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POD Network Conference Materials

Professional and Organizational Development  
Network in Higher Education

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2001

## Conference Registration Information

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In addition to using this document online, you may want to print a hard copy to use as a reference as you plan your conference participation. This conference registration Web site is a single Web document so one print command within your browser will print the whole file. The conference registration form and hotel room reservation form (links provided below) are separate documents and may be printed separately.

Please bookmark this page for future reference.

**Conference Registration Information  
for the**

**Professional and Organizational Development (POD)**

**Network in Higher Education**

**2001 National Conference**

**Interfaces, Intersections, and Gateways**

**October 10-14, 2001**

Millennium Hotel St. Louis

Note: A separate window will open

(This link is for information purposes only. The hotel room reservation form with POD conference rates is available below.)

St. Louis, Missouri

Note: A separate window will open

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## Directory

Invitation to Attend

Overview of the POD Network and POD Conference

Conference Theme, Tracks, and Topics

Conference Overview

Plenaries

Pre-Conference Workshops (descriptions and prices)

Educational Expeditions (descriptions and prices)

Hotel Room Reservation (use this form to reserve your hotel room)

Conference Registration Form (use this form for conference registration and POD membership)

Additional Information (transportation advice, reserving a table for the resource fair, roommate assistance)

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## Invitation to Attend

Dear Colleagues,

We cordially and enthusiastically invite you to attend the 26th annual conference of the Professional and Organizational Development (POD) Network in Higher Education to be held from October 10 - 14, 2001 at the Millennium Hotel in St. Louis, Missouri. The theme of the conference this year is "Interfaces, Intersections, and Gateways." The conference offers a selection of workshops, plenaries, discussion/presentations, roundtable/consultations, and posters as well as a resource fair addressing the areas of faculty, instructional, and organizational development. Information concerning POD as an organization and the nature of this year's conference can be found below.

Experienced PODders know that the POD conference is not your typical annual meeting. The nature of the conference (and the organization itself) stresses participation, interactivity, collaboration, and inclusion. Networking is more than simply a part of the organization's name. It's an integral part of POD's philosophy and practice. Networking occurs not just within the confines of the sessions, but also at meals, in hallways, and on the expeditions. To foster this process, POD has always contracted with our host site to provide a special group package daily rate that includes room accommodations, taxes, gratuities, refreshment breaks, and meals. If you are new to the organization, we promise you that taking advantage of this group package will significantly enhance your conference experience. Unlike some other conferences, getting a room at another hotel, grabbing a bite at a fast food place, and simply dropping in on selected presentations will not give you the "POD experience" that our members know so well.

A few pieces of information and advice up front --

- Complete your room reservation with the Millennium Hotel St. Louis by September 17. Our room block is released after that and the special rate cannot be guaranteed.
- Complete your conference registration by September 21 to get the lower "early bird" rate.
- For the second year, we are scheduling a "dinner on your own" for Friday night. The hotel package rate which includes all other meals reflects this in the price. We will provide you with dining/music/dancing options and assist you with forming groups (pods?) so that you can dine and, of course, network.
- Unlike last year's conference in Vancouver, Canada, we have been advised that U.S. participants do not need a passport to enter Missouri. :-)

We look forward to having you meet us in St. Louis in October at the newly renovated Millennium Hotel.

Sincerely,

Bill Burke, Conference Chair

Sally Kuhlenschmidt, Program Chair

Mary Deane Sorcinelli, President

[Back To Directory](#)

## **Overview of the POD Network and POD Conference**

### **Introduction to the POD Network**

POD supports a network of nearly 1,200 members - faculty and teaching assistant developers, faculty, administrators, consultants, and others who perform roles that value teaching and learning in higher education. While POD members come primarily from the U.S. and Canada, the membership also represents 13 other countries. The POD Network and its members lead and support change for the improvement of higher education through faculty, instructional, and organizational development activities.

### **The POD Network Annual Conference**

The POD Network's annual conference attracts both experienced and novice practitioners in the fields of faculty, instructional, and organizational development. The conference also appeals to administrators, faculty, teaching assistant developers, graduate students, publishers for the above audiences, and members of many higher education organizations. The "spirit of POD" is an integral part of conference planning with particular attention paid to creating a collegial and welcoming environment, respecting diversity in all its forms throughout the conference, and offering sessions and informal opportunities for dialogue that address the needs and concerns of the broad range of post-secondary institutions that POD serves. All conference presenters are members of the POD Network. Should a proposal be accepted, all presenters and co-presenters must agree to become members of POD as a condition of acceptance.

### **POD Mission**

The Professional and Organizational Development Network in Higher Education fosters human development in higher education through faculty, instructional, and organizational development. POD believes that people have value, as individuals and as members of groups. POD considers the development of students a fundamental purpose of higher education that requires for its success effective advising, teaching, leadership, and management. Central to Pod's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community.

