



FIRST Program 4-Year Outline

YEAR 1

Scholars will primarily focus on in-depth training in their research project (95%). During Year 1, ~2% of Scholar effort will be devoted to participating in the mandatory pedagogic *'How to Teach'* course. For Professional Development, 3% of effort for the FIRST Scholars will be required to participate in the following events:

- Monthly FIRST seminar series
- Responsible Conduct of Research
- Grant writing F32/Mosaic Boot Camp
- Rigor and Reproducibility (embedded in the F32/Mosaic Boot Camp).
- Establish an IDP
- Attend a minimum of three additional workshops related to Professional Development
- Attend and present at departmental seminars
- Attend annual IRACDA Conference

YEARS 2 and 3

The primary emphasis will continue to be their research project with 80% and 70% effort in Years 2 and 3, respectively. During Years 2 and 3, the teaching components will comprise ~17% and ~22%, respectively. The balance (~3%) will be focused on Professional Development. One goal of FIRST is to ensure maximized flexibility in effort allocation in order to take advantage of different opportunities for training and personal growth, particularly in Years 2 and 3. In Year 2, ~17% of each Scholar's effort will be devoted to identifying a Teaching Mentor and working with them to explore and plan their mentored teaching experiences. Through a ladder and mentored exploration of teaching options, the flexibility provided in Years 2 and 3 enables the Scholar and Teaching Mentor to design their own program within broad limits. As they map out the potential course(s) for Scholar involvement, the Scholars are able to work with their Teaching Mentor and craft a capstone teaching project for Year 4 that is well tailored to their future academic career goals. Other requirements include the monthly FIRST seminar series and attendance at a minimum of four workshops/year related to Professional Development.

Teaching components of Years 2 and 3 with ~17% and ~23% effort, respectively, to the following events

- Select AUC Teaching Mentor
- Attend Teaching Mentor Contract Workshop
- Explore and plan mentored teaching experiences
- Deliver guest lectures
- Modify / Develop course with AUC Teaching Mentor
- Annual Review by Teaching Mentor

For Professional Development in Years 2 and 3, Scholars will devote ~3% effort to the following events

- Attend annual IRACDA Meeting each year
- Attend four Career Development Workshops/year
- Monthly FIRST Seminar
- Attend and present at departmental seminars relevant to the Scholar's research area
- Attend and present at national conferences relevant to the Scholar's research area

- Begin to prepare and refine CV, statement of teaching philosophy, and Teaching Portfolio
- Begin to prepare job applications
- Lab Management Course

YEAR 4

While research training will remain an important focus, teacher training plus professional development together will become 50% effort. Scholars will continue their research projects which requires a careful balancing of their time commitment to teaching and research as this often represents the period when the research results are written for publication. Each Scholar will complete their capstone teaching project where they will lead a full science course at a Partner Institution, under the supervision of their AUC Teaching Mentor. Responsibilities will include curriculum and examination design, grading, and student counseling. Teaching evaluations will be provided by students and the Teaching Mentors. For Professional Development, Scholars will devote ~3% effort including job interview training and presenting mock faculty candidate seminars/job talks at the FIRST seminars. Scholars will also be required to attend four career development workshops. While continuing to work on their research projects, Scholars will enhance their mentoring skills by hosting an undergraduate in their mentor's laboratory.

For Teaching, Scholars will devote ~47% effort to the following events

- Take a leadership role in an AUC course (classroom or laboratory) with Teaching Mentor (capstone teaching project)
- Mentor under-graduate in research laboratory project
- Annual Review by Teaching Mentor and Students

For Professional Development, Scholar will devote ~3% effort to the following events

- Attend annual IRACDA Meeting
- Attend four Career Development Workshops
- FIRST Seminar
- Workshop – How a faculty search committee works
- How to negotiate
- Practice Job Talk, chalk talk, teaching lecture, and personal interview