



Workshop Series for Junior Faculty
1203 East Building, Hunter College

Workshop Agenda
Friday, March 14, 2008

10:00 – 10:10

INTRODUCTION

10:10 – 11:00 a.m.

ATTENDING CONFERENCES

Read – “Attending conferences” (Valian 2007)

10:10 – 10:30 a.m.

Presentation – “Making the most of attending conferences” by Suparna Rajaram

10:30 – 11:00 a.m.

Discussion – Large group discussion based on reading and presentation.

Post-workshop Activity – Attending conferences is a great way to be known in your discipline. The next time you present at or attend a conference consider the networking techniques and strategies presented at the workshop and in the reading. *Post your conference experiences, suggestions, and any questions you may have on the Workshop Series discussion board, available at: <http://bb.hunter.cuny.edu/>*

11:00 a.m. – 12:15 p.m.

SPEAKING AT PROFESSIONAL CONFERENCES

Read – “Tips and strategies for public presentations” (Williams, 2003) and “Nuggets on effective presentations” (Nicols-Grinenko, 2003).

Pre-workshop Activity – Review the public speaking skills and tips provided in the readings. Develop a 3-minute “opening” to a talk on one project you are currently working on. The talk may be anything from a 20-minute conference presentation to a 45-or 60-minute colloquium. We suggest that you have a specific presentation in mind. Remember that your goals are to capture the audience’s attention, to state only the main points of your work, and explain why the research is important. Consider your audience to be a broad group of scientists who are *not* specialists in your area. Come prepared to present this opening during the workshop. Everyone will present her opening to the group and receive feedback on their public speaking style.

11:00 – 11:10 a.m.

Presentation – “How to give constructive feedback” by Virginia Valian

11:10 – 12:00 p.m.

Activity – Each person will give their 3-minute “opening” followed by 2 minutes of feedback from the group.

12:00 - 12:15 p.m.

Discussion – Lessons learned from activity.

12:15 – 1:15 p.m.
Lunch Break

1:15 – 2:20 p.m.
TENURE AND PROMOTION

Read – “Preparing tenure and promotion dossiers” (GEP, 2005), “Curriculum vitae – Research emphasis” (Reis 2000) and “The basics of science CV’s” (Reis 2000)

Pre-workshop Activity – 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.

1:15 – 1:45 p.m.

Presentations – “Preparing CVs” by Annemarie Nicols-Grinenko (*10 mins*) and “Tenure and promotion” by Vita Rabinowitz (*20 mins*)

1:45 – 2:20 p.m.
Q&A Session

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?
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2:20 – 3:45 p.m.
GRANT WRITING

Read – “Grant writing tips” (Valian, 2006) and “Tips for writing proposals” (Rice 2005)

Hand-Out – Helpful Links (GEP 2007)

(Grant Writing Cont’d on next page...)

2:20 – 3:00 p.m.	<u>Presentations</u> – “National Science Foundation and National Institutes of Health” by Virginia Valian, “Writing the grant” by Derrick Brazill
3:00 – 3:45 p.m.	<u>Group Discussion</u> – Large group discussion based on the readings and presentations.

3:45 – 3:55 p.m.	<i>Break</i>
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3:55 – 4:45 p.m.	NEGOTIATION AND ENTITLEMENT
	<u>Read</u> – “Tips for effective negotiating” (Williams and Valian, 2003)
3:55 – 4:10 p.m.	<u>Presentation</u> – “Negotiation and entitlement at work” by Virginia Valian
4:10 – 4:30 p.m.	<p><u>Activity</u> – Break into pairs and role-play a negotiation between a faculty member and department chair. First, read the assigned scenario and discuss the negotiation with your partner. Consider what the chair’s position on the issue might be and how you can either address those concerns in order to negotiate more effectively, or how you can create a solution that is mutually beneficial. Decide the best way to conduct the negotiation. When and how will you approach the chair? How will you raise the subject of the negotiation? How will you respond if the chair initially denies your request or seems unwilling to negotiate, etc.? Report back to the larger group on what you came up with.</p> <p>Scenario:</p> <p>The chair has asked you to teach a 200-level course with 45 students. Because the department is trying to put more of an emphasis on writing, the course requirements must include at least one paper no shorter than 5 pages in length as well as 2-3 short essay assignments. You have just started a new research project and teaching a class of this size with a writing requirement will significantly reduce the amount of time you will have for your work. In addition, there are other faculty members available to teach the course, and you were hoping to teach a smaller upper level course related to your new research project.</p> <p><i>About the chair:</i></p> <p>The chair has recently been extremely busy handling increasing demands from the administration regarding revisions to the curriculum, organizing the search for 2 new hires, and establishing a new mentoring program for honors students. In addition, the chair has had a hard time engaging the faculty’s help with these tasks as well as filling the seats on standard departmental committees (e.g., the grade appeal committee). The last 2 faculty members to ask the chair for special consideration on an issue or a favor have had their requests refused.</p>
4:30 – 4:45 p.m.	<u>Report Back</u> – Discuss lessons learned from activity.

4:45 – 5:00 p.m.	<u>Evaluations</u> – Please complete evaluations before leaving.
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