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The Future Professoriate Program

The 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 unanticipated responsibilities of faculty life, such as serving on committees, advising students, understanding tenure requirements and becoming familiar with their colleagues. In 1992 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 make teaching experience and faculty mentorship in teaching a central part 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 and performs some administrative and coordinating functions, while the departments implement programming, mentoring relationships, and other activities tailored to the disciplinary environment and professional needs of their students. At the heart of this partnership is the collaboration of the Graduate School Programs office and departmental Primary Faculty Liaisons (PFLs).

Among the signature offerings of the FPP are:

- A series of professional development seminars 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 (FTMs)
- 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, featuring intensive summer 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 we knew that students headed for faculty careers needed more to succeed. Our Teaching Assistants needed guidance from faculty members in their academic disciplines. We had to integrate teaching, research and service skills with their graduate experiences. They needed exposure to all aspects of the teaching life—professional and personal. It was a unique and promising approach, but costly. We needed funding to implement our ideas.

Help came in 1992 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.

Our faculty partners play a pivotal role in providing FPP student participants with a good understanding of their duties and responsibilities as faculty members in higher education. The PFLs are pivotal members of the FPP team, working closely with both the Graduate School and departmental Faculty Teaching Mentors to provide discipline-specific training and experience to graduate student teachers within their departments.

Primary Faculty Liaison Responsibilities

The Primary Faculty Liaison (PFL) provides the principal link between the Graduate School and FPP-participating departments. While the PFL’s precise duties will vary according to the administrative structure of the department, the size of its graduate cohort, and the extent to which teaching/academic careers represent the aspirations of that cohort, some core functions of the position are widely shared.

The PFL is responsible for

- Enrolling FPP participants (Appendix A)
- Recruiting and appointing Faculty Teaching Mentors in the department
- Overseeing departmental FPP requirements and procedures
- Developing and maintaining an effective departmental FPP mentoring system
- Organizing or delegating the organization of departmental FPP programming and activities throughout the year
- Arranging appropriate Independent Mentored Teaching Experiences for FPP participants
- Facilitating departmental participation in the annual FPP conference
- Reviewing and approving Teaching Portfolios for award of the Certificate in University Teaching (Appendix C)
- Approving and submitting FPP participation summaries (Appendix B) to the Graduate School for stipend disbursement to eligible participants
- Participating in departmental and campus-wide FPP events/activities and professional development programming
- Effectively communicating program goals, plans, and requirements with graduate students, department faculty and administrators, and the Graduate School
- Disseminating information to faculty and FPP participants concerning relevant awards, grants, teaching/research opportunities, new resources, programs and events, etc.
- Keeping a record, as feasible, of past FPP participants’ professional development: progress in the job market, initial faculty positions, and tenure and promotion decisions
- Periodically updating portfolio(s) available for review in Graduate School Programs office
- Devising a procedure for appointing a new PFL, in consultation with appropriate department personnel
PFL Timeline

NOTE: this timeline reflects PFL obligations relevant to the Graduate School’s administration of the FPP. PFLs may wish to construct a calendar integrating this information with departmental events and deadlines.

mid-September: notify Graduate School of FPP participants and Faculty Teaching Mentors for current academic year (see FPP appointment form, Appendix A). *Students will not be eligible to receive a stipend or the C.U.T unless they are enrolled in the program.*

September and ongoing: inform Graduate School of upcoming FPP-related events, deadlines, etc. in your department, for posting on general FPP calendar. Please designate events as *open to all FPP participants, open with permission of department, or department only.*

October–May: administer departmental programming; provide oversight for mentoring process, independent teaching assignments, portfolio construction, etc.

February: recruit students/faculty to represent department at annual FPP conference in mid-May. Distribute FPP participation summaries (Appendix B) to students and advise of deadline.

March 15: deadline to submit FPP participation summaries (Appendix B) to Graduate School. *Stipends will only be disbursed to eligible students for whom we have a signed participation summary on file.*

mid-March: solicit and review completed portfolios for C.U.T.

