Session 5: Next Generation Faculty

- Attendees:
  - UCAR member institutions - 14
  - UCAR affiliate members - 7
  - UCAR - 5
  - NSF - 1

- Recorded 36 comments from 19 different participants
Focus

- How can the UCAR↔universities partnership become an agent for helping to train the next generation of college/university faculty?
- How can we exploit existing partnerships to build strong linkages for meeting the needs for preparing future faculty?
Observations: Teaching Challenges

- Striking a balance between teaching and research
- Need to communicate science to non-scientists
- Changing character of undergrads
  - Don’t know what plagiarism means
  - Can’t distinguish glitz from substance
- Undergrad research provides effective learning
Observations: Challenges to the traditional faculty position

- Part-time and non-tenured positions for teaching
- Does tenure make sense in a market-driven university?
- Producing satisfied “customers” vs. maintaining high standards
Observations:
Needs of new faculty

- Recent hires are weak in teaching skills
- New faculty need assistance in basic writing and proposal writing
- New faculty need to be excellent teachers, explain our science to policy makers, work easily and comfortably across disciplinary lines
- Need to learn new “languages” for success in interdisciplinary programs
- Graduate students (future faculty) have limited views of faculty-related issues (many different kinds of departments, some universities don’t have undergrad programs)
Observations:
Support for new faculty

- Centers for Teaching Excellence
- Reducing number of undergrads
- Assistance in proposal writing
- COMET modules could be designed to meet specific needs
Observation: Nature of departments in our discipline(s)

- No “standard” departmental model
- Some have undergrads, some not
- Some have graduate programs, some not
- Lots of interdisciplinary arrangements, but all are locally unique
- Diverse departmental missions

How can a future faculty member trained in one of our unique departments be equipped for success in a department with quite different expectations?
Recommendations

- UCAR should consider hosting symposia having people-focused issues for graduate students who consider themselves to be future faculty members.
- UCAR could poll universities to get a community-wide perspective on university and departmental changes, needs for future faculty.
Recommendations

- UCAR could serve as a clearing house in fostering linkages among its many members in promoting “immersion experiences”, both teaching and research

- Examples:
  - Facilitating a teaching semester at a UCAR Affiliate institution for a grad student whose department has no undergrad program
  - Facilitating a research semester (or summer) in another discipline
Specific Request

Find someone to organize, propose to NSF, and lead a traineeship program that would enable selected graduate students to work in labs (perhaps under joint mentorship) in other disciplines or sectors, or serve a semester in a primarily teaching institution under the guidance of a master teacher.
Session 5 Attendees

- Greg Byrd
- Jeff Barnes
- Paul Croft
- James Moore
- Greg Nastrum
- Joe Zebranski
- Lucy Warner
- Raj Pandya
- Jack Fellows
- Mary Jo Richardson
- Bernard Grant
- Fred Stafford
- John Halsdon
- John Raitt
- Vince Idone
- Kathleen Tierney
- Carole Knight
- Ken Sasson
- Bruce Berryman
- Joel Norris
- Ernie Agee
- David Smith
- Chuck Wash
- Rich Clarke
- Neil Lane
- Kaye Howe
- Gene Takle