

**Preliminary Report on
Tomorrow's Professors Today (T.P.T.) Program
Research Project Update
June 2011**

Submitted by:

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Initiated in fall 2010, this project was undertaken to gather perceptive data from Tomorrow's Professors Today (TPT) alumni regarding their programmatic experiences. Meetings between Drs. Little and Palmer and Drs. Maher, Hurst, and Feldon in November 2010 resulted in the agreement that Drs. Maher and Hurst would identify TPT-related questions relevant to the Teaching Resource Center (TRC), develop and pilot an interview protocol, identify and contact select TPT alumni, use the protocol to interview those who agreed to participate, and analyze and synthesize resulting interview data.

The current report provides an update on project status as of June 2011 and is divided into four sections: (1) Project Development Timeline, (2) Project Data Collection, (3) Preliminary Data Analyses and (4) Next Steps – Planned and Proposed.

Project Implementation Timeline

The project to date has been implemented following the timeline presented below.

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| Nov. – Dec. 2010 | Drs. Maher and Hurst receive and review TPT binder documents and material available on the TPT Collab website. |
| Jan. – Feb. 2011 | Dr. Maher meets with Dr. Phillip (Jesse) Rine to discuss his TPT experiences as a precursor to protocol draft development; Dr. Maher meets with Dr. Palmer to identify TRC's primary areas of interest regarding TPT alumni perceptions. Drs. Maher and Hurst develop interview protocol; Dr. Maher interviews Caitlin Burke to pilot protocol and transcribes resulting interview. Drs. Maher and Hurst use pilot interview data to amend and finalize TPT alumni interview protocol. |
| Mar. – Apr. 2011 | Dr. Hurst identifies and organizes a contact list of selected TPT alumni (further described below). Drs. Hurst and Maher contact selected TPT alumni and invite their participation. Drs. Hurst and Maher conduct 14 interviews by May 1. In April, Tatiana Matthews, TRC student assistant, begins interview transcription. |
| May – June 2011 | Dr. Maher conducts 8 additional interviews. Dr. Hurst meets regularly with Tatiana to guide her transcription efforts. Tatiana transcribes 14 interviews. Dr. Maher transcribes the remaining 8 interviews. Drs. Maher and Hurst begin initial data analysis (further described below). |

Project Data Collection

Interview data were collected via an interview protocol designed specifically for this project. Interview protocol is presented in Appendix A.

Four key areas were explored during the interviews:

1. Reflections on TPT participation (timetable for completion, recollection of vivid experiences, perceptions of mentor and peer relationships)

2. Use of TPT experience in launching a professional career
3. Perceived applicability of knowledge, skills, and aptitudes developed through TPT in current position
4. Recommendations for future TPT activities

TPT alumni were selected for participation in semi-structured interviews in the following manner:

1. In early spring 2011, TRC representatives Drs. Little and Palmer met with Drs. Maher and Hurst to discuss the potential sample for this study. All agreed to target TPT alumni who were thought to be currently employed as faculty members, post doctoral fellows, or in professional research positions.
2. Using TPT participant lists 2005 – 2010, Dr. Hurst compiled the names and contact information for all TPT alumni whose known employment status fit the above criteria.
3. Additional dialogue between Drs. Little and Palmer and Drs. Maher and Hurst occurred to refine the resulting list, including confirming TPT program completion. Dr. Little suggested including in the sample a small number of students who had completed the TPT program but had not yet graduated from UVA (e.g., Jessica Alberle, Kanshu Rajaratram). These students were added to the contact list.
4. The participant contact list was finalized in early May of 2011 and includes all those listed in Table 1. The contact list additionally included three TPT alumni who have not participated:
 - a. Dr. Megan Fuller, who accepted a post doctoral research position at the Centre for Water Resources Research at the University College Dublin, Ireland in 2008. Repeated attempts to contact Dr. Fuller have been unsuccessful; at this time, it is uncertain if she retains affiliation with University College Dublin.
 - b. Dr. Kimberly Holzer, who serves as a post doctoral fellow at the U.S. Fish and Wildlife Service. Currently stationed in Alaska, she is in contact with Dr. Maher; an interview time is being scheduled.
 - c. Dr. Sarah Skrainka, who serves as an Assistant Professor of French at Augustana College. Through initial e-mail contact in late spring, Dr. Skrainka agreed to participate, but did not committed to a time. Subsequent attempts to reach her have revealed she is currently in France. She is willing to participate upon her return to the United States in later summer 2011.
5. In total, 22 TPT alumni have participated in this study. Names, discipline, TPT completion date, UVA graduation date, current employment status and current e-mail are provided in Table 1.

