

**Syracuse University  
Office of Academic Affairs  
Curriculum Vitae Update Form  
Calendar Year 2021**

Please complete:

Name (First, Last):	Jennifer, Flad
Department:	Sociology
College:	Maxwell School

In describing your activities over **calendar year 2021**, reflect on how they have contributed to the University's mission and vision.

*Tab to move from cell to cell.*

*If you need additional rows, click the last cell in the last row and press "Tab."*

**I. Teaching Contribution (Spring 2021 and Fall 2021)**

Semester	Course	Enrollment
Spring 2021	Soc 101	75
Spring 2021	Soc 101	75
Spring 2021	Soc 101	150
Fall 2021	Soc 101	75
Fall 2021	Soc 101	75
Fall 2021	Soc 101	75

- (a) Improvements in teaching and learning, curriculum, or course design, including new course preparation or significant revision from previous offering; participation in programs or conferences related to teaching; program or course assessment:

Obviously, this year, I needed to modify my course to first be fully online via zoom. I taught a live zoom lecture course in the spring. But I also had to create a simultaneous Asynchronous course to assist those who were not in the same time zone or for those who were ill. This required a lot of time to strategize how best to do this fairly and how to keep track of attendance, this was quite time consuming. In the fall, I transitioned to in person classes, but I also needed to create asynchronous lectures and assignments to make sure to accommodate those who were ill or exposed. So basically, I taught or prepped two separate classes both semesters.

- (b) Advising students; thesis or dissertation supervision; additional student mentoring (graduate or undergraduate), including informal work with students or student groups; methods for assessing and improving your effectiveness:

I always work hard to help my teaching assistants. I usually have brand new graduate students working with me and I work hard to mentor them around teaching, grading, technology and dealing with student issues. I spend a lot of time assisting, providing guidance and examples and meeting with my graduate students to walk them through different activities, or how to use blackboard, or how to use a rubric. This is a big part of my job and I enjoy doing it.

For undergraduates, due to the nature of the content of my introduction to sociology course, I get a lot of interest from younger students about how to become a sociology major or minor and how to get involved with activities and programs related to social justice issues. I meet with students and help guide them around these interests every semester. Again, this is one of my favorite parts of my job.

- (c) Recognition and awards for teaching or advising, including any evidence of teaching effectiveness:

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**II. Research, Creative and Professional Activities**

- (a) Work published, patents issued, recitals and exhibitions during calendar year 2021:

*If you need additional rows, click the last cell in the last row and press "Tab."  
Please use the list below for type and status of these activities.*

Types of activities\*

- Book
- Peer reviewed Book Chapter
- Non-peer reviewed Book Chapter
- Peer reviewed journal article
- Non-peer reviewed journal article
- Publicly engaged scholarship\*\*
- Presentation (use date to indicate status)
- Patent
- Other (specify)

Status

- Published
- In press
- Forthcoming
- Submitted
- Under contract
- In progress
- Other (specify)

\*\* As described in Section 2.34 of the [Faculty Manual](#)

Type	Status	Title and Bibliographic information Include any information you wish regarding activities to explain their importance, the prestige of the journal or venue, the roles of multiple authors, etc. Provide an Internet web address link to your work if one is available.

- (b) Recognition of published works:

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(c) External sponsorship:

List projects with funding that were submitted, pending, active, declined, accepted in calendar years 2019 or 2020 or 2021 on which you were the principal or co-principal investigator. Check all appropriate boxes for each year. Any listed project may appear in each year where applicable.

*If you need additional rows, click the last cell in the last row and press "Tab."  
Please use the list below to indicate the status of the project.*

Status

- Submitted
- Pending
- Active
- Declined
- Accepted

Project Title	Sponsoring Agency	Status	Amount	PI (Co-PI)	Project Dates

**III. Service to Department, College, University, Profession and the Community**

Indicate any faculty mentoring relationships. List departmental, college, and university positions or committees, and indicate the extent and character of your work. Describe professional and community activities related to your work as a faculty member. This may include activities such as editorial boards, peer review committees, invited lectures, hosting of visitors and research professors, and conference papers not listed previously.

One of the things I was able to do to assist my department this year was to step in and take over for a TA who dropped out suddenly right before the Fall 2021 semester. The department was really in a bind, we couldn't find a replacement and the semester was about the start. I taught Friday discussion sections (3 sections of 25) each Friday, prepped the new material, graded all of the assignments for that section.

