

2009-2010 Future Faculty Program Participants

Each academic year, fifteen award-winning graduate teaching assistants from across campus are selected to participate in the Future Faculty Program. This nationally recognized program is sponsored by the Dean of the Graduate School and coordinated by the Center for Teaching and Learning (CTL). Participants in the program are experienced teaching assistants who have been recognized at the institutional level for their outstanding teaching and are preparing for careers in higher education. This year, the program has been redesigned to be more project-based, with a focus on teaching portfolios in the fall and course design in the spring.

The Future Faculty Program participants began their fall semester by helping to plan and facilitate the University-wide TA Orientation. This event provides tools and resources to new and returning graduate teaching assistants in order to prepare them to begin teaching at UGA. Over 530 graduate students attended the event.

The program participants have continued to meet over the fall semester to discuss effective teaching techniques in order to foster student learning. While sharing resources and ideas with each other, they also take these ideas back to their departments to share through workshops and seminars. Additionally, the participants have been preparing teaching portfolios for submission to the graduate school through the Teaching Portfolio Program (see page 2 of this newsletter for more information about this program).

The participants have also interacted with experts from across campus who



Front Row (left to right): **Nancy Riley**, Music; **Marylen Rimando**, Health Promotion; **Jamie Landau**, Speech Communication; **Melinda Camus**, Veterinary Pathology; **Lin Wang**, Comparative Literature; **Nicole Hurt**, Speech Communication/Women's Studies; **Christen Bradley**, Sociology; **Erin Presley**, English; **Jake Resch**, Kinesiology.

Back Row (left to right): **Luanna Prevost**, Plant Biology; **Diana Young**, Psychology; **Joshua Haynes**, History; **Gregory Moss**, Philosophy; **Lincoln Larson**, Forestry; **Matthew Lovelace**, Educational Psychology and Instructional Technology.

spoke about current and emerging topics in higher education, including Gara Field from the Division of Academic Enhancement, who spoke about how students learn; Sherry Clouser from the Center for Teaching and Learning, who combined an overview of Google Pages and eLC with ideas for how to use these technologies in the classroom; and Doug Toma from the Institute of Higher Education, who talked about institutional typology.

In the Spring, the participants will continue to develop a deeper understanding of teaching and learning in higher education but will also concentrate on other areas of professional development, such as the academic job search and the transition from graduate student to professor. The program will culminate with a retreat to Sapelo Island to explore what it means to be a successful faculty member. Recipients of the Outstanding Teaching Assistant and the Excellence in Teaching Awards are invited to apply for next year's program. More information about the program can be found at: http://www.ctl.uga.edu/teach_asst/ta_mentors/ta_mentors.htm.

Interdisciplinary Certificate in University Teaching

The Graduate School, in collaboration with the Center for Teaching and Learning, offers an Interdisciplinary Graduate Certificate in University Teaching. The Certificate is presented in cooperation with academic departments and administrative units that support teaching and learning. The goal of the Certificate is to provide doctoral and terminal professional degree students with a multifaceted program that supports the enhancement of the students' teaching skills, prepares them for future academic positions, and provides an academic credential that should enhance students' opportunities for academic employment.

Minimum requirements of the Certificate include teaching four sections, completing nine hours of course work related to university-level teaching, successfully creating a teaching portfolio, developing a teaching project that demonstrates creativity or innovation in teaching of a discipline, and demonstrating scholarship of teaching through preparation of a publication-ready manuscript or presentation of a teaching-related talk or poster at an appropriate professional meeting.

Receipt of the Certificate is documented on a student's official transcript and is also recognized in the Graduate School Commencement Ceremony booklet. Several recent graduates have indicated that the Certificate has been an excellent avenue for documenting additional skills and interests in teaching and has had a positive impact on job searches. For information about applying to the program, visit http://www.uga.edu/gradschool/academics/certificate_teaching.html

The Center for Teaching and Learning is offering the following three new classes in support of the teaching certificate program.

GRSC 7800: College Teaching and Student Learning

Formerly offered as an advanced section of GRSC 7770, this interdisciplinary course offered each spring semester focuses on how undergraduates learn. Participants will learn a variety of factors that influence teaching and learning in an attempt to discover and define what it means to be an effective college teacher, and will also discuss theory, techniques, and strategies for helping undergraduates become active learners. Students will design discipline-appropriate instructional activities, contribute to and lead class conversations regarding teaching and pedagogy, and write reflection papers based on their experiences and observations. For more information, contact Dr. Denise Domizi (dpinette@uga.edu).

GRSC 7900: Designing Courses for Significant Learning

This course, being offered for the first time in fall 2010, will give graduate students a foundation in course design grounded in strong pedagogical theory. Students will design or redesign a course in its entirety, beginning with their goals for their students and working through assessment to teaching and learning activities. For more information, contact Dr. Denise Domizi (dpinette@uga.edu).