April 1: deadline to submit C.U.T completion form (Appendix C) or letters certifying completion to Graduate School for presentation of certificates at C.U.T luncheon.
Faculty Teaching Mentor Responsibilities

In departments with few FPP participants, the roles of PFL and Faculty Teaching Mentor may be combined. Generally, though, departments will designate faculty with a strong interest in the professional development of graduate students as FTMs, providing a more formal and intensive mentoring structure for FPP participants. Departments that routinely assign faculty mentors to all graduate students generally expect those faculty to serve as de facto FTMs for their “mentees” enrolled in the FPP, rather than creating overlapping mentoring systems.

**The FTM is responsible for**

- Supervising Independent Mentored Teaching Experiences for FPP participants (see pp. 13-14)
- Advising participants on construction of Teaching Portfolio
- Collaborating with PFLs and others on departmental FPP programming
- Meeting regularly with FPP participants to discuss teaching, research, and other aspects of faculty professionalization (see sample agreement on p. 9)
- Visit class/lab/recitation sections (or other instructional contexts) for observation and consultation with FPP participant (see sample observation form on pp. 10-11)
- Reviewing and approving Teaching Portfolios for award of the Certificate in University Teaching (Appendix C), as directed by PFL
- Attending and/or assisting with departmental contribution to FPP Annual Conference

Some general advice for mentors is abstracted on the following pages.
The Faculty Teaching Mentor: Skills and Roles

[Adapted from The University of Washington Faculty Guide to Mentoring Graduate Students, 2005]

It is imperative the FPP participant and the Faculty Teaching Mentor (FTM) share responsibility in developing an effective mentoring relationship to enrich the quality of the graduate student’s academic and professional experiences.

The FTM should

- establish and maintain open lines of communication
- explore realistic goals, interests, and expectations
- conceptualize and regularly engage in discussions on research, academics, and teaching
- monitor and encourage progress to degree
- guide and encourage professional development and documentation of achievement
- seek funding opportunities
- regularly meet with mentee
- review progress toward achieving program goals
- observe and document performance in class or other instructional setting
- help develop job search strategy

The Council of Graduate Schools (http://www.cgsnet.org/Default.aspx?tabid=377) defines mentoring as a process of providing a successful and well-nurtured graduate student experience. Mentors’ capacities include but are not limited to: advising, encouraging, sponsoring, tutoring, employing, supervising and serving as a role model and resource on the educational, interpersonal, and professional levels in which the graduate student develops from apprentice to respected colleague.

Mentors must be prepared to guide, provide expertise and consult ever-changing, diverse graduate student populations with varied career goals. As suggested in the University of Washington Faculty Guide to Mentoring Graduate Students (2005, p.8), there are three core roles for the mentor of advanced graduate students:

**Disciplinary Guide** – helping the mentees become contributing members of their disciplines

**Skills Development Consultant** – including oral and written communication skills, leadership skills, and team-oriented skills (collaborative problem-solving)

**Career Consultant** – identifying the career path that emerges through needs assessment, careful planning, nurturing, and adaptation
Establishing Your “Signature” Mentoring Style

[Adapted from The University of Washington Faculty Guide to Mentoring Graduate Students, 2005, pp. 11-13]

❖ Reflect upon your own graduate school experience; integrate what worked and was helpful and dispel that which may deter mentee progress.
❖ Give careful consideration to your mentee’s academic and personal growth.
❖ Explain the intricacies of graduate study, school policies and procedures, anticipated timelines, expectations on qualifying/comprehensive exams and committee selection.
❖ Provide timely and constructive feedback on coursework and projects and encourage development of new techniques, strategies, and skills.
❖ Cultivate networks with colleagues and experts with similar interests.
❖ Nominate mentees for academic and research awards, fellowships, teaching and research assistantships, and membership to professional organizations to help them gain visibility in the field.
❖ Host departmental and interdisciplinary graduate seminars, formal and informal discussion groups, and talks with guests of similar approaches and perspectives.

