

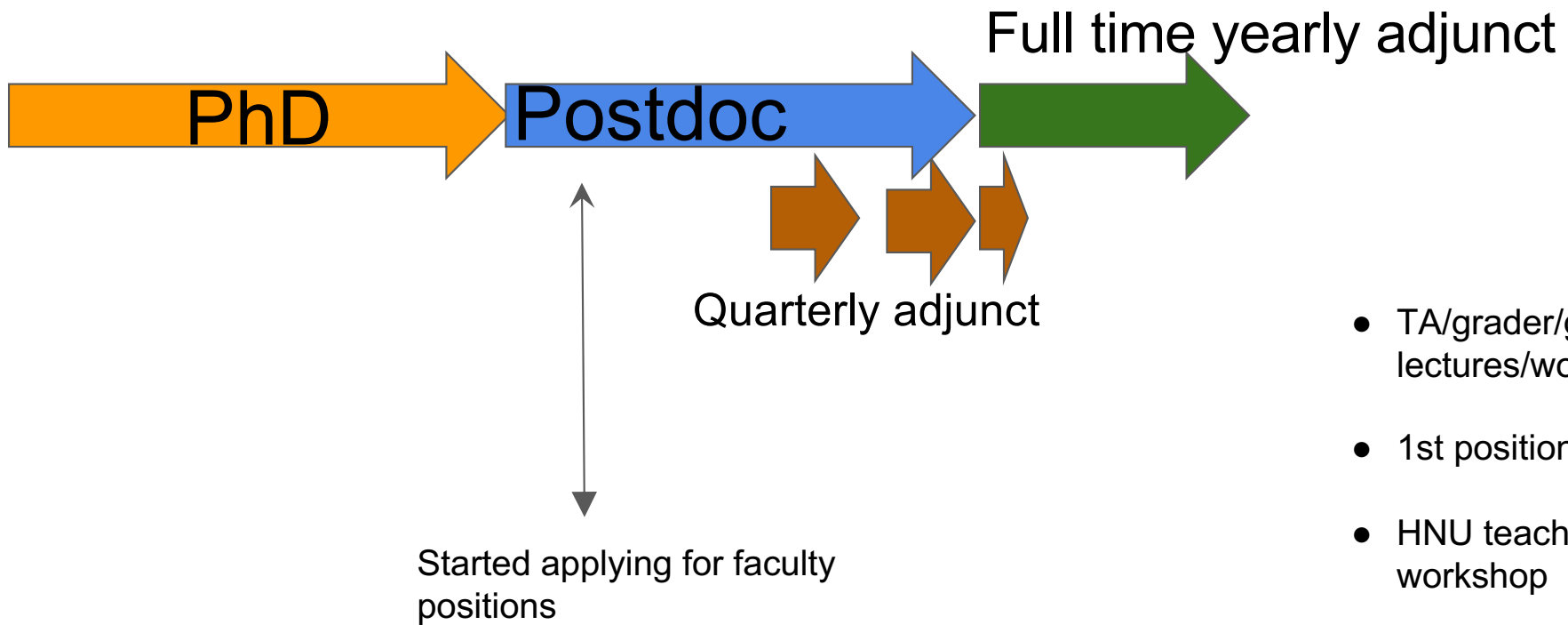
Is Teaching Part of Your Plan?



