



Syracuse University
 Future Professoriate Program
Annual Conference
 White Eagle Conference Center, Hamilton, NY
 May 15-16, 2024



Wednesday, May 15

8:30 a.m.	Bus leaves from College Place	
9:15-10:30 a.m.	Check-in	(White Eagle Lodge)
10:30-11:45 a.m.	Welcome <i>Glenn Wright, The Graduate School, Syracuse University</i>	(Cleveland)
	Keynote Address: “Political Interference, Academic Freedom, and Shared Governance: Lessons from Florida and Beyond” <i>Afshan Jafar, Sociology, Connecticut College</i>	
12:00-1:00 p.m.	Lunch	(Lodge)
1:00-2:00 p.m.	Concurrent Sessions I The Hidden Machine: How Universities Actually Function <i>Jeremy Steinbacher, The BioInspired Institute, SU</i>	(Cleveland)
	<p>Insider knowledge of how universities function will give you a leg up in higher education faculty or staff job searches. However, despite their seemingly simple mission to educate post-secondary students, universities are surprisingly complex and inscrutable organizations. They have obligations to a huge array of stakeholders in addition to the administrative challenges faced by any large organization operating today. In this discussion, former faculty member Dr. Steinbacher will bring his experience on a faculty senate and a college budget committee to shed light on how universities bring in funds, what they spend it on, and some of the unique challenges faced by institutions of higher education.</p> <p style="text-align: center;">Intentional Tech: Leveraging Technology to Support Teaching and Learning (Delaware) <i>Michael Morrison, Information Technology Services, SU</i></p> <p>In today’s dynamic educational landscape, the intentional use of technology can significantly enhance teaching and learning. This presentation will explore how educators can intentionally leverage technology to achieve learning objectives, engage students and increase student understanding. Examples will show how instructors can align appropriate technologies with pedagogical goals, improving the student experience while providing new challenges and experiences.</p> <p style="text-align: center;">Teaching Beyond the Confines of the Traditional Syllabus: Ensuring Syllabi Reflect Ongoing Conversations and Methodologies (Tepee) <i>Johanna Bermudez and Ejiogor Ugwu, English, SU</i></p> <p>In this presentation, we will discuss trends we see in the ways syllabi are being constructed across disciplines. We will discuss the benefits of incorporating new technologies, diversifying the selected materials, and creating room in the syllabus for conversations that take up current real-world issues. We will also cover topics such as the citational politics of the syllabi, the most effective organization of information, and moving the syllabus towards a digitalized space.</p>	
2:00-2:15 p.m.	Break	

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

A Closer Look at the Role of AI in Today's Classroom (Cleveland)

Fasika Melese, Instructional Design, Development & Evaluation, SU

Educators are actively seeking methods and AI tools that help students understand, engage with, and retain information. This workshop aims to explore selected AI-powered digital tools that could revolutionize education, covering lesson planning, content creation, assessment, and language learning. Participants will engage in hands-on activities to understand AI applications in diverse educational contexts. Participants are encouraged to bring their own laptops (BYOL) to actively engage with and explore the AI tools during the workshop sessions.

Mitigating Stereotype Threat and Implicit Bias by Encouraging a Growth Mindset (Delaware)

Kevin Angstadt, Computer Science, St. Lawrence University

Research has demonstrated that feeling at risk of conforming to negative stereotypes about certain social identities can hurt students' academic performance (a phenomenon termed stereotype threat). Our biases as instructors, whether explicit or implicit, can also impact outcomes for students. This session will allow participants to reflect on how identity can impact learning and explore how a growth mindset can help empower students in the classroom.

The Academic Entrepreneur: The PhD as Consultant (Tepee)

Meredith Madden, Education, Utica University

Many PhDs are interested in exploring being a consultant but find themselves unsure of what the world of consulting entails. Whether consulting as a stand-alone position or consulting while holding a faculty position, the PhD as consultant is a unique role with unique experiences. In this session, Dr. Meredith Madden will share her experience as an education consultant. From the start-up of her business, The Equity Prof LLC, to her experiences managing the roles of faculty member and consultant in academia, Dr. Madden will share experiences and strategies for the interested academic entrepreneur.

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

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

FPP Alum Panel: Teaching at a Liberal Arts College (Cleveland)

Michael Branch, Sociology and Criminal Justice, Hartwick College

Joash Geteregechi, Mathematics, Ithaca College

Ashley Taylor, Educational Studies, Colgate University

moderator: *Dan Olson-Bang, The Graduate School, SU*

Three FPP alums now in tenured or tenure-track positions at small liberal arts colleges (SLACs) in the region will share their experiences on the job market and as junior faculty. If you are considering applying for jobs at SLACs, find out what faculty life is like and how to put your best foot forward as a job candidate. We'll also discuss the variation within this category of higher ed institutions and how to evaluate SLACS as potential employers.

Applying Universal Design for Learning: Multiple Means of Representation in the College Classroom (Delaware)

Dustin Satterfield, Sociology, SU

Instructors are often taught the basics of UDL, including its three principles for multiple means of representation, expression, and engagement. However, it can be challenging to apply these pedagogies in your courses. This session will focus on the principle of Multiple Means of Representation and delve into how various forms of "readings," such as podcasts, short form videos like TikTok, and artwork can facilitate student learning.

