



Syracuse University
Future Professoriate Program
Annual Conference
White Eagle Conference Center, Hamilton, NY
May 19-20, 2016



Thursday, May 19

- 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 I)
Glenn Wright, The Graduate School, Syracuse University
- Plenary Session: We Are All the Corporate University**
Matthew Huber, Geography, SU
- 12:00-1:00 p.m. Lunch (Lodge)
- 1:00-2:00 p.m. Concurrent Sessions I
- Teaching Across Disciplines: Effective Strategies for Engaging Students** (Cleveland I)
Sandra Lane, Public Health and Anthropology, SU
Meghan Hall, Child and Family Studies

This session will focus on the development of effective curriculum and specific strategies for teaching social science courses that are cross-listed between departments and offered to both undergraduate and graduate students. Presenters will offer innovative and practical suggestions for covering a wide range of material that can engage and challenge students from broad academic backgrounds.

- Using Web 2.0 Technology to Support Online Collaborative Learning** (Cleveland II)
Stella M. Rwanda, Reading & Language Arts, SU

Digital literacy is a 21st-century skill that diverse learners require to be functional in and out of educational settings. Technology-enhanced instruction nurtures learners' interests and motivation in learning as they are engaged in a dialogic, critical, and creative thinking process through group interactions. This session will serve, first, as a technology demo, presenting a case study on how Story Jumper, a Web 2.0 digital technology, was used to engage early adolescent bilingual refugee English language learners (ELs) in brainstorming, planning, drafting, revising, and publishing of authentic narrative texts. Next, we will explore possible ways in which this digital technology can be utilized by Teaching Assistants and university teacher-education students as an instructional strategy to scaffold teaching and to support online collaborative learning among university students.

- The Road to a Tenure-Track Job: Challenging, Exhausting, and with a Lot of Help from Many Academics** (Delaware)
Jenny Banh, Anthropology, California State University, Fresno
with Herb Ruffin, African American Studies, SU

Via Skype, and in dialogue with Prof. Herb Ruffin, University of California, Riverside PhD Jenny Banh will describe her long, arduous, but ultimately successful bid for a tenure-track job, and offer advice to grad students on the market. Writes Bahn, "I was told that the job market in social sciences and humanities was "tight," but I naively did not understand the full extent. In two years I failed at 38 job searches and 4 interviews in the competitive California region. After these attempts I was awarded a tenure-track position, but with a lot of help. What people do not see is that I had a group of Female Warrior Academics mentor, interview, prep, counsel, and even chant for me at every step of the way. Two male academics also gave me sage advice to keep me sane at the end. The reality of getting a job has had immense ramifications in every aspect of my life."

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

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

The Campus Interview: What to Expect, How to Survive, and How to Thrive

(Cleveland I)

David Bozak, Psychology and Computer Science, SUNY Oswego

At the end of a (lengthy and expensive) search process, as many as five candidates will be invited to campus for interviews lasting one or two days. After all of the on-campus interviews are complete, a ranked list of acceptable candidates is presented to administration by the department. In order to ensure you are on that list, perhaps at the top of that list, you need to be prepared for an experience like you've never had before. The least of your worries is trying to eat any food at meals, because folks are asking you questions constantly. Then there is the meeting with the academic vice-president. What can you possibly have to talk about? Golf? Maybe... But this is also a two-way street—you are interviewing them as well. What should you ask?

How to Break It Down – Recitation Style

(Cleveland II)

Alisha Lewis, Chemistry, SU

While teaching, do you ever feel like students are hearing the information, but it's going in one ear and out the other? In this presentation, tips and tricks for facilitating classroom engagement in both a recitation and lecture setting will be discussed. Together we will go through a brief workshop, and participants will have an opportunity to share their own experiences and to practice implementing suggested strategies in a small, controlled environment.

Writer's Block

(Delaware)

Peg De Furia, The Graduate School, SU

Elaine Gregory, Teacher Education, Roberts Wesleyan College



So, you have to create a final thesis, dissertation, work of art, capstone project, music composition ... something that will help define your future; and, perhaps your career of a lifetime depends on completion of this masterful piece. No pressure there! Nope, none at all. REALLY??? What is this “affliction” that many already have or will experience to a degree at some point? For graduate students, what causes this stall in creativity? – “The momentary lapse in the ability to produce text.” You are in good company as Mark Twain, Maya Angelou, and Ernest Hemingway all suffered bouts of tormented time. This session will take a closer look at this pesky phenomenon: likely causes, a brief view of updated research, and some useful strategies to overcome this common, though overwhelming and often paralyzing, condition.

