



Syracuse University  
Future Professoriate Program  
**Annual Conference**  
White Eagle Conference Center, Hamilton, NY  
May 17-18, 2012



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**Thursday, May 17**

8:15 a.m.	Bus leaves from College Place	
9:30-10:30 a.m.	Check-in	(White Eagle Lodge)
10:45-11:45 a.m.	Large Group Session <b>Welcome</b> <i>Glenn Wright, The Graduate School, Syracuse University</i> <b>Keynote Address:</b> "Unsinkable III" <i>David Bozak, Psychology and Computer Science, SUNY Oswego</i>	(Cleveland I)
12:00-1:00 p.m.	Lunch	(Lodge)
1:00-2:00 p.m.	Concurrent Sessions I <b>Online Teaching</b> <i>Michael Morrison, ITS, SU</i>	(Cleveland I)

At some time in your teaching career, you may be asked or volunteer to teach and online class. How do you know if this is right for you? What skills are necessary to succeed in online teaching? This presentation will describe strategies to help you succeed in teaching an online class, including how to engage and evaluate students online.

<b>The First-Generation Student: Addressing Roadblocks to Persistence and Attainment</b> <i>Jonathan Damiani, Teaching and Leadership, SU</i> <i>Alecea Standlee, Sociology, SU</i>	(Cleveland II)
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The purpose of this presentation is to increase awareness around some common problems first-generation students face in the academy, and introduce creative interventions that other colleges have developed for solving these problems, in order to facilitate a discussion about how issues of class play out in the classroom. Our objective is to help future professors across disciplines develop academic and social supports for first generation students. We at the academy are responsible for removing the barriers that prevent first generation students from earning their degrees, and for closing the achievement gap that exists in universities nationwide.

<b>International Perspectives on U.S. Graduate Education</b> <i>Yahui Si, LLL, SU</i> <i>Sozen Ozkan, LLL, SU</i> <i>Haruka Higa, LLL, SU</i> <i>Boke Nduati, Reading and Language Arts, SU</i>	(Delaware)
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The United States boasts the world's most extensive system of graduate education and by far the largest number of international graduate students. Increasingly, academic and other professional positions in many countries are filled by people who received their graduate training in the U.S. This session offers four perspectives on the global role of U.S. graduate education. Current graduate students from China, Turkey, Japan, and Kenya will discuss why and how they came to study in the U.S., their original expectations and current impressions, and the effects of a migratory graduate population on the educational system and culture of their home countries.

2:00-2:15 p.m.	Break	
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2:15-3:15 p.m.

Concurrent Sessions II

**Working at a State School**

(Cleveland I)

*Donna Stuccio, Criminal Justice, Onondaga Community College*  
*Anne Englot, Architectural Studies and Design, Morrisville State College*  
*David Bozak, Psychology and Computer Science, SUNY Oswego*

There is an excellent chance that your future employer is some form of state school. Yet the experience of faculty within the state system can vary just as dramatically as these institutions' size, scope, and purpose. In this session, faculty from three different kinds of SUNY schools will discuss the roles of their institutions within the broader context of public higher education, the working conditions for faculty, and the academic and professional environment generally.

**Assessment in a Globalized Classroom: How to Respond to and Grade Domestic and International Students Equitably**

(Cleveland II)

*Santosh Khadka, CCR, SU*

US college classrooms are globalized by an unprecedented convergence of international students from across the world and a diverse body of domestic American students. Yet many instructors still take "standard" English, academic writing conventions, and the dominant American culture as normative in our classrooms, despite the students who come to us trained in different writing conventions and accustomed to speaking different languages. This presentation addresses the question of assessing the globalized classroom fairly and equitably. Instructors and TAs will receive practical, hands-on suggestions for evaluating and providing feedback to international students in a way that honors the differences they bring to the classroom and inspires them to succeed, without doing injustice to domestic American students.

**Extra Credit: "To Give or Not to Give?" – That Is the Question!**

(Delaware)

*Peg De Furia, The Graduate School, SU*  
*Elaine Gregory, Education, Roberts Wesleyan College*

Whether a two- or four-year institution and no matter which discipline, offering extra credit in college courses continues to be a point of contention for many teachers and administrators. This session considers various pros/cons, existing practices, and several points of view on this seemingly ubiquitous, yet debate-provoking topic.

3:15-3:30 p.m.

Break

3:30-4:30 p.m.

Concurrent Sessions III

**Online Teaching**

(Cleveland I)

*Michael Morrison, ITS, SU*

At some time in your teaching career, you may be asked or volunteer to teach an online class. How do you know if this is right for you? What skills are necessary to succeed in online teaching? This presentation will describe strategies to help you succeed in teaching an online class, including how to engage and evaluate students online. (Repeats the 1:00 session.)

**Publishing for Grad Students: If, When, and Where**

(Delaware)

*Glenn Wright, The Graduate School, SU*  
*James Houglund, Chemistry, SU*

On a competitive job market, solid publications never hurt, and indeed are essential for serious consideration in many cases. However, academic journals and other publication venues vary widely in prestige, visibility, and time to publication. Moreover, preparing and revising manuscripts for publication can devour precious time and significantly impact progress to degree. This session will assist you in weighing these factors and thinking strategically about your publishing options in the context of your graduate program and career goals.

