



Syracuse University
Future Professoriate Program
Annual Conference
White Eagle Conference Center, Hamilton, NY
May 15-16, 2014



Thursday, May 15

- 8:15 a.m. Bus leaves from College Place
- 9:30-10:30 a.m. Check-in (White Eagle Lodge)
- 10:30-11:45 a.m. **Welcome** (Cleveland I)
Glenn Wright, The Graduate School, Syracuse University
Keynote Address: "The Internationalization of Higher Ed: Implications for Faculty"
Jason Lane, Educational Administration and Policy Studies, University at Albany
- 12:00-1:00 p.m. Lunch (Lodge)
- 1:00-2:00 p.m. Concurrent Sessions I
- Getting Students to Click In** (Cleveland I)
Barbara Fought, Broadcast and Digital Journalism, SU

One way to promote student interaction in the classroom is to use audience response systems, such as clickers or phones, for answering multi-choice questions, sharing opinions and generating discussion. During this session you will try out two software systems, Poll Everywhere and Turning Point. You'll hear about how and when to use them, pros and cons of each system, and the experiences of faculty and students who have used them. Bring your phone; clickers provided.

- Working in a Unionized Environment:
What a Faculty Union Can Do for Academics** (Cleveland II)
Jamie Dangler, Sociology/Anthropology, SUNY Cortland

Jamie Dangler, Vice President for Academics at United University Professions, the union that represents 35,000 academics and professionals at 29 State University of New York campuses, will discuss working as academics in a unionized environment. Topics will include contract protections, negotiating financial support for research and other professional activities, the union as a forum for problem-solving, and union involvement in political advocacy to support funding, legislation, and policies that support higher education.

- Embodied Pedagogies?: Bodily Bridges and Barriers in the Classroom** (Delaware)
Lindsey Frank, English, SU
Peter Katz, English, SU
Melissa Welshans, English, SU

Which bodies matter? How embodied are we? How embodied should we be? Using martial arts, feminism, and class theories, this panel interrogates possibilities of embodiment in teacher-student interactions.

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

2:15-3:15 p.m. Concurrent Sessions II

Postdocs: How to Get One, What to Expect (Cleveland I)

Shekar Mekala, Chemistry, SU
Christine Holmes, Postdoctoral Studies, Cornell
Theresa Lopez, Philosophy, Hamilton College

In many (primarily STEM) fields, the postdoctoral fellowship is an expected career stage and necessary preparation for faculty job-seekers. In others, postdocs represent one form of opportunity to be weighed alongside tenure-track, non-tenure-track, and adjunct appointments. A panel of current postdocs will share their experiences and offer guidance on such topics as applying for postdocs, distinguishing good opportunities from less-good ones, how a postdoc differs from grad school, the “teaching postdoc,” and deriving maximum career advantage from a postdoc appointment.

Connecting Research to Teaching (Cleveland II)

Craig Martin, Religious Studies, St. Thomas Aquinas College

Your faculty career is likely to involve greater teaching responsibilities than SU faculty face. Successfully balancing research and a heavy teaching load is a difficult task. Is it possible to publish while teaching 4 courses a semester? This session will offer suggestions and strategies for negotiating a heavy teaching load, such as how to connect course design to research projects, how to leverage teaching experience into writing projects (such as pedagogy pieces), and how you might persuade your institution to provide course release or otherwise facilitate your research efforts.

Teaching Multicultural Classrooms (Delaware)

Martha Garcia-Murillo, Information Studies, SU

As the number of international students continues to increase in the US and at Syracuse University, we find ourselves facing some difficulties integrating and taking advantage of the backgrounds and experiences of these students. The challenge stems from the different expectations that each of them brings to the classroom, which can lead to misunderstandings and disappointment for both faculty and students. This session will focus on common problems (lack of participation, voluntary social isolation, lack of English culture or full competence in English, and plagiarism, among others) that arise when working with a diverse population of students. We will consider the research behind these common problems and strategies you can use to ameliorate them. Come prepared to share your own solutions!

3:15-3:30 p.m. Break

3:30-4:30 p.m. Concurrent Sessions III

Finding Mentors in a Networked World (Cleveland I)

Sharon Alestalo, Women in Science and Engineering (WiSE), SU

The information and knowledge required to be professionally successful is no longer readily available from one person or group, thus expanding the nature of mentoring, the role of mentors, and the number of mentors one may have. In this **90-minute** (3:30–5:00) workshop, you will learn how to identify relationships and proactively build connections that will help you weave a network to support your career plan and ultimate success.

Taking Teaching to the Next Level with Basic Counseling Skills (Cleveland II)

Alan Miller, Counseling and Counselor Education, SU
Jaime Castillo, Counseling and Counselor Education, SU

Basic counseling skills can help you take your classroom discussions from good to great. In this session, students from the Counseling and Counselor Education PhD program will teach you basic counseling skills that will profoundly impact how you teach. You will have opportunities to role-play classroom scenarios and practice your skills, and will leave knowing how to change your classroom culture with a few easy tricks.

