

National Faculty Teaching and Career Institutes

Compiled by Caltech Center for Teaching, Learning, and Outreach

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Summer Institutes on Scientific Teaching (All STEM Fields; roots in Biological disciplines)

<http://www.summerinstitutes.org/>

Summer Institutes on Scientific Teaching empower and inspire college and university instructors to transform STEM education through evidence-based teaching practices. The Summer Institutes are dedicated to STEM education reform, improving science literacy, attracting more diverse students to research and increasing the number of students who become scientists at colleges and universities across the United States. The Summer Institutes model the scientific teaching principles they promote and support participants in directly applying these principles to the development of teaching materials. Summer Institutes alumni are actively transforming STEM education on their home campuses, contributing to national STEM education initiatives and disseminating their evidence-based teaching efforts and research.

These summer institutes are five days long and are held in various US regions, including California, the Northwest, Gulf Coast, and Northeast. Applications typically open in March, for institutes in June, July, and August each year. As part of the application, campus leaders confirm funding and implementation support for proposed teams or individuals.

Workshop for New Physics and Astronomy Faculty

<http://www.aapt.org/Conferences/newfaculty/nfw.cfm>

This four-day workshop is designed to help new faculty (in the first few years of their appointment) at research and four-year institutions understand how to become more effective educators and support their quest to gain tenure. Each workshop presents a small number of techniques that have proven to be effective in a variety of environments. These tactics can be implemented with minimal time and effort, thus allowing new faculty to devote more of their attention to research and scholarship. Participants have the option to participate in a follow-up, online cohort for ongoing support. Approximately 40% of all new physics and astronomy faculty in the US participate in this program.

Workshops are held in June and November, with nominations due the fall or spring before. Ideal candidates have a year or two of teaching experience so that they are aware of the challenges of the first year of teaching. Workshops nearly always fill and there is often a waiting list. The department chair is asked to verify that the institution will pay for the participant's travel to the workshop, which is usually held at the American Center for Physics in College Park, MD.

Mathematical Association of American Project NExT

<https://www.maa.org/programs-and-communities/professional-development/project-next>

Project NExT (New Experiences in Teaching) is a professional development program for early career faculty in the mathematical sciences. It addresses all aspects of an academic career: improving the teaching and learning of mathematics, engaging in research and scholarship, finding exciting and interesting service opportunities, and participating in professional activities. It also provides the participants with a network of peers and mentors as they assume these responsibilities. Since 1994 there have been over 1700 Project NExT Fellows, who have appeared in all capacities in the academic mathematical profession.

Each cohort participates in: a three-day workshop in late July/early August, preceding MathFest (the summer meeting of the MAA), plus sessions during MathFest; special events at the Joint Mathematics Meetings in January; a one-day workshop preceding MathFest (and sessions during MathFest the following year; an electronic network that links fellows with one another and with seasoned mathematicians and award-winning teachers. Applications are accepted in two rounds: one in the fall for those already in faculty positions, and another in the spring for those accepting positions to begin the next academic year. Applications include a personal statement, a research statement, a brief vita, an application form, and a letter of support from the chair or dean.

Society for Developmental Biology Boot Camp

https://sdbonline.org/boot_camp

The Society for Developmental Biology Boot Camp is designed for pre-tenure faculty and advanced postdoctoral fellows about to enter their first academic position who are interested in: improving their leadership/management skills, learning about different model organisms, and learning about teaching and mentoring. The camp is offered biennially by the [Professional Development and Education Committee](#) (PDEC), with partial support from [Developmental Biology](#), an official journal of SDB, and contribution from the [Howard Hughes Medical Institute](#) (HHMI). May be offered every other year.

Applications are typically due in April or May. The boot camp occurs in the summer (typically July) and lasts for approximately two days.

American Chemical Society Cottrell Scholars New Faculty Workshop

<https://www.acs.org/content/acs/en/education/educators/coursesworkshops/csc-new-faculty-workshop.html>

This three-day program is designed to aid newly-hired chemistry faculty to develop strong research and teaching programs. The workshop will focus on implementation of evidence-based teaching practices in the classroom, integrating teaching and research, student mentoring and effective time management.

Offered multiple times each year, nominations are due approximately three months in advance. Applications include a nomination form, a letter of support from the department chair (at Caltech, the executive officer), and a copy of an NIH or NSF style biosketch.

Workshop for Early Career Geoscience Faculty

<https://serc.carleton.edu/NAGTWorkshops/earlycareer2019/index.html>

The Early Career Geoscience Faculty workshop is designed for those in their first three years of a tenure-track or equivalent faculty position. Participants learn about setting course goals, strategies for active learning, and methods for assessment. The workshop also engages participants in successful strategies for advising/supervising undergraduate and graduate research students, as well as early-career faculty issues such as balancing research, teaching, service, and other responsibilities. Workshop attendees leave with examples of assignments and activities for various courses, a network of other early career faculty in similar fields, and a plan for managing their academic careers.

Applications are due in March. Participants must have a full-time faculty position at a two-year or four-year college or a university at the time of the workshop and must be in their first three years of full-time teaching or starting a full-time position in the Fall. Priority is given to those in tenure-track positions.

American Society for Engineering Education, National Effective Teaching Institute (NETI)

<https://www.asee.org/education-careers/continuing-education/courses-and-workshops/neti>

The National Effective Teaching Institute (NETI-1) is a three-day workshop given twice per year (January and May), providing information and hands-on practice in the elements of effective teaching—course planning, lecturing, active learning, assessment of learning, and dealing with a variety of problems that commonly arise in the life of a faculty member. The workshop is also intended to provide new faculty with tips on getting their careers off to a good start. Experienced faculty who are excellent teachers involved in mentoring others may also be nominated to participate. NETI-1 has been offered since 1991 and has had over 1312 participants from 244 universities. ASEE also offers a two-day advance workshop (NETI-2) once every two years.

Engineering deans are invited to nominate up to two faculty members from their campuses for each institute, and institutes are offered twice per year (January and June). Nominees should have at least one semester of teaching experience prior to attending.

Best Teachers Institute

<http://www.bestteachersinstitute.org/>

A three-day institute based on Ken Bain's book *What the Best College Teachers Do* (Harvard University Press, 2004) and James Lang's *Small Teaching* (Jossey-Bass, 2016). Applications are open early in the calendar year for the June institute, which is held in the New York City area.