Future Professoriate
Program Participant
Handbook

Contents

The Future Professoriate Program: Purpose, Origin, Structure

The Future Professoriate Program (FPP) arose from the observation that students headed for faculty careers needed to better understand the role of teaching in higher education. Teaching involves more than lecturing in a classroom and grading papers. New faculty members must learn to manage their time well and balance their personal lives with the various responsibilities of faculty life, such as serving on committees, advising students, understanding tenure requirements and becoming familiar with their colleagues. In 1993, funding from the Foundation for the Improvement of Post-Secondary Education (FIPSE) and The Pew Charitable Trusts allowed the development of programming and institutional support directed at making teaching opportunities and faculty mentorship in teaching central parts of the graduate school experience at Syracuse University. Students, faculty and administrators from a variety of departments and units came together with two fundamental goals:

> ➢ to prepare graduate students for the range of responsibilities they will assume as future members of the professoriate
> ➢ to effect a change in faculty culture by fostering recognition of the importance of teaching as a dimension of graduate education

The FPP is based on a partnership between the Graduate School and participating academic departments/units. The Graduate School provides a general framework for the program, performs administrative and coordinating functions, and sponsors professional development programming relevant across disciplines, while the departments implement mentoring relationships, programs, and other activities tailored to the disciplinary environment and professional needs of their students.

Among the signature offerings of the FPP are:

- Professional development programming and related events designed to assist graduate students as they prepare for life as faculty members
- Independent Mentored Teaching Experiences under the guidance of Faculty Teaching Mentors

- The Certificate in University Teaching (CUT), awarded jointly by the Graduate School and participating departments/programs to students who document their readiness to hold faculty appointments through the preparation of an FPP Teaching Portfolio
- An annual conference in mid-May, providing a forum for faculty and graduate students to discuss and debate current issues in higher education and share expertise on teaching and professional development within the academy.

How It Began…

The foundation for Syracuse University's Future Professoriate Program was laid in 1987 with the Teaching Assistant Program of the Graduate School. The program soon became one of the premier models for Teaching Assistant training in the United States (*Chronicle of Higher Education*, 11/29/89; *U.S. News and World Report,* 10/15/90), featuring an intensive August orientation for more than 300 new TAs and a variety of year-round services for more than 850 TAs holding appointments in ten schools and colleges.

Despite its success, we recognized that something was missing. The program was designed to guide Teaching Assistants in their immediate duties, but students headed for faculty careers needed more to succeed. Teaching Assistants required guidance from faculty members in their academic disciplines. We had to integrate research, teaching, and service skills with their graduate experiences. TAs needed exposure to all aspects of the teaching life, professional and personal. It became clear that additional funding would be needed to address these imperatives.

Help came in 1993 with nearly $1 million from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education and The Pew Charitable Trusts. The funding gave the Graduate School of Syracuse University the resources to launch its new concept in graduate education in all of its doctoral programs and in many masters programs. The Future Professoriate Program became a reality.

In the years since, the FPP has helped Syracuse University establish its reputation as a national leader in the redefinition of graduate education. The need for a structural response to enduring economic and labor realities for faculty in many fields is now widely acknowledged. Yet graduate training, especially at the doctoral level, has not kept pace with the rapid evolution of faculty roles. The FPP addresses this situation in three ways: by preparing graduate students to excel at the crucial dimension of teaching, by enhancing their prospects on the job market, and by giving them a footing in the shifting terrain of higher education.

Administration and Structure

According to the Council of Graduate Schools and the Association of American Colleges and Universities, approximately 75 percent of new faculty hires occur at institutions where teaching and professional and community service roles are as important as or more important than research. Yet many graduate students still embark on the job search unprepared for this reality.

As difficult as it is to find desirable academic jobs in many disciplines, successful candidates will have scored a Pyrrhic victory if they are unable to meet the expectations—often very formidable—for retention and promotion. With the support of the Future Professoriate Program, our graduate students have an advantage. Participation in the FPP gives graduate students access to a range of resources, programs, services, and experiences designed to

- Prepare them for their instructional responsibilities as faculty
- Ground them in the current issues, trends, and debates informing the evolution of faculty roles
- Foster an understanding of the diversity of institutions and institutional contexts in higher education, particularly as these bear on faculty life and professional expectations
- Situate them advantageously regarding the job search

The **Graduate School Programs** office (220 Bowne Hall; 443-1856) administers the FPP campus-wide. The office maintains enrollment records, generates and sponsors **programming** of broad relevance to the FPP membership, publicizes events and communicates general information to participants, organizes the **annual FPP conference**, and, in conjunction with participating academic departments/units, awards the **Certificate in University Teaching** (CUT).

Most students' direct experience of the FPP, however, comes primarily through the **department or college** in which they are enrolled. Currently 27 academic departments/programs and 3 school/colleges (Newhouse, the iSchool, and the School of Education) participate in the FPP, as does SU's Women in Science and Engineering (WiSE) program. These units offer FPP programming and activities oriented to the participants' specific disciplines or professional contexts. Students pursuing the Certificate in University Teaching work with a **Faculty Teaching Mentor** while undertaking their **Independent, Mentored Teaching Experience** and compiling their **teaching portfolio**. Each academic unit has an FPP **Primary Faculty Liaison (PFL)** who coordinates the program, enrolls students, and communicates with the Graduate School; PFLs are listed on the FPP's "Participating Departments and Programs" web page.

These and other aspects of the FPP are discussed in the following pages.

PLEASE NOTE that because the size, nature, and requirements of the participating academic units vary considerably, *there is no "one-size-fits-all" version of the program*. The FPP is largely decentralized, and, as frequent caveats will indicate, variation among departments/programs concerning eligibility, scope and extent of programming, expectations of participants, mentoring and teaching experiences, and other matters is the norm.

