



*Future Professoriate
Program Participant
Handbook*

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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 (304 Lyman Hall; 443-6130) 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 three 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](#).*
- The **FPP Topics in Higher Ed** series, in which expert speakers address a range of hot-button issues affecting academe and faculty worklife. These events (ca. 4 per year) are intended to promote dialogue among faculty and graduate students on matters of mutual interest.
- **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 statement / crafting a teaching persona

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.

SAMPLE ONLY – not a required form

**SYRACUSE UNIVERSITY
FUTURE PROFESSORIATE PROGRAM**

Instructional Observation Form

FPP participant:
Department:
Observer:
Department:

FOLLOW-UP/DEBRIEFING MEETING	
Course name:	Location:
Date and time:	
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:	

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.

SAMPLE ONLY – not a required form

SYRACUSE UNIVERSITY

FUTURE PROFESSORIATE PROGRAM
Independent Mentored Teaching Experience

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, 304 Lyman Hall. Be sure to call in advance (443-6130) 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 \$150, 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

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Resources

The following resources are available through the Graduate School Programs office, 304 Lyman 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:

- | | |
|--|--|
| <input type="checkbox"/> Table of Contents | <input type="checkbox"/> Reflective Statements |
| <input type="checkbox"/> Teaching Philosophy | <input type="checkbox"/> Student Evaluations |
| <input type="checkbox"/> C.V. or Resume | <input type="checkbox"/> Teaching Materials |
| <input type="checkbox"/> 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

Writing a Teaching Philosophy

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.

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Appendix F



Syracuse University
Future Professoriate Program
Annual Conference
White Eagle Conference Center, Hamilton, NY
May 14-15, 2015



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

Plenary Session: 10 Tips for Getting That Academic Job

Barbara Fought, Broadcast and Digital Journalism, SU

Respondents:

M. Gail Hamner, Religion, SU

Jeffrey Karson, Earth Sciences, SU

Rebecca Schewe, Political Science, SU

Ten tips that will help you present yourself better during your search for an academic job. You will hear from senior professors who've served on search committees and sat through dozens of job talks and interviews, as well as junior faculty who have recently been through the job-search wringer. We'll cover the CV, the interview, the job talk and teaching presentation.

12:00-1:00 p.m. Lunch (Lodge)

1:00-2:00 p.m. Concurrent Sessions I

Teaching with Mobile Devices (Cleveland I)

Michael Morrison, Online Learning Services, SU

Mobile learning seeks to utilize the unique capabilities of mobile devices to make course materials available to students wherever they are and to create new kinds of learning experiences. Mobile learning is not just shrinking your course onto a phone – it is about creating new opportunities for students to use their mobile devices to create new kinds of learning interactions.

Thinking and Teaching Critically about Diversity

(Cleveland II)

Kimberley L. Davidson and Nicole E. Conroy, Child and Family Studies, SU

In this presentation we will discuss diverse identities, such as race, ethnicity, and gender, and will offer suggestions for facilitating classroom discussions related to these sensitive topics. Utilizing critical race and feminist theories, the presenters will offer perspectives that encourage critical thinking as opposed to passive avoidance of issues connected to diverse identities in the classroom.

Get Funded! Practical Tips for Writing a Compelling Grant Application (Delaware)

Trish Lowney, Office of Research, SU

Whether you're in the humanities, the sciences, or a mathematician, this session will provide you with specific activities designed to help you write winning grant or fellowship applications. In addition to the why, what, who, how and when of proposal development, we'll explore the notion that successful proposals are not developed in isolation, but rather created with the support and advice of many others. *You are not alone – there's lots of help out there for the asking!*

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

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

Teaching Multicultural Classrooms

(Cleveland I)

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!

Collaborative Learning

(Cleveland II)

Andreea Mascan, German Studies, Cornell

Looking for ways to integrate group work into your classes? This workshop explores some of the benefits of using collaborative learning strategies across disciplines. The participants will have the opportunity to share their experiences with collaborative learning as well as to reflect on what strategies would best fit with their learning goals and meet their students' needs.

