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 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; [http://www.syr.edu/gradschool/gsprograms](http://www.syr.edu/gradschool/gsprograms)) 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**.

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 4 school/colleges (Newhouse, Whitman, 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: [http://www.syr.edu/gradschool/gsprograms/fpp/fppdepts.html](http://www.syr.edu/gradschool/gsprograms/fpp/fppdepts.html)

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 (see list at http://www.syr.edu/gradschool/gsprograms/fpp/fppdepts.html), 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. 17).

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 the number of participants, or impose other restrictions.

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 list at http://www.syr.edu/gradschool/gsprograms/fpp/fppdepts.html), 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.”
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. 19) in mid-May, along with at least 1 additional program in both the Fall and Spring semesters. 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. 17-18). At least 4 such awards will be made each year.

In addition, the Graduate School 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 Professional Development Series** comprises at least 4 presentations or workshops per semester related to college teaching, academic professionalization, and other aspects of professional development for graduate students. Some recent topics in this series include universal design, public scholarship, and using writing to enhance student learning. *FPP participants and faculty wishing to present in the series are encouraged to submit a proposal online* ([http://www.syr.edu/gradschool/gsprograms/taprogram/PDSeriesforGradStds.html](http://www.syr.edu/gradschool/gsprograms/taprogram/PDSeriesforGradStds.html)).

- **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 6-8 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 (http://www.syr.edu/gradschool/gsprograms/Calendar.html).

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. 10-14).
3) completion of an FPP Teaching Portfolio documenting preparation for faculty teaching responsibilities (see pp. 15-16).

PLEASE NOTE: Individual departments and programs commonly maintain additional requirements for the CUT related to their own FPP offerings. Check with your Primary Faculty Liaison and/or Faculty Teaching Mentor for any department-specific CUT requirements.

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 A, p. 22) 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 (April 1 is the deadline) and those Certificates will be conferred at the CUT recognition ceremony in late April, typically held at the Goldstein Alumni & Faculty Center.

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. 12-13), 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. 14.

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

To be completed prior to observation date:

<table>
<thead>
<tr>
<th>FPP participant:</th>
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<tbody>
<tr>
<td>Department:</td>
<td></td>
</tr>
<tr>
<td>Observer:</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td></td>
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</tbody>
</table>

SESSION

<table>
<thead>
<tr>
<th>Course name:</th>
<th></th>
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<tbody>
<tr>
<td>Department:</td>
<td></td>
</tr>
<tr>
<td>Session type (i.e., studio, lab, recitation/discussion, lecture):</td>
<td></td>
</tr>
<tr>
<td>Topic/Activity of the day:</td>
<td></td>
</tr>
<tr>
<td>Date and time of observation:</td>
<td>Location:</td>
</tr>
<tr>
<td>Course instructor/supervisor (if not FPP participant):</td>
<td></td>
</tr>
<tr>
<td>Number of students in attendance:</td>
<td></td>
</tr>
</tbody>
</table>

FOLLOW-UP/DEBRIEFING MEETING

| Date and time: | Location: |

FPP Participant’s Signature: ____________________________ Date: ________________
Observer’s Signature: ____________________________ Date: ________________

OBSERVER’S NOTES (to be completed during observation):

[Blank space for notes]

Over Please →
FPP Instructional Observation Form (cont.)

To be completed after debriefing meeting:

<table>
<thead>
<tr>
<th>OBSERVER’S COMMENTS/SUGGESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What went right with this session?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FPP Participant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Course Department, Number and Title:</td>
</tr>
<tr>
<td>Course Type: (i.e., lab, studio, lecture, class, other)</td>
</tr>
<tr>
<td>Number of Students:</td>
</tr>
<tr>
<td>Course Description:</td>
</tr>
</tbody>
</table>

**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.)

<table>
<thead>
<tr>
<th>FPP Participant Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Teaching Mentor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Course Supervisor Signature (if applicable)</td>
<td>Date</td>
</tr>
</tbody>
</table>
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 B, p. 23)
- 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 A, p. 23) to the Graduate School. CUT completion forms must be received by **April 1** in order for you 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 ([http://www.syr.edu/gradschool/gsprograms/resources/index.html](http://www.syr.edu/gradschool/gsprograms/resources/index.html)) 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 C, p. 25), to be signed by PFLs and forwarded to the Graduate School by March 15. 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 D, p. 26). 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 E (p. 27) for a sample conference program.
FPP Administration

The Graduate School

Glenn D. Wright, Director, Graduate School Program
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

Faculty Advisory Board

Kristi Andersen, Political Science

Barbara Applebaum, Cultural Foundations of Education

Shobha Bhatia, Civil and Environmental Engineering / WiSE

Amanda Brown, Languages, Literatures and Linguistics

John Burdick, Anthropology

Barbara Fought, Public Communications
Resources

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

♦ A library of completed 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.