Enrollment in the FPP

Graduate students wishing to join the FPP should contact their [Primary Faculty Liaison](#), who sends the Graduate School a list of participants early in September. Only students who are officially enrolled in the program can qualify for an **FPP stipend** (see p. 18).

Eligibility requirements for the FPP vary widely by department/college. In some programs all graduate students can participate, or may even be automatically enrolled. Other programs may require prior TA experience, limit participation to students who have advanced to candidacy, or impose other restrictions. Thumbnail descriptions of [FPP eligibility requirements](#) can be found on the FPP website.

Female students in the STEM disciplines may have the option of enrolling in FPP through their home departments or through the WiSE program. While *it is not possible to be formally enrolled in both programs simultaneously*, this is unlikely to restrict the students' access to both departmental and WiSE FPP programming and activities. Students may wish to investigate such issues as the programs' respective expectations of participants, portfolio and other certification requirements, and FPP stipend allocations prior to enrolling in the FPP.

If you are uncertain of your enrollment status, please contact Dina Ioannidis in the Graduate School (x6130; kioannid@syr.edu).

If your home department or college does not participate in the FPP (consult the roster of [participating departments](#) online, please contact Glenn Wright in the Graduate School (x3458; glwright@syr.edu). It may be possible to arrange your participation through another program, or to enroll you as a "member at large."

FPP Programming

The Graduate School provides bookends to the FPP's academic year in the form of a "kickoff" event early in the Fall semester (usually hosted at the Goldstein Alumni & Faculty Center) and the **FPP Annual Conference** (see p. 20) in mid-May, along with at least 1 additional all-campus program in both the Fall and Spring semesters. An 8-part **Certificate in University Teaching (CUT) seminar series** provides a structured introduction to the basics of college teaching for those pursuing the CUT (see p. 9). In addition, FPP-participating departments and individuals may apply for grants from the Graduate School to support programming that is open and relevant to the FPP at large (see pp. 18-19). At least 4 such awards will be made each year.

The Graduate School also maintains two series of programs that, while not limited to the FPP, squarely address the goals of the program and help to fill out the FPP calendar.

- The **TA Program Series** comprises at least 4 presentations or workshops per semester related to higher-ed pedagogy; balancing teaching, coursework, and research; and other aspects of professional development in the TA role. Some recent topics in this series have included understanding student thinking, veterans in the classroom, online teaching, and interpreting and utilizing student evaluations. *FPP participants and faculty wishing to present in the series are encouraged to submit a proposal online.*

- **Academic job search events** co-sponsored with Career Services: These have included, in recent years, an all-day job-search preparation conference, a panel on the dual-career search, and talks on for-profit institutions and immigration issues for international faculty. Approximately 4-6 such events are offered each year.

Departmental Programming: Because departments and programs vary widely in the number of FPP participants and in human and financial resources available, it is not possible to outline general expectations regarding FPP programming at the departmental level. Nonetheless, most departments do maintain a schedule of events and activities that lends structure and cohesion to the program. Some possibilities include

- conferences and seminars
- credit-bearing courses on professionalization in the discipline

- presentations by FPP participants on their research, teaching, or other topics (e.g., brown bags)
- peer mentoring with more advanced graduate students
- dissertation/comprehensive exam support groups
- mock job interviews
- formal and informal presentations/discussions with campus-wide faculty (interdisciplinary professionalization), alumni (academic and non-academic career paths), and guest speakers
- visits to area colleges to talk with faculty about cultures/expectations at different kinds of institutions
- opportunities to practice delivering conference talks
- collective attendance at professional meetings in field

Events organized or funded by the Graduate School and those departmental events designated as open to the wider FPP community will be publicized via listserv and entered on the Graduate School's online events calendar.

PLEASE NOTE that any *attendance/participation requirements* for Graduate School or departmental FPP programming is at the discretion of participating departments/programs. Some departments make attending (or organizing) specific events, or a certain number of events, a requirement of FPP participation and/or Certificate in University Teaching completion. Please consult your PFL.

The Certificate in University Teaching

Most graduate students enroll in the FPP with the intention of earning the Certificate in University Teaching, the capstone of the Future Professoriate Program and a valuable credential that can help job applications stand out amid a pile of otherwise uniformly impressive dossiers.

The Graduate School maintains these requirements for the CUT:
1) enrollment in the FPP
2) an Independent Mentored Teaching Experience under the guidance of a Faculty Teaching Mentor (see pp. 11-15).
3) completion of an FPP Teaching Portfolio documenting preparation for faculty teaching responsibilities (see pp. 16-17).

Moreover, each year the Graduate School offers an 8-part **CUT seminar series** designed to provide an advanced introduction to best practices in college teaching and to help students generate quality materials for their teaching portfolios. Topics include (see Appendix A, p. 23, for sample descriptions of each):

- course design
- leading classroom discussion
- lesson planning
- active learning
- Universal Design for Learning
- assessing student learning
- online courses
- the teaching philosophy

Most, though not all, FPP-participating departments require completion of a certain number of CUT seminars to earn the Certificate. PLEASE NOTE that Individual departments and programs commonly maintain additional requirements for the CUT related to their own FPP offerings. Thumbnail descriptions of department-specific CUT requirements are available online. Consult your Primary Faculty Liaison for more information.

Students may receive the Certificate as soon as they have completed all requirements and the Primary Faculty Liaison submits a signed **CUT completion form** (Appendix B, p. 26) to the

Graduate School. While in some cases it may be advantageous for a student to receive the CUT early (for instance, with a view to the academic job cycle), the expectation remains that most CUT completion forms will be received in March, and those Certificates will be conferred at the CUT recognition ceremony in late April.

With some exceptions (e.g., M.A. students enrolled through the Languages, Literatures, and Linguistics Department), earning the CUT is a two-year (or longer) process. Students who have earned the CUT may continue to participate in FPP as long as they remain matriculated and in good standing with their programs.