Table 1: TPT Alumni Participants

Participant Name/Discipline	Date Completed TPT	Date Graduated UVA	Current Position
Aberle, Jessica Art History	May 2010	May 2011	Will start as Post Doctoral Fellow, Council for Library Information Research in fall 2011 jma3n@virginia.edu
Alexander, Gina Nursing	May 2009	May 2009	Assistant Professor of Nursing Texas Christian University g.alexander@tcu.edu
Benedict, Kelly Biomedical Engineering	May 2010	May 2010	Post Doctoral Fellow at Massachusetts Institute of Technology kfb6u@mit.edu
Burke, Caitlin Biomedical Engineering	May 2010	May 2011	Actively interviewing for Post Doctoral Positions in Biomedical Engineering cwb2a@virginia.edu
Cvijetic, Neda Electrical Engineering	April 2008	May 2008	Staff Researcher at Corporate Lab in Electrical Engineering, Adjunct Professor at Columbia University neda@nec-labs.com
Dube, Derek Microbiology	May 2009	May 2009	Post Doctoral Fellow University of Michigan derekdub@umich.edu
Garcia, Carmen Foreign Languages	May 2007	May 2007	Assistant Professor of Spanish Lebanon Valley College cgarcia@lvc.edu
Hege-Gingerich, Mandy Psychology	April 2008	May 2008	Assistant Professor of Psychology Butler University mgingeri@butler.edu
Lima, Olivia Psychology	April 2008	May 2008	Assistant Professor of Psychology, Augustana College olivia.lima@augie.edu

Participant Name/Discipline	Date Completed TPT	Date Graduated UVA	Current Position
Ludwig, Patrice Biology	May 2007	July 2007	Biology Lecturer and works in Center for Faculty Innovation, both at James Madison University ludwigpm@jmu.edu
McCarthy (Van Der Shalie) Ellena Biology	May 2008	May 2008	Recently completed two-year Post Doctoral Fellowship at Yale University; currently stay-at-home parent ellena.mccarthy@yale.edu
Mozdzer, Thomas Environmental Science	May 2009	May 2009	Post Doctoral Fellow at Smithsonian Environmental Research Center mozdert@si.edu
Ott, Katy Mathematics	April 2008	May 2008	Post Doctoral Fellow University of Kentucky, will start tenure-track job at same institution in fall 2011 kott@ms.uky.edu
Quertermous, Katy Mathematics	May 2009	May 2010	Assistant Professor of Mathematics and Statistics James Madison University querteks@jmu.edu
Rajaratram, Kanshu Finance	May 2010	Dec 2011	Assistant Professor of Finance University of Cape Town kanshukan@gmail.com
Sargent, Carey Sociology	May 2010	May 2010	Lecturer in UVA Sociology Department and seeking tenure-track job in Sociology sargent@virginia.edu
Sarolli, Gianomenico Economics	June 2010	Aug. 2010	Assistant Professor of Economics Drew University gsarolli@drew.edu
Sefcik-Anderson, Lauren Chemical Engineering	May 2009	May 2009	Assistant Professor of Chemical Engineering, Lafayette University andersol@lafayette.edu
Sutherland, Melissa Nursing	April 2008	May 2008	Assistant Professor of Nursing Boston College melissa.sutherland@bc.edu