Assisting Your Mentees

[Gleaned from The University of Washington Faculty Guide to Mentoring Graduate Students, 2005, pp. 13-31]

The path to excellence should be viewed as a time-tested, dynamic progression guided by an influential mentor, filled with adventures and routine requirements yet subject to unforeseen consequences and potentially adverse situations. Time away from family, friends and social stimulation may result in feelings of undue pressure, isolation, and abandonment, leaving the mentee overwhelmed.

❖ Emphasize that time management is of the essence where a balance of academic pursuits, professional associations, work obligations, family, hobbies, and off-campus activities all play a role in shaping—and surviving—the graduate experience.
❖ Remind mentees that concentrating on a single area or interest may limit their breadth of knowledge and that they should remain open to a wide range of topics and ideas to broaden their scholarly acumen and marketability.
❖ Be aware of the diverse cultural demands that mentees encounter and provide a list of contact information for on- and off-campus resources and support groups.
❖ Relay advances in the discipline to keep mentees current and informed.
❖ Be sensitive to the issues, concerns and special challenges facing international, non-traditional, first-generation collegiate and disabled students.
❖ Write letters of recommendation for your mentees.
FTM-Participant Agreement (SAMPLE ONLY – not a required form)

SYRACUSE UNIVERSITY
FUTURE PROFESSORIATE PROGRAM

FPP Participation Log

The following is a list of meetings, activities, seminars and events devised and mutually agreed upon by the FPP participant and his/her Faculty Teaching Mentor to fulfill the participation component for the year.

FPP PARTICIPANT:

Department:

☐ Over the course of the semester/year, the FPP participant and FTM agree to meet at least _____ times for at least _____ minutes each to discuss issues of faculty life, teaching, and FPP events, and when possible, to participate in teaching or service opportunities together.

☐ The FPP participant agrees to compose a one-page summary/reflection to be submitted to the FTM at the conclusion of each event.

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FPP Participant Signature

Date

Faculty Teaching Mentor Signature

Date
**FPP Instructional Observation (SAMPLE ONLY – not a required form)**

**SYRACUSE UNIVERSITY**
**FUTURE PROFESSORIATE PROGRAM**
**Teacher/Instructor Observation Form**

To Be Arranged and Completed Prior to Observation Date:

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**SESSION**

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<td>Location:</td>
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<td>Number of Students in Attendance:</td>
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**FOLLOW-UP/DEBRIEFING MEETING**

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**AGREEMENT**

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To Be Completed During Observation:

**OBSERVER’S NOTES:**

*Over Please →*
To Be Completed AFTER Debriefing Meeting:

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<th>OBSERVER’S Comments/Suggestions:</th>
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What went right with this session?

What could be improved?

Suggested Adjustments:

In addition, the FPP Participant may prepare a one-page reflection to be stapled to this form.
The Certificate in University Teaching

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

The Graduate School maintains three 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. 13-14)
3) completion of an FPP Teaching Portfolio documenting preparation for faculty teaching responsibilities (see pp. 15-16)

Individual departments and programs commonly maintain additional requirements for the CUT related to their own FPP offerings. *It is important that any departmental requirements for the CUT be clearly articulated to the participants and the Graduate School.* A major near-term goal for the FPP program is to make clear sets of CUT requirements for each department publicly available. Part of the PFL’s responsibility is to codify departmental expectations if any ambiguity exists.

Whereas in previous years the CUT was awarded only upon completion of degree, students may now receive the Certificate as soon as they have completed all requirements and the PFL submits a signed CUT completion form (Appendix C). While in some cases it may be advantageous for the student to receive the CUT early (e.g., with a view to the academic job cycle), the expectation remains that the PFL will submit most CUT completion forms in March (April 1 is the deadline) and those Certificates will be conferred at the CUT recognition ceremony in late April.

With rare exceptions, 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. The general idea is that for a credential entitled Certificate in University Teaching to enjoy any heft, students receiving it must be expected to 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, resolve grade disputes, etc.

