



### CSU PRE-Professor Program (PREPP) given to Prospective Fellows Program @ a Glance

The CSU PRE-Professor Program (PREPP) is designed to support doctoral students and postdoctoral scholars transition to a faculty position by engaging them in a virtual, quarter-long program at a CSU campus. The goal of PREPP is to immerse participants in the life of a faculty member at a CSU campus. PREPP fellows will have individual mentorship from an experienced Faculty Mentor in two broad categories: *Instruction* and *Understanding the Campus Culture and Service*. Underrepresented students are highly encouraged to apply.

#### Program Features

CSU PREPP Fellows will be partnered with a Faculty Mentor who will oversee the project. Fellows will learn what faculty life is like at a CSU campus. Doctoral studies and post-doc positions prepare you for conducting research and scholarship, and this program focuses on instructionally related activities (teaching, curriculum, mentoring students), service activities associated with faculty positions, and an understanding of research expectations and support at a comprehensive university.

#### Instructional Activities

Instructional activities are a broad topic encompassing teaching (and all associated tasks) and mentoring. Teaching is a rather broad category that includes several tasks, from planning for instruction, planning and teaching lessons, and mentoring students (teaching in small groups or one-on-one).

#### Campus Culture of a Comprehensive Master's University & Service

Fellows will learn how a campus runs and the role of a faculty member within the structure of a comprehensive university. First and foremost, Fellows need to learn about department life within their field(s). How does a department run, what's expected of new faculty, and in what role(s) do junior faculty engage? These questions will be answered by participating in a variety of tasks, discussions, and assignments.

#### Typical Program Activities

- Develop a Syllabus (I)
- Prepare and teach two class sessions in a course within your field (ideally one lower-division and one upper-division) (I)
- Observations of teaching with debriefing (I)
- Attend a lab meeting (M)
- Attend a mentoring meeting between faculty and student (M)
- Identify instructional support services on campus (I)
- Attend a department meeting (C)
- Attend department seminars or job talks (JR, C)
- Meet with Department Chair (C)
- Tenure/Retention Expectations (C)
- Curriculum Committee (I, C, S)
- Understanding Shared Governance (S, C)
- Components of a good cover letter (JR, C)
- Inclusive Excellence Statement/Teaching Philosophy Statement (JR, C)
- Understanding research support on campus (JR, C)
- Becoming familiar with student resources and supports on campus (C, M)

*I = Instruction, M = Mentoring, C = Campus Culture, S = Service, JR = Job Readiness*

The activities will take place online during the quarter. You will be assigned a Faculty Mentor and meet individually and as a small group with the Mentor.

#### Fellows Application Procedures

Interested individuals will prepare an application and submit the following documents to be reviewed by the program faculty.

- Application
- CV
- Personal statement of interest
- Teaching Experience/Interest Statement
- Indication of support from the Dissertation Mentor

**The first cohort of PREPP fellows will begin during Spring 2024. Applications will be coming in Fall 2023.**