**Engaging Undergraduates in Research as Graduate Students
and New Faculty Members**

(Delaware)

Matthew Mulvaney, Child and Family Studies, SU

Increasingly, colleges and universities are expecting new faculty to develop research programs that actively involve undergraduate students. Involving undergraduate students confers benefits to the faculty, the students, and the institution. This presentation will discuss approaches to involving students in research in a mentorship model. This presentation will specifically focus on how graduate students might engage with undergraduate researchers, leverage this advantage in academic job searches, and extend such research programs into the pretenure years.

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

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

Publishing in Graduate School: Myths and Reality

(Cleveland I)

David Bozak, Psychology and Computer Science, SUNY Oswego

You need publications to be competitive on the job market—except you really should focus on getting the dissertation done. Publishing from your dissertation serves as the academy’s “thumbs up” on your project—but then you won’t be able to get your book published. Counting publications is how the hiring committee moves you to the “interview” pile—unless it’s a teaching-intensive school, in which case they’ll reject you as too research-focused. This session considers the contradictory advice grad students often receive about publications, helping you think about publishing in the context of your graduate program, discipline, and career goals.

Active Learning

(Cleveland II)

Nirav Patel, Natural Resources, Cornell

How can you involve students more fully in classroom activities? We will explore ways to encourage active engagement with course content, emphasizing three core ideas: the conceptual basis and importance of active learning in the classroom; techniques and activities for active participation; and incorporating active learning into future teaching endeavors.

Humor in the Classroom: If All Else Fails – Make ‘Em Laugh!

(Delaware)

Peg De Furia, The Graduate School, SU

Elaine Gregory, Teacher Education, Roberts Wesleyan College

They say, there is a time and place for everything. However, in olden days, a display of hilarity in the classroom was considered neither the appropriate time, nor the proper place. Times have changed and while many remember the old schoolmarm—pointer in hand that was often used for discipline and not just indicating something of interest on the chalkboard—research has shown that being so strict and stringent all of the time neither helps students learn nor proves beneficial to the stress levels of all involved parties. Now teachers find themselves

changing things up a bit— “acting” their way through lessons to keep the class interesting and engaging. After all, the attention spans of students today are more closely attuned to the average time between television commercial breaks! HAHAHAAAA—(did I say that out loud)?

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

6:00-7:00 p.m. Dinner (Lodge)

7:00- 8:30 p.m. **Con Job: Stories of Adjunct and Contingent Labor** (Cleveland I)
Megan Fulwiler and Jennifer Marlow, English, College of Saint Rose

Screening and discussion of this 2014 documentary exploring the realities of the academic labor system. Filmmakers Megan Fulwiler and Jennifer Marlow teach composition and rhetoric at the College of Saint Rose in Albany.

Friday, May 15

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

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

Creating and Tailoring an Online Teaching Portfolio for the Academic Job Market (Cleveland I)
Leigh M. Tolley, Instructional Design, Development, and Evaluation, SU

Participation in FPP can be a great asset in academic job applications as a line on your CV, but your teaching experiences can be what really set you apart from the pack. What is the best way to share what you’ve done, either as a TA, in FPP, or in other institutions or even fields? In this session, we’ll discuss the benefits of online teaching portfolios both at SU and on the job market. Topics will include organization of materials, summarizing and presenting course evaluations, and sharing your portfolio with the appropriate audiences.

Developing Writing Partnerships: Collaborations toward Research, Writing and Publication (Cleveland II)
Brent C. Elder and Michelle L. Damiani, Special Education, SU

In connection with graduate students’ needs for academic professionalization, this session is intended to describe the collaborative research and writing process developed between the presenters during their doctoral study. Their collaboration has led to doctoral publication and conference presentation opportunities that will continue into their careers. Attendees will have the opportunity to learn about one particular approach to collaborative writing and ask questions of the presenters.

