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POD Honored Presentation Awards In Recognition of Robert J. Menges

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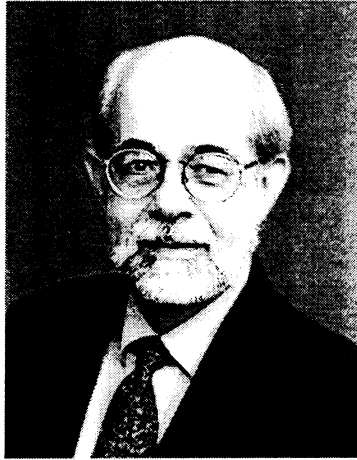
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POD Honored Presentation Awards In Recognition of Robert J. Menges



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

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

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

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

For this year's 25th Annual Conference, three such sessions have been selected to receive the "POD Honored Presentation Awards In Recognition of Robert J. Menges." They are noted on the reverse side of this announcement.

POD Honored Presentation Awards In Recognition of Robert J. Menges

Friday 1:30-2:30 **Diversity Begins at Home: State and Regional Studies as One Gateway to Multiculturalism**
Seymour
(Main Bldg., Level One) Barbara Lounsberry, University of Northern Iowa

This session seeks to remind colleagues that diversity studies can begin in their own backyards; that state and regional studies can provide exposure to racial, ethnic, religious, and cultural diversity even in locales widely considered "homogenous." A slide-and-music introduction (to the words of Grant Wood and Minnesota farmer/writer Paul Gruehow) will segue into small group discussions of questions often raised regarding state and regional studies, followed by a presentation of University of Northern Iowa efforts to inventory and link state and regional studies and information on state and regional studies at other institutions.

Friday 2:45-4:15 **Research-Based Practices In the Design, Offering, and Evaluation of Faculty and TA Workshops**
Seymour
(Main Blvd., Level One) G. Roger Sell & Sheryl Welte Ench, University of Northern Iowa

Each year hundreds of workshops are offered for thousands of faculty and TAs throughout higher education. Beyond an end-of-workshop questionnaire that typically focuses on participant satisfaction, there is little systematic evidence of workshop effects on the teaching abilities of faculty and TAs or, consequently, the learning of students in their classes. This session will draw on a recent review of 29 published studies of faculty and TA workshops and engage participants in examining implications for the research-based design, offering, and evaluation of workshops.

Friday 4:30-5:30 **Improving Scholarship "On" Teaching**
MacKenzie
(Main Bldg., Level One) Maryellen Weimer, Berks Lehigh Valley College-Penn State

Interest in the scholarship "of" teaching makes this a good time to consider scholarship "on" teaching. What role do faculty developers have in promoting pedagogical scholarship? A compelling rationale supports the need to further grow our pedagogical knowledge base. Most importantly, we will explore a variety of different forms and types of scholarly work on teaching, learning, and their improvement. In groups, with samples of published work, we will begin to build criteria that can be used to improve the quality and impact of scholarly work. We will sum with skills and mechanisms that support pedagogical work.