[Back To Directory](#)

## **Conference Theme, Tracks, and Topics**

### **Theme -- Interfaces, Intersections, and Gateways**

As we so often do with POD conferences, the conference theme plays off of the location and time of the event. We have scaled the heights at a Colorado conference, followed pathways through Pennsylvania fields, and mustered the courage to enter a brave new millennium at our Vancouver meeting. For this conference, we'll be in St. Louis, Missouri in 2001 -- the Gateway City in the "Show Me" state where East meets West and the Missouri and Mississippi rivers converge. It's the first year of a new millennium that many associate with exploration and computer technology thanks to Arthur C. Clarke's novel. So what do we get out of that?

We get a conference that looks at "interfaces, intersections, and gateways" as an overriding theme. We would like to explore what results when the following intersect, interact, and share boundaries -- technology and pedagogy, teaching assistants and professional development programs, the academy and the greater community, faculty developers and institutional planning, scholarship and teaching, and any of the other sets of interfaces we experience in academia and specifically in our areas of faculty, instructional, and organizational development. Are new gateways available and successful such as using instructional technology to give students access to information and skill development or providing Preparing Future Faculty (PFF) programs for graduate students to enhance their entry into faculty positions? Presentations that examine new frontiers and crossing boundaries are encouraged.

### **Tracks for TA Developers, Experienced Developers, and Technology**

In addition to addressing the theme and the general categories of faculty, instructional, and organizational development, this conference, as with other meetings in the past (whether by accident or design), will have several tracks. Efforts have been made in program scheduling to minimize competition between track sessions and to create threads of concurrent sessions that participants can follow. The following tracks are built into the conference.

#### **TA Development**

In the 25-year history of POD conferences, the teaching assistant (TA) intersection could be conceptualized as a small side street. Certainly, sessions have always been given by TA developers and audiences have found their way into those sessions. However, for the first time, this POD conference will provide a selection of pre-conference, concurrent, and roundtable sessions for TA developers and those affiliated with national initiatives such as "Preparing Future Faculty" (PFF) or "Re-envisioning the Ph.D."

#### **Experienced developers - managing organizational change**

This track is designed for faculty developers with 8, 10 or more years of experience. The theme, managing organizational change, was developed as a result of an informal survey of Pod's experienced faculty developers.

#### **Instructional technology**

What do we find at the intersection of technology and pedagogy? Does the interaction of these entities create a synergistic new environment for teaching and learning? How do technological tools define, enhance, degrade, or otherwise alter our teaching philosophies and strategies, means of assessments, and relationships with our students? How will faculty roles and responsibilities be affected through distance learning and virtual universities? How does information technology interface with faculty development? How might it alter the nature of our work, the type of programs we offer, the way we deliver information and services, and the way our centers interact with other units on our campuses?

#### **Diversity**

While pre-conference, roundtable, and concurrent sessions specifically addressing diversity issues are always welcomed and were highly encouraged in the call for proposals, and while a thread of diversity-related sessions may emerge as a separate track in the conference, it is hoped that the issue of diversity in whatever forms it may be conceived will be woven throughout conference sessions by the presenters whether they address instructional technology, organizational change, TA development, or any other POD topic. Addressing issues such as how technology differentially opens or closes gateways to learning depending on diversity variables in our student population, how faculty developers can impact campus culture with regard to diversity, how diversity is addressed in our TA development programs, and a host of other issues could be a part of presentations throughout the conference.

#### **Research-Based Sessions**

Given that we're in the "Show Me" state, research-based proposals were encouraged in addition to proposals that were more descriptive in nature. For those proposals that do have a research basis, we will again be presenting the "Robert J. Menges Honored Presentation Award." This recognition was established and first awarded at the 2000 POD conference in Vancouver. The award was established in recognition of Bob Menges, 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. The award criteria are: 1) a session based upon sound and rigorous research in an area appropriate to the POD mission and 2) the substance of the session and the research upon which it is based need to 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.

[Back To Directory](#)

## **Conference Overview**

### **Tuesday, October 9**

6:00 p.m. - 9:00 p.m. Core Committee meets for dinner

### **Wednesday, October 10**

8:00 a.m. - 5:00 p.m. Core Committee Meeting

3:00 p.m. - 6:00 p.m. Conference Registration

6:00 p.m. - 7:00 p.m. Pre-Conference Welcome Reception

7:00 p.m. - 9:00 p.m. Dinner and Welcome

### **Thursday, October 11**

7:30 a.m. - 8:45 a.m. Continental Breakfast

8:00 a.m. - 9:00 p.m. Conference Registration

8:00 a.m. - 12:00 p.m. Core Committee Meeting

9:00 a.m. - 12:00 p.m. Pre-conference Workshops

10:30 a.m. - 11:00 a.m. Refreshment Break

12:15 p.m. - 1:15 p.m. Lunch

1:30 p.m. - 4:30 p.m. Pre-conference Workshops

3:00 p.m. - 3:30 p.m. Refreshment Break

5:00 p.m. - 6:00 p.m. Newcomers' Orientation and Reception

5:30 p.m. - 6:30 p.m. Diversity Committee Hosts Welcome Reception for All

6:45 p.m. - 8:15 p.m. Dinner, Welcome to St. Louis, President's Address

8:15 p.m. - 9:00 p.m. Plenary Session -- Speaker: Edward Zlotkowski, Bentley College Service-Learning Project (the intersection of the academy and the community)