The Independent Mentored Teaching Experience

The most difficult aspect of the FPP to describe in concrete but universal terms is the Independent Mentored Teaching Experience.

An essential function of the FPP is to provide participants with teaching opportunities that involve both enhanced instructional duties and appropriate faculty guidance: Independent Mentored Teaching Experiences. Because of the diversity of departmental curricula and funding models, and unreliable access to primary instructorships for graduate students in many programs, it is possible for students to satisfy this requirement for the CUT without being designated Instructor of Record for a course. However, the student and department must be able to articulate what qualifies the experience as both significantly *independent* and significantly *mentored*. Participants should work closely with their Faculty Teaching Mentor and/or PFL to identify at least one discrete teaching assignment (such as a course, lab, recitation or discussion section, or other structured and suitably extended instructional situation) that will "count" as the Independent Mentored Teaching Experience, defining in specific terms

1) *how the student's activities as part of the experience replicate the autonomy and responsibility of a faculty teaching assignment.* Students receiving the CUT must have undertaken teaching assignments that legitimately parallel the range of duties and activities that faculty must perform. (A graduate student holding a conventional TA assignment, on the other hand, might not be expected to construct a syllabus, devise assignments and handouts, lecture before a large group or for an entire class period or resolve grade disputes. Such an appointment would require additional delineation of duties to qualify as an Independent Mentored Teaching Experience.)

2) *expectations for the participant–mentor relationship.* Mutual expectations should be clearly defined at the beginning of the Independent Mentored Teaching Experience. For instance, faculty may agree to conduct a certain number of classroom observations, to produce written comments and/or consult with the participant following such observations (see *sample* Instructional Observation Form on pp. 13-14), to assist in the development of a teaching portfolio, etc. Meanwhile, participants may agree to produce written reflections on their teaching or to submit course materials (handouts, exams, assignments) or samples of graded student work for discussion with their Faculty Teaching Mentor.

Departments are encouraged to document the roles of students and faculty in each Independent Mentored Teaching Experience, for instance through the use of a form such as the *sample* Independent Mentored Teaching Experience agreement on p. 15.

Participants and departments should keep in mind that adjunct appointments elsewhere at SU (e.g., summer courses offered through University College), at schools in the area, or online may represent good alternatives to satisfying the requirement through departmental teaching assignments. In such cases, arranging an "honorary" Faculty Teaching Mentor from the outside department or institution may be both possible and desirable. Courses or training programs not offered through an institution of higher education may also be options, provided the experience offers a reasonable approximation of TA or adjunct assignments in terms of workload, duration, and college-level content.

SYRACUSE UNIVERSITY
FUTURE PROFESSORIATE PROGRAM

Instructional Observation Form

FPP participant:	
Department:	
Observer:	
Department:	

SESSION	
Course name:	
Department:	
Session type (i.e., studio, lab, recitation/discussion, lecture):	
Topic/Activity of the day:	
Date and time of observation:	**Location:**
Course instructor/supervisor (if not FPP participant):	
Number of students in attendance:	

FOLLOW-UP/DEBRIEFING MEETING	
Date and time:	**Location:**

FPP Participant's Signature: _____ **Date:** _____

Observer's Signature: _____ **Date:** _____

Over Please →

FPP Instructional Observation Form (cont.)

OBSERVER'S COMMENTS/SUGGESTIONS:
What went right with this session?
What could be improved?
Suggested adjustments:

In addition, the FPP participant may attach a *reflection or response* to the observation/consultation.

SYRACUSE UNIVERSITY

FUTURE PROFESSORIATE PROGRAM

<u>Independent Mentored Teaching Experience</u>

FPP Participant:
Department:
Course Code, Number and Title:
Course Type: (i.e., lab, studio, lecture, seminar, other)
Number of Students:

FPP Participant role and responsibilities: (Please comment on the nature and degree of independent teaching entailed)
Course Supervisor Role (if applicable):
Faculty Teaching Mentor expectations (number of class visits, consultations, etc.)

_____   _____

FPP Participant Signature   **Date**

_____   _____

Faculty Teaching Mentor Signature   **Date**

_____   _____

Course Supervisor Signature (if applicable)   **Date**

The Teaching Portfolio

Documentation of a graduate student's readiness to assume faculty responsibilities is accomplished primarily via the teaching portfolio. If you are seeking the Certificate in University Teaching (CUT) you should begin compiling your portfolio as soon as you enroll in the FPP and augment/revise it periodically throughout the course of your graduate program. However, a teaching portfolio has many uses unrelated to the CUT. If you are nominated by your department for an Outstanding Teaching Assistant award, or if you wish to apply for the position of Teaching Mentor with the Graduate School, you will need one. Portfolios are also effective ways to demonstrate your preparation for prospective employers, especially teaching-oriented institutions. Finally, compiling and revising a portfolio promotes critical reflection on your teaching, brings into focus your strengths and weaknesses, and helps shape your identity as a teacher.

While the contents and organization of FPP teaching portfolios vary according to disciplinary conventions, teaching experiences, and personal preferences, several staple items are almost always present. These include:

- Table of contents
- Teaching statement/philosophy (see Appendix C, p. 27)
- C.V.
- Summary of teaching assignments, including the Independent Mentored Teaching Experience
- Evidence of classroom planning: Copies of syllabi, lesson plans, teaching materials, sample paper topics, examinations, course handouts, exams and quizzes, etc.
- Samples of student work and evidence of learning: graded assignments and exams, journals, and group projects
- One or more sets of student evaluations, with commentary/contextualization

Some other common portfolio items:

- Class observation reports from faculty or other visitors, and self-assessments
- Video of the FPP participant in one or more teaching situations
- Letters of recommendations from faculty and other advisors, mentors, and colleagues

- Documentation of professional development activities, especially when relevant to the teaching role: attendance or presentation at workshops, seminars, and conferences; offprints or abstracts of published articles; professional service opportunities; membership in professional organizations, etc.
- Verification of achievements: teaching awards and recognition, letters of thanks or praise from students, course instructors, departments, etc.
- Materials related to prospective courses the FPP participant would like to teach

When you have completed the portfolio and all other requirements for the CUT, the portfolio must be reviewed and approved by your Primary Faculty Liaison, who then submits a **CUT Completion Form** (Appendix B, p. 26) to the Graduate School. CUT completion forms will be due in **late March** (exact deadline varies by year) for students wishing to receive the Certificate at the recognition ceremony in late April. Consult with your PFL regarding a time frame for portfolio submission consistent with this deadline.