In the early days of the FPP, a “standard model” was put in place whereby participants would hold a year or more of “normal” TAships, followed by a Teaching Associateship usually construed as an Instructor of Record appointment under the guidance of a Faculty Teaching Mentor. But as the FPP expanded, the diversity of departmental curricula and funding models, and unreliable access to primary instructorships for graduate students, led to such a wide variety of practices that the term Teaching Associate became too nebulous for ongoing service and had to be dropped by the Graduate School (departments accustomed to the term may continue to use it for their own purposes, provided it is understood as a departmental rather than a general FPP designation).

It remains, nonetheless, an essential function of the FPP to provide participants with teaching opportunities that involve both enhanced instructional duties and appropriate faculty guidance: Independent Mentored Teaching Experiences. A student may satisfy this requirement without being designated an Instructor of Record, but the department must be able to articulate what qualifies the experience as both significantly independent and significantly mentored. PFLs need to work closely with FTM and participants 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, and 2) expectations for the participant–mentor relationship.

PFLs, FTM, and participants should keep in mind that adjunct appointments elsewhere at SU, at schools in the area, or online may represent good alternatives to satisfying the requirement through departmental 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.
**FPP IMTE Description (SAMPLE ONLY – not a required form)**

**SYRACUSE UNIVERSITY**  
**FUTURE PROFESSORIATE PROGRAM**  

**Independent Mentored Teaching Experience**

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The Teaching Portfolio

Documentation of a graduate student’s readiness to assume faculty responsibilities is accomplished primarily via the Teaching Portfolio. FPP participants seeking the CUT should begin compiling their portfolio as soon as they enroll and augment/revise it periodically throughout their tenure in the program. PFLs and FTMs should stress the centrality of the portfolio to participation in FPP, and guide students in the portfolio construction process.

The contents and organization of a portfolio vary according to the preferences of the candidate, the conventions of the discipline, and the anticipated audience. Typical components include:

- Table of contents
- Description of Independent Mentored Teaching Experience
- Teaching philosophy
- Reflective statement on teaching theories, goals, and practices
- Copies of syllabi, paper topics, examinations, course handouts and other materials
- One or more sets of student evaluations, with commentary/contextualization
- Class observation reports from FTM or other visitors (see sample on pp. 10-11)
- Video of the FPP participant in one or more teaching situations
- Documentation of teaching awards and recognition
- Letters of recommendations from faculty and other advisors, mentors, and colleagues
- Materials related to prospective courses the FPP participant would like to teach
- Information about scholarly activities, particularly as related to participant’s teaching

Web-based portfolios are increasingly popular, and PFLs should allow their participants this option. *A Guide to Creating Professional Electronic Portfolios* is available from the Graduate School.

PFLs are no longer required to submit all completed portfolios to the Graduate School for approval prior to awarding of the CUT. However, they must review portfolios and submit a **CUT completion form (Appendix C) by April 1** in order for the student to receive the
Certificate at the recognition ceremony in late April. Therefore, the PFL needs to give FPP participants and mentors a time frame for portfolio submission consistent with this deadline.

The Graduate School Programs office (220 Bowne Hall) maintains a library of sample portfolios that students may use as models. Every year or two the PFL may wish to replace their department’s portfolio on view at the Graduate School with a more recent one, in which case it will be necessary to secure the owner’s permission with a portfolio use permission form (Appendix E).
Departmental FPP 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

- seminars and mini-conferences
- one-credit 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

Some departments make attending (or organizing) specific events, or a certain number of events, a requirement of FPP participation and/or CUT completion. An important part of the PFL’s job is to communicate such requirements clearly to FPP participants and the Graduate School. It is also possible to issue a programming requirement based on offerings outside the department. Relevant options in this category include the following:

- academic job search programming co-sponsored by the Graduate School and Career Services (up to 8 per year)
• other departments’ FPP events (check the Graduate School’s online calendar to find events open to the general FPP population; at least four events per year will be funded by the Graduate School and available to all)

• presentations in the Professional Development Series sponsored by the Graduate School and GSO (around 8 per year)

• annual FPP conference in May

• miscellaneous events and programs on campus (check SU Events calendar)

PFLs are responsible for forwarding information about departmental events (including which are open to the general FPP public, which are open only with consent of the department, and which are department-only) to the Graduate School for posting on the online FPP calendar.
Graduate School Funding

The Graduate School provides financial support for the FPP in three ways.