Introduction to Writing Effective Statements and Support Letters (Tepee)

Joonsik Yoon, Social Science, SU

Peg De Furia, The Graduate School, SU

Writing effective letters and statements is an important skill in academia and in professional life in general. Professional writing requires effective and concise communication of actionable information or advocating a

position. Too frequently, however, such writing veers into the writer's opinions or relies on overused and meaningless cliches. A presentation on the key elements of such writing will be followed by review exercises of sample letters and statements. Participants are encouraged to bring their own statements/letters for review during the exercise, and get a head start on the

4:45-6:00 p.m. **Job application materials and support letters review** (Tepee)

Need feedback on your CV, cover letter, statements, writing sample, or letters of support you may be obliged to write? Workshop your materials with peers, facilitated by Graduate School staff. Please bring four (4) copies of a document you are working on (or send to the Graduate School by May 13 and we'll make copies for you).

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

7:00-8:00 p.m. Happy Hour (Tepee)

8:00-9:00 p.m. **stand-up comedy with Joey Richards** (Cleveland)
 (PhD candidate, Communication, UNC-Chapel Hill)



Thursday, May 16

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

9:00-10:00 a.m. Concurrent Sessions IV (Cleveland)



IMPOSTOR SYNDROME
Peg De Furia, The Graduate School, SU
Elaine Gregory, Education, Roberts Wesleyan University

You made it through grade school with flying colors, survived high school, left your childhood friends behind and ventured off to college, basically alone to pave the way to a future career without parental supervision, support or guidance and having to make new friends while navigating the rigors of college academics. Now in graduate school, you feel compelled to second-guess as to what the future may bring. Graduate studies can lengthen that ultimate decision-making process. Once accepted into a program of interest you find it is a whole new ballgame. It becomes a competition, and cut-throat at that! No one knows you (they only see who you are). No one knows your upbringing (and are too busy themselves to inquire). With your confidence level at an all-time low, how will you survive?

The Misappropriation and Misrepresentation of Research: Strategies for Facing a Growing and Problematic Trend (Delaware)
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 actual research conclusions support. This workshop will help you prepare for how to handle these situations should they arise, covering topics such as keeping current in your field inside and outside of academia, techniques for handling misunderstandings of your research, and ways to gauge (mis)understanding of your field of research and try out potential responses.

Exploring Learner Interactions across Face-to-Face and Online Courses: A Behavioral Observation Study (Tepee)
Hemalathaa K Y, Instructional Design, Development & Evaluation, SU
Garmondy Whorway, Instructional Design, Development & Evaluation, SU

Effective interactions among instructors, learners, and content are pivotal for quality instruction and learning outcomes. This study investigated learner interaction across equivalent Face-to-Face (F2F) and online courses (OC). Systematic observations of learner-to-instructor (LI), learner-to-learner (LL), and learner-to-content (LC) interactions were used to compare the frequency of interactions during course sessions, determining which

environment best prompted interaction. Quantitative (tallies) and qualitative (fieldnotes) observational data provide insights into interaction dynamics, finding no statistical differences in learner interactions.

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

10:15-11:15 a.m. **Plenary Session: “The Changing Role of Faculty:
A Conversation with Enrique Morales-Diaz”** (Cleveland)

Enrique Morales-Diaz, Provost, SUNY Oneonta
facilitator: *Glenn Wright, The Graduate School, SU*

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

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

Understanding Publishing and Turning Your Dissertation into a Book (Cleveland)

Laura Fish, Syracuse University Press

Book publishing can often be a murky and mysterious process for scholars. This session will make that process clearer for early career scholars to better prepare them as they determine their publishing goals for the future. We 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 do academic publishers want in a book project?
- What can I expect as the publication process plays out?
- What happens when a book enters the wider world?

Dr. Laura Fish, acquisitions editor at Syracuse University Press, will help guide you through these issues and where research and writing continues beyond graduate school.

**Mentoring Undergraduate Research: From Graduate Student
to Faculty Member** (Delaware)

Anna O'Brien, Chemistry, Le Moyne College

Undergraduate research experiences are valuable to the students and rewarding for the mentor. For those considering a career in academia, especially at a primarily undergraduate institution (PUI), having a well-developed plan for mentoring UG research is an important aspect of your interview. In this presentation we will see how mentoring UG research as a graduate student translates to interviewing and establishing your own research group at a PUI.

Nervous System Regulation for Instructors and Students (Tepee)

Kirin Taylor, Political Science, SU

In the post-pandemic context, learn how tools and practices for nervous system regulation can positively support both instructors' and students' mental health while helping achieve learning goals. Background information on trauma, mental health, and best practices for information retention and active learning will be provided, followed by explanation and practice of breathing and soothing techniques, and a discussion of how to incorporate nervous system regulation into your teaching philosophy, classroom, and/or syllabi.

12:30-1:30 p.m. Lunch (Lodge)

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