♦ Graduate Assistants 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 F, p. 31), the faculty job search, academic professionalization, research ethics and academic integrity:  
http://www.syr.edu/gradschool/gsprograms/resources

♦ Videos of past Graduate School programs, both online  
(http://www.syr.edu/gradschool/gsprograms/resources/CareerSvcsVideos.html) 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, LGBT issues in higher education, academic integrity and learning communities:  
http://www.syr.edu/gradschool/gsprograms/resources/gradschoolpress.html

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 Completion

Student’s Name: _______________________________     Department: __________________________
Faculty Teaching Mentor:__________________________

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

2) Portfolio Contents:
   - [ ] Table of Contents
   - [ ] Teaching Philosophy
   - [ ] C.V. or Resume
   - [ ] Other:
   - [ ] Reflective Statements
   - [ ] Student Evaluations
   - [ ] Teaching Materials

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 B  

Writing a Teaching Philosophy

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 meant to be tools to help you begin reflecting on your beliefs and ideas as a teacher. No single teaching statement can contain the answers to all or most of these queries.

Websites on Teaching Philosophies

- [http://www.vanderbilt.edu/cft/resources/teaching_resources/reflecting/philosophy.htm](http://www.vanderbilt.edu/cft/resources/teaching_resources/reflecting/philosophy.htm) (Vanderbilt University)  
- [http://www.sites.duq.edu/cte/academic-careers/teaching-philosophy.cfm](http://www.sites.duq.edu/cte/academic-careers/teaching-philosophy.cfm) (Duquesne University)  

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.

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.
Appendix C

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.

__________________________________ Date
Student Signature

__________________________________ Date
Primary Faculty Liaison Signature
Appendix D

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.

Powered by frecco
Thursday, May 19

8:15 a.m. Bus leaves from College Place

9:30-10:30 a.m. Check-in (White Eagle Lodge)

10:45-11:45 a.m. Large Group Session (Cleveland I)

Welcome
Glenn Wright, The Graduate School, Syracuse University

Keynote Address:
“Higher Education: In Search of an Ethic”
Leonard Cassuto, Fordham University

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

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

Negotiating Difference and Identity in the Academy (Cleveland I)
Herb Ruffin, Syracuse University
Afshin Pourmokhtarian, Syracuse University
Marcelle Haddix, Syracuse University
Alecea Standlee, Syracuse University

This panel will explore the complex ways in which students and faculty negotiate their social locations and identities within a university setting. We will discuss some of the joys and challenges of living and working in a diverse academic community, always keeping in mind the relevance of our own identity.

Five Top Reasons for Working at a Community College (Delaware)
Rosanne Ecker, Syracuse University
Donna Stuccio, Onondaga Community College
Bob Moschegat, Herkimer County Community College

In the United States, over 6.6 million students (and growing) out of 17 million postsecondary students are enrolled in a community college. If you want to consider becoming faculty in the rapidly expanding community college sector, come find out what your life and work would be like. What would make you a great fit and how can you best communicate your interest during the application process? Bob Moschegat, Associate Dean of Academic Affairs, Division of Social Science and Humanities, Herkimer County Community College, and Donna Stuccio, Professor of Criminal Justice at OCC, will provide the inside scoop on faculty life at a community college and how you can successfully develop your career as community college faculty.

Everything You Wanted to Know About Getting and Keeping an Academic Job But Were Afraid to Ask (Tepee)
Shiu-Kai Chin, Syracuse University
James Haywood Rolling, Jr., Syracuse University

What search committees and promotion, reappointment, and tenure committees look for, what they count (and how much or how little), what should count (but sometimes doesn’t), and how to face the person in the mirror each day.
2:00-2:15 p.m.  Break

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

Making Assignments Worth Grading
T.J. Geiger, Syracuse University

We will focus on two concerns: designing effective writing assignments that encourage deep learning and evaluating student writing efficiently and confidently. Through a combination of lecture, individual writing, and interactive discussion, we will work on making and evaluating assignments that students want to write and that teachers want to read.

Friend Me: Interactions with Students Outside of Class and Online
David Bozak, SUNY Oswego

(Cleveland II)

Should you “friend” your students, or accept friend requests? Should you engage with your students in informal situations outside of campus (and/or in pubs)? What exactly are the limits to interactions with your students?

The Lecture Course: When Ya Gotta Do What Ya Gotta Do
D. Bruce Carter, Syracuse University

(Delaware)

You’ve gone to every FPP seminar. Your student-centered classroom thinks, pairs, and shares like nobody’s business. And now you’ve been rewarded with a position at SUNY Westcott! Your first assignment: intro section of 250, with no TA, in Auditorium A. This session considers ways to maximize the advantages and minimize the liabilities of the lecture format. We’ll look at techniques for maintaining student engagement and achieving learning objectives.

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

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

Teaching and Learning with Mobile Devices
Michael Morrison, Syracuse University

(Cleveland I)

With the proliferation of mobile devices, including cell phones, iPads and laptop computers, and students can now access course content anyplace and anytime. But how do we leverage these mobile devices to extend and expand student learning through “mobile teaching”? This presentation will present several techniques to enhance both the classroom and out of classroom experience using mobile devices. Learn how to poll students via text message, post an audio blog using your cell phone and other techniques using smart phones and mobile devices.