**Participant funding** comes in the form of *stipends* awarded directly to FPP participants in their first and second years in the program. The Graduate School contributes $200 per eligible participant; most, but not all, FPP-participating colleges contribute funds matching or slightly exceeding this amount. Students must be enrolled in the FPP to receive the stipend, so it is important that the PFL submit the FPP appointment form (Appendix A) on time and accurately. Likewise, departmental funding is assured by the dean’s signature above the line indicating “grant support equal to last year,” so college-level approval is essential. The Graduate School keeps track of students’ participation in the program, so there is no need for the PFL to distinguish those students with remaining stipend eligibility from those who have exhausted their stipend allocation. However, *PFLs are responsible for ensuring that the Graduate School receives completed FPP participation summaries (Appendix B) by March 15*. Failure to deliver the form on time will mean at best a delay, and at worst forfeiture, of the student’s stipend for the year.

**Departmental funding** comes in the form of *grants* of up to $500 to support specific departmental programming initiatives that are relevant and accessible to the general FPP participant population across campus. The money can be used to defray travel expenses and speaker fees, to provide food or publicity, or in more creative ways to enhance the quality and scope of the event, program, or service funded. Departments may submit a proposal (Appendix D) online or email the requested information to Glenn Wright (glwright@syr.edu). Requests can be made at any time, but no allocations will be made prior to October 1 for a given academic year. The grants program is budgeted for four events per year at the $500 level; less expensive programs will result in additional funding opportunities.

**University-wide FPP funding** comes in the form of the *annual FPP conference* (see next page), which is funded entirely by the Graduate School. Registration, room and board are free to all participants, and transportation by bus is provided gratis as well.
The FPP Annual Conference

Each year the FPP sponsors a professional development conference for FPP participants, PFLs and FTMs, and other faculty and administrators at SU and nearby schools. The conference provides faculty and graduate students with a 2- or 3-day program that covers topics relevant to a variety of disciplines. 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. Departmental contributions to the conference programming are strongly encouraged. The Graduate School Programs office will solicit both topic suggestions and presenters in the Spring semester.

Online registration for the conference will open in March, with spaces reserved for each participating college/department in proportion to its representation in the overall FPP population. *Subject to the discretion of each department’s PFL* (some of whom may wish to retain responsibility for soliciting conference participation), registration will proceed on a first-come, first-served basis until those spaces are filled, after which additional registrants will be placed on a waitlist.

The FPP conference provides a relaxed environment in which FPP participants and mentors meet and mingle with people from different departments. Programming typically includes a combination of plenary and concurrent sessions that cover multiple facets of graduate student and faculty life. Popular session topics from previous conferences include diversity in the classroom, teaching strategies, job search preparation, surviving the first year as a faculty member, mock academic interviews, dissertation writing, and publication. Each year we also try to provide programming that addresses the most salient current issues in higher education. See Appendix F for a sample conference program.
Resources

All resources are available through the Graduate School Programs office, 220 Bowne Hall.

♦ A collection of completed portfolios submitted for the Certificate in University Teaching, the Teaching Fellow selection process, and the Outstanding TA Awards selection process.

♦ A Guide to Portfolios, a resource manual that includes an overview of procedures, a copy of related forms and letters, data about portfolios submitted to the Graduate School and Certificates awarded, and the tables of contents of portfolios on file in the Graduate School.

♦ Audio-visual equipment: digital cameras, tripods, laptops, and tape recorders are available for loan to participating departments.

♦ Graduate Programs Office staff can provide a host of services upon request, including visiting classrooms and conducting follow-up consultations, arranging for videotaping of TAs’ classes, and planning professional development seminars and workshops. They are available to discuss any teaching issues that graduate students/TAs may encounter in the classroom or to give direction in locating teaching resources.

♦ A collection of useful materials available on the Graduate School website (http://www.syr.edu/gradschool/gsprograms) to aid FPP participants in crafting their teaching philosophy and Teaching Portfolio.