### **Friday, October 12**

7:00 a.m. - 8:15 a.m. Continental Breakfast

7:15 a.m. - 8:15 a.m. Roundtable Session 1

8:00 a.m. - 9:00 p.m. Conference Registration

8:30 a.m. - 9:30 a.m. Concurrent Session A

9:30 a.m. - 9:45 a.m. Refreshment Break

9:45 a.m. - 11:15 a.m. Concurrent Session B

11:30 a.m. - 12:15 p.m. Plenary Session -- Speaker: Robin Zuniga, Associate Director, Flashlight Project, The TLT Group (the intersection of technology and pedagogy)

1:00 p.m. - 6:00 p.m. Educational Expeditions

12:15 p.m. - 1:15 p.m. Lunch

1:30 p.m. - 2:30 p.m. Concurrent Session C

2:45 p.m. - 4:15 p.m. Concurrent Session D

4:15 p.m. - 4:30 p.m. Refreshment Break

4:30 p.m. - 5:30 p.m. Concurrent Session E (Presentations + SIG Meetings)

5:30 p.m. - 6:00 p.m. Set up for Materials and Resource Fair

6:00 p.m. - 7:30 p.m. Resource Fair / Poster Session / Reception

7:30 p.m. - ??? Dinner On Your Own

### **Saturday, October 13**

7:00 a.m. - 8:15 a.m. Continental Breakfast

8:00 a.m. - 12:00 p.m. Conference Registration

8:30 a.m. - 9:15 a.m. Plenary Session -- Speaker: Orlando Taylor, Dean, Howard University Graduate School of Arts and Sciences (the intersection of graduate students and faculty development)

9:30 a.m. - 10:30 a.m. Concurrent Session F

10:30 a.m. - 10:45 a.m. Refreshment Break

10:45 a.m. - 11:45 a.m. Concurrent Session G

12:00 p.m. - 5:00 p.m. Educational Expeditions

12:00 p.m. - 1:00 p.m. Lunch

1:15 p.m. - 2:15 p.m. Concurrent Session H

2:15 p.m. - 2:30 p.m. Refreshment Break

2:30 p.m. - 4:00 p.m. Concurrent Session I

4:15 p.m. - 5:15 p.m. Roundtable Session 2

5:30 p.m. - 6:30 p.m. Final Reception

6:30 p.m. - 9:00 p.m. Banquet and Celebratory Events

9:00 p.m. - 12:00 a.m. Music and Dancing

### **Sunday, October 14**

7:00 a.m. - 8:00 a.m. Continental Breakfast

8:15 a.m. - 9:45 a.m. Concurrent Session J

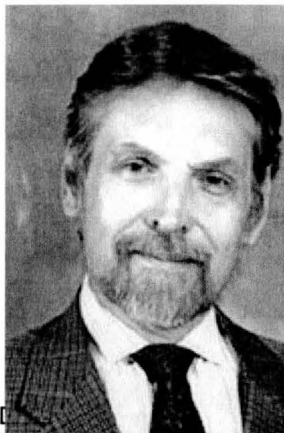
10:00 a.m. - 11:00 a.m. Concurrent Session K

11:15 a.m. - 12:00 p.m. Conference Summary and Closing

[Back To Directory](#)

## Plenaries

### **Plenary Session 1 -- Edward Zlotkowski, Thursday, October 11, 8:15 p.m. - 9:00 p.m.**



Dr. Zlotkowski will address the intersection between the academy and the community examining academics as public problem-solvers and the implications for faculty development.

Edward Zlotkowski is a Senior Associate at the American Association for Higher Education (AAHE) and a Senior Faculty Fellow at Campus Compact. He is also a professor of English at Bentley College where, in 1990, he founded the Bentley Service-Learning Project, an institution-wide program that has involved in its work all of the college's undergraduate academic departments, more than a quarter of its full-time faculty, and several thousand students. Dr. Zlotkowski coordinates AAHE's Service Learning Project. He has served as general editor of a monograph series exploring the relationship between service-learning and academic disciplines/disciplinary areas. His work with Campus Compact involves creating professional development opportunities in service-learning for provosts and deans as well as developing a series of summer institutes for engaged academic departments.

He designed and taught a variety of service-learning courses. He has consulted to the Corporation on National Service, the Council of Independent Colleges, the Pew Charitable Trusts, and regional/state service-learning associations from Maine to Hawaii as well as to over a hundred individual colleges and universities. He has also worked with many national disciplinary associations including the National Council of Teachers of English, the National Communication Association, the American Accounting Association, the Academy of Management, the American Psychological Association, and the American Chemical Society. His book "Successful Service-Learning Programs: New Models of Excellence in Higher Education" was published by Anker in 1998.

### **Plenary 2 -- Robin Zuniga Friday, October 12, 11:30 a.m. - 12:15 p.m.**

Ms. Zuniga will address the intersection of technology and pedagogy examining issues of sound practice and assessment.



