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*Primary Faculty Liaison and  
Faculty Teaching Mentor  
Handbook*

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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 making 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 teaching- and professional-development-related seminars and 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,<sup>1</sup> 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.

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<sup>1</sup> *Chronicle of Higher Education*. Nov. 29, 1989; *U.S. News and World Report*. Oct. 15, 1990.

## 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 CUT 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.

**mid-March (exact deadline varies):** 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 CUT.

**late March (exact deadline varies):** submit CUT completion form (Appendix C) or letters certifying completion to Graduate School for presentation of certificates at CUT award ceremony.

## 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](#) 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.

<b>FPP PARTICIPANT:</b>
<b>Department:</b>

- 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.

<b>FTM/FPP PARTICIPANT MEETINGS:</b>	
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:
Topic/Activity:	Date:

<b>ACTIVITIES/EVENTS:</b>
Date:
Date:
Date:
Date:
Date:
Date:
Date:
Date:
Date:
Date:

\_\_\_\_\_  
FPP Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Teaching Mentor Signature

\_\_\_\_\_  
Date



To Be Completed AFTER Debriefing Meeting:

**OBSERVER'S Comments/Suggestions:**

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)

Most departments/schools also require participation in a certain number of CUT seminars offered by the Graduate School (4-6 out of the 8-seminar sequence is typical); topics include

- course design
- leading classroom discussion
- lesson planning
- active learning
- Universal Design for Learning
- assessment
- teaching online
- the teaching philosophy / crafting a teaching persona

Alternately or in addition, many departments/schools maintain individual CUT requirements related to their own FPP offerings. *The PFL is responsible for ensuring that departmental requirements for the CUT are clearly articulated to participants and to the Graduate School.* Thumbnail descriptions of [department-specific CUT requirements](#) are available online.

Whereas in earlier 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 (exact deadline varies) 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 conventional TAs, 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 FTMs 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, FTMs, 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**

<b>FPP Participant:</b>
<b>Department:</b>
<b>Course Department, Number and Title:</b>
<b>Course Type: (i.e., lab, studio, lecture, class, other)</b>
<b>Number of Students:</b>
<b>Course Description:</b>

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

\_\_\_\_\_  
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. 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) in late March (exact deadline varies)** 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 (304 Lyman 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 TA Program series and/or FPP Topics in Higher Ed series, sponsored by the Graduate School and GSO (8-12 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.

# 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 \$150 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) in mid-March (exact deadline varies)*. 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](mailto: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, 304 Lyman 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. Portfolios are available both in hard copy and online
- ◆ *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 other equipment is available for loan to participating departments.
- ◆ TA Program staff can provide a host of services upon request, including visiting classrooms and conducting follow-up consultations, arranging for videorecording 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 [resources available on the Graduate School website](#) 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 resources and materials are available through the [Preparing Future Faculty](#) website.







## 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

Teaching Philosophy

C.V. or Resume

Other:

Reflective Statements

Student Evaluations

Teaching Materials

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

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

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

\_\_\_\_\_  
PFL Signature

\_\_\_\_\_  
Date

### 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.

## 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](mailto:kioannid@syr.edu); 443-6130).

Permanent mailing address: \_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_



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

**Why and How Blogging Can Make a Difference in Your Career** (Cleveland)

*Luke Perry, Government and Politics, Utica College*

Prof. Luke Perry of Utica College will discuss various considerations in determining whether or not to engage in academic blogging. He will share recent developments in Political Science, and his experiences developing the Utica College Center of Public Affairs and Election Research, to illuminate benefits and challenges surrounding blogging.

**Turning Your Dissertation into a Book** (Delaware)

*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 interactive guide on these issues is Dr. Deborah Manion, Acquisitions Editor at Syracuse University Press.

**Classroom Lectures: From Boredom to Brilliance** (Tepee)

*Elaine Gregory, Teacher Education, Roberts Wesleyan College*

*Peg De Furia, The Graduate School, SU*

Tired of hearing yourself talk? Ever wonder what is *really* happening behind those blank stares? This session will present ideas on how to add some “zing” to lecture classes by introducing different teaching styles and strategies to keep your students interested and involved in the learning process.

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

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

**Acing the Conference, Phone, or Skype Interview** (Cleveland)

*David Bozak, Psychology and Computer Science, SUNY Oswego*

Your CV and other application materials made the initial cut. But so did around 15 other people's. Before they invite you to campus, the search committee wants to put a face, or at least a voice, to your name. You have 30-60 minutes—in a hotel room, conference hall booth, or over a phone line or fiber-optic cable—to convince them that in addition to looking strong on paper, you're the sort of person they want as a colleague and would make a good fit with the department and institution. What are they going to ask? What are the best ways to prepare? How much should you talk? Is that one guy even awake? In this session, we'll cover the basics of first-round interview protocol, what the search committee wants to see from you, and how to make the kind of impression that gets you a ticket to campus. We'll also talk about how some savvy questioning of your own can help you size up the institution and the position on offer.

**Teaching at a Community College: What Is It Really Like?** (Delaware)

*Nicole McDaniels, Biology, Herkimer College*

Dr. Nicole McDaniels, Assistant Professor of Biology at Herkimer College and an FPP alumna, will share her experiences as a full-time faculty member at a community college. She will discuss the benefits, drawbacks, opportunities, and challenges associated with working at a community college, and she will describe a typical semester working at a community college, including faculty research potential. Also an Adjunct Instructor at SUNY Polytechnic Institute, a 4-year college, Dr. McDaniels will compare and contrast her 2-year and 4-year college teaching experiences.

