

PROJECT TITLE:
**Development of On-line Course – PFF 700: Graduate Student
Professional Development**

Funded by the 2014 Faculty Innovator Grant

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Project Description: Most graduate students are prepared for high-level coursework and exceptional levels of work, but many are not prepared for life in the academy and for future careers in academia. This project will develop an on-line professional development course as a mechanism for better preparing graduate students by establishing a multidisciplinary community of scholars, and encouraging joint exploration of the academy and its expectations, socialization and networking, future career paths, and other relevant issues. The project will be count towards completion of the Preparing Future Faculty certificate and will be open to all ODU graduate students.

Project Implementation:

Development – Summer 2014

Pilot testing – Fall 2014

Course offering – Spring and Summer 2015

Assessment – Continuously throughout development, pilot testing, and offering

Course Delivery Type: Web-based (online)

Student Enrollment:

Fall 2014 – 9 students

Spring 2015 – 8 students

Summer 2015 – 7 students

Overview of the Learning Issue Addressed by the Project

This project developed an on-line professional development course as a mechanism for better preparing graduate students by establishing a multidisciplinary community of scholars, and encouraging joint exploration of the academy and its expectations, socialization and networking, future career paths, and other relevant issues.

Socialization and orientation of new graduate students is an important part of their greater education, although in most graduate programs they lie outside of traditional coursework. However, the knowledge of the graduate education process and expectations of the academy, development of key skills in teaching and networking, understanding of professional service requirements, appreciation for a multidisciplinary perspective, and other issues such as work-life balance are important for the successful completion of graduate school and for future job candidacies in academia.

This project addresses *three* issues key to the success of graduate students both as current students and as future faculty.

The *primary* issue we face is exposing these students to the details and expectations of the academy, so that they are well-positioned to acquire the necessary knowledge and skills for later success, both in the classroom environment and in all of the background preparation needed for later employment.

Success in the academy hinges on three key aspects – research, teaching, and service. However, most academic programs place heavy emphasis on research, but tend to neglect teaching and service. This oversight is not intentional, but most graduate coursework provide more than adequate coverage of research topics. Rarely do academic programs require courses in teaching, and while students are encouraged to participate in professional activities and engage in extracurricular and professional service, they are rarely instructed in the importance and relevance of such activities. The proposed course fills this gap in academic and professional preparation for our graduate students.

A *secondary* issue is the need to socialize the students with each other and develop a community of scholars from multiple disciplines that students can access for support over the course of their doctoral education.

One of ODU's focus has been (and is expected to continue to be) on growing its distance and on-line academic programs, including at the graduate level. As a result, we have seen growth in the number of graduate students attending ODU remotely. In addition, even in the traditional 'live' graduate programs there is a mix of full-time and part-time students. Related to this socialization component is the concern that distance/on-line and/or part-time students may feel alienated and lack the sense of belonging. A graduate program is difficult enough for most students, and the feeling that they are all alone in dealing with the pressures that the coursework and other program demands

place on the students, makes degree completion even more daunting. This is particularly true since part-time students may take classes with different students and the distance/on-line nature of graduate classes may make interactions with other students more challenging.

The on-line learning forum we seek to develop as part of the proposed course will address both of these issues by developing a community of interest and engagement, where time and place are not important (i.e., an asynchronous discussion and mutual learning community). This allows for greater inclusion of distance/on-line and part-time students in the support network offered to graduate students.

A *third* issue is to get graduate students who may be interested in future careers in academia oriented toward or open to on-line education opportunities and to asynchronous instruction and sharing. Given the wide range of age and academic backgrounds, many students may never have been introduced to on-line learning. We believe the on-line professional development course will help induce some additional thought about using this technology in students' later efforts. As on-line courses are become more prevalent across colleges and universities, graduate students who have greater exposure to and knowledge of the on-line environment may be better positioned for careers as faculty in the 21st century university.

Project Approach and Course Description

Our solution of these three issues was to develop an on-line, asynchronous professional development course that will be open to all graduate students at ODU. We created GRAD 700: Graduate Student Professional Development as a 1-credit hour, Pass/Fail, asynchronous on-line course. This course, designed using the Canvas Instructure platform, establishes a learning forum through which students are exposed to and encouraged to explore issues critical to graduate education, the academy, and success both in and beyond graduate school. The course also establishes a community of scholars and a network for peer support, linkages and collaboration, idea and information exchange.

The course description for GRAD 700 is as follows:

This course is a professional development course for graduate students that will better prepare them for success in graduate school and subsequently in their careers and the academy. It focuses on establishing a multidisciplinary community of scholars, and encouraging joint exploration of the academy and its expectations, socialization and networking, future career paths, and other relevant issues. Students will develop a professional portfolio to integrate learning, document progress along their professional development plan, and showcase their academic and professional achievements.

The GRAD 700 course is also designed to be integrated with the Preparing Future Faculty (PFF) program at ODU. Completion of the course will substitute for participation in two PFF events and counts towards meeting the requirements for the PFF Certificate.

