



**Syracuse University
Future Professoriate Program
Annual Conference**
White Eagle Conference Center, Hamilton, NY
May 14-15, 2015



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

Plenary Session: 10 Tips for Getting That Academic Job

Barbara Fought, Broadcast and Digital Journalism, SU

Respondents:

M. Gail Hamner, Religion, SU

Jeffrey Karson, Earth Sciences, SU

Rebecca Schewe, Political Science, SU

Ten tips that will help you present yourself better during your search for an academic job. You will hear from senior professors who've served on search committees and sat through dozens of job talks and interviews, as well as junior faculty who have recently been through the job-search wringer. We'll cover the CV, the interview, the job talk and teaching presentation.

- 12:00-1:00 p.m. Lunch (Lodge)
- 1:00-2:00 p.m. Concurrent Sessions I
- Teaching with Mobile Devices** (Cleveland I)
Michael Morrison, Online Learning Services, SU

Mobile learning seeks to utilize the unique capabilities of mobile devices to make course materials available to students wherever they are and to create new kinds of learning experiences. Mobile learning is not just shrinking your course onto a phone – it is about creating new opportunities for students to use their mobile devices to create new kinds of learning interactions.

Thinking and Teaching Critically about Diversity (Cleveland II)

Kimberley L. Davidson and Nicole E. Conroy, Child and Family Studies, SU

In this presentation we will discuss diverse identities, such as race, ethnicity, and gender, and will offer suggestions for facilitating classroom discussions related to these sensitive topics. Utilizing critical race and feminist theories, the presenters will offer perspectives that encourage critical thinking as opposed to passive avoidance of issues connected to diverse identities in the classroom.

Get Funded! Practical Tips for Writing a Compelling Grant Application (Delaware)

Trish Lowney, Office of Research, SU

Whether you're in the humanities, the sciences, or a mathematician, this session will provide you with specific activities designed to help you write winning grant or fellowship applications. In addition to the why, what, who, how and when of proposal development, we'll explore the notion that successful proposals are not developed in isolation, but rather created with the support and advice of many others. *You are not alone – there's lots of help out there for the asking!*

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

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

Teaching Multicultural Classrooms

(Cleveland I)

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!

Collaborative Learning

(Cleveland II)

Andreea Mascan, German Studies, Cornell

Looking for ways to integrate group work into your classes? This workshop explores some of the benefits of using collaborative learning strategies across disciplines. The participants will have the opportunity to share their experiences with collaborative learning as well as to reflect on what strategies would best fit with their learning goals and meet their students' needs.

Engaging Undergraduates in Research as Graduate Students and New Faculty Members

(Delaware)

Matthew Mulvaney, Child and Family Studies, SU

Increasingly, colleges and universities are expecting new faculty to develop research programs that actively involve undergraduate students. Involving undergraduate students confers benefits to the faculty, the students, and the institution. This presentation will discuss approaches to involving students in research in a mentorship model. This presentation will specifically focus on how graduate students might engage with undergraduate researchers, leverage this advantage in academic job searches, and extend such research programs into the pretenure years.

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

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

Publishing in Graduate School: Myths and Reality

(Cleveland I)

David Bozak, Psychology and Computer Science, SUNY Oswego

You need publications to be competitive on the job market—except you really should focus on getting the dissertation done. Publishing from your dissertation serves as the academy's "thumbs up" on your project—but then you won't be able to get your book published. Counting publications is how the hiring committee moves you to the "interview" pile—unless it's a teaching-intensive school, in which case they'll reject you as too research-focused. This session considers the contradictory advice grad students often receive about publications, helping you think about publishing in the context of your graduate program, discipline, and career goals.

Active Learning

(Cleveland II)

Nirav Patel, Natural Resources, Cornell

How can you involve students more fully in classroom activities? We will explore ways to encourage active engagement with course content, emphasizing three core ideas: the conceptual basis and importance of active learning in the classroom; techniques and activities for active participation; and incorporating active learning into future teaching endeavors.

Humor in the Classroom: If All Else Fails – Make 'Em Laugh!

(Delaware)

Peg De Furia, The Graduate School, SU

Elaine Gregory, Teacher Education, Roberts Wesleyan College

They say, there is a time and place for everything. However, in olden days, a display of hilarity in the classroom was considered neither the appropriate time, nor the proper place. Times have changed and while many remember the

old schoolmarm—pointer in hand that was often used for discipline and not just indicating something of interest on the chalkboard—research has shown that being so strict and stringent all of the time neither helps students learn nor proves beneficial to the stress levels of all involved parties. Now teachers find themselves changing things up a bit—“acting” their way through lessons to keep the class interesting and engaging. After all, the attention spans of students today are more closely attuned to the average time between television commercial breaks!
HAHAHAHAHA—(did I say that out loud)?

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

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

7:00- 8:30 p.m. **Con Job: Stories of Adjunct and Contingent Labor** (Cleveland I)
Megan Fulwiler and Jennifer Marlow, English, College of Saint Rose

Screening and discussion of this 2014 documentary exploring the realities of the academic labor system. Filmmakers Megan Fulwiler and Jennifer Marlow teach composition and rhetoric at the College of Saint Rose in Albany.