EDHI 9040: Teaching with Technology in the College Classroom

EDHI9040, Teaching with Technology in the College Classroom, is an examination of instructional technology in the college classroom, on campus and online. The purpose of the course is to encourage participants to critically reflect on the use of instructional technologies in their fields and provide them with opportunities to develop skills in employing technology in the classroom. Topics include an overview of current and emerging technologies, how technology may facilitate teaching and learning, incorporating technology into the disciplines, and teaching online. Class activities include maintaining a blog, peer instruction, writing a wiki, and designing instruction that incorporates technology. The course meets face-to-face for the majority of the semester, but also includes four weeks meeting exclusively online. For more information, contact Dr. Sherry Clouser (sac@uga.edu).

Graduate School Teaching Portfolio Program

Since the spring semester of 2005, the Graduate School has sponsored the Teaching Portfolio Program. The purpose of the program is to encourage graduate students to document their teaching experiences at UGA in order to reflect upon and improve their teaching and to prepare them to present their teaching accomplishments on the job market. Many graduate students have found that preparing a teaching portfolio well before they begin their academic job searches has greatly helped them during the application process. Some even credit a teaching portfolio for helping them get their jobs!

Every semester, the Graduate School considers teaching portfolios for certification. Participants in the portfolio program not only get Graduate School recognition for their portfolios but also receive feedback from faculty members on their individual portfolios. Additionally, the teaching portfolio is the cornerstone for the Graduate School's Interdisciplinary Certificate in University Teaching. For more information about the portfolio program, visit the CTL's website:

http://www.ctl.uga.edu/teach_asst/teaching_portfolio.htm

Teaching Portfolio Workshops

This series of three workshops was designed to help graduate students create teaching portfolios for the Graduate School's Teaching Portfolio Program. During Workshop 1, teaching philosophy statements will be discussed and participants will begin to write teaching philosophy statements. During Workshop 2, participants will peer-review and receive feedback about their teaching philosophy statements. During Workshop 3, participants will bring additional portfolio components, including student work and teaching materials, or entire portfolios being readied for submission, to be critiqued.

Portfolio workshops are held in the CTL North Conference room from 2:30-4:30 on the following dates:

Workshop 1: Wednesday, February 17

Workshop 2: Wednesday, February 24

Workshop 3: Monday, March 3

If interested in participating or for more information about the workshops, please contact Cara Gormally, Assistant to the TA Program at cgormally@plantbio.uga.edu or 706-542-1355.

Important Deadlines

**Nominations for Outstanding and
Excellence in Teaching Awards**

Due January 22, 2010

http://www.ctl.uga.edu/teach_asst/teach_asst.htm#awards

Graduate School Teaching Portfolio Nominations

Due March 17, 2010

http://www.ctl.uga.edu/teach_asst/teaching_portfolio.htm

GRSC 7770 Teaching Seminar Assistantship Nominations

Due March 19, 2010

Time Management for Graduate Students

Time management is a challenge that most graduate students face. When juggling assistantships with class schedules, writing, and research there rarely seems to be enough time for everything.

The challenge is to create a balance so that you can still do the things that bring you pleasure and keep you healthy, while also being a successful student so that you can succeed in your program and ultimately graduate!

So how can you find more time? One way to begin is by carefully keeping track of what you do with your time each day. Use an hourly tracker for a few days to see how you spend your time. You might be surprised by what you find. Do you log in an hour or two on Facebook every morning (or maybe 15-20 minutes here and there throughout the day)? Do you tend to spend considerable amounts of time in coffee shops chatting with friends when you intended to be working?

To find that extra time, look back at the tracker you made. Make a list of your major time wasters and then come up with a couple strategies for each. For example, if the “ding” of your email notifier is too irresistible for you to ignore, force yourself to turn it off while you are working. If you manage to stay on task for a pre-determined amount of time, reward yourself with a quick check of your email and then get back on task!

The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is a support unit of the Office of the Vice President for Instruction. It is devoted to the advancement of instruction and faculty development at The University of Georgia. CTL sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. Dr. Nelson Hilton is the Director of CTL. Dr. Paul Quick and Dr. Denise Domizi coordinate Faculty and TA Development.

- * Fall Orientation for TAs and LAs
- * GRSC 7770, 7800, 7900
- * TA Handbook
- * TA Newsletter
- * Teaching Resource File
- * Individual Consultation
- * University Awards for Outstanding Teaching
- * Mentor Program for Future Faculty
- * Instructional Technology Resources
- * Teaching Seminars
- * Web Resources on Teaching (<http://www.ctl.uga.edu/>)
- * Teaching Portfolio Samples and Consultation
- * University Teaching Certificate Support
- * eLC Help Sessions

GTA Newsletter is a publication of the Center for Teaching and Learning. Teaching Assistants are encouraged to submit articles for publication in this newsletter. Submissions should be forwarded to Paul Quick at pauquick@uga.edu or Denise Domizi at dpinette@uga.edu.

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Teaching Support
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