Conference Program: Culture, Communication, Créativité

Follow this and additional works at: https://digitalcommons.unl.edu/podconference

Part of the Higher Education Administration Commons

https://digitalcommons.unl.edu/podconference/221

This Article is brought to you for free and open access by the Professional and Organizational Development Network in Higher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in POD Network Conference Materials by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
29th Annual Conference

Culture, Communication, Créativité

November 4-7, 2004
Hyatt Regency, Montréal
Montréal, Québec, Canada
## My Conference Session Planner

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thursday, November 4, 2004</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 am – 12:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 pm – 5:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday, November 5, 2004</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45 am – 9:45 am</td>
<td>Keynote: Dr. James Downey</td>
<td>Grand Salon</td>
</tr>
<tr>
<td>10:15 am – 11:45 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 pm – 2:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45 pm – 4:15 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 pm – 5:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Saturday, November 6, 2004</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 am – 8:30 am</td>
<td>Roundtables:</td>
<td></td>
</tr>
<tr>
<td>8:45 am – 10:15 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 am – 12:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 pm – 2:30 pm</td>
<td>Plenary: Dr. Milton Hakel</td>
<td>Grand Salon</td>
</tr>
<tr>
<td>2:45 pm – 4:15 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 pm – 5:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sunday, November 7, 2004</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:15 am – 8:15 am</td>
<td>Roundtables:</td>
<td></td>
</tr>
<tr>
<td>8:30 am – 9:30 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45 am – 10:45 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 am – 12:00 pm</td>
<td>Closing Plenary: Dr. Mary Deane Sorcinelli</td>
<td>Grand Salon A</td>
</tr>
</tbody>
</table>

"The POD Conference also features round table discussions during some meals, receptions, a resource fair and poster sessions, educational excursions, committee meetings and networking through social events. Be sure to include full participation in these events in your plans."
Dear Conference Participants,

Welcome to Montréal and the 29th Annual POD Conference!

The theme chosen for this year's conference is "Culture, Communication and Créativité." Montréal is a wonderful setting for such a theme. It has multiple kinds of cultural diversity that call for careful attention to communication and offer the potential for stimulating unusual levels of creativity.

As many have observed over the ages, though, such diversity can stimulate creativity but it can also lead to conflict and chaos. For diversity to lead to creativity, members of the various culture groups must have a positive attitude towards people different from themselves and they must also be able to discover those "commonalities" that bind. Only then do their differences become an asset rather than a liability.

This conference mirrors that diversity and that challenge because our conference participants are diverse. For example, they include graduate students, faculty members, faculty developers, university administrators, publishers, representatives from other national organizations in higher education, etc. Some participants are attending their first POD conference while others are veterans of 25 or more conferences.

Each individual and group brings a special set of perspectives, background experiences, and new ideas to the conference. These multiple perspectives will be shared in multiple ways at the conference. And they will address, directly or indirectly, one or more of the three major concerns of POD, namely, how to promote...

- better teaching and learning,
- stronger faculty development programs, and
- greater institutional support for faculty development.

A conference like this offers all of us the opportunity to attend sessions and engage in networking that will inform and empower us in the roles and responsibilities we hold "back home." To take advantage of that opportunity, we need to do two things.

First, we must keep our focus on the common goal that connects us: promoting better teaching and learning in higher education. This is the overarching goal of POD.

Second, each of us will need to be ready to LISTEN, SHARE and LEAD - both here and at home! By listening, we broaden our perspective; by sharing, we broaden others' perspective; by leading, we make a difference in what happens in the world.

Have a good conference!
L. Dee Fink
President, POD Network, 2004-2005
L. Dee Fink, President (2004-2005)  
Director, Instructional Development Program  
University of Oklahoma

Laura L. B. Border, Past President (2004-2005)  
Director, Graduate Teaching Program  
University of Colorado-Boulder

Virleen Carlson, President Elect (2004-2005)  
Assistant Director, Center for Learning and Teaching  
Cornell University

Frank and Kay Gillespie, Executive Directors  
POD Network

Leora Baron (2004-2007)  
Director, University Teaching and Learning Center  
University of Nevada-Las Vegas

Elizabeth O'Connor Chandler (2003-2006)  
Director, Center for Teaching and Learning  
University of Chicago

Milton D. Cox (2003-2006)  
Director, Center for Enhancement of Learning and Teaching  
Miami University

Phyllis Worthy Dawkins (2002-2005)  
Director, Faculty Development  
Johnson C. Smith University

Cynthia Desrochers (2004-2007)  
Director, Center for Excellence in Learning and Teaching  
California State University-Northridge

Catherine E. Frerichs (2004-2007)  
Director, PEW Faculty Teaching and Learning Center  
Grand Valley State University

Associate Dean of the College  
Allegheny College

Alan Kalish (2003-2006)  
Director, Faculty and TA Development  
The Ohio State University

Judith Miller (2002-2005)  
Director, CEDTA  
Worcester Polytechnic Institute

Allison Pingree (2002-2005)  
Director, Center for Teaching  
Vanderbilt University

Director, McDougal Graduate Teaching Center  
Yale University

Lynn Sorenson (2002-2005)  
Assistant Director, Faculty and Instructional Development  
Brigham Young University

Michael Theall (2003-2006)  
Director, CATALYST  
Youngstown State University

Peggy A. Weissinger (2003-2006)  
Director, Extended Learning Institute  
Northern Virginia Community College

Todd Zakrajsek (2004-2007)  
Director, Faculty Center for Innovative Teaching  
Central Michigan University
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, November 2</td>
<td>6:00 pm - 9:00 pm</td>
<td>Core Meetings</td>
</tr>
<tr>
<td>Wednesday, November 3</td>
<td>8:00 am - 5:00 pm</td>
<td>Core Meetings</td>
</tr>
<tr>
<td></td>
<td>3:00 pm - 9:00 pm</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>5:30 pm - 6:30 pm</td>
<td>Reception</td>
</tr>
<tr>
<td></td>
<td>6:30 pm - 8:00 pm</td>
<td>Dinner &amp; Words of Welcome</td>
</tr>
<tr>
<td>Thursday, November 4</td>
<td>7:00 am - 8:30 am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td></td>
<td>8:00 am - noon</td>
<td>Core meetings</td>
</tr>
<tr>
<td></td>
<td>8:00 am - noon</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>8:30 am - noon</td>
<td>Pre-Conference Workshops</td>
</tr>
<tr>
<td></td>
<td>8:45 am - 11:00 pm</td>
<td>Diversity Commission Leadership Team and Advisory Committee Meeting</td>
</tr>
<tr>
<td></td>
<td>10:00 am - 11:00 am</td>
<td>Refreshment Break Window (minimum 15 minutes)</td>
</tr>
<tr>
<td></td>
<td>12:15 pm - 1:15 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>1:30 pm - 5:00 pm</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>1:30 pm - 5:00 pm</td>
<td>Pre Conference Workshops</td>
</tr>
<tr>
<td></td>
<td>3:00 pm - 4:00 pm</td>
<td>Refreshment Break Window (minimum 15 minutes)</td>
</tr>
<tr>
<td></td>
<td>4:00 pm - 5:00 pm</td>
<td>POD Committee Chairs Meeting</td>
</tr>
<tr>
<td></td>
<td>5:00 pm - 6:00 pm</td>
<td>Introduction to POD and the Conference for First-Time Attendees</td>
</tr>
<tr>
<td></td>
<td>5:30 pm - 6:30 pm</td>
<td>Welcome Reception (Diversity Commission Hosts)</td>
</tr>
<tr>
<td></td>
<td>6:30 pm - 8:00 pm</td>
<td>Dinner and Welcome</td>
</tr>
<tr>
<td></td>
<td>8:00 pm - 8:45 pm</td>
<td>President’s Address - Dee Fink</td>
</tr>
<tr>
<td></td>
<td>9:00 pm - 10:00 pm</td>
<td>Readers’ Theatre</td>
</tr>
<tr>
<td>Friday, November 5</td>
<td>7:00 am - 8:30 am</td>
<td>Continental Breakfast, Graduate Student Professional Developers' Breakfast</td>
</tr>
<tr>
<td></td>
<td>8:00 am - 12:00 pm</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>8:45 am - 9:45 am</td>
<td>Keynote address by Dr. James Downey</td>
</tr>
<tr>
<td></td>
<td>9:45 am - 10:00 am</td>
<td>Refreshment Break</td>
</tr>
<tr>
<td></td>
<td>10:15 am - 11:45 am</td>
<td>Concurrent Sessions: A</td>
</tr>
<tr>
<td></td>
<td>10:15 am - 11:00 am</td>
<td>Administrators’ Dialogue with Dr. Downey</td>
</tr>
<tr>
<td></td>
<td>11:00 am - 2:30 pm</td>
<td>Special Workshop for Administrators (includes lunch break)</td>
</tr>
<tr>
<td></td>
<td>noon - 1:15 pm</td>
<td>Lunch &amp; Business Meeting</td>
</tr>
<tr>
<td></td>
<td>1:30 pm - 5:00 pm</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>1:30 pm - 2:30 pm</td>
<td>Concurrent Sessions: B</td>
</tr>
<tr>
<td></td>
<td>1:30 pm - 2:30 pm</td>
<td>Supporting Faculty Development at Small Colleges Meeting</td>
</tr>
<tr>
<td></td>
<td>1:30 pm - 4:30 pm</td>
<td>Excursions - Art Museum Walking Tour, Classic City Tour of Montréal, Walking Tour of Montréal</td>
</tr>
<tr>
<td></td>
<td>2:30 pm - 2:45 pm</td>
<td>Refreshment Break</td>
</tr>
<tr>
<td></td>
<td>2:45 pm - 4:15 pm</td>
<td>Concurrent Sessions: C</td>
</tr>
<tr>
<td></td>
<td>4:30 pm - 5:30 pm</td>
<td>Concurrent Sessions: D</td>
</tr>
<tr>
<td></td>
<td>5:30 pm - 6:00 pm</td>
<td>Set up for Posters and Fair</td>
</tr>
<tr>
<td></td>
<td>6:00 pm - 7:30 pm</td>
<td>Poster Session and Resource Fair</td>
</tr>
<tr>
<td></td>
<td>7:30 pm -</td>
<td>Dinner on Your Own</td>
</tr>
<tr>
<td></td>
<td>8:00 pm - 11:00 pm</td>
<td>Cultural ‘excursion’: Walking Tour of Montréal’s Gay Village, Burnt Piano at Centaur Theatre</td>
</tr>
<tr>
<td></td>
<td>9:15 pm - 11:00 pm</td>
<td>Songfest</td>
</tr>
<tr>
<td>Saturday, November 6</td>
<td>7:00 am - 8:30 am</td>
<td>Continental Breakfast, Case Study Roundtable, and Roundtable #1</td>
</tr>
<tr>
<td></td>
<td>8:00 am - noon</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>8:30 am - noon</td>
<td>Excursions: Sucrerie de la Montagne, Nature walking tour, Walking tour ‘Maisonneuve’, Walking tour ‘Design à la Montréal’</td>
</tr>
<tr>
<td></td>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions: E</td>
</tr>
<tr>
<td></td>
<td>8:45 am - 10:15 am</td>
<td>Job Fair</td>
</tr>
<tr>
<td></td>
<td>10:15 am - 10:30 am</td>
<td>Refreshment Break</td>
</tr>
<tr>
<td></td>
<td>10:30 am - noon</td>
<td>Concurrent Sessions: F</td>
</tr>
<tr>
<td></td>
<td>10:30 am - noon</td>
<td>Small College Committee Business Meeting</td>
</tr>
<tr>
<td></td>
<td>12:15 pm - 1:30 pm</td>
<td>Lunch - Make your own topic for luncheon discussion</td>
</tr>
<tr>
<td></td>
<td>1:00 pm - 5:00 pm</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>1:30 pm - 2:30 pm</td>
<td>Plenary Address by Dr. Milton Hakel</td>
</tr>
<tr>
<td></td>
<td>2:30 pm - 2:45 pm</td>
<td>Refreshment Break</td>
</tr>
<tr>
<td></td>
<td>2:45 pm - 4:15 pm</td>
<td>Concurrent Sessions: G</td>
</tr>
<tr>
<td></td>
<td>4:30 pm - 5:30 pm</td>
<td>Concurrent Sessions: H</td>
</tr>
<tr>
<td></td>
<td>5:30 pm - 6:30 pm</td>
<td>Diversity Commission Leadership Team Meeting</td>
</tr>
<tr>
<td></td>
<td>5:30 pm - 6:30 pm</td>
<td>Reception</td>
</tr>
<tr>
<td></td>
<td>6:30 pm - 9:00 pm</td>
<td>Banquet and Celebratory Events</td>
</tr>
<tr>
<td></td>
<td>9:00 pm - midnight</td>
<td>Music and Dancing</td>
</tr>
<tr>
<td>Sunday, November 7</td>
<td>7:00 am - 8:30 am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td></td>
<td>7:15 am - 8:15 am</td>
<td>Roundtable #2</td>
</tr>
<tr>
<td></td>
<td>8:30 am - 9:30 am</td>
<td>Concurrent Sessions: I</td>
</tr>
<tr>
<td></td>
<td>9:45 am - 10:45 am</td>
<td>Concurrent Sessions: J</td>
</tr>
<tr>
<td></td>
<td>10:45 am - 11:00 am</td>
<td>Refreshments</td>
</tr>
<tr>
<td></td>
<td>11:00 am - noon</td>
<td>Closing Plenary by Dr. Mary Deane Sorcinelli</td>
</tr>
<tr>
<td>POD Presidents/Executive Directors</td>
<td>Year</td>
<td>Conference Site</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>L. Dee Fink, University of Oklahoma</td>
<td>2004-05</td>
<td>Hyatt Regency, Montréal, Québec</td>
</tr>
<tr>
<td>Laura L. B. Border, University of Colorado-Boulder</td>
<td>2002-04</td>
<td>Denver Marriott Tech Center, Denver, CO</td>
</tr>
<tr>
<td>Roger Sell, Southwest Missouri State University</td>
<td>2002-02</td>
<td>Crowne Plaza Ravinia, Atlanta, GA</td>
</tr>
<tr>
<td>Mary Deane Sorcinelli, University of Massachusetts-Amherst</td>
<td>2001-02</td>
<td>Millennium Hotel, St. Louis, St. Louis, MO</td>
</tr>
<tr>
<td>Christine Stanley, Texas A&amp;M University</td>
<td>2000-01</td>
<td>The Westin Bayshore, Vancouver, British Columbia</td>
</tr>
<tr>
<td>Jim Eison, University of South Florida</td>
<td>1999-00</td>
<td>The Resort at Split Rock, Lake Harmony, PA</td>
</tr>
<tr>
<td>Kay Gillespie, Colorado State University</td>
<td>1998-99</td>
<td>Snowbird Resort, Salt Lake City, UT</td>
</tr>
<tr>
<td>Eric Kristensen, Berklee College of Music</td>
<td>1997-98</td>
<td>Grenlefe Golf &amp; Tennis Resort, Haines City, FL</td>
</tr>
<tr>
<td>Marilyn Leach, University of Nebraska-Omaha</td>
<td>1996-97</td>
<td>Snowbird Resort, Salt Lake City, UT</td>
</tr>
<tr>
<td>Nancy Chism, The Ohio State University</td>
<td>1995-96</td>
<td>Sea Crest Resort, North Falmouth, MA</td>
</tr>
<tr>
<td>Karron Lewis, University of Texas, Austin</td>
<td>1994-95</td>
<td>Red Lion Columbia River, Portland, OR</td>
</tr>
<tr>
<td>Donald Wulff, University of Washington</td>
<td>1993-94</td>
<td>Kahler Resort, Rochester, MN</td>
</tr>
<tr>
<td>Daniel W. Wheeler, University of Nebraska-Lincoln</td>
<td>1992-93</td>
<td>Saddlebrook Resort, Wesley Chapel, FL</td>
</tr>
<tr>
<td>Ronald Smith, Concordia University-(Montréal)</td>
<td>1991-92</td>
<td>Lakeview Resort, Morgantown, WV</td>
</tr>
<tr>
<td>Emily (Rusty) Wadsworth, McHenry County College, and Delivee Wright, University of Nebraska-Lincoln</td>
<td>1990-91</td>
<td>Granlibakkan Center, Tahoe City, CA</td>
</tr>
<tr>
<td></td>
<td>1989-90</td>
<td>Villas-by-the-Sea, Jekyll Island, GA</td>
</tr>
<tr>
<td>Marilla Svinicki, University of Texas-Austin</td>
<td>1988-89</td>
<td>Keystone Resort, Keystone, CO</td>
</tr>
<tr>
<td></td>
<td>1987-88</td>
<td>Inn of the Hills, Kerrville, TX</td>
</tr>
<tr>
<td>Bette L. Erickson, University of Rhode Island</td>
<td>1986-87</td>
<td>Hidden Valley Lodge, Somerset, PA</td>
</tr>
<tr>
<td></td>
<td>1985-86</td>
<td>Lake Lawn Lodge, Delavan, WI</td>
</tr>
<tr>
<td>LuAnn Wilkerson, Harvard Medical School</td>
<td>1984-85</td>
<td>Asilomar, Monterey, CA</td>
</tr>
<tr>
<td>Michele Marincovich, Stanford University</td>
<td>1983-84</td>
<td>Airlie House, Airlie, VA</td>
</tr>
<tr>
<td>Michael Davis, University of the Pacific</td>
<td>1982-83</td>
<td>Montebello, Québec</td>
</tr>
<tr>
<td></td>
<td>1981-82</td>
<td>Westin Hotel, Cincinnati, OH</td>
</tr>
<tr>
<td>Lance Buh, Projects for Educational Development</td>
<td>1980-81</td>
<td>Claremont Resort, Berkeley, CA</td>
</tr>
<tr>
<td>Glenn Erickson, University of Rhode Island</td>
<td>1979-80</td>
<td>Fairfield Glade, TN</td>
</tr>
<tr>
<td></td>
<td>1978-79</td>
<td>Shangri-La State Park, OK</td>
</tr>
<tr>
<td>Mary Lynn Crow, University of Texas-Arlington</td>
<td>1977-78</td>
<td>Illinois Beach State Park, Zion, IL</td>
</tr>
<tr>
<td>Joan North, University of Wisconsin-Stevens Point</td>
<td>1976-77</td>
<td>Airlie House, Airlie, VA</td>
</tr>
</tbody>
</table>
We wish to thank the following people for their valuable contributions to the conference.

**Conference Program Planning Committee**

**2004 Conference Coordinators:** Donna Ellis, University of Waterloo and Alan Wright, Université du Québec

**2004 Conference Program Chairs:** Nancy Simpson, Texas A&M University and Catherine Wehlburg, Texas Christian University

**Educational Expeditions Coordinator:** Eric Kristensen, University of Ottawa, and Adam Caron, Institute for the Advancement of Teaching in Higher Education

**Infrastructure:**

**Conference Newsletter Editor:** Karen Thoms, St. Cloud State University

**Registration Desk Coordinator:** Bente Roed, University of Alberta

**Conference Website:** Frank Gillespie, POD Network

**Program Website and Database Manager:** Sally Kuhlenschmidt, Western Kentucky University

**Roommate Assistance Coordinator:** Stephanie Nickerson, New York University

**Menu Selection:** Kay Gillespie, POD Network

**Session Evaluations:** Michele DiPietro, Carnegie Mellon University

**Conference Evaluation:** Bill Burke, University of Kentucky; Michele Di Pietro, Carnegie Mellon University

**Proposal Reviewers:**
- Donna Bailey, University of North Carolina - Chapel Hill
- Gabriele Bauer, University of Delaware
- Laurie Bellows, University of Nebraska
- Helen M. Bergland, Eastern Washington University
- Kristine Blair, Bowling Green State University
- Phyllis Blumberg, University of the Sciences in Philadelphia
- Bill Burke, University of Kentucky
- Debra Busacco, University of Scranton
- Linda Larson Carr, University of Arizona
- Elizabeth Chandler, University of Chicago
- Michelle Chandrasekhar, Florida State University
- Melissa Clearfield, Whitman College
- Milt Cox, Miami University
- Cynthia Desrochers, CSU-Northridge
- Sally Ebest, University of Missouri-St. Louis
- Becky Glass, SUNY/Geneseo
- Francine Glazer, Kean University
- Mary Rose Grant, Saint Louis University School for Professional Studies
Proposal Reviewers continued:
Tara Gray, New Mexico State University
Steve Griffith, Gustavus Adolphus College
James Groccia, Auburn University
Amy Gross, IDEA Center
Wayne Jacobson, University of Washington
James Groccia, Auburn University
Amy Gross, IDEA Center
Ruth Harris-Barnett, University of California/Santa Cruz
Wayne Jacobson, University of Washington
Ed Jensen, Lock Haven University of Pennsylvania
Kevin Johnston, Michigan State University
Charles V. Jones, Ball State University
Kathleen Kane, University of Hawai‘i at Manoa
Matt Kaplan, University of Michigan
Katherine Kearns, Boston University
Sally Kuhlenschmidt, Western Kentucky University
Joseph LaLopa, Purdue University
Jean Layne, Texas A & M University
Virginia Lee, North Carolina State University
Fletcher McClellan, Elizabethtown College
Judy Miller, Worcester Polytechnic Institute
Barbara Mills, University of Nevada at Reno
Jeanette Molina, University at Buffalo
Stephanie Nickerson, New York University
Hilarie Nickerson, University of North Carolina
Chris O’Neal, University of Michigan
Megan Palmer, Indiana Univ Purdue Univ, Indianapolis
Calvin Piston, John Brown University
Kathryn M. Plank, Ohio State University
William Rando, Yale University
Lois Redrick, New York University
Richard Reddy, SUNY-Fredonia
Michael Reder, Connecticut College
Gail Rice, Loma Linda University
Doug Robertson, Eastern Kentucky University
Bente Roed, University of Alberta
Charlynn Ross, University of North Carolina-Charlotte
David Schodt, St. Olaf College
Dieter Schönwetter, University of Manitoba
Jerry Shackette, College of the Ozarks
John J. Sherlock, Western Carolina University
David Shook, Georgia Institute of Technology
Katie Smith, The University of Georgia
Margaret Snooks, University of Houston/Clear Lake
Lori Stuber, Red Deer College
Marilla Svinicki, University of Texas at Austin
Linda VonHoene, University of California, Berkeley
Diane Williams, University of South Florida
Dave Wilson, University of Nebraska-Lincoln
Mary Wright, University of Michigan
Donald Wulff, University of Washington

Special Track for Administrators

On Friday, the conference will offer a set of program activities intended specifically for university administrators, i.e., Presidents, Provosts, Deans, and Chairs. The central question of this set of activities is: What can you do in your position to promote faculty development that supports your institutional goals and mission? Faculty development is defined broadly here, to include supporting faculty to engage in: good teaching, learning about and improving their teaching, expanded forms of research and scholarship, use of instructional technology, assessment, service learning, campus culture, etc.