Participant Name/Discipline	Date Completed TPT	Date Graduated UVA	Current Position
Taylor, Alyssa Biomedical Engineering	May 2009	May 2010	Lecturer in Dept. of Biomedical Engineering University of Washington actaylor@uw.edu
Thompson, Mary Nursing	May 2009	Aug. 2010	Clinical Faculty, UVA Nursing. In fall 2011, will begin as Assistant Professor of Nursing, Boston College met8f@virginia.edu
Wang, Lixin Environmental Sciences	May 2007	June 2008	Post Doctoral Fellow University of New South Wales w.lixin@gmail.com

Participants' primary employment, either currently or as of fall 2011, fell into three categories:

1. Faculty member; 11 participants serve in a tenure-track position, 3 participants serve in full-time, non tenure-track lecturer positions;
2. Post Doctoral Fellow; 3 participants serve as a fellow at an academic institutions, 1 serves as a fellow at the Council for Library Information Research, and 1 serves as a fellow at the Smithsonian Environmental Research Center;
3. "Other"; 1 participant is actively seeking a post doctoral position, 1 is a staff researcher at a corporate lab, and 1 is a stay-at-home parent.

Preliminary Data Analyses

To gain initial familiarity with interview data and to provide timely feedback to Drs. Little and Palmer prior to the start of the 2011-2012 academic year, Drs. Maher and Hurst elected to focus on participants' responses in three key areas: Most vivid TPT experiences, perceptions of the TPT advisor relationship, and recommendations for the TPT program.

Most Vivid Experiences

Participants were asked to respond to the question, "*When you think about your TPT experiences, which ones do you remember most vividly; which ones stand out to you?*"

To the extent possible, responses were categorized following the TPT checklist participants used to document their programmatic progress. This checklist categorized TPT activities as those for the classroom, for the profession, and at the university. The tables below depict responses that align with each these three categories.

Table 2: Responses Aligned with the “For the Classroom” Category

Checklist Item	Related Responses
Pedagogy Seminar	<p>...allowed you to focus in on teaching pedagogies or methodologies with a core group of people over six weeks (Alberle, J.)</p> <p>...there was one [seminar] about technology in the classroom, and one called, ‘how to be a better teacher.’ I remember it being really different and interesting (Benedict, K.)</p> <p>I thought it was incredibly important and incredibly nice that they actually set up a couple of series – there was a speaker series with the author of ‘what the best professors do.’ Then we had dinner with him, sat down and actually got to ask him a lot more questions (Sarolli, G.)</p>
August Teaching Workshop	<p>[no responses specifically noted the August Teaching Workshop, although teaching workshops more generally were frequently mentioned. Thus, the August Teaching Workshop could have been in participants’ minds when they discussed the overall value of teaching workshops]</p>
Workshops on Teaching and Learning	<p>The ones that stick out the most to me were the ones on persona.... there was another on discussions and facilitating discussions... (Alexander, G.)</p> <p>They have a lot of interactive morning sessions, and there was one on misconceptions; it was a video of an elementary teacher talking about how planets orbit in space and how small children describe what they thought, and trying to understand where all these misconceptions came from. It was interesting hearing different people in the group that were from different majors and the misconceptions they had and all of us just kind of talking ... (Burke, C.)</p> <p>Definitely a lot of the workshops were fantastic, and I had never thought about a lot of these topics ever before (Sefcik Anderson, L.)</p> <p>There was a guest who had a book on teaching and how he taught, kind of the secrets of teaching...I just remember he was a dynamic speaker and he really talked about engaging students in active learning (Sutherland, M.)</p>

