



Syracuse University  
Future Professoriate Program  
**Annual Conference**  
Lyman Hall  
May 14-15, 2025



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**Wednesday, May 14**

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8:30 a.m. Check-in (Lyman Hall foyer)

9:00-10:15 a.m. Welcome (Lyman 132)

*Glenn Wright, The Graduate School, Syracuse University*

**Keynote Address: “‘Wait, What Just Happened?’: Keeping Up with the Changes in Washington and What It Means for the Academic Job Market”**

*Rick Seltzer, Chronicle of Higher Education*

10:30-11:45 a.m. Concurrent Sessions I

**Maximizing Your Research Impact**

(Lyman 126)

*Steph McReynolds and Emily Hart, Syracuse University Libraries*

Join the Syracuse University Libraries’ Research Impact Team for a session designed to help you increase the visibility of your research and scholarship, with the goal of maximizing your reach and impact! We’ll have conversations about how the decisions you make early in your research process, like where you publish and the pieces of your work you choose to share, can affect the number of citations and attention your work receives down the road. We’ll also discuss topics such as open access, scholarly profiles like ORCID and ResearchGate, metrics like Journal Impact Factor (JIF), and more. You’ll walk away with strategies you can implement right away, that could have an immediate impact on your career.

**Neurodiversity in Higher Education**

(Lyman 312)

*Sara Petit-McClure and Nate Hughes, School of Education, SU*

This workshop engages with the idea of neurodiversity and its implications for higher education. Participants will learn from the stories of PhD candidates as they explore how to make college campuses more affirming and supportive in addressing the needs of neurodivergent students. Key topics covered include:

- Understanding neurodiversity and neurodivergence
- Barriers that neurodivergent students often face on college campuses
- Advising neurodivergent students
- Designing more affirming courses to meet the needs of neurodivergent students

12:00-1:00 p.m. Lunch (Ernie Davis Dining Hall)

1:00-2:15 p.m. Concurrent Sessions II

**Build Your Team: Getting the Mentoring You Need**

(Lyman 126)

*Marie Garland, Faculty Affairs, SU*

Despite being a focus of significant scholarship on its importance, the quality of mentoring that new faculty receive in their first few years in a position varies widely across institutions. In this session, participants will explore the kinds of mentoring arrangements new faculty are likely to encounter and how to maximize the positive elements of each. Participants will also begin building their own personalized professional development network—their team—using a goals-based approach informed by research on the importance of mentoring networks.

## **Navigating the Postdoctoral Journey: Challenges and Opportunities**

(Lyman 115A)

*Sao Puth, Biomedical and Chemical Engineering, SU*

*JoCarol (JoJo) Shields, Exercise Science, SU*

*Wren Vetens, Physics, SU*

*Bin Wu, Physics, SU*

*Yan Wu, Biology, SU*

moderator: *Claire Perrott, Office of Postdoctoral Affairs, SU*

This panel brings together experienced postdoctoral scholars to discuss the realities of postdoc life, including career development, funding, work-life balance, and transitioning to faculty or industry roles. Panelists will share insights on maximizing research productivity, networking strategies, and overcoming common challenges. Attendees will gain valuable advice on making the most of their postdoctoral experience and positioning themselves for long-term success in academia and beyond.

2:15-2:30 p.m. Break

2:30-3:45 p.m. Concurrent Sessions III

## **The Hidden Machine: How Universities Actually Function**

(Lyman 126)

*Jeremy Steinbacher, Office of Research, SU*

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.

## **The Misappropriation and Misrepresentation of Research: Strategies for Facing a Growing and Problematic Trend**

(Lyman 115A)

*Winn W. 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.

3:45-4:00 p.m. Break

4:00-5:00 p.m. Concurrent Sessions IV

## **Mentoring Undergraduate Research: From Graduate Student to Faculty Member**

(Lyman 126)

*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.



