



Syracuse University  
Future Professoriate Program  
**Annual Conference**  
Tailwater Lodge, Altmar, NY  
May 17-18, 2023



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**Wednesday, May 17**

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- 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*
- Keynote Address: “Know Thyself: Preparing to Succeed on the Job Market”**  
*John Cawley, Public Policy and Economics, Cornell University*
- 12:00-1:00 p.m. Lunch (The Porch)
- 1:00-2:00 p.m. Concurrent Sessions I
- Generative AI: Or How I Learned to Stop Worrying and Love ChatGPT** (The Barn)  
*Michael Morrison, Information Technology Services, SU*

This presentation aims to explore the potential of Generative AI in higher education. Generative AI is a subset of Artificial Intelligence that enables machines to generate and create content that is similar to what humans produce. The presentation will discuss the advantages of using Generative AI in higher education, including reducing workload for educators, improving student engagement, and enhancing learning outcomes. Additionally, the presentation will highlight potential challenges such as ethical considerations and the need for data privacy.

**What to Do When a Reporter Calls: Media Training for Academics** (School House A)  
*Cameron Kline, History, SU*

Before joining Syracuse University’s History Department as a PhD student and member of the FPP program, I was a communications professional who regularly held media trainings and offered guidance to externally facing public servants. I will present a media training – with background, tips, and tools – that FPP members can consider as they publicly present their scholarship. My presentation will also explain how the interview process works and how FPP professionals can take advantage of interview opportunities.

**How Long Must We Wait? Integrating Public Engagement in Graduate Education** (School House B)  
*Curtis Jewel, Writing Studies, Rhetoric & Composition, SU*  
*Kerry Mess, Communication & Rhetorical Studies, SU*  
*Brice Nordquist, Writing Studies, Rhetoric & Composition, SU*

This session will explore common barriers to publicly engaged scholarship, creative work, and teaching for graduate students and offer a range of approaches for negotiating these challenges in the design and implementation of projects and courses that center civic and community engagement.

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

2:15-3:15 p.m.

Concurrent Sessions II

**Steering Your Best Course to Tenure**

(The Barn)

*Amy Bidwell and Elizabeth Keida, Health Promotion and Wellness, SUNY Oswego*

Join Dr. Elizabeth Keida, assistant professor, and Dr. Amy Bidwell, associate professor and chair of the Health Promotion and Wellness Department at Oswego State University, as they discuss the do's and don'ts of the tenure process. Specifically, Dr. Keida and Dr. Bidwell will provide useful tips and tricks for navigating from junior faculty to tenured faculty. As department chair, Dr. Bidwell will highlight the importance of balancing teaching, research, and service in those crucial first six years.

**It All Counts: Your Peers Discussing Teaching Experiences and the Development of a Comprehensive Teaching Portfolio**

(School House A)

*Linzy Andre, Counseling & Counselor Education, SU*  
*ParKer Bryant, Reading & Language Arts, SU*  
*Cassandra Victoria Guzman, Cultural Foundations of Education, SU*  
*Atiya McGhee, Cultural Foundations of Education, SU*  
*Benjamin Tetteh, Public Communications, SU*

As WE prepare for the professoriate, we navigate questions regarding our relevant experiences as doctoral students and what employers are looking for as they hire new faculty. As a panel of your peers (across graduate disciplines), we will lead a candid discussion about the teaching, advising, mentorship, leadership and other experiences that all count. We will discuss our own experiences, demonstrate the ways we incorporated those experiences into our FPP teaching portfolios, and ways to market diverse experiences as we seek our places in the professoriate.

**The Golden Rule: Trauma-Informed Care in the Classroom**

(School House B)

*Leah Dudak, Information Studies, SU*

With the ongoing COVID-19 pandemic, we are all tired. How can we create spaces of empathy in the classroom both for our students and for ourselves? Trauma-informed care provides guidance to creating more equitable and empathetic spaces, while also acknowledging that we cannot solve student's problems. We will cover what trauma-informed care is, how it is being used, and how to apply it in your classroom. We all could use a little care.

3:15-3:30 p.m.

Break

3:30-4:30 p.m.

Concurrent Sessions III

**Undertaking Sensitive Fieldwork**

(The Barn)

*Tiantian Zheng, Anthropology, SUNY Cortland*

Graduate students undertaking fieldwork for the PhD often face issues related to researcher vulnerability and/or threats to their projects due to unforeseen circumstances. Working in remote locations or with marginalized populations exacerbates these challenges, requiring careful planning and resourcefulness to ensure personal safety and keep the work on track. This talk considers some of the trials and tribulations researchers may encounter and methodologies they can employ, based on the presenter's experience conducting sensitive fieldwork among criminal sectors in postsocialist China.

**Utilizing the Power of Artificial Intelligence (AI) for Writing: The Case of ChatGPT**

(School House A)

*Ibrahim Kizil, Reading & Language Arts, SU*

This presentation seeks to underscore the pedagogical advantages of integrating AI-based tools, specifically ChatGPT, into graduate-level writing instruction. The discussion will revolve around introducing and leveraging ChatGPT's advanced capabilities in enhancing the quality of writing through its support in areas such as grammatical accuracy, summarization, and idea generation. The ongoing ethical debates surrounding ChatGPT will also be addressed, emphasizing the need for responsible use of AI technologies in academic writing. Of particular significance is ChatGPT's potential to facilitate graduate students in their writing endeavors, enabling them to save

time, elevate writing standards, and explore innovative research avenues. Thus, this presentation endeavors to promote the adoption of such tools and methodologies by graduate students, aiming to optimize their writing processes and achieve academic excellence.