The core of the program is a set of discussions related to this central question (10:45 a.m. – noon and 1:30 p.m. – 2:30 p.m., Executive). Presenters for this session are Dee Fink, Director of the Instructional Development Program at the University of Oklahoma and current POD president; Devorah Lieberman, Provost and Vice President for Academic Affairs at Wagner Colleges; and Marilyn Leach, Director of the Faculty Development and the Service Learning Academy at the University of Nebraska – Omaha and a former POD president.

Additional Friday sessions of interest to administrators include:
- Plenary address by Dr. James Downey, University of Waterloo (8:45 a.m., Grand Salon A and B)
- Dialogue with Dr. Downey (10:15 a.m.-10:45 a.m., Executive).
- Using OD to Enhance ID and Advance FD, Dr. David Whetten, Brigham Young University, (2:45 p.m. - 4:15 p.m., Alfred-Rouleau C)
- Resource Fair and Poster Session (6:00 p.m. - 7:30 p.m., Grand Salon)
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", which 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 29th Annual Conference, one such session has been selected to receive the "POD Honored Presentation Award In Recognition of Robert J. Menges." The session is described below.

**POD Honored Presentation Award In Recognition of Robert J. Menges**

**Argenteuil, 1:30 p.m. - 2:30 p.m., Friday, November 5, 2004**

**Documenting the Academic Culture: A Teaching Center Research Project**  
*Anita Gandolfo, United States Military Academy*

Our Center conducted a longitudinal study of one cohort of students from freshman year through graduation to discern the student perspective on various instructional issues and document their experience of our academic program to more fully describe the academic culture of our institution. This study has been a vital element in our faculty development activities, and we believe a similar study would be of great help to our colleagues at other schools.
Tuesday, November 2, 2004

Éte des Indiens
6:00 p.m. – 9:00 p.m.
Core Committee Meeting

Wednesday, November 3, 2004 (Full American plan starts with dinner on Wednesday evening.)

Éte des Indiens
8:00 a.m. – 5:00 p.m.
Core Committee Meeting

Grand Salon Foyer
3:00 p.m. – 9:00 p.m.
Registration

Grand Salon A
5:30 p.m. – 6:30 p.m.
Reception

Grand Salon B & C
6:30 p.m. – 8:00 p.m.
Dinner, Welcome and President’s Address

Thursday, November 4, 2004

6:30 a.m. - 7:00 a.m.
Jogging with Alan Wright: China Town and the Vieux Port. Walking downtown cultures with Adam Caron. Both events meet at the hotel registration desk.

Jeanne-Mance
7:00 a.m. - 8:30 a.m.
Continental Breakfast

Hospitalité
8:00 a.m. – noon
Core Meeting

Grand Salon Foyer
8:00 a.m. – noon
Registration

Diversity Commission
Suite
8:45 a.m. – 11:00 a.m.
Diversity Commission leadership team and advisory committee meeting

***** Thursday All-day Pre-conference Workshops (8:30 a.m.– 5:00 p.m.) *****

Salon des Arts
8:30 a.m. – 5:00 p.m.
Getting Started in Faculty & TA Development
Karron Lewis, Marilla Svinicki, & Joanne Holladay, The University of Texas at Austin; James Eison, University of South Florida; Michael Reder, Connecticut College
This workshop is for people who are new to instructional, faculty or organizational development. It is intended for those who are starting (or considering starting) a new program at their institution, who are joining existing programs as professional staff, or who are serving as members of faculty advisory committees. The program will (a) provide an overview of the field of instructional and faculty development, (b) look at possible program activities, (c) address organizational, financial, and political issues in program operation, and (d) identify resources for additional learning on this topic. All participants will receive A guide to faculty development: Practical advice, examples, and resources.

Argenteuil
8:30 a.m. – 5:00 p.m.
Conflict Management for Enhancing Diversity, Fostering Creativity, and Improving Communication
Christine A. Stanley & Nancy E. Algert, Texas A&M University
Faculty and administrators rarely assume their positions knowing how to frame and manage con-
flict. Leaders spend over 40% of their workday managing and resolving conflict. The presenters will engage participants in a conflict management model they have developed for training faculty and administrators in the conflict resolution method of mediation. Using conflict and diversity assessment tools and case study scenarios, participants will be provided with conflict management models and strategies to use in their work settings. This session should be of benefit to administrators and faculty development professionals interested in learning how to manage conflict in a diverse work environment.

**** Thursday Morning Pre-conference Workshops (8:30 a.m. – noon) ****

**Picardie B**
8:30 a.m. – noon

**Aligning the Curriculum through Assessment**
*Dianne Bateman, Stephen Taylor, & Elizabeth Janik, Champlain College - St. Lambert Campus*

The assessment of student learning can be the most powerful aspect of the curriculum because through their assessments teachers communicate to students what is important to learn and how they should go about learning it. This central position of assessment in the learning process requires that assessment tasks be directly connected to instructional goals. The literature suggests that in higher education this is not the norm. In this workshop participants will simultaneously learn how to conduct a curriculum alignment investigation while they experience how a lack of alignment can negatively influence student learning, standards of achievement and fair assessment practice.

**Vaudreuil**
8:30 a.m. – noon

**Difficult Consultations: Toward a Scholarship of Practice**
*Michele DiPietro, Carnegie Mellon University; Peter Felten, Vanderbilt University; Therese A. Huston, Seattle University; Kathryn M. Plank, The Ohio State University*

Many faculty and TA developers describe themselves as “self-taught” and “seat of their pants” instructional consultants (Brinko 1990). Our skills and instincts often succeed in routine situations, but in difficult consultations we may wish for more solid grounding in what we do. In this workshop, we will use research literature and participants’ stories to explore our explicit and implicit frameworks for consultations. We will break into groups to analyze case studies and discuss the diverse backgrounds we bring to our work. Participants will receive these cases and role-playing scenarios to facilitate further conversations at their home institutions.

**Auteuil**
8:30 a.m. – noon

**Navigating a Climate of Change: Enhancing the Role of Agencies**
*Robert M. Diamond, National Academy for Academic Leadership; Nancy V. Chism, Indiana University Purdue University-Indianapolis; Lion F. Gardiner, Rutgers University; G. Roger Sell, Southwest Missouri State University*

This workshop is intended for center directors, administrators, and individuals in leadership positions. We will focus on the potential and expanding roles of faculty, instructional and organizational support agencies as institutions address the growing number of forces demanding increased efficiency, improved quality of and accountability for learning. After a discussion of these forces and possible responses that an institution could make to them, participants will focus on the needs of their own institution and their potential role in addressing them. Topics include institutional politics and resources, institutional priorities and faculty rewards, and agency mission, vision, staffing and staff development.

**Anjou**
8:30 a.m. – noon

**Concrete Steps: Form Good Evaluation Questions & Create Online Surveys**
*Katharine Mason & Robin Zuniga, The Teaching, Learning and Technology Group*

While teaching practice has been undergoing a reformation, the way in which institutions assess the quality of teaching has changed little since course evaluations began to be used. With the goal of improving teaching through assessment, we have developed a process and a product that we are using with twelve institutions around the world. In this workshop participants will learn how to conduct a Visible Knowledge Mapping session by participating in one. Participants will also learn how to create an online survey either for midterm evaluations or end of course evaluations.
Picardie A  
8:30 a.m. – noon

Designing and Doing Diversity Workshops for Creative Intercultural Communication  
Peter Frederick, Heritage University  
This thoroughly interactive and inclusive workshop by a longtime member of POD and the Diversity Commission will involve faculty and faculty developers in the actual learning activities of several approaches to doing diversity workshops. Strategies will include using stories and other social identity introductory exercises, evocative visuals and texts, video clips, and various analytic frameworks. This workshop on experiencing a diversity workshop will also address ways of establishing guidelines for safe classrooms when dealing with controversial emotional issues and, with the group’s help, will generate specific take-away workshop formats, strategies, resources, and principles to enhance intercultural communication.

Grand Salon  
12:15 p.m.– 1:15 p.m.

Lunch

***** Thursday Afternoon Pre-conference Workshops (1:30 p.m. – 5:00 p.m.) *****

Picardie A  
1:30 p.m.- 5:00 p.m.

Structuring Problem-Solving to Promote Student Creativity  
Kathleen A. Harper, The Ohio State University & Wilfrid Nixon, University of Iowa  
Instructors who teach courses with problem-solving components often struggle with getting their students to approach problems more creatively and expertly. Fortunately, a large body of research on how students solve problems has inspired many non-traditional problem types that require a more creative approach. In this session, participants will learn about several of these alternative problem types, work with examples of them, and create some of their own. Instructors of problem-based classes will leave with ideas for incorporating these problems in their teaching; faculty developers will leave with a new set of tools to share with their science and engineering clients.

Auteuil  
1:30 p.m.- 5:00 p.m.

Using Games and Simulations in Higher Education  
David Kaufman, Simon Fraser University, & Louise Sauve, TéléUniversité/SAVIE  
The presenters will facilitate workshop attendees’ participation in teams (one game and one simulation, both displayed electronically, followed by an overview of games and simulations in education, with a rationale and illustrative examples. The research on games and simulations in higher education will be discussed. Participants will then work in small groups to suggest types of games and or simulations that could be used to enhance learning in their courses. This workshop will be fully bilingual, with oral and written materials available in English and French.

Picardie B  
1:30 p.m.- 5:00 p.m.

Teaching Critical Thinking: How Your Campus Can Cultivate It  
William Roberson & Christine Reimers, University of Texas at El Paso  
Are we really successful at teaching critical thinking? In this interactive workshop participants will experience several activities, including a reprise of the authors’ “The Perry Game,” designed to clarify the challenge of teaching critical thinking. The final outcome of the session will be participants’ application of “A Simple Plan,” which can be used by anyone, however skeptical, to design assignments that promote critical reflection. Participants will design critical thinking exercises both in teams and individually, inside and outside their disciplines, and will discover how to design assessment strategies that measure the critical thinking students are doing.

Vaudreuil  
1:30 p.m.- 5:00 p.m.

How’s it Going? Reflecting on our Work as New Developers  
Margaret W. Cohen, University of Missouri - St. Louis; James E. Groccia, Auburn University; John Zubizarreta, Columbia College; Mathew Ouellett, University of Massachusetts – Amherst; Cathy Santanello, Southern Illinois University Edwardsville  
“How’s it Going?” offers an opportunity for faculty developers with less than four years of experience to present their work, consult with veteran mentors, and develop networks to sustain the consultative processes initiated during this pre-conference workshop. Registrants will present a selective portfolio of their center’s work and target one issue for discussion. The wisdom that emerges
from small group exchanges between early career and veteran faculty developers will be record-
ed so that participants acquire a set of evaluative questions and strategies to use reflectively as
they pursue the vision of faculty development on campus. Participant guidelines will be distributed in
advance.

Anjou
1:30 p.m. - 5:00 p.m.

Technological Tools of our Trade: Managing and Assessing Faculty Development
Bonnie B. Mullinix & Cary Harr, Monmouth University
This hands-on, evaluative exploration of tools faculty developers need to manage and assess their
activities builds on a system for which a Bright Idea Award was conferred in 2003. Drawing
on participant reflections of their own contexts and needs, facilitators will share Monmouth
University’s response to similar challenges and the web-based management system they have
developed. Participants will then self-select into groups and explore the initial design of a sample
component. Participants should come with laptops that have MS Office installed and the ability to
load data from a CD (or plan to partner with someone who does).

Mont-Royal
1:30 p.m. - 5:00 p.m.

Training GTAs and New Faculty: A Collaborative Approach
Susan Sabrio, David Sabrio, Jacqueline Thomas, Texas A & M University-Kingsville
Modeling highly interactive cooperative learning strategies, we present three important content
areas in training graduate teaching assistants (GTAs) and new faculty: (a) faculty characteristics
that contribute to student success, (b) “Seven Principles for Good Practice in Undergraduate
Education”, and (c) appropriate, practical responses to students’ actions and questions. This ses-
sion can be adapted as a model for development workshops for GTAs and new faculty, and for
using cooperative learning in the classroom. The content and mode of delivery will benefit coor-
dinators of GTA and faculty development, GTAs, and new or experienced faculty.

Jeanne-Mance
5:00 p.m. - 6:00 p.m.

Introduction to POD and the Conference for Newcomers: Information and Orientation
Laura Border, POD Past President; Verleen Carlson, POD President Elect

Grand Salon Foyer
5:30 p.m. - 6:30 p.m.

Welcome Reception

Grand Salon
6:30 p.m. - 8:45 p.m.

Dinner, Welcome, and President’s Address

Jeanne-Mance
9:00 p.m. - 10:00 p.m.

Readers’ Theatre
Linc. Fisch, Karron Lewis, Arletta Knight Fink, and Mike Theall

Friday, November 5, 2004

6:30 a.m.-7:00 a.m. Jogging with Alan Wright: A tale of three universities tour. Walking Sherbrooke Street with Adam
Caron. Both events meet at the hotel registration desk.

Alfred-Rouleau B&C
7:00 a.m. - 8:30 a.m.

Continental Breakfast

Alfred-Rouleau A
7:00 a.m. - 8:30 a.m.

Graduate Student Professional Developers’ Breakfast

Diversity Commission Suite
7:00 a.m. - 8:30 a.m.

Diversity Commission leadership team meeting

Grand Salon Foyer
8:00 a.m. - noon

Conference Registration
Opening Plenary with Dr. James Downey

Culture, Communication, and Creativity in University Teaching and Learning

James Downey is past President of three Canadian universities – Carleton, New Brunswick, and Waterloo. He is also past Chair of the Council of Ontario Universities, and the Association of Commonwealth Universities. Over the past five years, his activities have included being a visiting professor at the University of Georgia’s Institute for Higher Education, conducting an annual seminar for new Canadian university presidents, and editing a special issue of *Innovative Higher Education* on leadership and organizational change in universities. Dr. Downey has received several honorary degrees and is an Officer of the Order of Canada.

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

*******Refreshment Break (10:00 a.m.-10:15 a.m.)*******

Dialogue with Dr. Downey

Administrators are welcome to continue their dialogue with Dr. Downey following the plenary session.

University Administrators and Faculty Development

Dee Fink, Director of the Instructional Development Program at the University of Oklahoma; Devorah Lieberman, Provost and Vice President for Academic Affairs, Wagner College; Marilyn Leach, Director of the Faculty Development and the Service Learning Academy, University of Nebraska - Omaha

This session is designed specifically for university administrators, i.e., Presidents, Provosts, Deans, and Chairs. The central question to be addressed is: What can you do in your position to promote faculty development that supports your institutional goals and mission? Faculty development is defined broadly here, to include supporting faculty to engage in: good teaching, learning about and improving their teaching, expanded forms of research and scholarship, use of instructional technology, assessment, service learning, campus culture etc. Faculty development opportunities can improve the teaching and learning experience, faculty scholarship and productivity, and campus climate. This session will address the challenges that university administrators face in providing support for faculty who are seeking both quality educational experiences for their students and enhanced research and scholarship.

****** Concurrent Sessions: A (10:15 a.m.-11:45 a.m.)******

Planning for change in educational institutions: anticipating and managing resistance

Bluma Litner, Concordia University

Despite careful strategic planning to promote faculty development, many change interventions meet resistance at the implementation phase and fail. In this interactive session, after examining their own assumptions about resistance to change, faculty developers and other interested participants will be provided with an outline of the essential conditions for successful change in academic institutions as well as the tools to assess readiness for change, to diagnose resistance to such change and to understand the reasons behind it. A method for developing an appropriate strategy for change that reduces resistance and builds commitment to facilitate its successful implementation will be offered.

Intellectual Community and Professional Growth for Faculty from Underrepresented Groups

Dorothe J. Bach, University of Virginia; Marva A. Barnett, University of Virginia
Minority faculty retention is key to increasing faculty diversity. Workshop leaders will present their pilot Excellence in Diversity Fellows Program and engage participants in discussing ways to help beginning faculty from underrepresented groups develop successful long-term careers at a research university. Participants will share relevant concerns and insights (e.g., How does an institution show new faculty they are valued? What activities help ensure their transition into teaching, research, and the university community?) They will then draft plans appropriate to their institutional culture, funding, time constraints. Open to all, this interactive workshop will be most pertinent for colleagues at research institutions.

http://www.trc.virginia.edu/Programs/EDFprogram.htm

**Picardie A**

**10:15 a.m.-11:45 a.m.**

**TA Teaching Portfolio Development: Different Approaches for Different Contexts**  
*Kevin M. Johnston, Michigan State University; Dakin Burdick, Indiana University - Bloomington*

At their best, teaching portfolios are both a record of teaching progress and a reflective portrait of one’s individual teaching concerns and growth. Although a few popular models seem to shape most portfolio frameworks, teaching portfolios should be suited for different contexts. Through interactive exploration and discussion, session participants will compare different models of TA teaching portfolios used at two Research I institutions, and then discuss their usefulness by examining survey results from department chairs and faculty at other institutions hiring their graduates. TA developers and those involved with pre-tenure faculty development should attend

http://grad.msu.edu/teaching.htm.

**Picardie B**

**10:15 a.m.-11:45 a.m.**

**Moving “Out”: The Online Faculty Development Center**  
*Lynda Milne, Minnesota State Colleges and Universities*

Teaching and learning centers have made resources available on the Internet since pre-Web days (remember Gopher?). But increasingly faculty ask for more. This session describes the creation of an online faculty development center that offers facilitated workshops and interactive community for widely distributed faculty in our system. The session will provide background on the survey and focus groups that identified the need for an online center; discuss the process of center design and development; and review the data on its reception and use by faculty. Participants will develop outlines for sites that move their Centers “out” directly to faculty offices.

**Auteuil A/B**

**10:15 a.m.-11:45 a.m.**

**The Role of Faculty Development in Managing Conflict on Campuses**  
*Debra A Busacco, University of Scranton*

The role of the traditional faculty member is changing on college and university campuses. The “Complete Scholar” (Rice 2004) is being replaced by part-time and non-tenured faculty. The changing role of traditional faculty is causing a great deal of uncertainty and conflict on campuses. This session will address the political, economic and social pressures that are impacting on faculty today. The critical role that faculty development can play in helping academic stakeholders deal effectively with conflict that results from change will be discussed. Suggestions for faculty development opportunities that will assist faculty and administrators in adjusting to the current climate on academic campuses will be presented. Participants will be encouraged to share critical changes that are happening on their campuses and brainstorm about the critical role that faculty development can play in managing conflict on campuses. Faculty development activities in the area of academic leadership, conflict resolution and negotiation skills will be shared.

