



Workshop Series for Junior Faculty
School of Education, 1007 West Building, Hunter College

Workshop Agenda
Tuesday, January 8, 2008

10:00 – 10:10 a.m.

INTRODUCTION

10:10 – 11:05 a.m.

REVISITING TOPICS FROM DAY 1 AND DAY 2

Group Discussion – Discussion will be based on the participants’ progress in (as posted on the discussion board):

- developing a circle of advisors and professional networks
 - updating and improving CVs
 - submitting grant proposals and journal articles
 - developing effective and efficient teaching methods
 - balancing work responsibilities and managing time
 - preparing tenure or promotion packets
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11:05 – 12:05 p.m.

DEPARTMENTAL GOVERNANCE: ENSURING A VOICE FOR WOMEN AND MINORITIES

Read – “Power, effectiveness, and gender” (Valian, 2006) and “Ensuring a voice for minorities” (GEP 2007)

Pre-workshop Activity: Come prepared to the workshop to talk about the areas and/or activities in your department where you think the most gender and/or minority issues occur, backed by specific examples (with names etc. omitted so as not to identify anyone), along with productive strategies to deal with the issues raised

11:05 – 11:35 p.m.

Presentation: “Departmental governance” by William Sweeney

11:35 – 12:05 p.m.

Group Discussion – Large group discussion based on the readings, presentations and pre-workshop activity.

12:05 – 12:15 p.m.

Break

12:15 – 1:00 p.m.

NEGOTIATING AUTHORSHIP CREDIT

Read – “Get the credit you deserve” (Dingfelder, 2006), “Reflections on determining authorship credit and authorship order in faculty-student collaborations” (Fine & Kurdek, 1993) and “A few words on authorship credit” (Miami, 2005)

Pre-workshop Activity – Ask a fellow colleague for a “war story” regarding authorship credit. Have you ever been a victim of or a spectator to authorship abuse? If so, was it an instance of “gift authorship,” where an individual who does not meet authorship criteria is included in the by-line, or an instance of

NEGOTIATING AUTHORSHIP CREDIT (Cont'd...)

“ghost authorship,” where an individual’s name is left off the list despite substantial contribution to the research or writing of the article? How was the situation handled? Can you think of alternative ways the issue could have been dealt with?

If you have a personal experience in which you were required to negotiate authorship with a colleague, please come prepared to discuss it. What were some of the issues at stake? For example, was it clear who would be the principal author? Did you have difficulty determining whether certain work on the project (e.g., data analysis, editing and revising the paper) merited authorship? With your current knowledge about negotiation, how would you handle the situation differently now? Come prepared to discuss your stories with the group.

12:15 – 12:30 p.m. Presentation – “Negotiating authorship credit” by Tracey Revenson

12:30 – 1:00 p.m. Group Discussion – Discuss lessons learned from pre-workshop activity and presentation.

1:00 – 2:00 p.m.

Lunch Break

2:00 – 2:45 p.m.

STUDENT AND ASSISTANT MANAGEMENT

Read – “Setting up your lab and beginning a program of research” (Zacks and Roediger, 2004)

Pre-workshop Activity – If, at the beginning of your work with a student, you discuss you and your student’s expectations and responsibilities, you may be able to avoid some common management problems. Writing down everyone’s expectations and responsibilities at the beginning of a project should help you determine ahead of time where expectations could be in conflict. By reviewing that document periodically, you should be able to address issues before they get out of hand. You may want to put this in writing or even have a contract. Although a contract may be hard to do with graduate students, it might help you choose serious undergrads and could be the basis for an independent study syllabus. Create a list of concrete expectations and responsibilities for a student or research assistant, such as: hours per week, flexibility of hours, working during exam periods, nature of final product, basis for the grade and that it won’t necessarily be an A or B. Please bring the list to the workshop and use it as a guide for the discussion.

2:00 – 2:15 p.m. Presentation – “Student and assistant management” by Steve Suib

2:15 – 2:45 p.m. Group Discussion – Discussion based on pre-workshop activity and presentation.

2:45 – 3:40 p.m.**SELF-PRESENTATION AND BUILDING A NATIONAL REPUTATION**Read – “Vita voyeur” (Roediger, 2004).

Pre-workshop Activity – Ask a colleague 5-10 years ahead of you who you consider to be successful, well-known, or a good self-presenter for a copy of his or her CV. This should be a person who has achieved a position, award, or status that you aspire to. Think of this CV as a guidebook for self-presentation and compare it to your own. What suggestions for you does it have to offer? Are there particular professional activities you should be engaging in (e.g., organizing conference panels, running for an elected position in your professional society)? Are there particular agencies or organizations you should be seeking grant money from? What concrete ideas can you gather from comparing your CV to your colleague’s? Bring a copy of this colleague’s CV as well as a copy of your own CV to the workshop.

2:45 – 3:00 p.m.Presentation – “Self-presentation and building a national reputation” by Virginia Valian**3:00 – 3:25 p.m.**

Activity – Work with a partner to construct a concrete plan to increase or improve your self-presentation based on the ideas you collected from your colleague’s CV. Your plan should include at least one goal that is both tangible and feasible and enough details so that you could actually make significant progress toward the goal over the next 6 months.

3:25 – 3:40 p.m.Report Back – Discuss lessons learned from activity.**3:40 – 3:50 p.m.***Break***3:50 – 4:45 p.m.****CAPITALIZING GAINS AND MAXIMIZING PROGRESS DURING THE SUMMER**Read – “Capitalizing gains and maximizing progress during the summer” (Williams & Valian, 2004)

Pre-workshop Activity – Talk with at least one person whose work habits and productivity you admire. Ask them how they structure their summer. Your goal here is not to find someone you can emulate. It is to learn what strategies people use to have a happy and productive summer so that you can devise your own strategies. When you talk with them, keep the following questions in mind.

- I. How do they structure their day?
 1. Do they writing the morning and leave afternoons and evenings free for other activities?
 2. Do they devote certain days or weeks to work while leaving others for free time?
- II. Where do they work?
 1. Do they work at home? What do they find challenging or helpful about working at home?
 2. Do they work at their office?
 3. Do they work at a summer place?

CAPITALIZING GAINS AND MAXIMIZING PROGRESS DURING THE SUMMER (Cont'd)

- III. Do they take work with them when they travel? If so, how do they schedule time for work and travel activities?
- IV. How do they balance work with their other activities and responsibilities (e.g. visiting relatives)?
- V. With whom do they talk about their work during the summer? Research assistants in their labs? Colleagues at their home institution or another institution?
- VI. Did they develop any strategies that we unsuccessful?

3:50 – 4:15 p.m.

Activity – Identify one major writing project you want to accomplish by the end of the summer (e.g., submit a journal manuscript). Working with a partner, divide the project into 4-5 subtasks and set tentative dates by which to complete each. Use the subtasks as a guide to determine the time and resources you need to complete the entire project.

1. What resources will each subtask require?
2. Does the task require materials or facilities that are only available in a specific place?
3. Are there subtasks that you can work on while you travel? For example, while it is feasible to take a large chunk of reading with you to visit relatives, it may not be practical to complete a complex data analysis while you are away from critical materials (e.g., the necessary computer program).
4. How much time will each subtask require?
5. Anticipate what could go wrong and thus require more time than you initially planned.

4:15 – 4:45 p.m.

Group Discussion – Discuss lessons learned from activity.

4:45 – 5:00 p.m.

Evaluations – Please complete evaluations before leaving.