Robin Etter Zuniga is Associate Director of the Flashlight Program for the non-profit Teaching, Learning, and Technology Group. Ms. Zuniga is the principal author of the *Flashlight Current Student Inventory* and co-author of the *Flashlight Evaluation Handbook*. She has been associated with the Flashlight program since its inception in 1993, and recently worked with International University, the University of the Web, to produce an award-winning evaluation for their on-line courses. Ms. Zuniga was formerly with the Western Cooperative for Educational Telecommunications of the Western Interstate Commission for Higher Education (WICHE) in Boulder, Colorado, where she directed the student and faculty survey components of the Annenberg/CPB "New Pathways to a Degree" evaluation. She has consulted with numerous institutions on evaluating and improving their uses of technology in instruction and has more than 15 years of experience designing and conducting program evaluations.

### **Plenary 3 -- Orlando Taylor Saturday, October 13, 8:30 a.m. - 9:15 a.m.**



Dr. Taylor will address the intersection of graduate students and faculty development and programs such as PFF which can serve as gateways to faculty positions.

Orlando L. Taylor is dean of Howard University's Graduate School of Arts and Sciences and professor in the School of Communications. He is a member of numerous national boards, including the Board of Directors of the Council of Graduate Schools (CGS), for which he serves as Chair-elect; the Executive Committee and President of the Northeastern Association of Graduate Schools; the Advisory Committee of the Directorate for Education and Human Resources of the National Science Foundation, and the Advisory Council at the National Institutes of Health. Dean Taylor is Immediate Past President of the National Communication Association.

Since 1993, Dr. Taylor has served as the Graduate Dean at Howard University. In this capacity, he has played a significant role in assuring Howard's continued national leadership in graduate education. He is the largest on-campus producer of African American Ph.D. recipients. As Graduate Dean, he has promoted disciplinary graduate programs and postbaccalaureate certificate programs, including new



programs in materials science and atmospheric science. Recommendations for other such programs include environmental studies, biotechnology, women's studies and neuroscience

or Co-PI on major grants from the National Science Foundation to increase the production of minority students in mathematics and engineering; the Lilly Foundation and The Pew Charitable Trusts to prepare future faculty; and the National ID to design collaborative doctoral programs between U.S. and African universities.

Dean Taylor an Honorary Doctor of Letters degree in 1994. The American Psychological Association awarded him its highest award, Honors of the Association, in 1992. Howard University awarded him the Distinguished Scholar-Teacher Award in 1984. In September 1999, the Alumni Association of the University of Maryland awarded him the Distinguished Service Alumni Award.

## **Pre-Conference Workshops**

You are invited to register for the following workshops offered on Thursday, October 11 prior to the formal beginning of the conference.

### **Full-Day Workshops**

#### **W1: Getting Started**

*L. Dee Fink, University of Oklahoma; Nancy Chism, Indiana University-Purdue University at Indianapolis*

6 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m., 1:30 p.m. - 4:30 p.m.)

Fee: \$120.00

This workshop is for people who are new to instructional, faculty, or organizational development. It is intended for several audiences: (a) those who are starting (or considering starting) a new program at their institution, (b) those who are joining existing programs as professional staff, or (c) 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 the topic. All participants will receive a copy of "A Guide to Faculty Development" edited by Kay Herr Gillespie and a videotape, "Faculty Development: Who Needs It?" produced by Lynn Sorenson at BYU. (Cancellations or onsite registrations for this workshop cannot be honored due to the high cost of the materials provided.)

#### **W2: Using Classroom Action Research as a Faculty Development Tool**

*Gwynn Mettetal, Indiana University - South Bend*

6 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m., 1:30 p.m. - 4:30 p.m.)

Fee: \$80.00

In this workshop, attendees will learn why Classroom Action Research (CAR) can be a powerful faculty development tool that appeals to faculty from all types of campuses. They will learn how to introduce CAR to faculty in a way that is motivating and non-threatening. They will also learn how to support faculty as they work on their CAR projects. Participants will leave with an individualized plan of how to encourage and support CAR on their campus. The session will include discussion, brainstorming, and a "mock" interactive workshop for faculty. For all faculty developers.

#### **W3: Assessment: The Implications for Faculty Development**

*Philip K. Way, University of Cincinnati; Barbara E. Woolvard, University of Notre Dame*

6 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m., 1:30 p.m. - 4:30 p.m.)

Fee: \$80.00

The interface between faculty development and assessment is becoming more significant. Faculty developers are being asked to help faculty learn how to assess programs and improve student outcomes. In this practical and highly interactive session, you will learn the rationales for assessment, how to determine program goals, how to assess student outcomes in many different ways, how to use the results to enhance instruction and learning, and how to develop faculty assessment competencies. You will also learn the pros and cons of close links between faculty development and assessment. This workshop is intended



primarily for those new to assessment.

## Half-Day Morning Workshops

### **W4: Individual Teaching Consultations with Faculty**

*Gabriele Bauer, University of Delaware; Judy A. Greene, University of Delaware; Donna Silver, University of Wisconsin System*

3 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m.)

Fee: \$40.00

This workshop session is especially helpful for new faculty developers, but can also be informative for those faculty who conduct peer consultations. The instructional consultation process is one method to facilitate and inform instructional change. Participants will practice faculty-consulting skills using a five-step-process. The session will emphasize consulting skills and approaches, and will facilitate reflection upon their effectiveness. In addition, challenges in the consultation process will be discussed and strategies for responding to these challenges will be identified. Resource materials and a list of annotated references will be provided.

