

process, the realities of postdoctoral life, including challenges and opportunities for growth. The discussion will also address building meaningful collaborations, sustaining research productivity along with professional development, and thinking strategically about where a postdoc can take you. Attendees will gain practical advice on making informed decisions about postdoctoral training and positioning themselves for long-term success in academia, industry, or other research careers. The session will also include time for questions and discussion with the panelists.

**AI as a Teaching Partner:
From Course Design to Experiential Learning** (William C. Moore)
Xihe (Aimee) Tian and Yuyue (Stella) Wang, School of Education, SU

This presentation shows two pedagogical applications of AI in higher education. First, participants will explore how customized AI chatbots can facilitate course design, including the development of syllabi, instructional outlines, and learning activities. Second, we will investigate AI-based experiential learning, particularly the use of simulations for role-play scenarios in counseling, social work, and other helping professions, which fosters active skill development in low-risk environments. Participants will gain actionable strategies for meaningfully integrating AI into their instructional practice

12:30-1:30 p.m. Lunch (Gallery)
1:30-2:30 p.m. Concurrent Sessions II

Studying Outside In: Preparing for Fieldwork as a PhD Student (Auditorium)
Chris Annear, Anthropology, Hobart and William Smith Colleges

How do you get to the field? What do you do when you get there? Our central focus will be on positioning yourself to successfully conduct fieldwork as it is defined in your discipline. We will discuss building a research design, inclusive of an appropriate methodology to address your research queries. We'll talk about the time and steps involved in getting to "the field," including funding and Internal Review Board certification. As a sociocultural ethnographer, I will also draw on personal tales from the field to engage questions of positionality, cognitive empathy, and research validity.

**The Course Is the Same – the Starting Line Isn't:
Teaching to Support First-Gen Student Success** (W. F. Allyn)
Kaustuv Mukherji, Electrical Engineering and Computer Science, SU

First-generation undergraduates often face challenges rooted not in ability but in course design — unclear expectations, unscaffolded assignments, participation structures that favor cultural familiarity over understanding, and feedback that assumes prior knowledge of academic norms. Gaps in familiarity with technology, online tools, and AI commonly embedded in coursework can compound these barriers. This workshop draws on pedagogical research and the presenter's firsthand experience teaching first-generation students to offer practical strategies for making the implicit explicit, diversifying assessment, and building courses where more students can genuinely learn.

Academic Book Publishing for New and Emerging Scholars (William C. Moore)
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 of 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.

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

How to Excel at a Teaching Demo (Auditorium)
Mark Brockway and Benjamin Katz, Political Science, SU

Teaching demonstrations are a common requirement for faculty positions not only for teaching jobs but also for jobs at smaller liberal arts schools and teaching-focused institutions. But a teaching demo is much different than a job

talk, and even more different than teaching a regular class. This workshop will help you understand the purpose of a teaching demo and how to give an excellent one your audience will remember.

Inclusive Higher Education: Meaningful Inclusion of Students with Intellectual and Developmental Disabilities (ID/D) in University Courses (W. F. Allyn)

Sara Petit-McClure and Ethan Jackson, School of Education, SU

This workshop introduces the idea of Inclusive Education in Higher Education. Syracuse University has the largest inclusive higher education program in the country, and the number of these programs is increasing. Participants will explore how to include students with Intellectual and Developmental Disabilities (ID/D) in their classrooms. We will share findings from a research study focused on one of the first intentionally inclusive study abroad courses.

Key topics covered include:

- definition and purpose of Inclusive Higher Education Programs;
- understanding of Intellectual and Developmental Disabilities;
- strategies for including students with ID/D in college courses.

Object-Based Teaching for Active Learning and Critical Thinking (William C. Moore)

Kate Holohan, SU Art Museum

Object-based teaching takes as its focal point an object or objects that exist in the physical world. Examples include works of art, manuscripts, archival documents, archaeological artifacts, and natural specimens. Active, experiential, and student-centered, this approach asks students to think deeply about materials and materiality and makers and users, connecting us with people, place, and experiences across space and time. Learn about object-based pedagogy and try your hand at it as part of this workshop led by SU Art Museum's curator of education, Kate Holohan.

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

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

How to Be an Effective Reviewer: Strategies, Expectations, and Professional Payoffs (Auditorium)

Sefa Secen, Political Science, Nazareth University

Peer review is a central but often opaque part of academic life. This session introduces graduate students and early-career scholars to the purpose, structure, and professional value of reviewing for journals and presses. It explains why reviewing matters, not only as a form of service, but as a way to improve one's own research, stay current in the field, and build a scholarly profile. The session will cover how to structure an effective review, including how to evaluate research questions, theoretical contributions, empirical strategies, and overall fit with a journal. It will also discuss what editors look for in reviews and how different types of reviews (journal articles, book reviews, and book proposal reviews) differ in expectations and tone. Finally, the session will offer practical advice on how to get invited to review, including strategies for building visibility in your field and proactively engaging with editors. The goal is to demystify the review process and provide participants with concrete tools to become thoughtful, efficient, and constructive reviewers.