**Anjou A/B**

**10:15 a.m.-11:45 a.m.**

**‘Just in Time’ Faculty Development**  
*Pamela Milloy, Grand View College; Corly Brooke & Jim Twetten, Iowa State University*

This session will describe a successful ‘Just in Time’ faculty development initiative implemented at a large, research institution — a weekly teaching tip e-mailed to faculty subscribers accompanied by a brief video clip that demonstrates an instructor conducting the teaching strategy described in the tip. The weekly tip topic is synchronized with the semester cycle, thus delivering teaching ideas ‘just in time’ to instructors. An assessment of the effectiveness of this initiative also will be described. Dialogue among participants on how faculty developers utilize electronic technologies as faculty development tools will be an integral part of the session.
Learning communities: creatively improving campus communication to promote cultural change

Chris Carlson-Dakes, Lillian Tong, University of Wisconsin-Madison
Promoting change on campus is often difficult because of perceived exclusivity of academic roles. We will reflect together on questions such as: “What is the culture of teaching on your campus?”, “How can you creatively develop and implement professional development programs that fit into (but also stretch) these cultural norms?”, “How can sharing common experiences across diverse roles foster community and promote cultural change?”, and “How can using common language help?” We will individually and collectively explore these questions through our experiences in the first year of a learning community for graduate students through faculty at the University of Wisconsin.

Increasing the Reach: Structuring Faculty Development at Small Colleges

James M. Sloat, Beth Bennett, Anthony Fleury, & Dana Shiller, Washington & Jefferson College
Small colleges structure faculty development in different ways in order to support curricular needs and other professional development goals. In this session, we will learn about the Faculty Associate model as a way to use faculty from across the curriculum to serve as “point people” to enhance faculty development in the context of a new curriculum focused on skills development. Participants will discuss faculty development structures at their institution and then work together to define transferable principles for organizing faculty development in a small college setting. This session is appropriate for small college faculty and administrators involved in faculty development.

http://www.washjeff.edu/CLT

The Real Work of the Faculty: A Collaborative POD Study

Michael Theall, Youngstown State University; Raoul Arreola, University of Tennessee Health Sciences Center
This interactive session will present a new view of faculty work based on an analysis of the skills it requires. The skills are arrayed against four faculty roles in a series of matrices. Each skill is rated on how frequently it is needed. After an explanation of the model, the authors will use a new technology to gather audience opinion, immediately display results, and incorporate data into the model. The authors will propose a collaborative research and development project where POD members use the model and matrices to lead campus dialogue on faculty work, and to collect data for a national study. Advance work and more information are available at http://www.cedanet.com/meta

How Much Do We Offer? How Much Is Enough?

Linda B. Nilson, Clemson University
Each faculty development/teaching center operates in a different institutional culture, and this culture affects the services it offers and prioritizes. But exactly how much do services differ in type, magnitude, and frequency across centers? And how do these operational differences reflect cultural differences? In this session, faculty developers and center administrators, who comprise the target audience, will share the AY2003-04 specifics of their own center—how many workshops, teaching circles, dollars granted to faculty, private consultations, external grant roles, etc.—and venture to explain the differences in terms of institutional cultures. Please come well informed about your center!

Prepared to be a change agent at your institution?

Peggy A. Weissinger, Northern Virginia Community College; Cynthia Desrochers, California State University, Northridge
Faculty development professionals are being asked to do more than typical one-on-one teaching consultations. While we may be intuitively inventing approaches as we work with departments and beyond, many of us are facing this challenge under-prepared. If you need to be informed about issues of organizational development (OD) to become an effective contributor to organizational change, this session is for you. We will share some basic tenets of OD; identify factors that have
proven successful (with the value of hindsight); review examples of best practice, and consider how the approaches can be adapted for your home campus.

Alfred-Rouleau B  
10:15 a.m.-11:45 a.m.  
Culture Clash? Reflections of Faculty Developers with Humanities Backgrounds
Matthew Kaplan, Crisca Bierwert, University of Michigan; Jacqueline Mintz, Independent Consultant
Many developers received their training in the humanities; however, faculty development as a field often employs the perspectives and methodologies of the social sciences, and humanists need to adapt to very different ways of thinking and knowing in order to understand the field and to convey that information to instructors. By reflecting on this potential culture clash, we hope to become more aware of how we draw on (or suppress) our humanities training. We will also discuss possible new areas of research and theory that would consciously bring our humanities perspectives to topics in faculty development.

Alfred-Rouleau C  
10:15 a.m.-11:45 a.m.  
TA Development Through Supplemental Instruction
Elisabeth Moreno & Joanne Holladay, University of Texas at Austin
Large Research I institutions are frequently not supportive of student learning needs. One method of closing that gap has been the introduction of Supplemental Instruction. Although most institutions use undergraduates as SI leaders, we have employed graduate teaching assistants as SI leaders. This session will describe the advantages of SI for TA development. The TAs who participate learn through pre-service and in-service training, how to bridge the gap between “experts” (the TAs) and “novices” (the freshmen.) The objectives for this session include providing theoretical rationale for SI; the logistics of implementation; benefits for TAs and an overview of the training. Presenters will share information on outcomes over the program’s fifteen year history.

****** Book Sessions – Jeanne-Mance (10:15 a.m.-11:45 a.m)******

Jeanne-Mance  
10:15 a.m.-11:45 a.m.
Team-Based Learning: A Transformative Use of Small Groups in College Teaching
Arletta Knight Fink, University of Oklahoma; Larry K. Michaelsen, Central Missouri State University
This book describes team-based learning (TBL), an unusually powerful and versatile teaching strategy that enables teachers to take small group learning to a whole new level of effectiveness. The primary objective of the session is to provide a forum for supporting two groups that are currently involved with Team-Based Learning (TBL) implementation efforts on their campuses. These groups are conference attendees who are using: 1. TBL in their own classes and/or workshops. 2. using or plan to use the TBL book as a basis faculty discussion groups.

Jeanne-Mance  
10:15 a.m.-11:45 a.m.
Designing Courses “Above and Beyond”
Karen J. Thoms, St. Cloud State University
Book Talk: “Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.” “How can I create courses that will provide significant learning experiences for my students?” How often have we asked ourselves this question? How often have we seemed overwhelmed by the task? Fink provides several conceptual and procedural tools that are invaluable. The book provides an exciting vision of where we can go with courses in higher education. It takes us beyond Bloom’s Taxonomy—far beyond! Faculty and developers, let’s talk about some of the possibilities for enhancing our courses and bring them to a learner-centered style.

Jeanne-Mance  
10:15 a.m.-11:45 a.m.
Leadership Without Easy Answers
Shelley A. Chapman, Johns Hopkins University
This book session focuses on “Leadership Without Easy Answers” by Ronald Heifetz. This session will provide a platform for exploring a genuinely postmodern approach to leadership for faculty development, and thus, adaptive change for organization development. Applications of Heifetz’s notions of adaptive work versus technical solutions will be proposed. Participants will
suggest ways to include all stakeholders and create and use “holding environments” as a creative way to effect a culture change for administrators, professors, and students. The dangers and risks of embracing a postmodern approach to leading will be discussed. Reading the book is a prerequisite.

Jeanne-Mance
10:15 a.m.-11:45 a.m.

Clueless in Academe: Creatively Examining Communication in Cultures
Karen St. Clair, North Carolina State University
Attendees will engage in an organizer-guided discussion of the arguments Gerald Graff makes in "Clueless in Academe: How Schooling Obscures the Life of The Mind" for how academia makes intellectual life unintelligible to students, and of Graff’s suggestions for making the culture of ideas and arguments accessible. Persons interested in effective communication between the faculty culture and the student culture should read the book and attend this session.

Jeanne-Mance
10:15 a.m.-11:45 a.m.

Faith in the Academy
Rhonda Hustedt Jacobsen & Douglas G. Jacobsen, Messiah College
This book session uses Scholarship and Christian Faith: Enlarging the Conversation (Oxford University Press, 2004) by Douglas Jacobsen and Rhonda Hustedt Jacobsen to open a broad discussion of the current place of faith on college/university campuses and in classrooms. The session will begin with a very short review of the book followed by a discussion centering on the following themes: (1) Faith on Campus Culture: How is faith present on your campus? (2) Faith and Classroom Teaching: How do you allow, encourage, or discourage expressions of faith in the classroom? (3) Faith and the Scholarly Vocation: How does faith influence your own scholarly work?

Grand Salon C
noon – 1:15 p.m.

Business Meeting and Lunch

Sunday, November 5
12:45 p.m. - 4:15 p.m.
E1: Classic City Tour of Montréal (Depart from hotel main entrance.)
E2: Art Museum Walking Tour (Meet at hotel front desk.)
E3: Walking Tour of Old Montréal (Meet at hotel front desk.)

Grand Salon Foyer
1:30 p.m.- 5:00 p.m.

Registration

***** Concurrent Sessions: B (1:30 p.m. – 2:30 p.m.) *****

Salon des Arts
1:30 p.m. – 2:30 p.m.

Developing a SoTL Faculty Learning Community in a Research University
Harry Dangel, Georgia State University
Georgia State University, a core member of the Research University Cluster of CASTL, has established a faculty learning community (FLC) to prepare faculty to investigate and disseminate research on student learning. This session will describe the faculty development process in creating and maintaining a FLC to how to conduct research on student learning. The audience will be invited to discuss and define major SoTL issues, including university and college policies, establishing a common language, disciplinary research norms, accommodating individual faculty differences, and options for faculty support. http://education.gsu.edu/ctl/FLC/FLC_resources.htm
### Argenteuil

1:30 p.m. - 2:30 p.m.

#### Menges Award Session

**Documenting the Academic Culture: A Teaching Center Research Project**

*Anita Gandolfo, United States Military Academy*

Our Center conducted a longitudinal study of one cohort of students from freshman year through graduation to discern the student perspective on various instructional issues and document their experience of our academic program to more fully describe the academic culture of our institution. This study has been a vital element in our faculty development activities, and we believe a similar study would be of great help to our colleagues at other schools.

### Picardie A

1:30 p.m. – 2:30 p.m.

**Research into Diversity, Diversity into Research**

*Mathew Ouellett, University of Massachusetts - Amherst; Wayne Jacobson, University of Washington; Edith C. Fraser, Oakwood College*

This session will discuss making the values POD places on Research and Diversity more prominent and connected in our work. For example, how can our research be a basis of support for fostering diversity? How can the goal of promoting better research be supported by accounting for diversity among the populations and institutions we study? As part of the discussion, groups will identify their own diversity research questions. Participants will be encouraged to select a question, identify colleagues with similar interests, and address the question in the coming academic year, and present findings at next year’s POD Conference.

### Picardie B

1:30 p.m. – 2:30 p.m.

**Developing an Online Handbook for Department Chairs**

*Ray C. Purdom & Gerald Ponder, University of North Carolina at Greensboro*

Professional development for department chairs is the responsibility of many teaching and learning centers. In this session, we intend to facilitate a conversation on effective practices including programming for chairs and resources such as a chair handbook. We will discuss the development of our online chair handbook. As part of our process, we examined other handbooks, surveyed chairs and administrators about content, and consulted with an advisory committee. As a result, our handbook includes a pictorial directory, an interactive planning calendar, collections of forms and policies, an extensive resource library, contact lists, and communication tools. [http://www.uncg.edu/tlc/Chairs/ChairHndbk.html](http://www.uncg.edu/tlc/Chairs/ChairHndbk.html)

### Auteuil A/B

1:30 p.m. – 2:30 p.m.

**50 Ways to Leave Your Lectern: Freshmen and Institutional Change**

*Constance Staley, University of Colorado, Colorado Springs*

After a brief overview of the innovative Freshman Seminar Program at the University of Colorado at Colorado Springs, this session will focus on first-year seminars as faculty development tools. According to research, today’s college freshmen are less interested in academics than their counterparts over the last 38 years. This session will stress helping today’s first-year students focus through the use of engaging pedagogies. Participants will take part in specific, interactive, hands-on, theory-based activities for the classroom. Faculty development specialists, administrators, and faculty themselves who attend will receive practical faculty training materials to enhance teaching at their home institutions.

### Anjou A/B

1:30 p.m. – 2:30 p.m.

**Web-Based Strategies for Classroom and Course Assessment**

*Charles T. Dickel, Creighton University*

This demonstration/discussion session will present models and strategies for using web-based assessments of student learning. As faculty development professionals assist faculty in their movement into valuing assessment, the web presents a very viable means for soliciting student information about their learning. This interactive session will demonstrate the use of email questions, course web-sites, course management software, and commercial web survey software in constructing assessments of student learning that are derived from Angelo and Cross’ Classroom Assessment Techniques: A Handbook for College Teachers. Those attending will leave with sample, web-based, assessment strategies and a web address containing more examples of strategies.
The Tao of Classroom Communication

Chris A Fox, University of Missouri-Columbia

How do instructors identify and address cultural and social diversity in the classroom? How does not conforming to the cultural and behavioral norms cause a barrier to the learning environment? This session identifies cultural differences in interpersonal interactions and ways to address them in the classroom. Through the use of video-vignettes and role-playing activities, participants will walk away with strategies to identify verbal and non-verbal barriers across cultures and ways to reshape them into deeper learning opportunities.

Publish & Flourish: Become More Prolific

Tara Gray, New Mexico State University

The myth persists that scholars are born not made, but research suggests otherwise. Participants will learn how to write daily for 15-30 minutes, organize paragraphs quickly and well, solicit the right feedback from the right colleagues, and use that feedback effectively. Previous participants who took these steps increased scholarly productivity by a factor of nine (Boice, 1989). The workshop is designed for any scholar who wants to become more prolific. Workshop participants say Tara Gray is “spirited, entertaining, and informative; she’s anything but gray!” She has presented workshops to 2000 faculty in more than twenty states. This presentation features a humorous, informative and interactive PowerPoint® presentation that has toured twenty states: come and see at http://www.taragray.com

Creatively Changing the Culture of Student Evaluations of Teaching

R. James McNinch, University of Regina

This session invites participants to discuss how the scholarship of teaching can positively change our use of student evaluations of teaching. As Magnusson (2001) notes, “in addition to privileging positivist inquiry, SETs sustain an academic “industry” dependent on the interpretation of “psychometric instruments” that sustain and police a certain kind of teaching: transmission. How do we begin to focus less on teaching behaviors and more on what students have learned? How do we best provide critical analysis of the data, including the construction of our own experience? Audience: Faculty and Faculty Developers. Session: interactive enquiry.

Online Student Ratings of Instruction

Trav D. Johnson & D. Lynn Sorenson, Brigham Young University; Donna C. Llewellyn, Georgia Institute of Technology; Candyce Reynolds, Portland State University; Katharine Mason & Robin Zuniga, TLT Group; Amy Gross, The IDEA Center

As many institutions implement, or consider implementing, online student ratings of instruction, questions arise about the feasibility and effectiveness of such systems. Important issues include costs, response rates, student and faculty support, reliability, validity, security, technological infrastructure, and reporting. What new possibilities do online ratings provide? How can online student ratings be used to facilitate the improvement of teaching? What are the challenges associated with online rating systems? These and other questions will be explored as participants discuss pertinent issues with researchers and administrators of online rating systems.

The Art of Relaxation through Chinese Exercise

Donna Silver, University of Wisconsin System

Faculty have so many demands placed on them that they frequently neglect taking care of themselves. This session is intended to address this problem. This experiential session provides participants with techniques for balancing the mind, body and spirit through the ancient healing arts of China. These traditional qigong exercises promote wellness and help reduce and manage stress. The session introduces simple methods of relaxation including breathing, gentle movement, and self-massage. The workshop is intended to not only personally benefit participants but will also provide developers with new techniques and ideas to incorporate into their own stress management workshops. http://www.silverdragon.itgo.com
Alfred-Rouleau B  
1:30 p.m. - 2:30 p.m.  
Course and Departmental Assessment Results as a Faculty Development Tool  
Catherine M. Wehlburg, Texas Christian University  
This interactive session will present methods for using assessment of student learning outcomes data as a guide for teaching-related faculty development decision-making. Literature suggests that using assessment results to inform faculty development discussions makes better use of both assessment data and the time spent in faculty development. Feedback and consultations regarding feedback seem to be important variables in determining if long-term changes in teaching will occur. Participants will use actual assessment results and will discuss work in small groups to develop a plan for that faculty member’s development. Types of assessment data that may especially inform teaching-related conversations are discussed.  
http://www.cte.tcu.edu

Alfred-Rouleau C  
1:30 p.m. - 2:30 p.m.  
Empowering New Faculty through Mentoring Programs  
Heather Kanuka & Anthony Marini, University of Calgary  
This workshop will provide an overview of how to plan effective mentoring programs. Outcomes will be how to:  
- Identify resources  
- Select mentors  
- Train mentors  
- Identify goals  
The workshop will begin with a brief overview of the benefit triad and why mentoring programs can be difficult to initiate in postsecondary settings. The remainder of the workshop will be hands-on group work with guiding worksheets and examples for shaping mentoring programs. Participants will leave this workshop with an action plan on how to implement effective and sustainable mentoring programs within their institutions.

Jeanne-Mance  
1:30 p.m. - 2:30 p.m.  
Supporting Faculty Development at Small Colleges  
Connect with other people from small colleges and begin to set goals for the new POD Small College Committee. For more information or if you are interested but unable to attend please contact Michael Reder at reder@conncoll.edu or at the hotel.

Executif  
1:30 p.m. - 2:30 p.m.  
University Administrators and Faculty Development  
Dee Fink, Director of the Instructional Development Program at the University of Oklahoma; Devorah Lieberman, Provost and Vice President for Academic Affairs, Wagner College; Marilyn Leach, Director of the Faculty Development and the Service Learning Academy, University of Nebraska - Omaha  
This session is designed specifically for university administrators, i.e., Presidents, Provosts, Deans, and Chairs. The central question to be addressed is: What can you do in your position to promote faculty development that supports your institutional goals and mission? Faculty development is defined broadly here, to include supporting faculty to engage in: good teaching, learning about and improving their teaching, expanded forms of research and scholarship, use of instructional technology, assessment, service learning, campus culture etc. Faculty development opportunities can improve the teaching and learning experience, faculty scholarship and productivity, and campus climate. This session will address the challenges that university administrators face in providing support for faculty who are seeking both quality educational experiences for their students and enhanced research and scholarship.

*****Refreshment Break (2:30 p.m. – 2:45 p.m)*****
Salon des Arts
2:45 p.m. – 4:15 p.m.
Finding Great Faculty Developers: Best Practices in the Search Process
Constance E. Cook, University of Michigan; Alan Kalish, Ohio University; Allison Pingree, Vanderbilt University
The first step in a successful faculty development effort is hiring high quality developers, but searches are often difficult. In this session, three veteran teaching center directors will draw from their own experiences and those of the session attendees on topics such as where to search, how to interview, and how to make a good hire. The target audience includes those responsible for hiring, e.g., center directors, deans and provosts, but prospective candidates are also welcome. The session is intended to make the faculty developer search process more consistent and transparent, and its outcomes more successful.

Argenteuil
2:45 p.m. – 4:15 p.m.
Creativity In Professional Development: Connecting Soul And Role
Frank L. Conner & Judith A., Jankowski, Grand Rapids Community College
Teaching, leading, and research is more than technique, more than technology. The context of our lives today requires individuals who stretch beyond tools and method in connecting their inner lives to their professional practice. The process of creativity provides one source for this connectedness. In this session, participants will be invited to actively draw upon the traditional wisdom of poets, storytellers, and artists to consider the connection between their soul and role. Each participant will leave with the personal experience, the five year history of this work, and how it could be applied at their institution.

Picardie A
2:45 p.m. – 4:15 p.m.
Se perfectionner en formation en ligne : une expérience personnalisée
Alan Wright, Université du Québec à Rimouski : Campus de Lévis; Louise Sauve, Télé-Université/SAVIE
L'implantation de la formation en ligne entraîne des changements qui peuvent destabiliser la vie professionnelle des enseignants. La session permettra à cette clientèle (professeurs et professionnels pédagogiques) d'identifier les raisons de cette instabilité et d'explorer le modèle pédagogique et technologique de l'interface Personn@lisa. Cette interface a été développée pour favoriser le perfectionnement des enseignants dans son milieu de travail et à son propre rythme. La session co-animee et bilingue invitera les participants à réagir sur la solution proposée pour les aider à acquér des compétences d'e-formateur pour soutenir leurs apprenants dans un contexte de formation en ligne.
http://sami-dps@savie.ca

Picardie B
2:45 p.m. – 4:15 p.m.
Developing a Graduate Teaching Assistant Certificate Program that Works
Eric Main & Alison Morrison-Shetlar, University of Central Florida
University of Central Florida has developed a Graduate Teaching Assistant Certificate Course, for Masters and Ph.D earning students who plan to teach at the university level. A 12-week, non-credit bearing course was established that focuses on a wide range of teaching and learning strategies that meet the needs of a diverse population of students. The program provides intensive practice and theory in teaching and learning strategies and pedagogy. The student competency is assessed through the production of an electronic or hard copy portfolio as well as video tapes of effective teaching in the classroom.
http://www.fctl.ucf.edu/events/gtacert/index.htm

Auteuil A/B
2:45 p.m. – 4:15 p.m.
North of the 49th Parallel: Diverse Approaches to GTA Development
Dieter J. Schönwetter, University of Manitoba; Donna E. Ellis, University of Waterloo; Lynn Taylor, Dalhousie University
Professional development programs for graduate students involving teaching in higher education have rapidly developed in Canadian institutions. In optimizing their effectiveness, it is important to have information regarding the diversity of these programs across Canada. Professional develop-
development programs targeted towards preparing graduate students to teach were identified at 41 Canadian institutions. Qualitative and quantitative variables were compiled. An integration of the results of this study and current research literature will provide context and ideas for faculty developers, graduate students, teaching assistants, and university/college teachers involved in providing or developing similar programs at individual institutions.

http://www.umanitoba.ca/uts

Anjou A/B
2:45 p.m. – 4:15 p.m.

