



Teaching Conference for
Management Educators

**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Only one document should be submitted

Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Navigating the Transition to Professor: Reflections on First-Year Teaching
Keywords: career transitions, mindfulness, listening

This session aims to help participants navigate becoming a professor by sharing experiences and identifying peers and practices in support of this transition. Two new faculty will begin by reflecting on their experiences in navigating this transition, including their successes, challenges, & utilized resources. Participants will then engage in breakout discussion groups to further consider these topics in relation to their own careers. Finally, presenters will discuss how their research around mindfulness and listening reveals some practices that may help to reduce stress and build positive relationships during the transition to becoming a professor.

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Our learning objectives are:

1. To help graduate students and new faculty members identify potential opportunities and challenges with making the transition to becoming a professor with significant teaching responsibilities.
2. To help participants develop a peer group that may provide mutual support as they navigate the transition to becoming a professor.
3. To expose participants to emerging concepts and practices, including mindfulness and listening, that may help to build positive relationships and reduce stress while becoming a full-time faculty member.

The transition to becoming a faculty member can be challenging, and may entail less-than-desirable performance and well-being for some duration. Our session is intended to help reduce the difficulties and stress associated with this transition. We will offer our experiences in managing this process, including our successes and challenges, to help participants anticipate and successfully manage associated issues. Finally, we will close with discussion of how we have integrated our research interests - mindfulness and listening - into specific practices that have helped us navigate the transition by

helping to build positive relationships and reducing stress (Dutton & Heaphy, 2003; Good et al., 2016).

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

1. Presenters will discuss their experiences becoming a faculty member with substantial teaching responsibilities, including their successes, challenges, and utilized resources. (15 mins)
2. Presenters will facilitate breakout discussion at tables, based on topics discussed in the presentation that are most meaningful to participants. Participants will share their thoughts, questions, and concerns, etc. (10 mins)
 1. Presenters will facilitate discussion among participants regarding how to effectively manage various aspects of the transition to becoming a professor. (15 mins)
 2. Tables will report out and engage in collective discussion. (10 mins)
3. Presenters will discuss emerging topics on navigating the transition to becoming a professor, drawing on their research on mindfulness and listening at work. They will describe how mindfulness and listening have helped them to manage the transition, and offer a few suggested practices that may benefit participants (10 mins).

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

Our session is a close fit with the conference theme, as it directly aligns with one of the desired submission areas: "Understanding how the role of the educator changes through his/her career and how best to navigate these changes." One of the biggest transitions faced by management educators occurs during the transition from graduate student to professor. The transition requires a shift from an almost exclusive focus on research to one that demands balance across teaching, research, and service simultaneously. Despite the vital importance of this transition, there is far less support for management educators to develop their teaching competence at the graduate school level than there is for research competence. By creating an event allowing for discussion of key experiences regarding this transition, along with fostering development of peers and practices supporting this shift, we aim to help emerging management educators navigate the changing currents in their own careers.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

We have not submitted the work in this proposal anywhere before. Because our session aims to help young educators graduate students navigate the transition to the professoriate, we see it as particularly well-suited for this conference and this year's theme. Our own recent experiences in becoming full-time teachers has have sensitized us to the challenges of this experience, and they drive us the opportunity to help guide others in managing this transition successfully. Further, we hope to translate our research on emerging management topics - mindfulness and listening - to practical guidance for emerging management educators. We hope it will help attendees develop their teaching acumen, which is the core objective of OBTC.

References

- Dutton, J. E., & Heaphy, E. D. 2003. The power of high-quality connections at work. In K. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), ***Positive organizational scholarship: Foundations of a new discipline***: 263–278. San Francisco: Berrett-Koehler.
- Good, D. J., Lyddy, C. J., Glomb, T. M., Bono, J. E., Brown, K. W., et al. 2016. Contemplating mindfulness at work: An integrative review. ***Journal of Management***, 42(1): 114–142.