The intent of the course is to demystify academic life, to help prepare students for their doctoral programs, and upon completion of graduate school, to assume academic jobs and be successful at them. The course addresses a set of core issues related to the knowledge and skills necessary to be successful in a graduate program (that are typically not addressed within academic departments) and to subsequently be successful as a faculty member. The course is structured around 7 modules that cover the following topics:

Module 1 – Getting Started

Module 2 – Developing CV

Module 3 – Teaching

Module 4 – Service

Module 5 – Research

Module 6 – Planning Ahead

Module 7 – ePortfolio

The course modules were also structured around developing the following products:

- Curriculum vitae
- Five-year plan (Self-assessment of the curriculum vitae and development of a plan for addressing research, teaching, and service weaknesses/deficiencies in the vitae)
- Teaching philosophy
- Research philosophy
- Sample course syllabus
- Sample assessments
- Sample activity/assignment prompt

The capstone work product will be a professional ePortfolio. For each student the ePortfolio will include the CV, professional development/five-year plan, teaching philosophy, research philosophy, and sample teaching documents. At the conclusion of the course the ePortfolio will document students' preparation and planning for their educational endeavors and future academic careers. Over time, the ePortfolio will be useful for chronicling the students' professional development and growth over the duration of their academic study. The ePortfolio will also be an important self-promotional tool for students when they enter the job market. A sample course syllabus is included as Appendix A.

Project Timeline

The GRAD 700 course was developed in Summer 2014 with input from the PFF Steering Committee, CLT staff (Loreta Ulmer), and other stakeholders including the Vice Provost for Undergraduate and Graduate Programs, and the Associate Vice President for Graduate Studies, and selected Graduate Program Directors. The course was pilot-

tested in Fall 2014 with volunteer graduate students. The course was officially taught in the Spring and Summer 2015 semesters, with 8 and 7 students, respectively.

Assessment of Project Outcomes

Assessment of project outcomes were continuously conducted through the course, beginning with the pilot testing phase. Students completed pre-test and post-test surveys, and provided feedback at the conclusion of each module. Appendix B includes the pre-test, post-test and module assessment instruments. Specific course outputs, associated with different modules, also serve as deliverables than can serve as the basis for evaluation of the achievement of some of the learning outcomes. Specific course outputs that can be used to measure achievement of outcomes include:

- A curriculum vitae with an identification of weakness areas and a plan for addressing these weaknesses
- Preliminary research philosophy statement that summarizes preliminary exploration of the discipline/field and initial thoughts about future research agenda
- Preliminary teaching philosophy statement that summarizes initial thinking about teaching
- Sample teaching materials
- Faculty mentor letter of evaluation/support of the complete ePortfolio (from faculty member within the student's discipline)

The *primary* outcomes for this project are graduate students who are better prepared and able to take charge of their education and the planning of their future academic careers as researchers, teachers, and productive members of both their institutional and disciplinary communities. This is accomplished through their socialization into the academy, as well as the establishment of a support network (in the form of a community of multidisciplinary scholars) that can be accessed for information sharing and exchange, advice seeking, discussion, etc.

Several *secondary* outcomes include:

- Graduate students who have developed of electronic professional portfolio (ePortfolio) as a professional development planning tool (during graduate school) and as a self-promotional tool (during the academic job search process).
- Graduate students who are able to network with members of the community of scholars for current and future collaboration, whether in the classroom, for conferences or grants, or in other academic endeavors.
- Graduate students who have been exposed to the on-line environment as students and teachers.

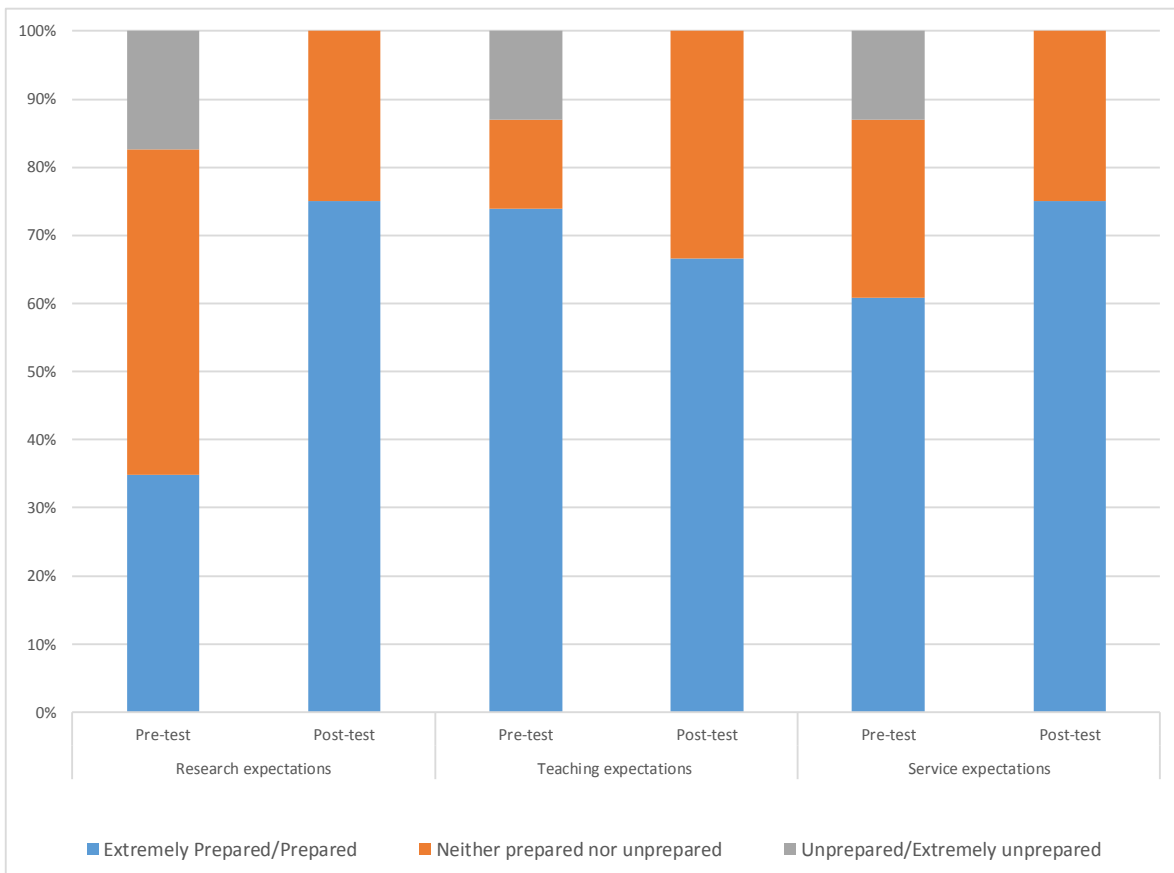
Feedback from the respective modules show that students found the material to be helpful for their preparation for an academic career (see Appendix C). Comparison of the pre-test and post-test also show that upon completion of the course, students perceive themselves to be better prepared for an academic career as a faculty member