Liberating Deaf Students: Instant Messaging Technology in the College Classroom
L.K. Quinsland & Anne Van Ginkel, Rochester Institute of Technology
The more than 18,000 deaf and hard of hearing students (D/HH) matriculated in colleges and universities in the US and Canada are often marginalized in the mainstreamed college classroom due to communication restrictions. Attempts to utilize collaborative learning strategies with D/HH and hearing students using traditional interpreting support tends to limit spontaneous interactions due to inherent “lag time” required to bridge signed and spoken communication. In the POD spirit of focusing on diversity, this session will utilize laptops & instant messaging technology to involve participants in simulations that show promise for revolutionizing D/HH and hearing student interaction in the mainstream classroom.

Vaudreuil
2:45 p.m. – 4:15 p.m.

From One to Many: Promoting Multi-level Change through Partnership Development
Kevin Kecskes & Amy Spring, Portland State University
Faculty development centers serve a critical and creative role in supporting institutional change efforts through programmatic efforts that help faculty and students implement new institutional priorities. Many colleges/universities are expanding boundaries to (re)consider community engagement initiatives. For example, the American Democracy Project, undergraduate reform activities, learning communities, etc. often call for increased community engagement. Portland State University’s faculty development Center for Academic Excellence supports institutional transformation efforts related to community-university partnerships via a three-tiered approach used at the individual, cohort, and institutional level. Faculty developers will interactively explore and adapt innovative development mechanisms for integrating civic engagement at your institution.

Mont-Royal
2:45 p.m. – 4:15 p.m.

Developing Faculty Leadership for Learning
James J Berg, Lake Superior College; Betsy Draper, Southwest Minnesota State University; Helene Hedlund, Minnesota State Community & Technical College; Kim Lynch, Anoka-Ramsey Community College
Participants will learn about a model of change in organizations and how that model is being used in the Minnesota state colleges and universities system. The goal is to engage faculty in transforming campus cultures to focus on student learning. Panelists will describe the “viral” model of fostering change gleaned from The Tipping Point (Gladwell, 2000) and how that model was adapted for a pilot program in a state system. Panelists will discuss how they are engaging faculty at three small institutions, two community colleges and one state university. Participants will learn ways to identify key campus leaders for change.

http://www.ctl.mnscu.edu/programs/litl/index.html

Été des Indiens
2:45 p.m. – 4:15 p.m.

Energizing the Course and Syllabus Design Workshop
Therese A. Huston, Seattle University; Michele DiPietro, Carnegie Mellon University
Sooner or later, we all run a workshop on course and syllabus design. Rather than re-invent the wheel, however, it helps to draw from the rich variety of tried-and-true practices designed by faculty developers and educational assessment specialists from different institutions. In this workshop, faculty and TA developers who want to create or revamp a workshop on course and syllabus design will have a chance to try out a variety of reflective exercises and group activities on the topic. Participants will leave the workshop with an annotated resource guide replete with references, sample exercises, helpful analogies, and annotated syllabi.
Hospitalité
2:45 p.m. – 4:15 p.m.

Promoting Deep Learning: Ways Faculty Developers Can Assist Faculty
Jim Eison, University of South Florida
All too many students appear content to scratch the surface of assigned course readings and to memorize minimally that which might appear on examinations. Consequently, one significant challenge facing college and university faculty is to develop instructional strategies that stimulate students to delve more deeply into course material. This interactive session will explore ways faculty developers can help faculty and GTAs (a) teach students to better understand and appreciate the important differences between surface and deep learning, (b) design course activities and assignments that require critical and creative thinking, and (c) structure class time to support in-depth exploration and self-reflection.

Alfred-Rouleau A
2:45 p.m. – 4:15 p.m.

Practice Managing Hot Moments in Racially Diverse Classrooms
Lee Warren & Frank Tuitt, Harvard University
This session will explore methods for addressing hot moments that can emerge in racially diverse classrooms or when teaching race-related content/subjects. Many faculty and developers avoid teachable moments that involve race, because they are unsure of what to do when the learning environment is uncomfortable. This session, led by two facilitators, one black, one white, will allow participants both to discuss such hot moment strategies and, through role-plays of their own stories, to practice them. Target audience: faculty and TA developers, faculty.

Alfred-Rouleau B
2:45 p.m. – 4:15 p.m.

An Alternative to the One-Stop-Workshop Approach: Ongoing Seminars for Faculty
Tracy Price, Lansing Community College
As an alternative to the single workshop approach, faculty developers are moving towards ongoing seminars, which allow time for implementation, reflection and modification. Designed for educators interested in developing or modifying an ongoing seminar, a representative session will be modeled. Through discussion and learner-centered techniques, participants will explore the development of seminar goals, topics, assignments, strategies, and methods for promoting, facilitating and evaluating such a seminar. Drawing from nine semesters of experience, this presenter will share how she addressed these issues to create a faculty learning community. Participants will leave with facilitator examples and ones they create
http://www.lcc.edu/cte/workshops/tltt.html

Alfred-Rouleau C
2:45 p.m. – 4:15 p.m.

Using OD to Enhance ID and Advance FD
David A. Whetten, Brigham Young University
Organizational development (OD) is a key to accomplishing the mission of instructional development (ID) and faculty development (FD) programs on college campuses. Line academic administrators are ultimately responsible for improving teaching and learning and enhancing faculty competencies in all aspects of their professional roles. Hence, the effectiveness of our work as POD professionals rests, to a large extent, on our ability to address specific college and department ID and FD needs and to help deans and department chairs fulfill their duties in these areas. This session will outline both structural interventions and interpersonal influence strategies that can be used by POD professionals to strengthen institutional support for ID and FD activities. Information presented in this session will be drawn from the presenter’s professional training in organizational behavior as well as his experience as the director of a faculty center.

Jeanne-Mance
2:45 p.m. – 4:15 p.m.

The Students versus University X: Are we not Customers?
Joseph (Mick) La Lopa, Purdue University; James Groccia, Auburn University; Sheryl Hansen, Ohio Learning Network; Russell A. Hunt, St. Thomas University; Douglas Robertson, Eastern Kentucky University; Louis Schmier, Valdosta State University; Dana Schumacher, Iowa State University; Mano Singham, Case Western Reserve; Michael Theall, Youngstown State University; Ed Nuhfer, Idaho State University
The lively debate that took place on the POD listserv in 2003, as to whether or not students are customers, will be brought to life in the form of a mock trial complete with lawyers, justices, and other courtroom officers. The lawyers will first make their case for and against the notion that stu-
dents are customers. The landmark case will then be handed over to the justices (made of volunteers who attend the workshop) to openly deliberate the case and reach a decision. This creative session will be highly active and involve everyone who attends it.

**Executive**
2:45 p.m. – 4:15 p.m.

**Salon des Arts**
4:30 p.m. – 5:30 p.m.

**From Teacher to Teacher-Scholar: Communicating Cultural Change**
*Kina Mallard, Union University*

Many small colleges are expanding their mission from primarily teaching institutions to ones that embraces scholarship. The term teacher-scholar is emerging in administrative planning documents as well faculty discussion groups. Faculty developers can play a key role in helping to make this paradigm shift successful. This session is for those who work at small institutions or who work with specific academic units. Survey results on factors that motivate faculty at small colleges to produce scholarship will be presented. Participants will be asked to share "best practices" of scholarship initiatives and strategies for working with administration to develop teacher-scholars.

**********Concurrent Sessions: D (4:30 p.m. – 5:30 p.m.)**********

**Getting Them Early: New Faculty Learning Communities**
*Leslie Ortquist-Ahrens & Niki Fayne, Otterbein College*

Helping new faculty become acclimated to multiple roles and to the culture of a small liberal arts institution and its students has provided an important focus at POD during the past two years. In this session, we will share our experiences offering support through a learning community for new faculty and insights that have emerged from our assessment of its effectiveness. Can higher education professional developers learn from the work on entry year teachers in K-12 schools? Presenters will solicit feedback on participants' experiences, then interweave these with developmental models and with findings from the learning community.

**Facilitating Institutional Change: Integrating Multicultural Competencies with Assessment**
*Victoria Clegg, Juanita McGowan, Patricia Marsh, Kansas State University*

This session will focus on discussion and hands-on activities related to two vital initiatives that are simultaneously occurring at several institutions of higher education: (a) the infusion of multicultural competencies into the curricular experience of undergraduates, and (b) the assessment of student learning outcomes. The presenters will share a framework that integrates these two specific initiatives and a process for curricular transformation that could be adapted on other campuses. Participants will consider ways of integrating different, and potentially competing, campus-wide initiatives. The session will be relevant for leaders of campus initiatives that focus on either diversity or assessment.

**Learning from Design-Based Research for Technology Enhanced Learning Environments**
*Melissa Bachman & Jennifer N. Brown, Georgia Institute of Technology*

Given the need for information about research methods for technology enhanced learning environments, we have begun to collect resources and assist faculty efforts with research design. Drawing on information from The Design-Based Research Collective, a group of researchers funded by The Spencer Foundation, participants will explore the opportunity for faculty to engage in design-based research in a manner that directs the design of technology enhanced learning environments and the methods of research that stand up to scrutiny in the arena of educational research.

**“Upgrading” Graduate Students’ Conceptions of Teaching using Technology**
*Neeraja Aravamudan & Mary Schuller, Northwestern University*

How can we train graduate students to integrate technology into their teaching in a way that engages students and enhances learning? Facilitators will provide a model for graduate training programs based on the WINGS training series collaboratively developed by Northwestern University's Academic Technologies and the Searle Center for Teaching Excellence.
Administrators, faculty and students interested in graduate student development should attend. In large and small groups, workshop participants will discuss methods to encourage creation of cross-disciplinary learning communities as well as analyze original data from student interviews to consider how WINGS affected graduate students’ conceptions of teaching and learning. http://teach.northwestern.edu/prog_students_WINGS.html

Auteuil A/B
4:30 p.m. – 5:30 p.m.
Assessing Assessment: Examining the Value of Small Group Instructional Diagnosis
Megan M. Palmer, Indiana University Purdue University-Indianapolis; Peggy A. Weissinger, Northern Virginia Community College; Terri A. Tarr, Indiana University - Purdue University Indianapolis
Small Group Instructional Diagnosis (SGIDs) provides faculty with information about what is going on in the classroom and what might be done to improve student learning. During this session, presenters will share findings of a qualitative study that assessed the value of mid-course student feedback and its usefulness for driving teaching improvement. The researchers reviewed the content of comments as well as the reasonableness and specificity of student suggestions from SGIDs conducted at a large urban university over two years. Participants will discuss the ways in which this type of research has direct application to the work of faculty developers.

Anjou A/B
4:30 p.m. – 5:30 p.m.
Aligning Student and Faculty Expectations: A Project in Culture Change
Catherine E. Frerichs & Donna Henderson-King, Grand Valley State University
Student and faculty expectations at Grand Valley State University are not aligned to the goals of a liberal education, a core value in the university’s mission statement. A multi-year initiative to narrow this gap has been undertaken. This session will present highlights of baseline data collected from focus groups and surveys and an outline of the plan being implemented this fall. Participants will gain an increased awareness of the challenges of institution-wide research and possibilities for change at their own institutions.

Vaudreuil
4:30 p.m. – 5:30 p.m.
Creative Hiring Practices for a New Academic Culture
Meg Morgan & Charlynn Ross, University of North Carolina-Charlotte
This presentation examines the use of videotaping as a way to select candidates during an academic search. We will investigate the benefits and liabilities of this practice and examine its legalities and preconceptions. We will also engage in an exercise in which we observe and evaluate several videotapes and compare responses among participants: we will distribute resumes for a position and ask participants to rank order candidates, then also ask them to observe videotapes of the same people. Finally, we will discuss any differences between the rankings.

Mont-Royal
4:30 p.m. – 5:30 p.m.
Art, humour et technologie, une intégration dans l’enseignement synchrone
Anne Marrec, École Nationale d’Administration Publique; Université du Québec
Les technologies de soutien à l’enseignement en classe et à distance synchrone, tout en facilitant la prestation orale du professeur, entraînent parfois la perte de l’attention des apprenants. Afin de maintenir cette attention, indispensable à l’apprentissage, la session propose une mise en situation faisant appel à des techniques de présentation orale fondées sur la technologie, l’humour et la créativité artistique. Les participants (professeurs et professionnels pédagogiques) identifient ainsi certains signes gestuels d’écoute, de passivité ou d’ennui devant les présentations (en classe et en ligne, en mode synchrone) ainsi que les messages de contenu retenus en rapport avec les modes de présentation et d’interaction.
http://www.savie.qc.ca/ObjetsApprentissage/Savie_69/index.html

Été des Indiens
4:30 p.m. – 5:30 p.m.
Constructing Student Assessment Narratives: What Did the Chair Say?
Sam Larson, Karin Sandell, Ohio University
In this session we will share the outcomes of interviews conducted with department chairs in which we asked them to interpret a series of teaching evaluations constructed to present ambiguous pictures of three fictitious professors. The next stage becomes utilizing these outcomes to design chair development workshops that promote effective feedback and communication from
chairs to their faculty about faculty teaching. Accordingly, participants in our session will analyze case studies, based on the data we have generated, and describe how they would use the data outcomes to work with different groups of chairs.

**Hospitalité**  
4:30 p.m. – 5:30 p.m.  

**MISSION IMPOSSIBLE? Decentralized, Collaborative, Innovative, and Successful Faculty Development**  
*Felicia Ruff-Anarumo & Devorah Lieberman, Wagner College*  
As a result of attending this interactive session, participants will receive the theoretical and the practical elements of a model articulating a multidisciplinary, innovative, decentralized, and collaborative year long faculty development series. Attendees whose campuses are without teaching and learning centers or who are looking for methods to be more collaborative across campus will benefit from this session. The presenters, a Chief Academic Officer and faculty member, will describe the collaborative model from their small liberal arts campus and session participants will identify existing elements on their respective campuses that could support a similar model.

**Alfred-Rouleau A**  
4:30 p.m. – 5:30 p.m.  

**Bringing it Together: three case studies in alignment**  
*Margaret E. Lawrence & Klaus K. Brandi, University of Washington*  
In this session participants will gain an understanding of the range of approaches three instructors employed and factors they considered when making decisions about “aligning”; content requirements, student needs, and faculty knowledge and approaches. Participants will identify principles derived from these case studies that can inform their own practice and briefly discuss a model for research of instructional practices that they can extend and apply at their own institutions. The target audience for the session is faculty developers. Presenters will present research results, and interpretations and implications will be discussed in groups and as a whole group.

**Alfred-Rouleau B**  
4:30 p.m. – 5:30 p.m.  

**SETs and Faculty Development**  
*Donna H. Green, Wayne State University*  
Student evaluation of teaching (SET) surveys, when carefully conceived and used, can provide information for both evaluative and formative purposes. Examples of the redesigned SET form, the feedback faculty receive, and a summary of the rationale for the redesign at a research university will be shared. Participants will be invited to review an example and to focus in on how SET information (evaluative ‘scores’, the interest ‘scores’ and the feedback) can help faculty developers help faculty. Participants will be invited to consider how the SETs from their schools can be similarly used.

**Alfred-Rouleau C**  
4:30 p.m. – 5:30 p.m.  

**Changing Faculty Development Culture: A Project for Networking and Training**  
*Lisa Kornetsky, University of Wisconsin System; Gregory Valde, University of Wisconsin Whitewater*  
Faculty Developers frequently work in isolation from one another. This creates problems for our work; in terms of professional expertise and morale. In this interactive session we will share a project from the University of Wisconsin System that attempts to deal with these issues on a local, regional, and statewide level by creating a means for faculty developers to network, receive support and training, and obtain easy access to relevant information. Intended for faculty developers, this session will give participants an opportunity to respond to the project and discuss ways to develop networking programs where similar needs have been identified.

**Jeanne-Mance**  
4:30 p.m. – 5:30 p.m.  

**An Interactive Introductory course**  
*Calvin S. Kalman, Concordia University*  
I present a course design for the introductory course that encourages students to take greater responsibility for constructing their own knowledge with their professor and fellow students. The course includes two writing activities and a conceptual conflict activity. Students became more involved in constructing their own understandings of the subject. The robust nature of a tool such as reflective writing that is an exemplar of Bereiter and Scardamalia’s knowledge transforming
model arises from the interaction between the content knowledge space and the discourse knowledge space. It is this interaction that provides the stimulus for reflection in writing. Engaging in reflectivewriting as a regular means of preparing for each class leads students to believe they have a better understanding of the material. Using writing in this manner, changes the focus of students so that they realize the importance of concepts in interpreting and solving problems in a gateway course. Participation in reflectivewriting as a self-dialogue between the learner's prior knowledge and new concepts in the text was consistently reported in interviews. Comparison of pre- and post-tests indicate that in doing written critiques, students are not only more likely to undergo conceptual change, but also actually increase their critical thinking skills and that with such an improvement students were led to reevaluate their entire conceptual framework. http://physics.concordia.ca/faculty/kalman.html

****** Set up for poster session and resource fair (5:30 p.m. - 6:00 p.m.) ******

Grand Salon
5:30 p.m. - 6:00 p.m.

****** Poster Session and Resource Fair (6:00 p.m. - 7:30 p.m.)******–

Grand Salon
6:00 p.m. - 7:30 p.m.

Communicating a Culture for TA Support to Diverse Constituents
Kathleen Smith, The University of Georgia
This poster session will display and describe a teaching assistant support culture at a large state institution. Communicating the institutional culture to the constantly changing administrative environment and graduate population is a public relations challenge. Even well established TA programs must constantly reeducate changing upper administration on the need to maintain funding levels. In addition, departmental chairs and graduate coordinators frequently change, so there is difficulty in maintaining consistent policies for graduate teacher training and assignments. Cross campus support is essential in maintaining communication about the culture of TA Support. Target audience includes anyone interested in supporting TA programs. http://www.isd.uga.edu/teaching_assistant/index.html

IP Videoconferencing on the Internet II - Connecting the Foreign Language Classroom to the Target Country
Jonathan D. Walsh, Wheaton College
Multimedia poster on the advantages and challenges of IP videoconferencing using the high speed Internet 2 to connect foreign language classrooms and speakers around the world.

Student Character Development: What Role Can Faculty Members Play?
Kelleen Nolin, American University
Many colleges and universities view student character development as an important goal of higher education and address this issue in their mission statements and curricula. However, the best asset an institution has in this effort may be its faculty. This poster presentation is based on interviews with and classroom observations of humanities professors at Colorado State University, Regis University, and the U.S. Air Force Academy. It presents a theory for institutions that value character education and provides concrete recommendations for administrators, faculty, and students. It is an examination of the important role professors can play in student character development. http://www.admin2.american.edu/~nolin/paper1.htm

Creating the Future Faculty Learning Community
Laurie Richlin, Amy Essington, Claremont Graduate University
This poster will introduce participants to a new way to design Preparing Future Faculty (PFF) programs for maximum impact using the faculty learning community (FLC) approach. Participants will have the opportunity to review a full-range of PFF FLC program to determine what may be appropriate for their own campus from examples of communities such as a first-year practicum community, Fellows and Scholars communities, and topic-based communities integrating
advanced graduate students with faculty members exploring areas of interest.

Grand Salon
6:00 p.m. - 7:30 p.m.

Soutenir la mise en œuvre du portfolio, outil d’apprentissage et d’évaluation
Claire Bélanger, Université de Montréal
Depuis 2001, le Centre d’études et de formation en enseignement supérieur (CEFES) de l’Université de Montréal a mis sur pied différents dispositifs pour accompagner les enseignants dans leur changement de pratiques d’évaluation. La session “Soutenir la mise en œuvre du portfolio, outil d’apprentissage et d’évaluation” poursuit trois objectifs:
1) rendre compte des dispositifs offerts aux enseignants et aux unités désirant de mettre en place un nouvel outil d’évaluation en place, le portfolio;
2) montrer le développement de ces dispositifs entre 2001 et 2004;
3) démontrer leur utilité pour soutenir les enseignants engagés dans un processus de changement de pratiques évaluatives.

La session s’adresse aux formateurs, conseillers pédagogiques et enseignants intéressés soit par les nouvelles tendances en évaluation en milieu universitaire, soit par le soutien au changement. http://smartvr.com

Grand Salon
6:00 p.m. - 7:30 p.m.

Closing the theory-practice gap: Integrating classroom observation and workshops
Gary Hunter, University of Manitoba; K. Lynn Taylor, Dalhousie University
Despite the confidence faculty developers and others invest in workshops as an effective faculty development strategy, the scholarly literature on educational/faculty development raises persistent concerns about the impact of workshops on educational practice. In this poster session, participants are invited to learn about how an extended “Teaching Techniques” workshop has evolved into a successful early-career teaching development strategy; to examine the impact of this workshop on teaching beliefs and practice through data collected during subsequent interviews and classroom observation and feedback; and to assess the effectiveness of classroom observation and feedback as complementary components of a “Teaching Techniques” workshop.

