to examine major issues facing contemporary American education.

Dr. Ann Nichols-Casebolt recently published "Research Integrity and Responsible Conduct of Research," published by Oxford University Press, 2011. This text provides specific guidelines regarding the practical considerations, recommendations, and tools in the ethical and responsible practice of social work research.



Using core instructional areas identified by the U.S. Office of Research Integrity, this essential guide covers data acquisition, management, sharing and ownership; conflict of interest and commitment; subjects' protection; research misconduct; publication practices and responsible authorship; mentor and mentee responsibilities; peer review; and collaborative science. Case studies designed to enhance critical

thinking about ethical dilemmas confronted by social scientists in the practice of research are also included. Drawing on research, curriculum models, and identified best practices that have been primarily developed for biomedical researchers, the book presents practical strategies for educating and promoting Responsible Conduct of Research among social scientists.

## Fall Course Offerings

### **GRAD 601: The Academic Profession**

Instructor: Dr. Maïke Philipsen

Thursday, 5:00 - 6:40 p.m.

Harris Hall 2129

4:00 - 4:50 p.m.

Harris Hall 3133

### **\*OVPR 603: Responsible Conduct of Research**

Instructors: Dr. Ann Nichols-Casebolt

This is a hybrid course. The majority of the course work will be done online, with three in-class meetings.

Wednesday Sept. 14th, October 19th, and November 9th

\*OVPR 603 was formerly GRAD 603.

Those who have already taken GRAD 603 will not be required to take OVPR 603. This course is offered through, -and can be found under, the Office of the VP for research on eservices. Other Responsible Conduct of Research courses can fulfill this requirement, with approval from the PFF Office.

*"GRAD 601 taught me about the realities of what it means to have a faculty career and about the different types of career options available."*

- Anonymous student on GRAD 601 fall 2011 course evaluation

## ***PFF Program Alumni Spotlight: Yui Matsuda , Ph.D. in Nursing candidate***



Yui is a doctoral student in nursing and is concurrently completing a Master of Public Health degree. She lived in Japan until 2001 when she came to the United States to attend Liberty University, and received her BS in nursing in 2005. She is currently a teaching assistant for the Department of Family and Community Health Nursing in the School of Nursing at VCU. Yui completed her Preparing Future Faculty curriculum in fall 2011.

**What does the “Preparing Future Faculty Program” mean to you? When you hear the program’s name, what are some of your immediate thoughts/reflections/memories?**

“Jeff and Britt” is the first thing I thought of. I acknowledge and thank all the great professors who taught and led the course. However, I feel that GRAD 602 that Jeff and Britt led was unique, and made me think about being faculty and teaching from different perspectives.

**The mission of the PFF Program is to examine the question “What does it really mean to be faculty?” How did your experiences in the PFF Program enhance your understanding of what it means to be faculty and impact your plans for a career in academia?**

I think the courses which were integrated with internships have helped me see what it is like to be faculty and made me think about my future. I am particularly thankful for my mentor faculty, Dr. Jacqueline McGrath at the School of Nursing, who understood the objectives of the internship and gave me opportunities to come to grant review meetings, join faculty/committee meetings, and help me learn about the tenure-review process. Those experiences have aided me to further learn and expose myself to the types of things I may do and think about as faculty.

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

I think the experiences I gained from the PFF Program have helped me understand further what being on a faculty entails, and knowing what I am signing up for is really important before I actually sign it up.

While the focus of the doctoral courses is on research, this Certificate of Completion demonstrates that I have made an effort to learn about teaching. The courses covered, including balancing personal and work life, use of technology in academia, information about job search, etc., and all of these

topics are important to consider, but may not be covered elsewhere. I feel that the Program has given me an opportunity to further look into what it is to be faculty and has given me a better idea about what I am going into.

**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.**

The internship experience was very valuable, because it integrated what I have learned in the coursework. In addition to giving a lecture, my faculty mentor, Dr. Jacqueline McGrath, has given me opportunities to join grant review meetings, faculty/committee meetings, and helped me learn about the tenure-review process. We also had dialogs about expectations for new faculty, and she shared with me her experiences at different schools where she has worked. Dr. McGrath has been my advisor for 4 years; therefore our relationship did not start at the internship. Through learning from her and working with her, I have learned what it is like to be faculty and a mentor, and I am grateful to have a mentor like Dr. McGrath. She has a quote on the bottom of her e-mail: “Some people will blow out your candle to make theirs shine brighter... I will lend you my candle to help yours burn.” I believe that this quote truly reflects who she is and cannot thank her enough for helping mine burn.

