

April 13, 2016

**SUBJECT: Stephanos Matsumoto's completion of the Future Faculty Program**

To Whom It May Concern:

I am writing to confirm that Stephanos Matsumoto, a Ph.D. student in the Department of Electrical & Computer Engineering has completed all requirements for the Future Faculty Program offered through Carnegie Mellon's Eberly Center for Teaching Excellence and Educational Innovation. The Future Faculty Program is designed to help graduate students develop their teaching skills and document their teaching-related professional development activities in preparation for a faculty career. Completion of the Future Faculty Program is voluntary, does not appear on the student's official Carnegie Mellon transcript and is not a teaching license or credential for K-12 instruction from the State of Pennsylvania.

This letter describes each of the program's four required professional development components: (1) seminar attendance; (2) teaching feedback consultations; (3) a course and syllabus design project; and (4) a statement of teaching philosophy project.

**Requirement 1: Seminars**

Graduate students must attend at least eight seminars through the Eberly Center, of which at least four must be designated as core seminars for future faculty. Core seminars focus on topics considered foundational for a faculty career, while elective seminars focus on more specialized topics. Each seminar integrates educational research and theory with practical pedagogical strategies and uses a variety of activities to draw on the experiences and reflections of the seminar participants.

**Requirement 2: Teaching Feedback Consultations**

Graduate students must receive feedback on their teaching by Eberly Center consultants on at least two occasions. Three types of teaching feedback consultations are available to graduate students:

1. *Classroom observation*: An Eberly Center consultant observes the graduate student teach a class session, recitation session, or guest lecture, and collects objective data on student and instructor behaviors. The consultant and the graduate student meet afterwards to reflect on effective teaching strategies the graduate student currently uses, and to discuss possible strategies to implement in future teaching.
2. *Early course feedback focus group*: An Eberly Center consultant facilitates a mid-semester student feedback session with all students attending the graduate student's course. Using an adaptation of focus group and survey methods, the consultant solicits

feedback and assesses consensus regarding the aspects of instruction that are perceived to support student learning and that could be improved (including suggestions). The consultant compiles and analyzes this quantitative and qualitative feedback, and the graduate student and the consultant meet to discuss the feedback and to strategize about implementing changes in their future teaching.

3. *Microteaching workshop*: Each of a few graduate student participants teaches a five-minute lesson and receives feedback from the other participants and Eberly Center consultants facilitating the workshop. Then, the graduate student and an Eberly Center consultant meet to watch and discuss a video of the graduate student's lesson.

Graduate students may choose any combination of the above consultation options, as long as at least one consultation is a classroom observation.

### **Requirement 3: Course and Syllabus Design Project**

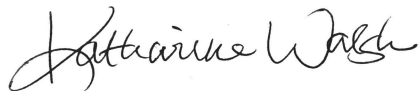
Graduate students must create a syllabus for a course they expect to teach at some point in their academic career. The project includes a written reflection that describes the graduate student's pedagogical choices in developing the syllabus, alignment between the learning objectives, assessments of student learning and teaching strategies, and examples of teaching methods they would use as instructors of the course. An Eberly Center consultant provides guidance and feedback as the graduate student drafts and revises their syllabus and reflection.

### **Requirement 4: Statement of Teaching Philosophy Project**

Graduate students must write a one- to two-page statement of teaching philosophy that articulates their goals for student learning, the instructional methods they use to achieve these goals, their assessment of these goals, and their approach toward creating an inclusive learning environment. An Eberly Center consultant provides guidance and feedback as the graduate student drafts and revises their statement of teaching philosophy.

If you have any questions about the Eberly Center's Future Faculty Program, please feel free to contact me by email ([kpwalsh@andrew.cmu.edu](mailto:kpwalsh@andrew.cmu.edu)).

Sincerely,



Katharine Walsh, Ph.D.  
Teaching Consultant  
Coordinator of the Future Faculty Program