	<p>I can honestly say that there is not any component in the program that is not worthwhile, to be honest. The ones that I thought I benefited the most from were the workshops because there were such a wide variety (Taylor, A.)</p> <p>There were some breakfast meetings with some younger faculty – I think that was actually the best part for me (Wang, L.)</p>
Classroom Observations	<p>...essentially one of them [TPT peer] came and viewed my golf class and then gave me feedback afterwards and I did the same for her....it was interesting to get an outsider perspective (D. Dube)</p> <p>I had someone come in and evaluate me while I was teaching a lecture for an undergraduate class; I really appreciated that (McCarthy-Van Der Schalie, E.)</p> <p>There was a peer observation of my teaching, and I think that part is pretty good too (Wang, L.)</p>
Course Design Materials	<p>... [for my course] I had to design a syllabus, design tests and deal with grading (Dube, D.)</p> <p>The syllabus design was helpful too. We talked a lot about designing syllabi (Taylor, A.)</p>
Classroom Teaching	<p>The thing that I did that I found the most useful...was actually the teaching experience... (Dube, D.)</p> <p>The classroom teaching provided the rationale for approaching a lot of my advisors and committee members and asking if I could give guest lecturers. I loved that part. (Sefcik Anderson, L.)</p>
Essays	<p>...now that I am in an academic position...it is really hard for me to get myself to stop and just reflect, and that was such an integral part of the TPT program...and I was just glancing over a reflective essay that I wrote...those opportunities were so beneficial to me (Hege-Gingerich, M.)</p> <p>...we had to write reflective teaching essays...it gave me a chance to think about writing out some of those concerns as a way to think about what I want to do professionally (Sargent, C.)</p>

Reflective Teaching Statement	<p>...there was a workshop on writing teaching statements that was really good, and I think both Dorothe and Deandra have looked at my teaching statement and have been very helpful in terms of giving very specific feedback (Sargent, C.)</p> <p>The most helpful thing in terms of job application were the workshops for writing your teaching statement; I think that is what helped me get my foot in the door for this position (Taylor, A.)</p> <p>We worked on the academic position and it was sort of a group of five or six of us and we sat with Deandra and we worked on our teaching statement (Thompson, M.)</p>
Teaching Consultation	I also remember the consultation I did with Deandra where I videotaped a workshop that I gave and she when over that with me. That was also really helpful (Lima, O.)

Table 3: Responses Aligned with the “For the Profession” Category

Checklist Item	Related Responses
Reflective Teaching Statement or Portfolio Work	<p>...those really helped, especially things like writing your teaching philosophy statement... (Alberle, J.)</p> <p>...I think that [portfolio workshop] may have been the most beneficial for me...particularly now, as I assemble tenure notebooks (Alexander, G.)</p> <p>...the preparation for the teaching portfolio was really good, just a great way to tie everything together and have something on reference basically for the rest of my career... (N. Cvijetic)</p> <p>The teaching portfolio workshop was <i>really</i> beneficial (Lima, O.)</p> <p>I remember doing a teaching portfolio workshop...that is probably what I remember the best (Ott, K.)</p> <p>The most vivid would be the teaching portfolio workshop (Quertermous, K.)</p>

Workshops on Professional Development Other Than Teaching	<p>...those really helped, especially things like writing your teaching philosophy statement, writing a good cover letter and the interview process (Alberle, J.)</p> <p>...there was a workshop where they brought in a time management coach. The big overarching message was: Write for 30 minutes a day (Ludwig, P.)</p> <p>...we had this workshop on giving your cover letter and your resume correctly, going over the interview process. I found it extremely helpful because my department is not one of those departments that are helpful in getting you an academic job (Rajaratram, K.)</p> <p>They had a session on academic interviewing and how to leverage the fact that we came from the University of Virginia, to kind of highlight our abilities a little bit more (Sarolli, G.)</p>
Discipline-Specific Conference	[Not mentioned by any participant]
Research Presentation	[Not mentioned by any participant]
Faculty Interview	...interviewing the different lecturers, like the different professors... (Rajaratram, K.)