To make arrangements to use or receive any of the aforementioned resources, please contact the Graduate School Programs office at 443-1856.

Other useful resources and materials are available through the Preparing Future Faculty website (http://www.preparing-faculty.org).
# Future Professoriate Program

**Appointment Form**

**Academic Year 2012-2013**

Department ____________________________  Primary Faculty Liaison ____________________________
College ________________________________ Primary Faculty Liaison e-mail ________________________________

## PARTICIPANT INFORMATION

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Country of Citizenship</th>
<th>SUID #</th>
<th>E-mail address</th>
<th>Terminal Degree</th>
<th>1st Yr.</th>
<th>2nd Yr.</th>
<th>3rd Yr.</th>
<th>4th+ Yr.</th>
<th>Mentor and e-mail address (star* if new to FPP)</th>
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*Reminder: Future Professoriate Grants are limited to two years.*

Form is due back to us by September 14, 2012

For more space, please duplicate this form.

DEAN’S SIGNATURE

(School/College grant support equal to last year for each FPP Participant listed above)

- Please send this form to your dean’s office for his or her signature.
The dean’s office will then forward it to the FPP office in Suite 220 Bowne Hall.
Appendix B

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 _____________
Certificate in University Teaching Completion

Student’s Name: ___________________________  Department: ________________________

Faculty Teaching Mentor: ____________________________

1) Describe the students’ independent, mentored teaching experience:

2) Portfolio Contents:

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

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

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

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

________________________________________  ________________
PFL Signature  Date
Departmental Events FPP Funding Request

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

Contact Name

Contact Email

Sponsoring Department

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

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

When and where will the event or activity occur?

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

Submit  Cancel
Appendix E

Syracuse University
Future Professoriate Program
Portfolio Use Permission Form

Name ____________________________________________

Students often request access to sample portfolios. Please indicate whether you are willing to permit us to use your portfolio for this purpose.

1. _____ The Graduate School has my permission to show my portfolio.

2. _____ The Graduate School has my permission to show a portion of my portfolio.
   Which portion(s)? ____________________________________________________________

3. _____ The Graduate School does not have my permission to share my portfolio with anyone other than appropriate representatives of the Graduate School and my department.

4. _____ The Graduate School has my permission to reproduce and distribute items from my portfolio as sample materials for portfolio construction workshops.
   Please indicate any restrictions: ______________________________________________

Any additional comments or instructions on the use of your portfolio:

Please contact Dina Ioannidis in the Graduate School with any questions (kioannid@syr.edu; 443-6130).

Permanent mailing address: ______________________________________________________

__________________________________________________________________________

Signature ___________________________________________ Date ______________________
Thursday, May 17

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

Welcome

Glenn Wright, The Graduate School, Syracuse University

Keynote Address: “Unsinkable III”

David Bozak, Psychology and Computer Science, SUNY Oswego

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

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

Online Teaching

Michael Morrison, ITS, SU  (Cleveland I)

At some time in your teaching career, you may be asked or volunteer to teach and online class. How do you know if this is right for you? What skills are necessary to succeed in online teaching? This presentation will describe strategies to help you succeed in teaching an online class, including how to engage and evaluate students online.

The First-Generation Student: Addressing Roadblocks to Persistence and Attainment  (Cleveland II)

Jonathan Damiani, Teaching and Leadership, SU

Alece Standlee, Sociology, SU

The purpose of this presentation is to increase awareness around some common problems first-generation students face in the academy, and introduce creative interventions that other colleges have developed for solving these problems, in order to facilitate a discussion about how issues of class play out in the classroom. Our objective is to help future professors across disciplines develop academic and social supports for first generation students. We at the academy are responsible for removing the barriers that prevent first generation students from earning their degrees, and for closing the achievement gap that exists in universities nationwide.