**Creative Research Relationships: Professional Development and Arts-Based Research**

(Cleveland II)

*Jonathan Damiani, Teaching and Leadership, SU*  
*Laura Reeder, Arts Education, SU*

Supportive working relationships across disciplines may benefit from arts-based research (ABR) methods. Critical and creative perspectives can be formed by engaging in ABR for interdisciplinary dialogue and for collaborative thesis

development. This presentation introduces contemporary uses of ABR to an audience that stands to benefit as researchers and instructors, by helping them develop alternative understandings of the valuable work they do. We will demonstrate ways that arts-based methods help qualitative and quantitative researchers become more reflexively aware of their own approaches to research. We will also engage participants in activities that will exemplify just a few ways in which ABR can be used for creating professional relationships between researchers across disciplines. Finally, we will describe how ABR has manifested itself in our own work and that of leaders in the field.

4:30-4:45 p.m. Break

4:45-6:00 p.m. **Collaborative CV Review** (Cleveland I)  
*Rosanne Ecker, Career Services, SU*

A participatory review of CVs (submitted prior to White Eagle) designed to glean a few tips from each CV reviewed that you can apply to improving your own document. Please submit your CV to Glenn Wright by Friday, May 11.

4:45-6:00 p.m. Happy Hour (Tepee)

6:00-7:00 p.m. Dinner (Lodge)

7:00- ? **Games Night** (Tepee)  
**Movies** (Cleveland I)

## Friday, May 18

8:00-9:00 a.m. Breakfast (Lodge)

9:00-10:00 a.m. Discipline-Specific Groups (various locations)

10:00-10:15 a.m. Break

10:15-11:15 a.m. Large Group Session (Cleveland I)  
**Mentoring Across the Spectrum**  
*Everyone!*

SU's Graduate School Press is developing a book project on the mentoring continuum as it extends from graduate school through tenure. This workshop is intended to help set the agenda for that publication. Through a combination small- and full-group discussion, we'll explore some thorny mentoring scenarios, consider structural and institutional factors affecting the mentoring relationship, and brainstorm ways to promote an academic culture conducive to both student and faculty success.

11:15-11:30 a.m. Break

11:30-12:30 p.m. Concurrent Sessions IV (Cleveland I)  
**Digital Humanities: What Is It?**  
*Angel Nieves, Digital Humanities Initiative, Hamilton College*  
*Janet Simons, Digital Humanities Initiative, Hamilton College*

In recent years, few scholarly developments in the humanistic fields have enjoyed the explosive growth or generated the excited buzz of the "digital humanities." Like the technologies they employ, though, the various practices falling under this umbrella are constantly and rapidly evolving. What "counts" as research and teaching in the digital humanities? Will it be an engine of job creation for humanists, and what will those jobs look like? The directors of Hamilton College's Digital Humanities Initiative will describe the state of play and their own efforts in the field, speculate about where the movement is headed, and offer advice about how future faculty can position themselves for the digital future.

### **Getting the Most Out of a Poster Presentation**

(Teepee)

*Kristi Andersen, Political Science, SU*

This session will help you think about how to prepare a “poster” for a professional conference. It’s not a paper, it’s not a talk, it’s not your 7<sup>th</sup>-grade science project. How can you summarize and present your research attractively and engagingly, and use the opportunity to network with other scholars in your area?

### **Grading College Work – What about Those Gray Areas?**

(Delaware)

*Elaine Gregory, Education, Roberts Wesleyan College*  
*Peg De Furia, The Graduate School, SU*

Ever wonder how the professor came up with that nebulous grade? This session will offer tips and strategies for designing a clearly written and fair grading system.

12:30-1:30 p.m. Lunch

1:30-2:30 p.m. Concurrent Session V

### **SU Certificate Programs**

(Cleveland I)

*Catherine Gerard, PARCC, SU (CAS in Conflict Resolution)*  
*Jill Hurst-Wahl, iSchool, SU (CAS in Digital Libraries)*  
*Amanda Brown, LLL, SU (CAS in Language Teaching)*  
*Keli Perrin, INSCT, SU (CAS in Security Studies)*  
*Ken Lavender, iSchool, SU (CAS in Cultural Heritage Preservation)*

Do you have any area of significant scholarly or vocational interest outside your formal degree program? A Certificate of Advanced Study (CAS) can expand your career options or preempt questions about your qualifications in a desired area of specialization. Regardless of your home field, your status as a matriculated SU graduate student makes you eligible to pursue a wide range of certificate programs, typically involving 12-15 credits of coursework. Representatives of some of SU’s most popular and/or widely applicable CAS programs will review requirements and discuss how and for whom these credentials are advantageous.

### **Lecture Busters**

(Cleveland II)

*Barbara Fought, Newhouse School, SU*

Your students are programmed by TV for a commercial break every 8 minutes. Research shows after 15 minutes of lecture their comprehension fails. So you want to shake things up, but how, exactly? This session will cover proven strategies for engaging students, busting up lectures and eliciting active learning. Come and share your own “it worked for me” teaching techniques.

### **The Expanded Job Search for PhDs: Getting to Know Your Skills, Values and Interests**

(Delaware)

*Rosanne Ecker, Career Services, SU*

Whatever your career goals, it’s useful to take the time to reflect on yourself and the things that are meaningful to you. This is an often-neglected part of the job search, yet a very important part, because people who are happiest in their work are marked by having a good fit between their skills, values, and interests and the work they do. This participatory workshop will provide you with the means to assess your skills, values, and interests, and to brainstorm with each other out-of-the-box work that you would be suited for outside of academia.

2:30-2:45 p.m. Break

2:45-3:00 p.m. Closing Remarks

(Lodge)