Table 4: Responses Aligned with the “At the University” Category

Checklist Item	Related Responses
Administrator Interview	<p>...I had to interview several people, and that is what I have been doing in my job, so the whole experience overall was terrific and I am so glad that I did it (Garcia, C.)</p> <p>...one of the requirements was to do an administrative interview, so I went and spoke with the Dean, and that was really cool (McCarthy-Van Der Schalie, E.)</p> <p>I actually enjoyed my one-on-one with the administrators, just trying to get an idea of what things are really like (Mozdzer, T.)</p> <p>...and just talking to people who are solely in administration – it gives me an idea of ‘is that the behavior I want to end up in? Do I want to be doing more research or do I want to be running a master’s degree program? (Rajaratram, K.)</p>

<p>Workshops About Life in Academe</p>	<p>...there were so many seminars that really stood out...life in academia was one of them (Benedict, K.)</p> <p>...there was one in particular that brought in people from a small liberal arts-type college, a medium research college, and a research 1 college to say what the difference in the tenure process and the professional lifestyle at the three were (Dube, D.)</p> <p>So there were those breakfast discussions we had with people of various levels of academia; there were some administrators, and there were some department heads. I thought that was really informative (Mozdzer, T.)</p> <p>...one of the was the panel about tenure, and about getting tenure, which was eye-opening for me (Sargent, C.)</p>
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Other Experiences

Participants also referenced other experiences that were not easily categorized into the three areas. Representative comments that are unaligned with the above categories include:

There were some workshops that were not sponsored by TPT but were promoted by TPT, and one of them was on grant writing, and that was particularly helpful for me (Alexander, G.)

A lot of the vivid memories I have about it are conversations that I had with other participants, at different lunches and dinners and workshops, things like that where we could compare experiences, and get ideas from each other (Hege-Gingerich, M.)

The evening dinners where we had invited dinners come in, and those were some of the most ... powerful lessons, I guess, for lack of a better word, because you could somewhat casually and very candidly talk to people in similar situations as ourselves, or where in places that we wanted to go, so we got to pick their brains in a really open and relaxed atmosphere. It wasn't as formal as a workshop, so it was really nice to be able to do that (Ludwig, P.)

I think a lot of it is the relationships with the people at the TRC, they're just, they're all so great, and they've all been really great mentors for me ... (Sargent, C.)

... I really enjoyed the things where we got together with other folks in other disciplines. Being nursing, again, we are so in our silo, and maybe this is true across the campus, but you know, at UVA we had our own building, and few students outside nursing actually went to the building, so it was just nice to meet other graduate students who were thinking about academic careers and that sort of thing (Sutherland, M.)

...and it was great just to be able to interact with other students and faculty from across the University (Thompson, M.)

In sum, TPT alumni recalled a wide variety of experiences when asked about their most vivid memories of participation. In the “For the Classroom” category, workshops on teaching and learning were often recalled, but each other activity was also highly valued by more than one TPT alum. In the “For the Profession” category, workshops for the profession were well regarded, as were writing the reflective teaching statement and the portfolio workshop. Both administrator interviews and workshops about life in academe were frequently noted in the “At the University” category.

TPT Advisor Relationship

Participants were asked about the relationship with their TPT advisor during the course of the interview. Participants explained why they chose their TPT advisor, the nature of the relationship, and what they gained from the relationship with their advisor.

Participants chose their TPT advisors for a variety of reasons and a few were indicated frequently. Most participants wanted to gain a different perspective from their research advisor regarding the academic profession. For example, one participant stated:

...but because I had a lot of interaction with him already, I felt that I should find someone new to be – I mean – *newer* to me. We already had sufficient interaction, we talked a lot about research and sometimes about teaching as well, so I wanted to do somebody newer (Wang, L)

TPT alumni also chose advisors with a history of successful teaching and/or research careers. Many TPT advisors were award winning professors. Further, TPT alumni chose advisors who demonstrated a good work to life balance, as illustrated in the following quote:

... so I had taken a class that he had taught, and I thought that he has been a really good teacher in that class. And he had always come across as kind of a friendly yet intelligent and able to convey the material that he was trying to deliver quite well, something that I hope to be in a teacher (Dube, D.)