Nobody Told Me This Would Be Different: Teaching a HUGE Introductory Course (W. F. Allyn)

Meredith Martin, Psychology, SU

Many new faculty inherit their department's massive introductory course, facing hundreds of first-year students at a scale few graduate programs prepare you for. My largest class as a graduate instructor was 30 students. Now I teach the largest course at Syracuse University, with 1,200 students per semester and 20 graduate teaching assistants. In this session, I'll walk you through the unique challenges of large-enrollment courses (300+) and share what I've learned about making a 400-person lecture hall feel like a place where learning actually happens.

Leveraging Claude as Graduate Students (William C. Moore)

Amona Major and Lourdes Morales, School of Education, SU

How have you been using Claude AI to support your graduate experience? In this session we hope to open a conversation about different ways through which this institutional AI tool can be leveraged. In an interactive

session, presenters invite participants to engage in a community of practice that critically explores artifacts, prompts, tips and tricks that enhance multiple aspects of graduate student experience such as teaching, learning and research. Participants are encouraged to bring their devices to share and explore Claude together.

- 5:00-6:00 p.m. Happy Hour (Lounge)
- 6:00-7:00 p.m. Dinner (Gallery)
- 7:30 p.m. Check-in at Skaneateles Fields

Thursday, May 14

- 8:00-9:00 a.m. Breakfast (Gallery)
- 9:00-10:00 a.m. Concurrent Sessions V

**From Visible to Vulnerable:
Navigating Opportunities and Risks of Social Media Use as an Academic** (Auditorium)
Ashley Shea, Communication, Cornell University

Social media increasingly shapes how scholarship is disseminated and discovered. While social media can amplify scholarly impact, expand professional networks, and translate research for broader audiences, it can also introduce reputational risks. This presentation discusses how academics can use social media platforms like LinkedIn, Bluesky and TikTok to share research, participate in public conversations, and build professional identity while managing risks related to misinterpretation, harassment, and reputational attacks.

Applying the Principles of Publicly Engaged Scholarship (W. F. Allyn)
Darzhan Kazbekova, Social Science, SU
Brice Nordquist, Engaged Humanities Network, SU
Mary-Jo (MJ) Robinson, Engaged Humanities Network, SU
Ning Zou, Environmental Science, SUNY ESF

This panel discussion will focus on the core principles of publicly engaged scholarship, its practical applications, lessons learned, and best practices. Panelists associated with SU's new Public Scholarship Certificate program will highlight the ways that building structures of reciprocity and mutual support with communities can strengthen the quality and relevance of research, improve the likelihood of sustained impact, increase student engagement, and result in practical solutions to real-world problems.

The Inclusive Classroom and Pedagogical Wellness (William C. Moore)
Chongmin Yang, Sociology, SU

With the diverse group in the US classroom, instructors are always struggling to create an inclusive climate for students. This presentation will provide an opportunity to share and learn how to build an inclusive classroom with transparency, flexibility, universal design, and cultural sensitivity. Also, instructors may feel overwhelmed by the demands of inclusivity. An inclusive classroom does not need to be a burden for instructors. Pedagogical wellness is also important. I will discuss strategies for setting and maintaining healthy boundaries with students.

- 10:00-10:15 a.m. Break
- 10:15-11:15 a.m. **Plenary Session: FPP Alum Roundtable** (Auditorium)
Şule Aksoy, Education, Languages & Instructional Design, SUNY Brockport
Madeleine Hamlin, Geography, Colgate University
Florencia Lauria, English, SUNY Oswego
moderator: *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.

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

11:30 a.m.-12:30 p.m. Concurrent Sessions VI

Beyond the Science: Practical Aspects of Getting Published (Auditorium)

Scott Erickson, Marketing and Sport Management, Ithaca College

You've done the hard work to put together a compelling piece of research that fills an important gap in the literature. How can you enhance your chances of getting it accepted at the best and most pertinent outlet? Based on an author's positive and negative experiences and service on editorial boards and as an Editor-in-Chief of a scholarly journal, this session will cover both long-term strategies and short-term tactics to help with the submission and review process.

Teaching Beyond Bloom's in AI-Integrated Classrooms (W. F. Allyn)

Min Paing Moe and Amona Major, School of Education, SU

AI tools like ChatGPT and Claude can now perform tasks across every level of Bloom's Taxonomy, challenging instructors and TAs to rethink how they design instruction and assessment. This interactive workshop introduces the Alpha-Beta-Gamma (ABG) framework, a complementary model that shifts focus from cognitive tasks to learning conditions—psychological safety and readiness (Alpha), structured human-AI collaboration (Beta), and meaning-making through lived experience (Gamma). Participants will apply the framework to redesign a lesson or assignment from their own teaching for AI-integrated classrooms.

Designing Inclusive and Engaging Discussion-Based Classrooms (William C. Moore)

Lilian Nachenga, African American Studies, SU

This interactive session explores evidence-based strategies for establishing discussion-driven classrooms. Based on research concerning active learning and equitable pedagogy, it addresses common barriers to student participation, uneven engagement, and implicit bias. Participants will engage in practicing structured discussion techniques, developing facilitation strategies, and reflecting on their own teaching environments. The session equips attendees with adaptable tools to foster inclusive, student-centered learning environments across various disciplines.

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

2:00 p.m. Bus leaves from Allyn Lodge