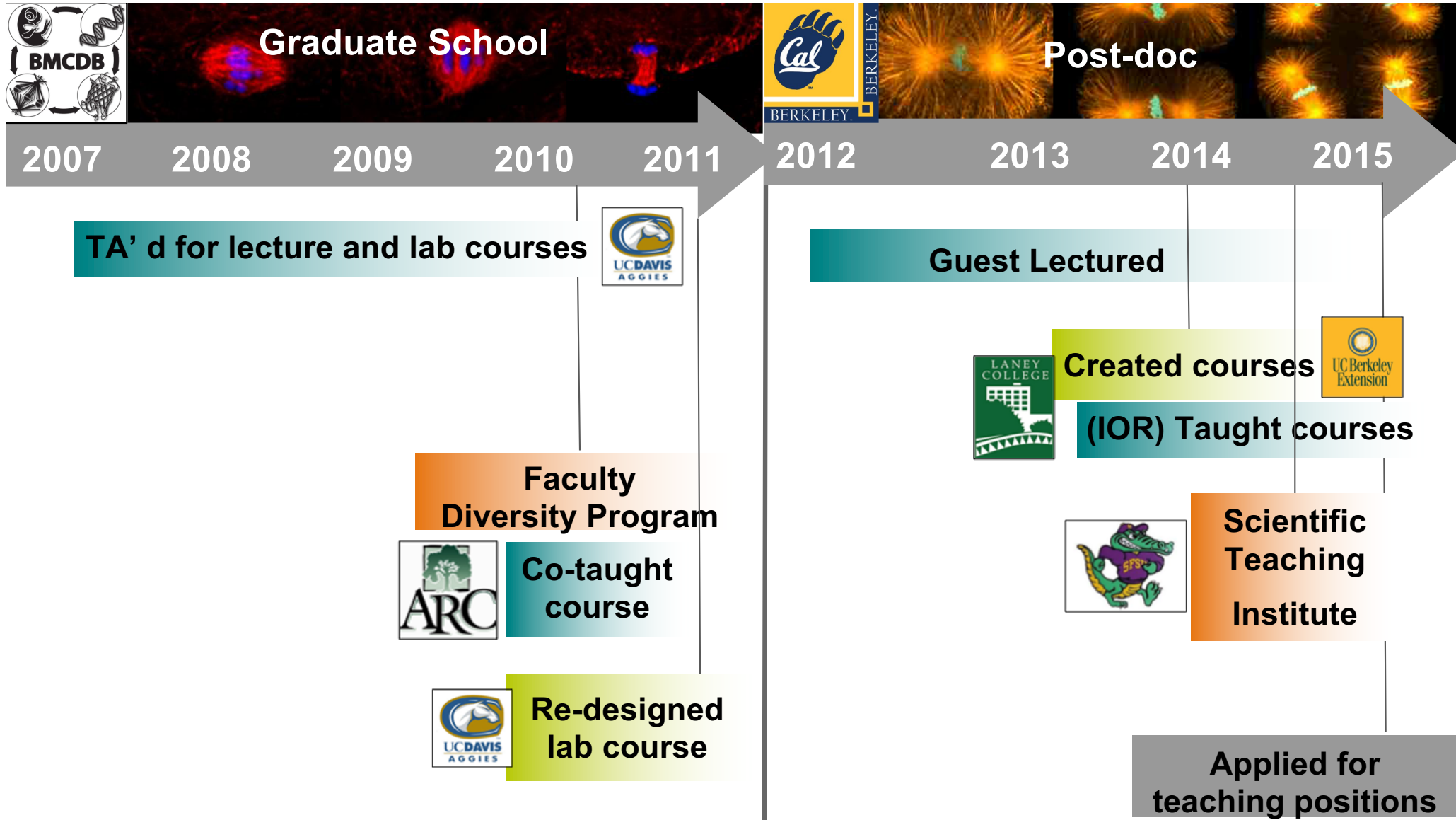
Mona Monfared, PhD
Marina Crowder, PhD

Lecturers PSOE (Potential Security of Employment) in the MCB Department

Mona's pathway



- TA/grader/guest lectures/workshops
- 1st position: CV on file
- HNU teaching workshop
- CVs of successful candidates



Graduate School

Post-doc

2007 2008 2009 2010 2011 2012 2013 2014 2015

TA' d for lecture and lab courses



Faculty Diversity Program



Co-taught course



Re-designed lab course

Guest Lectured



Created courses



(IOR) Taught courses



Scientific Teaching Institute

Applied for teaching positions

LPSOE.....

Lecture with Potential of Security of Employment -----Teaching Faculty

Following the description in the APM 285:

- **Teaching and learning:**

- Teaching workload greater than that of a full-time faculty member
- Use of pedagogical [innovations](#)
- [Assessment](#) of learning outcomes

- **Professional/creative activities:**

- pedagogical or curricular [innovation](#),
- research and publication in [pedagogy](#),
- implement new teaching approaches based on [data](#) collected
-

- **University and public service**

PUIs (Primarily Undergraduate Institutions)

Research at a PUI needs to be:

Reasonable within their resources

Catered to undergraduates (time, effort, goal)

Metrics for tenure will vary with school/dept., teaching load will typically be large