Web-based portfolios are increasingly popular. Sample portfolios may be viewed online or in hard copy at the Graduate School Programs office, 220 Bowne Hall. Be sure to call in advance (443-1856) to schedule a convenient time to view portfolios.

PLEASE NOTE that individual departments and programs may observe special procedures or require distinctive formats for their portfolios.

Funding

FPP funding comes in two forms: individual FPP stipends and departmental grants.

FPP participant stipends: All FPP participants are eligible to receive an annual FPP individual stipend for a total of two years. These are normally, but not necessarily, the first two years of program participation. Currently, the minimum annual stipend is $200, reflecting the Graduate School's contribution. In most *but not all* cases, that amount is matched or somewhat exceeded by the schools or colleges with FPP programs.

The Graduate School and college/school contributions are combined in a single individual payment to eligible participants, *with the exception of WiSE-FPP*, which, being outside the school/college structure, currently issues its own stipends separately. These will be issued in early May, following submission by eligible students of the **FPP Participation Summary** (Appendix D, p. 29), to be signed by PFLs and forwarded to the Graduate School in **mid-March** (exact deadline varies by year). No stipend will be issued without the participation summary on file. Use of the funds is at the discretion of recipients, and there is no reporting requirement.

PLEASE NOTE that the school/college contribution is subject to annual renewal by the deans, and thus is assured neither of continuance nor of fixity in amount. Furthermore, colleges/schools that approve the stipend are obligated to fund only those students officially enrolled by their PFL in mid-September. School/college funding for late enrollees is discretionary.

Receiving FPP listserv communications is an excellent indicator that you are officially enrolled. If you believe you are enrolled in the FPP but are not receiving listserv messages, please contact Dina Ioannidis in the Graduate School (kioannid@syr.edu; x6130).

Participants remain eligible for funding until they receive their second stipend.

FPP Grants to Support Departmental Programming: The Graduate School makes available grants of up to $500 to support departmental programming that 1) is open to all FPP participants across campus, and 2) addresses the needs of a significant proportion of the FPP community.

FPP-participating academic units can apply via the online **FPP Departmental Funding Request Form** (Appendix E, p. 30). Applications can be made at any time, but requests received between July 1 and September 15 will not be considered until the latter date. At least 4 such awards will be made each academic year. Individual FPP participants and groups may also apply.

The purpose of the grants is to allow departments/programs to upgrade their events in a way that makes them suitable vehicles for campus-wide FPP programming. Thus, preference is given to applications that 1) are relevant to a broad swathe of the FPP community, and 2) relate directly to the professional development of future faculty. Excellent uses of the funds include sponsorship of interdisciplinary conferences, support of invited speakers, food and rental fees for workshops, visits to other institutions, etc. Idiosyncratic and creative applications are also welcome.

The FPP Annual Conference

Each year the FPP sponsors a professional development conference for FPP participants, PFLs and Faculty Teaching Mentors, and other faculty and administrators at SU and nearby schools. This two-day conference covers topics relevant to a variety of disciplines and aspects of academic professionalization. Generally, the conference is held at a resort-style center such as the White Eagle Conference Center in Hamilton, NY, the week after Commencement. Accommodations, food, and transportation are paid for out of the Graduate School's FPP budget.

The conference provides a relaxed environment in which FPP participants and mentors meet and engage with people from different departments and institutions. Programming typically includes a combination of plenary and concurrent sessions that cover multiple facets of graduate student and faculty life, including the most salient issues in higher education. In recent years topics have included diversity in the classroom, teaching strategies, job search preparation, surviving the first year as a faculty member, mock academic job interviews, completing the dissertation, and academic publication.

In recent years, space has been adequate for all participants wishing to attend. However, if "rationing" is necessary, spaces will be allotted to each department in proportion to their program's representation in the overall FPP population. Participants should notify their PFLs in March of their desire to attend. Departmental contributions to the programming for the conference are strongly encouraged. The Graduate School Programs office will solicit both topics and presenters early in the Spring semester.

See Appendix F (p. 31) for a sample conference program.

FPP Administration

Glenn D. Wright, *Director, Graduate School Programs*
glwright@syr.edu; 443-3458

M.L. De Furia, *Executive Administrative Consultant, Graduate Schools Programs*
Adjunct Instructor, Exercise Science
mldefuri@syr.edu; 443-4646

Dina Ioannidis, *Office Coordinator, Graduate School Programs*
kioannid@syr.edu; 443-6130

Resources

The following resources are available through the Graduate School Programs office, 220 Bowne Hall:

- ◆ A library of teaching portfolios submitted for the Certificate in University Teaching, the Teaching Mentor selection process, and the Outstanding TA Award selection process.

- ◆ Audiovisual equipment: digital cameras, camcorders, tripods, laptops, projectors, and tape recorders are available for loan to FPP participants and participating departments.

- ◆ The Graduate School's cadre of Teaching Mentors (experienced TAs who staff SU's TA Orientation Program) can provide a host of services upon request, including visiting classrooms and conducting follow-up consultations, arranging for videorecording of FPP participants' classes, and planning professional development seminars and workshops. They are available to discuss any teaching issues that FPP participants may encounter in the classroom or to give direction in locating teaching resources or in portfolio construction.