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

I would advise them to choose the faculty mentor who understands them and will give them opportunities to maximize their internship experience.

**Go to the PFF Program’s “Resources” page:**

**<http://www.graduate.vcu.edu/programs/pff/resources.html> to read previous Alumni Spotlights.**

# “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, 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>. All postings are archived at <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php>

## Tomorrow’s Professor Msg. #1146: Designing and Delivering Effective Lectures

*“College is a place where the professor’s lecture notes go straight to the students’ lecture notes, without passing through the brains of either.” – Mark Twain*

The posting below, a bit longer than most, gives twelve excellent tips on how to improve your lectures. It is by Jason N. Adsit at the State University of New York, Buffalo and is #57 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 5, September 2011. © Copyright 1996-2011. Published by James Rhem & Associates, Inc. All rights reserved worldwide. Reprinted with permission.

## Tomorrow’s Professor Msg. #1117: Non-Tenure-Track Faculty in Higher Education: Theories and Tensions

*“One of the goals of this monograph is to advance the current dialogue about the role of non-tenure-track faculty in higher education and the next steps toward the future of this faculty. The authors compare empirical data with the preconceived notions, ideologies and anecdotal evidence to challenge stereotypes and misconceptions that people may have of non-tenure-track faculty, their quality, and their experience.”*

The posting below is the executive summary of the report, Non-Tenure-track Faculty in Higher Education: Theories and Tensions by Arianna Kezar and Ceclie Sam. It is from the ASHE (Association for the Study of Higher Education) Higher Education Report: Volume 36, Number 5 Kelly Ward, Lisa E. Wolf-Wendel, Series Editors. Copyright © 2010 Wiley Periodicals, Inc., A Wiley Company. All rights reserved. Reprinted with permission.

## Tomorrow’s Professor Msg. #: 1157: Use of Laptops in the Classroom: Research and Best Practices

*“Across campus, laptops and other mobile devices, such as iPads and smartphones, are appearing in greater numbers in the classroom. In a CTools survey of 1,415 U-M students conducted in Winter 2010, over 50% of respondents reported bringing their laptops to class at least once per week (USE Lab, Digital Media Commons, 2010). Many faculty see this trend as an opportunity for more innovative teaching, and they are exploring ways to leverage this technology to increase student engagement during lecture. However, other faculty worry about potential distractions that mobile devices could introduce into their classrooms. In this Occasional Paper, we present the results of a CRLT research study that examined student perceptions of how laptops affect attentiveness, engagement, and learning, and we suggest guidelines for using laptops and other mobile devices effectively in the classroom.”*

The posting below looks at an important issue, the use of laptops in the classroom. It is by Erping Zhu, Matthew Kaplan, Charles Dershimer and Inger Bergom (see bios at the end of this posting) and is from the Center for Research on Learning and Teaching (CRLT) [<http://www.crlt.umich.edu/>] at the University of Michigan. The article is part of the CRLT Occasional Papers series published on a variable schedule by CRLT, No. 30. © Copyright 2011 The University of Michigan. Reprinted with permission.

## Tomorrow’s Professor Msg. #: 1141 Assuring Effectiveness and Productivity in Higher Education

*“Interestingly it wasn’t so long ago that some colleges adopted what they called the Chivas Regal pricing model, on the assumption that families would equate high tuition with high quality and high prestige. Somewhere along the way that philosophy seems to have been sidelined and people, including policymakers, are demanding value.”*

The posting below looks at 10 critical considerations for improving productivity in undergraduate higher education. It is Robert A. Scott, president Adelphi University ([ras@adelphi.edu](mailto:ras@adelphi.edu)) and its first appearance in OnCourse: Business insights and trends for trustees and higher education administrators, October 2011. © 2010 Grant Thornton LLP. All rights reserved US member firm of Grant Thornton Ltd. [www.GrantThornton.com](http://www.GrantThornton.com). Reprinted with permission.