



*Future Professoriate
Program Participant
Handbook*

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The Future Professoriate Program: Purpose, Origin, Structure

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

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

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

Among the signature offerings of the FPP are:

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

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

How It Began...

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

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

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

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

Administration and Structure

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

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

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

The [Professional and Career Development](#) unit in the Graduate School (304 Lyman Hall; 315-443-6130) administers the FPP campus-wide. The office maintains enrollment records, generates and sponsors programming of broad relevance to the FPP membership, publicizes events and communicates general information to participants, organizes the [annual FPP conference](#), and, in conjunction with participating academic departments/units, awards the [Certificate in University Teaching](#) (CUT).

Most students' direct experience of the FPP, however, comes primarily through the department or college in which they are enrolled. Currently 31 academic departments/programs and 6 school/colleges (Architecture, Education, Engineering and Computer Science, the iSchool, Newhouse, and SUNY-ESF) 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/Contacts"](#) web page.

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

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

Enrollment in the FPP

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

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

Female students in the STEM disciplines may have the option of enrolling in the FPP both through their academic home unit (department or school/college) and through the WiSE program. While there is no obstacle to concurrent enrollment, *participants may not claim an FPP stipend from both WiSE and their school/college in the same academic year* (see p. 18). The Graduate School administers the stipend process and, if a student submits multiple participation summary forms (through WiSE and their home unit), will automatically award the higher of the two stipend amounts.

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

FPP Programming

[The Graduate School](#) provides bookends to the FPP's academic year in the form of a "kickoff" event early in the Fall semester and the [FPP Annual Conference](#) (see p. 20) in mid-May, along with campus-based and online programming throughout the academic year. An 8-part [Certificate in University Teaching \(CUT\) seminar series](#) provides a structured introduction to the basics of college teaching for those pursuing the CUT (see p. 9). In addition, FPP-participating departments and individuals may apply for grants from the Graduate School to support programming that is open and relevant to the FPP at large (see pp. 18-19). At least 4 such awards will be available each year.

In addition to formal FPP programming, many other events organized by the Graduate School or other units at the University squarely address the goals of the program and help to fill out the FPP calendar. These include:

- The **TA Program Series** comprises at least 4 presentations or workshops per semester related to higher-ed pedagogy; balancing teaching, coursework, and research; and other aspects of professional development in the TA role. Some recent topics in this series have included conducting peer observations, dealing with conflict in the classroom, creating teaching portfolios, and interpreting and utilizing student evaluations. *FPP participants and faculty wishing to present in the series are encouraged to [submit a proposal online](#).*
- The **Research Roundtable series**, co-sponsored by SU Libraries and the GSO, designed to build graduate students' research skills and promote awareness of research resources. Four or five such events are scheduled each semester.
- **Academic job search programming** covering such topics as crafting application materials, first-round and campus interviews, and negotiating the job offers, along with events related to the job search and faculty life at different kinds of academic institutions.

Departmental Programming: Because departments and programs vary widely in the number of FPP participants and in human and financial resources available, it is not possible to outline general expectations regarding FPP programming at the departmental level. Nonetheless, most

departments do maintain a schedule of events and activities that lends structure and cohesion to the program. Some possibilities include

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

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

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

The Certificate in University Teaching

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

The Graduate School maintains these requirements for the CUT:

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

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

- course design
- leading classroom discussion
- lesson planning
- active learning
- diversity and inclusion in the classroom
- Universal Design for Learning
- assessing student learning
- teaching online/hybrid courses

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

Students may receive the Certificate as soon as they have completed all requirements and the Primary Faculty Liaison submits a signed [CUT Completion Form](#) (Appendix B, p. 26) to the

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

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

The Independent Mentored Teaching Experience

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

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

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

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

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

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

SAMPLE ONLY – not a required form

**SYRACUSE UNIVERSITY
FUTURE PROFESSORIATE PROGRAM**

Instructional Observation Form

FPP participant:
Department:
Observer:
Department:

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

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

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

Over Please →

SAMPLE ONLY – not a required form

**SYRACUSE UNIVERSITY
FUTURE PROFESSORIATE PROGRAM
Independent Mentored Teaching Experience**

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

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

FPP Participant Signature

Date

Faculty Teaching Mentor Signature

Date

Course Supervisor Signature (if applicable)

Date

The Teaching Portfolio

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

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

Some other common portfolio items:

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

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

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

Web-based portfolios, which can be incorporated into professional websites, will have greater utility outside the FPP context than will PDF portfolios. [Sample portfolios](#) and other portfolio resources are available on the Graduate School website.