### **W5: Case Studies in Teaching Observations: Building Conversations with Future Faculty**

*Gary F. Kohut, University of North Carolina at Charlotte; Debbie M. Langsam, University of North Carolina at Charlotte; Mike Pearson, University of North Carolina at Charlotte; Pamela Sofras, University of North Carolina at Charlotte; Rafik Maki, University of North Carolina at Charlotte*

3 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m.)

Fee: \$40.00

Many institutions use classroom observation as part of a system to develop and evaluate current and future faculty. Unfortunately, both observers and observees may enter classrooms unclear of procedures, purposes, and practices / standards for observing others. These uncertainties breed distrust and undermine even the best-intentioned classroom observation system. This interactive workshop models how case studies can be used to start conversations aimed at identifying concerns about, anticipating problems with, and determining appropriate classroom observation procedures. The workshop is appropriate for developers, teaching assistants, faculty involved in classroom observation.

### **W6: The Educational Developer's Portfolio: Intersecting Individual, Institutional, and Professional Roles**

*Judith E. Miller, Worcester Polytechnic Institute; Jim Groccia, University of Missouri - Columbia*

3 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m.)

Fee: \$40.00

Designed for educational developers with a year or more of experience, this workshop is intended to help participants define their roles in a portfolio format. The ultimate aim is to explore through documentation our individual niches, our roles in our institutions, and our practice as a profession. Working in small groups, participants will articulate their essential roles and responsibilities, consider alternative portfolio models, outline their own educational development portfolios, and consider the significance of the creation of such portfolios. Participants who have already prepared their own educational development portfolio are asked to bring one or more copies for sharing.

### **W7: Techno-CATs: Using Electronic Means to Assess Student Learning**

*David Moore, Portland State University; Devorah A. Lieberman, Portland State University*

3 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m.)

Fee: \$40.00

As a result of participating in this session, participants will acquire skills for applying "Classroom Assessment Techniques" that use technology (Techno-CATs) as their means of gathering information about student learning whether in a face-to-face course or an electronically based course. The target audiences for this session are (1) faculty developers who work with Classroom Assessment Techniques on their campuses; and, (2) faculty who want to use Techno-CATs in their own teaching. This session is application oriented. All participants will have opportunities to discuss their "classroom contexts" and to create Techno-CATs appropriate for them.

**W8: Bridging Research and Teaching Cultures: Strategies for Departmental Integration**

*William Rando, Yale University; Cherie Woodworth, Yale University; Leon Rozenblit, Yale University*

3 hours (Thursday, October 11, 9:00 a.m. - 12:00 p.m.)

Fee: \$40.00

The culture of departments in research universities centers around writing and research. Even departments that claim to care about and value teaching resist making formal commitments of time and resources to activities that would make it better: workshops, trainings, reflective opportunities. TA development centers can step in and provide the training that graduate teaching assistants need, but when they do, they run the risk of further separating departments from their responsibilities to mentor and prepare future teachers. In this session we will reveal and explore our model for helping departments build a culture of teaching into their culture of research. The model addresses the issue at four different levels: 1) The University, 2) the Department, 3) Individual Faculty members, 4) Individual Graduate Students.

**Half-Day Afternoon Workshops****W9: Setting a Diversity Benchmark: Opening a Gateway for Discussion**

*Martha Balshem, Portland State University; Devorah A. Lieberman, Portland State University*

3 hours (Thursday, October 11, 1:30 p.m. - 4:30 p.m.)

Fee: \$40.00

As at many institutions, our general education program has special curricular responsibility to teach appreciation of diversity. Accordingly, general education faculty generated a diversity rubric and used it to score end-of-year student portfolios. This was done without external performance standards for the diversity goal. During the 2000-2001 year, general university faculty were invited to set a diversity benchmark. In this workshop, we will lead participants through this benchmarking process, and discuss the institutional impact of opening this gateway for discussion. This workshop will interest those charged with initiating or broadening discussions of major institutional curricular goals.

**W10: Using Collegial, Quantitative Techniques to Strengthen Teaching**

*Barbara J. Millis, United States Air Force Academy; John P. Hertel, United States Air Force Academy; Robert K. Noyd, United States Air Force Academy*

3 hours (Thursday, October 11, 1:30 p.m. - 4:30 p.m.)

Fee: \$40.00

Individuals new to teaching, whether TAs, adjuncts, or "newly minted" Ph.D.s, need coaching and support. At the U.S. Air Force Academy, all new faculty participate in a 20-hour all-academy Orientation followed by departmental support for teaching. This support involves entirely new collegial models for tried-and-true concepts such as Microteaching and Student Focus Groups. New faculty also receive support through Classroom Observations, offered here with some new insights. Participants-TA developers or new and seasoned faculty developers-will experience in this interactive workshop new models that strengthen departmental collegiality and give confidence, teaching tools, and feedback to new faculty and TAs.

**W11: How People Learn: Learning Science and Faculty/TA Development**

*John A. Rakestraw, Jr., Vanderbilt University; Peter Felten, Vanderbilt University*

3 hours (Thursday, October 11, 1:30 p.m. - 4:30 p.m.)

