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9:30-10:45 a.m.

Welcome

Glenn Wright, The Graduate School, Syracuse University

Keynote Address: [“Thriving as Scholars: How We Can Catalyze Professional Growth and Impact”](#)

KerryAnn O'Meara, Higher Education, University of Maryland

Meeting ID: 917 3980 5911

11 a.m.-12 p.m.

concurrent sessions 1

Turning Your Dissertation into a Book (and Finding a Publisher!): Where to Begin

Peggy Solic, SU Press

Turning your dissertation into a book and finding someone to publish it can seem like an overwhelming task! In this session we'll take a collective deep breath and talk about how to tackle revising your dissertation into a manuscript, finding the right press for your work, and how to approach an acquisitions editor.

Science Education for Multicultural Classrooms

Tiffany Hamm, Teaching and Leadership, SU

Beginning with the space race in 1957, science education in America was created to target and highlight the most brilliant minds in our classrooms. Unfortunately, subjective assessment measures, testing procedures, and pedagogical and systemic practices excluded students from marginalized backgrounds from access to science education. Today, it is understood that all students are capable of successfully participating in science discourse. In this session, we will discuss ways to teach science through a multicultural lens to promote inclusion and transformative pedagogy.

Meeting ID: 948 2315 6658

Passcode: 059711

• • • Lunch Break • • •

1-2 p.m.

concurrent sessions 2

[Demystifying the Book Publication Process: From Peer Review to Published Author](#)

Peggy Solic, SU Press

You've found a publisher and your book manuscript has been accepted for peer review. But what happens next? I'll walk you through what to expect throughout peer review, to contracting, copy editing, production, and marketing your book.

[An Overview of the IRB: Policies and Procedures](#)

Jeanne Diederich, Office of Research Integrity and Protections, SU

This presentation will provide information regarding the policies and procedures of the Institutional Review Board (IRB) at Syracuse University. The IRB provides review and oversight of all research involving interaction or intervention with human participants conducted at the university. Information regarding the IRB, including the application, submission, and review processes, will be included as part of the presentation, which will be followed by Q&A.

Meeting ID: 930 8838 8222

Passcode: 388220

2:15-3:15 p.m.

concurrent sessions 3

[From Preschools to Lecture Halls: What We as Higher Education Teachers Can Learn from Our Elementary and High School Counterparts](#)

Corinne Blake, Human Development and Family Science, SU

In this talk I will draw upon my own experience working in preschools, and my conversations with teachers at various levels, to discuss what we can learn from educators across the board. As college educators, we think about, talk about, and are trained for our teaching careers in ways that differ greatly from educators of younger students. But how different are these career paths really? Let's explore our similarities.

[Candidates of Color on the Job Market](#)

Ynesse Abdul-Malak, Sociology and Anthropology, Colgate University

Angie Mejia, Center for Learning Innovation, University of Minnesota Rochester

Teddy Zewde, Electrical Engineering and Computer Science, Wichita State University

With US higher education at the unraveling center of a war between resurgent social justice activism and insurgent white nationalism, racial and other minority candidates attempting to establish their academic careers can find themselves walking a tightrope of institutional politics and unrealistic expectations. Three SU PhD grads and FPP alums share their experiences navigating the job market and their current junior faculty roles.

Meeting ID: 977 5012 8729

3:30-4:30 p.m.* concurrent sessions 4

[Design Justice: Interdisciplinary Opportunities and Teaching Applications](#)

Stephen Kuusisto and Diane R. Wiener, Burton Blatt Institute, SU

As Sasha Costanza-Chock notes in their groundbreaking text, *Design Justice: Community-Led Practices to Build the Worlds We Need* (The MIT Press, 2020), Design Justice (DJ) “is an approach to design that recognizes, respects, and specifies difference, instead of pretending to erase difference.... It is not about eliminating the benefits of excellent design unless everyone can access them; instead, it is about more fairly allocating those benefits” (p. 230). Profs. Stephen Kuusisto and Diane R. Wiener will discuss DJ’s interdisciplinary orientation, activist potential, and pedagogical possibilities. The presenters will share a variety of practical, imaginative examples and engage in discussion with conference participants.

Webinar ID: 987 7687 1952

*NOTE: This session runs until 5:00 p.m.

[Case Studies of Gifted High School Students in Antigua and Barbuda: Generalizations and Implications for Teaching Gifted College Students](#)

Terese Millet Joseph, Human Development and Family Science, SU

My research on gifted high school students in Antigua and Barbuda has the potential to inform best practices for nurturing gifted students at the college level. The presentation will underscore mindsets, needs, and trends in behavior among gifted students. Better understanding of such trends positions professors to offer appropriate support so that gifted students can maximize their abilities and interests.

Meeting ID: 917 8528 6611

Passcode: 902671

■■■■■ ■■■■■■ ■■■■■■ Thursday, May 27 ■■■■■■ ■■■■■■ ■■■■■■

9:30-10:30 a.m. concurrent sessions 5

[What We Talk About When We Talk About "College Ready": Training the Professoriate Post-COVID](#)

Kellie Bean, Hartwick College

Having earned degrees at R1’s, our pedagogical role models are likely our professors—high-achieving academics, on well-resourced campuses, training high-achieving graduate students. After graduation, however, most of you will teach somewhere *other* than an R1 institution, and while that transition has always presented challenges, post-COVID, those challenges are significantly

magnified. This session will discuss these challenges, review strategies for learning to teach students whose experience of college—as well of the COVID crisis—looks nothing like our own.