- ◆ Online materials related to portfolio construction (including sample portfolios), assessment techniques, mentoring, college/university teaching (see Appendix G, p. 37), the faculty job search, academic professionalization, research ethics and academic integrity.

- ◆ Videos of past Graduate School programs, both online and in an extensive DVD library located in 220 Bowne Hall.

- ◆ Online access to books from The Graduate School Press (the SU Graduate School's publishing division) including titles on writing in the classroom, Universal Design for Learning, LGBT issues in higher education, academic integrity, learning communities, and publicly engaged scholarship.

For more information about these resources or to arrange a visit, please contact the Graduate School Programs office at 443-1856.

Appendix A

Certificate in University Teaching Seminar Series Sample Descriptions

Fundamentals of Instructional Design

In this seminar we will explore how incorporation of instructional design principles into instruction can help enhance success in reaching expected learning outcomes. The session will begin with a brief overview of the principles of learning (what is learning and how does it work) and instruction (how can instruction be designed so that it facilitates learning). This will be followed by a review of a variety of higher education cases… what is the learning in this case, what should the instruction look like? Finally, to encourage sharing of ideas, we will have question and answer session where attendees may present a case of their own for feedback from the audience. We will summarize with a debrief session emphasizing how you might go about critiquing and enhancing your instruction to more fully engage your students and help them achieve expected learning outcomes.

Leading an Effective Classroom Discussion? Questions are the Answer

One of the critical features of an active learning environment revolves around students having opportunities to engage in productive classroom discussions about important concepts. Classroom discourse can take on many forms and requires thoughtful consideration and planning by the instructor to be truly effective. This workshop will focus on facilitating effective classroom discussions using a variety of questioning strategies to promote student engagement and while serving as an assessment tool for instructors. Participants will observe a model teaching lesson that highlights various questioning techniques in action, critique a short videotaped lesson segment regarding the instructor's questioning skills, and learn tips for improving their own questioning skills in various instructional situations. This workshop will provide participants in the CUT program with the chance to create a set of open-ended questions for a specific lesson they might teach in their subject field which could be included in their teaching portfolio as evidence of their ability to effectively lead a classroom discussion.

The Art and Science of Effective Lesson Planning

In this workshop, participants will learn the essential elements of an effective lesson plan and how to create lesson plans for a diverse student population. This workshop will provide strategies on how to identify and articulate concrete objectives for student learning that align

with dynamic and creative teaching activities. Participants will learn how to craft an effective lesson plan, how to assess student learning and monitor for student understanding, and how to revise lesson plans after teaching them.

Active Learning: Making the Most of "Lecture" Time

At universities everywhere, the academic teaching day is divided into blocks typically labeled as laboratory sessions, recitations, and lecture time, with lectures being the most common mode of instruction. However, education research has clearly shown that didactic lecture is probably the worst way for students to learn. So why is it so ubiquitous? Perhaps it is because teachers tend to teach the way they were taught. If this is true, it's up to us to break the chain of passing down ineffective lecture modalities and move to more student-centered methods. In this workshop, we will explore a few ideas about how to use "lecture" time in more engaging ways.

Universal Design for Learning and the University Classroom

What are the principals of Universal Design for Learning and how can they be incorporated in the university classroom to increase participation and access for all? How can one take low-access modes of instruction and replace them with high-access activities that increase participation and engagement? In this workshop we will work on how to plan and implement UDL in a range of university class structures (from small seminars to large lecture classes).

Strategies for Assessing Student Learning

What do we hope students will learn in our classes? What do they actually learn and what evidence supports these claims? What aspects of the course help students learn and what aspects might actually hinder learning? This workshop will examine various informal and formal ways to assess student learning, along with sharing learning activities that require active engagement of our students. Finally, we will discuss ways to use student assessment data to improve curriculum, instruction, and future assessment endeavors.

Creating Effective, Engaging, and Enjoyable Online Courses

Many of the decisions affecting the success of an online course take place well before the class begins. Careful planning at the course design stage not only makes teaching online easier and more enjoyable, it also facilitates student learning. In this workshop we will discuss issues that

are crucial for effective online teaching and explore practical approaches to creating online courses. The workshop will be organized around 5 primary principles for online course planning and design:

1. Collaborative and active learning (for students and teachers!).
2. Connecting course concepts to other ideas (and students' "real world" experiences).
3. Creating instructor's social presence and active interaction.
4. Balancing the amount of course content with student experience, commitment, and persistence.
5. Matching course outcomes with technological options while ensuring access and inclusion.

Participants should come to the workshop with a specific course (syllabus and/or related materials) they want to convert into an online class.

Crafting the Teaching Philosophy

If you plan to pursue a faculty job at any but the most research-oriented institutions, the teaching philosophy statement is an essential document that can make or break your application. It is also the one that requires the most care and deliberate self-reflection. This seminar will offer strategies for answering such basic questions as "What is my teaching philosophy?" and will highlight some of the key qualities of effective teaching statements. We will also consider the role of teaching philosophies in faculty searches at teaching-intensive institutions, and how you can discuss your teaching in a way likely to advance your candidacy.

Appendix B

Certificate in University Teaching Completion

Student's Name: _____ Department: _____

Faculty Teaching Mentor: _____

1) Describe the student's Independent Mentored Teaching Experience:

2) Portfolio Contents:

☐ Table of Contents   ☐ Reflective Statements
☐ Teaching Philosophy   ☐ Student Evaluations
☐ C.V. or Resume   ☐ Teaching Materials
☐ Other:

3) Please comment on the quality of the student's portfolio. How well does it document readiness for faculty teaching responsibilities?

4) Additional comments regarding this student's participation in the FPP:

I confirm that this student has satisfied all departmental requirements for the Certificate in University Teaching.