“Ph.D. in Hand by Date of Appointment”: The Job Market and Degree Completion
Gretchen Purser, Syracuse University

(Delaware)

Although the job market is (quite justifiably) a source of considerable angst for graduate students, it is never too early to begin thinking about it. This session aims to demystify the academic job market and present some useful strategies for finishing up your dissertation. It will cover such topics as when to go on the job market, how to prepare, where to look for job openings and what to expect should you succeed in getting interviews and/or offers.

No Funding = No Research?
Amanda Brown, Syracuse University
Emma Ticio, Syracuse University

(Cleveland II)

Many faculty members need external funding to conduct their research. While applying and probably re-applying for grants/fellowships, the tenure clock ticks. This session explores one way to keep your research program from stalling while you chase funding—research apprenticeships through independent studies.

FPP faculty/staff business meeting
Glenn Wright and Peg De Furia, Syracuse University

(Tepee)
4:30-4:45 p.m. Break

4:45-6:00 p.m. **Collaborative CV Review**  
*Rosanne Ecker, Syracuse University* (Cleveland I)

Let’s sit together and review a few CVs and learn from each other’s choices of style and content. Just email me your CV prior to White Eagle where in exchange for your participation, you’ll take away a few new ideas for your CV.

4:45-6:00 p.m. Happy Hour (Tepee)
6:00-7:00 p.m. Dinner (Lodge)
7:00-8:00 p.m. Large Group Session  
**Moving On Up (game)**  
*Peg De Furia, Syracuse University*  
*Cathy LaVoy, Syracuse University*  
*John Western, Syracuse University* (Tepee)

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**Friday, May 20**

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

9:00-10:00 a.m. Discipline-Specific Groups (various locations)

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

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

**Navigating Student and Faculty Cultures**  
*Alecia Standlee, Syracuse University*

From texting to textbooks, the rules and expectations surrounding college culture can be difficult for students and faculty to navigate. Both challenges and opportunities can arise in the classroom as faculty and students struggle to understand one another’s expectations and cultural differences. This interactive workshop will use scenarios based on different expectations for classroom and academic conduct to stimulate discussion and strategizing for negotiation between faculty and students. This workshop will encourage participants to consider challenges in student/faculty relationships from multiple perspectives.

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

11:30-12:30 p.m. **Concurrent Sessions IV**

**What You Can Do with That: Careers Off the Tenure Track**  
*Alex Ma, Excelsior College*  
*Suzanne Etherington, New York State Archives*  
*Tosca Bruno-van Vijeijken, Moynihan Institute, SU* (Delaware)

And the number of tenure-track jobs in your field is... zero. Have you just wasted six years of your life? Not if you know how to parlay the research and presentation skills, content expertise, and other abilities afforded by your graduate education into gainful and rewarding employment in other sectors. Learn how your doctoral training is relevant—and how you can make it relevant—to careers in educational assessment, program evaluation, educational administration, public history, state government, NGOs, and elsewhere.
Google Sites can be used effectively to distribute content, facilitate collaboration, and help students develop digital literacy. This session will guide participants in how to establish and design a Google Site for their courses, covering site set-up and tool functionality and considering issues of copyright and privacy online.

**Syllabus Design: Part Art, Part Science, Part Deadline**

_Holly White, Syracuse University_
_Joanna Masingila, Syracuse University_
_John Burdick, Syracuse University_

Having taken scores of courses in your academic life, you are now charged with teaching one of your own. Whether an inherited course or one of your own design, the course’s syllabus will guide you and your students through the semester. This workshop will look at the components of a syllabus and ask: How much needs to be put in writing from the start of the course? What policies will support learning? How do I plan for tests and assignments so that both my students and I can keep a sane pace? Get the most out of this Q & A workshop by having a course in mind you want to teach!

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

1:30-2:30 p.m.  Concurrent Session V

**Faculty of the 21st Century**

_John Lawless, Empire State College_
_Elaine Gregory, Roberts Wesleyan College_
_David Bozak, SUNY Oswego_

We all know the story: tenure-track jobs in traditional campus-based settings are in freefall. But what kind of faculty positions are emerging to replace them? The answers may surprise you. Three experienced faculty/administrators share their insights on how the shifting landscape of higher education is diversifying faculty roles, creating opportunities for those who can identify and develop the relevant skills.

**Lecture Busters**

_Barbara Fought, Syracuse University_

Your students are programmed by TV for a commercial break every 8 minutes. Research shows after 15 minutes of lecture their comprehension fails. So you want to shake things up, but how, exactly? This session will cover proven strategies for engaging students, busting up lectures and eliciting active learning. Come and share you own “it worked for me” teaching techniques.

**From Apprenticeship to Mentorship: Establishing Collaborative Conversations**

_James Haywood Rolling, Jr., Syracuse University_

Taking a life narrative approach, this session looks critically at a period in my own career from 2001 to 2011 for strategic decisions I made in the progression from serving as an editorial assistant to my own mentor, to currently serving on the Board of Directors of my professional organization and as a mentor to other young scholars and peers.

2:30-2:45 p.m.  Break

2:45-3:00 p.m.  Closing Remarks
Apprend F

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.