



**Syracuse University
Future Professoriate Program
Annual Conference
Tailwater Lodge, Altmar, NY
May 18-19, 2022**



Wednesday, May 18

8:30 a.m. Bus leaves from College Place

9:15-10:30 a.m. Check-in (Tailwater Lodge front desk)

10:30-11:45 a.m. Welcome (The Barn)
Glenn Wright, The Graduate School, Syracuse University

Plenary Session: A Conversation with Dr. Sara Swenson

At this time last year, FPP alum Sara Swenson received an SU PhD in Religion, then, in a rare instance of moving up the academic food chain, took a tenure-track assistant professorship at Ivy-League Dartmouth College in New Hampshire. In dialogue with Glenn Wright, Sara will discuss the careful planning from early in her graduate program that enabled this success; her approach to and experiences on the job market; and navigating the choppy waters of academia as a first-year faculty member.

12:00-1:00 p.m. Lunch (The Porch)

1:00-2:00 p.m. Concurrent Sessions I (The Barn)
Finding and Applying for Funding in Grad School and Beyond
*Melissa Welshans, Center for Fellowship & Scholarship Advising, SU
Chetna Chianese, Office of Research, SU*

Graduate students and scholars in all disciplines are likely to apply for funding to support their research at some point in their careers. Building a track record of grant success as a graduate student can help you continue doing so throughout your career. This session will provide advice on how to find funding opportunities so that you can build a successful funding record now and in the future, as well as available resources to support you as you write your applications.

Practice Mindfulness to Relieve College Students' Stress (School House A)
Qingyang Liu, Human Development & Family Science, SU

College students encounter stress and anxiety as they adjust to a new semester's coursework, prepare for mid-term or finals, and face a learning curve. As an instructor, you want your students to stay calm and confident as they encounter academic challenges. Building on the mindfulness approach, we will explore various practices to relieve students' stress in the college classroom. Learn how to de-stress your students so they can be confident learners!

Information Literacy and Game-Based Learning (School House B)
Andrew Ridgeway, Writing Studies, Rhetoric & Composition, SU

Our current political climate is rife with disinformation. Many students in first-year writing classes struggle to identify credible sources. My project is an interactive deckbuilding game called "Publish or Perish," which is designed to foster information literacy by simulating the process of researching, writing, and revising an article for academic publication. My presentation will include an overview of the game, a description of its pedagogical affordances, and an invitation to playtest the prototype.

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

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

**Research Profiles: How Can They Benefit Me,
and Which One(s) Should I Choose?**

(The Barn)

Emily Hart and Brenna Helmstutler, SU Libraries

Join members of the SU Libraries Research Impact Team for a session on research profiles. Learn about the differences between websites like Google Scholar Profiles, ORCID, ResearchGate, and more, along with tips for setting up and maintaining your research profiles. Questions we'll address include:

- Why should I set up a research profile? How can it benefit me as a scholar?
- There are several websites where I can create a research profile, which one(s) should I choose?
- What are the best practices for setting up and maintaining a research profile?

Research profiles are an important part of developing an identity as a scholar and showcasing your works. Get your questions answered and start setting up your profiles today!

An Exploration of Peer Support as Framework, Praxis, and Pedagogy (School House A)

Jersey Cosantino, Cultural Foundations of Education, SU

This presentation explores the possibilities, complexities, and tensions of infusing peer support models into higher education institutions such as Syracuse University as a critical tool to address the pressing and oft-overlooked mental health and well-being needs of graduate students in both master's and doctoral programs. An introduction to peer support frameworks and praxis will be provided, as well as a direct naming of the tensions and complications of bringing this work into the neoliberal university whose overarching philosophies often mirror medical model discourses that place responsibility of care on the individual as opposed to the institution or the collective. By reframing peer support as framework, praxis, and pedagogy, this presentation seeks to provide conference attendees with the opportunity and resources to (re)imagine what peer support can look like as a key pedagogical practice in their classrooms that center ethics of care, seeking to transform campus spaces into sites of healing. Together, we will unpack the possibilities of utilizing peer support as a catalyst for challenging and dismantling injustice, such as educational injustice, that leaves traumatic traces in the bodyminds (Price, 2014) of all students, including graduate students.

Promoting Positive Mental Health in College Teaching

(School House B)

Rui Tian, Human Development & Family Science, SU

Should college instructors treat our students as kids or adults? Traditional-age college students are perhaps best seen as "emerging adults." Emerging adulthood is a relatively new idea, referring to individuals between 18 and 25. They tend not to seek help when facing difficulties during studies and stressful moments – one of the reasons why mental health problems are so common on the university campus. In the first half of this workshop, college students' common mental health issues will be identified from a human development perspective. We'll discuss the necessity of raising awareness among instructors about college students' mental health challenges, and how this issue is related to successful teaching. The second half of this workshop will cover available resources and solutions to a variety of situations that occur in college classrooms.

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

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

Social and Emotional Support: Not Just for the Students!

(The Barn)

Jeffery Frank, Education, St. Lawrence University

In this talk I explore two main themes. First, how can we support the "whole student" through and in the aftermath of the Covid pandemic? As research and experience shows, students have struggled these past two years, and these struggles won't end even if all pandemic restrictions are lifted. I provide ideas and concrete strategies to help our students. Second, at the same time as we are supporting students, we need to be mindful of our own well-being. I close the presentation with strategies and idea that will help faculty, TAs, and other student mentors address demoralization and languishing, issues that have been exacerbated by the pandemic.