_____   _____
PFL Signature   Date

Appendix C

<div align="center">

Writing a Teaching Philosophy

</div>

Writing a Meaningful Statement of Teaching Philosophy

Developing a teaching philosophy statement allows you to reflect on and articulate your beliefs and practices as a teacher. The most meaningful statements of teaching philosophy identify sophisticated goals for teaching and describe varied methods for meeting them. They consider the relationship between teaching content and teaching skills and demonstrate an understanding of student learning. At their best, they are intellectually revealing; rather than simply describe your teaching experience, they demonstrate how you think about your teaching.

Reflection Questions to Help You Get Started

- Why do you teach the way you do?
- What should students expect of you as a teacher?
- What is a method of teaching you rely on frequently? Why don't you use a different method?
- What do you want students to learn? How do you know your goals for students are being met?
- What should your students be able to know or do as a result of taking your class?
- How can your teaching facilitate student learning?
- How do you as a teacher create an engaging or enriching learning environment?
- What specific activities or exercises do you use to engage your students? What do you want your students to learn from these activities?
- How has your thinking about teaching changed over time? Why?

These questions and exercises are tools to help you begin reflecting on your beliefs and ideas as a teacher. No single teaching statement can contain the answers to all of these queries.

Preparing to Draft

As you prepare to write, reflect on your goals for teaching in your discipline or area of expertise. In determining your goals, consider not only your content objectives, but also the ways of thinking or the intellectual skills you want your students to learn. (Students learn facts and arguments by using or reasoning about them, integrating them into larger structures of knowledge.) You may also want to acknowledge the more expansive habits of mind or being you want them to adopt.

Don't lose sight of the disciplinary context of your teaching. This may mean illustrating your statement with specific examples, or even a critical incident, from your teaching. You want to take into account pedagogical debates about what and how to teach in your field. You may also want to think about the following questions, prompted by the research on what facilitates and impedes learning:

- What conceptions or misconceptions about content or inquiry in your field do students bring to your classroom? How do you build on, unsettle, or correct those beliefs?
- How do you get your students interested in or intellectually engaged with your field? What kinds of questions do you ask or problems do you pose to your students?
- How do you develop your students' interpretive frameworks, or how do you teach them to approach the objects of analysis in your field? What questions do you teach them to ask, and how do you teach them how to answer them?
- How do you explain or otherwise help students understand difficult ideas or concepts (hydrogen bonding, false consciousness)?
- How do you balance your objectives for your students with their own?
- What particular offering does your discipline make to a student's liberal arts education? How do you help students understand the implications or significance of what they're learning or learning how to do in your classes?

Formatting the Statement

Teaching statements are normally one- to two-page narratives written in the first person, present tense. Thus they are not comprehensive documents. But they can serve as the basis -- the thesis statement, if you will -- of a longer teaching or course portfolio. The Graduate School Programs office can guide you in the preparing of such a portfolio. If you're including your teaching statement in your dossier, keep in mind that the usual guidelines for job materials apply. Demonstrate knowledge without relying on jargon. Be persuasive but not dogmatic. Be sincere. You may want to ask your advisor or mentor to read your statement not only to verify disciplinary conventions, but also, perhaps, to initiate a conversation about teaching and learning.

Online Teaching Philosophy Resources

- [Vanderbilt University Center for Teaching](#)

- [Duquesne University Center for Teaching Excellence](#)

- ["4 Steps to a Memorable Teaching Philosophy,"](#) James Lang, *Chronicle of Higher Ed*, 8/29/10

Appendix D

FPP Participation Summary

Name: _____ Department: _____

Faculty Teaching Mentor (if applicable): _____

1) Please list the FPP workshops, seminars, and/or other events and activities that you participated in this academic year.

2) Please reflect briefly on how your participation in the FPP over the last year has contributed to your development as a teacher and your professionalization as a future faculty member.

_____

Student Signature   Date

_____

Primary Faculty Liaison Signature   Date

Appendix E

Departmental Funding Request Form

🖶 print　　　　　　　　　　　　　　　　　　　　　　　　　　　　　🔒

Departmental Events FPP Funding Request

The Graduate School provides a limited number of grants (up to $500) to FPP participating departments and programs in support of events and activities open to all FPP participants

Contact Name

[   ]

Contact Email

[   ]

Sponsoring Department

[   ]

Describe the program or activity for which you are requesting funding.

[   ]

Please explain how this event is relevant to a broad audience of FPP members.

[   ]

When and where will the event or activity occur?

[   ]

Please provide a budget or describe how the Graduate School award will be used.

[   ]

✔ Submit　　✕ Cancel

Powered by frevvo

Appendix F

Syracuse University
Future Professoriate Program
Annual Conference
White Eagle Conference Center, Hamilton, NY
May 15-16, 2014

Thursday, May 15

8:15 a.m.	Bus leaves from College Place	
9:30-10:30 a.m.	Check-in	(White Eagle Lodge)
10:30-11:45 a.m.	**Welcome**	(Cleveland I)

Glenn Wright, The Graduate School, Syracuse University

Keynote Address: "The Internationalization of Higher Ed: Implications for Faculty"
Jason Lane, Educational Administration and Policy Studies, University at Albany

12:00-1:00 p.m.	Lunch	(Lodge)
1:00-2:00 p.m.	Concurrent Sessions I	
	Getting Students to Click In	(Cleveland I)

Barbara Fought, Broadcast and Digital Journalism, SU

One way to promote student interaction in the classroom is to use audience response systems, such as clickers or phones, for answering multi-choice questions, sharing opinions and generating discussion. During this session you will try out two software systems, Poll Everywhere and Turning Point. You'll hear about how and when to use them, pros and cons of each system, and the experiences of faculty and students who have used them. Bring your phone; clickers provided.

Working in a Unionized Environment:
What a Faculty Union Can Do for Academics (Cleveland II)
Jamie Dangler, Sociology/Anthropology, SUNY Cortland

Jamie Dangler, Vice President for Academics at United University Professions, the union that represents 35,000 academics and professionals at 29 State University of New York campuses, will discuss working as academics in a unionized environment. Topics will include contract protections, negotiating financial support for research and other professional activities, the

union as a forum for problem-solving, and union involvement in political advocacy to support funding, legislation, and policies that support higher education.