International Perspectives on U.S. Graduate Education  (Delaware)

Yahui Si, LLL, SU

Sozen Ozkan, LLL, SU

Haruka Higa, LLL, SU

Boke Nduati, Reading and Language Arts, SU

The United States boasts the world’s most extensive system of graduate education and by far the largest number of international graduate students. Increasingly, academic and other professional positions in many countries are filled by people who received their graduate training in the U.S. This session offers four perspectives on the global role of U.S. graduate education. Current graduate students from China, Turkey, Japan, and Kenya will discuss why and how they came to study in the U.S., their original expectations and current impressions, and the effects of a migratory graduate population on the educational system and culture of their home countries.

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

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

Working at a State School (Cleveland I)
Donna Stuccio, Criminal Justice, Onondaga Community College
Anne Englart, Architectural Studies and Design, Morrisville State College
David Bozak, Psychology and Computer Science, SUNY Oswego

There is an excellent chance that your future employer is some form of state school. Yet the experience of faculty within the state system can vary just as dramatically as these institutions’ size, scope, and purpose. In this session, faculty from three different kinds of SUNY schools will discuss the roles of their institutions within the broader context of public higher education, the working conditions for faculty, and the academic and professional environment generally.

Assessment in a Globalized Classroom: How to Respond to and Grade Domestic and International Students Equitably (Cleveland II)
Santosh Khadka, CCR, SU

US college classrooms are globalized by an unprecedented convergence of international students from across the world and a diverse body of domestic American students. Yet many instructors still take “standard” English, academic writing conventions, and the dominant American culture as normative in our classrooms, despite the students who come to us trained in different writing conventions and accustomed to speaking different languages. This presentation addresses the question of assessing the globalized classroom fairly and equitably. Instructors and TAs will receive practical, hands-on suggestions for evaluating and providing feedback to international students in a way that honors the differences they bring to the classroom and inspires them to succeed, without doing injustice to domestic American students.

Extra Credit: “To Give or Not to Give?” – That Is the Question! (Delaware)
Peg De Furia, The Graduate School, SU
Elaine Gregory, Education, Roberts Wesleyan College

Whether a two- or four-year institution and no matter which discipline, offering extra credit in college courses continues to be a point of contention for many teachers and administrators. This session considers various pros/cons, existing practices, and several points of view on this seemingly ubiquitous, yet debate-provoking topic.

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

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

Online Teaching (Cleveland I)
Michael Morrison, ITS, SU

At some time in your teaching career, you may be asked or volunteer to teach and online class. How do you know if this is right for you? What skills are necessary to succeed in online teaching? This presentation will describe strategies to help you succeed in teaching an online class, including how to engage and evaluate students online. (Repeats the 1:00 session.)

Publishing for Grad Students: If, When, and Where (Delaware)
Glenn Wright, The Graduate School, SU
James Hougland, Chemistry, SU

On a competitive job market, solid publications never hurt, and indeed are essential for serious consideration in many cases. However, academic journals and other publication venues vary widely in prestige, visibility, and time to publication. Moreover, preparing and revising manuscripts for publication can devour precious time and significantly impact progress to degree. This session will assist you in weighing these factors and thinking strategically about your publishing options in the context of your graduate program and career goals.

Creative Research Relationships: Professional Development and Arts-Based Research (Cleveland II)
Jonathan Damiani, Teaching and Leadership, SU
Laura Reeder, Arts Education, SU

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Appendix F

Supportive working relationships across disciplines may benefit from arts-based research (ABR) methods. Critical and creative perspectives can be formed by engaging in ABR for interdisciplinary dialogue and for collaborative thesis development. This presentation introduces contemporary uses of ABR to an audience that stands to benefit as researchers and instructors, by helping them develop alternative understandings of the valuable work they do. We will demonstrate ways that arts-based methods help qualitative and quantitative researchers become more reflexively aware of their own approaches to research. We will also engage participants in activities that will exemplify just a few ways in which ABR can be used for creating professional relationships between researchers across disciplines. Finally, we will describe how ABR has manifested itself in our own work and that of leaders in the field.

