

Graduate Teacher Program & COPFF Network

The Graduate Teacher Program received the TIAA-CREF Theodore M. Hesburgh Award for Exceptional Faculty Development Programs. The GTP was also listed as a Best Practice by the Woodrow Wilson Foundation, and is a past winner of the National Association of Graduate & Professional Students' Program Award for Excellence in Professional Development. Our goal is to help students (undergraduate TAs, graduate TAs, GPTIs, RAs, GAs) and postdoctoral fellows prepare for academic and nonacademic careers. Faculty, adjuncts, instructors, and staff are also welcome at GTP activities.

Preparation for Teaching

Workshops encourage participants to take their current teaching responsibilities and their preparation as future faculty and future professionals seriously. To this end, the program offers workshops and other activities that encourage instructors from all departments, disciplines, schools, and colleges to:

- explore nonbiased and nonsexist teaching and “learning through diversity”
- plan and implement effective courses
- model and foster academic integrity
- develop research-based teaching and assessment strategies for “teaching-as-research”
- demonstrate fairness in assignments, test construction, and grading
- benefit from peer, faculty, and student feedback
- interact with a community of scholars or “learning community” made up of faculty, graduate students, and staff from their own and from other departments and campuses
- expand advising, counseling, and mentoring skills
- learn to work with diverse student populations
- create course-enhancing web sites
- prepare teaching or professional portfolios
- integrate and contribute to the scholarship of teaching and learning (SOTL) or TAR

Pre-Fall & Pre-Spring Training

The annual Fall Intensive focuses on general pedagogy, assessment and evaluation, academic policies, and personal and professional development. The Spring Conference addresses teaching and professional

development for academic careers as well as for careers in the public and private sectors.

The Friday Forum & GTP Workshops

The Friday Forum features professors who describe their personal approaches to teaching and introduce important pedagogical and professional development topics. GTP Workshops provide practical teaching strategies for the classroom.

Summer Series in College Course Design

The Summer Series addresses diverse approaches to essential elements of effective course design.

International Scholars

International graduate students and postdoctoral fellows may participate in all GTP events and certification programs. They are encouraged to seek individual consultation on teaching issues, academic career preparation, and teaching portfolios through the GTP's consultation service. An International Cultural Intensive is held in August. Workshops on classroom culture for international teachers are scheduled throughout the academic year.

Departments may refer their international teachers and postdoctoral fellows to the GTP for referral services for testing and instruction in English as a second language (ESL).

Academic Career Consultation

The Graduate Teacher Program provides individual, confidential, and non-evaluative consultation on the graduate experience, college teaching, academic careers, CV preparation, and the preparation of teaching and professional portfolios. Consultations are available on both a walk-in and appointment basis to graduate students and postdoctoral fellows.

TIGER & the National CIRTL Network

The Teaching Institute for Graduate Education Research (TIGER) is the University of Colorado's liaison to the national Center for the Integration of Research, Teaching, and Learning (CIRTL) Network. We work together to promote the development of well-prepared faculty in science, technology,

engineering, and mathematics (STEM). The three pillars of the National CIRTL Network— Teaching-as-Research, Learning Communities, and Teaching-through-Diversity—underlie all Network activities.

The TIGER workshops address teaching in the STEM fields and complement other GTP workshops. TIGER workshops feature the CIRTL pillars and local STEM faculty experts. Participation in TIGER workshops counts toward the certificates discussed below.

Graduate Teacher Certificate

The Graduate School awards a Graduate Teacher Certificate to graduate students, postdoctoral fellows, and faculty who complete all requirements. Requirements include two semesters of teaching, 20 Graduate Teacher Program workshops, 20 hours of departmental teacher training activities, two videotape consultations, a home department faculty observation and evaluation, completion of a teaching portfolio, an exit survey, and a final assessment by the director of the GTP. International students must demonstrate proficiency in spoken English and attend the IGTS Cultural Intensive. Certificants receive a certificate signed by the Vice Chancellor for Research & Dean of the Graduate School and by the Director of the GTP. Certification is noted on graduate students' official transcripts.

Please note that videotape consultations for certification must be based on recitation sections, laboratory sections, or courses taught by the teacher in question for a full semester on the Boulder campus. Both videotape consultations may occur in the same or different semesters. Public speaking engagements, talks in colloquia, or single lectures for another instructor of record's course may not be used for the Graduate Teacher Certificate.