Embodied Pedagogies? Bodily Bridges and Barriers in the Classroom (Delaware)

Lindsey Frank, English, SU
Peter Katz, English, SU
Melissa Welshans, English, SU

Which bodies matter? How embodied are we? How embodied should we be? Using martial arts, feminism, and class theories, this panel interrogates possibilities of embodiment in teacher-student interactions.

2:00-2:15 p.m.   Break

2:15-3:15 p.m.   Concurrent Sessions II

Postdocs: How to Get One, What to Expect (Cleveland I)

Shekar Mekala, Chemistry, SU
Christine Holmes, Postdoctoral Studies, Cornell
Theresa Lopez, Philosophy, Hamilton College

In many (primarily STEM) fields, the postdoctoral fellowship is an expected career stage and necessary preparation for faculty job-seekers. In others, postdocs represent one form of opportunity to be weighed alongside tenure-track, non-tenure-track, and adjunct appointments. A panel of current postdocs will share their experiences and offer guidance on such topics as applying for postdocs, distinguishing good opportunities from less-good ones, how a postdoc differs from grad school, the "teaching postdoc," and deriving maximum career advantage from a postdoc appointment.

Connecting Research to Teaching (Cleveland II)

Craig Martin, Religious Studies, St. Thomas Aquinas College

Your faculty career is likely to involve greater teaching responsibilities than SU faculty face. Successfully balancing research and a heavy teaching load is a difficult task. Is it possible to publish while teaching 4 courses a semester? This session will offer suggestions and strategies for negotiating a heavy teaching load, such as how to connect course design to research projects, how to leverage teaching experience into writing projects (such as pedagogy pieces), and how you might persuade your institution to provide course release or otherwise facilitate your research efforts.

Teaching Multicultural Classrooms (Delaware)

Martha Garcia-Murillo, Information Studies, SU

As the number of international students continues to increase in the US and at Syracuse University, we find ourselves facing some difficulties integrating and taking advantage of the backgrounds and experiences of these students. The challenge stems from the different expectations that each of them brings to the classroom, which can lead to misunderstandings and disappointment for both faculty and students. This session will focus on common problems (lack of participation, voluntary social isolation, lack of English culture or full competence in English, and plagiarism, among others) that arise when working with a diverse population of students. We will consider the research behind these common problems and strategies you can use to ameliorate them. Come prepared to share your own solutions!

3:15-3:30 p.m.   Break

3:30-4:30 p.m.   Concurrent Sessions III

Finding Mentors in a Networked World   (Cleveland I)
Sharon Alestalo, Women in Science and Engineering (WiSE), SU

The information and knowledge required to be professionally successful is no longer readily available from one person or group, thus expanding the nature of mentoring, the role of mentors, and the number of mentors one may have. In this **90-minute** (3:30–5:00) workshop, you will learn how to identify relationships and proactively build connections that will help you weave a network to support your career plan and ultimate success.

Taking Teaching to the Next Level with Basic Counseling Skills   (Cleveland II)
Alan Miller, Counseling and Counselor Education, SU
Jaime Castillo, Counseling and Counselor Education, SU

Basic counseling skills can help you take your classroom discussions from good to great. In this session, students from the Counseling and Counselor Education PhD program will teach you basic counseling skills that will profoundly impact how you teach. You will have opportunities to role-play classroom scenarios and practice your skills, and will leave knowing how to change your classroom culture with a few easy tricks.

Forms and Practices of Interdisciplinarity   (Delaware)
Steve Sawyer, Information Studies, SU

Interdisciplinarity is topically fashionable in higher education. It is also easy to talk about, but harder to do. It is very difficult to do well. To do interdisciplinary work requires disciplines and all that they provide. In this session we will talk through four generic approaches to pursuing interdiscipline – rhetorically, as a traveler, as an expatriate (or settler), and as a dual citizen – and discuss the practices these reflect.

4:45-6:00 p.m.	Happy Hour	(Tepee)
6:00-7:00 p.m.	Dinner	(Lodge)

7:00- 9:00 p.m.   **InterviewCraft, or The Faculty Draft**   (Cleveland I and various locations)
Scott Nicholson, Information Studies, SU

What kind of faculty environment is right for you? This transformative game, facilitated by iSchool professor and Because Play Matters game lab director Scott Nicholson, invites you to consider how your own academic profile aligns with the priorities and cultures of several different institutions.

——————————————   **Friday, May 16**   ——————————————

8:00-9:00 a.m.   Breakfast   (Lodge)

9:00-10:00 a.m.   Concurrent Sessions IV

Visualizing Your Research with
Geographic Information Systems (GIS)   (Cleveland I)
John Olson, Research and Scholarship, SU Libraries

Research can take many forms but how you present it can make a big difference in how your research is understood. GIS is a software tool used across all subject disciplines. It allows scholars to visualize their research by constructing, combining and analyzing various data sets with geospatial layers simultaneously to provide new insights into questions about the human and natural worlds we inhabit. This session will introduce you to the world of GIS. You will see what makes GIS work, identify different types of GIS currently available, types of data needed, where to find it, and understand what GIS can do for your research.

Engaging East Asian Students in the Classroom   (Cleveland II)
Sinan Chu, Political Science, SU
Sunghee Cho, Political Science, SU

Discussion is essential to most social science/humanities courses. Open debate and challenging each other's arguments, however, is not a regular component in most East Asian students' classroom experience. While students from East Asia are by no means uninterested in expressing themselves or engaging in debates, they may not always be comfortable doing so in classroom settings. Given the increasing number of students from East Asia, engaging those students and encouraging them to join discussion are important to classroom success. In this presentation, two East Asian graduate students will introduce ways to communicate with East

Asian students in the classroom. We will examine characteristic modes of thinking and behavior patterns, and explore techniques of conversation, question-posing, and feedback-giving that most effectively encourage East Asian students to fully engage in class discussion.