Fee: \$40.00

The workshop will identify central findings from learning science research, explore connections between research findings and the field of faculty and TA development, and cultivate a network of faculty and TA developers committed to integrating the best of learning sciences into professional practice. It will begin with a presentation of major themes from "How People Learn" and then move to discussion and collaborative activities. The workshop is designed primarily for those who have not yet explored recent findings of learning science research, though its collaborative work might also interest those who are well versed in the field.

**W12: Planning an Internal Grant-Writing Workshop for New Faculty**

*Elizabeth Rankin, University of North Dakota; Joan Hawthorne, University of North Dakota*

3 hours (Thursday, October 11, 1:30 p.m. - 4:30 p.m.)

Fee: \$40.00

In this workshop we will demonstrate one model of an internal grant-writing workshop designed to: 1) familiarize new faculty with internal resources available to support their teaching and their research, 2) show them what makes a successful proposal, and 3) give them the impetus they need to start working on such proposals early in their first year of appointment. Participants will first experience the workshop as if they were new faculty attending a Fall mentoring program retreat. They will then have an opportunity to ask questions and consider ways that they could adapt the workshop to their own institutions.

### **W13: Increasing Technology Integration in Instruction Through Effective Faculty Development Institutes**

*David A. Starrett, Southeast Missouri State University; Michael L. Rodgers, Southeast Missouri State University*

3 hours (Thursday, October 11, 1:30 p.m. - 4:30 p.m.)

Fee: \$40.00

Our university's Technology Serving Learning Institutes have provided instructional technology training to 60% of the University's faculty since Summer, 1997. The resulting improvement in faculty skills has led to a campus-wide increase in online courses from zero to 70 in only three years. This workshop provides participants with insight into major issues surrounding development and implementation of a successful instructional technology program for faculty: building collaborations with campus units possessing expertise and physical resources, managing costs, selecting appropriate topics, defining the level of rigor, setting the focus on pedagogy, scheduling, advertising, identifying facilitators, setting stipends, and assessing outcomes.

### **W14: Managing Organizational Change**

TBA

3 hours (Thursday, October 11, 1:30 p.m. - 4:30 p.m.)

Fee: \$40.00

This track is designed for faculty developers with 8, 10 or more years of experience. The topic was developed as a result of an informal survey of POD's experienced faculty developers. Possible topics of discussion include: leadership and organizational change; ways faculty developers initiate organizational change; becoming an integral part of the change process; promoting change with department chairs; cooperating with administrative units to effect systemic change; ways to effect systemic institutional impact on our individual campuses; role of faculty development in institutional strategic planning.

[Back To Directory](#)

## **Educational Expeditions**

Our educational expeditions provide yet another kind of networking opportunity for conference participants while they also enjoy scenic, historical, and cultural sites in the region. Expeditions are scheduled for Friday and Saturday when other conference events are also occurring. Registration is on a first-come, first-served basis and must be indicated on the conference registration form when you send it in. Because of transportation scheduling and contracts, refunds for expeditions will be honored only if you cancel your entire conference registration before October 1, 2001. An additional fee of \$10.00 is collected for on-site expedition registrations. All departures are from the lobby of the Millennium Hotel.

### **Friday, October 12**

#### ***E1: Shaw Nature Reserve***

Friday, October 12, 1:00 p.m. - 6:00 p.m.

\$40.00 per person / Minimum enrollment: 25

The [Shaw Nature Reserve](#) lies 35 miles west of St. Louis, on the rolling terrain of the northern Ozarks. Established in 1925 by the Missouri Botanical Garden as a refuge for conifers and other plants suffering from urban smoke pollution, the reserve continues to focus on environmental education and the maintenance and restoration of the region's native flora and fauna. There will be a one-hour overview of the facility followed by time to hike on the 13 miles of hiking trails that loop through the

reserve's many habitats to include the Pinetum, Whitmire Wildflower Garden, dry and moist woods, Meramec River gravel bar, floodplain forest, glades, fields, prairies, and the wetland area.

### ***E2: Anheuser-Busch Brewery and Learning Center***

Friday, October 12, 1:00 p.m. - 4:00 p.m.

\$25.00 per person / Minimum enrollment: 15

This expedition includes the unusual mixture of a VIP tour of the Anheuser-Busch manufacturing facility and a demonstration of the company's distance learning program. The brewery tour includes a taste testing. The Learning Center tour addresses instructional design, delivery process, examples of handouts and exercises, and assessment methods (including an innovative skills assessment tool). There is also a live demonstration of classes in action and how interactive response units work.

### ***E3: Historic St. Charles***

Friday, October 12, 1:00 p.m. - 6:00 p.m.

\$30.00 per person / Minimum enrollment: 25

Visit St. Charles, the oldest town on the Missouri River. Founded by French Canadians, St. Charles has carefully preserved its heritage as a river town that has welcomed visitors since 1769. Thousands of pioneers replenished supplies here on their journey west. St. Charles is the site of many historic firsts including Missouri's first state capital, the Lewis & Clark rendezvous, the Zebulon Pike Expedition, as well as the site of the drafting of the Santa Fe Trail. Tour the first state capital building dating to 1820 when St. Charles was Missouri's capital. Several rooms have been restored and are furnished with antiques reflecting early 19th century life in St. Charles. Shop on Main Street, a nine-block Historic District filled with 80 restored buildings dating from 1790 to 1900. This cobblestone and gas lit street is known for its gift, antique and craft shops.