Some types of non-professor [teaching positions](#) at a PUI:

Quarterly adjunct, Yearly adjunct (ex. AYAL: academic year adjunct lecturer), Non-tenured Lecturer (ex. renewable 3 yr contract), Tenured Lecturer, Instructor, Visiting Professor, Lab or Class Coordinator

TEACHING AT COMMUNITY COLLEGE



- Small class sizes
- Lower-division, introductory courses*
- No research component

Teaching positions

- Adjunct (per semester and course needs)
- Full-time/tenured faculty

Biology Education Research



- Science Faculty with Education Specialty (SFES)
 - Post-doc positions in Science Education

**Future Undergraduate Science Educators
(FUSE)**
Graduate Academic Certificate

GOAL: Develop and offer teaching professional development opportunities for CBS graduate students

Benefits of graduate pedagogical training

High engagement graduate pedagogical training:

- Increases college **teaching self-efficacy**
- Increases the **use of evidence-based teaching practices**
- Increase the likelihood of **securing a faculty position**
- No effect on time to degree

Callaghan and Coldwell, 2014

Connolly et al., 2016

Connolly et al., 2018

Nationally, graduate students in the biological sciences:

- **Are aware of and value evidence-based teaching**
- **Have limited access to opportunities for pedagogical training**
- **Perceive a lack of institutional support for teaching professional development**

Brownell & Tanner, 2012
Schussler et al., 2015
Goodwin et al, 2018

Integrating scholarly discipline-specific teacher training with research training



UC DAVIS
COLLEGE of
BIOLOGICAL
SCIENCES

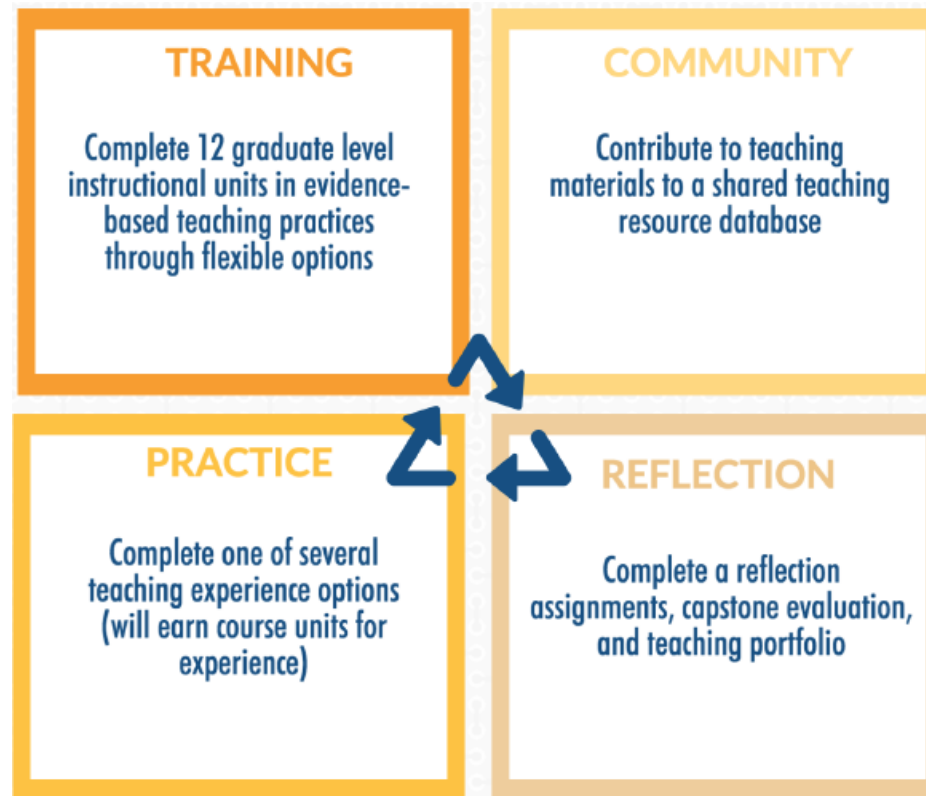


- **Discipline-specific** pedagogical professional development
- **Embedded** and administered by the disciplinary unit overseeing research training
- **Scalable** and adaptable across disciplines