PLEASE NOTE that FPP-participating departments or schools/colleges 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: FPP participants in all schools and colleges *except for SUNY-ESF* 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 FPP participation. Currently, the minimum annual stipend is \$150, reflecting the Graduate School's contribution. Some other schools/colleges make an additional contribution to the stipend.

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

PLEASE NOTE that the school/college contribution is subject to annual renewal by the deans, and thus is assured neither of continuance nor of fixity in amount. Furthermore, colleges/schools that approve the stipend are obligated to fund only those students officially enrolled by their faculty liaison 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 [Departmental Funding Request Form](#) (Appendix E, p. 30). Applications can be made at any time, but requests received between July 1 and September 15 will not be considered until the latter date. Pending suitable applications, 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, faculty liaisons 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 or the Tailwater Lodge in Altmar, 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. Many concurrent sessions are led by FPP participants or jointly by students and faculty; a call for proposals is typically issued in February. In addition to teaching-related sessions, topics are likely to include publications, grantseeking, the job search, the realities of junior faculty life, and salient issues in higher ed.

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 faculty liaisons in March of their desire to attend.

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

FPP Administration

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Resources

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

- ◆ [Teaching portfolio construction](#) materials, including sample portfolios submitted for the Certificate in University Teaching, the Teaching Mentor selection process, and the Outstanding TA Award selection process.
- ◆ Audiovisual equipment: digital cameras, tripods, laptops, and projectors are available for loan to FPP participants and participating departments.
- ◆ The Graduate School's cadre of [Teaching Mentors](#) (experienced TAs who staff SU's TA Orientation Program) can provide a host of services upon request, including visiting classrooms and conducting follow-up consultations, arranging for videorecording of FPP participants' classes, and planning professional development seminars and workshops. They are available to discuss any teaching issues that FPP participants may encounter in the classroom or to give direction in locating teaching resources or in portfolio construction.
- ◆ [Instructional resources](#) related to assessment techniques, online/hybrid teaching, classroom technologies, and common teaching-related challenges.
- ◆ Videos of [past Graduate School programs](#), including many FPP events.
- ◆ Online access to books from [The Graduate School Press](#) (the SU Graduate School's publishing division) including titles on writing in the classroom, Universal Design for Learning, LGBTQ issues in higher education, academic integrity, learning communities, publicly engaged scholarship, mentoring, and first-generation graduate students and faculty.

Appendix A

Certificate in University Teaching Seminar Series Sample Descriptions

Fundamentals of Instructional Design

This seminar explores how the incorporation of instructional design principles into instruction enhances success in reaching expected learning outcomes. The session begins with a brief overview of learning principles (what is learning and how does it work?) and instruction (how can instruction be designed so that it facilitates learning?). The overview will be followed by a review of a variety of higher education cases, focusing on the nature of the learning in each case and what the instruction might look like. We will end with a debrief session emphasizing how you might go about critiquing and enhancing your instruction to more fully engage your students and help them achieve expected learning outcomes.

Leading an Effective Classroom Discussion? Questions are the Answer

One of the critical features of an active learning environment revolves around students having opportunities to engage in productive classroom discussions about important concepts. Classroom discourse can take on many forms and requires thoughtful consideration and planning by the instructor to be truly effective. This workshop will focus on facilitating effective classroom discussions using a variety of questioning strategies to promote student engagement and while serving as an assessment tool for instructors. Participants will observe a model teaching lesson that highlights various questioning techniques in action, critique a short videotaped lesson segment regarding the instructor's questioning skills, and learn tips for improving their own questioning skills in various instructional situations.

More Than a Post-It: How Detailed Lesson Plans Make a Difference

When you're busy, it's easy to underprepare for teaching sessions. A few bullets on a post-it might seem adequate to "get through" a lesson. Teaching according to our values—including equity, connection, inclusion, accessibility, and other fundamental pedagogical foundations—take more preparation. This session will describe ways to use lesson planning to ensure that all learners can engage and flourish, course outcomes are met, common pitfalls can be (mostly) averted, and your teaching aligns with your intentions for effective and empathetic instruction. Participants are encouraged to have an existing or anticipated lesson plan—even a brief one—in mind during the session.

Navigating Challenges of Diversity in the Classroom

This workshop provides an opportunity to work through true-to-life scenarios related to teaching, diversity, and inclusion. In small groups, participants will role-play reactions to case studies using a framework designed to build equity literacy. Participants apply the framework to various contexts, familiarizing themselves with its steps in preparation for applying it in their teaching practices.