The Road to Tenure: Winding, Bumpy, with Off-Ramps... (Delaware)

Chaise LaDousa, Anthropology, Hamilton College

You will go on the market in the last year of your dissertation and get a tenure-track job at your dream school, where you will stay until you retire. In a word: unlikely! Those in STEM will require at least one postdoc, while similar probationary apprenticeships (lectureships, visiting appointments, etc.) have fast become the norm in other fields. Switching employers while on the tenure track is likewise common. FPP alum Chaise LaDousa explores these realities with reference to his own path to a tenured professorship at Hamilton College.

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

10:15-11:15 a.m. Plenary Session: The Future(?) of the Liberal Arts (Cleveland I)

David Bozak, Psychology and Computer Science, SUNY Oswego

Ken Valente, Mathematics and LGBTQ Studies, Colgate University

Jason Antrosio, Anthropology, Hartwick College

While never entirely static, the liberal arts curriculum has been at the heart of the higher educational enterprise for generations, and widely regarded as foundational to both “the college experience” and the perpetuation of a capable democratic citizenry. Now, a host of factors (e.g., state de-funding and the student debt crisis, changing student demographics, a proliferation of consumer-oriented higher ed delivery models) conspire to unravel the liberal arts fabric, as witnessed by declining majors, the elimination of degree programs or entire departments, a shift in funding and curricular offerings toward professional programs, the rollback or restructuring of core requirements, etc. Faculty members discuss how their respective institutions are responding to these challenges, and what they portend for future faculty.

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

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

Creating Your Own Peer Mentoring Group (Cleveland I)

Melissa Green, Mechanical & Aerospace Engineering, SU

Heather Coleman, Biology, SU

Sarah Hall, Biology, SU

Tara Kahan, Chemistry, SU

Anne Rauh, SU Libraries

Ellen Daniell’s book, *Every Other Thursday: Stories and Strategies from Successful Women Scientists*, describes a long-term peer mentoring group based on the idea that “by pooling our shared experiences and collective wisdom we at the university could empower ourselves to succeed professionally within the existing academic structure while at the same time providing critical emotional support to one another.” Inspired by this effort, a group of junior faculty and staff in STEM decided to constitute a peer mentoring group at SU. Members of the group have

found it so beneficial to their professional and personal success that they have begun sharing their experiences in hopes of encouraging others to start their own groups. Developed by psychologists, the design and format of the peer mentoring group discussed in this session is applicable across disciplines.

How to Do Public Scholarship that Leads to Grants and Publications (Cleveland II)

*Frank Ridzi, Sociology, Le Moyne College, and Central New York
Community Foundation*

Applied research has been a trending thought since Ernest Boyer first theorized the scholarship of application (scholarship of engagement) in 1990. In this he saw the potential for a form of academic pursuit that benefited the community beyond the walls of academia. However, as with the scholarship of teaching, institutions of higher education are often ambiguous about the value of this pursuit as compared with more conventional peer-reviewed publishing. In this session we share strategies for successfully engaging community leaders and fellow faculty in community-centered scholarship, examining the case of CNYVitals.org.

Diverse Faculty and the Tenure Track (Delaware)

*Shana Gadarian, Political Science, SU
Herb Ruffin, African American Studies, SU
Michael L. Norris, Health and Physical Education, SU*

For many years, the higher ed sector as a whole has been concerned with rectifying demographic imbalances in its tenure-track and tenured faculty, including underrepresentation of racial and ethnic minorities, persons with disabilities, and, in many fields, women. At the same time, diverse faculty face many challenges that can impede their progress under an unforgiving tenure clock. These may include heightened demands regarding student advisement and committee service; the effect of student bias on course evaluations; the absence of a suitable role model or a disproportionate imperative to be one; the fear of being categorized as a single-issue scholar; expectations of activism or of serving as a “spokesperson”; feelings of isolation and tokenism; and the perception that their successes are due to preferential selection. In this session we explore these realities and their implications for grad students and postdocs pursuing faculty careers.

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.