in higher education. Increases in perceived preparedness levels are evident across all three categories of academic life – research, teaching, and service.

Question: To what extent do you agree that you are prepared for an academic career as a faculty member in higher education?

| | Pre-test (n=23) | Post-test (n=12) |
|-------------------|-----------------|------------------|
| Strongly agree | 4.35% | 16.67% |
| Agree | 34.78% | 58.33% |
| Neutral | 47.83% | 25% |
| Disagree | 13.04% | 0 |
| Strongly disagree | 0 | 0 |

Pre-test and post-test comparison of preparedness for the different expectations of faculty in higher education



Question: How prepared are you for the expectations of faculty?

The *impact* of the project are students who are better prepared for the rigor of graduate education, aware of the expectations of the academy, and connected to their colleagues through a well-developed support network. The result will be students with a heightened sense of purpose and belonging, established plan for achievement of academic goals, and better positioning for academic careers, which will reflect well on

the university and its respective graduate programs. This impact will be evident in greater graduate student success such as higher rates of degree completion and better academic career opportunities post-graduate school.

Given the recency of project implementation, we are unable to assess the impact of the project on graduate students who completed the GRAD 700 course. In terms of impact, an evaluation of each student, upon completion of the course and upon graduation, can be performed using a student survey and focus groups with selected students who have completed the course. Specific topics that could be addressed in the survey and focus groups include level of preparedness for course work and other program demands, level of preparedness for the academic job market, and level of preparedness for the academic careers.

APPENDIX A: SAMPLE COURSE SYLLABUS

GRAD 700: Professional Development

Preparing Future Faculty Program

Old Dominion University

Summer 2015

May 18 – July 17, 2015 (9 weeks)

Course Site: <https://canvas.instructure.com/courses/935015>

To enroll in the course: <https://canvas.instructure.com/enroll/MKRACA>

Instructor Information

| | |
|------------------|--|
| Name | Dr. Wie Yusuf |
| Office Location | 2096 Constant Hall |
| Email Address | jyusuf@odu.edu |
| Telephone Number | 757-683-4437 |

My regular office hours are Thursdays from 3.00 - 4.00 PM, either in person or through AdobeConnect (<https://connect.odu.edu/wieyusuf/>). ****Please notify in advance (via e-mail) if you want to meet via AdobeConnect**** I am available to meet at other times by appointment. Please e-mail to schedule.

Course Readings

There is no required text for this course. All required readings are available via the Canvas course site.

The following technology requirements:

Technology Requirements

- Canvas Account: <https://canvas.instructure.com/login>
- Diigo Account: <https://www.diigo.com/>
- Blog (more information/options available on the course site)

Course Description

Course objective: Students who are better prepared for and able to take charge of their graduate education and the planning of their future academic careers as researchers, teachers, and productive members of both their institutional and disciplinary communities.

This course is designed to prepare students to:

- become socialized into the various cultures found in different types of institutions in the academy;
- develop a multidisciplinary support network that can be accessed for information sharing and exchange, advice seeking, discussion, etc.;
- explore whether a faculty position in higher education is a desirable personal and professional goal;
- identify characteristics of successful college/university faculty; and

- develop the requisite skills for obtaining a faculty position.

These high-level goals will be achieved by addressing the more specific learning and development outcomes. Students who participate in this course will:

- explore different career paths in academia and understand the expectations of each;
- develop an electronic professional portfolio (ePortfolio) as a professional development; planning tool (during graduate school) and as a self-promotional tool (during the academic job search process);
- develop a network of mentors and peers for current and future collaboration, whether in the classroom, for conferences or grants, or in other academic endeavors.
- participate in peer-review sessions to give and receive feedback;
- work in an on-line environment as a community of learners.

The course will address a set of core issues related to the knowledge and skills necessary to be successful in a graduate program (that are typically not addressed within academic departments) and to subsequently be successful as a faculty member. The course will cover topics such as:

- the traditional triad of academic work: teaching, research, and service;
- basic teaching skills (including topics like: teaching philosophy, syllabus development, assessment, classroom management strategies, etc.);
- networking and collaboration;
- ethics;
- life beyond school (including topics like: time management, work-life balance, etc.)