## **Saturday, October 13**

### ***E4: Gateway Arch and Paddleboat***

Saturday, October 13, 12:00 p.m. - 5:00 p.m.

\$40.00 per person / Minimum enrollment: 25

Trace some of the history of St. Louis with a bus tour overview of Laclede's Landing (the city's original settlement and now a nine-block historic district filled with renovated turn-of-the-century buildings housing shops, eateries and offices), the Old Cathedral (the oldest west of the Mississippi), and the Old Courthouse (the setting of cases involving slavery and equal rights including the Dred Scott Case). Stop at the Gateway Arch, the Nation's tallest monument that commemorates the gateway to the west for thousands of 19th century pioneers. Take the tram to the Observation Deck for the 30-mile panoramic view and tour the museum documenting the Westward migration. Next, it's on to the riverfront to experience the Mighty Mississippi first-hand during a one-hour paddlewheeler cruise. Aboard the boat, you will take in the dramatic St. Louis skyline and listen to the captain's narration on the history and significance of this major river.

### ***E5: The First Millennium: Cahokia Mounds***

Saturday, October 13, 12:00 p.m. - 5:00 p.m.

\$35.00 per person / Minimum enrollment: 25

Upon departing the hotel, a tour guide will familiarize you with the rich history of St. Louis dating back to more than 1,500 years ago when St. Louis was a 20,000-person settlement known as Cahokia Mounds. You will receive a downtown overview including Laclede's Landing, the Riverfront, and the Gateway Arch. Tour the Old Courthouse, which was the setting of cases involving slavery and equal rights. The Dred Scott Case is the most notable. Then, travel back in time as you visit the largest prehistoric Indian center in America. Cahokia Mounds is the site of the most sophisticated prehistoric civilization that occupied the Cahokia area from 700 A.D. to 1500 AD. At its peak, the population reached 20,000, and at some point, vanished before the Europeans arrived. Designated a World Heritage site in 1982, today Cahokia Mounds is essential to our understanding of the prehistory of North America. You will begin your visit at the Interpretive Center where you will see a short orientation movie and a reproduction of a Mississippian village with genuine artifacts found in Cahokia. Walk the Plaza Tour where you will have the opportunity to climb the man-made earthen mounds and see a wooden sun calendar.

### ***E6: Missouri Botanical Garden***

Saturday, October 13, 1:00 p.m. - 5:00 p.m.

\$35.00 per person / Minimum enrollment: 25

Fall is alive at the Missouri Botanical Garden! The oldest botanical garden in the country and a National Historic Landmark, the Garden has been internationally recognized for horticulture, education, and scientific research since its founding in 1859. A guided tram tour will wind its way through the 79 acres of flora of climates as diverse as the tropical rainforest and the driest desert. Visit the Climatron, the first geodesic dome greenhouse based on Buckminster Fuller's futuristic design. Included is a visit to the 14-acre Japanese Garden, considered one of the finest outside Japan. There will be time to explore your favorite areas on your own. Next, see the real character of St. Louis through three of its most historic neighborhoods. The newly wealthy German Beer Barons developed Compton Heights in the late nineteenth century. These majestic homes, built from the 1880s through the early 1900s, were part of a private, elite neighborhood outlined by Henry Shaw, founder of the Missouri Botanical Garden, and James Eads of the Eads Bridge fame, among others. Lafayette Square features recently renovated Victorian mansions and row houses surrounding the oldest public park west of the Mississippi. Soulard is a delightfully old working-class neighborhood, which boasts the oldest continuous farmer's market west of the Mississippi River.

### ***E7: A Day in Forest Park with New Cathedral Tour***

Saturday, October 13, 12:00 p.m. - 5:00 p.m.

\$30.00 per person / Minimum enrollment: 25

Meet Me In St. Louis, Meet Me At The Fair! Forest Park was the site of the 1904 World's Fair and is one of the largest city parks in the country. Today, Forest Park houses the world renowned St. Louis Zoo, the St. Louis Art Museum, the Science Center, the newly expanded History Museum, and the Muny (the largest outdoor theater in the country) among other attractions. This expedition is designed with a shuttle service so that participants can visit one or more of the Forest Park attractions and then tour the Cathedral Basilica of St. Louis before returning to the hotel. The newly renovated and expanded History Museum contains a Spirit of St. Louis replica suspended from the two-story ceiling; a River Mosaic featuring hand-cut, highly polished marble, granite and sparkling Venetian smalti glass symbolizing the rivers of St. Louis; and Seeking St. Louis, three exciting and interactive galleries filled with stories and artifacts about the people who lived in this region from the earliest days to the present. The Zoo features The Living World, a visitor/education center where state-of-the-art exhibits explore the ways humans coexist with nature. There are more than 3,500 animals on 90-acres of natural habitat. The St. Louis Science Center has more than 500 hands-on exhibits including The Human Adventure, Ecology and the Environment, and Space Sciences. The St. Louis Art Museum has exhibits ranging from the ancient to the modern and is considered one of the ten finest in the country. The expedition ends with a visit to the Cathedral Basilica of St. Louis known for its incredible mosaic artwork.