Active Learning: Making the Most of “Lecture” Time

Lecture continues to be the most common mode of instruction in higher education. That doesn't have to be a bad thing! You don't have to full-on “flip your classroom” to make ample use of evidence-based methods for improving student learning. Whether you teach small or large classes, in-person or online, this workshop is intended to build your toolbox of active learning strategies that can be applied across courses, reshaping “lecture” time to center student engagement in the process of learning.

Universal Design for Learning: Advancing the Inclusiveness and Impact of Your Instruction

This workshop will provide individuals new or newer to the UDL principles with foundational concepts and collaborative opportunities for the practical application of UDL in your classroom instruction. Learn why to use UDL, what the UDL lens offers, and how to do UDL. Bring yourself ready to engage.

Assessment for Learning: Engaging Students, Improving Performance

Assessment means more than just testing and grading. Assessment can also be used to engage students and improve their academic performance. For assessment to be effective, it must be grounded in sound instructional design, and aligned with ambitious and specified learning goals. The first part of the presentation will discuss the importance of aligning assessments with course goals, before turning to a discussion of the differences between formative and summative assessment, and how a professor can use feedback to support student development. Ample time will be provided to ask questions, and participants will walk away with practical strategies and a deepened appreciation for the centrality of assessment for effective teaching.

Online and Hybrid Learning: Challenges and Opportunities

Teaching an online course is very different than teaching students face-to-face. Learning to effectively use instructional technologies is part of the challenge. So is interacting with students that you don't see in person. This workshop will explore the unique challenges and opportunities in an online class and will provide strategies for delivering online content, engaging remote students, and creating an online conversation. Also covered will be techniques for assessing online students and methods for providing meaningful and timely feedback.

Appendix B

Certificate in University Teaching Completion

Student's Name: _____ Department: _____

Faculty Teaching Mentor: _____

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

2) Portfolio Contents:

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

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

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

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

PFL Signature

Date

Appendix C

Writing a Teaching Statement

Writing a Meaningful Statement of Teaching Philosophy

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

Reflection Questions to Help You Get Started

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

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

Preparing to Draft

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

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

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

Formatting the Statement

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

Online Teaching Statement Resources

- [Vanderbilt University Center for Teaching](#)
- [UNC Chapel Hill Writing Center](#)
- ["4 Steps to a Memorable Teaching Philosophy,"](#) James Lang, *Chronicle of Higher Ed*, 8/29/10

Appendix D

FPP Participation Summary

Name: _____ Department: _____

Faculty Teaching Mentor (if applicable): _____

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



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

Student Signature Date

Primary Faculty Liaison Signature Date

Appendix E

Departmental Funding Request Form

 print 

Departmental Events FPP Funding Request

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

Contact Name

Contact Email

Sponsoring Department

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

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

When and where will the event or activity occur?

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

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Appendix F



Syracuse University
Future Professoriate Program
Annual Conference
Tailwater Lodge, Altmar, NY
May 17-18, 2023



Wednesday, May 17

- 8:30 a.m. Bus leaves from College Place
- 9:15-10:30 a.m. Check-in (Tailwater Lodge front desk)
- 10:30-11:45 a.m. Welcome (The Barn)
Glenn Wright, The Graduate School, Syracuse University
- Keynote Address: “Know Thyself: Preparing to Succeed on the Job Market”**
John Cawley, Public Policy and Economics, Cornell University
- 12:00-1:00 p.m. Lunch (The Porch)
- 1:00-2:00 p.m. Concurrent Sessions I

Generative AI: Or How I Learned to Stop Worrying and Love ChatGPT (The Barn)
Michael Morrison, Information Technology Services, SU

This presentation aims to explore the potential of Generative AI in higher education. Generative AI is a subset of Artificial Intelligence that enables machines to generate and create content that is similar to what humans produce. The presentation will discuss the advantages of using Generative AI in higher education, including reducing workload for educators, improving student engagement, and enhancing learning outcomes. Additionally, the presentation will highlight potential challenges such as ethical considerations and the need for data privacy.

What to Do When a Reporter Calls: Media Training for Academics (School House A)
Cameron Kline, History, SU

Before joining Syracuse University’s History Department as a PhD student and member of the FPP program, I was a communications professional who regularly held media trainings and offered guidance to externally facing public servants. I will present a media training – with background, tips, and tools – that FPP members can consider as they publicly present their scholarship. My presentation will also explain how the interview process works and how FPP professionals can take advantage of interview opportunities.

