



Workshop Series for Junior Faculty
President's Conference Room, 1700 East Building, Hunter College

Workshop Agenda
Friday, October 12, 2007

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 Virginia Valian

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. – 12:30 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 – 12:15 p.m. Activity – Each person will give their 3-minute “opening” followed by 2 minutes of feedback from the group.

12:15 - 12:30 p.m. Discussion – Lessons learned from activity.

12:30 – 1:30 p.m.***Lunch Break***

1:30 – 2:15 p.m.**NEGOTIATION AND ENTITLEMENT**Read – “Tips for effective negotiating” (Williams and Valian, 2003)**1:30 – 1:45 p.m.**Presentation – “Negotiation and entitlement at work” by Virginia Valian**1:45 – 2:00 p.m.**

Activity – 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.

Scenario 1:

After a year in a cramped office much too small to accommodate the small group meetings you conduct with your students, you learn that a larger office will soon be made available to your department. As it is closer to the lab you and your students use, this office would be especially convenient. The chair has not yet assigned the office, but you know that several other faculty in your department have already expressed interest in it.

Scenario 2:

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.

About the chair:

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.

2:00 – 2:15 p.m.Report Back – Discuss lessons learned from activity.

2:15 – 2:25 p.m.***Break***

2:25 – 3:25 p.m.**PUBLISHING AND HANDLING REJECTION**

Read – “Dealing with the rejected article” (Guillou & Earnshaw, 2000) and “Handling journal articles that receive a revise-and-resubmit or rejection decision” (GEP 2007)

2:25 – 2:50 p.m.

Presentation – “Successful publishing and handling rejection” by guest speaker (Lynn Francesconi)

2:50 – 3:25 p.m.

Group Discussion – Recall the most recent paper or grant proposal that was rejected or received a revise-and-resubmit judgment. Then consider the following:

1. Were the comments made by the reviewers constructive? If so, what made them constructive?
2. Were any of the comments made by the reviewers particularly unhelpful? If so, what made the comments unhelpful?
3. In the materials you read for the workshop, which suggestions were particularly useful?
4. Imagine that a respected colleague received the rejection or reviews that you did. What suggestions would you give him or her?

Post-workshop Activity – When preparing a grant proposal or journal article for submission consider the techniques outlined in the readings and presented at the workshop. Were some particularly useful? Were some particularly unhelpful? Do you use any strategies that you would like to share? *Post your ideas, comments and questions on the Workshop Series discussion board, available at: <http://bb.hunter.cuny.edu/>*

3:25 – 4:50 p.m.**GRANT WRITING**

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

Hand-Out – Helpful Links (GEP 2007)

3:25 – 4:05 p.m.

Presentation – “National Science Foundation and National Institutes of Health” by Virginia Valian

4:05 – 4:50 p.m.

Group Discussion – Large group discussion based on the readings and presentations.

4:45 – 5:00 p.m.

Evaluations – Please complete evaluations before leaving.