



**Syracuse University
Future Professoriate Program
Annual Conference
White Eagle Conference Center, Hamilton, NY
May 17-18, 2018**



Thursday, May 17

- 8:15 a.m. Bus leaves from College Place
- 9:30-10:30 a.m. Check-in (White Eagle Lodge)
- 10:30-11:45 a.m. Welcome (Cleveland)
Glenn Wright, The Graduate School, Syracuse University
- Keynote Address: “The Two Cultures of Higher Education and Their Impact on Academic Freedom”**
Jeffrey Buller, Leadership and Professional Development, Florida Atlantic University
- 12:00-1:00 p.m. Lunch (Lodge)
- 1:00-2:00 p.m. Concurrent Sessions I (Cleveland)
Negotiating Your First Job Offer
Yael Levitte, Cornell University

Getting a faculty job is a grueling, but exciting process. Once you land an academic job – what should you think about as you weigh your needs and options? Planning to negotiate your offer takes some planning and is an important first step in a career at a new institution. Yael Levitte, Associate Vice Provost for Faculty Development and Diversity at Cornell University, will discuss how one might approach various aspect of the negotiation process, including, but not limited to salary, equipment, teaching, start-up package, dual career accommodations, child care, etc. She will outline how various kinds of institutions might approach the issue, how to engage with the chair/dean respectfully on various issues, and how to mobilize available resources.

Introduction Done Differently (Delaware)
William Robert, Religion, SU

In spring 2016, I scrapped my syllabus for an introductory course. I started over. I completely rethought the introductory course. This session tells the story of this start-over. I chart the course’s re-conception, in design and in execution, focusing on the question “what are we introducing, and to whom—and why?” That includes a reevaluation of pedagogical means-ends relations, and ways of knowing and learning. And I discuss how and why the introductory course has become my favorite course—and how and why introductory courses should, I think, become those courses for all of us.

Let’s Play to Learn: Incorporating Play in College Classrooms (Tepee)
DeAnna Bay, Aysha Mabin, Debra Powless Montroy, and Susima Weerakoon
Human Development and Family Science, SU

Play is crucial at all developmental levels to enhance learning and can be included in college classrooms. Incorporating play in a developmentally appropriate manner for adult students can reduce their role as passive learners and actively participate in their education. Come play with us as we present techniques for active learning using brain breaks and games. These techniques will engage and empower a diverse range of learners in the classroom.

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

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

Faculty Careers at Liberal Arts Colleges

(Cleveland)

Kellie Bean, Academic Affairs, Hartwick College

If you're a PhD student, your advisor probably teaches 3 or 4 courses per year. As a faculty member at a liberal arts college you might have twice that, plus not-insignificant expectations for research and service. This session will delve into the realities of faculty life at a liberal arts college, including criteria for tenure, negotiating campus cultures, and interactions with students and administration. We'll also consider what liberal arts colleges are looking for in new faculty hires, and how you can put your best foot forward as an applicant.

Using OneNote as a Tool to Support a Community of Practice

(Delaware)

*Nigar Altindis, Joash Mochogi Geteregechi, Grace Njuguna, and Tonya Wilson
Teaching and Leadership, SU*

This talk will explain how instructors who teach the same course are part of a community of practice where they work together to provide professional support to one another. The speakers will demonstrate and share their experiences of using OneNote to create lesson plans and teaching reflections that can be shared among instructors within the community of practice. To get the most out of this session, bring your laptop.

Making a Syllabus from Scratch

(Tepee)

*Peg De Furia, The Graduate School, SU
Elaine Gregory, Teacher Education, Roberts Wesleyan College*



As a graduate student, there is no doubt you have taken a number of academic courses over the years. If given the opportunity to teach a course, where do you start? Just like when making a cake, when designing a syllabus, there are certain “ingredients” that the “recipe” must include while others are a matter of preference. Yet, with our ever-changing society, more and more information must be explicitly displayed than ever before. This session will provide sample templates and suggestions to help you make informed decisions on what to include in your course syllabus.

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

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

Postdocs: How to Get One, What to Expect

(Cleveland)

*Kellen Backer, Arts & Sciences, SU
Carli Flynn, Golisano Institute for Sustainability, Rochester Institute of Technology
Christopher J. Russoniello, Earth Sciences, SU
Rakesh R Warier, Mechanical and Aerospace Engineering, SU*

In many (primarily STEM) fields, the postdoctoral fellowship is an expected career stage and necessary preparation for faculty job-seekers. In others, postdocs represent one form of opportunity to be weighed alongside tenure-track, visiting, and adjunct appointments. A panel of current postdocs will share their experiences and offer guidance on such topics as applying for postdocs, distinguishing good opportunities from less-good ones, how a postdoc differs from grad school, the “teaching postdoc,” and deriving maximum career advantage from a postdoc appointment.