Online Learning Environments

We will be using a variety of technological, mostly web-based, applications for academic use in this course. By default, many of these technologies are open to the public for the purpose of sharing your work with the larger Internet community. To use the web-based application responsibly please observe all laws and ODU policies that are incorporated into the Codes of Conduct and Academic Integrity. Some specific aspects of law and policy that might be well to remember are prohibitions against copyright infringement, plagiarism, harassment or interferences with the underlying technical code of the software.

As a student using the web-based applications certain rights accrue to you. Any original work that you make tangible belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records as a matter of federal law and may choose to set your privacy settings to private and only share with the instructor and your classmates. Your contributions to the various web-based applications constitute educational records. By contributing to the web-based applications, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the Internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Schedule

There are 4 sets of deadlines for course activities. All work is due by 11:59pm on the date listed. Note: Required activities are marked with an asterisk (*).

DEADLINE 1: May 31, 2015

Module 1: Getting Started

Activity 1: Watch video tour of the course.

Activity 2: Read course syllabus.

Activity 3: Post any questions to “Questions about the Syllabus” discussion board

Activity 4: Post at least one comment about the course goals, objectives, topics, and/or teaching and learning philosophy in the “Comments on the Course Objectives and Philosophy” discussion board.

Activity 5: Set up an individual blog or other online professional repository space. Share the blog URL in the Google Form*

Activity 6: Write an “Introduction” or “About Me” blog post.*

Activity 7: Write a “Professional Development Goals” blog post.*

Activity 8: Read and reply to a few of your classmates' "PFF Goals" blog posts.*

Activity 9: Join our Diigo Group.*

Activity 10: Write reflection of what you learned about the Carnegie Classification system.*

Module 2: Developing CV -- Final Deadline, 1/31

Activity 1: Reading.

Activity 2: Find and share at least 3 more resources about CV.

Activity 3: Find and share at least 3 example CVs by faculty in your discipline.

Activity 4: Write a blog post that discusses what you learned about CVs.*

Activity 5: Read and reply to a few of your classmates' "Learning about CVs" blog posts.*

Activity 6: Write a blog post that outlines major and minor sections for a CV in your field.*

Activity 7: Read and reply to a few of your classmates' "CV Outline" blog posts.*

Activity 8: Develop or revise your CV and attach it to your discussion in the “Developing CVs” discussion board.*

Activity 9: Read and comment on at least 3 classmates’ draft CVs in the “Developing CVs” discussion board.*

Activity 10: Discuss changes you will make to your CV as a reply to your own entry in the “Developing CVs” discussion board.*

Activity 11: Look for some creative versions of CVs and/or resumes and discuss them in the “Creative CVs and Resumes” discussion boards.

DEADLINE 2: June 21, 2015

Module 3: Teaching

3A: Teaching Philosophies

Activity 1: Reading.

Activity 2: Watch video on Teaching Philosophy.

Activity 3: Find and share some example teaching philosophies.

Activity 4: Discuss your teaching philosophy in the “Ideas About My Teaching Philosophy” discussion board.*

Activity 5: Write a basic teaching philosophy. Post it as an attachment to the discussion board “Teaching Philosophy.”*

Activity 6: Read and comment on at least two Teaching Philosophies posted by colleagues in the “Teaching Philosophy” discussion board.*

3B: Syllabus

Activity 1: Reading.

Activity 2: Watch video.

Activity 3: Share your observations in the “Twitter Syllabus” discussion board. Read and comment on at least two of your colleagues’ observations.*

Activity 4: Create a course syllabus. Submit as an assignment (in Word or PDF format).*

3C: Learning Activities

Activity 1: Share your thoughts about your favorite learning activities in the “Learning Activity” discussion board.*

3D: Assessment

Activity 1: Reading.

Activity 2: Watch video.

Activity 3: Discuss issues of assessment in the discussion board “Assessment.” Read and comment on at least two of your colleagues’ discussion.*

Activity 4: Build an assignment rubric. Post your draft rubric to the discussion board “Draft Rubric.” Read and comment on at least two other draft rubrics posted the discussion board. Submit your revised rubric as an assignment (in Word or PDF format).*

Activity 5: Watch video about plagiarism.

3E: Other Teaching Topics

Activity 1: Review material on Copyright, Public Domain, Fair Use, & Creative Commons.

Activity 2: Review material on Ethics.

Activity 3: Review material on Family Educational Rights and Privacy Act (FERPA) of 1974.

DEADLINE 3: July 5, 2015

Module 4: Service

4A: Academic Advising

Activity 1: Post your reflection on the duties and responsibilities of an academic advisor in the discussion forum “Thinking About Advising.” Read and comment on at least one colleague's discussion.*

Activity 2: Develop your personal statement/philosophy on advising and post it to your blog/ePortfolio.*

4B: FERPA

Activity 1: Review material on FERPA

Activity 2: Take the on-line quiz about FERPA.*

Activity 3: Post a discussion to the discussion board "FERPA Lessons." Read and comment on at least one colleague's discussion.*

4C: Professional Organizations

Activity 1: Discuss your exploration of professional organizations and service to your discipline, profession, and the academy in the discussion forum "Preparing to Serve."*

Activity 2: Read and comment on at least two other discussion posts.*

Module 5: Research

Activity 1: Complete (if you have not already) the appropriate RCR modules (for your academic program). Submit your Completion Certificate as an assignment.