How Long Must We Wait? Integrating Public Engagement in Graduate Education (School House B)
Curtis Jewel, Writing Studies, Rhetoric & Composition, SU
Kerry Mess, Communication & Rhetorical Studies, SU
Brice Nordquist, Writing Studies, Rhetoric & Composition, SU

This session will explore common barriers to publicly engaged scholarship, creative work, and teaching for graduate students and offer a range of approaches for negotiating these challenges in the design and implementation of projects and courses that center civic and community engagement.

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

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

Steering Your Best Course to Tenure

(The Barn)

Amy Bidwell and Elizabeth Keida, Health Promotion and Wellness, SUNY Oswego

Join Dr. Elizabeth Keida, assistant professor, and Dr. Amy Bidwell, associate professor and chair of the Health Promotion and Wellness Department at Oswego State University, as they discuss the do's and don'ts of the tenure process. Specifically, Dr. Keida and Dr. Bidwell will provide useful tips and tricks for navigating from junior faculty to tenured faculty. As department chair, Dr. Bidwell will highlight the importance of balancing teaching, research, and service in those crucial first six years.

**It All Counts: Your Peers Discussing Teaching Experiences
and the Development of a Comprehensive Teaching Portfolio**

(School House A)

Linzy Andre, Counseling & Counselor Education, SU
ParKer Bryant, Reading & Language Arts, SU
Cassandra Victoria Guzman, Cultural Foundations of Education, SU
Atiya McGhee, Cultural Foundations of Education, SU
Benjamin Tetteh, Public Communications, SU

As WE prepare for the professoriate, we navigate questions regarding our relevant experiences as doctoral students and what employers are looking for as they hire new faculty. As a panel of your peers (across graduate disciplines), we will lead a candid discussion about the teaching, advising, mentorship, leadership and other experiences that all count. We will discuss our own experiences, demonstrate the ways we incorporated those experiences into our FPP teaching portfolios, and ways to market diverse experiences as we seek our places in the professoriate.

The Golden Rule: Trauma-Informed Care in the Classroom

(School House B)

Leah Dudak, Information Studies, SU

With the ongoing COVID-19 pandemic, we are all tired. How can we create spaces of empathy in the classroom both for our students and for ourselves? Trauma-informed care provides guidance to creating more equitable and empathetic spaces, while also acknowledging that we cannot solve student's problems. We will cover what trauma-informed care is, how it is being used, and how to apply it in your classroom. We all could use a little care.

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

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

Undertaking Sensitive Fieldwork

(The Barn)

Tiantian Zheng, Anthropology, SUNY Cortland

Graduate students undertaking fieldwork for the PhD often face issues related to researcher vulnerability and/or threats to their projects due to unforeseen circumstances. Working in remote locations or with marginalized populations exacerbates these challenges, requiring careful planning and resourcefulness to ensure personal safety and keep the work on track. This talk considers some of the trials and tribulations researchers may encounter and methodologies they can employ, based on the presenter's experience conducting sensitive fieldwork among criminal sectors in postsocialist China.

**Utilizing the Power of Artificial Intelligence (AI) for Writing:
The Case of ChatGPT**

(School House A)

Ibrahim Kizil, Reading & Language Arts, SU

This presentation seeks to underscore the pedagogical advantages of integrating AI-based tools, specifically ChatGPT, into graduate-level writing instruction. The discussion will revolve around introducing and leveraging ChatGPT's advanced capabilities in enhancing the quality of writing through its support in areas such as grammatical accuracy, summarization, and idea generation. The ongoing ethical debates surrounding ChatGPT will

also be addressed, emphasizing the need for responsible use of AI technologies in academic writing. Of particular significance is ChatGPT's potential to facilitate graduate students in their writing endeavors, enabling them to save time, elevate writing standards, and explore innovative research avenues. Thus, this presentation endeavors to promote the adoption of such tools and methodologies by graduate students, aiming to optimize their writing processes and achieve academic excellence.

The Scholarship of Teaching and Learning: Discovering the Research Opportunities in Your Teaching (and Becoming a Better Teacher to Boot!) (School House B)

Michael Smith, History, Ithaca College

In this interactive presentation we will explore some of the ways that becoming a scholar of teaching and learning is quite simply taking the questions we all have about student learning in our classrooms and trying to answer them as a scholar would. The scholarship of teaching and learning (SoTL) provides opportunities to reflect critically on our teaching, resulting in new ways of engaging students in our classrooms. It also can be a fruitful path to peer-reviewed scholarly activity at institutions with higher teaching loads.

