A Guidebook to Marketing Your Unique Teaching Potential: Developing (& Extending) New Courses from Your Doctoral Research

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**PURPOSE**
This project was executed to enhance the experience of graduate students, recent graduates, and post-doctoral scholars who—when seeking opportunities for faculty appointments—are often called to engage hiring committee members about new and relevant courses that their doctoral research uniquely qualifies them to teach. The resulting process (detailed in "A Guidebook to Marketing Your Unique Teaching Potential: Developing (& Extending) New Courses from Your Doctoral Research") prescribes a progression through activities within seven modules which culminate in the development of a thoughtfully-crafted syllabus for your proposed course.

**METHODOLOGY**

**DATA SOURCES**
- typewritten interview transcripts
- handwritten fieldnotes
- typewritten reflective memoranda

**DATA ANALYSIS**
- grounded theory (Strauss, 1994)
- constant comparative method (Merriam, 2009)

**DATA COLLECTION**
- 1:1 faculty interviews (n = 7)
- 30-60 minutes in length
- telephone & in-person

Grand Tour Interview Question: Could you walk me through the steps you take when designing a new course you will teach in your department?

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**3 PHASES OF THE PROJECT**

**PHASE ONE**
- Clarify research question & project design;
- Recruit faculty informants (n = 7);
- Recruit graduate student participants (n = 5);
- Collect data (conduct faculty interviews);
- Analyze data;
- Draft preliminary findings (develop pilot draft of manual for grade student workshop).

**PHASE TWO**
- Finalize workshop participants (n = 5);
- Finalize workshop logistics (content, format, date, time, locations, supplies, meals, etc.);
- Facilitate half-day workshop (guide participants through 7 modules of course development process);
- Collect data (conduct evaluation of pilot manual through reviewing 1) newly-developed course syllabi, 2) participants’ project evaluations).

**PHASE THREE**
- Analyze evaluation data (workshop participants’ newly-developed course syllabi and participants’ evaluation feedback);
- Modify pilot manual draft into final version;
- Complete data reporting of findings (develop research poster for PFTF symposium, submit finalized manual to UCD Graduate Studies Division for dissemination, pursue publications, etc.).

**MULTI-STEP COURSE DEVELOPMENT PROCESS: The 7 Modules**

**I. Assess Departmental Needs**

**II. Investigate Relevant Courses**

**III. Clarify Goals, Objectives, & Student Learning Outcomes**

**IV. Determine Topics, Inputs, & Outputs**

**V. Construct Term Calendar**

**VI. Clarify Course Goals & Expectations**

**VII. Assemble Syllabus**

**PARTICIPANT FEEDBACK**

**Workshop Format**
“"My initial thoughts on the workshop— I think it is a great space to do actual guided ‘work’ through the process of creating a brand new course. It is great for figuring out the ‘bare bones’ of what creating a course of one’s own could look like... I love that the workshop was framed as a community—I wonder how one could further connections across fields for feedback about these drafts.”

“Working alongside others to develop my syllabus was great because if felt like we were supporting each other.”

“The PFTF workshop was very purposefully delivered. The process was thoughtful and engaging. The goals and objectives were clear.”

“Participating in the workshop was very useful. Since it was presented through modules, it allowed me to go through the steps easily and with practicality. I liked the feedback process and the possibility of sharing documents with the entire group rather than working alone and trying to figure out what the purpose of each module was. I appreciated the thorough explanation and the usefulness of bringing our own documents in process to work off them.”

**Workshop Content**
“"It was wonderful to hear advice from senior scholars about what should be my approach to teaching as a junior scholar. It was instrumental at shaping my planning and preparation...The questions connected to each component of the workshop were incredibly helpful at letting me know how to go about each task.”

“"What I found most helpful of this process is it can be applied at any stage of the graduate process: entering graduate school, during graduate school, and leaving graduate school.”

“I like the tips given throughout (for example, searching the school of choice for ideas for the syllabus and to understand the needs of your department of interest).”

“"Searching for ‘ideal’ positions (institutions) was useful to see how I can position my work during future searches...I think the steps were very practical for someone like me that does not have a clear understanding of how to go about ‘marketing’ my work and my experiences.”

“I really appreciated the fact that it was based on our already existing knowledge and work we have been doing rather than starting from scratch/blindfolded.”

**General Comments**
“"Thank you...this process was helpful. I wish I was applying right now!”

“"Thank you again for letting me participate. I am going to be referring back to a lot of these things as I move forward in my career.”

“I appreciated the instructor’s guidance throughout the workshop and being able to ask clarifying questions.”

**Suggestions**
“"Maybe this isn’t the direction oriented in creating a guide, but perhaps having that list of tips you gave throughout, and a list of additional resources (like the listing you sent us to look at for what teaching objectives and learning outcomes are) would be useful somewhere in the manual. It could include an off campus resources.”

“I really appreciated the work group. However, I would have liked to extend the collective learning to more hours or distribute in two sessions that way I would have had the time to receive feedback from others. I think doing so would have also allowed me to learn strategies from others and shared the wealth of knowledge each of us brought to the group.”

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