Grand Salon
6:00 p.m. - 7:30 p.m.

Panning for Gold: Preschool Teachers Offer Nuggets for H.E. Faculty Enrichment
Ann Riley, University of Oklahoma
What can preschool teachers offer faculty development professionals? Based on a study of experienced preschool teachers in a quality preschool environment, this poster session suggests that there are commonly shared needs for both early elementary education faculty and higher education faculty. Among the requirements of both groups are a common bond with the cultural traditions, a climate of care and communication and opportunities for collegial interaction supported by a leadership that embraces transformation. Through a colorful visual display of a two-dimensional model, this poster session highlights the process of panning for gold and its benefits for faculty and faculty developers.

Grand Salon
6:00 p.m. - 7:30 p.m.

Faculty Transformation Fellowships
Daniel Bell, Webster University
The Webster University Teaching Transformation Faculty Fellowship is a faculty development program funded by a Title III Strengthening Institutions Grant and focused on the improvement of teaching and learning. The goal of this project is to assist faculty in transforming their courses, improving learning, and integrating more instructional technology into their courses. The program provides 40 awarded faculty (over a 3-year period) with a laptop, stipend, and extensive support by the University’s Faculty Development Center. This poster session is designed to showcase the Fellowship program and some of the work done to date by our Faculty Fellows.
http://www.webster.edu/fdc

Grand Salon
6:00 p.m. - 7:30 p.m.

Fostering Classroom Access for Deaf and Hard of Hearing Students
Gary L. Long, Rochester Institute of Technology; Marsha Young, Susan Foster, Rosemary Saur, & Lynn Wild, Rochester Institute of Technology
This presentation will feature a website and materials developed at NTID/RIT for Project Access
which helps faculty foster the access of deaf/hh students in college classrooms. The content of the website, “Class Act” (www.rit.edu/classact) will be presented and will be available for participant use. Materials developed through the Project Access Faculty Development Summer Institutes will also be presented and available to those attending.
http://www.rit.edu/classact

Grand Salon
6:00 p.m. - 7:30 p.m.

A Celebration of Teaching—Three Significant Stages of the “Professoriate”
Billiee Pendleton & Donna C. Llewellyn, Georgia Institute of Technology

The Center for the Enhancement of Teaching and Learning at Georgia Institute of Technology celebrates teaching year-round. However, an annual, formal, public pronouncement of our campus’ innovations in and commitment to teaching is held each spring—Celebrating Teaching Day. Three groups of “Fellows” are featured at this event: the STEP Fellows, the Class of 1969 Teaching Fellows, and the Hesburgh Award Teaching Fellows. Attendees will see, via images and descriptions, this educational celebration. This session will be of interest to all POD attendees who wish to gain ideas about showcasing the teaching and learning culture of their campuses.

Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking
Joan K. Middendorf, Indiana University

Using the Decoding the Disciplines model, faculty who are deeply ingrained in their disciplinary research answer a series of questions to understand how students think and learn in their field. The model helps faculty to articulate the kinds of cognitive operations that are fundamental to their disciplines, teach those operations to their students, assess the results and share them with others. The cross-disciplinary nature of the process clarifies the thinking for each discipline. Fourteen professors from the Indiana University Faculty Learning Community involved in this work shared authorship of an upcoming volume of New Directions for Teaching and Learning.
http://www.indiana.edu/~flp

Using Videoconferencing to Enhance Communication, Teaching, and Learning
Hope Williams, Rochester Institute of Technology

Videoconferencing is a powerful tool for remote communication, collaboration, and content delivery. This poster session will illustrate methods of facilitating effective professional development and educational experiences that transcend physical boundaries. The fundamentals of successful videoconferencing will be discussed and participants will have the opportunity to examine examples of educational applications. The presenter will describe how videoconferencing can be used to achieve teaching and learning goals. This session will appeal to anyone interested in learning about innovative communication strategies.

Biology Interest Groups: Community for Freshmen and Faculty Crossing Cultures
Lillian Tong, University of Wisconsin - Madison

Biology Interest Groups (BIGs) is a program that creates safe spaces for freshmen and faculty as they meet new challenges. For freshmen interested in biological sciences, taking linked courses (chemistry, calculus, biological topics seminar) as a cohort provides support for learning new habits: taking ownership of learning, integrating across science and math, working in diverse teams on complex cases. For faculty, BIGs provides an interdisciplinary instructor community of support as they experiment with using cases and small groups to help students think like scientists. The poster will describe a culture which encourages cooperative creativity in solving worthy teaching/learning problems.

Bridging the Disciplines through Sustainable Community Development: An Interdisciplinary Service-Learning Course
Shorna R. Broussard & Mick LaLopa, Purdue University

We created an interdisciplinary learning environment where students from 3 undergraduate courses (Hospitality and Tourism Management, Landscape Architecture, and Forestry and Natural Resources) designed a sustainable community master plan by investigating the economic, envi-
Tools to Guide Teaching Centers in Program Assessment Efforts
Kathryn M. Plank & Stephanie V. Rohdieck, The Ohio State University
Most of us recognize the need to assess our work, but efforts to gather, organize, and make sense of the data can easily become overwhelming. As a result of a POD Research Grant, we have created a set of resource tools to guide centers through the process of creating an integrated data system for assessing the work we do. A copy of the CD was made available to all POD member institutions at the conference. This poster session is designed as an opportunity for participants to view the resources and ask questions about implementation.

Mentoring in All Directions
Susanne Morgan, Ithaca College
This midsize comprehensive college instituted an innovative approach for integrating new faculty into the campus culture while also exposing senior faculty to newer concepts and pedagogies. The program involves small heterogeneous groups of 5-7 faculty members, varied in seniority and in discipline. Groups met regularly, setting their own agendas and schedules. About ten percent of the faculty participated in the first year. This poster documents experiences from the first year. Handouts include a review of the challenges and successes of the program, materials prepared for the program, and suggestions for campuses considering a group model for mentoring.

What students should learn in ER rotation
Jingyan Lu, Tom Patrick, Susanne Lajoie, & Jeffrey Wiseman, McGill University
To enter the Emergency Room (ER) medical students must know how to apply declarative knowledge to clinical practice. Meanwhile, they should be able to make split second life and death decisions under conditions of physical and emotional stress. This poster investigates how an expert teacher teaches second year medical students decision-making in their ER rotation using role-playing method. Our intended audiences are researchers, medical educators, and information technology experts who are interested in medical education and interested in introducing computer simulation into classroom. Pictures and videos from the ER seminar will be showed in the poster presentation.

TA Training in the Graduate School: Communicating Best Practices by Creating Partnerships
Cynthia H. Shabb, University of North Dakota
Graduate schools offer orientation sessions for teaching assistants. This poster will highlight how institutions can work with campus units to provide “best practice” ideas to teaching assistants. A schematic will illustrate the campus units involved and will highlight major topics that are covered to enhance the TA program. Other TA trainers may gain ideas for topics that comprise a basic TA orientation and about campus units that could be involved in TA training. The intended audience is TA trainers, faculty involved in TA training, and graduate school members.

Creating an Engaging Learning Environment through a Unique Student/Faculty Mentorship
Holly Buckland Parker & Charles Rathbone, University of Vermont
Imagine being able to get the student’s perspective of your course, and technology assistance for your curriculum development all in a mentor relationship. This is happening at the University of Vermont with a program that pairs an undergraduate student with a faculty member and the project coordinator to develop classroom projects that increase student engagement using technolo-
Pedagogical Uses of Technology as a Communication Tool
Lucy Cumyn, Rhonda Amsel & Susanne Lajoie, McGill University
As technology has become more of a major component within a global network, available connections to vast amounts of information and to individuals now exist across the world. Schools have also followed this trend changing dimensions of teaching and learning. How does this affect teaching and learning? The purpose of this poster is to present a brief review of the literature of ways that technology can be used in university teaching to enhance learning. What are some issues that developing professors need to know and to consider when deciding to use technology as a communication tool? A description of pedagogical expertise will ensue to bring forth practical ideas for implementation.

Improving Learning by Generating a Collaborative Definition of Effective Instruction
Stephen Guild, City University
Promoting quality learning experiences can be difficult without a common meaning of “Effective Instruction.” At City University, we have developed a collaborative definition of the elements of effective instruction based on current research, the University’s mission/vision and personal views of faculty and Deans. This definition, with 11 elements of effective instruction and 16 characteristics of effective Teaching Faculty, provides us an agreed-upon foundation to shape new and existing systems that foster learner-centeredness. This session will provide faculty development professionals, department chairs and deans an insight into the processes used and the many systems affected by the adoption of a definition.

Faculty Development for System Integration
Carol Steimer Bailey, Lynda Milne, & Lori Schroeder, Minnesota State Colleges & Universities
A legislative mandate brought together in a single system all of one state’s comprehensive universities, community colleges, and technical colleges. Faculty in the system, however, have different professional preparation and development paths, as well as different expectations for faculty development support. In this poster session, staff from the system’s centralized professional development center will present our needs assessment processes, governance, programs, budgets, and outcome measures. We will also describe how our programs complement and support institutional faculty development with leadership development programs, grants for instructional innovation in strategic areas, and best-practices forums joining faculty across geographic, institutional, and disciplinary boundaries.

Facultyware®: A Website Resource for Promoting Inclusive Instruction
Sally Scott & Joan McGuire, University of Connecticut
This poster session provides information for faculty and faculty development professionals about a free on-line resource entitled Facultyware®. As a result of funding from two federal grants, this web site has been developed to support faculty at two-year and four-year colleges in providing instruction that is more inclusive of students with disabilities and other diverse learners. The poster session will highlight major features of the web site including resources, examples of the site’s instructional freeware, the on-line juried review process for selection of instructional products for the web site, and the underlying conceptual framework, Universal Design for Instruction http://www.facultyware.uconn.edu.

Improving Teaching and Learning Through Faculty Initiatives
Sharon Hamilton, Indiana University
A Teaching Academy properly constituted and used, can have a profound influence on curricular transformation, pedagogy, and assessment across departments, schools and campuses within a large university system. FACET is Indiana University’s teaching academy, an organization that presently consists of more than four hundred faculty, each dedicated to championing teaching and
learning excellence. Indiana University is a multi-campus statewide institution that benefits greatly from having such an academy. In a conference setting, administrators, faculty development professionals and experienced faculty will be shown ways in which improvements to teaching and learning can be brought about largely through faculty

7:30 p.m. - ???

Dinner on your own

8:00 p.m. - 11:00 p.m.  E4: Walking Tour of Montréal's Gay Village (Meet at hotel front desk.) Optional Excursion to Arrange on Your Own: Burnt Piano, play at the Centaur Theatre.

9:15 p.m. - 11:00 p.m

Jeanne-Mance Songfest

Saturday, November 6, 2004

6:30 a.m. - 7:00 a.m. Jogging with Alan Wright: Parfum de Vieux Montréal. Walking Vieux Montreal with Adam Caron. Both events meet at the hotel registration desk.

7:00 a.m. - 12:30 p.m  E6: Nature Tour with Lion Gardiner POD member and biologist Lion Gardiner (Rutgers University) offers a tour of ecologically significant sites in the Montréal area. We will visit several wild areas for hiking and birding, including along the St. Lawrence River, and time permitting, historic Fort Chambly. Departure time: 7:00 a.m. sharp. Meet at the Hotel Desk.

Alfred-Rouleau B and C Continental Breakfast

7:00 a.m.– 8:30 a.m.

*******Case Studies ( 7:30 a.m. – 8:30 a.m.)******

Alfred-Rouleau B 7:30 a.m. - 8:30 a.m.

Cases about Teaching, Learning and Faculty Development

As teachers, learners, and educational developers, we often encounter situations that require us to think quickly and make on-the-spot decisions about what to say, how to act, and/or how to advise a colleague or client. During this session, participants will have an opportunity to think about a case study built around such critical incidents, and to discuss possible courses of action with POD colleagues. Copies of the cases will be available at the conference registration table. You are invited to bring your breakfast and join a case discussion in Alfred-Rouleau B. Topics include: Teaching Evaluations; Competing/Cooperating Teaching Centers on a Single Campus; Helping Faculty Navigate Multiple Ideas, Approaches, and Pedagogies; Multidisciplinarity; Consulting Around Religious Diversity; Faculty Mentoring; Science Teaching; SGIDs; and Videotape Consultations.
****** Roundtable Session #1 (7:30 a.m. – 8:30 a.m.)******

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
Practical Approaches to Program Evaluation  
Lesley K. Cafarelli & Cheryl Hilinski, The Collaboration for the Advancement of College Teaching & Learning  
Planning programs with an eye to documenting the value and impact of centers and programs for teaching and learning has become increasingly important in this time of declining resources. This Roundtable will provide the opportunity (1) to learn how diverse institutions, including large universities, small private colleges, and tribally-affiliated colleges, have approached evaluation and (2) to consult with colleagues experienced in managing program evaluations about ways to approach this for their own programs. The facilitators represent a faculty development consortium that has developed and managed a unique program to train program consultant/evaluators and assist institutions with this work. Handout provided. http://www.collab.org

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
Fostering a Scholarship of Faculty Development  
Wayne Jacobson, University of Washington  
We have a growing legacy of “what works,” satisfaction surveys, and identified best practices, but much like faculty who have little time to reflect or gather data on their teaching, many of us have little time to reflect or gather data on our faculty development work. This session provides an overview of the Scholarship of Teaching and Learning (SoTL), and proposes that the principles of SoTL can be used as a conceptual framework for enquiry into our practices as faculty developers. As part of this session, participants will develop research plans and partnerships for studying their own faculty development practices.

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
Getting Your Article Published in To Improve the Academy  
Sandra Chadwick-Blossey, Rollins College; Douglas Robertson, Eastern Kentucky University  
In this roundtable discussion, the current editors for To Improve the Academy, will discuss the procedures for submitting, reviewing, selecting, and editing articles to be published in the annual POD publication. Handouts with guidelines will be available and there will be ample time for questions. At the 2002 and 2003 conferences, large groups attended similar roundtable sessions and this resulted in a greater number of high-quality submissions.

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
Course Design Working Groups: Facilitating Learning-Centered Course Development  
Peter Felten & Allison Pingree, Vanderbilt University  
This session will describe an innovative approach to course design, adapted from literature on learning and course design (including "How People Learn", "Understanding by Design", and "Creating Significant Learning Experiences"). We also will explore preliminary results from a research project assessing the outcomes of these groups — indicating that group members become more intentional and learning-focused in their teaching. Finally, we will consider how participants might adapt Course Design Working Groups to their own institutional context.

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
If You Build It, Will They Come: Virtual Faculty Development  
Ellen Stevens, Joni Dunlap, & Teri Switzer, University of Colorado at Denver; Barb Bates, DeVry University; Patrick Lowenthal, Regis University; Michael Wray, Metropolitan State University of Colorado  
Faculty development programs have long been instrumental in enhancing faculty members’ teaching techniques. However, as universities depend more on adjunct faculty and on-campus faculty find few hours during the week to participate in class-room style workshops and continuing education programs, some universities have turned to online faculty development programs. As these pioneers build online faculty development centers, the question remains, will faculty participate? This round table discussion will provide an opportunity for faculty developers to share experiences in creating a virtual faculty development center, to discuss best practices, and to explore solutions and strategies we have found helpful to engage faculty in our cyber endeavor.
Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
**Discover Your Preferred Teaching Methods and Resources: An Online Checklist**  
*Sally L. Kuhlenschmidt, Western Kentucky University*  
An online self-evaluation questionnaire (funded by a POD Grant) gives those completing the form, a personal use index for each of nine teaching approaches, such as Active Learning or Cooperative Learning. Resources for each approach are also provided to the instructor. Participants in this POD session (developers and faculty) will learn about the questionnaire and data collected from it, suggest improvements, and identify ways to integrate it into instructional development.  
http://www.wku.edu/teaching/db/methods  

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
**Liberal Arts and the Corporate Campus: Undergraduate Education in Metamorphosis**  
*Benjamin D Lowinsky, York University*  
The growing commercialization of universities and the increasing use of technology challenge the core of the liberal arts and of a post-secondary education, resulting in the loss of human and intellectual values and practices. Given the increasingly impersonal, dehumanizing and diluted education of our students, then, what can we do to revitalize the classroom experience? It is primarily this question and the objectives flowing out of it that our roundtable discussion, involving faculty, graduate students, and administrators and alternating between focused discussion and contextual information provided by the chair, will tackle, proposing solutions that address pedagogical, technological and philosophical issues.  

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
**Starting Faculty Development Programs at Small Colleges**  
*Michael Reder, Connecticut College; Kim Mooney, St. Lawrence University*  
In this session, which is designed specifically for first-time POD attendees and people who are in the process of starting a small college faculty development program or center, we examine the challenges—and advantages—of supporting teaching and learning at a small college. There are significant cultural differences between small colleges and large universities. We will discuss creative strategies and programming that emphasize the advantages that most small colleges cultures offer, including an intimate, teaching-centered atmosphere where faculty already know each other well. Handouts include information tailored specifically for small college teaching and learning programs.  

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
**Developing a Statement of Teaching Philosophy**  
*Laura L. Bush, Arizona State University*  
Faculty members and graduate students who develop a statement of teaching philosophy make a significant step toward understanding, assessing, and reflecting on their teaching. They also construct an important document that can be used toward building a teaching portfolio or as written material for annual faculty reviews. The objectives of this roundtable are for instructional professionals to share their most useful or innovative strategies and resources for working with teachers to develop a philosophy of teaching. We will also discuss methods for offering feedback throughout a teacher’s writing process, including how various technologies may be used to support the process.  

Alfred-Rouleau A  
7:30 a.m. – 8:30 a.m  
**Cultures within Cultures: Discipline-Specific Faculty Development**  
*Jane E. Duncan, Southern Alberta Institute of Technology*  
This round table session for experienced and novice faculty developers will address the following objectives: to explicate recent literature on the potentially contrary notions of the inclusion of discipline-specific pedagogical content knowledge and transferable teaching skills in faculty development, to describe how the Southern Alberta Institute of Technology attempted to integrate both, and to collaboratively generate/share discipline-specific pedagogical content knowledge ideas to support faculty developers in the various academic subcultures at their home colleges.
Building Collaboration Amongst Geographically Separated Teams in Higher Education.

Piera Jung & Janet Hebron, Malaspina University College

Facilitating collaboration in the workplace has many benefits. Using the concept of Community of Practice as described by Etienne Wenger (1998), individuals will be afforded the opportunity to share their experiences, insights, and ideas with others. This session will explore the challenges and the use of creative communication methods to enhance connections between and among faculty members working in geographically separated campuses. In a roundtable discussion, participants will have an opportunity to learn from others and to help others learn by sharing their success stories.

Challenges and Successes in an Expanded TA Teaching Training Course

Julie D. Smith & Barbara Craig, Georgetown University

The Center for New Designs in Learning and Scholarship (CNDLS) and the Biology Department of Georgetown University have co-offered the course "Teaching Science" to graduate students for three years. The first year was limited to Biology students (many of whom are international), the second year it was opened to other STEM disciplines on our main campus and graduate programs in our Medical Center, and the third year it expanded to include Psychology students. We will discuss what we learned from each expansion, cultural and communication factors to consider when offering a disciplinary cohort class, and successful activities developed for this course.

http://cndls.georgetown.edu/programs/grad_student/science.html

8:30 a.m. - 10:15 a.m.

Job Fair

The Teaching Center: Avoiding Demise, Adopting Change, and Opening Anew

Gregg W. Wentzell, Milton D. Cox, & Joan Fopma-Loy, Miami University

Although the number of Centers and interest in faculty development are increasing, budget cuts and administrative change can cause cutbacks and closings. We describe an actual situation in which an impending downgrade was transformed through thoughtful strategies into a surprise turnaround: a new Center with increased staff, resources, space, and programming. This session proceeds in case format, with interactive discussion at the end of each of 3 phases: The demise: How would you react? The plan: What would you do? The proposal: What would you say? A handout includes plan, proposal, results, general strategies, and an assessment-based faculty development model.

http://www.muohio.edu/celt

Gender in the Classroom: Contemporary Diversity Training for Part-time Faculty

Timothy Hickman, Mary Rose Grant, & Robert Grant, Saint Louis University

This session presents a gender equity awareness model for part-time faculty, which identifies innovative methods to transform teaching behaviors to create equitable learning environments. The increasing use of part-time faculty in lower division courses prompts the need to enhance awareness of gender issues and inequitable campus climates that impact and influence student engagement and retention. Participants will investigate "new" gender gaps in higher education; identify teaching styles that promote equity, and using a focused inquiry technique, design learn-
Ing experiences that foster inclusion. Faculty developers from 2-year and 4-year colleges that regularly depend on part-time faculty will benefit from this session.

