



**Syracuse University  
Future Professoriate Program  
Annual Conference  
White Eagle Conference Center, Hamilton, NY  
May 16-17, 2019**




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**Thursday, May 16**

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- 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)

*Glenn Wright, The Graduate School, Syracuse University*

**Plenary Session: Tailoring Your Research Agenda to Different Institutions**

*Jeanette Altarriba, Interim Dean, Arts and Sciences, University at Albany  
Nathan Goodale, Associate Dean of Faculty, Arts & Sciences, Hamilton College  
R. Bruce Mattingly, Dean, Arts and Sciences, SUNY Cortland*

Well-positioned faculty/administrators from a doctorate-granting university, a masters-granting comprehensive regional institution, and a liberal arts college discuss what they are looking for in a new hire’s research agenda. Learn how you can describe your research plans in ways that seem appropriately ambitious given the variability in resources and faculty responsibilities at different kinds of institutions.

- 12:00-1:00 p.m. Lunch (Lodge)
- 1:00-2:00 p.m. Concurrent Sessions I

**Avoiding Predatory Publishers: Making Smart Choices for Your Career** (Cleveland)

*Emily Hart, Science & Engineering Librarian, SU Libraries*

Where you choose to publish and present your research can have a huge impact on your career. Learn Techniques for finding high-quality places to publish, heighten awareness about common practices of predatory publishers, and dispel myths related to predatory publishing and open access. Leave feeling informed and confident about your publishing choices!

**Seeing the Social in the Sciences** (Delaware)

*Heather Waymouth, Reading & Language Arts, SU  
Sule Aksoy, Science Teaching, SU*

Climate change. Technological innovations. Immunizations. The “hard” sciences are influenced by social forces and have far-reaching social impacts. Yet we often teach them as a series of principles, formulas, and theories to be consumed and taken as the way things work. In this session, we will explore how focusing on socio-scientific issues in STEM teaching creates motivating opportunities to think critically, apply learning, and gain an understanding of the nature of science.

**A Multisensory Approach to Student Engagement** (Tepee)

*Xue Dong, Environmental & Forest Biology, SUNY ESF*

Have you experienced the scene of student yawning while you teach? Have you seen students staring at their phones instead of following you? Do they seem not to be interested in your lecture? Inspired by the popular multisensory approach, this workshop will explore how to use hands-on activities to fuel your instruction. Learn how to attract and maintain audiences’ attention and motivate them to learn more by activating multiple senses.

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

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

**What We Talk about When We Talk about “College Ready”** (Cleveland)

*Kellie Bean, Dean of Academic Affairs, Hartwick College*

Having earned degrees at R1’s, our pedagogical models are likely our professors—high-achieving academics/researchers who have been teaching high-achieving graduate students. After graduation, however, most academics teach somewhere *other* than an R1 institution, and that transition can be difficult, confusing, even shocking. This session will discuss this transition and strategies for learning to teach well when facing undergraduates whose college experience is nothing like our own.

**Teaching to Great Outcomes** (Delaware)

*Martha Diede, Center for Teaching & Learning Excellence, SU*

Teaching is a rewarding/frustrating activity. One way to support yourself and your students in getting more from their classes is to teach to outcomes rather than to content. Designing great outcomes that are measurable and attainable can help you to be less frustrated and more rewarded.

**Practical Strategies for Responding to Bias Personally and as an Ally** (Tepee)

*Tonya Wilson, Mathematics Education, SU*  
*Sharon Alestalo, WiSE Program Director, SU*

Dr. Virginia Valian noted that many molehills of disadvantage created by bias make a mountain of discrimination. This session will offer practical strategies for addressing bias in your daily life. In addition you will be introduced to multiple ways to intervene in support of others.

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

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

**#2BodyProblem: Navigating the Dual-Career Job Search** (Cleveland)

*Chandra Russo, Sociology, Colgate University*  
*Sharon Alestalo, WiSE Program Director, SU*

Getting a decent faculty job is hard enough. But what if your spouse or partner has to pull up stakes and (re-) establish a career wherever you wind up? Or, if your partner is also on the academic job market, what if *you* become the “trailing” person? It’s always good to enter the job market with as much knowledge as possible to ensure you can plan and be proactive in the face of such balancing acts. Prof. Chandra Russo of Colgate will share the story of her dual-career search and some of the lessons she has taken, while Sharon Alestalo, WiSE Program Director and de facto dual-career advisor for numerous STEM faculty candidates, will discuss how hiring institutions approach the issue and what resources are available to assist.

**Promoting, Supporting, and Managing Group Work** (Delaware)

*Courtney Dreyer, Communication & Rhetorical Studies, SU*

Group work and group projects can be the most stressful, yet beneficial, learning experiences once can have in the classroom. In this session, we will be discussing and working through strategies and techniques for promoting, supporting, and managing group work on multiple levels. You’ll learn ways to encourage your students to work together, and different strategies for supervising group projects, so both you and your students can get the most out of these experiences.