How to Create a Winning Teaching Portfolio!

(School House A)

Caitlin Smith, Human Development & Family Science, SU

The purpose of this workshop is to provide attendees with an example of a strong teaching portfolio, as well as directions and the opportunity to create or fine-tune their own. Caitlin will lead participants through the development of the site – including selection of materials, site design, and the customization process. Teaching portfolios are necessary not only for the job search, but also for many awards, scholarships, and the Graduate School’s teaching mentor position. This workshop is a great place to start!

Digital Pedagogies as Instructional Innovation for Promoting Interculturality in the Classroom

(School House B)

Bella Corieri and Tyler Youngman, School of Information Studies, SU

Digital technologies amplify how we share knowledge, leading to innovative assessment, interactive curriculum design, and collaborative instructional activities that hold space for divergent ways of knowing. This workshop will expose participants to digital tools that can be brought into a variety of instructional settings, demonstrate how these tools can be used in interdisciplinary contexts, promote practices of interculturality in education, and provide new outlets for students to develop their information literacies and technical competencies.

4:45-6:00 p.m. Happy Hour (River Birch Bar)

6:00-7:00 p.m. Dinner (The Porch)

7:00-8:30 p.m. **Game Night featuring “Publish or Perish” and “FPP-opoly”** (Rvier Birch Bar)

Thursday, May 19

8:00-9:00 a.m. Breakfast (The Porch)

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

Undergraduate Research: What’s in It for You?

(The Barn)

James Ebert, Earth Sciences, SUNY Oneonta

Many departments expect their faculty to engage undergraduates in research. Questions regarding undergraduate research are commonly asked during telephone and on-campus interviews. This session will provide a realistic examination of the nature of research with undergraduates, including the joys as well as the frustrations. We will also explore the benefits that accrue to new faculty when they mentor undergraduates in their research.

Cultivating Creativity, Imagination and Reflection in the Classroom with Play

(School House A)

Ying Xu and Shuangyue Cui, Human Development & Family Science, SU

Have you used fun activities and games in your classroom to link with the contents that you want to teach? In this session we will discuss the features of adult learning in comparison with child learning in order to explore how to use various fun activities in classroom. After this session, you will be equipped with at least three activities that you can do with your students.

Contentious Teaching: Hot Button Issues in College Classrooms

(School House B)

Dustin Satterfield, Sociology, SU

When teaching polarizing topics, instructors work to balance student engagement, recognition of marginalized experiences, and empirical fact. How can instructors and TAs encourage dialogue and learning about important but “controversial” topics such as inequality, oppression, and social injustice? This session will focus on facilitating discussion on these topics and offering some resources.

10:00-10:15 a.m. Break
10:15-11:15 a.m. **Plenary Session: FPP Alum Roundtable** (The Barn)

Amy Bidwell, Health Promotion & Wellness, SUNY Oswego
Todd Sodano, Media and Communication, St. John Fisher College
Ying Zhang, Psychology, Clarkson University

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

Journal Publication: What Early-Career Authors Need to Know (The Barn)

Douglas Edwards, Philosophy, Utica University

An experienced academic author and scholarly journal editor demystifies the process of journal submission. Get advice on deciding where to submit your work, what to expect from the review process, responding to referee comments, interacting with editors, thinking strategically about your papers, avoiding common pitfalls, developing book projects, and more!

**Everything I Need to Teach I Learned in Kindergarten:
UDL as a Framework for Social-Emotional Learning** (School House A)

Suzanne Holland, Human Development & Family Science, SU

A modern kindergarten classroom focuses mostly on literacy and mathematical outcomes. However, a more traditional kindergarten approach has a major focus on social and emotional learning. Education professionals across the lifespan recognize that if students know how to regulate themselves emotionally, and can maintain positive social relationships with those around them, they are more likely to attain their academic goals. The literature supports these claims, so why stop at kindergarten? Using a Universal Design for Learning framework I will describe how to integrate these principles seamlessly into your pedagogical practices.

**Exploring the Transformative Role of Epiphanic Moments in
Intergroup Dialogues: An Embodied Dialogic Experience** (School House B)

Easton Davis and Jersey Cosantino, Cultural Foundations of Education, SU

This interactive workshop will offer attendees an opportunity to explore the role that epiphanies play in illuminating our internalized connections to systems of power, privilege, and oppression. Led by co-facilitators of the Intergroup Dialogue Program (IGD), Easton Davis and Jersey Cosantino, who root our work in our lived experiences as facilitators who hold visible and nonvisible privileged and marginalized identities, this workshop will provide participants with the opportunity to practice a relational form of dialogue that centers embodied knowing as the key conduit for addressing and dismantling our socialization by harmful dominant ideologies. Using dialogue as a tool to engage directly with our epiphanies, our coming to know experiences as racialized and socialized selves, we can better create educational containers that center healing, embodied knowledge production, and wholeness as critical forms of pedagogy. Participants will learn about our unique approaches to engaging with our epiphanies within dialogues across difference, hear anecdotes from our classroom facilitation, and experience poetic performances that model how poetry and reflective journaling can be critical tools for upending the power structures that are always present within academic spaces.

12:30-1:30 p.m. Lunch (The Porch)

2:30 p.m. Bus leaves from Tailwater Lodge