Looking Ahead to the Job Search: Planning and Considerations (Delaware)

Bronwyn Adam, Faculty Development, SU

Searching for your first academic job can be daunting. Thinking strategically about the kind of institution you want to join and connecting with people who can help you get the interview are key activities for a successful search.

10:00-10:15 a.m.   Break

10:15-11:15 a.m.   Plenary Session (Cleveland I)

FPP Alumni/ae Roundtable

Tamika Carey, English, University at Albany
Kristen Munger, Counseling and Psychological Services, SUNY Oswego
Nicole McDaniels, Biology, Herkimer College
Craig Martin, Religious Studies, St. Thomas Aquinas College

SU doctoral grads and currently employed academics discuss life after FPP and compare notes on such matters as the job search, the grad-student-to-faculty transition, institutional cultures, defining your professional identity, work-life balance, the road to tenure, and more.

11:15-11:30 a.m.   Break

11:30-12:30 p.m.   Concurrent Sessions V

The Flipped Classroom: Myth and Reality (Cleveland I)

Michael Morrison, Online Learning Services, SU
Bronwyn Adam, Faculty Development, SU

"The Flipped Classroom" is widely used to describe any class structure that provides prerecorded lectures that the students view outside of class, followed by in-class exercises. But the concept of the flipped classroom is neither new nor a single model of online content delivery. This presentation will explore the larger concept of the flipped classroom and its connection to other concepts such as active learning, student engagement, and hybrid course design using instructional technologies.

Breaking the "Dumb Jock" Stigma (Cleveland II)

Peg De Furia, The Graduate School, SU
Elaine Gregory, Teacher Education, Roberts Wesleyan College

By word order, the term collegiate "student-athlete" should identify an individual enrolled in an institution of higher education who participates in an organized sport sponsored by that institution. However, since the NCAA has transformed collegiate athletics into big business, those who are selected to represent their school, with or without benefit of a sport scholarship, find themselves with a lot more responsibility than simply carrying a full load of credits. A myriad of daily mandatory sport-related sessions – early morning weight training, afternoon practices, training room activities, video reviewing, various meetings, team meals and study table – leave very little time to fulfill academic duties … and this does not even include home or travel dates, regular or post-season play. This session will focus on strategies, in and out of the classroom, that can help these "students first, athletes second" succeed.

Research in the Community (Delaware)
Iara Mantenuto, Languages, Literatures, and Linguistics, SU

Fieldwork is part of many disciplines, but how do we establish a profitable and lasting collaboration with a community for our research? In this presentation we will discuss how to look for people in a community, ask for their help, earn their trust and simplify what we are doing to make it easy for them to understand. The workshop will offer guidance on how to start your fieldwork and what skills and tools you need to prepare for it.

12:30-1:30 p.m.   Lunch

2:30 p.m.   Bus leaves from White Eagle Lodge

Appendix G

Performing Effectively as a TA

Preparing graduate students to teach helps to improve

- understanding of the professional standards of one's discipline, university, and department
- undergraduate learning
- self-confidence
- teaching, time management, organizational ability, and other transferable skills such as listening, writing, moderating, supervising, communicating and evaluating
- competitiveness on the job market

TA Roles and Responsibilities

Roles and duties will vary by department, program, course and section. TA appointments may include but are not limited to

- teaching or co-teaching a course
- leading a discussion or recitation section
- supervising a laboratory section
- conducting a studio section
- grading only

TAs should know the terms of their appointment, salary and benefits, and how their performance will be assessed. All of these will vary by department. They should also be informed and observant of university policies that bear on their duties.

Because Teaching Assistants play such an integral role in the undergraduate learning experience, it is important for TAs to understand and differentiate their roles as Teaching Assistants and graduate students. The key is learning how to balance and master both roles simultaneously. The first order of business is to plan ahead and prioritize.

The TA as Teacher

- Know how your position fits with the curriculum/purpose of the class and the goals of the course.
- Understand how this course relates to previous and future courses in the curriculum.
- Become familiar with the syllabus and all course materials.
- Find out if you are expected to attend all course lectures (if you are not the instructor).
- Familiarize yourself with the grading system.
- Realize the dynamics of and diversity in your classroom, including diversity of learning styles.
- Create a safe and comfortable learning environment for all students.
- Learn the policy on student absences for the course, including exceptions (such as family emergencies, illness, religious observances, athletics and other extracurricular activities).
- Schedule and maintain office hours.
- Put course materials on Blackboard/library reserve in advance.
- Become familiar with the classroom (learn how to use the teaching station, if one is available) and the use of Blackboard in advance of classes.
- Administer mid-semester and final course evaluations.
- Know the location of all safety equipment, including fire extinguishers and automated external defibrillators.
- Find out what non-teaching activities you may be asked to perform (i.e., setting out equipment, locating research articles, designing a course website).
- Become familiar with various evaluation techniques (for your students and yourself).
- Develop a teaching portfolio to document your experience.
- Remember that undergraduate and graduate students have concurrent midterm and final schedules.
- Always maintain a professional appearance and be enthusiastic about teaching.
- Remain approachable, respectful and open to questions.
- Remember that just like learning, teaching is an ongoing process that entails adjustments.

The TA as Student and Mentee

- Share in the development of an effective mentoring relationship with your Faculty Teaching Mentor.
- Establish and maintain open lines of communication with your mentor, including regular discussions on research, teaching, and academic life.

- Plan the steps and create a timeline for completion of your degree.
- Participate in professional development opportunities.
- Join professional organizations in your field.
- Set up a class observation and consultation schedule with your Faculty Teaching Mentor.
- Learn to network with colleagues at various institutions and career stages.
- Become a contributing member of your discipline by attending and presenting at regional or national conferences.