Activity 2: Report on your investigation of faculty research expectations in a blog post "Reflections on Faculty Research Expectations."*

Activity 3: Develop your research statement. Share it in the discussion board "Developing Research Statements." Read and comment on at least two colleagues' Research Statements.*

Activity 4: Review your Research Statement. Post the revised statement to your blog/ePortfolio.*

DEADLINE 4: July 16, 2015

Module 6: Planning Ahead

Activity 1: Find and share at least three resources about work/life balance.

Activity 2: Share some ideas on how you prioritize work and maintain a work/life balance. Post your ideas in the discussion board "Keeping Balance."*

Activity 3: Create a long-term plan. Share your plan in the discussion board "Long Term Planning." Read and comment on two colleagues' long-term plans.*

Module 7: ePortfolio

Activity 1: Find and share at least three examples of websites or professional portfolios by faculty in your field or discipline.

Activity 2: Write a blog post that outlines the major and minor sections for a professional website/ePortfolio in your field or discipline.

Activity 3: Develop or revise your website/ePortfolio. Attach a link to and discuss your website/ePortfolio in the "Developing Websites/ePortfolios" discussion board. Read and comment on two colleagues' discussion about their websites/ePortfolios.*

Grading Policies

This is a pass/fail course. You must complete all the **REQUIRED** activities by the deadline to pass.

APPENDIX B: ASSESSMENT INSTRUMENTS

Module 1 - Survey

1. Approximately how long (hours) did it take to complete this module?

No. of hours

2. How clear were the instructions and content for this module?

- Extremely clear
- Clear
- Neither clear nor unclear
- Unclear
- Extremely unclear

3. What new knowledge/skills did you learn/develop in this module?

4. What items/topics were you already familiar with?

5. Do you feel that content of this module will help you prepare for an academic career? Explain.

GRAD700 Pre-Test

1. To what extent do you agree that you are prepared for an academic career as a faculty member in higher education?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. How prepared are you for the research expectations of faculty?

- Extremely prepared
- Prepared
- Neither prepared nor unprepared
- Unprepared
- Extremely unprepared

3. How prepared are you for the teaching expectations of faculty?

- Extremely prepared
- Prepared
- Neither prepared nor unprepared
- Unprepared
- Extremely unprepared

4. How prepared are you for the service expectations of faculty?

- Extremely prepared
- Prepared
- Neither prepared nor unprepared
- Unprepared
- Extremely unprepared

5. Which of the following are your top 5 professional development needs?

- Career exploration
- Socialization into academia
- Academic planning
- Work-life balance
- Ethical behavior
- Research foundations
- Teaching foundations
- Multidisciplinary/interdisciplinary perspective
- Career planning
- Networking and collaboration
- Service expectations
- Time management
- Technology
- Social support
- Extracurricular activities

6. Which of the following best describes you?

- Full-time student taking courses primarily on campus
- Full-time student taking courses primarily via distance learning
- Part-time student taking courses primarily on campus
- Part-time student taking courses primarily via distance learning

1. To what extent do you agree that you are prepared for an academic career as a faculty member in higher education?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. How prepared are you for the research expectations of faculty?

- Extremely prepared
- Prepared
- Neither prepared nor unprepared
- Unprepared
- Extremely unprepared

3. How prepared are you for the teaching expectations of faculty?

- Extremely prepared
- Prepared
- Neither prepared nor unprepared
- Unprepared
- Extremely unprepared

4. How prepared are you for the service expectations of faculty?

- Extremely prepared
- Prepared
- Neither prepared nor unprepared
- Unprepared
- Extremely unprepared

5. Which of the following are your top 5 professional development needs?

- Career exploration
- Socialization into academia
- Academic planning
- Work-life balance
- Ethical behavior
- Research foundations
- Teaching foundations
- Multidisciplinary/interdisciplinary perspective
- Career planning
- Networking and collaboration
- Service expectations
- Time management
- Technology
- Social support
- Extracurricular activities

6. What knowledge or skills, developed in this course, have you applied?

7. What topics or issues, if any, do you feel should have been included in this course?

8. Which course module(s) did you find most relevant to your academic career? Select all that apply.

- Module 2: Developing a CV
- Module 3: Teaching
- Module 4: Research
- Module 5: Service
- Module 6: Planning Ahead
- Module 7: ePortfolio

9. How and why?

APPENDIX C: SUMMARY OF ASSESSMENT RESULTS

Module Feedback (Fall 2014, Spring 2015, Summer 2015)

No. of Hours to Complete Module:

| | Module 1 (n=15) | Module 2 (n=10) | Module 3 (n=8) | Module 4 (n=11) | Module 5 (n=8) | Module 6 (n=11) | Module 7 (n=16) |
|------|--------------------|--------------------|-------------------|--------------------|-------------------|--------------------|--------------------|
| Min | 2 | 2 | 4 | 2 | 2 | 2 | 1 |
| Max | 8 | 15 | 15 | 10 | 5 | 6 | 20 |
| Mode | 4 | 4 | 6 | 2 | 4 | 2, 4 | 3 |
| Mean | 4.7 | 7.0 | 8.1 | 3.4 | 3.5 | 3.5 | 4.1 |

How clear were the instructions and content for this module?

| | Module 1 (n=15) | Module 2 (n=10) | Module 3 (n=8) | Module 4 (n=12) | Module 5 (n=9) | Module 6 (n=12) | Module 7 (n=18) |
|-------------------------|--------------------|--------------------|-------------------|--------------------|-------------------|--------------------|--------------------|
| Extremely clear | 6.67% | 20% | 25% | 33.33% | 44.44% | 50% | 44.44% |
| Clear | 86.67% | 60% | 75% | 66.67% | 44.44% | 50% | 44.44% |
| Neither clear nor clear | 6.67% | 10% | 0 | 0 | 11.11% | 0 | 11.11% |
| Unclear | 0 | 10% | 0 | 0 | 0 | 0 | 0 |
| Extremely unclear | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Module 1:

What new knowledge/skills did you learn/develop in this module?