**Picardie A**
8:45 a.m. - 10:15 a.m.

**Communicating progress toward a culture of learning-centered teaching**
Phyllis Blumberg, University of the Sciences in Philadelphia

Weimer’s Learner-Centered Teaching develops a model and describes five practices that need to change to achieve learning-centered teaching. As faculty strive to implement this approach, they may find benchmarks helpful to determine their progress. Yet none exists now. Majority of the session will be spent in small groups developing a rubric on the achievement of learning-centered teaching. This session is intended for all who are interested in learning-centered teaching or those who wish to gain more experience developing rubrics. Such a rubric is useful for formative assessment to determine progress and outline where faculty need to make further changes.

**Picardie B**
8:45 a.m. - 10:15 a.m.

**Institutional Policies to Support the Professional Development of Teaching Assistants**
Linda von Hoene, University of California, Berkeley

Mentorship of graduate students is more often discussed in relationship to research than teaching, and institutional guidelines for faculty supervision of graduate students are apt to be laid out for the guidance that should be provided during dissertation writing but not for mentoring TAs and preparing future faculty for teaching. In this session we will discuss the policy that one major research university has adopted to guide the mentorship of TAs for teaching and brainstorm ways that other institutions could craft policies that would serve the professional development needs of future faculty in teaching.

**Auteuil A/B**
8:45 a.m. - 10:15 a.m.

**Developing Authenticity in Teaching**
Patricia A. Cranton, Saint Francis Xavier University; Ellen Carusetta, University of New Brunswick

Based on a three-year research project with 22 faculty members, we derived a model of how authenticity in teaching develops. In this session, participants will have the opportunity to discuss the meaning of authenticity and the ways in which authenticity develops with experience. They will be able to exchange narratives related to their own experiences with authenticity and design strategies for enhancing authenticity in teaching. Faculty and faculty developers will find the session to be of interest. Following a brief presentation of our research, the session will be conducted through dialogue and group work.

**Anjou A/B**
8:45 a.m. - 10:15 a.m.

**Facilitating Higher Education Change - A Contextualized Professional Development Model/Initiative**
Kathleen P. King, Fordham University; Patricia A. Lawler, Widener University

Leadership and change are at the center of this emerging model of contextualized professional development. Finding avenues to support faculty developers in their leadership roles as they initiate and promote change, navigate organizational culture and context, and stimulate creativity is imperative now in higher education. Participants in leadership roles, directing faculty development and conducting research on change will find this interactive and multimedia session intriguing taking an active and valued role providing feedback on recent data and the related model. Exploring solutions for scenarios will assist participants and guide application to facilitate change using “contextualized” professional development programs.

**Vaudreuil**
8:45 a.m. - 10:15 a.m.

**The Challenge of Developing Faculty in An Open-Enrollment Institution**
Stephen Guild, City University

Open-enrollment institutions face a special challenge. Most faculty who teach at City University are part-time instructors who have fulltime professional careers. Since teaching is usually a secondary focus for them and since many have limited experience teaching adults, the institutional challenge is to find innovative ways to maintain its high academic standards. City University has developed some creative ways to address issues such as providing professional assistance to a geographically-dispersed faculty, maintaining high standards of instruction and student learning, ways to help facilitate faculty affiliation with the institution and encouraging scholarly activities among all faculty.
Mont-Royal 8:45 a.m.- 10:15 a.m.  
**Stretching the Boundaries of Community: Faculty Development for Civic Engagement**  
Joan L. Fopma-Loy, Miami University  
Service-learning (S-L) pedagogy has been increasing in popularity as institutions are developing a commitment to educating students for civic responsibility, yet faculty may feel unprepared to use this pedagogy. In this session, one institution’s experience with implementation of a S-L Faculty Learning Community (FLC) will be described. Through interactive activities and discussion of the ongoing process/outcomes of this FLC participants will: a) understand essential topics to address in faculty development for S-L/civic engagement; and b) describe the potential of FLC’s in promoting principles of good practice in S-L/civic engagement pedagogies. Selected resources will be provided.

Été des Indiens 8:45 a.m.- 10:15 a.m.  
**Voices inside the Academy: Race, Pedagogy, and the Graduate Experience**  
Frank A. Tuit, Harvard University  
In search of best practices, this session builds upon the experiences of students at the Harvard Graduate School of Education — who participated in the qualitative dissertation study ‘Black Souls in an Ivory Tower: Understanding what it Means to Teach in a Manner that Respects and Cares for the Souls of African American Graduate Students’ (Tuit, 2003) — and examines the pedagogical practices and learning conditions that hinder or enhance their educational experience. This session should benefit those who want to develop a deeper understanding of how to create hospitable and productive learning environment in which diversity flourishes (Johnson & Mapp, 1997).

Hospitalité 8:45 a.m.- 10:15 a.m.  
**Tailoring Faculty Development Programs to Faculty Career Stages**  
Peter Seldin, Pace University  
College faculty progress through a series of sequential career stages. Each is characterized by different motivations and professional development needs. Yet, too often, faculty developers rely on hunches rather than on empirical data to guide programming decisions. This highly interactive session will explore the surprising research findings of a just-completed national study to determine the different programming interests and needs of more than 500 beginning, mid-career, and senior faculty. The program includes short presentations, small-and-large-group discussion, individual reflection, and an interactive exercise. Target audience: new and experienced faculty developers and administrators.

*** Refreshment Break (10:15 a.m. – 10:30 a.m. ******

*** Concurrent Sessions: E ( 10:30 a.m.- noon) ******

Executif 10:30 a.m.- noon  
**Small College Business Committee Business Meeting**  
All interested people should attend. For more information or if you are interested but unable to attend please contact Michael Reder at reder@conncoll.edu or at the hotel.

Salon des Arts 10:30 a.m.- noon  
**Inclusive Teaching for Our Queer Students**  
Michele DiPietro, Carnegie Mellon  
This is not a generic workshop on heterosexism and homophobia. Rather, it challenges participants to understand the issues queer students face and how they impact their classroom performance and to develop attitudes and behaviors to make classes inclusive. The workshop balances cognitive and affective components, starting with identity development models as means of understanding our students and continuing with a guided journey to bring relevant emotions out on the table. Participants then reconsider their teaching methods and content through video clips, brainstorming and student quotes, and generate strategies. Geared to developers and instructors alike. Several handouts and annotated bibliography provided.
Identifying and Responding to Critical Moments in the Classroom
Todd Zakracek, Central Michigan University
This session will present an effective method of working with faculty to recognize communication patterns in the classroom that constitute critical moments and to identify options to help faculty to deal with these critical moments. This session is designed for mid to late career faculty developers, although anyone comfortable with helping faculty to learn to respond to critical communication cues in the classroom is welcome. The session will include observing critical moments in short video clips. Participants will then work in small groups to identify the exact critical communication pattern (verbal and nonverbal) and options for responding to that communication.

Enhancing Faculty and Organizational Development Through Electronic Portfolios
Susan Kahn & Sharon J. Hamilton, Indiana University-Purdue University Indianapolis
This session addresses strategies for using a student electronic portfolio as a basis for faculty and organizational development that supports two important institutional purposes: deeper, more coherent learning for students and broad consensus among faculty on what graduates should know and be able to do. Participants will see IUPUI’s portfolio, conceived around the development of proficiencies in six Principles of Undergraduate Learning. Using solo and group brainstorming, participants will identify faculty development activities that promote buy-in to student portfolio initiatives and support for program- and institution-wide learning objectives. Aimed at beginning and advanced developers, especially those from larger campuses.
http://www.eport.iu.edu/

What Graduate Students Want: Assessing Professional Development Needs
Laurie Bellows, University of Nebraska-Lincoln
In response to recent reports on the inadequate preparation of graduate students for future academic roles and responsibilities, many universities are providing a broader and more complex array of professional development activities. This highly interactive session will focus on what those development activities can entail. We’ll share the results of a campuswide survey that assessed the self-perceived career goals and academic and professional development needs of masters and doctoral level students. As a group, we’ll focus on the changing practices in graduate student professional development and discuss strategies for shaping initiatives to meet the needs of our future professionals.

Student Learning Initiatives and Faculty Development: Emerging Research Themes
Nancy J. Simpson, Jean E. L. Layne, Blake Godkin, & Adalet Baris Gunersel, Texas A&M University
How can we “benchmark” individual starting points for faculty growth in teaching? How can we apply the literature on how people learn to the process of professional development of faculty? How can we monitor growth and change? This session will describe results of ongoing research conducted as part of an NSF sponsored project at a large research university. Presenters will share themes emerging through the use of stimulated recall interviews of faculty and suggest how this process and the information yielded can inform faculty development practice.

Doing the Right Thing: Ethical Inquiry for Developers and Teachers
Donna M. Qualters & Perrin Cohen, Northeastern University
Whether it's deciding what grade to give or having a colleague ask the 'inside scoop' on their tenure case, we all face ethical dilemmas in our lives as teachers, faculty developers, and administrators. This session will introduce the AIR Ethical Inquiry Model developed at Northeastern University and share the tools associated with the model to help professionals inquire into ethical situations in a manner that will create more caring and compassionate choices and work to promote ethical leadership. Through Awareness, Inquiry and Responding in a reflective mode this model has wide applications as a development tool across academic and student affairs.
http://www.nucase.neu.edu/
Bridging the Cultural Divide between Developers and Professional Academic Advisors

Lauren P. Chism, Tricia R. Hey, & Nancy V. Chism, Indiana University Purdue University Indianapolis

Our near-exclusive focus on faculty or TAs leads most developers to overlook the possibility for a powerful partnership that can enhance our work. In this session, we will explore how developers can both learn from and serve academic advisors, professionals who have first-hand knowledge of how students perceive the curriculum and struggle to learn. We’ll use results of an informal survey to help developers understand what they can contribute and gain from advisors, identify ways to form bridges across the distinct academic cultures that developers and advisors inhabit, and generate action plans for pursuing these relationships in the future.

Active Learning: The Science and the Strategies

Suzanne M. Swiderski, The University of Iowa

For the past two decades, “active” approaches to teaching and learning have dominated discussions about pedagogy in higher education. In many of these discussions, however, neither the cognitive rationale for transforming classrooms into active learning environments nor the cognitive strategies useful in enhancing learners’ understanding of disciplinary content is addressed. In this workshop, participants will engage in simulated “experiences” from the field of cognitive psychology to understand the theories and research supporting an active learning approach to teaching. Additionally, participants will be guided through a process for incorporating cognitive active learning strategies into the instructional contexts in which they teach.

3-Keys to Designing Effective Group Activities and Assignments

Larry K. Michaelsen, Central Missouri State University

Well-Designed group activities are critical to building relationships among learners that will enable small groups to become effective learning tools. In the session, I will use a series of group activities to: 1) identify the forces that foster social loafing (uneven participation) in learning groups, 2) highlight three key variables that must be managed to create broad-based member participation and learning and, 3) provide a hands-on demonstration of how the three keys can be managed effectively.

Creative Collaborations Across Diverse Schools and Colleges

Laura L. B. Border & Hoag Holmgren, University of Colorado at Boulder

Innovation and change in graduate education must reflect the strengths of individual schools and colleges, while attenuating the weaknesses. Effective institutional change requires attention to multiple levels and venues for the support of graduate student professional development. While individual programs prosper in a climate that encourages and fosters creativity, deans and chairs can guide and support graduate student development through collaboration with teaching centers. In this presentation/discussion session, the director and assistant director of a center share a novel intervention on their campus based on collaborations between administrative units. Graduate student development specialists will benefit from this model.

http://www.colorado.edu/gtp

Lessons Learned: Seasoned Developers Reflect on Changing Contexts and Conditions

George Gordon, University of Strathclyde; Mary D. Sorcinelli, University of Massachusetts-Amherst; W. Alan Wright, Université du Québec

This session draws upon the substantial experience of seasoned educational developers from two continents and three different higher education systems. The facilitators will compare approaches to leading change, responding to policy initiatives, and fostering and sharing creative innovation. They will explore lessons learned and how these can be used to address emerging challenges in what may be increasingly testing times for centers. Participants will be encouraged to share their experiences, discuss how their experiences relate to those of the presenters, and consider how the collective knowledge could inform strategies and practices and provide persuasive evidence of development, evaluation and benchmarking.
Course Redesign to Foster Learning, Reduce Costs, Enhance Faculty Productivity

Bill Burke & Kathryn Cunningham, University of Kentucky

Budgets are cut, student enrollments increase, larger classes result, and student learning plus faculty workload can suffer. This session examines a campus initiative on course redesign based on work by Carol Twigg at RPI in which instructional technologies are employed to enhance learning, lower costs, and reduce faculty workloads to allow more time for other scholarly endeavors. Through small group work participants will explore course redesign efforts, the products that result, and how faculty developers can facilitate the process. This session can benefit faculty, educational developers, and administrators concerned with learning, course costs, and faculty workloads.

An Experiment in Listening

Mark Weisberg, Queen's University; Jean Koh Peters, Yale University

Much of our academic and professional lives consists in us listening or being listened to, yet we rarely explore how we listen. Do we listen differently at work from how we listen to a friend, a spouse, a child? How does the form of our listening affect our interlocutors? Affect ourselves? What helps us listen better? What gets in the way? What’s the relationship between how we listen and are listened to and how we and others learn? We’ll explore these questions through a series of activities involving writing, reflecting, small group discussion, and at least one listening exercise.

Lunch – Make Your Own Lunch Topic

Plenary Address with Dr. Milt Hakel

Shaping Change by Applying the Science of Learning in Universities

Milton Hakel was a faculty member at Ohio State University for many years, chaired the Psychology Department at the University of Houston, and joined Bowling Green State University in 1991 as a specialist in industrial and organizational psychology. At Bowling Green, he has served as interim head of the Institute for Psychological Research and Application, worked with student assessment, and chaired the committee that developed the Academic Plan. He is currently working on the development of electronic portfolios for students. Dr. Hakel has won international recognition for the quality of his scholarly accomplishments and for his leadership in professional associations.
Diversity Commission Business Meeting
2:45 p.m. - 4:15 p.m.

****** Concurrent Sessions: G - 2:45 p.m. – 4:15 p.m. ******

Facilitating Change: Successful Instructional, Faculty, and Organizational Development
Doug Robertson, Eastern Kentucky University
"Change is inevitable—except from a vending machine" (Robert Gallagher). When it comes to facilitating change, we may feel as if we are standing at a vending machine banging away but still not getting the change we want. This interactive workshop explores change's predictable phases in individuals (students, faculty, administrators) and groups (departments, colleges, universities), as well as powerful tools for facilitating change. The workshop is designed to be immediately practical for faculty developers and educational administrators who focus on instructional development, faculty development, or organizational development.

So What Is Teaching Effectiveness Anyway? Analyzing Knowing and Communication
Nancy V. Chism, Indiana University Purdue University Indianapolis
Opinions on the pesky issue of defining teaching effectiveness range from insistence that the concept is always contextual, ephemeral, or ultimately undefinable to assertions (often made with some impatience) that we have clear research findings on the characteristics of effective teaching. Which position is more viable? We ought to care deeply, since the notion of teaching effectiveness underlies all that we do. This session will lay out the major ways in which scholars have defined teaching effectiveness and the major arguments for resisting a definition, asking participants to come to a clearer articulation of their own positions.

Learning Portfolios: Reflective Practice for Improving Student Learning
John Zubizarreta, Columbia College
Interested in discovering or sharing an alternative or complementary approach to improving and assessing student learning? Wondering how reflection, collaboration, and evidence promote higher-level learning? Faculty and faculty developers, come find out about the benefits and challenges of learning portfolios, the value of reflective practice in enhancing learning, and the diverse applications of student portfolios. Bring your experiences and your varied models for active conversation, for sharing of ideas and resources on learning portfolios, and for writing a plan for implementation of a learning portfolio in a selected course.

http://tap.msu.edu/jzubizarreta_eportfolio/

The Workplace as a Learning Lab: Learning Community Networks
Julie M Stockton, Maura da Cruz, & Marie-Laure Lagrange-Michaux, University of British Columbia
Training practitioners used to believe that the classroom setting provided an effective learning experience. However, over the last few years, we have started to change our expectations about how learning occurs. Although learning is stimulated by exposure to new information and experience in a classroom, it is incomplete if the learner hasn't time for frequent practice, reflection and exchange with peers. In this session, through presentation, story telling, and group dialogue, we will share our successes, challenges, and future plans in creating a personal learning environment at UBC that supports the provocative concept that "every moment is a learning opportunity.”

http://www.hr.ubc.ca/otd

First Draft: Creating a Part-Time Faculty Institute
Alan Waugh, Tacoma Community College
What are the most important topics to address in one comprehensive course in college teaching for part-time faculty? If you design a course which meets once a week for one term, what do you include? What gets cut? In table groups, by quarter and semester colleges, participants will decide major topics and order, and share one impactful learning activity for one topic. The focus
of this session is discussion and shared work at tables. Resources, prep work for and results of an actual Institute will be briefly shared. All participants will be mailed the work products from all table groups.

Anjou A/B 2:45 p.m. - 4:15 p.m.
Renewing a Culture of Faculty Development: Aligning Content and Process
Jean E. L. Layne, Jeff Froyd, Nancy J. Simpson, & Prudence Merton, Texas A&M University
The expansion of knowledge about how people learn challenges faculty development professionals both in terms of the information conveyed to faculty, and also in the design and delivery of programs and services. What is the culture of faculty learning? How are we communicating within it? What are our creative responses to the challenges faculty encounter as learners about learning? Our session invites participants to explore these questions and consider how application of the learning literature to practice can make us more effective in all of these areas.

Vaudreuil 2:45 p.m. - 4:15 p.m.
facultydevelopment.ca: A Vision and a Tool to Shape Change in H.E.
Aline Germain-Rutherford, Timothy Pychyl, University of Ottawa
facultydevelopment.ca aims to provide flexible access to bilingual, interactive and multimedia rich web-based tools enabling faculty to enhance teaching and learning in post-secondary education. Individuals from Canadian Educational Development Offices, the Society for Teaching and Learning in Higher Education (STLHE), and award winning 3M Teaching Fellows have collaborated to create this learning website. During the session, we will describe the conceptual framework and architecture of facultydevelopment.ca, demonstrate modules on hybrid teaching and learning, and discuss with participants how they can contribute to this resource. This session is of interest to instructional developers, recruitment officers, faculty and administrators.
http://www.facultydevelopment.ca

Mont-Royal 2:45 p.m. - 4:15 p.m.
Impacting Student Potential Through Whole Brain Learning Strategies
Karen A. Becker & Christina S. Long, Youngstown State University
Because whole brain learning is an integral part of classroom curriculum and tutoring lab settings, those not wanting to miss this session will include open-minded instructors, students of the brain, and curriculum consultants. Utilizing a PowerPoint presentation, a brief introduction to learning styles and Educational Kinesiology® (Edu-K) will precede a participant-centered demonstration of four specific activities that facilitate whole brain learning. The session will conclude with an illustration of how the power of our language manifests itself in the opposing brain hemispheres. Thus, audience members will go home with several ways to unlock learners' potential.

Ét&es des Indiens 2:45 p.m. - 4:15 p.m.
Teaching with Emotional Intelligence
Alan Mortiboys, University of Central England in Birmingham, United Kingdom
This session provides Faculty and Faculty and Teaching Assistant developers with the opportunity to: consider an argument for the use of emotional intelligence by teachers; explore examples of what it means to use their emotional intelligence with learners; plan to further develop and use emotional intelligence with learners. It also includes a brief account of a unique 4 day course, ‘Teaching with Emotional Intelligence’ piloted by the presenter at the University of Central England in 2004. The session will include activities for participants that invite them to investigate their own current use of emotional intelligence with learners.

Hospitalité 2:45 p.m. - 4:15 p.m.
Faculty Developers as Leaders of Change: Developing Urgency for Change
Lion F. Gardiner, Rutgers University
Higher education is widely perceived as unresponsive to calls for reform in our educational practices. Faculty and administrators are often unaware of research findings on learning and student development and best practice. Complacency seems widespread. Faculty development professionals can serve as key change agents in raising the level of urgency for change among decision makers. Participants will examine educational quality on their own campuses against research findings on college outcomes and specific aspects of best practice, and will have an array of tools and tactics for increasing urgency and leadership for change.
Alfred-Rouleau A
2:45 p.m. - 4:15 p.m.

Teaching Faculty to Integrate Humor as a Systematic Teaching Tool
Ronald A. Berk, Johns Hopkins University
This session transforms 35 years of research and accumulated methods on humor in the college classroom into a workshop module that a faculty developer can use with his or her newbie and veteran faculty and teaching assistants. Several interactive methods will be modeled on topics such as the research-based benefits of humor and laughter, offensive humor, and infusing humor in course syllabi, examples, and tests. A demonstration will be presented using humor, music, and props to teach a theory, concept, or process, drawing on multiple intelligence theory. This session “boldly goes where no faculty developer has gone before!”, maybe.

Alfred-Rouleau B
2:45 p.m. - 4:15 p.m.

