Thursday, May 16

8:15 a.m.	Bus leaves from LSC/CST entrance on Comstock Ave.	
9:30-10:30 a.m.	Check-in	(White Eagle Lodge)
10:30-10:45	**Welcome**	(Cleveland I)

Glenn Wright, The Graduate School, SU

10:45-11:45 a.m.	Plenary Session	(Cleveland I)

Meredith Roundtable: Paths to Great Teaching

Kristi Andersen, Political Science, SU
Eric Lui, Civil & Environmental Engineering, SU
Marvin Druger, Biology and Science Teaching, SU
Joanna Masingila, Mathematics and Teaching & Leadership, SU

How do you get to be a great teacher? Can you *decide* to be one? And how do you figure out what kind of teaching persona is right for you? SU Meredith Professors of Teaching Excellence will reflect on their evolving identities as teachers and mentors, from graduate school through tenure and beyond.

12:00-1:00 p.m.	Lunch	(Lodge)
1:00-2:00 p.m.	Concurrent Sessions I	

Using WordPress as a Teaching Platform (Cleveland I)

Omer Preminger, Languages, Literatures, and Linguistics, SU

In this session, I will share my recent experiences (from this past academic year) with using the WordPress blogging platform to as a way of "extending the classroom" beyond the physical and temporal boundaries of regular weekly class meetings. By making the students' blogging and commenting contributions the central course *deliverable* (i.e., the main basis for grading), this approach fostered extensive discussion as well as collaboration among the students, and significantly increased students' investment in the class and in their work.

Teaching the Social Sciences/Humanities to International Students (Cleveland II)

Massimo Ramaioli and Sinan Chu, Political Science, SU

University social science/humanities courses in general tend to rely heavily on students' reading, writing, and speaking skills. International students sometimes find it difficult to cope with such demand. How should a teacher maintain consistent standards while taking into account the fact that language and cultural difference are posing a genuine hurdle to some international students? What strategies could an instructor employ to communicate with international students, address their concerns, and ease their learning process? In this presentation, two international graduate students will explore the issues with, lessons from, and strategies for teaching social sciences and humanities to international students.

Getting to Know Your Skills, Values and Interests (Delaware)
Rosanne Ecker, Career Services, SU

Whatever your career goals, it's useful to take the time to reflect on yourself and the things that are meaningful to you. This is an often-neglected part of the job search, yet a very important part, because people who are happiest in their work are marked by having a good fit between their skills, values and interests and the work they do. This participatory workshop will provide you with the means to assess your skills, values and interests, and to brainstorm with each other out-of-the-box work that you would be suited for inside or outside of academia.

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

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

How, and If, to Be a Public Intellectual (Cleveland I)
Kristi Andersen, Political Science, SU
Grant Reeher, Political Science, SU
Bob Thompson, Television-Radio-Film, SU

While procrastinating on your thesis, you may have dreamed of your impending fame as an academic—that is, your future as a "public intellectual." Through television and other media appearances, editorials, blogs, and mainstream publications, public intellectuals achieve name recognition, inform public opinion, and raise awareness on important issues. They also obtain job security, superior compensation, adoring acolytes, and the admiration of their colleagues … *right?* SU faculty who address publics outside of academe will discuss how and why they were able to create those opportunities, and offer an inside view of how such work fits within the faculty reward system.

"Nope – never heard that one before!" … A Pragmatic View of
Student Excuses (Cleveland II)
Peg De Furia, The Graduate School, SU
Elaine Gregory, Education, Roberts Wesleyan College

As educators, we have been given the charge of shaping the future of the world. Yet the promising minds that represent that future will come to us with the lamest of reasons for: arriving late to class, missing class entirely, not turning in assignments, or needing additional time to complete an assignment or study for an exam. Requests for leniency are, naturally, often made at the last minute or after the fact. This session looks at existing practices and considerations on accepting, circumventing, or denying students with "extenuating circumstances"… And, just when you thought you had heard them all….

Moving Beyond the Lecture in Teaching (Delaware)
Michelle Damiani, Teaching & Leadership, SU
Casey Reutemann, Special/Inclusive Education, SU
Carrie E. Rood, Special Education and Disability Studies, SU

This workshop will assist participants in utilizing diverse teaching strategies to engage students in post-secondary education. We will consider methods of teaching that do not rely solely on lecture when developing and delivering instruction.

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

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

Developments in Online Education: Institutional Perspectives (Cleveland I)

Thomas Mackey, Center for Distance Learning, SUNY Empire State College
Christina Nash, Educational Theory and Practice, University at Albany
Adam Prestopnik, Distance Learning, Onondaga Community College

Like the universe itself, online education is expanding at an ever-increasing rate. The proliferation of MOOCs, other open-source content and teaching resources, institutional consortia and business/higher-ed partnerships, lecture-capture technology and the "flipped classroom," and all manner of credit- and non-credit-bearing online courses are radically reshaping what it means to deliver a college education. Yet this process is far from uniform, as institutions struggle to define themselves within the chaotic but high-stakes world of online ed. Well-informed observers will discuss how online learning works at their institution, how (if at all) emerging technologies are changing faculty roles, and where the field is headed.