## Stress/Worry/Anxiety: The Enemy Within

(Tepee)

*Peg De Furia, The Graduate School, SU*

*Elaine Gregory, Teacher Education, Roberts Wesleyan College*



Are project deadlines, family issues, health concerns, financial problems and an exhaustive workload getting you down? While these external stressors may be detrimental to the body, let us not forget about internal apprehensions that many graduate students will likely experience in their quest for a terminal degree—such as negative self-talk, pessimism, perfectionism, self-doubt, and a lack of flexibility, which may lead to enhanced states of anxiety and could result in

depression. The good news is ... not all stress is bad. This session will address physical and emotional effects of stress and provide practical stress reduction techniques ... as long as you promise not to fall asleep!

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

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

7:00-8:15 p.m. **Communication at the Speed of Thought: Improv Skills for the Ivory Tower** (Cleveland)  
*Jeff Kinsler, Salt City Improv*

As an academic you'll need to be able to think on your feet in a variety of unpredictable situations, from conference encounters to the dreaded campus interview. The same improvisational skills that make for great comedy can help you excel in these unforeseeable moments. In this entertaining and interactive workshop, Salt City Improv founder and manager Jeff Kinsler will introduce you to simple improv techniques that can help you put your best foot forward—not in your mouth. Share laughs a-plenty while learning to harness the power of spontaneity.

8:30 p.m. Screening: *Starving the Beast* (dir. Steve Mims, 2016) (Cleveland)

Released last September, this documentary examines the ongoing power struggle on college campuses across the nation as political and market-oriented forces push to disrupt and reform America's public universities.

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## Friday, May 19

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

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

**Technology Tools to Support the Academic Job Search** (Cleveland)

*Michael Morrison, Information Technology Services, SU*

Finding an academic job is harder than ever. This presentation will describe different technologies and online tools that can assist with this process. Search and find job openings; customize your application materials; deliver a killer presentation. Technology can help you with all of these.

**Scaffolding a Syllabus for Maximum Impact** (Delaware)

*Jennifer King, Human Development and Family Science, SU*

This session will use lessons learned from teaching undergraduates at Syracuse University to show how, even in college, students benefit from “scaffolded” learning. Following a brief introduction to principles of cognitive development drawn from the work of psychologist Lev Vygotsky, participants will learn how to scaffold a syllabus and will have the opportunity to brainstorm ways to scaffold learning in their own subject areas.

**What They Didn't Tell You: The Politics of Professional Service in the Academy**

(Tepee)

*Herb Ruffin II, African American Studies, SU*

Faculty teach and do research. And then there's “service”—a category that varies enormously in nature (institutional, disciplinary, community) and importance from institution to institution. An assistant professor's

service record rarely makes, but can sometimes break, a tenure bid. This discussion-format session, led by African American Studies chair Herb Ruffin, will consider such issues as the differential impact of service obligations on minority faculty, how to avoid falling prey to institutional politics in your service roles, and ensuring that your service activities are recorded as such for tenure and promotion purposes.

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

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

**Deans Dish the Dope: Senior Leaders Dissect the State of Higher Ed**

*Kellie Bean, Academic Affairs, Hartwick College*

*Paul Griffin, Liberal Arts, Morrisville State College*

*George Justice, Liberal Arts and Sciences, Arizona State University*

With one foot in the world of the faculty and one in the world of institutional administration, academic deans are well positioned to offer insight on the mysterious “inner workings” of college and university administrations. In this facilitated discussion, deans from three very different institutions will open a window on how colleges and universities operate — the external and internal pressures brought to bear on administrations, how institutions respond to these challenges, how key issues in higher ed are playing out across the sector, and what this all means for the next generation of faculty.

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

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

**Cool Technologies for Engaging Learners: Invigorate Your Teaching, Invigorate Your Courses, Invigorate You**

(Cleveland)

*Jeffrey Fouts, iSchool Faculty Center for Teaching and Learning, SU*

Learn about some new, refreshing ways to engage your students with your course content using technologies that are available today. The technologies are free, easy to use, no registration required for students and/or a combination of all three. If you are looking for some new ideas for classroom engagement, both online and face-to-face, this is the session you have been waiting for.

**Finding and Succeeding in a STEM Postdoctoral Position**

(Delaware)

*Miriam Gillet-Kunnath, Chemistry, SU*

*Lori Newman, Biology, SU*

*Rebecca R.G., Mathematics, SU*

Facilitator: *Stephanie Wyatt, Women in Science and Engineering, SU*

Discussion will include tips on how to find and apply for a postdoc, how to shape a postdoc proposal that will distinguish you as a burgeoning researcher, how to utilize your network for success, and strategies to get the support you need during your postdoc, such as peer mentoring. Women in Science and Engineering (WiSE) Program Specialist, Stephanie Wyatt, will facilitate the panel and provide you with resources and information regarding the postdoc search and experience.

**To Be or Not to Be a Parent in Graduate School:  
Is Work–Family Balance a Myth in an Academic Career Path?**

(Tepee)

*Ying Zhang and Kamala Ramadoss, Human Development and Family Science, SU*

A paradox that many graduate students face is that the prime career-building years are also the prime family-building years. Once you have committed your 20s and 30s to graduate study, teaching, and research, can you simultaneously become a parent and start building a family? This session presents challenges that most future professors will face and discusses ways to avoid academic pauses, gaps, and detours while being a parent. Drawing on recent research in family science, we will suggest how to balance work and family in graduate school and the early years on the tenure track.

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

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