- Social bookmarking was new to me.
- Refined goal setting.
- diigo was an awesome new thing that I learned, and the new types of classifications was interesting too.
- Navigating blogs and online presence for professional purposes.
- The Carnegie Classification gave me insight into how others might see ODU. I don't think it gives a very accurate impression.
- Creating a blog and blog posts, joining and using Diigo, and learning about the Carnegie Classification System
- I learned to develop a blog and tag on the blog.
- How to use Diigo and create a blog space.
- Blogs--I have never started one, and am not proficient in making/updating one.
- I learned more about the Carnegie Classification system, and was surprised at the number of categories used to classify institutions. I thought the basic classification was primary, but clearly the combined classification system is significant.
- Carnegie Classification System
- Learned about creating personal blogs, diigo, the Carnegie classification
- Access to and use of Canvas Access to and use of Diigo Access to and use of Carnegie Website and Classification system
- I learned how to sign up for Diingo and utilize the website. I was also exposed to the Carnegie System.
- I had never heard of the Carnegie Foundation or Diigo, both seem to be incredible tools!

Do you feel that content of this module will help you prepare for an academic career? Explain.

- Yes.
- Not particularly. I'm highly familiar with most of the concepts and technologies.
- YES
- I'm not sure, only because the technical piece was new to me. I imagine this could be a good resource in program administration/GPD type roles.
- I like the way this class is organized on the web. I may use some of the style techniques for my own classes.
- Yes, I think the Diigo website looks very interesting and will help to organize ideas that come from multiple sources.
- Yes, because developing a blog will help me keep up with writing and making a professional network.
- This module has gotten me started on the process of preparing for an academic career.

- In the general sense of getting a digital portfolio started and understanding the way an institution fits into existing classification systems, yes.
- Yes, because I now know a little more about the Carnegie Classification System. Some of my professors have mentioned it in class, but looking over the website help clarify many questions that I previous had.
- Yes, I think that cooperation and sharing with others can help in teaching
- I can See Diigo and <http://www.carnegiefoundation.org/> being useful resources
- Diigo, yes. But I'm not sure about everything else. I've been taught tools, but I'm not sure how these tools fit in the larger picture.
- I think it helped with becoming more familiar with other types of online networking and research tools. I can use the Carnegie Foundation to research schools I could potentially want to work for.

Module 2:

What new knowledge/skills did you learn/develop in this module?

- sections of cv
- How diverse creating and maintaining CVs can be.
- how to write a professional CV
- Learning how to write a CV, and learning that CV-writing resources are easily found throughout the internet.
- CV sections
- I learned how to write and organize a CV
- how to formulate a CV
- adding subcategories and white space to my CV
- I learned how to organize and create a CV. I also learned what sections are common in all CVs
- How to develop a good CV. Never thought that a simple typo in your CV could exclude your application for a position

Do you feel that content of this module will help you prepare for an academic career? Explain.

- Yes. I found this section most beneficial. As I completed Module 2, I reflected on the Carnegie Classification of Institutes of Higher Education. I was able to determine where my strengths would best fit in higher education. I believe that I should begin in an adjunct position at an institution that is balanced arts & sciences/professions, some graduate coexistence.
- It was a good refresher.
- YES, very helpful
- Yes, I think that writing a CV is very important for getting a job in academia and it is essential to have a clear, concise, well-written CV. Employers are forming a first impression of you based on your CV and it can make or break your chances of getting the job.
- Somewhat. While investigating the rhetoric of CVs is, of course, useful, working

- with a mentor or an expert in the field to craft a CV can often be far superior.
- Yes. I think everything I learned will help me. I had no prior knowledge of this topic. However, the presentation of the module was a little confusing. It was frustrating to go back and forth from posting our own post, to commenting on others, to reposting on our own post, etc. I understand the reason behind it, but I think this could have been simplified. Especially, when we are doing this for practically each post. It feels a little redundant. The fact that not all the students are using the same blog system is also frustrating because it makes it difficult to leave comments on other blogs. I find myself revisiting the same blogs because of efficiency and ease.
 - I feel as though it was very useful to get used to what is expected out of a CV
 - I feel My CV is better and I'm prepared to continue to improve it.
 - Yes, I found this module very helpful. I not only created my CV which I can revise in the future, but it also helped me know the areas that I am weakest in and what I need to work on in the future.
 - Yes, at a certain point, you need to prepare your CV which would be evaluated and a decision will be made according to the information you put in your CV so it should represent you

Module 3:

What new knowledge/skills did you learn/develop in this module?