4:30-4:45 p.m.  Break

4:45-6:00 p.m.  Collaborative CV Review  (Cleveland I)
Rosanne Ecker, Career Services, SU

A participatory review of CVs (submitted prior to White Eagle) designed to glean a few tips from each CV reviewed that you can apply to improving your own document. Please submit your CV to Glenn Wright by Friday, May 11.

4:45-6:00 p.m.  Happy Hour  (Tepee)
6:00-7:00 p.m.  Dinner  (Lodge)
7:00-?  Games Night  (Tepee)
Movies  (Cleveland I)

Friday, May 18

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)
Mentoring Across the Spectrum
Everyone!

SU’s Graduate School Press is developing a book project on the mentoring continuum as it extends from graduate school through tenure. This workshop is intended to help set the agenda for that publication. Through a combination small- and full-group discussion, we’ll explore some thorny mentoring scenarios, consider structural and institutional factors affecting the mentoring relationship, and brainstorm ways to promote an academic culture conducive to both student and faculty success.

11:15-11:30 a.m.  Break
11:30-12:30 p.m.  Concurrent Sessions IV  (Cleveland I)

Digital Humanities: What Is It?  
Angel Nieves, Digital Humanities Initiative, Hamilton College
Janet Simons, Digital Humanities Initiative, Hamilton College

In recent years, few scholarly developments in the humanistic fields have enjoyed the explosive growth or generated the excited buzz of the “digital humanities.” Like the technologies they employ, though, the various practices falling under this umbrella are constantly and rapidly evolving. What “counts” as research and teaching in the digital humanities? Will it be an engine of job creation for humanists, and what will those jobs look like? The directors of Hamilton College’s Digital Humanities Initiative will describe the state of play and their own efforts in the field, speculate about where the movement is headed, and offer advice about how future faculty can position themselves for the digital future.
Appendix F

Getting the Most Out of a Poster Presentation (Teepee)
Kristi Andersen, Political Science, SU

This session will help you think about how to prepare a "poster" for a professional conference. It’s not a paper, it’s not a talk, it’s not your 7th-grade science project. How can you summarize and present your research attractively and engagingly, and use the opportunity to network with other scholars in your area?

Grading College Work – What about Those Gray Areas? (Delaware)
Elaine Gregory, Education, Roberts Wesleyan College
Peg De Furia, The Graduate School, SU

Ever wonder how the professor came up with that nebulous grade? This session will offer tips and strategies for designing a clearly written and fair grading system.

12:30-1:30 p.m. Lunch
1:30-2:30 p.m. Concurrent Session V

SU Certificate Programs (Cleveland I)
Catherine Gerard, PARCC, SU (CAS in Conflict Resolution)
Jill Hurst-Wahl, iSchool, SU (CAS in Digital Libraries)
Amanda Brown, LLL, SU (CAS in Language Teaching)
Keli Perrin, INSC, SU (CAS in Security Studies)
Ken Lavender, iSchool, SU (CAS in Cultural Heritage Preservation)

Do you have any area of significant scholarly or vocational interest outside your formal degree program? A Certificate of Advanced Study (CAS) can expand your career options or preempt questions about your qualifications in a desired area of specialization. Regardless of your home field, your status as a matriculated SU graduate student makes you eligible to pursue a wide range of certificate programs, typically involving 12-15 credits of coursework. Representatives of some of SU’s most popular and/or widely applicable CAS programs will review requirements and discuss how and for whom these credentials are advantageous.

Lecture Busters (Cleveland II)
Barbara Fought, Newhouse School, SU

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.

The Expanded Job Search for PhDs: Getting to Know Your Skills, Values and Interests (Delaware)
Rosanne Ecker, Career Services, SU

Whatever your career goals, it’s useful to take the time to reflect on yourself and the things that are meaningful to you. This is an often-neglected part of the job search, yet a very important part, because people who are happiest in their work are marked by having a good fit between their skills, values, and interests and the work they do. This participatory workshop will provide you with the means to assess your skills, values, and interests, and to brainstorm with each other out-of-the-box work that you would be suited for outside of academia.

2:30-2:45 p.m. Break
2:45-3:00 p.m. Closing Remarks (Lodge)