Even though all participants indicated a positive relationship with their TPT advisor, most explained that their relationships were “sporadic” or “hands-off.” They indicated that while their advisor was involved with their TPT activities, it was difficult to schedule meetings and the requirements for mentorship were not structured. Participants expressed the need for more guidelines regarding the advisor relationship from the TPT program. Participants did, however, indicate they gained much from these advisor relationships. Participants received advice and guidance on how to improve their teaching and how to approach the academic job market. They were also given encouragement, and many had their TPT advisors write recommendation letters their behalf for academic and research positions. Finally, approximately half of the participants indicated they did keep in touch with the TPT advisors after graduation.

Recommendations for TPT Program

Overall, past TPT alumni were enthusiastic about and satisfied with their experiences in the program. All were asked to provide recommendations on future programming and for the TPT program in general. Three overarching themes emerged from these responses: (1) Recruit participants into the TPT program at the beginning of the student’s graduate program, (2)

Encourage more interaction among TPT participants, and (3) Specific programming recommendations.

Recruit Participants Early

A majority of participants recommended the recruitment of students earlier in their graduate career. Specific recommendations included increased marketing to individual graduate department advisors to make them more aware of the program and encourage participation among students as they enter these graduate programs. The participants indicated they had more “free” time earlier in their graduate school career as well. Further, they indicated that an earlier start time in the TPT program would allow participants to take advantage of the program and complete the requirements without feeling “rushed” and to develop deeper relationships among their TPT peers.

Increase Interaction Among Participants

Many past participants indicated the desire for more interaction with their peer participants. Most participants admitted they did not regularly communicate with their past peers from the program but expressed a desire to have had cultivated stronger relationships during the program. The recommendations to increase interaction among participants include: (a) randomly pairing participants to encourage interaction and inter-disciplinary discussions, (b) provide opportunities for participants to share their research among their peers in an informal setting, (c) decrease the size of the cohorts, (d) create a social media network for participants (i.e. Facebook, Twitter, blogs), and (e) encourage informal meetings of peers.

Specific Programming Recommendations

TPT alumni provided numerous specific recommendations for future TPT activities and workshops. Several participants indicated the need for workshops on the administrative side of academia and/or required participation in administrative meetings, such as departmental committee meetings. Additionally, participants expressed the need for workshops or discussions on the advantages and disadvantages of “temporary academic labor” positions, such as post doctoral positions, research scientist positions, and adjunct faculty positions. A few participants suggested workshops on how to write letters of recommendations. Finally, some participants recommended creating small groups among peers in the same disciplines to discuss how the TPT activities were relevant to their specific field.

Next Steps – Planned and Proposed

Planned Steps

Dr. Maher anticipates interviewing Drs. Holzer and Skrainka in summer 2011, transcribing their interviews, and posting them on the TPT Collab site. The addition of these interviews will bring the total number of participants to 24.

Dr. Maher and Hurst will continue analysis of all interview data, with the goal of synthesizing the data into a holistic picture of TPT participation. Special attention will be given to potential

differences by gender and discipline. The most significant findings will be identified and linked to extant literature on development of future faculty.

Proposed Steps

Drs. Maher and Hurst propose the following activities:

1. Targeted dissemination of most significant findings to stakeholders at UVA and within the wider professional development community. Dissemination would take the form of reports generated for review by internal sponsors and constituents of the TPT program at UVA, as well as conference and journal paper submissions. Drs. Maher and Hurst would like to work closely with Drs. Little and Palmer on dissemination efforts.
2. Continued data collection to regularly update the TPT alumni interview data base.
3. Undertaking additional investigations, such as one to better understanding motivations and outcomes for faculty who serve as TPT advisors, and one to solicit input from those who most closely supervise TPT alumni to compare their perceptions performance of TPT alumni versus non TPT alumni.