Forms and Practices of Interdisciplinarity

(Delaware)

Steve Sawyer, Information Studies, SU

Interdisciplinarity is typically fashionable in higher education. It is also easy to talk about, but harder to do. It is very difficult to do well. To do interdisciplinary work requires disciplines and all that they provide. In this session we will talk through four generic approaches to pursuing interdiscipline – rhetorically, as a traveler, as an expatriate (or settler), and as a dual citizen – and discuss the practices these reflect.

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

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

7:00- 9:00 p.m. **InterviewCraft, or The Faculty Draft** (Cleveland I and various locations)
Scott Nicholson, Information Studies, SU

What kind of faculty environment is right for you? This transformative game, facilitated by iSchool professor and Because Play Matters game lab director Scott Nicholson, invites you to consider how your own academic profile aligns with the priorities and cultures of several different institutions.

Friday, May 16

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

9:00-10:00 a.m. **Concurrent Sessions IV**

Visualizing Your Research with Geographic Information Systems (GIS) (Cleveland I)

John Olson, Research and Scholarship, SU Libraries

Research can take many forms but how you present it can make a big difference in how your research is understood. GIS is a software tool used across all subject disciplines. It allows scholars to visualize their research by constructing, combining and analyzing various data sets with geospatial layers simultaneously to provide new insights into questions about the human and natural worlds we inhabit. This session will introduce you to the world of GIS. You will see what makes GIS work, identify different types of GIS currently available, types of data needed, where to find it, and understand what GIS can do for your research.

Engaging East Asian Students in the Classroom

(Cleveland II)

Sinan Chu, Political Science, SU

Sunghee Cho, Political Science, SU

Discussion is essential to most social science/humanities courses. Open debate and challenging each other's arguments, however, is not a regular component in most East Asian students' classroom experience. While students from East Asia are by no means uninterested in expressing themselves or engaging in debates, they may not always be comfortable doing so in classroom settings. Given the increasing number of students from East Asia, engaging those students and encouraging them to join discussion are important to classroom success. In this presentation, two East Asian graduate students will introduce ways to communicate with East Asian students in the classroom. We will examine characteristic modes of thinking and behavior patterns, and explore techniques of conversation, question-posing, and feedback-giving that most effectively encourage East Asian students to fully engage in class discussion.

Looking Ahead to the Job Search: Planning and Considerations

(Delaware)

Bronwyn Adam, Faculty Development, SU

Searching for your first academic job can be daunting. Thinking strategically about the kind of institution you want to join and connecting with people who can help you get the interview are key activities for a successful search.

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

10:15-11:15 a.m. Plenary Session (Cleveland I)

FPP Alumni/ae Roundtable

Tamika Carey, English, University at Albany
Kristen Munger, Counseling and Psychological Services, SUNY Oswego
Nicole McDaniels, Biology, Herkimer College
Craig Martin, Religious Studies, St. Thomas Aquinas College

SU doctoral grads and currently employed academics discuss life after FPP and compare notes on such matters as the job search, the grad-student-to-faculty transition, institutional cultures, defining your professional identity, work-life balance, the road to tenure, and more.

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

11:30-12:30 p.m. Concurrent Sessions V

The Flipped Classroom: Myth and Reality (Cleveland I)

Michael Morrison, Online Learning Services, SU
Bronwyn Adam, Faculty Development, SU

“The Flipped Classroom” is widely used to describe any class structure that provides prerecorded lectures that the students view outside of class, followed by in-class exercises. But the concept of the flipped classroom is neither new nor a single model of online content delivery. This presentation will explore the larger concept of the flipped classroom and its connection to other concepts such as active learning, student engagement, and hybrid course design using instructional technologies.

Breaking the “Dumb Jock” Stigma (Cleveland II)

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

By word order, the term collegiate “student-athlete” should identify an individual enrolled in an institution of higher education who participates in an organized sport sponsored by that institution. However, since the NCAA has transformed collegiate athletics into big business, those who are selected to represent their school, with or without benefit of a sport scholarship, find themselves with a lot more responsibility than simply carrying a full load of credits. A myriad of daily mandatory sport-related sessions – early morning weight training, afternoon practices, training room activities, video reviewing, various meetings, team meals and study table – leave very little time to fulfill academic duties ... and this does not even include home or travel dates, regular or post-season play. This session will focus on strategies, in and out of the classroom, that can help these “students first, athletes second” succeed.

Research in the Community (Delaware)

Iara Mantenuto, Languages, Literatures, and Linguistics, SU

Fieldwork is part of many disciplines, but how do we establish a profitable and lasting collaboration with a community for our research? In this presentation we will discuss how to look for people in a community, ask for their help, earn their trust and simplify what we are doing to make it easy for them to understand. The workshop will offer guidance on how to start your fieldwork and what skills and tools you need to prepare for it.

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

2:30 p.m. Bus leaves from White Eagle Lodge