#### **IV. Contributions to Equity, Diversity, Inclusion, and Internationalization**

Please use the space below to describe, or provide detail regarding, activities undertaken to foster equity, diversity, inclusion, internationalization, international knowledge and perspective, and global engagement (i) in the classroom or other learning environments; (ii) in your research, creative work, or outreach; (iii) in University governance, including committee work; and/or (iv) in your discipline or field. Some examples include: using technology that allows students to ask questions and participate in class discussion asynchronously and anonymously in order to foster equity and inclusion; arranging for an international scholar to complete a visiting lectureship in your department or school; working with a local, regional, or national organization to increase participation of members of marginalized groups in learning and career opportunities. Include any professional development completed in support of these activities and list any recognition(s) received for your work. To learn more about the University's commitment to these areas, please visit the University's Diversity and Inclusion website at [diversity.syr.edu](http://diversity.syr.edu) and the Academic Strategic Plan section on Internationalization at [fastforward.syr.edu](http://fastforward.syr.edu).

Enter detail here:

I have always attempted to create an inclusive atmosphere in my courses. I teach huge lectures with a range of students. Some are there because it is a requirement, most are from majors outside of sociology. I have attempted to create a syllabus with diverse perspectives and authors of a variety of identities and ideologies. I try to create a safe space for conversations. With the spring 2021 course, I had over 300 students on zoom, coming from all kinds of places and time zones. I worked hard to coordinate the technology (and issues with technology and access) as well as new criteria to help assist international students who have never taken a class like this. Lots of students were dealing with depression and having a difficult time with the online environment, I tried to meet with students regularly on zoom and check in and help clarify and motivate them. I allowed quite a bit of flexibility in my class due to these challenges my students were facing (mostly freshmen who were already culture shocked with the first year and also facing the pandemic and illness for themselves and their families). Lately, I have altered the course around the Covid 19 pandemic in a variety of ways. First, I have noticed there is a lot of anxiety around in person learning and I have tried hard to accommodate all kinds of learners. I have pre-recorded lectures that I post for those who may have a harder time hearing me with a mask on or who can't attend due to illness or exposure or fear. I have created and offered attendance substitutions to be sure that those who aren't in person are not excluded from the ability to be successful in class.

#### **V. Impact of COVID-19**

Please describe how your work has been affected by the COVID-19 pandemic. Description of impact should be as concrete and specific as possible, demonstrating the difference between how your work was progressing in early 2020 (January and February 2020) compared to the present. For each realm of responsibility (teaching, research, and service), summarize changes in practice that affected productivity or otherwise altered the trajectory of your prior work, including but not limited to:

- Opportunities to demonstrate innovation and creativity;
- Modifications or increases to workload, activities or approaches;
- Canceled or delayed events, activities or work products, including delays in peer-review and publication;
- Reduced access to facilities, locations, personnel or partners;
- Opportunities to address emergent issues related to the pandemic and/or

- Invisible service to sustain departmental or other operations or to support individual students.

In addition, you may elect to address personal circumstances that affected overall productivity (e.g., increased caregiving demands) as well as other observed effects on productivity that may fall outside of specific realms of responsibility. Adding information about personal circumstances is entirely optional.

Enter detail here:

On top of the extra work I mentioned above (creating---pretty much a dual class, recording lectures, recording myself on video giving directions, and creating and grading alternative assignments for those who can't be in class), I have also been impacted by Covid in a variety of ways. First, in the Spring of 2021, I designed all new Zoom lectures and redesigned how I conducted the course (as we all did). In the Fall of 2021, one of my TAs had to drop out a few days before the semester began. Because of the state of things and the last-minute decision, we could not find a new TA. The department asked me (and gave me some additional pay) to take over those responsibilities. I had to create lesson plans for all Friday discussions for one of my 75 student sections and I graded all of the papers and exams in that section on top of my advising and mentoring of my other two (amazing) TAs. This was a huge challenge for me to come in on an additional day of the week and to create all new material (and alternative assignments for those who couldn't attend discussion sections) and grade so much more for the whole semester. I was happy to help the department, but I was always caring for my two children in elementary school at home. They were both home several days of the week doing homeschool during the past year and I took on that work on top of everything else. It was a difficult year, but I felt that I created a productive and flexible environment for the students.