## **Extra Credit: "To Give or Not to Give?"—THAT Is the Question!**

(Lyman 115A)

*Peg De Furia, The Graduate School, SU*

Whether a two- or four-year institution and no matter which discipline, offering extra credit in college courses continues to be a point of contention for many teachers and administrators. This session considers various pros and cons, existing practices and several points of view on this seemingly ubiquitous, yet debate-enhancing topic.

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## Thursday, May 15

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8:30 a.m. Coffee and light refreshments (Lyman foyer)

9:00-10:15 a.m. Concurrent Sessions V

**Facilitating Creative and Responsible Integration of  
Generative AI in Education**

(Lyman 126)

*Fasika Melese, School of Education, SU*

Generative Artificial Intelligence (GenAI) tools like ChatGPT have sparked significant ethical and pedagogical debate among educators. This presentation explores a Syracuse University case study where students collaboratively analyzed UNESCO's guidelines on GenAI in education using Kami annotations. Through reflective discussions, students highlighted their perceived important ethical concerns, equity issues, and academic integrity risks, and advocated for human-centered, inclusive, and equitable integration of GenAI into educational contexts. The results will be shared to facilitate further dialogue and discussions among conference participants.

**Academic Book Publishing for New and Emerging Scholars**

(Lyman 115A)

*Heather Stauffer, Syracuse University Press*

Book publishing can often be a vague and mysterious process. This session discusses the process for early-career scholars to better prepare them as they determine their publishing goals. We will address topics such as revising dissertations into books; pitching book projects to academic publishers; what academic publishers want in a book project; expectations for peer review, contracting, and timeline; and supporting new books in the marketplace.

10:15-10:30 a.m. Break

10:30-11:45 a.m. Concurrent Sessions VI

**Talking about Your Research when Applying to  
Primarily Undergraduate Institutions**

(Lyman 126)

*Jeff Werner, Chemistry, SUNY Cortland*

Are you interested in a faculty job at an undergraduate institution, but not sure what to focus on when proposing your research plans? What information do faculty hiring committees need? What are they looking for in a research program, and in the choices you make when you talk about your research? What concerns might a hiring committee have? Get the inside scoop! The presenter's experience is in science fields, but everyone is welcome.

**Nervous System Regulation for Instructors and Students**

(Lyman 115A)

*Kirin R. 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 to 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.

12:00-1:00 p.m. Lunch

(Ernie Davis Dining Hall)

1:00-2:15 p.m. **Plenary Session: FPP Alum Roundtable**

(Lyman 132)

*Katie Ducett, Foundations and Social Advocacy, SUNY Cortland*

*Fortune Ononiwu, Chemistry, Bennington College*

*Candace Receno, Exercise Science and Athletic Training, Ithaca College*

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

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.

2:15-2:30 p.m. Break

2:30-3:45 p.m. Concurrent Sessions VII

**Making Your Publicly Engaged Research Count in Academia**

(Lyman 126)

*Tamar Carroll, History, Rochester Institute of Technology*

Scholars undertaking public-facing or community-engaged research are often advised that such work will never “count” for them in academic contexts: in their graduate programs, on the job market, or for tenure and promotion. In this session, an RIT full professor and department chair will share strategies for getting maximum professional traction from your publicly engaged work—including the usual merit badges of grants and publications, but also securing appropriate academic credit for research output that takes more public-oriented forms. We’ll also consider how to talk about engaged scholarship when applying for faculty jobs.

**Supporting Neurodiversity: Accessibility Best Practices for Classroom Materials**

(Lyman 312)

*Jocelyn McKinnon-Crowley*

Instructors intend to include everyone in their classrooms, but in practice, it can be easy to forget to add scalable text formats or bullet points. In this session, we will focus on practical steps to take toward making more accessible classroom materials for all students, including those who identify as neurodiverse. Participants will be invited to design or adapt teaching materials to be more brain-friendly for everyone.