



Workshop Series for Junior Faculty
1203 East Building, Hunter College

Workshop Schedule of Activities and Discussion
Friday, February 22, 2008

10:00 – 10:30 a.m. WELCOME AND INTRODUCTIONS

10:30 – 11:15 a.m. DIVERSITY IN ACADEMIA

Read: “Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities” (Stanley, 2006)

Presentation by Virginia Valian

11:15 – 11:40 a.m. CIRCLE OF ADVISORS

Read – “Becoming your own best mentor: Selecting a mosaic of mentors” (McCauley & Martineau, 1998)

Pre-workshop Activity – Complete “*Building an advisor mosaic*” handout. While working on the advisor mosaic think about the following questions:

1. What additional needs do you have? Think broadly about who can fulfill those various needs.
2. How might you be able to help some of the people you have listed as advisors?

11:15 – 11:25 a.m. Presentation – “Importance of developing a circle of advisors” by Annemarie Nicols-Grinenko

11:25 – 11:40 a.m. Discussion – Based on pre-workshop activity and presentation

Developing and maintaining a circle of advisors

1. How should your circle of advisors change as your needs change?
2. What do you think is most successful for keeping relationships with advisors effective?

Post-workshop Activity – Using the ideas presented in the discussion, write down a concrete plan to add at least one more person to your circle of advisors: draft an e-mail, plan a phone call, or rehearse an introduction at an upcoming meeting. ***Post your plan or questions about formulating your plan on the Workshop Series Fall 2007 discussion board – <http://bb.hunter.cuny.edu/>***

11:40 – 11:50 a.m. *Break*

11:50 - 12:30 p.m.**TIME MANAGEMENT**

Read –“Learning to work” (Valian, 1977) and “Solving a work problem” (Valian, 1985)

11:50 – 12:05 p.m.

Presentation – “Learning to work” by Virginia Valian

12:05 – 12:30 p.m.

Discussion –Large group discussion on working productively: hours vs. pages; trouble getting started or working consistently; using other people as aids; having allies.

12:30 - 1:10 p.m.**TEACHING EFFICIENTLY AND EFFECTIVELY**

Read – “Tips for teaching effectively and efficiently” (Miami & Tobery, 2004) and “Fairness in the classroom” (Whitley et al, 2000).

Pre-workshop Activity

- Pick three suggestions from the tips list that you would like to incorporate into your teaching. [We suggest this tip as one of your three: At the start of each class, present an outline of what you will cover and refer back to this throughout the lecture.] Come prepared to discuss your ideas.
- Research on teaching suggests that the attention span of students ranges from 10-30 minutes, with most estimating 15-20 minutes. Consider preparing your lectures as a series of 10-15 minute mini-lectures that are separated by activity breaks (discussion of current events, summary, group work, mini-experiment, quiz, brainstorming exercise, etc.). Think about how you can break up an upcoming lecture into mini-lectures and what interactive activities you can include. Come prepared to discuss your ideas with the group.

12:30 – 12:50 p.m.Activity

Divide into pairs and discuss the best way to implement the improvements you would like to make to your teaching.

12:50 – 1:10 p.m.Report Back

Discuss lessons learned from activity

1:10 – 2:10 p.m.***Lunch Break***

2:10 – 2:55 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?
- 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?

2:10 – 2:30 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.

2:30 – 2:55 p.m.

Group Discussion – Discuss lessons learned from activity.

2:55 p.m. – 3:45 p.m.	RESEARCH, TEACHING, AND SERVICE
	<u>Read</u> – “The academic marathon: Controlling one’s career” (Taylor & Martin, 2004).
2:55 – 3:10 p.m.	<u>Presentation</u> – “Balancing your responsibilities at work” by Virginia Valian
3:10– 3:20 p.m.	<u>Q & A Session</u>
3:20 – 3:35 p.m.	<u>Activity</u> – Identify one imbalance in how you manage your responsibilities at work that you would like to change (e.g., having only 4 hours a week of solid writing time, spending 3 hours a night preparing for class, etc.). Working in pairs, generate at least one <u>concrete</u> solution to help each person in the pair better balance his or her responsibilities at work.
3:35 – 3:45 p.m.	<u>Report Back</u> – Discuss lessons learned from activity.
	<u>Post-workshop Activity</u> – Think about how you balance teaching, research, and service responsibilities. Which do you value most? Do you commit as much time to this as you’d like? Why or why not? Of research, teaching, and service, which does your department value most? Is this also what you commit most time to? Why or why not? What changes do you want to make? <i>Post your ideas or questions on the Workshop Series discussion board, available at: http://bb.hunter.cuny.edu/</i>

3:45 – 3:55 p.m. *Break*

3:55 – 4:50 p.m.	TENURE AND PROMOTION
	<u>Read</u> – “Preparing tenure and promotion dossiers” (GEP, 2005), “Curriculum vitae – Research emphasis” (Reis 2000) and “The basics of science CV’s” (Reis 2000)
	<u>Pre-workshop Activity</u> – Having an up-to-date and well-formatted and well-presented CV is very important during the tenure and promotion processes. If your institution requires a specific CV format that is distinct from one that is used in your discipline, it is a good idea to have two versions of your CV, one in each format. Update (or create a second version, if applicable) both versions of your CV, and come prepared to discuss it.
3:55 – 4:25 p.m.	<u>Presentations</u> – “Preparing CVs” by Annemarie Nicols-Grinenko (<i>10 mins</i>) and “Tenure and promotion” by Vita Rabinowitz (<i>20 mins</i>)
4:25 – 4:50 p.m.	<u>Q&A Session</u>

TENURE AND PROMOTION (Cont'd...)

Post-workshop Activity - Generate 3 concrete plans to strengthen your tenure package. Make a timeframe to accomplish these goals. Remember that publishing your work is the most important thing that you can do. ***Post your progress on the Workshop Series discussion board.*** Consider the following:

1. How long do you have before your next review and which projects can you plan to publish work on during that time?
2. Do you have a research plan for the next 5 years? Do you have someone on your board of advisors with whom you can discuss this?
3. What indicates the impact of your research? How can this be strengthened?
4. Who will you suggest as external reviewers? What can you do now to ensure they are familiar with your scholarly work?
5. Have you written a teaching statement? When was the last time you updated it?
6. Have you:
 - a. Contributed to department needs?
 - b. Updated and innovated the curriculum?
 - c. Mentored undergraduate, masters, and doctoral students?
7. What professional organizations and activities are you interested in and how can you be more involved?

4:50 – 5:00 p.m.

Evaluations – Please complete evaluations before leaving.