Graduate Student Development and Preparation in the 21st Century (in press)

Future Undergraduate Science Educators Graduate Academic Certificate (FUSE)



**Future Undergraduate Science Educators
(FUSE)
Graduate Academic Certificate**

FUSE Courses

FSE 310: Effective Teaching of College Biology

FSE 392: Teaching Practicum in the Sciences

FSE 301: Developing Teaching Resources

FSE 305: Building a Teaching Portfolio

FSE 391: Scholarship of Teaching & Learning Seminar

**Submitted ICMS
Sept 2019**

**Future Undergraduate Science Educators
(FUSE)
Graduate Academic Certificate**

FUSE Courses

FSE 310: Effective Teaching of College Biology (3 units)

FSE 392: Teaching Practicum in the Sciences

FSE 301: Developing Teaching Resources

FSE 305: Building a Teaching Portfolio

FSE 391: Scholarship of Teaching & Learning Seminar

**Future Undergraduate Science Educators
(FUSE)**
Graduate Academic Certificate

FUSE Courses

FSE 310: Effective Teaching of College Biology

FSE 392: Teaching Practicum in the Sciences (2-6 units)

FSE 301: Developing Teaching Resources

FSE 305: Building a Teaching Portfolio

FSE 391: Scholarship of Teaching & Learning Seminar

**Future Undergraduate Science Educators
(FUSE)**
Graduate Academic Certificate

FUSE Courses

FSE 310: Effective Teaching of College Biology

FSE 392: Teaching Practicum in the Sciences

FSE 301: Developing Teaching Resources (2 units)

FSE 305: Building a Teaching Portfolio

FSE 391: Scholarship of Teaching & Learning Seminar

**Future Undergraduate Science Educators
(FUSE)**
Graduate Academic Certificate

FUSE Courses

FSE 310: Effective Teaching of College Biology

FSE 392: Teaching Practicum in the Sciences

FSE 301: Developing Teaching Resources

FSE 305: Building a Teaching Portfolio (2 units)

FSE 391: Scholarship of Teaching & Learning Seminar

**Future Undergraduate Science Educators
(FUSE)
Graduate Academic Certificate**

FUSE Courses

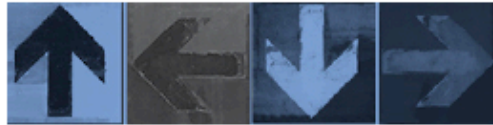
FSE 310: Effective Teaching of College Biology

FSE 392: Teaching Practicum in the Sciences

FSE 301: Developing Teaching Resources

FSE 305: Building a Teaching Portfolio

FSE 391: Scholarship of Teaching & Learning Seminar (2 units)



NEW DIRECTIONS FOR
TEACHING & LEARNING

Research Article

Integrating Scholarly Teacher Training with Discipline-Specific Research Training in STEM

Marina E. Crowder , Mona M. Monfared

First published: 07 October 2020 | <https://doi.org/10.1002/tl.20415>

UC DAVIS



Center for Educational Effectiveness

Office of Undergraduate Education

Center for Educational Effectiveness

Promoting and supporting effective learning for all students



CONSULTATION



WORKSHOPS



TEST SCORING



PROGRAM ASSESSMENT



CONTACT US

Resources on Campus (I)

SEMINARS, COURSES AND WORKSHOPS

- GradPathway in teaching and mentoring: <https://gradstudies.ucdavis.edu/professional-development/gradpathways/teaching-and-mentoring>
 - Tier 1 - Introductory, consists of workshops.
 - Tier 2 - In-Depth, features classes and seminars.
 - Tier 3 - Individualized Advising, provides one-on-one mentoring or specialized programming to meet individual needs.
 - Tier 4 - Community Building and Activities
- TA summer workshops (you earn a certificate): <https://cetl.ucdavis.edu/courses-and-events/tac-workshops/>
- Seminar in College Teaching (2 units of credit and a certificate, offered several times/year) <https://cetl.ucdavis.edu/courses-and-events/seminar-college-teaching.html>
- TA orientation each Fall: <https://cetl.ucdavis.edu/courses-and-events/ta-orientation.html>

Resources on Campus (II)

