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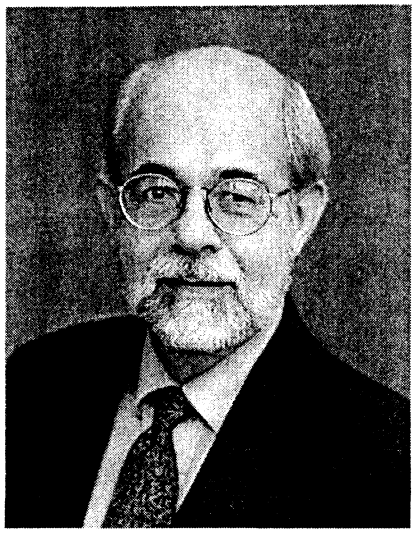
POD Honored Presentation Awards In Recognition of Robert J. Menges



Robert J. Menges (1939-1997) was and remains an honored scholar whose long years of work and contributions to teaching and learning and faculty development in higher education can be characterized by his spirit of caring consultation, active participation, and rigorous research.

Bob was a consummate mentor: challenging, guiding, and deeply involved. It was in his nature to share what he knew and to help others find their own wisdom. He was doing active lecturing long before it was popular. In every event in which he engaged, he sought to find clever, intelligent, compelling tasks for people to tackle. He believed in the active life of knowledge. Moreover, Bob knew and respected the practice of social psychology. He loved to create studies out of ideas and he practiced a wide variety of methodologies and designs.

In memory of our cherished colleague and to encourage and recognize continuation of the fine qualities he embodied, the Core Committee has approved the creation of "POD Honored Presentation Awards In Recognition of Robert J. Menges" that will be an enduring part of the annual conference of our organization.

These sessions were chosen by the Selection Committee from among the most highly rated proposals read by the Conference Program Reviewers. They represent conference sessions that are (a) based upon sound and rigorous research in an area appropriate to the POD mission, and (b) the substance of the session and the research upon which it is based reflect a spirit of nurturing and caring for others, the promotion of professional and personal development, and a spirit of serious scholarship in the deepest and most humane sense.

For this year's 26th Annual Conference, three such sessions have been selected to receive the "POD Honored Presentation Awards In Recognition of Robert J. Menges." They are noted on the reverse side of this announcement.

POD Honored Presentation Awards
In Recognition of Robert J. Menges

Friday, 7:15 – 8:15 am
Missouri Room
Roundtable 7

Assessing and Re-Invigorating GTA Programs: Pivotal Events in GTA Experience
Kathleen Smith, University of Georgia

This session describes a ten-year longitudinal study to assess the value of the graduate school teaching experiences found at a Research I institution from the perspective of a diverse group of graduates who have been hired at a variety of institutions to begin faculty careers. Data from this study helped assess and re-invigorate graduate student opportunities and support for future faculty at this institution. This roundtable discussion will identify the pivotal events that contributed to the professional development of teacher scholars and the GTA support structure resulting from this study. This session will be of interest to TA developers, TAs, and faculty.

Friday, 1:30 - 2:30 pm
LaClede Room

Faculty Development: A Lever for Faculty Involvement as Change Agents
Connie Schroeder, University of Wisconsin

Faculty are often at the center of concerns about teaching and learning, yet how do we involve faculty in the process of changing deeply embedded values, assumptions and practices? This session will present the findings of a qualitative study on the primary organizational and individual factors that enable faculty involvement in change. Participants will explore and compare these factors and conditions on their own campuses, with particular attention to the role of faculty development as a primary factor in fostering involvement in broader change. Multiple organizational change models utilized by faculty change agents will be identified, including social learning theory, in order to help faculty developers, chairs, deans, and faculty better understand the dynamic interplay between individual and organizational factors at work in fostering change.

Friday, 1:30 - 2:30 pm
Field Room

Motivating Students to Learn in Large Classes
Eric Hobson, Albany College of Pharmacy

This interactive workshop is designed to help faculty and faculty developers identify factors that motivate students to learn (MTL) in large classes. Specific issues addressed during the workshop are: (a) literature review of student MTL, (b) faculty preconceptions about MTL, (c) student reported data about MTL sources, (d) faculty and student MTL mismatches, and (e) positive MTL teaching strategies and teacher behaviors. Participants work individually and in groups through self-assessment activities interposed with mini-lectures to identify preconceptions about student MTL, to assess awareness of MTL research findings, and to predict teaching strategies that intersect with students' motivation.