Creating Teaching opportunities
Through Campus and Statewide Partnerships

Salvador Almagro-Moreno, Ph.D.
E.E. Just Postdoctoral Fellow
President of Dartmouth College Postdoctoral Association

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Dartmouth College
Dartmouth College

- Located in Hanover, NH
- Belongs to the Ivy League
- Consists of:
  - Liberal Arts College
  - Geisel School of Medicine
  - Tuck Business School
  - Thayer School of Engineering
  - 19 Graduate Programs
Dartmouth College

Strong emphasis in undergraduate teaching

Most undergraduate courses can only be taught by faculty
Partnership
Dartmouth College Postdoctoral Association (DCPDA)

DCPDA aims to aid in the professional development of its members, foster a sense of community and identity among them, and enhance their overall experience at Dartmouth College

~250 members
For Postdocs by Postdocs
Sole source of events catered to Postdocs

• Career development workshops
  Interview skills, entrepreneurship, alternative careers, grant writing, job search and negotiation, and more
• Annual Research Day
• Social events
  Research and Beer, monthly night out (TGIP), Spring Salsa Festival, and more
Dartmouth Center for the Advancement of Learning (DCAL)

DCAL organizes workshops and services to support graduate students and postdocs (future faculty) with current and future teaching and career goals and one-on-one or small group consultations

Samples of DCAL’s offerings:

• Future faculty teaching series
• Syllabus design workshop series
• Teaching philosophy workshops
• Communicating research to broader audiences
National Institute of Health-sponsored New Hampshire Network of Biomedical Research Excellence (NH-INBRE)

*Sponsored by NIH, NH-INBRE is a collaborative network of 2 year and 4 year colleges in the State of New Hampshire. NH-INBRE is comprised of The Geisel School of Medicine at Dartmouth and the University of New Hampshire as lead institutions and 8 partners*

**Samples of NH-INBRE’s aims:**

- Increase opportunities for undergraduates to participate in original biomedical scientific research at partner institutions
- Expand the culture of ongoing research and research capacity at partner institutions
- Enhance the science and technology training of the NH workforce
Partnership

Cynthia E. Tobery, Ph.D.
Director of DCAL

Salvador Almagro-Moreno, Ph.D.
E. E. Just Postdoctoral Fellow
President of DCPDA

Robert A. Maue, Ph.D.
Professor of Physiology and Neurobiology
Professor of Biochemistry
Research Training Leader NH-INBRE
Participant institutions

Colby-Sawyer College
Franklin Pierce University
Geisel School of Medicine at Dartmouth
Great Bay Community College
Keene State College
New England College
Plymouth State University
River Valley Community College
Saint Anselm College
University of New Hampshire
What we did

1) DCPDA, DCAL and NH-INBRE connect participant institutions that have open positions with Postdoctoral scholars at Dartmouth College

2) DCAL and DCPDA provide training for applicants either in a general manner (through workshops) or directly, by one-on-one meetings that range on topics from lecture preparation to defining your teaching style.

3) NH-INBRE, DCAL and DCPDA fund training for applicants

4) NH-INBRE funds some the opportunities (either fully or partially)
Results

- **Advice and training** for Postdocs to improve their teaching skills

- More than **50 teaching opportunities** have been included in a wide range of subjects, from microbiology to mathematics, and a variety of time commitments, from teaching previously taught courses for a handful of weeks to establishing new courses for full semesters

- **14 postdocs** at Dartmouth College have benefitted from these opportunities

- 2 of them were offered **permanent positions** at the institutions where they taught
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The Dartmouth College Postdoctoral Association (DCPDA) was founded in 2008. Since its inception, DCPDA has conducted yearly surveys to improve the efficiency of the organization and to identify issues of major concern to postdoctoral scholars at Dartmouth. Our surveys have revealed that one of the main career development needs of postdocs is to have opportunities to teach during their training period. In order to confront this challenge, DCPDA has partnered with the Dartmouth Center for the Advancement of Learning (DCAL) and the New Hampshire Network of Biomedical Research Excellence (NH-INBRE) to provide postdocs with access to teaching positions at the college level.

DCPDA aids in the professional development of postdocs at Dartmouth College, fosters a sense of community and identity among them, and enhances their overall postdoctoral experience. DCPDA offers career development workshops (grant writing, interview skills, entrepreneurship, alternative careers, etc.) and professional as well as social events (annual research day, postdoc night out, etc.). DCAL organizes workshops and services to support graduate students and postdocs with current and future career goals that involve teaching. Some of the workshops include future faculty teaching series, syllabus design series, teaching philosophy, and communicating research to broader audiences. DCAL also provides one-on-one and small group consultations. NH-INBRE is a collaborative network, sponsored by the National Institutes of Health, of 2-year and 4-year colleges in the State of New Hampshire. NH-INBRE is comprised of The Geisel School of Medicine at Dartmouth and the University of New Hampshire as lead institutions and 8 partners. Some of NH-INBRE’s aims are to increase opportunities for undergraduates to participate in original biomedical scientific research at partner institutions, to expand the culture of ongoing research and research capacity at partner institutions and enhance the science and technology training of the New Hampshire workforce.

The partnership works as follows: DCPDA, DCAL, and NH-INBRE connect postdoctoral scholars at Dartmouth College with participating institutions that have open teaching positions. Postdoctoral applicants hired by a participating institution receive training from DCAL and DCPDA, either in a general manner (through workshops) or directly by one-on-one meetings that range from lecture preparation to defining your teaching style. Finally, DCPDA, DCAL, and NH-INBRE provide postdoc training and NH-INBRE either fully or partially (some institutions provide their own funding) funds the opportunities.

This partnership has provided postdocs at Dartmouth with valuable advice and training to improve their teaching skills. More than 50 teaching opportunities have been included in a wide range of subjects, from microbiology to mathematics, and a variety of time commitments, from teaching previously taught courses for a handful of weeks to establishing new courses for full semesters. To date, 14 postdocs at Dartmouth College have benefited from these opportunities and 2 of them were offered permanent positions at the institutions where they taught.

Overall, the partnership of DCPDA, DCAL, and NH-INBRE has provided postdoctoral scholars at Dartmouth an avenue to address one of the most pressing concerns of their career development: obtaining substantive teaching experience at the college level.

Salvador Almagro-Moreno, PhD, is a Postdoctoral Fellow at The Geisel School of Medicine at Dartmouth and President of the Dartmouth College Postdoctoral Association.