**Balancing Your Rural Identity with Anti-Rural Demands in Academic Spaces** (Tepee)

*Michael Branch and Selene Cammer-Bechtold, Sociology, SU*

In recent years, there has been an increased focus on how a “new” underrepresented minority of rural students experience higher education. While most attention is on the undergraduate experience, there is a dearth of literature

on those who pursue graduate school, and how their rural background complicates their experience. Please join Selene M. Cammer-Bechtold and Michael Branch for a conversation on the ways in which a rural identity shapes the graduate school experience, and the unique challenges of navigating urbonormative academic environments that comes with this positionality.

- 4:45-6:00 p.m. Happy Hour (Tepee)
- 6:00-7:00 p.m. Dinner (Lodge)
- 7:00-8:30 p.m. **screening of *Paywall: The Business of Scholarship* and discussion with filmmaker Jason Schmitt** (Cleveland)

*Paywall: The Business of Scholarship* (2018) casts a critical gaze on for-profit academic publishing, a \$25.2 billion industry with astounding profit margins that drain academic libraries' budgets while restricting the dissemination of knowledge and exchange of ideas. Following the screening will be a discussion with producer/director Jason Schmitt, professor of communication & media at Clarkson University.



Moderator: Amanda Page, Open Publishing and Copyright Librarian, SU Libraries

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## Friday, May 17

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- 8:00-9:00 a.m. Breakfast (Lodge)
- 9:00-10:00 a.m. Concurrent Sessions IV
- Playing with Pedagogy in Syllabus Design** (Cleveland)  
*Sara Ann Swenson, Religion, SU*

What if we gave no deadlines? What if students chose their own grades? For classroom instructors, these questions might summon images from Dead Poets Society or the Apocalypse. In this session, we will review and discuss hot topics in pedagogy and syllabus design: grading, deadlines, collaborative assignment rubrics, and involvement for students of all abilities. This session builds on experience in humanities courses, but may be adapted for STEM teaching.

- Writing Teaching Statements Right** (Delaware)  
*Dan Olson-Bang, Office of Professional and Career Development, SU*

Imagine writing a document that may tip the scales in your academic job search with no preparation, no instruction, and no examples. While you're at it, imagine that it must be a comprehensive "philosophy" of teaching when you may have limited experience (or worse yet, no experience) as instructor. Sound daunting? It doesn't have to be! We'll talk about strategies to rethink the philosophy (and get rid of that word while we're at it) that will make yours stand out, as well as provide fodder for great discussions about your pedagogy during interviews.

- Departmental Citizenship as a Graduate Student and Beyond** (Tepee)  
*Angie Mejia, Sociology and WiSE, SU*  
*Michael Branch, Sociology, SU*

Being a good citizen to your departmental community is important not only as a graduate student but also as a future faculty member. Join Angie Mejia and Michael Branch for a conversation on how to align graduate service and university volunteering opportunities with your goals as a graduate scholar. They will share their perspective on how to balance time and energy between your own studies and taking on leadership roles in departmental programming.

- 10:00-10:15 a.m. Break
- 10:15-11:15 a.m. **Plenary Session: Thriving in a Diverse and Inclusive Academy** (Cleveland)  
*Lena Hill, Dean of the College, Washington and Lee University*

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

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

**Active Learning in Large-Enrollment STEM Courses** (Cleveland)

*Katie Becklin, Biology, SU*

*Ryan Dunk, HHMI Active Learning Fellow, Biology, SU*

*Jon French, Chemistry, SU*

*Ruth Phillips, Biology, SU*

This session will investigate how best to utilize active learning in large-enrollment STEM courses. Current research shows that active learning strategies of all sorts provide students with better learning gains compared to lecture alone. However, many of these techniques are based on small-group activities. What tools are available to bring these benefits to large-enrollment courses?

**Make It Happen! Key Strategies for Completing the Doctorate, Maintaining Balance, and Still Enjoying Life** (Delaware)

*Carol J. Ruffin, Director of Student Success, College of VPA, SU*

*Porter Brannon, VP for Student Services, Mitchell Community College*

As professionals, graduate students and future faculty provide support and guidance to students, but we may lose sight of our own need in these areas. Three key experiential and research-based strategies will provide new and future doctoral students with relevant, timely, and practical information for participants to create their own action plan for completion.



**Mid-Course Assessments** (Tepee)

*Peg De Furia, The Graduate School, SU*

*Elaine Gregory, Teacher Education, Roberts Wesleyan College*

Why administer mid-course evaluations in your classes or TA sections? Along with quizzes and exams, formative assessments provide information on what students are and are not learning, and whether changes could be made to improve the learning process. They show your students (and prospective academic employers) that you care, give you materials to include in your teaching portfolio, and create opportunities to reflect on and discuss your growth as an instructor. This session will provide sample templates and suggestions to help you make informed decisions on the use of a variety of mid-course assessment activities.

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

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