Planning a Research/Publication Agenda beyond the Dissertation

(Delaware)

David Bozak, Psychology and Computer Science, SUNY Oswego

So, you have an interview (or perhaps several) scheduled. Of course you are going to be asked about your dissertation. But don't stop there! What are your intentions for the next five or more years? What comes after the dissertation? What would those campuses want to hear from you about where you see your scholarship going? And do you have a realistic sense of what you might or can accomplish at a variety of institutions? Do you have the capacity to generate a million ideas?

Quiz Me No More! Differentiating Formative Assessments for Diverse Learners (Tepee)
Hetsie Veitch, Cultural Foundations of Education, SU
Heather Waymouth, Reading and Language Arts, SU

This session will explore the use of quizzing in a higher education context. We will look at the intents and uses of quizzing. Additionally, we will explore how to vary and differentiate quizzing practices to meet the needs of diverse students. Participants will leave with a variety of strategies that can be applied across disciplines.

- 4:45-6:00 p.m. **Happy Hour** (Tepee)
- 6:00 p.m. **Dinner** (Lodge)
- 8:00 p.m. **Live music from Superseed** (Lodge)

Superseed is a Central New York-based 90s/alternative rock cover band, playing hits from bands like Stone Temple Pilots, Nirvana, Green Day, Foo Fighters, Blink 182, Godsmack, Better than Ezra, and more.



Friday, May 18

- 8:00-9:00 a.m. **Breakfast** (Lodge)
- 9:00-10:00 a.m. **Concurrent Sessions IV**

Online Teaching and Learning: Challenges and Opportunities (Cleveland)
Michael Morrison, Information Technology Services, SU

Teaching an online course is very different than teaching students face-to-face. Learning to effectively use instructional technologies is part of the challenge. So is interacting with students that you don't see in person. This workshop will explore the unique challenges and opportunities in an online class and will provide strategies for delivering online content, engaging remote students, and creating an online conversation. Also covered will be techniques for assessing online students and methods for providing meaningful and timely feedback.

NOTE: This session satisfies the Online Teaching component of the CUT seminar series.

Developing Your Research Reputation for Career Success (Delaware)
Emily Hart, SU Libraries

Have you taken a break from your research to think about how you'll share it? Do your career, research, and outreach goals align? Join Emily Hart, Syracuse University STEM Librarian for an overview of common research reputation statistics including journal impact factor, H-Index, and altmetrics. Learn how you can harness these statistics to showcase your work and be one step closer to landing your dream position. Emily will also discuss how information consumption trends, online research reputation tools, and social media can play a role in helping you build your research reputation.

How to Write Good Multiple-Choice Tests (Tepee)
Glenn Wright, The Graduate School, SU

Multiple-choice tests are easy to grade, but do they tell you anything about student learning? Only if well designed. This session will help you think through the choice of formats for your tests, and will indicate how the test-development principles used by agencies like ETS and ACT can help you create reliable and valid student assessments for your own courses. Learn how you can employ concepts like item distribution, key validation, and bias/sensitivity review to make assessment both efficient and effective.

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

10:15-11:15 a.m. Plenary Session (Cleveland)

FPP Alumni/ae Roundtable

Marcus Bell, Sociology, Onondaga Community College
Katie Bonafide, Psychology, SUNY Cortland
Michelle Damiani, Special Education, Hartwick College
Brian Moritz, Communication Studies, SUNY Oswego

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

Free Speech and Intellectual Diversity in Universities (Cleveland)

Matthew Mulvaney, Human Development and Family Science, SU

This session will examine recent events and emerging trends in modern American universities surrounding the policies and approaches to handling controversial viewpoints espoused on college campuses. In this seminar, we will examine some of the recent events, the debates in the university about how to manage such controversies, and conclude with a discussion about what the best approaches should be governing controversial speakers and perspectives in the academy.

Thinking Outside of the Traditional Toolbox: Meeting the Needs of ALL Students through the Use of Engaging Strategies (Delaware)

Megan Cartier and Magan Straight, Teaching and Leadership, SU

How we teach is just as important as what we teach. Sometimes getting our students to critically engage in our content requires us to think outside of the traditional toolbox. In this session, we will highlight several teaching strategies that can be used in a diverse classroom of learners to promote engagement and turn students into active participants in learning instead of passive recipients of information.

How to Face Bias and How to be an Ally to Those Who Do (Tepee)

Stephanie Wyatt, Women in Science and Engineering (WiSE), SU
Tonya Wilson, Teaching and Leadership, SU

While most graduate students are aware that bias of varying sorts (gender, ethnic, racial, religious, and sexual, for example) permeates U.S. culture and is even present in many academic environments, many of us find ourselves off guard when we experience comments or behavior of this sort firsthand. Sometimes we experience it as directed at us and other times we experience it as it happens to friends and colleagues. What are some strategies that we can utilize to respond constructively when we experience bias? How can we be good allies by stepping in when we see bias directed at others? Come talk, share your stories, and hear some practical strategies for addressing bias and microaggressions in your classrooms and labs, as you T.A. or instruct, and as you participate as a friend and colleague in department events.

12:30-1:30 p.m. Lunch

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