Using Cooperative Games to Promote Learning
Barbara J. Millis, University of Nevada at Reno
How can we get students to prepare for class? How can we motivate them to learn? How can we foster peer coaching, time on task, and active learning? Academic games, when carefully selected and structured, can fulfill many of these objectives—and more! The facilitator will explore some of the theory behind academic gaming and present important principles for selecting, designing, conducting, and assessing games that further learning objectives. Most importantly, participants will directly experience three games dealing with the subject of teaching and learning. The presenter, who is writing a book on academic games, will provide extensive support material.

Alfred-Rouleau C
2:45 p.m. - 4:15 p.m.

Veteran PODers share accumulated knowledge and wisdom: An annual conversation.
Linc. Fisch, Lexington, KY; Lesley K. Cafarelli, Collaboration for the Advancement of College Teaching and Learning; Ann Lucas, Fairleigh Dickinson University; Ronald Smith, Montréal, PQ; Karron Lewis, University of Texas, Austin
POD is all about sharing ideas and experience. But as conferences become larger, it becomes less likely to meet, much less converse at length with the veteran developers who have contributed so much to POD and its members. Each year, this interactive session offers an intimate ambiance in order to provide opportunity to engage key players in the field in conversation about matters of interest to you and for all of us to share what we have learned (and what we may yet have to learn). The session will appeal to all POD members, and especially to relative newcomers.

Jeanne-Mance
2:45 p.m. - 4:15 p.m.

Faculty and TA Development: Making Assumptions about Practice Explicit
Deborah DeZure, Kevin Johnston, Michigan State University; Matthew Kaplan, Chris O’Neal, University of Michigan
Whether combined within a center or separated administratively, Faculty and TA developers often design their programs similarly. Yet, despite a large body of research on TA and faculty development practice, little is written about how the relationship between them guides decisions on how to maximize program effectiveness, efficiency and participation. Through an interactive session, guided by developers from two R1 institutions with different organizational structures, participants will examine their assumptions about the relations between TA and Faculty Development practice and explore implications of their views.
***** Concurrent Sessions: H (4:30 p.m. - 5:30 p.m.) *****

Salon des Arts
4:30 p.m. - 5:30 p.m.

Réfléchir en groupe pour mieux agir : formation des auxiliaires d'enseignement
Annie Dubeau, Paul-Armand Bernatchez, Jean Frigault, & François Lepage, Université de Montréal
La formation proposée vise à préparer les auxiliaires à leurs nouveaux rôles. À ce jour, plus de 80 auxiliaires ont participé à cette formation sur une base volontaire. La formation d'une durée de neuf heures comprend trois séances de trois heures. Chaque séance offre un espace de discussion et de réflexion en groupe. L'interaction entre les auxiliaires expérimentés et les auxiliaires novices constitue un aspect clé de cette formation. L'objectif de cette communication est triple : a) présenter le cadre général de cette formation ; b) présenter les dispositifs expérimentés depuis la session d'hiver 2003 et c) poser un regard critique sur ce projet pilote de formation.

Argenteuil
4:30 p.m. - 5:30 p.m.

New Faculty as Agents of Change
Dominique Giguere & Marina Engelking, Seneca College of Applied Arts and Technology
Seneca College's new faculty development program uses the cornerstones of innovation, diversity and creativity to achieve a positive culture of change at Canada's largest college. Now in its third year, the program is already paying dividends with several empowered new faculty cohorts taking the lead in improving the design and delivery of culturally inclusive and technology-enhanced programs. Join this session to discuss, ask about and share ideas on how new faculty can lead a culture of change in their departments which, in turn, leads to an increase in the quality of education offered to our students.

Picardie A
4:30 p.m. - 5:30 p.m.

Creating Accessible Learning by Design: Learner-centered Education through Universal Design
Elizabeth Harrison, University of Arizona; Christopher Lanterman, Northern Arizona University
Universal Design is a new paradigm in teaching that focuses our attention on making learning accessible to all learners regardless of their social, cultural or linguistic background, abilities, and learning preferences. This session will provide faculty developers and faculty with an understanding of the barriers that diverse students face in higher education, as well as theoretical and practical applications of Universal Design in learning. Through individual and group activities participants will learn principles of Universal Design and develop and discuss universally designed solutions for specific situations in their own practice.

Picardie B
4:30 p.m. - 5:30 p.m.

Fostering Self-Efficacy Among International Teaching Assistants
Gregory Anderson, University of Southern California
Participants will examine and discuss the construct of teacher self-efficacy (Bandura, 1993). Recent research will be analyzed, including the role of change (Weasmer and Wood, 1998), and the related focus on reflection (Kane, Sandretto, & Heath, 2004). Designed for those who work with inexperienced international faculty, this session will offer tools and practices to help ITAs develop self-efficacy. Participants will analyze materials, review ITA reflections, and consider adaptations for each participant’s context. Participants will gain new abilities to create better learning, and thus better teaching, for new ITAs.

Auteuil A/B
4:30 p.m. - 5:30 p.m.

Online Learning: Linking Teaching Methods With Learning Outcomes
Amy Gross, The IDEA Center
One of the most influential facilitators of change in recent higher education history has been the growing use of online technology for course delivery. When working with online technology, faculty and instructional development practitioners face a number of key questions: In what ways does instructional pedagogy need to change? What types of teaching methods are most effective in facilitating learning on course specific learning objectives? This presentation will address these questions by summarizing research that was based on a nationally available student ratings of instruction instrument. See http://www.idea.ksu.edu.
<table>
<thead>
<tr>
<th>Location</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anjou A/B</td>
<td>Beyond Teaching Portfolios: Using Course Portfolios to Enhance Students' Learning</td>
<td>Judith Longfield, Indiana University</td>
<td>Learn how a course portfolio can be used as a form of scholarship to document the design, implementation, and evolution of a specific course; or serve as a tangible means of studying ones teaching in order to enhance students' learning. This session will show how one instructor’s participation in a cross-disciplinary course portfolio group enhanced students’ understanding of concepts and improved intellectual discourse. A strategy (usable by Teaching Centers and individual faculty members) for developing course portfolios will be presented. Come prepared to develop a portfolio outline for a course (or series of workshops) you would like to study.</td>
</tr>
<tr>
<td>Vaudreuil</td>
<td>Personal Vision and Commitment: Essential Ingredients for Cultural Change</td>
<td>Kim Covington &amp; Jeff Froyd, Texas A&amp;M University</td>
<td>Cultural change implies changing the majority of conversations within a system. However, cultural change must be initiated and sustained by individual efforts. For individual initiatives to be effective, people may need to increase their capacity for personal vision and commitment. What is implied by personal vision and commitment? How might capabilities for personal vision and commitment be developed? Where might improved personal vision and commitment lead? Our session invites participants to explore these questions through interactive activities that have been employed on our campus.</td>
</tr>
<tr>
<td>Mont-Royal</td>
<td>Doffing the Six Thinking Hats to Diversity</td>
<td>Peggy A. P. Pruinsner, Wartburg College</td>
<td>The cooperative learning activity called Six Thinking Hats is a strategy for implementing Edward deBono’s Parallel Thinking Method. Contrary to the typical Western method of argument, participants with different perspectives think in the same direction, thereby supporting and expanding the cultural context, fostering communication, and engaging creativity in problem solving. Experienced and novice teaching practitioners interested in instructional design should join in this interactive session to engage in a cooperative reading-thinking activity, discover multiple applications of the Six Thinking Hats in educational environments that promote diverse perspectives, and investigate the supporting brain research base.</td>
</tr>
<tr>
<td>Été des Indiens</td>
<td>Cultivating Intrinsic Motivation in Learning, Teaching, and Faculty Development</td>
<td>Chantal S. Levesque, James A. Zimmerman, &amp; G. Roger Sell, Southwest Missouri State University</td>
<td>This session – for faculty developers, faculty and administrators – will focus on how motivation theory can be used to enhance academic work. After a discussion of extrinsic and intrinsic aspects of motivation, specific attention will be given to self-determination theory, which attempts to explain the motivation affecting individual choices that leads to the satisfaction of basic psychological needs. The concepts of autonomy, competence, and relatedness will be used to help participants assess their own motivation. These motivational concepts will be applied to student learning in two courses and a faculty development program for the scholarship of teaching and learning.</td>
</tr>
<tr>
<td>Hospitalité</td>
<td>Post-modern Theory and Public Opinion: Coping with Classroom Clashes</td>
<td>Alison Seaman, University of Regina</td>
<td>Most university students approach art with a modernist framework and traditional ideas about what is beautiful. As members of the public, consequently, they find themselves unable to understand Post-Modern art; they do not accept the art of marginalized peoples, and contemporary art is misunderstood. This session offers a model for a Post-Modern, constructivist classroom which is taken from the Saskatchewan Arts Education curriculum, and proposes a framework for developing thoughtful, culturally aware students by emphasizing the inclusiveness and plurality embedded within Post-Modern theory and art. <a href="http://www.sasked.gov.sk.ca/docs/artsed/artsmain.html">http://www.sasked.gov.sk.ca/docs/artsed/artsmain.html</a></td>
</tr>
</tbody>
</table>
Saturday afternoon, November 6

Alfred-Rouleau A 4:30 p.m. - 5:30 p.m.  
**Dialogues in Diversity: Stimulating Departmental Conversation and Action**  
*Connie M. Schroeder, University of Wisconsin - Milwaukee*  
Dialogues in Diversity is a flexible, interactive series of “mini-forums” designed to facilitate initial departmental discussion of diversity, and raise issues to the table for departmental dialogue. Participants will engage in mini-forums on Identity, Students, Course design and Content, and Pedagogies that welcome, recognize and value diversity. In the final Forum, participants will gather as ‘disciplines’ to consider priorities and future directions aimed to increase student success as well as recognize barriers and challenges to creating a diverse learning experience. Participants will critique the pros and cons of using this model to stimulate departmental communication of diversity, teaching and learning.

Alfred-Rouleau B 4:30 p.m. - 5:30 p.m.  
**Implementing Faculty Learning Communities at Large and Small Institutions**  
*Ruth Benander & Beverly Knauper, University of Cincinnati Raymond Walters College*  
Faculty Learning Communities (FLCs) are most successful when they are structured to respect the local institutional culture. The presenters have been both FLC facilitators and members. We have experienced FLCs at both a large research university and a small teaching college. During this session we compare and contrast the structure, the communication, and the social functions of the FLCs at the two institutions. We invite the participants to describe their experiences with structuring FLCs and reflect on the social functions related to these structures. We will develop a list of best practices and cultural issues based on the conversation.

Alfred-Rouleau C 4:30 p.m. - 5:30 p.m.  
**Modifying the SGID Process for Curriculum and Program Assessment**  
*Karen Freisem & Donald H. Wulff, University of Washington*  
Innovations to courses are often implemented and assessed by individual instructors, but it is more complicated to assess changes to a multi-course sequence or program taught by different instructors over time. This session will describe how the SGID can be used as a tool for program assessment involving multiple courses and instructors, and will discuss specific implications for how feedback sessions are structured, how data are reported, and how instructor confidentiality can be maintained. Participants will consider how a modified SGID process might be applicable for curriculum and program assessment in their own institutions.

Jeanne-Mance 4:30 p.m. - 5:30 p.m.  
**Models for Faculty Development/T&L Centers at Small Colleges**  
*Melissa W. Clearfield, Whitman College; Michael Reder, Connecticut College; Susanne Morgan, Ithaca College; Stephanie Fabritius, Southwestern University; Jeffrey A. Halprin, Nichols College; Kathy Harring & Kathryn Wixon, Muhlenberg College; Mary Pat Neylon, Molloy College*  
Small colleges provide support to faculty in a wide variety of organizational models, such as Dean/Provost, Faculty Leader, Faculty Committee, and Faculty Center Models. Each arises from the campus culture and impacts that culture in unique ways, yet there are common implications of the organizational forms. Following a brief description of models by the panelists, small groups will identify the organizational form at their own campus and identify challenges that are confronted in each model, considering implications for effective support for faculty. This session will be of interest to people from undergraduate campuses of any size and includes extensive handouts.
Diversity Commission
Suite
5:30 p.m. - 6:30 p.m.
Diversity Commission leadership team meeting

Grand Salon
5:30 p.m. - 6:30 p.m.
******Reception (5:30 p.m. - 6:30 p.m.) ******

Grand Salon
6:30 p.m. - 9:00 p.m.
Banquet, Bright Idea Awards, and Celebratory Events

Grand Salon
9:00 p.m. - midnight
Music and Dancing
Recorded music, dancing, and entertainment with Sheldon Kagan International

Sunday, November 7, 2004

6:30 a.m.-7:00 a.m.
Jogging with Alan Wright: Steeple chase. Walking carte blanche with Adam Caron. Both events meet at the hotel registration desk.

Alfred-Rouleau C
7:00 a.m.- 8:30 a.m.
Continental Breakfast

******Roundtable # 2 (7:15 a.m.- 8:15 a.m.)******

Alfred-Rouleau A
7:15 a.m.- 8:15 a.m.
Assessing a Technical Competency Program for Future Faculty
Dan Madigan & Cathi Cardwell, Bowling Green State University
Preparing Future Faculty for an academic career in higher education that depends heavily on technology to support teaching and research goals has become a shared task among university support personnel. In an effort to address this concern, our university has developed an IT and information literacy pilot program for graduate students that is based on a series of online modules. These interactive modules support problem-based and team-based learning concepts to enhance the technical competencies of graduate students. Participants will engage in an activity designed to generate discussion about their own ideas regarding graduate competencies in these areas.
http://ctlt.bgsu.edu/communities/grad.php

Alfred-Rouleau A
7:15 a.m.- 8:15 a.m.
Creatively Assessing Our Work in Small College Cultures
Fletcher McClellan, Elizabethtown College; Kina Mallard, Union University; Bonnie Mullinix, Monmouth University; Ken Jones, College of Saint Benedict/Saint John’s University; Fletcher McClellan, Elizabethtown College
How can we creatively measure our work in faculty development? This round table discussion will be led by four faculty who will share qualitative and quantitative approaches to conducting needs assessment and evaluating faculty learning outcomes. The leaders will share handouts with participants and participants will also share their assessment success stories. The session will be dynamic and limited only by the creative ideas of the participants. The session is for all faculty developers. Participants will receive handouts and examples of surveys, qualitative approaches and forms, focus group strategies and other methods of evaluation and determining faculty development needs.

Alfred-Rouleau A
7:15 a.m.- 8:15 a.m.
Problem-Based Learning as Cultural Change: Making It Happen!
Kristi Arndt
Problem-based learning (PBL), using real-world problems to stimulate learning, requires a significant shift in the roles and responsibilities traditionally assigned to teachers and students. In fact, PBL turns the usual “teacher-as-expert” “student-as-recipient”mode of learning upside down!
Participants will explore the challenge of truly empowering students as self-directed learners. They will also become more aware of the obstacles that must be overcome in order to support the long-term goals of PBL. Both novice and experienced practitioners of PBL and other student-centered learning methods are encouraged to attend. Topics include 1. PBL Challenges, 2. Outcomes Assessment, 3. PBL as Cultural Change.
http://kristiarndt.com

**Alfred-Rouleau A**

**7:15 a.m. - 8:15 a.m.**

**Challenges and considerations in implementing a TA professional development program**

*Jill Grose & Maureen Connolly, Brock University*

This discussion-based session will explore the challenges of maintaining successful TA professional development programs. Our institution has recommended a mandatory TA training program that poses significant challenges for the university and runs the risk of shifting the focus from teaching issues to contractual obligations. Although lessons learned from our own initiatives will be shared, participants will identify and debate the issues arising from their own institutional contexts. Discussion around locus of responsibility, competing interests, unions and the diversity of TA needs may inform the debate and assist in generating potential strategies for implementing successful TA development programs.

**Alfred-Rouleau A**

**7:15 a.m. - 8:15 a.m.**

**Intercultural Communication? Intersections of Teaching & Advising**

*Susan Yager, Iowa State University; Dana Schumacher, Iowa State University*

Teaching and advising are intertwined and complementary tasks, and at small institutions they are often conducted by the same person. At many larger institutions, however, these functions have become more specialized, even to the point of seeming to belong to different cultures. This specialization requires that professional advisers and instructors act intentionally to recognize and support one another in their interrelated functions, ensuring that the students' interests and needs remain paramount. This session will explore the intersection of teaching and advising as a faculty development issue, with dialogue and questions from participants being a central component of the session.

**Alfred-Rouleau A**

**7:15 a.m. - 8:15 a.m.**

**Building Support for Faculty Development in Times of Budget Reductions**

*Kenneth W. Kuehn, Western Kentucky University*

Maintaining the quality of teaching and learning in times of budget reductions is a challenge that most development centers must eventually confront. In this roundtable discussion, participants will share their experiences and develop strategies to ensure against future negative impacts on the services that their centers provide. The objective is to develop a list of key points for demonstrating efficiencies, building rank-and-file support, and marketing to university administrators the essential role of faculty development. This session is especially appropriate for those involved with strategic planning, resource allocation, and maintaining the long-term health of the development unit.

**Alfred-Rouleau A**

**7:15 a.m. - 8:15 a.m.**

**Shifting the focus: are they learning what we think we're teaching?**

*Sharon E. Roy, Washington State University*

Outcomes-based assessment represents a radical shift in how we measure and think about success. This discussion will explore an integrative model for outcomes-based assessment which has faculty collaboratively identify and organize learning outcomes for entire programs and embed them into core assignments across the curriculum. Faculty rating of student responses to those assignments generates data to analyze and respond to student success in meeting those outcomes. Discussion of the implementation of this model will provide a forum to explore the challenges and benefits of integrative assessment and of the shift from measuring inputs to measuring outputs.
Preparing Future Faculty: Getting the Itch and Starting From Scratch
Kathleen O. Kane & Brandon C. Ledward, University of Hawai'i at Manoa
This roundtable discussion will offer participants models for launching a successful TA Training (TAT), Preparing Future Faculty (PFF) Program, or an integrated TAT/PFF series at their institution. Last year our center was given a mandate by our Chancellor making attendance at TAT a requirement for all new hires. Working closely with graduate division, we then extended a non-compulsory PFF Program to all graduate students. The result has been a dramatic increase in attendance at all events. Wherever your center is with regards to developing a TAT or PFF, we invite you to take part in this lively exchange.

Teaching certification programs for graduate students: Getting started
Gabriele Bauer, University of Delaware
This roundtable will provide guidance and a discussion forum for professionals interested in or charged with starting teaching certification programs for graduate students. What do you need to know about the national context, institutional context, administration, constituents, campus politics, budgets? This roundtable pertains to TA developers. Resources will be provided.

Creating a Virtual Faculty Development Center
Marilyn S. Miller and Charlotte M. McCloskey, University of Missouri-Columbia
In a large decentralized research university, faculty development resources are scattered across the whole university, making it difficult for faculty and TAs to find the resources they need in an efficient manner. By creating a virtual faculty center, we have yielded a more productive use of our current resources as well as bypassed the resistance that would have occurred with a physical relocation of these services or a change in the reporting structure of these services. In this session, we'll discuss the philosophy behind the creation of a virtual faculty center, as well as suggestions and challenges for replication in other organizations.

Collaborative Models for Preparing Future Faculty: Assessment, Outcomes, and E-Portfolios
Kristine Blair, Sue Carter & Richard Gebhardt, Bowling Green State University
Our roundtable will allow participants to share collaborative efforts on the part of faculty developers and academic units in preparing future faculty, with an emphasis on electronic portfolios in documenting graduate-level learning outcomes and the role of both outcomes-based advising and faculty development consultations in the process. As part of the shared responsibility in preparing future faculty, we shall profile the way in which a faculty development director at another campus consulted with our doctoral students on the artifacts selected for inclusion in their portfolios and how e-portfolios can and should represent the emerging professional identity of future faculty. http://www.bgsu.edu/departments/english/Portfolio/home.html

Bridging the Communication Gap in Science and Technology: A Model
Mary Rose Grant, Robert H. Grant, Timothy Hickman, & Micheal Wilkenson, Saint Louis University
This session profiles the development of a communication model to enhance teaching effectiveness in science and technology-based courses. Lively discussion and demonstrations of the DISC communication tool will help faculty determine their own personal style and make correlations between communication and teaching styles. The changing demographics of students, particularly the increasing number of females (NCES, 2001), prompt the need to understand different communication styles, develop new teaching strategies and close communication gaps that hinder student engagement, learning and retention. This model has implications for faculty who teach introductory science and computer technology courses in both 2-year and 4-year institutions.
Creating Multicultural Teaching and Learning Coursework in PFF Programs
Ilene D. Alexander, University of Minnesota - Twin Cities
Graduate students participating in PFF programs will become faculty members at multiculturally rich institutions, will teach at institutions with diversity course requirements, and will face administrators/students who still see multicultural as an absence or a difficulty. The key roundtable question will be: In light of the range of teaching realities and personal attitudes that future faculty will encounter, what coursework can we create/are creating in order to engage them in the rich and enriching practices of multicultural teaching and learning? The facilitator will draw on coursework from five PFF courses at the University of Minnesota to guide this conversation.