Meeting ID: 949 7345 2273

[Co-Teaching Across Difference](#)

Phillandra Smith and Katie Ducett, Teaching and Leadership, SU

Collaboration between co-instructors is critical, but TA's are rarely asked their preference for a teaching partner. In our presentation, we will share strategies for building a culturally inclusive and sensitive co-teaching relationship. We will discuss our experience co-teaching across differences in race, nationality, and teaching experience and how we worked together to facilitate student engagement and learning while modeling the embrace of difference as an asset in the learning environment.

10:45 a.m. -12 p.m. plenary session

[Teaching-Intensive and Research-Intensive Faculty Career Paths](#)

Meredith Martin, Psychology, SU

Moir McDermott, Mathematics, SU

Christopher Mann, Political Science, Skidmore College

Whether you are just beginning to think about what you want your life to look like after graduate school or you are already applying and making decisions about jobs, you are likely faced with the question of whether you want to pursue a research-heavy or teaching-heavy faculty position (or a mix of both!). This session will cover some of the challenges and opportunities offered by each type of job. Attendees will be able to compare and contrast the day-to-day experience, priorities, responsibilities, available resources, salary ranges, and work-life balance trade-offs that occur along the teaching-to-research spectrum. We will also consider the increasing prevalence of teaching-focused positions at research-oriented institutions.

Meeting ID: 985 4778 8290

••• Lunch Break •••

1-2 p.m. concurrent sessions 6

[Strategies to Improve Sustained Attention Skills in the College Classroom](#)

Qingyang Liu, Human Development and Family Science, SU

When you teach in the classroom, you want your students to stay focused on the content and not become distracted. Are your students on their phones in class rather than engaged in the conversation? Based on the self-regulation model, this session will explore various strategies to improve your students' sustained attention skills in the college classroom. Let's explore how to

maintain your students' attention and help them be active learners!

Meeting ID: 967 2167 9018

Passcode: 026007

[Parenting while Academic](#)

Sascha Scott, Art & Music Histories, SU

Kevan Edwards, Philosophy, SU

Sarah Woolf-King, Psychology, SU

Academia is notoriously indifferent, if not actively hostile, to the needs of parents. Unfortunately, a scholar's prime career-building years are also the prime family-building years. How do you make finishing your degree, getting a job (or several), and/or compiling a successful tenure dossier compatible with child-rearing? Three SU faculty parents share their experiences, advice, and insights.

Meeting ID: 949 7316 7960

Passcode: 080989

2:15-3:15 p.m. concurrent sessions 7

[How to Plan a New Course or Revise an Old One](#)

Jeffrey Chin, Sociology, Le Moyne College

Assigned to teach a new course? Need to revise an existing course? Don't know where to start? This workshop will guide you through the steps for developing a syllabus that will align with your department's student learning objectives and assist in your department's curricular assessment activities. It may also launch a much-needed conversation about the curriculum among the faculty in your department.

Passcode: 078624

[Using and Strengthening Your Instructional Team](#)

Daniel Collins, ESF Open Academy, SUNY ESF

Ashley Gouger, ESF Open Academy, SUNY ESF

Kim Adams, Environmental Biology, SUNY ESF

Shelby Coleman, Chemistry, ESF

A single course can have any number of people on the instructional team: instructors, instructional designers, and graduate/undergraduate teaching assistants. While a larger team can be beneficial in terms of spreading the workload, it requires a greater amount of communication and planning to maintain its effectiveness. This panel will focus on strategies to improve that coordination, as well as how to develop each member of the team through the strengths of the other members.

Meeting ID: 941 1040 6935

Passcode: 222931

3:30-4:30 p.m. concurrent sessions 8

[Evolving Your Digital Identity in a Post-Pandemic World](#)

Hannah Comia, Piano Performance, SU

Kelli Fisher, Art History and Museum Studies, SU

While the end of the coronavirus pandemic is now in sight, there are aspects of this “new normal” that may last long-term. Educators and academic professionals have had to embrace and cultivate digital techniques and technologies. This presentation will highlight how our virtual enterprises and skillsets don’t have to disappear even when we return to “analog” ways of interaction. We plan to use polling to see how audience members have used time during the pandemic to establish their online presences, and in what ways those efforts can be incorporated into their professional lives in the post-pandemic future.

Meeting ID: 913 7198 0340

Passcode: 989568

[Designing and Teaching a HUGE Introductory Lecture Course](#)

Meredith Martin, Psychology, SU

An inevitable rite of passage for new faculty hires is teaching the department’s massive intro course, an experience few will have had as a graduate student. As the faculty instructor for the largest course on SU’s campus, enrolling about 1,200 students each semester, I will discuss some of the unique considerations needed in designing and teaching effectively to a large (300+ student) class, especially when that class is an introductory course made up primarily of first-year students.

Meeting ID: 990 7560 5848

4:45-5:00 p.m. [Closing](#)

Meeting ID: 964 3668 6630