4:45-6:00 p.m.	Happy Hour	(River Birch Bar)
6:00-7:00 p.m.	Dinner	(The Porch)
7:30-9:30 p.m.	Live Music from Edgar Pagán's Grupo Pagán Lite	(River Birch Bar)

Thursday, May 18

8:00-9:00 a.m.	Breakfast	(The Porch)
9:00-10:00 a.m.	Concurrent Sessions IV	

Writing Your First Grant Proposal (The Barn)

Melissa Whipps, Office of Research Development, SU

This session will discuss the basics of writing research proposals as a new university faculty member. It will cover how to look for funding opportunities, how to prepare to write your first grants, and where you are likely to be able to get assistance on campus. Examples of early-career opportunities from a variety of funders will be introduced and participants will be given some tips and tricks of the trade to keep in mind when writing their first proposal. This session will be most useful to researchers in STEM fields.

Teach to Support Student Learning in a Social Justice Context (School House A)

Waleed Raja, Mathematics Education, SU

In this talk, we will learn about research-informed teaching practices and moves that support student learning and their implementation in the classroom. I will start by defining social justice classrooms with a focus on mathematics classrooms. Next, I will share findings from a literature review of social justice mathematics classrooms identifying factors that support student learning. The findings about these instructional practices are not specific to mathematics classrooms. They can be applied to any classroom at any educational level. I will provide examples from undergraduate classrooms to help you all visualize implementation in your classrooms. I will discuss how I have used these factors in my classrooms to engage and support student learning as well as how I have observed these being used by other teachers. Join us to learn and share how we can support our students.

Turning Your Dissertation into a Book (School House B)

Deborah Manion, Syracuse University Press

In some fields, the activity indicated in the title may be nonsensical or counterproductive. In others, it may be essential to achieving tenure. This session will address such questions as:

- Is my dissertation topic plausible as a book?
- What will I have to do to make my dissertation into a viable book manuscript?
- How do I go about pitching my project to academic publishers?
- What can I expect as the publication process plays out?

Your guide on these issues is Dr. Deborah Manion, senior acquisitions editor at Syracuse University Press.

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

10:15-11:15 a.m. **Plenary Session: Junior Faculty—The Hidden Curriculum** (The Barn)

David Bozak, Psychology, SUNY Oswego
Mary Jane Curry, Teaching & Curriculum, University of Rochester
Clemmie Harris, History, Utica University

Faculty handbooks, university policies and procedures statements, and tenure and promotion guidelines are all excellent sources of information for new faculty. Then there are the unwritten—and often unspoken—norms and codes that never make it into these documents, but which recent hires ignore at their peril. Join faculty from three very different CNY institutions for a candid exploration of “the things you don’t know you don’t know” about surviving and thriving in higher ed.

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

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

Teaching and Research with Undergraduates: Why You Should Seriously Consider a Career at a Small Liberal Arts College (The Barn)

Emily Ledgerwood, Biology, Le Moyne College

Teaching at a primarily undergraduate institution (PUI) is an often overlooked career path for individuals interested in staying in academia. As a tenured faculty member at a small liberal arts college (SLAC), I will discuss the major differences between faculty positions at R1s versus SLACs, focusing on the benefits and challenges of teaching and doing research with undergraduates. I will end with tips and recommendations for positioning oneself for a successful entrance into the SLAC/PUI job market and beyond.

Navigating Co-Teaching as PhD Students (School House A)

Fasika Melese and Lei Wang, Instructional Design, Development & Evaluation, SU

This presentation will discuss the co-teaching experience among PhD students, highlighting lessons learned from the collaboration. The purpose is to share our co-teaching expertise and the strategies we used to overcome the challenges we encountered. We will discuss co-teaching and show some instructional models. To better prepare the audience and help them adopt and implement some co-teaching practices in their classes, we will introduce co-teaching through interactive questions and share our experience with it, as well as the challenges we’ve faced and how we overcame them.

Misappropriation and Misrepresentation of Research: Strategies for Facing a Growing and Problematic Trend (School House B)

Winn Wasson, Syracuse University Libraries

The good news is that your research got published. The bad news is that a group you have never heard of is now misappropriating or misrepresenting it to push an agenda that neither you nor your actual research conclusions support. This workshop provides strategies to prepare current and budding researchers to face this growing problem in how scholarship is portrayed outside of academia.

12:30-1:30 p.m. Lunch (The Porch)

2:30 p.m. Bus leaves from Tailwater Lodge

Appendix G

Performing Effectively as a TA

Preparing graduate students to teach helps to improve

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

TA Roles and Responsibilities

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

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

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

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

The TA as Teacher

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

The TA as Student and Mentee

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

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