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

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

Maintaining a Research Agenda at a Non-R1 Institution

(Cleveland I)

Andrea Townsend, Biology, Hamilton College

This session will highlight some of the differences between doing research at an R1 and teaching institution, and what to look for when seeking a teaching position that will support your research goals. We will discuss some of the advantages, challenges, and opportunities in research at a teaching college, and strategies to maximize your resources and productivity (many of which also apply at an R1).

**Engaging Students in a Diverse Learning Environment:
Borrowing a Page from Child and Family Studies**

(Cleveland II)

Jennifer King, Rachel Linsner, and Ying Zhang, Child and Family Studies, SU

This session will present useful strategies for engaging college students in a diverse classroom setting. Participants will learn how research on parenting typologies and practices, family psychology, and human development can be applied to the classroom for improved teacher-student relationships, academic outcomes, and cross-cultural understanding.

Doing It All: Pursuing Plan A and Plan B (Delaware)

Dan Olson-Bang, Graduate Career Services, Syracuse University
Leigh M. Tolley, PhD, Instructional Design, Development and Evaluation, SU

In this session, we will discuss how to balance the onerous task of applying for both academic and alt-ac jobs. Focusing on pragmatic solutions and examples, Leigh and Dan will guide you through the process of maximizing your employment potential by exploring various career options.

4:45-6:00 p.m. Happy Hour (Tepee)

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

7:00-8:30 p.m. **Alt-Ac Speed Dating** (Tepee)

David Bozak, Psychology and Computer Science, SUNY Oswego
Tosca Bruno-van Vijfeijken, Transnational NGO Initiative, SU
Kyle Coleman, Greater Syracuse Project
Christina Leigh Deitz, Maxwell Grant Development, SU
Ronak Gandhi, Anaren, Inc.
Deborah Manion, Syracuse University Press

After completing your transferable skills inventory, “date” representatives of major alt-ac career destinations, including college/university administration, NGOs, grant writing/research administration, academic publishing, corporate research, and the nonprofit sector. Find out how the skills you already possess can translate into rewarding nonacademic career paths, and what additional experience you will need to make yourself a competitive candidate.

Friday, May 20

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

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

Interested in Teaching at a Community College? (Cleveland I)

Katharine Rumrill-Teece, Humanities and Social Sciences, OCC
Malkiel Choseed, English, OCC
Michael O'Connor, English, OCC

Would you like to know more about the experience of teaching at an open-access institution? Would you like to know how to make yourself marketable to teach at a community college? This panel of faculty and administrators at Onondaga Community College will answer these questions and more as we discuss the range of students and the experiences of faculty at community colleges.

Ratings, Rankings, and Reflections: Using Course Evaluations to Your Advantage (Cleveland II)

Leigh M. Tolley, Instructional Design, Development and Evaluation, SU

Course evaluations can seem intimidating, especially if you're relatively new to teaching. In this session, we'll discuss ways in which you can use these data to improve your instruction, reflect on your teaching, and share your experiences—perhaps even those not-so-great ones—with others in order to grow professionally. Besides the typical end-of-semester evaluations, strategies will also be shared for implementing and applying formative evaluations during the semester to help enrich student learning and your pedagogical skills.

Technology Tools to Support the Academic Job Search (Delaware)

Michael Morrison, Information Technology Services, SU

Finding an academic job is harder than ever. This presentation will describe different technologies and online tools that can assist with this process. Searching and finding job openings; customizing your application materials; delivering a killer presentation—technology can help you with all of these.

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

10:15-11:15 a.m. **Plenary Session: The Scholarship of Teaching and Learning (SoTL) as a Marketable Skill** (Cleveland I)
Jeffrey Chin, Sociology, Le Moyne College

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

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

Postdocs: How to Get One, What to Expect (Cleveland I)
Kellen Backer, Arts & Sciences, SU
Huan Gu, Biomedical and Chemical Engineering, SU
Faiza Moatisim, History and Asian Studies, Hamilton College
Tumay Tunur, Exercise Science, 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.

Engaging with FLIP and Avoiding the Flop: Best Practices for Designing a Flipped Course (Cleveland II)
Jacob Hall, Instructional Design, Development, and Evaluation, SU

Flipping the classroom has been predicted to be the number one emerging, high impact, technological development to effect teaching and learning in higher education. The flipped approach provides self-paced instruction before the physical class meeting and engages students in an active learning environment during class. This session will introduce the flipped model, provide a brief overview of current research, and guide participants through best practices. Lessons will be shared from the presenter’s experiences.

The Didactic Aberration and the Contemplative Tradition (Delaware)
Elisabeth Lasch-Quinn, History, SU
David Wolken, Cultural Foundations of Education, SU

This interactive session addresses three common challenges in university teaching: silence in class discussions, maintaining student focus, and the conflation of quantity with/as quality. We discuss these themes through a historical and contemporary exploration of the use of contemplative practices in education.

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

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