Appendix A: TPT Alumni Interview Protocol

Tomorrow's Professor Today Protocol for Phone Interview

1. Our records indicate that you were accepted into the TPT program in the summer of _____ and that you completed the program in spring of _____. Is that correct?
2. When did you graduate from UVA?
3. Please briefly describe the path your professional career has taken since you graduated.

TPT Experiences

4. I'm interested in learning about your experiences as a TPT participant ...
 - a. You completed all program requirements within __ year(s). Why did you choose this timetable for completion? How do you think "spreading out/clumping" your participation affected your TPT experience?
 - b. Did you participate in TPT during the beginning, middle or more toward the end of your graduate student experience>
 - c. Which TPT experiences do you remember most vividly (i.e., which "stand out"), and why?
 - d. Tell me about your TPT advisor ...
 - why did you select this person as your TPT advisor?
 - was this person also your academic/research advisor? If not, why not?
 - how would you describe your relationship with your TPT advisor?
 - how was your TPT engaged in your TPT activities?
 - how did your TPT advisor help prepare you for your current job?
 - have you kept in contact with your TPT advisor? Why or why not?
 - how have the experiences with your TPT advisor affected your career?
 - e. . Tell me about your TPT peers ...
 - how would you describe your relationships with your TPT peers?
 - did you interact with TPT peers outside your discipline? If so, when and how?
 - did you interact with TPT peers outside of TPT activities?
 - (how) did interactions with TPT peers prepare you for your current job?
 - have you kept in contact with your TPT peers? Why or why not?

- f.. When you completed the TPT program ...
 - what were your impressions of a faculty career?
 - did you want a faculty career? Why or why not?
 - did you apply for faculty positions as you neared graduation? Why or why not?
 - if you applied for faculty positions, tell me about your experience as an applicant
 - if you applied for other types of positions, tell me about those and your experiences as an applicant for those positions

- g.. When you graduated from UVA ...
 - what type of employment did you accept?
 - did you perceive that potential employers considered your TPT participation during the interview process? If so, what were your perceptions?
 - have you changed employment since your first post-graduation position and now? If so, please describe these changes.

Current Position

5. I'm interested in learning about your current job/position ...

- a. Describe your current job
 - how long have you held this job?
 - did you perceive that your current employer considered your TPT participation during the interview process? If so, what were your perceptions? (ask only if job change)
 - what are your major job responsibilities? (if faculty, ask for teaching load and nature of teaching assignments)
 - (how) have your responsibilities changed since you accepted this position?
 - (if faculty) is your job a tenure-track position? Was this important to you? Why or why not?
 - do you currently interact with graduate students? If so, in what capacity (e.g., teacher, advisor/mentor, etc .) If you mentor graduate students, do you think your TPT participation as affected how you interact with these students?
 - describe the institution/organization for which you work (if IHE, RI or Liberal Arts, etc)
 - from what you have learned about your institution thus far, what types of activities are valued? In other words, what will you need to do to succeed at this institution?
 - how long do you plan to stay at your current institution?

- b. In thinking about your current job and your current institution/organization ...
 - Are the knowledge, skills and aptitudes you gained from your TPT experience

applicable to your current job responsibilities? (how?)

-if TPT experiences are applicable, how?

-teaching responsibilities

-interactions with supervisors

-interactions with peer faculty

-interactions with students

-with others, or in other ways?

c. We are interested in learning about how TPT participants may be the same as or different from their non-TPT colleagues. Would you feel comfortable giving us the name of someone who is familiar with your work and with whom we could speak, for example, your direct supervisor/ department chair?

Recommendations for TPT Program

6. What TPT components were especially valuable to you in your career, and why?
7. What TPT components could be improved upon, and how?
8. Did your TPT experiences help you transition into your current job? If so, how? If not, why not?
9. What other recommendations do you have for the TPT program?