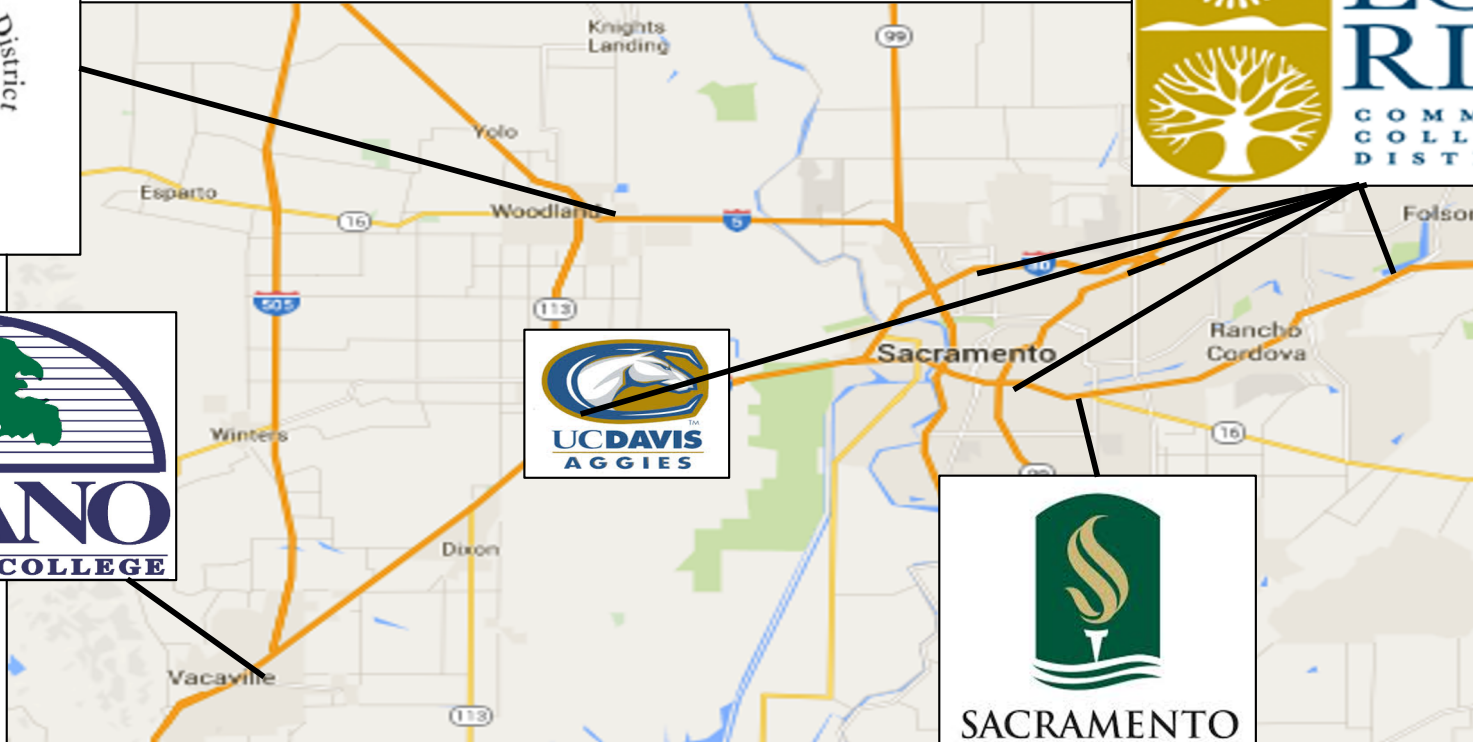
BUILDING COMMUNITY

- Graduate teaching community: <https://cetl.ucdavis.edu/courses-and-events/graduate-teaching-community.html>
- TA consultants: <https://cetl.ucdavis.edu/services/ta-consultants/index.html>

FELLOWSHIPS AND AWARDS

- Professor for the future (PFTF): one year long competitive fellowship (next deadline January 2016) <https://gradstudies.ucdavis.edu/professional-development/professors-future>
- Outstanding graduate student teaching award (last deadline March 2015) <https://gradstudies.ucdavis.edu/faculty-staff/graduate-council/outstanding-graduate-student-teaching-award>

Nearby Teaching Opportunities



Faculty Diversity Internship Program:

http://www.losrios.edu/hr/FDIP_Overview_2015_2016.pdf