The End of Learning Is the Beginning of Education (Cleveland II)

Derek Ford, Cultural Foundations of Education, SU

In the current climate of educational standardization, questions about the purposes of education have been superseded by questions about efficiency and measurement. In this presentation, I seek to engage the question of what education is for and why it is that we value education, using a historical and philosophical analysis.

Looking Ahead to the Tenure Process (Delaware)

Bron Adam, Faculty Development, SU

Hooray! Your FPP participation has paid off with a coveted tenure-track position. But wait … now you actually have to *get tenure*. This means teaching new courses; adjusting to a different student body, faculty, and administration; clearing the expected research hurdles; fulfilling your service obligations—and, in Donald Rumsfeld's immortal phrase, learning "the things you don't know you don't know." Bron Adam, SU's Director of Faculty Development, offers advice on positioning yourself for success in the junior faculty role and navigating the path to tenure.

4:30-4:45 p.m.	Break	
4:45-6:00 p.m.	Happy Hour	(Tepee)
6:00-7:00 p.m.	Dinner	(Lodge)
7:15-10:00 p.m.	Screening and Interdisciplinary Discussion	(Cleveland I)
	Blade Runner (dir. Ridley Scott, 1982)	

Commentary: *Adam Brett, Religion, SU*
Massimo Ramaioli, Political Science, SU
Jon Perez, Art Video, SU

Friday, May 17

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

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

Get Funded! Practical Tips for Writing a Compelling Grant Application   (Cleveland I)
   Trish Lowney, Office of Research, SU

Whether you're in the humanities, the sciences or a mathematician, this session will provide you with specific activities designed to help you write winning grant or fellowship applications. In addition to the why, what, who, how and when of proposal development, we'll explore the notion that successful proposals are not developed in insolation, but rather created with the support and advice of many others. *You are not alone – there's lots of help out there for the asking!*

Internationalization and the Teaching of Writing in U.S. Universities   (Cleveland II)
   Missy Watson, Composition and Cultural Rhetoric, SU

Professors across the disciplines in U.S. higher education have long questioned how to best address the teaching of writing in their classrooms. As higher education continues to internationalize, faculty face additional challenges in supporting the needs of students coming from diverse linguistic backgrounds. This presentation reveals insights from rhetoric and composition studies on what principles and dispositions teachers should apply when teaching and assessing writing in globalized classrooms.

Mindfulness-Based Stress Reduction for Grad Students   (Delaware)
   Susan Pasco, Counseling Center, SU

Mindfulness is a simple but powerful mind-body technique that involves focusing your mind on the present moment. It can induce relaxation as well as enhance one's ability to concentrate and pay attention. More and more people are now turning to techniques like meditation, yoga, and other mindfulness practices to recover from and manage the stress and pressures of their graduate programs. This experiential seminar will introduce participants to the practice of mindfulness meditation and explains its ability to enhance overall mental and physical well-being.

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

10:15-11:15 a.m.   Plenary Session   (Cleveland I)
Realigning Higher Education: From Starting Them Off to Keeping Them Going
   R. David Lankes, iSchool, SU

The recent attention to MOOCs has highlighted strains in traditional models of higher education, including cost, pedagogy, scholarly communication, the role of tenure, and the appropriate incorporation of technology into teaching and scholarship. In this presentation Prof. Lankes will explore the larger shift in higher education from preparing students for their first job, to being an institution of lifelong learning.

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

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

Delivering Better Presentations: Make Technology Your Friend   (Cleveland I)

Michael Morrison, Tom Downes, and Brooke Winckelmann,
Online Learning Services, SU

As a faculty member, delivering presentations will be something that you do frequently. Whether it is a research presentation or an instructional lecture, you will need to deliver information to lots of different audiences. Technology can help deliver your message, but it can also turn your audience into PowerPoint Zombies. Learn about techniques and new technologies that can help you deliver material in exciting and innovative ways. We will be showing how to use tools like Prezi, BrainShark, SlideKlowd and Doceri to deliver fresh presentations.

The Teaching for Understanding (TfU) Framework   (Cleveland II)

Sarah Pfohl, Photography, SU

This presentation outlines the Teaching for Understanding (TfU) framework. Developed at Harvard Project Zero to articulate and organize moves expert teachers make, TfU shares guidelines that prioritize the development of understanding in learning. A set of touchstones rather than recipe-like procedures, the elements of TfU can enhance everyone's teaching work.

How to Do Scholarship in Action that Leads to Grants and Publications   (Delaware)

Frank Ridzi, Sociology, Le Moyne College, and Central New York
Community Foundation

Scholarship in action, or applied research, has been a trending thought since Ernest Boyer first theorized the scholarship of application (scholarship of engagement) in 1990. In this he saw the potential for a form of academic pursuit that benefited the community beyond the walls of academia. However, much like the scholarship of teaching, institutions of higher education are often ambiguous about the value of this pursuit as compared with more conventional peer-reviewed publishing. In this session we share strategies for successfully engaging community leaders and fellow faculty in community-centered scholarship, examining the case of CNYVitals.org.

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

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