**The Scholarship of Teaching and Learning: Discovering the Research Opportunities in Your Teaching (and Becoming a Better Teacher to Boot!)** (School House B)

*Michael Smith, History, Ithaca College*

In this interactive presentation we will explore some of the ways that becoming a scholar of teaching and learning is quite simply taking the questions we all have about student learning in our classrooms and trying to answer them as a scholar would. The scholarship of teaching and learning (SoTL) provides opportunities to reflect critically on our teaching, resulting in new ways of engaging students in our classrooms. It also can be a fruitful path to peer-reviewed scholarly activity at institutions with higher teaching loads.

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

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

7:30-9:30 p.m. **Live Music from Edgar Pagán's Grupo Pagán Lite**



(River Birch Bar)

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**Thursday, May 18**

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

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

**Writing Your First Grant Proposal** (The Barn)

*Melissa Whipps, Office of Research Development, SU*

This session will discuss the basics of writing research proposals as a new university faculty member. It will cover how to look for funding opportunities, how to prepare to write your first grants, and where you are likely to be able to get assistance on campus. Examples of early-career opportunities from a variety of funders will be introduced and participants will be given some tips and tricks of the trade to keep in mind when writing their first proposal. This session will be most useful to researchers in STEM fields.

**Teach to Support Student Learning in a Social Justice Context** (School House A)

*Waleed Raja, Mathematics Education, SU*

In this talk, we will learn about research-informed teaching practices and moves that support student learning and their implementation in the classroom. I will start by defining social justice classrooms with a focus on mathematics classrooms. Next, I will share findings from a literature review of social justice mathematics classrooms identifying factors that support student learning. The findings about these instructional practices are not specific to mathematics classrooms. They can be applied to any classroom at any educational level. I will provide examples from undergraduate classrooms to help you all visualize implementation in your classrooms. I will discuss how I have used these factors in my classrooms to engage and support student learning as well as how I have observed these being used by other teachers. Join us to learn and share how we can support our students.

**Turning Your Dissertation into a Book** (School House B)

*Deborah Manion, Syracuse University Press*

In some fields, the activity indicated in the title may be nonsensical or counterproductive. In others, it may be essential to achieving tenure. This session will address such questions as:

- Is my dissertation topic plausible as a book?
- What will I have to do to make my dissertation into a viable book manuscript?

- How do I go about pitching my project to academic publishers?
- What can I expect as the publication process plays out?

Your guide on these issues is Dr. Deborah Manion, senior acquisitions editor at Syracuse University Press.

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

10:15-11:15 a.m. **Plenary Session: Junior Faculty—The Hidden Curriculum** (The Barn)

*David Bozak, Psychology, SUNY Oswego*

*Mary Jane Curry, Teaching & Curriculum, University of Rochester*

*Clemmie Harris, History, Utica University*

Faculty handbooks, university policies and procedures statements, and tenure and promotion guidelines are all excellent sources of information for new faculty. Then there are the unwritten—and often unspoken—norms and codes that never make it into these documents, but which recent hires ignore at their peril. Join faculty from three very different CNY institutions for a candid exploration of “the things you don’t know you don’t know” about surviving and thriving in higher ed.

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

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

**Teaching and Research with Undergraduates: Why You Should Seriously Consider a Career at a Small Liberal Arts College** (The Barn)

*Emily Ledgerwood, Biology, Le Moyne College*

Teaching at a primarily undergraduate institution (PUI) is an often overlooked career path for individuals interested in staying in academia. As a tenured faculty member at a small liberal arts college (SLAC), I will discuss the major differences between faculty positions at R1s versus SLACs, focusing on the benefits and challenges of teaching and doing research with undergraduates. I will end with tips and recommendations for positioning oneself for a successful entrance into the SLAC/PUI job market and beyond.

**Navigating Co-Teaching as PhD Students** (School House A)

*Fasika Melese and Lei Wang, Instructional Design, Development & Evaluation, SU*

This presentation will discuss the co-teaching experience among PhD students, highlighting lessons learned from the collaboration. The purpose is to share our co-teaching expertise and the strategies we used to overcome the challenges we encountered. We will discuss co-teaching and show some instructional models. To better prepare the audience and help them adopt and implement some co-teaching practices in their classes, we will introduce co-teaching through interactive questions and share our experience with it, as well as the challenges we’ve faced and how we overcame them.

**Misappropriation and Misrepresentation of Research: Strategies for Facing a Growing and Problematic Trend** (School House B)

*Winn Wasson, Syracuse University Libraries*

The good news is that your research got published. The bad news is that a group you have never heard of is now misappropriating or misrepresenting it to push an agenda that neither you nor your actual research conclusions support. This workshop provides strategies to prepare current and budding researchers to face this growing problem in how scholarship is portrayed outside of academia.

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

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