- Creative Commons was new to me. Although I had created rubrics before, the section on rubrics helped me to better develop my skills in this area.
- I had no experience with teaching philosophies, so this helped me understand what they are and how to write them.
- A greater appreciation of the role of teaching philosophies.
- I honestly don't know that I enhanced or gained any new skills because of the number of assignments. For a one credit course there are too many assignments per module, and it is taking away the ability to earnestly reflect and process what I am working on. The amount of assignments, posts, comments required for each module is taking away from what I thought I would gain from taking the course.
- I revisited my teaching philosophy and that was well overdue. I refined my rubric style.
- A teaching philosophy is necessary for a portfolio.
- How do develop a syllabus, what a rubric is and how to develop one, and the different challenges associated with assessing students' performance.
- creating rubrics

Do you feel that content of this module will help you prepare for an academic career? Explain.

- Yes. This module was most useful to me. I wasn't aware of the online templates

- for crating syllabi and rubrics. Great resources in this module.
- This module helped me understand what would be expected of me as an instructor.
 - To a small degree. Most of the material I was familiar with or had worked on before. Reviewing it was helpful, at times, but could have done outside the economic investment of the class.
 - Yes, this will help me. I needed a refresher on each part of this module. I needed an updated teaching philosophy especially since I'm about to enter the job market. It is always good to review and improve syllabi and rubrics in use.
 - Yes, very much so. These are those "base skills" that professors need from the get go!
 - yes, I enjoyed the videos and I learned the reasons behind syllabi.

Module 4:

What new knowledge/skills did you learn/develop in this module?

- Renewal of important of FERPA and professional organizations.
- FERPA regulations
- I learned about advising and professional organizations
- I rewrote my advising philosophy.
- FERPA does not protect alumni records.
- The basics of an advising philosophy and FERPA.
- I learned about FERPA and advising philosophies.
- Learned about advising and how to write a philosophy. Learned more about university service.
- How to develop a research statement
- Looking at the requirements for both teaching and research when being considered for tenure.
- Too many things about the expectations from faculty members in high research universities and developing the research statement
- I had to complete the CITI certificate to complete this It was a good opportunity to consider research in my field (Creative Writing)

Do you feel that content of this module will help you prepare for an academic career?

Explain.

- Not really. Nearly all of it I was already familiar with to different levels. Having readings was helpful, though.
- Yes, there were topics that I was not completely familiar with that I may not have looked up on my own. I had not heard of FERPA before, for example.
- yes, by learning some roles that I have to follow and by understanding exactly what my job as an advisor.
- This module had me think through some issue I needed to re-evaluate.
- Not particularly as FERPA and advising have been key components of my previous work.

- Yes. Increasingly, I am of the mind that the full scope of an academic career may not be for me.
- Yes, FERPA is very important to learn as a future faculty advisor.
- Yes. All of it seemed relevant for an academic career. It would be nice to have some reading on service though.
- Yes because I learned how to write a research statement for my field.
- This module made me more aware of the importance of research. I also have never heard of a research statement until this module.
- Research statements are important to introduce ourselves as researchers. Also knowing about the expectations from faculty in different institutions will help me during my search for a position
- I knew that publish or perish applies to me but looking at it analytically was helpful

Module 5:

What new knowledge/skills did you learn/develop in this module?

- How to construct a research statement
- I had never heard of a research statement. I was familiar with the importance of establishing a research agenda but not writing a research statement.
- Crafting a research statements is a journey not a sprint!
- That writing research statements was a surprisingly hard task to accomplish without reviewing and then reflecting on your own research goals and work.
- I didn't have a research statement until this module. Now, I have a rough draft and I can start improving it using the feedback I received.
- I learned about research statements.
- What is a Research Statement and how to develop one.
- Developing a research statement.
- I did not know advising philosophies existed.

Do you feel that content of this module will help you prepare for an academic career?

Explain.

- Yes, it will help me write a research statement
- Yes! The external links to sample research statements were most beneficial. I learned most by reading the variety of examples.
- I think it enforced my pull away from tenure track, research intensive positions
- Yes. Having a prepared (and future evolving) research statements is very helpful in targeting the work and collaborations I want to pursue in the future.
- Creating my initial research statement was very helpful. The resources (links) to examples were very helpful. We all need to have a research statement, especially since most of us are entering the job market in the next year or so.
- yes, because I learned about research statements.
- Developing a research statement is helpful in general, but particularly relevant to the type of academic career that most interests me - one with research foremost

and teaching/advising secondary.

- Yes. I expect such a statement would be required to apply for a faculty position. It was also a good exercise to think about where my research could be headed in the future.
- Yes. I became familiar with new terminology

Module 6:

What new knowledge/skills did you learn/develop in this module?

- some tips for balancing my personal and professional life
- My 5 year plan.
- Tips for work/life balance and planning.
- The importance of longer term goals.
- Not necessarily new skills but it became clearer that I am dedicated to putting my personal life in the forefront once I am done with my PhD program.
- work/life balance
- How to think about work-life balance from the perspective of academia.
- I learned more about work-life balance in academia.
- Good tips to achieve work/life balance and think about future plans and consider writing specific aims I want to achieve,
- modular planning
- That there are a lot of outlets available to help you balance work and life.
- Tips on how to better balance my career and my life.

Do you feel that content of this module will help you prepare for an academic career?

Explain.