Lead Graduate Teacher Network

The Graduate Teacher Program funds and trains lead graduate teachers in approximately 45 academic departments in seven schools and colleges. Leads work closely with faculty to provide supplementary discipline-specific teacher training and professional development activities for graduate students. Leads' consultation on teaching with other graduate teachers

is confidential and non-evaluative.

The Best Should Teach Initiative

The BST Initiative is a joint project of the Graduate School, the School of Education, and the College of Arts & Sciences at the University of Colorado at Boulder. The GTP manages the initiative, which was established by the late Dr. and Mrs. Lindley Stiles to promote the ideal that “The Best Should Teach.” The initiative funds a lecture at the Fall Intensive. It also funds Gold and Silver Awards for teaching excellence and leadership. Faculty and graduate students are eligible for the awards.

Academic Professional Development: Preparing Future Faculty

COPFFN

The Collaborative Preparing Future Faculty Network offers graduate students and postdoctoral fellows a chance to acquire and hone pedagogical and professional skills before entering the academic job market. Activities include site visits to partner institutions, attendance at the annual COPFFN Forum, participation in relevant department or campus activities, and mentorships with faculty at partner institutions. Unfunded PFF activities such as mentorships with faculty on a partner campus and site visits to partner campuses are organized each semester. The Provost's Fellowship for the Libraries funds fellows to work closely with university library faculty. Participants may pursue the Professional Development Certificate for Preparing Future Faculty.

Pre-Prof Program

The Graduate Teacher Program works with undergraduate scholars who want to pursue graduate degrees and faculty careers. Each year the Special Undergraduate Enhancement Programs (SUEP), the McNair Program, and the GTP select undergraduates to serve as Pre-Prof Leads. Pre-Prof Leads work with a faculty mentor, participate in the Lead Graduate Teacher Network, and arrange activities for undergraduates who aspire to careers as college faculty.

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2009–10



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Preparing Future Professionals

The Graduate Teacher Program partners with the Graduate Student Career Program in Career Services to offer a Professional Development Certificate for Business, Government and the Arts (PDC: BGIA). The certificate is designed for nonacademic jobs. Requirements include workshop attendance, completion of an internship plan, participation in an on- or off-campus internship, a presentation observed and evaluated by the internship mentor, completion of a professional portfolio and résumé, an exit survey, and final assessment by the Director of the Graduate Teacher Program. The Coordinator of the GSCP may be reached at (303) 492-0520.

Resources

The Graduate Teacher Program publishes and has available materials on teaching, portfolio preparation, and professional development. Materials may be viewed at the Graduate Teacher Program office, 201 ATLAS.

Graduate Teacher Program Web Site

The GTP web site provides information on all GTP activities and publications, including downloadable personal attendance tracking forms for certification and PDFs of all brochures and schedules. In addition to resource links and contact information, there are links to diversity issues in teaching and to the National CIRTL Network.

Newsletter

Our former newsletter, *The Tutor*, explores aspects of graduate and professional education and is posted on our web site (<http://www.colorado.edu/gtp>).

Print and Video Library

The Graduate Teacher Program maintains a small reference library of publications and videotapes on teaching and the academic job search that may be viewed in 201 ATLAS.

Commentary from Participants

“I came to this institution with limited experience, enormous potential, and no confidence. The GTP was exceedingly helpful. I believe the majority of the workshops I attended were very beneficial.”

“Thanks again for teaching the Goal Setting seminar last semester. In fact, after applying the techniques, I was able to finish my dissertation in a few short months. I can’t stress enough, how your approach helped. Overall, I would say that your seminar has offered a new approach to simultaneously tackling multiple projects. I’m sure others will find similar benefits in this approach.”

“I have to say your COPFFN Forum made quite an impression on me. I think all of our graduate students need to know about and attend such an event! It was real, to the point, useful, and educational.”

“Preparing for a career as a library faculty member is now my main focus.”

“I am better prepared to sell myself as a teacher as I go on the job market. I have gained experience in academic service and facilitating workshops. I walk the walk now.”

Graduate Teacher Program and Collaborative Preparing Future Faculty Network

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