[Back To Directory](#)

## **Hotel Room Reservation**

Please read the information here and on the form carefully to avoid problems with hotel room reservations.

The following link is to a word-processed document (created in Word and saved as Rich Text Format) which should be used as the hotel room reservation form. When you click on the link, the page will either automatically appear on your screen and you can print it or a window will open with the option of saving the document (named reservation.rtf) to your hard drive where you can open it in a word processor and print it out.

Note: If you choose to phone in your reservation using a credit card, the form below lists a toll-free number (which connects you with central reservations for the Millennium Hotel system) as well as a number specifically for the St. Louis hotel (a 314 number which will get you the front desk or, if the hotel is exceptionally busy, get you transferred to central reservations). In any case, be sure to specify that you are making reservations for the POD Network conference to ensure that you get the group rates that we negotiated.

[Hotel Room Reservation Form](#)

[Back To Directory](#)

## **Conference Registration Form**

Please read the information here and on the form carefully to avoid problems with conference registration.

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[Conference Registration Form](#)[Back To Directory](#)

## **Additional Information**

### **Transportation**

The Lambert St. Louis International Airport has a West Terminal (Air Canada, American, Continental, Delta, Northwest, United) and an East Terminal (Big Sky, Skyway, Southwest, Sun Country).

The MetroLink is St. Louis' light rail system. It is located on the upper level of the Main Terminal at Exit MT1 and the East Terminal through the parking garage on all levels. It operates daily from 5 a.m. until midnight with tickets priced at \$3.00 for an adult one-way trip from the Airport.

The TransExpress Shuttle Bus desk can be found at Baggage Claim M2 in the West Terminal with buses leaving from exit M12 in the West Terminal and picking up passengers at the East Terminal. The cost is \$10.00 one-way and \$18.00 round trip.

Other modes of transportation can run \$30.00 and up.

If you're driving --

Traveling North on I-55 and East on I-44: Take the Downtown exit onto Memorial Drive north. Make a left on Market and then a sharp left on Memorial south. Take a right on Spruce and a right on 4th Street to the hotel.

Traveling South on I-55 and West on I-64/Hwy 40: Cross the Poplar Street Bridge and exit Memorial Drive north. Make a left on Market and then a sharp left on Memorial south. Take a right on Spruce and a right on 4th Street to the hotel.

Traveling East on I-70: Take the Downtown Pine Street exit. Go 4 blocks, make a right on Spruce, and then take a right on 4th street to the hotel.

Traveling East on I-64/Hwy 40: Take the Broadway (last Missouri) exit. Turn left at the first stop sign and go 2 blocks to 4th street. Turn left to the hotel entrance.

### **Weather**

In October, the temperature in St. Louis usually ranges from the mid-40s to the upper 60's.

### **Resource Fair**

On Friday, October 12 from 6:00 p.m. to 7:30 p.m. we will offer the annual Materials and Resource Fair where participants can display and distribute information about their programs, projects, publications, and services. This is an excellent opportunity to share materials and practices from your institution as well as to gather new ideas from colleagues at other colleges and universities.

Persons who display materials must be registered for the conference and are expected to be at their tables to talk with conference participants during the entire session.

**Note:** To reserve a table, you must complete and submit the following form online. Simply type in the text boxes below and click on the "submit" button. This is a different system than in previous years when you would check a box on the registration form.

Materials and Resource Fair Table Reservation (text boxes accommodate text beyond the size of the box) --

(Note: Use the "Back" button of your browser to return to this page after submitting your form.)

Name:

Department/Unit:

Institution:

E-mail:

Phone:

Fax: Do you need electrical power for your display? (Yes/No): Do you need any audiovisual equipment (to be provided at your expense)? If so, specify: Do you have a preference for being next to another display table? If so, specify the name of the individual and/or institution:  

### Roommate Assistance

We offer roommate assistance as a way of helping people network while saving costs. We provide the names and addresses of other persons wishing to have a roommate for the conference. After that, the requesting parties will be responsible for the initial contact, the arrangement of schedules, and room arrangements with the hotel. If you wish assistance in locating a potential roommate, please complete and submit the form below. Text boxes accommodate text beyond the size of the box.

(Note: Use the "Back" button of your browser to return to this page after submitting your form.)

Name: Department/Unit: Institution: Mailing Address: City/State or Province/Postal Code: E-mail: Phone: Fax: Gender: Smoking, Non-Smoking, or No Preference: Do you snore? (Yes/No): Do you mind someone who snores? (Yes/No): Other conditions: [Back To Directory](#)

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We hope you can meet us in St. Louis for Pod's 2001 conference.

Bill Burke  
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[Back To Directory](#)

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[POD Network Home Page](#) (a separate window will open)

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Comments or questions about this site should be directed to [burke@pop.uky.edu](mailto:burke@pop.uky.edu)

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