- yes
- Actually seeing the next several years planned out on paper helped me get a better feel for where I am.
- Yes, these are important topics.
- Not really? Longer term goals are important, but life often sucks or is terrible, so goals can simply be wishes too often.
- I think the visualization of the future was helpful.
- yes, because it is important to know how to prepare for a career to balance your personal life.
- Yes. Each module helps to make the aspects of an academic career more and more clear, as well as whether it is or is not a good fit for me.
- I think the tips for work-life balance in academia will be useful.
- I learned about ways to achieve balance which is critical for professional success. Also, putting my goals in a time frame will help me to plan a head to achieve my goals
- I leaned quite a bit because of the specificity of this module The resources were helpful.
- I am not sure. Again, these topics were familiar but it was fun to re-evaluate

- myself. I am not sure (in five years) if I will stop and re-assess without being prompted.
- This module helped me think about my long term goals.

Module 7:

What new knowledge/skills did you learn/develop in this module?

- By looking at what others had, I got a better idea of what to do with my pages. Mendeley was new to me too.
- building a profile
- The different sites to keep professional branding information.
- How to make an ePortfolio.
- academia.edu was new to me
- website and profile skills
- Learned new skills in managing an online professional portfolio. Learned about more academically focused portfolio sites.
- What is a professional portfolio/website and how to develop one
- I learned what to put on my CV.
- CV headings and the best way to list the headings.
- How to start a blog and I learned what to expect from the course.
- Carnegie Classification System; establishing a Google site
- Building a Google site. Learning more about the Carnegie classifications. Learning about social bookmarking.
- social book marking beginning to understand how to use wordpress carnegie classifications system
- I learned about online portfolios and websites. I do not understand the need for them.
- I had the opportunity to view website/portfolios of professors and graduate students in my field. I also learned about different websites to post this information on such as academia.edu.

Do you feel that content of this module will help you prepare for an academic career?

Explain.

- This module helped see what I need to update and change on my various sites and documents.
- yes
- To a small degree. There is a certain inevitability to creating accounts on various sites.
- Yes, it emphasized the importance of having a professional website and I saw some examples in my field.
- Yes. Although a student may not have a strong CV to post, there are many other content topics that a student can use to create a professional presence on the web. I enjoyed learning the social blog sites targeted at academic professionals
- I don't. I think being aware of colleague/faculty websites is helpful, but it doesn't

need to be a critical component to a module.

- yes, because it reiterated why professional profiles are so important to have.
- Yes. I will be prepared to create a academically focused ePortfolio if I choose a academic career in the future.
- Yes. These are increasingly common for academic careers and will be an important part of both the interview and student interaction processes.
- Yes, because it helped me to revise my CV for an academic career.
- Yes, however and this is not specific to the module but having to depend on others to do their assignments for me to do mine is very frustrating. I would love to get some assignments done earlier in the week but can't because I have to respond to someone's post and they haven't posted yet. So as a result I'm having to continuously check to see if someone posted something that I can respond to.
- Yes, because we are developing a professional portfolio.
- This was a good introduction to the course, but it was really a welcome module. Looking forward to the next seven modules.
- Yes. This lesson required the creation of an online portfolio, which I suspect most academicians maintain for collaboration. It also introduced me to social bookmarking, which appears to be a useful collaborative tool for researchers that have similar interests.
- yes, already valuable information even though this was mostly set-up
- It has made me aware of academia e-portfolios.
- I think this module was very similar to the module on creating a CV. I think it helps prepare me for an academic career because I know of another way to network and highlight my academic accomplishments.

PRE-TEST (n=23) AND POST-TEST (n=12)

To what extent do you agree that you are prepared for an academic career as a faculty member in higher education?

| | Pre-test (n=23) | Post-test (n=12) |
|-------------------|-----------------|------------------|
| Strongly agree | 4.35% | 16.67% |
| Agree | 34.78% | 58.33% |
| Neutral | 47.83% | 25% |
| Disagree | 13.04% | 0 |
| Strongly disagree | 0 | 0 |

How prepared are you for the expectations of faculty?

| | Research expectations | | Teaching expectations | | Service expectations | |
|---------------------------------|-----------------------|-----------|-----------------------|-----------|----------------------|-----------|
| | Pre-test | Post-test | Pre-test | Post-test | Pre-test | Post-test |
| Extremely prepared | 4.35% | 8.33% | 17.39% | 25% | 13.04% | 25% |
| Prepared | 30.43% | 66.67% | 56.52% | 41.67% | 47.83% | 50% |
| Neither prepared nor unprepared | 47.83% | 25% | 13.04% | 33.33% | 26.09% | 25% |
| Unprepared | 17.39% | 0 | 13.04% | 0 | 13.04% | 0 |
| Extremely unprepared | 0 | 0 | 0 | 0 | 0 | 0 |

What knowledge or skills, developed in this course, have you applied?

- CV editing and updates, Research Statement, Teaching Statement, ePortfolio
- make research statement and cvs, how to advice and search
- The development of syllabi and rubrics.
- I have revised my CV, created a website, and written research, teaching, and advising philosophies.
- I am applying knowledge about CV to create a short/long term plan. I will use the RCR certificate as part of my program's annual requirement
- Identifying website hosts, specifically academia.edu
- I have learned more about new media by creating a WordPress.
- I applied the documents created in this course to my professional online presence.
- Developing a personal research philosophy and CV, along with work-life balancing and long-term scheduling.
- This course provided me with a better idea of the expectations and requirements to be a higher education faculty member. This course also highlighted the areas

that I am the weakest and need to improve if I want a job in higher education.

- Updating a CV and seeking professional organizations

Q8 Which course module(s) did you find most relevant to your academic career? Select all that apply.

Answered: 12 Skipped: 0