Friday, May 15

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

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

Creating and Tailoring an Online Teaching Portfolio for the Academic Job Market (Cleveland I)
Leigh M. Tolley, Instructional Design, Development, and Evaluation, SU

Participation in FPP can be a great asset in academic job applications as a line on your CV, but your teaching experiences can be what really set you apart from the pack. What is the best way to share what you’ve done, either as a TA, in FPP, or in other institutions or even fields? In this session, we’ll discuss the benefits of online teaching portfolios both at SU and on the job market. Topics will include organization of materials, summarizing and presenting course evaluations, and sharing your portfolio with the appropriate audiences.

Developing Writing Partnerships: Collaborations toward Research, Writing and Publication (Cleveland II)
Brent C. Elder and Michelle L. Damiani, Special Education, SU

In connection with graduate students’ needs for academic professionalization, this session is intended to describe the collaborative research and writing process developed between the presenters during their doctoral study. Their collaboration has led to doctoral publication and conference presentation opportunities that will continue into their careers. Attendees will have the opportunity to learn about one particular approach to collaborative writing and ask questions of the presenters.

The Road to Tenure: Winding, Bumpy, with Off-Ramps... (Delaware)
Chaise LaDousa, Anthropology, Hamilton College

You will go on the market in the last year of your dissertation and get a tenure-track job at your dream school, where you will stay until you retire. In a word: unlikely! Those in STEM will require at least one postdoc, while similar probationary apprenticeships (lectureships, visiting appointments, etc.) have fast become the norm in other fields. Switching employers while on the tenure track is likewise common. FPP alum Chaise LaDousa explores these realities with reference to his own path to a tenured professorship at Hamilton College.

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

10:15-11:15 a.m. **Plenary Session: The Future(?) of the Liberal Arts** (Cleveland I)
David Bozak, Psychology and Computer Science, SUNY Oswego
Ken Valente, Mathematics and LGBTQ Studies, Colgate University
Jason Antrosio, Anthropology, Hartwick College

While never entirely static, the liberal arts curriculum has been at the heart of the higher educational enterprise for generations, and widely regarded as foundational to both “the college experience” and the perpetuation of a capable

democratic citizenry. Now, a host of factors (e.g., state de-funding and the student debt crisis, changing student demographics, a proliferation of consumer-oriented higher ed delivery models) conspire to unravel the liberal arts fabric, as witnessed by declining majors, the elimination of degree programs or entire departments, a shift in funding and curricular offerings toward professional programs, the rollback or restructuring of core requirements, etc. Faculty members discuss how their respective institutions are responding to these challenges, and what they portend for future faculty.

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

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

Creating Your Own Peer Mentoring Group

(Cleveland I)

Melissa Green, Mechanical & Aerospace Engineering, SU

Heather Coleman, Biology, SU

Sarah Hall, Biology, SU

Tara Kahan, Chemistry, SU

Anne Rauh, SU Libraries

Ellen Daniell's book, *Every Other Thursday: Stories and Strategies from Successful Women Scientists*, describes a long-term peer mentoring group based on the idea that "by pooling our shared experiences and collective wisdom we at the university could empower ourselves to succeed professionally within the existing academic structure while at the same time providing critical emotional support to one another." Inspired by this effort, a group of junior faculty and staff in STEM decided to constitute a peer mentoring group at SU. Members of the group have found it so beneficial to their professional and personal success that they have begun sharing their experiences in hopes of encouraging others to start their own groups. Developed by psychologists, the design and format of the peer mentoring group discussed in this session is applicable across disciplines.

How to Do Public Scholarship that Leads to Grants and Publications

(Cleveland II)

Frank Ridzi, Sociology, Le Moyne College, and Central New York

Community Foundation

Applied research has been a trending thought since Ernest Boyer first theorized the scholarship of application (scholarship of engagement) in 1990. In this he saw the potential for a form of academic pursuit that benefited the community beyond the walls of academia. However, as with the scholarship of teaching, institutions of higher education are often ambiguous about the value of this pursuit as compared with more conventional peer-reviewed publishing. In this session we share strategies for successfully engaging community leaders and fellow faculty in community-centered scholarship, examining the case of CNYVitals.org.

Diverse Faculty and the Tenure Track

(Delaware)

Shana Gadarian, Political Science, SU

Herb Ruffin, African American Studies, SU

Michael L. Norris, Health and Physical Education, SU

For many years, the higher ed sector as a whole has been concerned with rectifying demographic imbalances in its tenure-track and tenured faculty, including underrepresentation of racial and ethnic minorities, persons with disabilities, and, in many fields, women. At the same time, diverse faculty face many challenges that can impede their progress under an unforgiving tenure clock. These may include heightened demands regarding student advisement and committee service; the effect of student bias on course evaluations; the absence of a suitable role model or a disproportionate imperative to be one; the fear of being categorized as a single-issue scholar; expectations of activism or of serving as a "spokesperson"; feelings of isolation and tokenism; and the perception that their successes are due to preferential selection. In this session we explore these realities and their implications for grad students and postdocs pursuing faculty careers.

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

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