ITA Training: Approaches Beyond Institutionalized Programs
Brenda P. Imber, University of Michigan; Neeraja Aravamudan, Northwestern U., Hoag Holmgren, U. of Colorado at Boulder; Margaret Lawrence, U. of Washington; Carolyn Madden, U. of Michigan; Marilyn Miller, U. of Missouri-Columbia; Cynthia Myers, Iowa State; Catherine Ross, U. of Connecticut
This roundtable focuses on ITA training approaches that respond to the needs of a diverse trainee population. Innovative approaches are often necessary outside traditional courses to meet special needs of certain ITAs. Creating such programs carries issues such as funding/cost effectiveness, staffing, service duration, outcomes, supervision, and cooperation across departments/schools. For example, shadowing - a pairing of potential ITA with a TA in a real class - requires cooperation/coordination among the department, the experienced TA, an instructor, and the trainee. Discussants will explore the pros and cons of innovations that operate in the margins of traditional offerings.

Supporting Teaching Innovation as a Lever for Change
Bronwyn Adam & Ruth Federman Stein, Syracuse University
Trying to impose institutional change or cultural change through administrative mandates may create a culture of resistance, so what can faculty developers do to foster cultural change on a campus? Presenters discuss how institutional values and new directions were embedded in guidelines of an innovation grant program to encourage change; they then share results of an impact study conducted after three years of funding. Participants will then work individually and in small groups to identify institutional values and new directions that they would like to encourage through small grant programs in their own institutions.

Learning Outcomes Assessment: Stimulating faculty involvement rather than dismay
Virginia (Lyn) Stallings, American University
While academic institutions recognize the importance of implementing plans for assessment of learning outcomes of undergraduate programs, getting faculty to buy into the process can be difficult. This presentation will outline one institution’s mistakes and successes in engaging faculty in program assessment. Participants will receive materials designed by the institution that proved to be helpful in training faculty on how to write learning outcomes and select assessment activities that directly address those outcomes and inform program improvement.

Old Dogs, New Tricks: The Journey from Experience to Wisdom
Joyce Weinsheimer & Kathleen O’Donovan, University of Minnesota
As experienced faculty members adapt their teaching to meet the demands of today’s students, many long for a little R&R—a chance for reflection and renewal. Yet making time for such opportunities can be difficult, especially in academic cultures that send mixed messages about how much time to devote to teaching. What’s important to consider as you shape programming for experienced faculty on your campus? Learn what participants in a Mid-Career Teaching Program, Senior Teaching Fellows Program, and workshop series on “Making Meaning of a Life in Teaching” think you should know—and join faculty developers in a discussion of next steps.
Alfred-Rouleau A
7:15 a.m. - 8:15 a.m.

A Development Tool For New Consultants: Paired Share
Christine Kelly, Stephanie Nickerson, & Ruth Danon, New York University

Objectives: Developing new faculty consultants by pairing experienced with new consultants: 1. Paired share: a useful development tool for new and practiced consultants alike, 2. Reflective Writing: a means of seeing through someone else’s eyes entirely, 3. A professional reflection-in-action inquiry: the appropriate language of consultation. Audience: New and experienced faculty consultants. We will compare our approach to what might be considered a more traditional approach. Discussion will focus on two key aspects: 1) how to approach another faculty member without “memory or desire” 2) how the observee’s expertise drives the process itself, and 3) ethical questions of peer review among faculty colleagues.

******Concurrent Sessions: I (8:30 a.m. – 9:30 a.m.) ******

Salon des Arts
8:30 a.m. - 9:30 a.m.

Teaching and Assessing Students to Read Between and Beyond the Lines
Karen Gustavson, Barb Larson, Mary Pendergraft, Doris Meng, Deb Robinson, Kay Davis, & Terry Lee, Garden City Community College

This session is crucial for anyone developing assessment programs or interested in collaboration between faculty developers and faculty. During this session, we will discuss ways to make reading assessment meaningful by exploring instructional strategies that can be used in a variety of disciplines. We will also suggest ways to develop reflective practice that leads to innovation in the classroom. Instructional tools developed by the reading strategies participants will be shared with the session attendees, as well as the workbook prepared by the reading strategies coordinator.

Argenteuil
8:30 a.m. - 9:30 a.m.

Understanding and Using Communication Styles to Achieve Interpersonal Effectiveness
G. Kent Nelson, University of Washington, Tacoma

In this workshop participants will identify their preferred communication style and how this style drives important interpersonal outcomes they experience. Participants will also learn how to identify the styles of others, and ways of improving interpersonal effectiveness by developing communication strategies that are tailored to different people and situations, including classroom instruction and group meetings. The material is meaningful for anyone who must work collaboratively with others, including teachers, administrators and staff members. The workshop will involve a combination of concise, interactive instructional “modules,” along with small group discussions, hands-on activities and scenario analysis.

Picardie B
8:30 a.m. - 9:30 a.m.

Facilitating Change Through Consultation With The Ambivalent or Unwilling
Jack Prostko, University of Maryland, Baltimore County; Michele Marincovich, Stanford University; Beth Wells, University of Maryland

While faculty developers attempt to serve an entire campus, in reality we often work with a self-selecting audience of already successful teachers. But as teaching is taken more seriously in promotion and tenure reviews, more faculty are being referred to developers. How can we help those who are unconvinced that change is necessary? Understanding a six-stage model of change and employing motivational interviewing (MI) skills can benefit faculty developers enormously in their consulting efforts. Participants will learn the assumptions of the change model and, through discussion and group work, how to apply basic motivational interviewing skills.

Auteuil A/B
8:30 a.m. - 9:30 a.m.

Selling Faculty Development to Administration: Identifying Best Practices
Linda G. Miller, Murray State University; Sally Kuhlenschmidt, Western Kentucky University; Catherine Wehlburg, Texas Christian University

Come prepared to share your best practices in managing your administration! In this session faculty developers will be invited to generate specific ways to work with various levels of administration (department heads, Deans, and Provosts) to encourage positive support of faculty development units and increase collaboration. Facilitators will offer their experiences and a general approach as a starting point and then encourage discussion of other options, resulting in a list of
best practices in the care and feeding of your administration. The session will be particularly helpful for experienced faculty developers and senior administrators in addition to less experienced developers.

**Universal Design in Learning: Anticipating Reactions to its Implementation**  
*Geneviève Desmarais, University of Waterloo*

Universal Design in Learning (UDL) proposes that instructors use multiple means of representation and assessment to create a learning environment that will benefit as many students possible. Though students can benefit from the teaching and assessment methods proposed by UDL, they may not receive them positively. In this session, participants will hear the results of a survey completed by undergraduate students on their perceptions of the benefits of various teaching and assessment methods. We will then discuss how course instructors can deal with student resistance, and how we can work towards changing students’ perceptions and attitudes towards active learning strategies.

**Perceptions of Power in Authentic Teaching**  
*Ellen Carusetta, University of New Brunswick; Patricia Cranton, Saint Francis Xavier University*

In a three year study of how authenticity develops in 22 faculty members, changes in how faculty members view power emerged as part of the developmental process of becoming an authentic teacher. In this session, participants will have the opportunity to explore how perceptions of power change as authenticity develops. They will engage in a discussion of the power we hold as faculty members and use a rotating station technique to determine how to encourage faculty members to think critically about issues of power. This session should be of interest to faculty members and faculty developers.

**Appreciative Inquiry: A Positive Revolution in Group and Organization Development**  
*Valerie Grabove, Niagara College Canada; John Kengla, Otterbein College; Kina Mallard, Union University*

In this session, a panel of college and university leaders and consultants will each present a mini-story of success: how they used a new approach to organization development called Appreciative Inquiry (AI) to lead a positive change on their campuses. The audience—administrators, department chairs, program coordinators, faculty and consultants—will walk away with ideas about ways AI can be used, as well as a bibliography of resources: web sites, a listserv and other resources.

**Strategies for Enriching the Preparation of Future Faculty**  
*Donald H. Wulff, University of Washington*

This session will focus on the preparation of future faculty in the changing culture of higher education. Drawing on a synthesis of data from national research studies and national action projects and programs designed to enhance the preparation of future faculty, facilitators of the session will highlight driving forces behind the research and action programs/projects, identify key themes and lessons learned that cut across the research and action program/projects, and facilitate discussion designed to help participants identify implications and specific strategies for programs on their own campuses.
<table>
<thead>
<tr>
<th>Location</th>
<th>Concurrent Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salon des Arts</td>
<td><strong>Focusing Course Design on Student Learning</strong>&lt;br&gt;Katherine Stanton, Princeton University; Patricia Armstrong, Vanderbilt University&lt;br&gt;9:45 a.m. - 10:45 a.m.</td>
<td>Without explicit guidance about designing a course, many graduate students will use familiar models of content coverage. As a result, these future faculty members construct syllabi that may include too much reading and not enough emphasis on course learning goals for their students. Intended for TA developers, this workshop will explore the concept of “backward design,” which emphasizes intellectual rather than content coverage objectives, and take participants through a successful professional development workshop for graduate students at Princeton University in which participants put this concept into practice.</td>
</tr>
<tr>
<td>Argenteuil</td>
<td><strong>Isolating Teaching Behaviors for Targeted Feedback</strong>&lt;br&gt;Carol Washburn, University of Pittsburgh&lt;br&gt;9:45 a.m. - 10:45 a.m.</td>
<td>Microteaching, peer observations, videotaping—they are all strategies for providing feedback to new instructors. Yet each strategy can imply a different set of learning objectives. Through discussion and videos, we will examine our own reasons and assumptions for using these strategies as we trace one university teaching practicum’s evolution towards providing feedback that is authentic and meaningful.</td>
</tr>
<tr>
<td>Picardie A</td>
<td><strong>Shock and Aha! A Transformative Model to Internationalize Undergraduate Courses</strong>&lt;br&gt;Kathleen F. O’Donovan, Shelley L. Smith, Victoria Mikelonis, &amp; Jeff Lindgren, University of Minnesota&lt;br&gt;9:45 a.m. - 10:45 a.m.</td>
<td>Increasing scrutiny of the United States’ role in global politics gives new importance to the rhetoric of “educating students for global citizenship.” As a result, faculty members from diverse disciplines are asking how they might best promote and meet that goal within their own classes and institutions. In this workshop, presenters will describe a three-phased change model used at the University of Minnesota that draws upon the transformative ideas of backward design, the social construction of knowledge, mental models, and the learning paradigm. Also, participants will experience a “shock and aha!” activity and discuss internationalizing initiatives on their campuses.</td>
</tr>
<tr>
<td>Picardie B</td>
<td><strong>Student Affairs-Academic Affairs Collaboration: Impact on Learning</strong>&lt;br&gt;Barbara Yonai, Syracuse University&lt;br&gt;9:45 a.m. - 10:45 a.m.</td>
<td>Student affairs and academic affairs collaborations (e.g., first-year experience programs and learning communities) are increasing in frequency. The different cultures of these two groups influence their approach to learning outcomes development and assessment. As faculty, developers, and administrators we often are asked to facilitate projects in which both groups participate and it is critical that we have an in-depth understanding of their cultures and how they approach teaching and learning. Participants will have an opportunity to actively engage in small and large group discussion to explore these cultures and develop strategies for negotiating differences.</td>
</tr>
<tr>
<td>Auteuil A/B</td>
<td><strong>Carrotsticks: A Faculty Learning Community for TA Developers</strong>&lt;br&gt;Carolyn S. Carter, University of Kentucky&lt;br&gt;9:45 a.m. - 10:45 a.m.</td>
<td>Nationally, Faculty Learning Communities have been useful in bringing faculty from multiple disciplines together around issues of common concern to develop products and approaches grounded in both current scholarship and contextual realities. At the University of Kentucky, we have taken a creative approach to enhance communication and community among the academic professionals through a TA Developers Learning Community. The Learning Community approach has produced notable impacts on TA preparation and on developers. This session will engage TA Developers in problem-solving via case study and provide insight into the learning community approach as a tool for enhancing TA development.</td>
</tr>
</tbody>
</table>
Anjou A/B  
9:45 a.m. - 10:45 a.m.
Culture Change to Support the Scholarship of Teaching and Learning
Corly Brooke & Steven A. Freeman, Iowa State University
The demands of research and disciplinary scholarship can often overshadow the undergraduate education mission at research universities. However, under the leadership of Center for Excellence in Learning and Teaching, Iowa State University has successfully initiated a campus-wide cultural change that values both scholarly teaching and the scholarship of teaching and learning. The presenters will lead a group discussion of how to collaboratively create policies and infrastructure that support recognition of teaching and learning activities at research universities. The session will focus on the cultural context of the audience’s institutions while also providing specific implementation examples.

Vaudreuil  
9:45 a.m. - 10:45 a.m.
Exploring Organizational Development: Getting Involved in Decision-Making
Kay Gillespie, The POD Network; Dorothy Zinsmeister, University System of Georgia
Based upon the assumption that getting involved in decision-making structures at one’s institution is important for the promotion of faculty/TA, instructional, and organizational development, we will explore possibilities for impacting decision-making and assess participants’ involvement in these structures. Through a small-group exercise and plenary discussion, we will explore ways of impacting decision-making at one’s institution, including identification of perceived and real barriers to doing so. Participants will increase their understanding of this important channel of communication, which is critical to all that we do and want to do.

Mont-Royal  
9:45 a.m. - 10:45 a.m.
Pour recreer le climat socio-affectif en ligne : environnement 3D
Claire IsaBelle, Nancy Vézina, Université d'Ottawa; Hélène Fournier, Institut des Technologies de l'information (CNRC); Jean-Jacques Doucet, CCNB-Bathurst
La communication présente les résultats d’une étude menée auprès d’apprenants canadiens qui ont suivi une formation à distance avec un environnement de collaboration 3D. Grâce au langage de modélisation Virtual Reality Modeling Language on peut créer des représentations numériques d’un environnement 3D, imitant le monde réel, dans lequel on peut évolutre de façon interactive à l’aide d’avatars. Les résultats indiquent que l’utilisation d’un tel environnement pourrait contribuer à créer un climat socio affectif similaire à celui présent lors d’un cours en présentiel. Vous serez invités à expérimenter l’environnement 3D avec un avatar afin d’échanger vos perceptions à l’égard de ce nouvel outil de formation en ligne.
http://smartvr.com

Été des Indiens  
9:45 a.m. - 10:45 a.m.
Utilizing Interracial Teams in Teaching Diversity Content:
Edith C. Fraser, Oakwood College; Mathew L. Ouellett, University of Massachusetts - Amherst
Team teaching offers an important model for strengthening the classroom experiences of diverse faculty members and students. This can be especially true when the team is interracial and course goals are related to democratic outcomes, cultural or individual diversity. This workshop will explore through reflective exercises, facilitated discussions, and role plays how teaching teams offer instructors and students particular occasions for cognitive and emotional growth. We will present a recent study of eight interracial teaching teams and participants in this workshop will address the skills and knowledge base especially useful to faculty and instructional developers who wish to effectively support such teams.

10:45 a.m. -11:00 a.m.  Refreshment Break
Grand Salon A
11:00 a.m. - noon

Closing Plenary with Dr. Mary Deane Sorcinelli

Envisaging the Future of Faculty Development
This exciting closing plenary will feature Mary Deane Sorcinelli, former POD President and Associate Provost at the University of Massachusetts in Amherst. Reporting on an inquiry conducted during the conference as well as on her own extensive research in the field, Mary Deane will lead an interactive session on what the future holds for faculty development. This timely session will help draw together the many issues discussed during the POD Conference.

POD 2005
30th annual conference

Join us in Milwaukee, Wisconsin, U.S.A.!

October 27-30, 2005, Hilton Milwaukee City Center

The call for proposals will be circulated in the early spring.
A Fine Balance:  The Student Experience of Learning

Charlottetown, Prince Edward Island, Canada
June 8-11, 2005

The Society for Teaching and Learning in Higher Education and the University of Prince Edward Island invite proposals for presentations, poster sessions, conference and pre-conference workshops on the theme of the conference: The Student Experience of Learning. This conference theme challenges participants to think of learning through the eyes of the university student. Deadline for proposals is January 31, 2005.

And while you’re at the conference, plan to stay a while. Visit www.PEIPLAY.ca for information about PEI’s miles of uncrowded white sand beaches for swimming and boating, hiking and biking trails from one tip of the island to the other, lovely inns and lively festivals.

To submit proposals and for more information, visit http://www.upei.ca/stlhe
We invite and value your feedback to conference organizers. This information will be used in the design of future conferences. Please submit your completed responses at the Registration Desk before leaving the conference or mail to: Frank and Kay Gillespie, The POD Network, P.O. Box 271370, Fort Collins, Colorado 80527-1370, U.S.A.

Nous invitons nos collègues francophones d'écrire leurs commentaires et leurs suggestions en langue française.

1. Is this your first POD conference? Yes No (Circle one) If no, how many other POD annual conferences have you attended? _____

2. Arrival date at this year's conference?
   - Wed 11/3
   - Th 11/4
   - Fri 11/5
   - Sat 11/6

3. Departure date at this year's conference?
   - Th 11/4
   - Fri 11/5
   - Sat 11/6
   - Sun 11/7

4. How many years have you been a member of the POD Network? _____

5. Would you be willing to help with a future conference? Yes No
   If yes, contact Kay Gillespie at 970-377-9269 or podnetwork@podweb.org

6. Are you planning to attend next year's conference in Milwaukee? Yes No
   Why or why not?

Instructions: For each section that follows, please indicate (a) each offering or service you experienced by marking (X) before the item, (b) your overall rating of its quality (1=poor, 2=marginal, 3=satisfactory, 4=good, 5=excellent), and (c) any comments that help to clarify or elaborate your experience.

<table>
<thead>
<tr>
<th>Preconference Workshops (Refer to your Conference Program)</th>
<th>Overall Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Give the workshop number such as W9. If you don't know that, write a brief title or presenter's name.)</td>
<td>1 2 3 4 5 1 2 3 4 5</td>
</tr>
<tr>
<td>Workshop ______________</td>
<td>1 2 3 4 5 1 2 3 4 5</td>
</tr>
<tr>
<td>Workshop ______________</td>
<td>1 2 3 4 5 1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (if more than one workshop attended, please refer to by number or name):

| Plenary Sessions |
|------------------|-----------------|
| President's Welcome Address - Thursday dinner | 1 2 3 4 5 |
| James Downey, "Culture, Communication, and Creativity in University Teaching and Learning" - Friday morning | 1 2 3 4 5 |
| Milton Hakel, "Shaping Change by Applying the Science of Learning in Universities" - Saturday morning | 1 2 3 4 5 |
| Mary Deane Sorcinelli, "Envisaging the Future of Faculty Development" - Sunday morning | 1 2 3 4 5 |

Comments about Plenary Sessions:

<table>
<thead>
<tr>
<th>Educational Expeditions (Refer to your Conference Program)</th>
<th>Overall Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Give the expedition number such as E3. If you don't know that, write the destination.)</td>
<td>1 2 3 4 5 1 2 3 4 5</td>
</tr>
<tr>
<td>Expedition ______________</td>
<td>1 2 3 4 5 1 2 3 4 5</td>
</tr>
<tr>
<td>Expedition ______________</td>
<td>1 2 3 4 5 1 2 3 4 5</td>
</tr>
</tbody>
</table>

How do you feel about expeditions being dispersed throughout the conference?

Comments on Expeditions (if more than one expedition attended, please refer to by number or destination):

| Resources for Conference |
|--------------------------|-----------------|
| Registration for POD Conference | 1 2 3 4 5 |
| Publicity for POD Conference | 1 2 3 4 5 |
| How did you learn about the POD Conference? | 1 2 3 4 5 |
| Website for POD Conference | 1 2 3 4 5 |
Comments on resources for conference:

Sessions

- 60 and 90 minute Concurrent Sessions
  What advice would you give a future presenter, based on your experiences in these sessions? (This will be compiled into a webpage for future presenters.)

- Roundtable Discussion Sessions
  What advice would you give a future presenter, based on your experiences in these sessions? (This will be compiled into a webpage for future presenters.)

- Poster Sessions
  What advice would you give a future presenter, based on your experiences in these sessions? (This will be compiled into a webpage for future presenters.)

General Comments on Sessions (consider Menges and Advance Book Sessions as well as regular sessions):

Other Conference Events

- Welcome and Orientation for First-Time Conference Attendees (Thursday night)
- Readers' Theater (Thursday night)
- Workshop for Administrators (Friday afternoon)
- Resource Fair (Friday night)
- Bright Idea Posters (Friday night)
- Job Fair (Friday morning)
- Make Your Own Table Topics (Saturday lunch)
- Awards and Recognition/Bright Ideas (Saturday evening)
- Music and Dancing (Saturday evening)
- Opportunities to meet with your committees or special interest groups

Comments on the above Conference Events:

Facilities

- Overall meeting room quality
- Overall equipment support
- Overall food quality
- Room quality
  - I had single / double occupancy of a room (Circle one).
- Overall hotel services

Comments on Facilities:

We maintain a Frequently Asked Questions website for the conference.
What question would you like to have answered there?

Overall Conference Assessment:
Overall Comments: