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2001

Conference Program: Interfaces, Intersections, and Gateways

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26th Annual Conference

**Conference
Program**

Interfaces, Intersections, and Gateways



October 10 - 14, 2001

**Millennium Hotel St. Louis
St. Louis, Missouri**



October 2001

Dear Colleagues

Welcome to the 26th annual conference of the Professional and Organizational Development Network in Higher Education (POD).

POD supports a network of nearly 1,200 members - faculty and teaching assistant developers, 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 thirteen 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's annual conference attracts practitioners in the fields of faculty, instructional, and organizational development as well as administrators, faculty, graduate students, publishers for the above audiences, and members of many higher education organizations. The "Spirit of POD" creates a collegial and welcoming environment at the conference, respects diversity in all of its forms throughout the conference, and offers sessions and informal opportunities for dialogue that address the needs and concerns of the broad range of post-secondary institutions that POD serves.

For this conference, we are 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. As a result, we offer a conference that looks at "interfaces, intersections, and gateways" as an overriding theme. We will 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 faculty, instructional, and organizational development.

Our plenary speakers will speak to the conference theme by addressing the interface of the academy and the community through service learning (Edward Zlotkowski), the intersection of pedagogy and technology through efforts such as the Flashlight Project (Robin Zuniga), and new gateways provided for teaching assistants entering the ranks of faculty through Preparing Future Faculty programs (Orlando Taylor).

We are holding this conference at a time of great sadness. All of us in the POD community and family share the deeply felt sorrow over the loss of life resulting from the events of September 11th. Participation at this conference demonstrates that we also share a desire to resume our professional responsibilities and roles and to connect with those who matter to us. Let us take this opportunity to reflect on our personal and professional priorities and responsibilities. Much can be accomplished toward creating a climate for understanding and tolerance through the use of sound educational practices. We are indeed fortunate to be in the profession of faculty development where we can have a far-reaching impact on teaching and learning. May we leave this conference enriched by our interaction with our colleagues and enlightened with ideas and strategies that can work toward world peace through education.

Bill Burke
Conference Coordinator

Sally Kuhlenschmidt
Program Chair

Mary Deane Sorcinelli
President

Mary Deane Sorcinelli (President, 2001-2002)
University of Massachusetts - Amherst

Roger Sell (President-Elect, 2001-2002)
University of Northern Iowa

Christine Stanley (Past President, 2001-2002)
Texas A & M University

Laurie Bellows
University of Nebraska - Lincoln

Bill Burke
University of Kentucky

Virleen Carlson
Cornell University

Dee Fink
University of Oklahoma

Ken Grosse
U.S. Air Force Academy

Sally Kuhlenschmidt
Western Kentucky University

Matt Kaplan
University of Michigan

Virginia Lee
North Carolina State University

Stephanie Nickerson
New York University

Mathew Ouellett
University of Massachusetts - Amherst

Brenda Smith
Learning & Teaching Support Network

Marilla Svinicki
University of Texas - Austin

Alan Wright
Dalhousie University

Dorothy Zinmeister
University System of Georgia

<u>POD Executive Directors/Presidents</u>	<u>Year</u>	<u>Conference Site</u>
Mary Deane Sorcinelli University of Massachusetts - Amherst	2001-02	The Millennium Hotel, St. Louis, Missouri
Christine Stanley Texas A & M University	2000-01	The Westin Bayshore, Vancouver, British Columbia
Jim Eison University of South Florida	1999-00	The Resort at Split Rock, Lake Harmony, Pennsylvania
Kay Gillespie University of Georgia	1998-99	Snowbird Resort, Salt Lake City, Utah
Eric Kristensen Berklee College of Music	1997-98	Grenelefe Golf & Tennis Resort, Haines City, Florida
Marilyn Leach University of Nebraska at Omaha	1996-97	Snowbird Resort, Salt Lake City, Utah
Nancy Chism The Ohio State University	1995-96	Sea Crest Resort, North Falmouth, Massachusetts
Karron Lewis University of Texas - Austin	1994-95	Red Lion Columbia River, Portland, Oregon
Donald Wulff University of Washington	1993-94	Kahler Resort, Rochester, Minnesota
Daniel W. Wheeler University of Nebraska - Lincoln	1992-93	Saddlebrook Resort, Wesley Chapel, Florida
Ronald Smith Concordia University (Montreal)	1991-92	Lakeview Resort, Morgantown, West Virginia
Emily (Rusty) Wadsworth McHenry County College and Delivee Wright University of Nebraska - Lincoln	1990-91 1989-90	Granlibakkan Center, Tahoe City, California Villas-by-the-Sea, Jekyll Island, Georgia
Marilla Svinicki University of Texas - Austin	1988-89 1987-88	Keystone Resort, Keystone, Colorado Inn of the Hills, Kerrville, Texas
Bette L. Erickson University of Rhode Island	1986-87 1985-86	Hidden Valley Lodge, Somerset, Pennsylvania Lake Lawn Lodge, Delavan, Wisconsin
LuAnn Wilkerson Harvard Medical School	1984-85	Asilomar, Monterey, California
Michele (Fisher) Marincovich Stanford University	1983-84	Airlie House, Airlie, Virginia
Michael Davis University of the Pacific	1982-83 1981-82	Montebello, Quebec, Canada Westin Hotel, Cincinnati, Ohio
Lance Buhl Projects for Educational Development	1980-81	Claremont Resort, Berkeley, California
Glenn Erickson University of Rhode Island	1979-80 1978-79	Fairfield Glade, Tennessee Shangra-La State Park, Oklahoma
Mary Lynn Crow University of Texas - Arlington	1977-78	Illinois Beach State Park, Zion, Illinois
Joan North University of Wisconsin - Stevens Point	1976-77	Airlie House, Airlie, Virginia

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

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
 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, Job Fair)
 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
 9:15 - 11:00 p.m. Song Fest

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
 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

We wish to thank the following people for their valuable contributions to the conference.

President, 2001-02

Mary Deane Sorcinelli
Univ of Massachusetts - Amherst

Conference Coordinator

Bill Burke
University of Kentucky

Program Chair

Sally Kuhlenschmidt
Western Kentucky University

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Kansas State University

Art Crawley
Louisiana State University

Emily Decker
The Evergreen State College

Donna Ellis
University of Waterloo

Ruby Evans
Santa Fe Community College

L. Dee Fink
University of Oklahoma

Lion Gardiner
Rutgers University

Mary Rose Grant
St. Louis University

James Greenberg
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James Groccia
University of Missouri - Columbia

Wayne Jacobson
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Kevin Johnston
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Charles Jones
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Alan Kalish
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Matt Kaplan
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Brigham Young University

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Marilla Svinicki
University of Texas - Austin

Karen Thoms
St. Cloud State University

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University of California - Berkeley

Lee Warren
Harvard University

Myra Wilhite
University of Nebraska - Lincoln

Laurel Willingham-McLain
Duquesne University

Donald Wulff
University of Washington

Resource Fair

Karron Lewis
University of Texas - Austin

Bright Idea Award

Laurel Willingham-McLain
Duquesne University

Conference Daily Newsletter

Karen Thoms
St. Cloud State University

Dinner On Your Own Coordinator

Mary Rose Grant
St. Louis University

Program Cover Design

Sally Kuhlenschmidt (digital photo)
Western Kentucky University

David Graf (digital tweaking)
Nova Southeastern University

Program Chair Assistants

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Shawn Brewer
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Educational Expeditions

Mary Rose Grant
St. Louis University

Conference Planning and Production

(for the past 10 years)

David Graf
Nova Southeastern University

Menges Awards

Virleen Carlson
Cornell University

Jim Eison
University of South Florida

Kay Herr-Gillespie
CFK Associates

Outreach Activities

Lynn Sorenson
Brigham Young University

Registration Desk Coordinators

Francine Glazer
Kean University

Kay and Frank Gillespie
CFK Associates

POD Office Support

Kuntal Joshi
Nova Southeastern University

At this year's conference we have designated tracks for TA Developers, Instructional Technology, and Experienced Faculty Developers examining Organizational Change. Note that the sessions listed have been self-identified by the presenters and may not always fully address the track theme.

TA Developers

Roundtable Session 1 - 1, 5, 7
 Session A - 3, 4, 6, 9
 Session B - 3, 4, 5, 6, 9
 Session C - 4, 6, 9, 10
 Session D - 2, 3, 4, 7, 10, 11
 Session E - 3, 9
 Session F - 7, 8, 9, 11
 Session G - 1, 2, 5, 8, 9, 11, 12
 Session H - 1, 2, 6, 8, 9, 12, 13
 Session I - 10
 Roundtable 2 - 1, 4, 5, 6, 7, 9
 Session J - 5, 7, 10
 Session K - 5, 6
 Breakfast - Saturday

Instructional Technology

Pre-Conference Workshops - 7, 13
 Roundtable Session 1 - 2, 8
 Session A - 4, 7, 8
 Session B - 1, 6, 7
 Session C - 4, 5, 8
 Session D - 1, 2, 6, 8, 11
 Session E - 7
 Session F - 2, 3, 4, 5
 Session G - 3, 7
 Session H - 4, 7
 Session I - 3, 4, 9
 Roundtable 2 - 1, 2
 Session J - 3
 Session K - 2, 3, 8

Organizational Change

Pre-Conference Workshops - 14
 Roundtable Session 1 - 4, 6, 9
 Session A - 4, 5, 10
 Session B - 2, 3, 6, 8, 11
 Session C - 2, 4, 7, 9, 12
 Session D - 1, 5, 11, 12
 Session E - 2, 9
 Session F - 1, 2, 3, 5, 6, 9, 12
 Session G - 1, 3, 4, 5, 7, 9, 10
 Session H - 3, 5, 10
 Session I - 3, 5, 7, 8, 11
 Roundtable 2 - 2, 4, 5, 8, 10, 11, 12
 Session J - 1, 5, 6, 7, 8
 Session K - 4, 7

Small College Special Interest Group

For the first time this year, we are highlighting a special group of sessions geared specifically for faculty developers working at small colleges, including liberal arts colleges and specialty colleges. The Small College Teaching and Learning Group (SC-POD) will also have an open business meeting and tables reserved at a lunch. Although these sessions may be of interest to all POD attendees, and faculty developers at small colleges will certainly be interested in sessions outside of this grouping, the purpose of this grouping is to bring together faculty developers facing the special challenges of running teaching and learning centers and programs at small colleges. (Next year presenters will be able to self-designate their participation in this track.) For further information about the Small College teaching and learning group, including its listserv "SC-POD," contact Michael Reder at rederm@conncoll.edu.

Roundtable Session 1 - 9
 Session C - 12
 Session I - 11
 Business Meeting - Session E
 Advisory Board Lunch - Friday
 Open Lunch - Saturday

Robert J. Menges Honored Presentations

Roundtable Session 1 - 1
 Session C - 1, 2

Tuesday Evening, October 9

Top of the Millennium

6:00 p.m. - 9:00 p.m.

Core Committee Dinner and Meeting

Wednesday, October 10

Laclede

8:00 a.m. - 5:00 p.m.

Marble Area

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

West Assembly Area

6:00 - 7:00 p.m.

Mississippi

7:00 - 9:00 p.m.

Core Committee Meeting**Conference Registration****Pre-Conference Welcome Reception****Dinner and Welcome**

Thursday Morning, October 11

Meramec

7:30 - 8:45 p.m.

Marble Area

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

Laclede

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

Continental Breakfast**Conference Registration****Core Committee Meeting**

Pre-Conference Workshops, Thursday All Day

Jefferson D

9:00 a.m. - 12:00 p.m.

1:30 p.m. - 4:30 p.m.

W1 - Getting Started

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

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.

Jefferson A

9:00 a.m. - 12:00 p.m.

1:30 p.m. - 4:30 p.m.

W2 - Using Classroom Action Research as a faculty development tool

Gwynn Mettetal, Indiana University South Bend

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. Discussion, brain-storming and mock interactive workshop for faculty. For all faculty developers.

Jefferson E

9:00 a.m. - 12:00 p.m.

1:30 p.m. - 4:30 p.m.

W3 - Assessment: The Implications for Faculty Development*Philip Way, University of Cincinnati; Barbara Walvoord, University of Notre Dame*

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.

Pre-Conference Workshops, Thursday Morning**Lewis**

9:00 a.m. - 12:00 p.m.

W4 - Individual Teaching Consultations with Faculty*Gabriele Bauer, University of Delaware; Judy Greene, University of Delaware;*

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. This workshop session is especially helpful for new faculty developers and for those faculty who conduct peer consultations. Resource materials will be provided.

Jefferson F

9:00 a.m. — 12:00 p.m.

W6 - The Educational Developer's Portfolio: Intersecting Individual, Institutional, and Professional Roles*Judith Miller, Worcester Polytechnic Institute; James Groccia, University of Missouri*

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.

Jefferson B

9:00 a.m. - 12:00 p.m.

W7 - Techno-CATs: Using Electronic Means to Assess Student Learning*David Moore, Devorah Lieberman, Portland State University*

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.

Jefferson C

9:00 a.m. - 12:00 p.m.

W8 - Bridging Research and Teaching Cultures: Strategies for Departmental Integration Teaching Strategies, the Jigsaw Method*William Rando, Cherie Woodworth, Yale University; Leon Rozenblit*

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.

South Corridor

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

Refreshment Break**Missouri**

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

Lunch**Pre-Conference Workshops, Thursday Afternoon****Jefferson F**

1:30 p.m. - 4:30 p.m.

W10 - Using Collegial, Qualitative Techniques to Strengthen Teaching*Barbara Millis, John Hertel, Robert K. Noyd, US Air Force Academy*

Individuals new to teaching, whether TAs, adjuncts, or "newly minted" PhDs, need coaching and support. At the United States 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. After participating in the workshop and reviewing an extensive handout packet, participants will be able to conduct effective classroom observations, focus groups, and microteaching sessions that strengthen departmental collegiality and give confidence, learning tools, and feedback to new faculty and TAs.

Lewis

1:30 p.m. - 4:30 p.m.

W11 - How People Learn: Learning Science And Faculty/TA Development*John Rakestraw, Jr., Peter Felten, Vanderbilt University*

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 the book "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.

Jefferson B

1:30 p.m. - 4:30 p.m.

W13 - Increasing Technology Integration in Instruction Through Effective Faculty Development Institutes*David Starrett, Michael Rodgers, Southeast Missouri State University*

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.

Jefferson C

1:30 p.m. - 4:30 p.m.

W14 - Managing Organizational Change

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.

South Corridor

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

Field

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

West Assembly Area

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

Missouri/Meramec

6:45 p.m. - 8:15 p.m.

Missouri/Meramec

8:15 p.m. - 9:00 p.m.

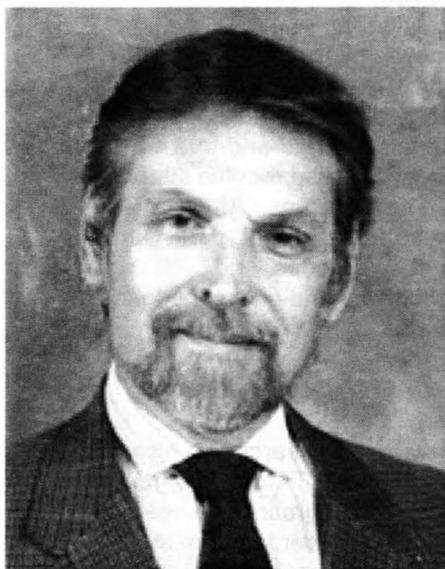
Refreshment Break

Newcomers' Orientation and Reception

Diversity Committee Hosts Welcome Reception for All

Dinner, Welcome to St. Louis, President's Address

Plenary Session 1 - "Academics as Public Problem-Solvers: Implications for Faculty Training and Development" (Edward Zlotkowski)



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. Dr. Zlotkowski has himself 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.

Friday Morning, October 12

Missouri

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

Marble Area

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

Continental Breakfast

Conference Registration

Roundtable Session 1, Friday Morning

Meramec

7:15 a.m. — 8:15 a.m.

R1

**Robert J. Menges
Honored
Presentation****Assessing and Re-Invigorating GTA Programs: Pivotal Events in GTA Experience***Kathleen Smith, University of Georgia*

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

Meramec

7:15 a.m. — 8:15 a.m.

R2

Transforming passive receivers into active participants: Lessons from the Classroom.*Robin Morgan, Donna Dahlgren, D. Bradley Burton, Indiana University Southeast*

On our campus, Introductory Psychology has typically been taught as a lecture course. A classroom experiment was conducted to revise how Introductory Psychology was taught enhancing faculty to student interaction, student to student interaction, transfer of knowledge and incorporating sequential curriculum assessment into the design of the course. You will experience two of the active learning modules, review the assessment process we utilized and have an opportunity to create your own active learning modules.

Meramec

7:15 a.m. — 8:15 a.m.

R3

Obtaining Faculty Approval of a Teaching Assessment Instrument via Psychometric Validation*Damon Bahr, Forrest Williams, Lisa Lambert, KD Taylor, Utah Valley State College*

This presentation will describe the psychometrically-driven process used by a college committee, made up of primarily faculty members, to develop, field test, validate, and implement a new faculty evaluation instrument. The relationship between that process and the process used to obtain widespread faculty approval of the instrument will then be described. Each member of the committee will describe her/his role in these processes and emphasize the value of a faculty committee approach to a labor-intensive, politically-dangerous endeavor such as creating a faculty evaluation device.

Meramec

7:15 a.m. — 8:15 a.m.

R4

Multiple Texts; Multiple Perspectives: Creating Intersections in Faculty Reading Groups*Ted Hovet, Western Kentucky University*

This presentation describes a model for faculty reading groups on pedagogy built around multiple sources from a range of authors. It will argue that this model enhances faculty development by increasing faculty participation in reading groups and inviting diverse viewpoints into the discussion of pedagogy (when piloted at a comprehensive regional university, it attracted T.A.'s, faculty from several disciplines, and administrators). This presentation targets anyone who seeks to increase faculty and/or T.A. awareness of pedagogy and more interdisciplinary approaches to faculty development. It will begin with a ten minute overview of this model then invite feedback from the audience.

Meramec

7:15 a.m. — 8:15 a.m.

R5

Benefits of a Teaching Learning Center Faculty Advisory Group*Steven Hoffman, William Snell, Southeast Missouri State University*

Our university's teaching-learning center is advised by the Teaching Associates and the Technology Associates. These two advisory groups, consisting of faculty from the seven colleges and schools on our campus, advise the center on integration of innovative teaching-learning resources and activities into instruction at our university. Both groups have been very effective and are invaluable resources for the center staff. The groups have helped to implement a highly successfully technology training institute series, effective teaching enhancement workshops, and in creating dialogue on campus in teaching-learning issues such as implementation of the teacher-scholar model.

Meramec

7:15 a.m. — 8:15 a.m.

R6

Multiple Roles, Multiple Responsibilities: Conceptualizing the Professoriate as a "Metaprofession"

Raoul Arreola, The University of Tennessee Health Science Center; Lawrence Aleamoni, The University of Arizona; Michael Theall, The University of Illinois at Springfield

Faculty engage in a variety of roles necessary for the successful achievement of their institution's mission. These roles may require not only content field expertise but also skills and expertise in other sophisticated technical, organizational, leadership, and collaborative processes outside their content field. This session presents a conceptualization of the multiplicity of faculty roles into a coherent 'meta-professional' model that provides insights into new strategies for developing and evaluating complex faculty performance. Intended for faculty, administrators, and faculty development/evaluation professionals, the session provides participants the opportunity to identify and discuss the application of the meta-professional model in their own programs.

Meramec

7:15 a.m. — 8:15 a.m.

R7

Models of Collaboration in International TA Training

Laurel Willingham-McLain, Duquesne University; Janet Constantinides, University of Wyoming; Marilyn S. Miller, University of Missouri-Columbia

The purpose of this roundtable is to engage participants involved in international teaching assistant (ITA) development from diverse universities in discussing fruitful collaborations between such campus units as English as a Second Language programs, teaching and learning centers, and academic departments. Whereas many ITA programs stand alone, we will focus on proven models of collaboration. The discussion leaders represent programs varying in size and type; they play different roles on their campuses, and thus bring unique perspectives on related issues and practices. Anyone interested in ITA development, and anyone providing TA services to groups including ITAs, is welcome to participate.

Meramec

7:15 a.m. — 8:15 a.m.

R8

Formative Assessment of Online Instruction

Jim Borgford-Parnell, University of Washington

We are developing formative assessment tools to help instructors examine effects of online instruction on student learning. In devising these tools, our question is not, "Do students learn better in classrooms or online?", but rather, "Given the increasing use of online instruction, how can instructors assess effects of online teaching on students' learning?"; We will briefly report on our experience using our tools. After that, we will use this Roundtable Discussion to hear others' feedback and experiences. This session is designed for instructors and faculty developers trying to gain a better sense of students' learning experiences in online courses.

Meramec

7:15 a.m. — 8:15 a.m.

R9

Starting Faculty Development Programs at Small Colleges: Challenges and Opportunities

Michael Reder, Connecticut College; Deborah Winter, Whitman College; Peter J. Frederick, Wabash College

What are the specific challenges and advantages of starting and running a teaching and learning center at a small college? Designed specifically for first-time POD attendees and for people who are in the process of starting a small college faculty development center, participants will have the opportunity to discuss the challenges they are facing. We will discuss possible solutions that emphasize the advantages that most small colleges offer: an intimate, teaching-centered atmosphere where faculty already know each other well. Handouts include a list of resources and other information tailored specifically for small college teaching and learning.

Meramec

7:15 a.m. — 8:15 a.m.

R10

Taking Charge of Change in Development of New Teaching and Learning Centers*Cheryl Bielema, Peggy Cohen, University of Missouri - St. Louis*

A system-wide initiative and local retention study provided the impetus for a teaching and learning center at the University of Missouri, St. Louis—its first. A diverse advisory committee produced the proposal in a few short months, mid-2000. Retained as a planning committee, their deliberate investigation of needs has provided a sound programmatic beginning for the Center for Teaching Excellence. Successful implementation of a new program requires abiding by the "rules" of institutional change. In addition, good timing, a strategic location, and accommodating the dissenters aided the new program. These critical components will advance many organizational changes. Participants will gain knowledge about the critical components of taking charge of change in a resource-deficient and skeptical environment. Participants will be able to share the variety of "teaching and learning" programs and evaluative outcomes in which they've been involved.

Concurrent Sessions A, Friday 8:30 a.m. - 9:30 a.m.**Field**

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

A1

The Art of Relaxation Through Chinese Exercise*Donna Silver, University of Wisconsin*

Faculty have so many demands placed on them that they frequently neglect taking care of themselves. This experiential session will provide participants with techniques for balancing the mind, body and spirit through the ancient healing arts of China. It is also meant for Faculty Developers who already do stress management workshops and are looking for new techniques to incorporate into their repertoire. These traditional qigong exercises promote wellness and help to reduce and manage stress. In this session you will be introduced to simple methods of relaxation including breathing, gentle movement, self-massage to help reduce the stress in your life.

Laclede

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

A2

Improving College Teaching: What Really Works? What Doesn't?*Peter Seldin, Pace University*

More and more colleges are moving to sustained efforts to improve teaching. Some institutions do it well. But others do not. This session will focus on changing practices in improving teaching and is designed to assist faculty developers to acquire the most current knowledge and skills needed to help faculty members fine-tune their instruction. Highly interactive, the session will focus on important (and surprising) new lessons learned about what works and what doesn't, key strategies, latest research results. The program will include short presentations, group discussion, and an interactive exercise.

Jefferson E

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

A3

Utilizing an Untapped Resource Exploring TA Roles in TAPD*Brenda Kolas, Marina Milner-Bolotin, Patti M. Thorn, Marilla D. Svinicki, Ph.D., The University of Texas at Austin*

With introductory class sizes upward to 250 students, it is hard to imagine research universities without TAs. However, high variability of TA effectiveness makes TA professional development (TAPD) a necessity. How best to accomplish this is still a challenge for faculty. We have begun addressing this challenge by tapping into a traditionally unexplored resource - the TAs themselves. We present two case studies in Physics and Mathematics Departments where TAs took leadership roles in TAPD. Common elements of launching TA-driven professional development will be discussed and analyzed. Our experiences demonstrate that involving TAs in TAPD warrants further exploration.

Jefferson A

8:30 a.m. - 9:30 a.m.
A4

TA Web: An online tool for training and practice

David Shook, Donna Llewellyn, Melissa Bachman, Georgia Institute of Technology
This session will introduce a new concept in TA training that utilizes a Web-based technology to provide 'universal' access for TAs to content information, helpful resources, and practice in applying academic policies. In this session the presenters will include a demonstration of a number of the modules currently available via TAWeb and discuss their uses. The presenters will seek feedback from the audience regarding the philosophical and practical implications of using this type of system.

Jefferson B

8:30 a.m. - 9:30 a.m.
A5

Teaching Academies: A Program for Building a Community of Teachers

Cheelan Bo-Linn, James Gentry, University of Illinois at Urbana-Champaign
How did a major research institution restructure itself to promote excellence in teaching, if many of the faculty do not possess adequate tools and knowledge to be good teachers? This session will show how faculty developers promoted teaching academies to successfully assist the institution in achieving this initiative. The proposed session is for those individuals interested in establishing teaching academies. The presenters will describe the joint efforts involved in building this community and the level of resources needed. Opportunities will be provided for participants to identify and share ways for creating teaching communities at their home institutions.

Jefferson C

8:30 a.m. - 9:30 a.m.
A6

Mentors and Apprentices in Learning to Learn: Re-envisioning TA Roles

Joanne Holladay, Elisabeth Moreno, University of Texas at Austin
Entry-level courses present opportunities for a meaningful interface between faculty, teaching assistants and undergraduates. With the goal of teaching what to learn along with how to learn, we should expand traditional TA development models to include features of cognitive apprenticeship and mentoring. This presentation will recommend reconceptualizing TA training to promote a more active and cognitively self-conscious role for both teachers and students. Presenters will explore TA training methods that incorporate discipline-specific techniques for improving student learning. At the same time that students become empowered as learners, TAs will become more effective in current and future teaching roles.

Lewis

8:30 a.m. - 9:30 a.m.
A7

Enhancing the Education Experiences of Postsecondary Students with Disabilities

Kristina Krampe, William Berdine, University of Kentucky
The University of Kentucky Engaging Differences (UK-ED) project is a federally-funded grant focused on improving the quality of education provided to adult students with disabilities by providing training to postsecondary personnel (administrators, instructional personnel, and auxiliary service personnel). To achieve this goal, the UK-ED project has designed a Web-based performance support system (WPSS) for postsecondary personnel. The UK-ED project might be of interest to individuals who are interested in disability issues and/or web-based training. In this session, a project overview, needs assessment activities, and development activities will be presented. The session will conclude with a demonstration of the UK-ED WPSS.

Clark

8:30 a.m. - 9:30 a.m.
A8

A Creative Model for Collaborate Teaching and Learning

Kevin Kennedy, Peter Petschauer, Appalachian State University
In this session, participants will learn how to begin collaboration with faculty and other institutions, how to incorporate technology into the goals of active learning, and how to plan, teach, and evaluate a distance course using the 'Seven Principles' advocated by Chickering and Gamson. Using the History/Foreign Language model presented, we will explore the special challenges that arise when faculty of different disciplines works together. The participants, whether faculty, faculty developers, or administrators will also be able to explore the possibilities of establishing an interdisciplinary distance learning program at their respective institution.

Jefferson F

8:30 a.m. - 9:30 a.m.
A9

Scholarship of Teaching Courses: Themes and Variations

Wayne Jacobson, Deborah Hatch, Judith Howard, Angela Linse, Cindy Atman, University of Washington

Using our courses as examples, we will demonstrate Scholarship of Teaching courses designed for three different graduate student populations (departmental, interdepartmental, and campus-wide). We will compare them in terms of course content and sequence, student work completed for the course, student feedback, and instructor perspectives on course effectiveness. This session is designed for faculty members and campus leaders who are interested in expanding TA preparation or graduate student professional development to place a greater emphasis on the Scholarship of Teaching, and who would like to consider the challenges and opportunities raised by approaching a course in these different ways.

Soulard

8:30 a.m. - 9:30 a.m.
A10

Professional & Organizational Development: Principles, Frameworks & Questions

George Gordon, University of Strathclyde; Daniel Wheeler, University of Nebraska-Lincoln

Faculty face many demands about changes to their roles and increasingly explicit, sometimes conflicting, expectations about performance and development. The objectives are to (1) identify the principles that drive efforts in professional and organizational development; (2) identify a series of questions that can focus the development work, (3) determine what strategies will enhance development success, and (4) return to institutions with action steps to move on the strategies. Participants, through short presentations, cases and discussion will clarify principles, concepts and strategies for enhancing professional and organizational development.

South Corridor

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

Refreshment Break**Concurrent Sessions B, Friday 9:45 a.m. - 11:15 a.m.****Field**

9:45 a.m. - 11:15 a.m.
B1

Teaching Visually Using PowerPoint and the World Wide Web

Barbara Grazul Hubbard, James Eison, University of South Florida

Instructors throughout higher education are exploring ways to use new technology tools to add an element of "instructional innovation" into traditional forms of teaching. And when done thoughtfully and skillfully, many positive benefits can result. Unfortunately, simply moving from the all-too-familiar "talk and chalk paradigm of teaching" to an updated version of "present and PowerPoint as pedagogy," does relatively little to enhance student learning. Participants in this lively and interactive session will examine ways that PowerPoint and the World Wide Web can be used to enhance learning by adding a visual dimension to one's thinking and one's teaching.

Laclede

9:45 a.m. - 11:15 a.m.
B2

Developing a Sense of Urgency for Change

Lion Gardiner, Rutgers University

Now-abundant research on learning is largely unknown and unused on most campuses. Yet, institutions are at increasing risk from public perceptions of low quality outcomes, reduced support, and competition from for-profit and Web-based institutions. Profound changes are necessary. Participants in this interactive session, for people with roles in faculty development, will have (1) a vision of their potential role in leading change within their institutions; (2) specific actions they can take to lead change; (3) a conceptual framework for comprehensive organizational change; and (4) printed tools to help raise the urgency level on their campuses and focus thinking about change.

Jefferson D

9:45 a.m. - 11:15 a.m.
B3

Teaching Certificate: Connecting People, Processes, and Outcomes

Donna Bailey, University of North Carolina at Chapel Hill

Academic units that are successful in preparing future teachers provide experiences that facilitate interactions, shared experiences and excursions into teaching and learning. This session will explore the design and outcomes of a teaching certificate pilot program supported by the Graduate School, Center for Teaching & Learning, and Slavic Languages Department. Participants will critique the design and identify appropriate development activities via small-group brainstorming and structured discussion.

Jefferson E

9:45 a.m. - 11:15 a.m.
B4

Recognition and Beyond: The Role of Awards in TA Development

Linda von Hoene, University of California, Berkeley; Diane Williams, University of South Florida

The purpose of this session is to engage participants in activities that will enable them to reflect individually, with peers, and as part of a larger group on the direct and indirect benefits of teaching award programs. Session participants will collaboratively construct criteria for creating award programs that play a formative role in the development of TAs. Participants will have the opportunity to evaluate award programs in place at their institutions and design programs tailored to the needs of their institutions. This session is intended for new and experienced TA developers and will also be useful to faculty developers and administrators.

Jefferson B

9:45 a.m. - 11:15 a.m.
B5

Peripheral Vision: learning along the way by Mary Catherine Bateson

Catherine Frerichs, Grand Valley State University

This "advance book session" is designed as an in-depth discussion with active engagement of colleagues who have read the book prior to the conference. The prior reading of the book is the "ticket of admission." For Bateson, "peripheral vision" is a gateway, a habit of mind that encourages improvisation and reflection as we learn from experience, particularly ambiguous and unfamiliar experience. Formal education is inevitably linked with authority; peripheral vision can give us the hope of being learners in new ways. Two short poems by Emily Dickinson will provide contrasting, provocative views of learning from experience.

Jefferson C

9:45 a.m. - 11:15 a.m.
B6

Phantoms at the Gate: Revisiting and Revising Virginia Woolf's "Professions for Women"

Susan Koch, Barbara Lounsberry, Julia Wallace, Carmen Montecinos, Beverly Kopper, Sue Grosboll, University of Northern Iowa

Virginia Woolf (1882-1941) was one of the greatest writers of the 20th century. A woman with extraordinary intellectual gifts, her essays reflect peerless critical powers, as well as thoughts and ideas that are still relevant today. This session, presented by six senior women faculty and administrators, will examine Woolf's essay, "Professions for Women" presented to the Women's Service League in the late 1920s. Presenters will use the metaphors Woolf employed to describe her development as a writer to create a new gateway through which participants will examine and discuss obstacles, cultural conceptions, and challenges, ie. 'phantoms' often faced in professional and organizational development in higher education.

Lewis

9:45 a.m. - 11:15 a.m.
B7

Faculty Developers' Role in Designing and Implementing a Learning Management System

Lori Breslow, Phillip Long, Massachusetts Institute of Technology

MIT and its primary partner, Stanford University, are collaborating on the Open Knowledge Initiative (OKI), a project to create a coherent web-based learning system. OKI addresses what is perceived to be a critical need for an easy-to-use, modular web-based learning environment. This session will inform POD members about OKI, and give them the opportunity to brainstorm potential tools for the OKI environment, methods for involving faculty in the design of OKI, and suggestions for creating faculty training programs. We hope POD members will become part of the educational community being created around OKI.

Clark9:45 a.m. - 11:15 a.m.
B8**Faculty Development - Made to Measure?***Laurence Kaptain, Jennifer Spielvogel, University of Missouri-Kansas City; Lesley Cafarelli*

In this age of outcomes assessment, how do faculty developers measure and document the impact of their work in both qualitative and quantitative terms and how do they share these outcomes with multiple stakeholders? Session participants will engage in an interactive exploration of challenges, opportunities, and strategies to measure the impact of faculty development efforts on institutional culture and on teaching and learning outcomes. The principal objective is to begin to identify the tangible products of faculty development. The intended outcome is to produce strategies that begin to ascertain how can they be demonstrated.

Jefferson F9:45 a.m. - 11:15 a.m.
B9**Creating New Teaching/Research Synergies at the Research University***Michele Marincovich, Richard Reis, Stanford University*

I-RITE (Integrating Research Into the Teaching Environment) is a new TA/faculty development program for research universities that encourages greater integration of research and teaching among graduate students and increases undergraduate exposure to research. It works by commissioning Ph.D. students to produce 500-750 word statements describing their research in ways that are understandable and compelling to undergraduates. Session participants (new or experienced developers) will learn how to run such a program, will be given an opportunity to consider its adaptation to their campus, and will share other strategies for increasing research/teaching compatibility.

Soulard9:45 a.m. - 11:15 a.m.
B10**Defining the Job: A Gateway for New Faculty Developers***Alan Wright, Dalhousie University; Judith Miller, Worcester Polytechnic Institute*

Targeted to new faculty developers with up to two years' experience, this session aims to engage our new colleagues in a reflective discussion of their developing roles in their institutions and in their profession. Topics for structured discussion will include the diversity of backgrounds from which faculty developers come, essential roles and responsibilities of their positions, their developing roles in the larger Academy, and how they have done and plan to develop skills relevant to their positions. The facilitators will briefly introduce alternative portfolio approaches to defining one's professional role.

Shaw9:45 am - 11:15 am
B11**Yearlong New Faculty Orientation Program--A Three Year Success***Terry Doyle, Henryk Marcinkiewicz, Ferris State University*

The first year for newly-hired faculty should not be a trial by fire, but rather an opportunity to learn and transition into our community of scholars. This is the philosophy guiding a yearlong highly successful new faculty orientation program now entering its fourth year. This session for faculty developers and administrators will discuss specific steps institutions can take to begin such a program, including logistics, session topics and activities, generating administrative support, building new faculty's commitment to the program and incentives for participation. New faculty meet seven times each semester for lunch, sharing and discussion of teaching or learning topics.

Meramec

11:30 a.m. - 12:15 p.m.

Plenary Session 2 - "Where Inquiry and Pedagogy Meet: Asking Good Questions About Teaching and Learning With Technology" (Robin Zuniga)

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.

Missouri

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

Leave from Lobby

1:00 p.m. - 4:00 p.m.

Lunch**Educational Expedition E2 - Anheuser-Busch Brewery and Learning Center**

\$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.

Leave from Lobby

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

Educational Expedition E3 - Historic St. Charles

\$30.00 per person / Minimum enrollment: 20

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.

Concurrent Sessions C, Friday 1:30 p.m. - 2:30 p.m.**Field**

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

C1

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

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

Robert J. Menges
Honored
Presentation

Laclede

1:30 p.m. - 2:30 p.m.
C2

Robert J. Menges
Honored
Presentation

Faculty Development: A Lever for Faculty Involvement as Change Agents

Connie Schroeder, University of Wisconsin — Madison

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

Jefferson D

1:30 p.m. - 2:30 p.m.
C3

Metaphors We Lead By: Understanding and Fostering Faculty Leadership

Patrick White, Saint Mary's College

This interactive discussion will guide faculty and administrators to articulate the ways of thinking and acting that animate leadership at their institutions; re-imagine their own, their colleagues' and their students' leadership in new ways; and discover how leadership development can be at the heart of a comprehensive understanding of faculty development. By thinking through and with metaphors, we will learn ways to face the leadership challenges at our institutions with greater sense of possibility and responsibility, exploring how conceptions of leadership development shape understandings of faculty roles and rewards and might effect transformations of faculty cultures.

Jefferson E

1:30 p.m. - 2:30 p.m.
C4

STRT: Scholarship of Teaching Resource Team

Devorah Lieberman, Jeanne Enders, Portland State University

This session provides information on how Portland State University started and supports the STRT (Scholarship of Teaching Resource Team). This group of faculty, TAs and students meets monthly throughout the year to support each other in creating, designing and completing individual Scholarship of Teaching projects. Participants will receive information on how to create a similar STRT program, how to engage faculty in the program, and how to help them disseminate their works. The workshop presenters are all active participants in the STRT group. Presenters will address challenges that have emerged in this program that include faculty skepticism, lack of funds, and diminished interest mid-program.

Jefferson A

1:30 p.m. - 2:30 p.m.
C5

Encouraging Faculty through Digital Technology: Active Learning Comes to Life

Diane Williams, William Patterson, University of South Florida

This session considers the use of digital technology to encourage instructors to move toward more use of active learning. Participants will see examples of short, digitized video segments that capture actual instances of classroom teaching for the purpose of showing instructors what active learning really looks like. The session is for new and experienced faculty and TA developers and administrators. Participants will have opportunities to contribute collaboratively ideas for active learning and to suggest criteria for evaluating the use of technology in faculty development workshops on active learning. Participants will receive information on technology options for faculty development workshops.

Jefferson B

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

C6

Student Course Evaluations as a Gift?*Susan Ferguson, Deborah Winter, Whitman College*

Student evaluations of teaching are often dismissed by faculty because they cause emotional discomfort. Yet often the most painful feedback turns out to be the most valuable. How can we help reduce defensive reactions in faculty and facilitate the process of turning emotional pain into insight and growth? This session is designed for both faculty members and teaching consultants. We will discuss typical defensive reactions to negative feedback, including some of our own. We will then give the audience an opportunity to examine their experience with negative feedback, and discuss mechanisms that help us reframe painful feedback as gifts.

Jefferson C

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

C7

UW-W Teaching Scholars Program: A Model Program for Teaching Improvement?*Greg Valde, John Stone, University of Wisconsin-Whitewater*

This session will describe our efforts to create a model program for enhancing teaching effectiveness. Ten faculty are selected each year for participation in an intensive year long program that includes: bi-monthly seminars, a teaching improvement project, a peer partnership, and workshops and conferences. Our presentation will include an overview of the program, changes we have made across the years, mistakes, successes, and results of a formal project evaluation. There will be ample opportunity for others to share their observations, similar projects, and questions. The session is most appropriate for those conducting or contemplating conducting similar programs.

Lewis

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

C8

Building Collaborations Between Technology Services and Centers for Teaching*Elizabeth Harrison, University of Arizona; Mary Stephen, Sandy Gambill, Saint Louis University*

Faculty members interested in integrating technology into their teaching often face challenges that go beyond the availability and accessibility of technology in classrooms. One challenge is obtaining help that combines technological skills with ideas on ways to integrate technologies into teaching and learning. Participants will learn ways that two universities are addressing this challenge through collaborations involving persons charged with faculty development and pedagogy and those charged with technical support and training. Session participants will share ideas for addressing this dilemma based on their experiences. This session targets individuals who support and promote the effective use of technology in teaching.

Clark

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

C9

Department Chairs: The Gateway to Department and Faculty Success*Lee Stewart, Sumit Ghose, Radford University*

This session presents results of a project to support and recognize chairs. Chairs are the gateway between faculty and administrators. They must be able to interface with faculty and students and they serve as the intersection for all of these constituents and the success of their efforts often determines the status of their departments. Participants will understand the outcomes of the project and leave with additional ideas for programs. The session is intended for faculty developers and others interested in chair development. The format will include a description of the project and a discussion of ideas for further efforts.

Jefferson F

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

C10

Bridging departments and cultures: A win-win model for ITA training*Marina Milner-Bolotin, Ghislaine Kozuh, The University of Texas at Austin*

In this session we will discuss three projects designed to enhance ITA training through collaboration with American graduate and undergraduate students in cross-cultural psychology, educational psychology, and curriculum and instruction. In these projects, the participants acted as cultural mediators, helping each other develop cross-cultural communication skills while also examining issues that affect the ITA-undergraduate relationship. Data collected include results of questionnaires, journals and feedback from faculty involved in the collaborative efforts. We will discuss the goals, logistics, critical issues, and outcomes of these projects and propose some ideas for refining the process.

Soulard

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

C11

The Changing World of Faculty Work*Robert Diamond, The National Academy for Academic Leadership*

The next several decades will see significant change in American higher education. Forces that are now at work will have major impact on institutional priorities, how resources are used and on the professional lives of faculty. The more sensitive faculty and instructional developers are to these forces and to the potential impact the more effective they will be in their professional roles. In this highly interactive session participants will identify the specific forces that are now at work and discuss, in some detail, their potential impact on the priorities and structures of institutions and on the role and work of faculty.

Shaw

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

C12

Doing It All Without: Faculty Development at Small Colleges*Steven Griffith, Gustavus Adolphus College; Richard Holmgren, Allegheny College; David W. Schodt, St. Olaf College*

This session will provide a forum for faculty developers from small colleges to discuss the strengths and challenges of doing faculty development without a fulltime director and/or a teaching and learning center. It will be especially useful for developers from institutions in the beginning stages of expanding their faculty development programs. A variety of organizational issues and leadership models will be explored. After a brief presentation by each of the panelists, attendees will have a chance to share what is happening on their home campuses.

Concurrent Sessions D, Friday 2:45 p.m. - 4:15 p.m.**Field**

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

D1

Ten Guiding Principles for Integrating Technology for College Teaching: A Holistic Approach for Strategic Planning*Mei-Yau Shih, University of Massachusetts Amherst*

Through this session, faculty developer, administrator, IT professional, and faculty members will have an understanding of the guiding principles for helping faculty integrating IT for college teaching, and learn tips to create an ongoing dialogue between campus technology services providers and faculty, as well as among services providers. Through an interactive exercise, the participating audience will come up with guiding principles for their own campuses and share with others and identify the priorities for planning steps and implementation guidelines, which are shaped profoundly by the campus culture and politics.

Laclede

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

D2

Using Academic Games and Simulations to Promote Effective Learning*John Hertel, Barbara Millis, United States Air Force Academy;*

Participants will learn the principles of effective academic games and simulations including their design, purpose, execution, and "debriefing." The facilitators will present at least four games and three levels of simulations, and will actively model one game and one simulation. We will emphasize ways faculty developers can help their faculty adapt these learning games and simulations to their disciplines to provide a gateway from academia to real-world application. The facilitators will emphasize the academic and assessment value of games and simulations as well as the skills, such as teamwork and communication, they promote.

Jefferson D

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

D3

TA Development: Partnerships that Leverage Resources and Talents*Robyn Dunbar, Valerie Ross, Michele Marincovich, Marcelo Clerici-Arias, Leta Huang, Stanford University*

TA developers today are a diverse group! We are experienced professionals housed in dedicated learning centers; we are lone faculty members tapped by our departments to oversee graduate students; we are enthusiastic graduate students designing and implementing grass-roots programs. But all of us benefit when we assess resources at hand and fully leverage talents and energy of potential partners. This session examines that process: what partnership models exist? how do we identify, develop, and promote partnerships? Designed to foster active exchange of ideas, this session will leave participants with new ideas and with a sense of how to enhance partnerships in their own institutions.

Jefferson E

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

D4

Help Through the Gateway: Assessing Teaching Certificate Programs*Donna Ellis, University of Waterloo; Dieter Schonwetter, The University of Manitoba*

Many institutions have programs to prepare future faculty. However, little is known about how successful these programs are in the professional and personal development of TAs and in enhancing their transitions to academic positions. Based on a review of current literature about programs to prepare future faculty (30+ references), this session will engage TA developers, directors of teaching centres, and administrators in identifying success indicators for such programs. Rigorous research strategies for studying these indicators will be explored. And new assessment instruments, guided by a theoretical framework and currently used to evaluate two universities' teaching certificate programs, will be introduced.

Jefferson A

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

D5

The Gateway Group*: Combining Forces to Attack Student Attrition***No, we didn't make this up for the conference theme.***Nancy Chism, Scott Evenbeck, Indiana University-Purdue University Indianapolis*

This session is about a common problem many of us face: poor retention of first-year students. It is also about an approach that can boost the effectiveness of professional development units on any major problem - uniting forces with other units. By using a case analysis of our own approach and engaging participants in tasks that will prompt them to think through the advantages of cross-unit partnerships, we hope to promote understanding and action toward using interunit collaboration to effect deep organizational change.

Jefferson B

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

D6

Blending Pedagogy and Instructional Technology Consulting*Rosslyn Smith, Katherine Stalcup, Texas Tech University*

Participants in this session will analyze a rationale for blending pedagogical considerations with those that drive the use of technology in instruction, will discuss pedagogical variables that inform the selection of technologies and discuss case studies of situations in which this approach to consulting might be appropriate. The session is designed for faculty developers with an interest in technology consulting and will include small group and large group discussion with ample time for questions.

Jefferson C

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

D7

Interpersonal Interactions and TA-ing: An Ethics Workshop*Miriam Diamond, Northeastern University*

Through case studies and discussion, participants will experience a workshop designed to prepare TA's (and other instructors) to address ethical dilemmas that commonly arise in interactions with students. This session is geared for those who help instructors develop a professional - yet accessible — relationship with students, foster sensitivity in a multicultural classroom, deal with grade expectations, use humor appropriately in teaching, and maintain confidentiality on student performance. We will also talk about what to do if one realizes they have made a faux pas. Guidelines for appropriate action - and the identification of campus resources - will be presented.

Lewis

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

D8

Faculty Development Meets Information Technology: A Faculty Laptop Training Initiative*Gregory Simmons, Jeff Church, Dr. Kathleen Brinko, Dr. Rebecca A. Sirmon, Appalachian State University*

This session examines an on-going faculty laptop training initiative at a public masters I university. In the past three years, 337 faculty members have participated. Two consultants who provided the training will describe the initiative, incentives, training schedules, and program evaluation results, along with lessons learned thus far. Two faculty members who participated in the project will describe their experiences, both positive and negative. This session will be of special interest to faculty developers, IT professionals, and administrators.

Clark

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

D9

Collaborating with Students: An Effective Interface for Faculty Development*Renata Engel, Pennsylvania State University; Lynn Sorenson, Brigham Young University; Milton D. Cox, Miami University*

While making teaching "community property" (Shulman) through "good talk about good teaching", one constituency is often left out STUDENTS! Rarely are students seen as "property owners" in that community or as active participants in the "good talk". The presenters suggest inviting this student voice into the "community-property" conversation of faculty development. These faculty developers share research, theory, and practice about these collaborations--and how their campuses have sustained such programs. Participants raise issues about the value, the processes, and the possible outcomes/implications of collaborating with students in faculty development initiatives.

Jefferson F

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

D10

Using a Research Model to Design a PFF Program*Matthew Kaplan, University of Michigan; Mary Wright, University of Michigan*

Participants will learn about an innovative approach to preparing future faculty. Based on a research model (needs assessment, project design, outcomes evaluation), our Seminar on College Teaching targets graduate students about to hit the job market. It combines portfolio preparation, study of higher education issues relevant to new faculty (tenure, institutional types, student demographics), and topics in teaching and learning. Participants will discuss PFF program goals, learn about our model, examine evaluation data, and apply what they learn to their own programs. We will provide considerable written resources and start building a network of practitioners to share innovative ideas about the future of PFF.

Soulard

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

D11

Nurturing the Spirit: The Faculty Developer as Regenerative Agent*Daniel Wheeler, University of Nebraska-Lincoln*

This interactive session will explore ways in which faculty developers can become potential agents of regeneration and renewal. Objectives include: (1) gain a better understanding of the need for regenerative programs (2) provide examples of currently practiced institutional programs focused on regeneration (3) describe a repertoire of strategies, approaches and techniques for fostering renewal and regeneration of faculty. The target audience is faculty developers and administrators. The session format is both information sharing and discussion. After sharing some examples, participants will be encouraged to discuss successful examples and to identify ways their institutions can do more to be regenerative institutions.

Shaw
2:45 p.m. - 4:15 p.m.
D12

Don't Stop Thinking About Tomorrow: A Sustainable Campus Community Proposal

Lee Haugen, Robert Findlay, Iowa State University;

Our campuses have diverse organizational and service units, each attempting to serve the needs of the campus community. We seldom have guidelines for how to coordinate those efforts in ways that address the long-term health of these communities, however. Sustainability is a concept we associate with ecology, but it is also a way to address the needs of communities. This presentation is based on the theoretical framework developed by those who work to promote sustainable communities. It is easily adaptable to campus communities and can be a way to coordinate many segregated initiatives to sustain their physical, economic, and social resources.

South Corridor
4:15 p.m. - 4:30 p.m.

Refreshment Break

Concurrent Sessions E, Friday 4:30 p.m. - 5:30 p.m.

Field
4:30 - 5:30 p.m.
E1

SIG Meeting - Small College Teaching and Learning Group

Michael Reder, Connecticut College

Laclede
4:30 p.m. - 5:30 p.m.
E2

Veteran PODers share accumulated knowledge and wisdom: A conversation.

Linc. Fisch; Joyce Povlacs Lunde, University of Nebraska-Lincoln; LuAnn Wilkerson, UCLA School of Medicine Don Wulff, University of Washington

POD is all about sharing ideas and experience. But as conferences become larger, it becomes less likely to bump into, much less converse at length with the veteran developers who have contributed so much to POD and its members. This interactive session offers an intimate ambiance in order to provide an opportunity to engage three 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.

Jefferson D
4:30 p.m. - 5:30 p.m.
E3

The Evolving Teacher: Applying Behavior Change Theory to Faculty Development

Marty Loy, Fred Hebert, University of Wisconsin-Stevens Point;

This presentation introduces The Sage, The Thinker, The Builder, and The Master as four evolutionary archetypes used in the process of teacher development. Once defined, behavior change theory and stage-specific strategies are suggested to aid these archetypes in their evolutionary process. Participants in this session will apply behavior change theory to the four archetypes and discuss strategies that encourage evolutionary growth. Participants will brainstorm faculty development strategies, are presented four evolutionary archetypes and behavior change theory, and discuss application of strategies targeted toward each archetype.

Jefferson E
4:30 p.m. - 5:30 p.m.
E4

Job Fair

Jefferson A
4:30 p.m. - 5:30 p.m.
E5

Faculty Development in Publicly Supported Two-Year Colleges

Mary Rose Grant, Saint Louis University

The purpose of this study was to investigate practices in faculty development, identify elements of planning, implementation, funding and evaluation for development of full-time and affiliate faculty in community colleges and to report the status of faculty development programs among colleges of different sizes and accreditation regions. This presentation will provide basic information and insights that two- year and four- year colleges can use to implement comprehensive development programs for both full-time and affiliate faculty. The increasing use of affiliate faculty has prompted the need to increase faculty development efforts for both cohorts to maintain quality instruction and organization integrity.

Jefferson C

4:30 p.m. — 5:30 p.m.
E6

Reflection Room

Faculty developers have likely spent a portion of the last month addressing campus concerns with regard to the assaults in New York, Washington, and near Pennsylvania. Other tragedies, such as the University of Maryland tornado have also impacted campuses. In the midst of these crises it is possible that developers have not had time to attend to their personal emotional needs nor may they have local personal support. This session space will be provided for those seeking a time of quiet reflection in the first half hour. Those who need to share a personal experience will be invited to do so in the second half hour. People may come and go as they need and paper will be provided for writing notes of condolence or reflection.

Lewis

4:30 p.m. - 5:30 p.m.
E7

Course Publishing with WebCT: The Good, the Bad, the Ugly

Jeff Church, Gregory Simmons, Appalachian State University

This session examines the use of WebCT as a course management tool. It has been adopted and is currently used to serve over 300 online courses at our public masters I university. Two faculty consultants who serve as WebCT administrators, and also use it in their courses, will describe the successes, frustrations, and pitfalls of this very popular management tool from both technical and pedagogical standpoints. This session will be of special interest to teaching faculty who wish to augment courses with online material, faculty developers, and IT professionals.

Clark

4:30 p.m. - 5:30 p.m.
E8

Faculty as Faculty Developers: Expanding Conversations Using a Collaborative SGID

Sheryl Welte Emch, University of Northern Iowa

The purpose of this session is to expand the possibilities and audience for the SGID process by encouraging and training faculty to be faculty developers. This demonstration/discussion session is designed for faculty development professionals and faculty interested in improving teaching, learning, and collegiality. The session will simulate a collaborative SGID process, detailing pre, during, and post in-class interview components. A discussion of the value and limitations of this process will follow, informed by data from previous collaborators. All participants will receive collaborative SGID training materials.

Jefferson F

4:30 p.m. - 5:30 p.m.
E9

Regional Faculty Development Consortia: Thinking Globally, Acting Locally

Mathew Ouellett, University of Massachusetts - Amherst; Phyllis Worthy Dawkins, Johnson C. Smith University

Soulard

4:30 p.m. - 5:30 p.m.
E10

POD Committee Chairs Meeting

Christine Stanley, Texas A&M University

Missouri/Meramec

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

Set up for Resource Fair and Poster Session

Missouri/Meramec

6:00 - 7:30 p.m.

Resource Fair / Poster Session / Reception

6:30
Wash & Grand
Gary's
Grand Theatre
a.d. club posts -
3rd Baptist
Fox Theatre

Poster Sessions, Missouri/Meramec, Friday 6:00 p.m. - 7:30 p.m.

Nancy Waite and Eric Hobson <i>Albany College of Pharmacy</i>	Show Me Data That Active Learning Works. OK. Here Goes.
Kathyrne Mueller <i>Missouri Western State College</i>	Scholarship of Teaching Encouraged by a Unique Mini-Grant Program
Marie Revak, Barbara Millis, Ken Grosse <i>U.S. Air Force Academy</i>	Quick Course Diagnosis (Bright Idea Winner)
Donna Qualters <i>Northeastern University</i>	Chalk Talk: Dear Jonas (Bright Idea Winner)
Phyllis Blumberg <i>University of Science - Philadelphia</i>	Document of Innovation (Bright Idea Winner)
Diane Jonte-Pace <i>Santa Clara University</i>	Chain Books (Bright Idea Winner)
Michele Welkener <i>Indiana State University</i>	Using Video Testimonials to Foster Interest and Confidence in Teaching/Learning Center Services (Bright Idea Winner)
David Jaffee <i>University of North Florida</i>	Course Redesign for Effective Learning Workshop (Bright Idea Winner)
Tracy Jirikowic <i>University of Washington</i>	DO-IT Prof Model Demonstration Project (Bright Idea Winner)

7:30 p.m. - ???

**Palm Court in the
Hotel Lobby**

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

Dinner on Your Own**Song Fest with Linc Fisch and Bill McKeachie**

Saturday, October 13

Missouri 7:00 a.m. - 8:15 a.m.	Continental Breakfast
Lewis 7:00 a.m. - 8:15 a.m.	Breakfast for TA Developers' Group
Board Room 7:00 a.m. - 8:15 a.m.	Breakfast for Bright Ideas Group
Marble Area 8:00 a.m. - 12:00 p.m.	Conference Registration

Mississippi

8:30 a.m. - 9:15 a.m.

Plenary 3 - "Preparing Faculty for New Gateways in Higher Education: Challenges and Opportunities" (Orlando Taylor)

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. Howard is the nation's largest on-campus producer of African American Ph.D. recipients. As Graduate Dean, he has promoted the development of interdisciplinary graduate programs and post-baccalaureate certificate programs, including new interdisciplinary doctoral programs in materials science and atmospheric science. Recommendations for other such programs have been developed in environmental studies, biotechnology,

women's studies and neuroscience. Currently, he serves as PI or Co-PI on major grants from the National Science Foundation to increase the production of minority Ph.D. recipients in science, mathematics and engineering; the Lilly Foundation and The Pew Charitable Trusts to prepare future faculty members; and USAID to design collaborative doctoral programs between U.S. and African universities.

Concurrent Sessions F, Saturday 9:30 a.m. - 10:30 a.m.**Field**

9:30 a.m. - 10:30 a.m.

F1

So, What is "Good Teaching" Anyway?*L. Dee Fink, University of Oklahoma*

Many colleges and universities are searching for ways of evaluating teaching that move beyond an over-reliance on student ratings. But this effort often flounders on the question of what constitutes good teaching and how to define it in a way that is applicable across disciplines and across teaching situations. In this session, I will present a conceptual framework for answering this question that meets these criteria for evaluating teaching. This framework is based on a learning-centered approach to teaching and an analysis of the central components of all teaching. Participants will be asked to discuss this framework and share alternatives.

Laclede

9:30 a.m. - 10:30 a.m.

F2

Case Study Discussion: Faculty Distance Learning Issues*Carol Wilson, Sally Kuhlenschmidt, Western Kentucky University*

A study was conducted in March 2000 to investigate three phenomena regarding distance learning in a southern state's higher education system, including: attitudes about faculty DL issues; faculty proficiency in instructional technology skills; and institutional barriers and support for DL. Data sources included a faculty development needs assessment survey distributed to 1,500 faculty members at the nine state institutions of higher education, and interviews conducted with more than sixty administrators and faculty members. During this session, experienced faculty developers will have the opportunity to analyze and discuss the data and make recommendations for faculty development and institutional change.

Jefferson D

9:30 a.m. - 10:30 a.m.

F3

Extending Technology and Faculty Development from Main to Branch Campuses*Kristine Blair, Bowling Green State University*

This presentation chronicles the relationship between a faculty development unit at a regional four-year university and its two-year branch campus in providing training for integrating technology into teaching and learning. Faculty at the branch campus are often unable to engage in professional development because of geographic location and a teaching workload that limits off-campus activities, despite an institutional mission that increasingly dictates a web-based learning model. Drawing on audience participation of faculty development and instructional technology specialists, this case study will serve as a springboard for developing reciprocal guidelines to foster faculty development on both main and branch campuses.

Jefferson E

9:30 a.m. - 10:30 a.m.

F4

Strategies for Building Student-Centered Online Course Content*Michael Rodgers, Southeast Missouri State University*

The asynchronous nature of online instruction is often touted as a major advantage of the online course over the face-to-face course. Nevertheless, the content in many online courses follows a synchronous, chronological order carried over from the courses' face-to-face progenitors. This discussion, demonstration, and presentation session will explore ways developers and faculty can make online courses more student-centered by presenting content in ways not tightly bound to a chronological order.

Jefferson A

9:30 a.m. - 10:30 a.m.

F5

Teaching Centres, Technology Centres: Two Entities, One, or a Hybrid?*Tracy Penny Light, Donna Ellis, University of Waterloo*

Many universities have teaching and/or teaching with technology units, but what connects the two? In this session we will discuss different organizational models for teaching and technology centres based on information from the literature and the presenters' experience. Small groups will work to generate advantages and disadvantages for each model. Together, we will discuss the implications of each, and explore the evolving organizational models that are used at one comprehensive university. This session would appeal to anyone involved in structuring teaching and/or teaching with technology centres, particularly those starting new centres or contemplating an organizational change.

Jefferson B

9:30 a.m. - 10:30 a.m.

F6

Developing and Sustaining an Inaugural Center for Teaching and Learning*Todd Zakrajsek, Central Michigan University*

I have gathered data from over 100 centers of teaching and learning and included what I have learned from developing and running such a center. I would like to share this information with individuals interested in starting a center for academic excellence. This session will be interactive, lively, fun, and informative. Issues covered in this session include: determining the culture of your campus, issues to consider when establishing advisory/steering committees, naming your center, developing a mission statement and goals, choosing from the many activities typically completed by centers, identifying external funding opportunities, marketing, and assessment of the center itself.

Jefferson C

9:30 a.m. - 10:30 a.m.

F7

Faculty Development for Instructors with Disabilities*Laura Border, University of Colorado at Boulder*

The issue of disabilities is usually discussed in the context of undergraduate students, however faculty and TAs with disabilities need the support that faculty and TA development specialists can provide. This session provides participants with the opportunity to discuss identification, methodological and interpersonal issues, confidentiality, and resources for working with instructors who have disabilities. The presenter has 15 years experience in this area.

Lewis

9:30 a.m. - 10:30 a.m.
F8

Teaching Metaphors: Exploring the Images That Intersect with Classroom Practice

Suzanne Swiderski, The University of Iowa

Teachers play many roles in a classroom, yet often their choice of instructional roles is unconsciously informed by their idea (1) of what teaching should look, sound, or feel like. To uncover and make use of these images, teachers should be invited to explore the myriad metaphors that could guide their classroom practice. In This session, participants will engage in various activities designed to help them assist others in creating and critically reflecting upon teaching metaphors. By doing so, they will be more capable of helping others consciously select the teaching metaphor(s) most compatible with their identities as teachers and persons.

Clark

9:30 a.m. - 10:30 a.m.
F9

Preventing College "Columbine-like" Catastrophies Through Faculty Classroom Management, Assessment and Training

Karen Krupar, David Conde, Metropolitan State College of Denver; and Dr. Percy Moorehouse, Metropolitan State College of Denver

This presentation addresses the rationale, construction, and research data collected from a classroom management survey developed by the Academy for Teaching Excellence. The survey design and collection of data was sponsored by a U.S. Department of Education Title III grant. Along with four other Academy programs, the survey was recognized by the TIAA-CREF Hesburgh Foundation with an award of 'Excellence' in 2001. The survey provides an audit of current student college classroom behaviors. It indexes faculty responses to those behaviors and suggests intervention strategies for faculty developers wishing to assist their faculty (tenure-track, temporary or part-time) in creating learning environments that address diverse student populations.

Jefferson F

9:30 a.m. - 10:30 a.m.
F10

Structuring Rigor into Student Peer Feedback

Linda Nilson, Clemson University

Are you and your faculty clients frustrated with students' inability and/or unwillingness to give each other constructive criticism on their papers, lab reports, projects, and oral presentations? Are you concerned that their apparent lack of discernment will hinder them in today's collaborative work environment? In this workshop, you will review some actual student peer-feedback forms and identify what is problematic about them from a student's point of view. Then you will examine some forms that take a different and, according to faculty experience, more productive approach. Finally, you will apply this approach in drafting your own peer-feedback items.

Soulard

9:30 a.m. - 10:30 a.m.
F11

TA Development Programs through Local Benchmarking

Virleen Carlson, Cornell University;

Wouldn't it be nice to have a catalogue of all the TA development programs on your campus, and the particular problems each solved more elegantly than others? The working metaphor for this session was a well-known mail order and retail company once known for its "Best of..." series. The spin-off categories became, among others, "Best diversity in the classroom workshop," "Best pre-post assessment system," "Best one-stop collection of TA/faculty development books," "Best free speaker on campus." Come debate criteria, and leave with a catalogue to copy for your campus.

St. Louis West

9:30 a.m. - 10:30 a.m.
F12

Weaving Threads of Commonality and Difference in Learning and Teaching

Chris Carlson-Dakes, Connie Schroeder, Kathy Sanders, University of Wisconsin - Madison; and Jean Layne, Texas A and M University

The intersection between commonality and diversity in faculty ideas surrounding teaching and learning is a fertile tension point for faculty developers. Based on an established faculty development program, we'll explore the unique differences that faculty bring to a learning experience, construct points of commonality, and discuss implications for organizational change.

Shaw

9:30 a.m. - 10:30 a.m.

F13

Adult Learners: Andragogy vs. pedagogy*Karen Thoms, St. Cloud State University*

With today's changing student population to include nontraditional, adult learners in nearly every higher education institution and program, it is necessary for faculty and administrators to recognize the learning strategies which are appropriate for adult learners (andragogy) versus post-secondary students (pedagogy). Faculty may help students become better learners, especially when they understand characteristics of adult learners, motivation and its role in the classroom, strategies and activities for promoting motivation in adult learners, and key players in adult learning. We'll be discussing and roleplaying. This may be especially applicable as adult learners 'tackle' technology. This presentation addresses each of these areas.

South Corridor

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

Refreshment Break**Concurrent Sessions G, Saturday 10:45 a.m. - 11:45 a.m.****Field**

10:45 a.m. - 11:45

a.m.

G1

Unexpected Benefits Emerge When Faculty Transform Humble Syllabi into Elegant Ones*Michael Strada, West Liberty State College and West Virginia University*

This session engages participants using presentation, demonstration, and discussion. Yet, its routine process belies content enabling a bolder vision of course syllabi. Studies reveal that many professors do not take syllabi seriously, thus impeding communication with students. But the presenter's courses, a statewide consortium's syllabus enhancement projects, and a full literature review--all suggest that striving for model syllabi improves educational performance beyond syllabi. Varied resources are used here to support this claim. As a uniquely holistic syllabus paradigm, the program crosses boundaries separating faculty, instructional, and organizational development. This borderless syllabus breeds diversity via its relevance to: all disciplines; and, both professors and administrators. The session's most tangible outcome? Revised syllabi for attendees.

Laclede

10:45 a.m. - 11:45

a.m.

G2

The Teaching Assistantship Experiences of Junior Faculty: A Retrospective View*Nancy Borkowski, University of Georgia*

Limited research has been conducted on the impact of the teaching assistantship from the perspective of current junior faculty who served as TAs in their graduate programs. Participants will generate a list of common beliefs about the TA role/experience. The presenter will share results of a qualitative study of a group of 11 junior faculty from one research institution regarding their TA experience and its impact on their current faculty careers. Participants will also create ideas and suggestions for improvement/change to the TA role and experience. TA developers and those who work with graduate students will find this session helpful.

Jefferson D

10:45 a.m. - 11:45

a.m.

G3

Collaboration Strategies for Teaching and Learning Throughout a University System*Sallie Ives, University of North Carolina Charlotte; Ray Purdom, University of North Carolina Greensboro*

The purpose of this presentation is to examine collaborative strategies that have been initiated by the 16 campuses in a large university system to enhance teaching and learning in general and to effectively integrate technology into that process. The target audience includes faculty developers, instructional technology specialists, and administrators overseeing these groups. The presentation includes an overview/demonstration of the strategies, followed by an exchange of ideas about other collaborative strategies, both within an institution and across institutional boundaries.

Jefferson E

10:45 a.m. - 11:45
a.m.
G4

Electronic Institutional Portfolios for Organizational Development and Learning

Susan Kahn, Sharon Hamilton, Indiana University Purdue University Indianapolis
For three years, six urban public universities have collaborated to develop Web-based institutional portfolios that provide evidence on teaching, learning, and assessment across the institution. The portfolios go beyond "presentational" models for reporting on assessment by using the electronic environment to engage the institution in collective reflection on student learning and by employing multi-media to show 'not just describe or explain' teaching, learning, and assessment. This session includes a portfolio "tour," description of how the portfolio initiative contributed to faculty and organizational development on one campus, and small-group discussion of questions designed to help institutions begin their own electronic portfolios.

Jefferson A

10:45 a.m. - 11:45
a.m.
G5

Strategies for Surviving Administrative Change

Jan Allen, University of Tennessee; Kevin Johnston, Michigan State University
"Our experience with university administrative turn-over and resulting efforts to continue TA and instructional development programs will be examined. Recent wide-spread administrative changes, including president, provost, and graduate dean positions, from whom our programs had received much financial and moral support, created challenges for continuation of even the most successful programs in TA and faculty instructional and future faculty development. We'll share our experiences and efforts to overcome obstacles and barriers to program continuation. We'll focus on the importance of having data and program evaluation information, seeking alternative funding sources, and garnering departmental support. Target audience is program developers and administrators. Format will be case study and discussion.

Jefferson B

10:45 a.m. - 11:45
a.m.
G6

Gateway to Creative Solutions in Faculty Development Through Drama

Raye Lakey, Paul Lakey, Adam Hester, Jessie Galvan, Abilene Christian University
This fast paced, active session stimulates creative thinking, encouraging faculty developers to find cool, creative ways to address hot topics like cultural diversity and sexual harassment with live drama. Presenters set the stage for creative stimulus, introducing two cases in which they used plays as the gateway for addressing social change issues. Cases include budget, resources, preliminary groundwork, evaluation, and follow-up. Participants outline their own creative plans.

Jefferson C

10:45 a.m. - 11:45
a.m.
G7

Carpe Diem: Interfacing More Effectively with Technology

Anita Gandolfo, United States Military Academy
Interest in the use of technology for instruction provides a key opportunity for faculty developers. While most faculty members really want instruction in the technical aspects of PowerPoint and web design, the astute developer can seize this day to more fully analyze the instructional event. In this session, we will describe a process based on Cross's principles of Classroom Research that involves the identification of a philosophy of instruction (why I do what I do) and an examination of how technology can interface with that philosophy in light of research-based pedagogical principles.

Lewis

10:45 a.m. - 11:45
a.m.
G8

The International Scholars Program: A Model for TA Training

Neeraja Aravamudan, Northwestern University
This interactive session will introduce participants to the International Scholars Program which uses trained undergraduates to provide regular feedback on the international graduate students' teaching during weekly meetings. This session is intended for TA Developers of International or American graduate students and ESL/TOEFL Instructors. After briefly presenting the structure of the Program, the session will then encourage participants to talk in pairs and small groups about ways they can adapt the Program to suit their own needs. Finally, participants can also ask specific questions of the presenter to help them determine its viability at their respective institutions.

Clark

10:45 a.m. - 11:45
a.m.
G9

Institutionalizing Preparing Future Faculty Programs: The view from one cluster
Carolyn Carter, Ruby Robinson, Larry Grabau, University of Kentucky
This session focuses on institutionalizing Preparing Future Faculty (PFF) programs. PFF, involving over 300 institutions in collaborative efforts to improve the preparation of graduate students for faculty life, is implemented in a wide array of configurations including campus-wide programs, selective programs, disciplinary and general programs, structured and relatively unstructured programs, and certificate, credit, and noncredit programs. Understanding the ways in which disciplinary and centralized programs, structured and unstructured opportunities, etc. can interface is important in developing plans for institutionalizing PFF. We will use a case to ground discussion on developing sustainability and on cultural and structural issues involved in implementing PFF across an institution.

Jefferson F

10:45 a.m. - 11:45
a.m.
G10

Show me the feedback loop!: Assessment of General Education

Catherine Wehlburg, Stephens College

The purpose of this presentation is to share results from the assessment of our general education program and show how these results have influenced curricular development and a revision of general education. After attending the session, participants should understand the assessment method used (portfolio); the importance of a feedback loop; and 'lessons learned' during this process. This session will be discussion-based and participants will receive several handouts including one of some of our institution's results used as a case study. This session is designed for all; especially those interested in using assessment data for curricular decision making.

Soulard

10:45 a.m. - 11:45
a.m.
G11

The Advanced Graduate Teacher Certificate Program: Description and Evaluation

Dean Papajohn, Chris Migotsky, University of Illinois, Urbana-Champaign

Recently increased attention has been given to preparing future faculty to teach. New faculty may be highly qualified academically, but often lack the necessary teaching skills to excel as college teachers. One university's solution to meet these needs is a program called the Advanced Graduate Teacher Certificate (AGTC). The AGTC is a structured program designed for graduate students who are dedicated to pursuing teaching excellence. Teaching assistants must fulfill requirements in eight key competency areas and exceed set teaching evaluation standards. The program will be described and a follow-up evaluation (web-based survey & phone interviews) of participants discussed.

St. Louis West

10:45 a.m. - 11:45
a.m.
G12

Meeting the Changing Needs of Graduate Students

Marilyn Miller, James Groccia, University of Missouri-Columbia; Leslie Jarmon, Jan Smith, University of Minnesota, Kim Suedkamp Wells

Graduate education has tended to focus on producing research faculty. A career as a research faculty member, however, is no longer a reality or even goal for many students. We will discuss research on today's students, issues concerning graduate school, and exit skills non-university employers want in graduate students. We will conclude with suggestions for developing programs for today's students that move beyond traditional TA orientations.

Shaw

10:45 a.m. - 11:45
a.m.
G13

New-Frontier Trail Guides: Faculty-Librarian Collaborations on Information Literacy

Thomas Cunningham, Southern Utah University

Information literacy is essential for anyone wishing to maximize success of an expedition into the ever-expanding knowledge frontier. Vast wastelands in that frontier can be bypassed with appropriate guidance and acquired skills. Learners can find the most fertile soil and the most reliable wells to sustain inquiry and cultivate deeper understanding in their fields of study. Faculty developers, faculty, librarians, TA's, TA developers, and administrators will learn about and discuss various approaches and challenges to facilitating collaboration among faculty and librarians to help students attain, and faculty maintain, high levels of information literacy and keep up with constant change.

Mississippi

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

Leave from Lobby

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

Lunch***Educational Expedition E4 - Gateway Arch and Paddleboat***

\$40.00 per person / Minimum enrollment: 20

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.

Leave from Lobby

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

Educational Expedition E5 - The First Millennium: Cahokia Mounds

\$35.00 per person / Minimum enrollment: 20

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.

Leave from Lobby

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

Educational Expedition E6 - Missouri Botanical Garden

\$35.00 per person / Minimum enrollment: 20

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.

Concurrent Sessions H, Saturday 10:45 a.m. - 11:45 a.m.

- Field**
1:15 p.m. - 2:15 p.m.
H1
- Creating Grading Rubrics to Enhance Learning and Improve Grading Efficiency**
James Eison, University of South Florida
As experienced instructors will attest, distributing a clear and comprehensive set of guidelines describing how students' work will be evaluated often enhances the quality of papers, projects, and presentations. The efficiency of instructor time devoted to providing constructive feedback and the consistency of one's grading criteria can similarly be enhanced by this same set of explicit guidelines. In this interactive session, we will examine practical ways new and experienced faculty developers can teach both TAs and faculty to create grading rubrics that enhance student learning, improve grading efficiency, and can be used to document course learning outcomes.
- Laclede**
1:15 p.m. - 2:15 p.m..
H2
- Supporting and training graduate assistants who do not teach courses.**
Michael Theall, Marcellus Leonard, Mary Patton, Mary Elizabeth Smith, Doug Woken, Barbara Cass, Kris Jagusch, Sandra Ohler, Brian Jackson, Jeremy Christien, Sarah Wilson, University of Illinois at Springfield
This session will include presentations and discussion by staff and graduate assistants who work together in a teaching and learning center. The objectives are: 1) to describe GA training and related activities and their effects; and 2) to suggest how campus units can provide their non-teaching graduate assistants with training that supports academic, professional, and personal growth. The session will devote approximately one-third of its time to staff presentations, one-third to GA presentations; and one-third to discussion and dialogue with the audience.
- Jefferson D**
1:15 p.m. - 2:15 p.m.
H3
- New Faculty Teaching Scholars: Intersecting at the University System Level**
James Groccia, University of Missouri-Columbia; Ronald Bieniek, University of Missouri-Rolla; Larry Kaptain, University of Missouri-Kansas City; Peggy Cohen, University of Missouri-St. Louis; Paula Short, Steve Graham, University of Missouri
The New Faculty Teaching Scholars Program (NFTS) is one university's system-wide effort to support individual campus efforts at enhancing faculty acclimation to new roles and responsibilities and a coordinated attempt to build inter-campus collegiality for academic success. The genesis, program details, and suggestions for replication will be described. The target audience is faculty developers interested in new faculty development and those from universities who are members of state university systems. The session will consist of a brief presentation and interactive discussion, including a possible case study.
- Jefferson E**
1:15 p.m. - 2:15 p.m.
H4
- Teaching Online: The Intersection of Electrons and Neurons**
Carl deGraaf, David Rainbolt, Katy Wigley, Indiana University Southeast
As a faculty development center with over two years experience working with faculty to support online teaching, we will share our experiences and lessons learned using our online course management system, Oncourse. Topics to be discussed include: consultant skills, ideal instructor characteristics versus more typical instructor characteristics, problems faced by faculty and students, probable patterns of usage, and instructor and student responses. Using examples of courses utilizing Oncourse, we will show how teaching online has been incorporated on a medium-sized regional campus. Handouts and interaction with the presenters (representing users, instructors, and technical support) will create a dynamic session.

Jefferson A

1:15 p.m. - 2:15 p.m.

H5

Faculty Development as a Gateway to Research Mentoring*Murali Krishnamurthi, Northern Illinois University*

As new faculty begin their academic careers they often feel the pressure to demonstrate research output quickly. In this session, the model for establishing a successful research mentoring program through faculty development will be discussed. The intersections between teaching, research, and practice, the interfaces between faculty development, academic units, and support units, and how faculty development centers can function as a gateway for establishing university-wide research mentoring programs will be presented. The session will outline the components of a good research mentoring program and engage the participants in developing a model for establishing research mentoring programs in their institutions.

Jefferson B

1:15 p.m. - 2:15 p.m.

H6

Change theory meets development theory: Designing programs along the intersection*Donna Qualters, Northeastern University*

Faculty development involves understanding individual change within the context of organizational change. This interactive session will use individual change theory as a basis for designing comprehensive faculty development programs. Participants will be introduced to change theory and through small group work map activities as a blueprint for program design. Participants will share ideas and recruitment strategies and be introduced to a new intervention, Dialogue, which can be used as a faculty development activity for those who are not contemplating change. Results from a Dialogue study will be shared to demonstrate its effectiveness in addressing faculty needs along the change continuum.

Jefferson C

1:15 p.m. - 2:15 p.m.

H7

Models for Supporting Faculty Use of Instructional Technology

Mary Allen, Vicki Casella, San Francisco State University; Joe Grimes, California Polytechnic State University, San Luis Obispo Ethelynda Harding, California State University, Fresno; Victoria Harper, San Jose State University; Ann Johns, San Diego State University; Ellen Junn, California State University, Fullerton; Rosemary Papalewis, California State University; Rowena Santiago, California State University San Bernardino; Marshelle Thobaben, Humboldt State University

The California State University (CSU) system is composed of 23 campuses, and each has developed its own model for supporting instructional technology. Faculty development directors from ten CSU campuses will describe their programs. Models include training institutes during school vacations, walk-in support centers, and grant programs that provide support by trained student assistants or campus technical staff. All faculty development professionals interested in supporting the use of instructional technology are encouraged to join us: to share their models, to identify strengths and weaknesses of various support strategies, and to identify the types of faculty best served by each model.

Lewis

1:15 p.m. - 2:15 p.m.

H8

TA Developers Forming Intersections Between TAs and Student Service Components*Darlene Panvini, Vanderbilt University; Nancy Borkowski, University of Georgia*

On many campuses there is a gap between TAs and student services, and the relationship between TA developers and student services-often ranges from collaborative to confrontational, from supportive to non-existent. Yet, by developing the link between themselves, TAs, and student service components, TA developers can strengthen their own programs while enhancing the development of graduate students. This interactive session will identify who/what constitutes student services, describe how TA developers can utilize these units in TA training, and explore ways in which TA developers can help TAs become aware of and utilize student services.

Clark

1:15 p.m. - 2:15 p.m.

H9

Assessment of Preparing Future Faculty Programs: Context Matters*Ruby Robinson, Carolyn Carter, The University of Kentucky*

This session explores the role of context in assessing PFF programs. By examining the case of one PFF cluster with centralized and departmental PFF programs, a wide range of collaborating institutions, and a reframing of institutional priorities at the research institution, we open a gateway for inquiry into issues surrounding PFF. The target audience is participants from institutions that have a PFF program and for those thinking about starting a PFF program. The session will be conducted as presentation and open discussion.

Jefferson F

1:15 p.m. - 2:15 p.m.

H10

Win-Win Scenarios: Linking Faculty Development Initiatives with Institutional Planning*Wendy Troxel, Nancy Bragg, Kathleen McKinney, Illinois State University*

As external pressures for institutional accountability mount, faculty members are asked to respond to an increasingly ambiguous set of performance criteria. Concurrently, faculty development units strive to create a campus climate that encourages innovative teaching strategies and a commitment to both formative and summative measures of student learning outcomes. This interactive session, intended for faculty development professionals, will present a model of collaboration with institutional planners that attempts to satisfy both agendas. A discussion with participants about successes, pitfalls, and the role of strategic planning and accreditation will follow.

Soulard

1:15 p.m. - 2:15 p.m.

H11

Turning Abstract Learning Goals into Concrete Faculty Strategies: Operations Interviews*David Pace, Joan Middendorf, Indiana University;*

Ask a faculty member what students have to do in his or her course, and the answer often comes back: 'critical thinking.' This and \$4.50 will buy a cup of latte. By contrast the 'operations interview' probes beneath the surface of faculty learning goals to define very specifically the kinds of thinking students are required to do in specific courses. This process will be modeled, and participants will be shown how it can be used to create learning exercises. Participants will apply the method and develop strategies for using this information in improving student learning.

St. Louis West

1:15 p.m. - 2:15 p.m.

H12

Preparing and Supporting Graduate Teaching Assistants at Large Universities*Nancy Diamond, University of Illinois at Urbana-Champaign; Alan Kalish, The Ohio State University;*

The preparation and support of graduate teaching assistants at large universities often involves a combination of efforts, both centralized and departmentally based. In this session, the participants will explore key issues common to GTA programs originating from a central office. Initially, the GTA programs at two large research universities will be used to illustrate the issues. Then participants will be asked to draw upon their experiences or plans to further our understanding of why GTA programs take, maintain and change their structures.

Shaw

1:15 p.m. - 2:15 p.m.

H13

National Board for Professional Teaching Standards Propositions: A Program Framework*Edward Jensen, William Phillips, Lock Haven University of Pennsylvania*

This participatory discussion focuses at describing accomplished teaching, and, through the use of group activities, the development of a customized program that leads to providing evidence of being an accomplished teacher. Objectives -- The participant will be able to: describe accomplishing teaching both in general and within a given discipline; describe and discuss the five propositions of the National Board for Professional Teaching Standards; design faculty development program components based on the five propositions of the NBPTS; develop the framework for a portfolio providing evidence of being an accomplished teacher.

Concurrent Sessions I, Saturday 2:30 p.m. - 4:00 p.m.

- Field**
2:30 p.m. - 4:00 p.m.
11
- Preparing Faculty for Interdisciplinary Team Teaching**
Elena Berman, University of Arizona; Nancy Uscher, University of New Mexico
This session outlines a program to assist faculty in developing interdisciplinary team-taught courses, followed by a discussion of the incentives/disincentives for faculty to engage in such endeavors. Aimed at faculty developers, faculty, and administrators interested in interdisciplinary team teaching - and presented by a team representing these three constituencies - the goals of the session are to explore the circumstances fostering or impeding successful interdisciplinary team teaching and brainstorm ways to address these issues productively.
- Laclede**
2:30 p.m. - 4:00 p.m.
12
- Integrating Games, Simulations and Gaming-Simulations Effectively in the Classroom**
Janet Weber, Ann Sprengel, Southeast Missouri State University
Gaming, simulations, and gaming-simulations will be examined as teaching strategies to enhance learning. This presentation will focus on 1) Describing and differentiating between gaming, simulations, and gaming-simulations, 2) Exploring advantages and disadvantages of each of these strategies, 3) Describing effective techniques for using each of these strategies, and 4) Interacting with participants to adapt various techniques to their individual settings. Target audience will be educators across disciplines who are interested in using these strategies to promote interactive learning. A PowerPoint presentation will be used to highlight concepts along with involving participants in the demonstration of these specific teaching strategies.
- Jefferson D**
2:30 p.m. - 4:00 p.m.
13
- Web Portals as Faculty Development Tools**
Eric Kristensen, Orion Educational Development; Timothy Shea, University of Massachusetts, Dartmouth; Pamela D. Sherer, Providence College
Designing an institutional teaching and learning portal can be a powerful means of organizing and focusing faculty development resources, both online and face to face, and both on campus and off campus. What are the issues faculty developers face in designing and implementing a web portal for faculty on their campus? How do they overcome the many logistical, technical and bureaucratic obstacles they will face? What design objectives make sense for such a portal? And finally, how will this affect the role of a faculty developer on campus, and how will it affect a center or program's allocation of resources?
- Jefferson E**
2:30 p.m. - 4:00 p.m.
14
- Evaluating Principles of Online Design**
Roberta McKnight, Harriett Bohannon, Florida Gulf Coast University;
One mission of Florida Gulf Coast University (FGCU) has been integration of online courses to a support student-centered and flexible approach to higher education. A study group identified and refined guiding principles for online instruction. In order to assess the usefulness of these principles, an instrument was developed and processes were undertaken to validate the instrument. This presentation will describe these principles as a basis for systematic development and evaluation of online courses. A checklist was developed through collaboration among faculty, instructional designers, media developers, and administrators. Processes used to seek faculty approval and field-test the checklist will be described.

Jefferson A

2:30 p.m. - 4:00 p.m.

15

Science Faculty and the Challenges of Undergraduate Education Reform*Virginia Lee, Maria Oliver-Hoyo, Michael Hyman, North Carolina State University*

Faculty developers face particular challenges working in the sciences due in part to the conservatism of the predominant teaching culture and the significant rewards associated with research. We need examples of successful faculty development practices in the sciences and a better understanding of the challenges faced by science faculty who take an interest in teaching reform. Utilizing personal case studies and discussion questions, participants will have an opportunity to explore with two science faculty members the rewards and challenges they have faced and the strategies used in reforming a general education course and a sequence of courses in the major.

Jefferson B

2:30 p.m. - 4:00 p.m.

16

"Moments of authentic meeting" as pivotal moments in teacher-learner relationships*Richard Tiberius, University of Toronto; Douglas Buller, Centre for Research in Education at the University of Toronto*

Recently a group of psychotherapists (the Boston Group), drawing upon developmental and clinical research, has identified what they call moments of authentic meeting that occur spontaneously and can dramatically restructure the therapeutic relationship. Participants in this workshop will explore the applicability of the concept 'moments of authentic meeting' to their teacher-learner relationships. They will engage in improvisational exercises aimed at enhancing mindfulness and thus enhancing their ability to respond spontaneously and constructively to these special moments. Anyone who appreciates the impact of the teacher-learner relationship on the quality of education may be interested in this session.

Jefferson C

2:30 p.m. - 4:00 p.m.

17

Multicultural curricular and pedagogical transformation through faculty development: Some workshop models*Suzanne Prenger, University of Nebraska-Lincoln; Christine Stanley, Texas A & M University; Mathew L. Ouellett, University of Massachusetts; Murali Krishnamurthi, Northern Illinois University*

Faculty developers have a unique position to influence diversity efforts on our campuses and to impact the process of infusion of multiple perspectives and diversity into the curriculum and into one's teaching. This session will 'show you' several successful models of faculty development for diversity that are currently employed by developers in four regions of the country. We assess strengths of each and 'show' colleagues how they might implement similar programs on their respective campuses. We emphasize how effective interfaces between people, pedagogy, content, and support combine to establish gateways for promoting diversity. Target: Faculty developers and administrators.

Lewis

2:30 p.m. - 4:00 p.m.

18

The Art and Power of "Aerobic Listening" to Students*Douglas Eder, Cathy Santanello, Southern Illinois University Edwardsville; Mary Rose Grant, St. Louis University*

Through video clips, group discussion, demonstration, and use of humor, the facilitators will show how professors and faculty development specialists can enhance student learning by using enhanced listening skills. The facilitators will demonstrate and engage audience listening practice as it applies to the classroom lecture, academic advisement, and curriculum assessment.

- Clark**
2:30 p.m. - 4:00 p.m.
19
- Enhancing University Linkages with Rural Communities Utilizing Electronic Delivery**
David Gullatt, Louisiana Tech University
Electronic delivery of courses and services by higher education institutions is not necessarily an unexplored venture. However, more institutions are utilizing this medium as a means to broaden university exposure due to (a) pressure to increase enrollment in light of declining budgets, (b) saturation of markets for students in the presence of strong competition for numbers, and (c) improvements in equipment and cost reductions. This presentation focuses on the use of electronic delivery by higher education institutions to provide enhanced linkages to the rural community. Working models of collaboration will be spotlighted. Time will be provided for participant interaction.
- Soulard**
2:30 p.m. - 4:00 p.m.
110
- Opening the Gate to Effective TA Evaluations**
Deandra Little, Darlene Panvini, Vanderbilt University
Student evaluations, self-assessment, and peer review are often used to evaluate the teaching done by faculty. But what are the mechanisms used to evaluate TA performance? What criteria are being rated, who performs the evaluations, and what are the implications of these assessments? In this session, TA developers will identify ways in which TAs are being evaluated at their schools, critique various types of assessments, and develop a strategy for improving TA evaluations on their own campuses. Session leaders will share the results of a survey used to collect information about TA evaluation at one university.
- St. Louis West**
2:30 p.m. - 4:00 p.m.
111
- Faculty development: Interfacing faculty and administration at small colleges**
Phyllis Blumberg, University of the Sciences in Philadelphia; Sandra Chadwick, Rollins College
Faculty and organizational developers, administrators and supporters of faculty development efforts at small liberal arts or specialized colleges will work individually diagramming their organization, in small groups discuss the implications of the structure and function of these units, and hear about the results of a survey of small college faculty developers. Through knowledge of how other centers function, participants can begin to improve their own centers and overcome barriers. This session will foster the development of a network of people at small colleges with whom the participants can collaborate on offering programs, solving problems or sharing resources.
- Shaw**
2:30 p.m. - 4:00 p.m.
112
- Creating Confluences: ITA's and American Undergraduates Teaching One Another**
Sandra Matsuda, Chris Fox, University of Missouri Columbia; Marilyn Miller
Incorporating experiential learning activities and having students teach one another can greatly enhance learning. We'll lead a discussion on expanding these concepts through interaction between students in linked courses. We'll share our experience linking TA-preparation and occupational therapy courses and invite feedback from faculty developers on guidelines for planning such cooperative efforts.

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

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R1

Technology and Pedagogy unite in Issues in Science and Technology

Nora Demers, Chuck Malenfant, Florida Gulf Coast University

The objectives of the session are to share the course objectives, design, and past achievements of the course ISSUES IN SCIENCE AND TECHNOLOGY with fellow instructors, and to collaboratively discuss ways to improve/modify the course assignments and assessment tools. I plan to describe assignments developed in cooperation with library's information literacy program including computer classes to help students navigate the library webpages, assignments & handouts for development of timelines, annotated bibliographies and critical evaluation of internet websites surrounding issues selected by the students, who are from all disciplines. Discussion should be lively and interesting for all who participate.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R2

Evaluating Professional Development in Academe: An Expanding Web of Connections

Michelle Chandrasekhar, Florida State University

This discussion reviews how a university-based program for graduate student teaching assistants changed its mission over the course of an eleven-year period. What started as programming to enhance the quality of classes taught by TAs on campus expanded to include a broader view of graduate student professional development, partnerships with other institutions (PFF), a strong focus on instructional technology and, just recently, services for faculty instructors. We are interested in evaluating the impact of our programming, articulating change in instructional technology, and enhancing connections among graduate students and faculty in departments, institutions, and central programs.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R3

Gateways to the Field: Examining Faculty Development as a Profession

Kay Herr Gillespie, CKF Associates - Higher Education Development

Faculty development is still an emerging field of professional focus and endeavor, deserving of our critical examination. In this spirit, the session is based upon an analysis of descriptors of 'faculty developers' as gathered from position descriptions appearing over two years in The Chronicle and on two listservs. These descriptors are very real 'gateways' to the field. Comparisons with data about POD members and issues of significance for the continued development of the field and its practitioners will be areas of discussion. The session will be of interest to experienced faculty developers, administrators, and those concerned about professional qualifications.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R4

Managing Divergent Needs: When TAs and Departments Disagree

J. Elizabeth Miller, Northern Illinois University

The purpose of this roundtable is to discuss the difficulties in developing a model for TA training when dealing with a variety of constituents. Specifically, the discussion will center on data that indicate the divergent needs expressed by TAs and departments with relation to TA training. The target audience is TA trainers and administrators who are considering the development of TA training programs. While data and some solutions will be presented, the roundtable format will allow for discussion from participants who have incurred similar constraints, and facilitate suggestions for assessment and improvement of programs.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R5

Mentoring: A Gateway to Renewal for Senior Faculty

Beverley Amick, Richard Nichols, Francine S. Glazer, Stephen Kubow, Kean University
This session's focus will be on a faculty mentoring model that is successful in providing renewal experiences for senior faculty. A brief summary of the project will be presented, emphasizing the impact of mentoring on senior faculty's renewed sense of community, enhanced listening skills, and instructional innovation. Roundtable discussion will focus on the issues implicit in senior faculty renewal, ways to increase senior faculty participation in professional and instructional development, and on sharing successful models.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R6

Developing Learner-Centered Teaching: Managing the Conflicted Educational Helping Relationship

Douglas Reimondo Robertson, Eastern Kentucky University

Learner-centered teaching challenges teachers with inherent conflicts (e.g., serving as facilitator and evaluator, simultaneously). Building on an extensive analysis of pertinent research, theory, and practice, this presentation conceptualizes college teaching as an educational helping relationship, discusses the benefits of that conceptualization, identifies some inherent conflicts, and provides a concrete research-based method for managing those conflicts. In addition, an experiential learning cycle helps participants to identify from their own experience other conflicts inherent in learner-centered teaching as well as effective techniques for managing them. Faculty and TA developers of all experience levels should benefit from the session.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R7

Teaching Beyond Context: Creating Contextual Gateways To Better Student Learning

Kevin Johnston, Michigan State University; Jan Allen, University of Tennessee

Undergraduate students better benefit from courses in which faculty have reduced their emphasis on course content coverage and have chosen instead to focus on key issues' contextual relevance. By trading quantity for quality, faculty can foster better student understanding of higher education's meaningfulness. Working in cooperative pairs, new faculty, curriculum developers, and/or teaching assistants in this session will explore alternative possibilities to traditional course organization and implementation by participating in a multi-step reflective writing exercise and discussion.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R8

Faculty First Year Experiences: Welcoming Gateways for New Faculty

David Gay, Deborah Thomas, Nancy E. Talburt, University of Arkansas

Effectively integrating new faculty into your university helps faculty to be more productive and to promote student learning. Some institutions manage this bonding and development of community well, while others do not. Participants will explore a variety of initiatives for new faculty. The intersections of new faculty, our teaching center, seasoned faculty, and our academic affairs office, develop portals for community among our new faculty. The range of activities spans (1) new faculty orientation, (2) monthly new faculty lunch and discussion sessions, and (3) our summer teaching retreat. Our roundtable will include short presentations, and simulations. The target audience is faculty developers and faculty.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R9

Involving undergraduate students in ITA development

Susan Sarwark, Ohio State University; Diane Cotsonas, University of Utah; Santosh Krishna, University of Missouri; Brenda Prouser Imber, University of Michigan

This presentation provides a rationale for and describes important benefits of involving undergraduate university students in the development of international teaching assistants (ITAs). ITA developers from four institutions present models of different ways of involving undergraduates, elicit discussion of challenges and issues involved in starting up such undergraduate participation programs, and develop with participants concrete strategies to overcome difficulties. Descriptions and materials from each institution's program will be provided for participants.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R10

Reflections on the results of a scholarship of teaching survey.

Jennifer Franklin, California State University at Dominguez Hills

This roundtable session will include a presentation and interactive discussion. The objectives are:

- 1) describe the results of national survey concerning the scholarship of teaching
- 2) discuss with and obtain feedback about implications of those findings for faculty and organizational development
- 3) explore how best to approach the practical problem of studying a concept that is so variably understood in theory and in practice.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R11

Interfacing Faculty and Administration Through the Faculty Leadership Program

Margaret Morgan, University of Central Arkansas

This session will give the preliminary results of a new Faculty Leadership Program designed to acquaint newly tenured faculty with all levels of university function. The session will be targeted to faculty developers wishing to find ways to help younger faculty move into positions of leadership. Participants will interact by filling out a brief leadership questionnaire and comparing results with other participants. Results of the new program will be discussed.

Missouri Ballroom
4:15 p.m. - 5:15 p.m.
R12

A Tale of Two Courses: Comparing Controlling Metaphors in Course

Alan Kalish, The Ohio State University

Two professors, each redesigning a large-enrollment, general education course, have developed strong, controlling metaphors for their work. One is the master of ceremonies for several guest faculty in a very large class, working with a team of TAs to provide structure and continuity. The other, coordinating multiple sections, several faculty lecturers and graduate student lab and study-session leaders, and a growing web component, thinks of the course as a buffet from which students select learning opportunities. Participants will use these cases to begin discussion of the power of metaphor to drive course design and how understanding it might aid consultation.

West Assembly Area
5:30 p.m. - 6:30 p.m.
Jefferson Suites
6:30 p.m. - 9:00 p.m.
Jefferson Suites
9:00 p.m. - 12:00 a.m.

Final Reception

Banquet and Celebratory Events

Music and Dancing

Illinois

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

Continental Breakfast**Concurrent Sessions J, Sunday 8:15 a.m. - 9:45 a.m.****Lewis**

8:15 a.m. - 9:45 a.m.

J1

Fostering the Scholarship of Interdisciplinary Teaching: A Faculty Development Seminar*Mathew Kaplan, University of Michigan*

Three movements proliferating in higher education are: interdisciplinary teaching and learning, assessment of student learning outcomes, and the scholarship of teaching and learning. To promote and integrate these agendas, the Center for Research on Learning and Teaching at the University of Michigan offers a year-long faculty seminar, Interdisciplinary Faculty Associates (IFA). Through IFA grants, faculty design and implement team-taught interdisciplinary courses. Faculty participate in monthly meetings to discuss interdisciplinary course planning and develop course portfolios to document the scholarship of interdisciplinary teaching and learning. This session will explore this instructional development model through presentations, interactive activities, and resources.

Clark

8:15 a.m. - 9:45 a.m.

J2

Teaching Partnerships: A Faculty Developer's Case Study in Continuous Improvement:*D. Lynn Sorenson, Brigham Young University*

This session presents a case study about the seven-year continuous-development process of 'Teaching Partnerships', a faculty-development program in which groups of two teachers and two students collaborate about teaching and learning. Most faculty developers are anxious to adopt, adapt, evaluate, and improve their programs but lack the time and tools to do so, especially since the faculty-development research/literature offers little guidance on the process. This case study affords the opportunity to explore how ongoing evaluation and creative additions/refinements improved a fledgling program. Participants will also discuss and evaluate components of their own faculty development programs.

Jefferson D

8:15 a.m. - 9:45 a.m.

J3

Developing Multimedia Projects: What We Wish We Knew Last Year*Susan Ledlow, Laura Bush, Arizona State University*

Faculty developers are increasingly becoming involved in the development of websites, CD's or other instructional media projects. While many of us are experienced in content areas--such as cooperative learning, case teaching or even instructional technology--few of us have the training necessary to turn our faculty development materials into stand-alone resources on the web. The presenters will share insight from their work developing a website/CD in cooperative learning in engineering education. By the end of the session, both experienced and novice multimedia developers should have deeper insight into the steps required to plan and develop a successful multimedia project.

Jefferson E

8:15 a.m. - 9:45 a.m.

J4

The Administrative Portfolio: Improving and Evaluating Faculty Developers and Administrators*John Zubizarreta, Columbia College; Peter Seldin, Pace University*

Increasingly, faculty developers are moving toward designing and maintaining effective administrative portfolios. Some do it well, but others do not. This session will: 1) review a model portfolio (both its content and the collaborative process by which it was developed); discuss lessons learned about what works and what does not; 3) assist participants in getting started on developing their own portfolios. Highly interactive, the program will include brief presentations, reflective discussion, and small-group interactive exercises. Target audience is faculty developers and academic administrators.

Jefferson F

8:15 a.m. - 9:45 a.m.

J5

Gaps at the Interface of TA Preparation and the Faculty Career*Donald Wulff, University of Washington; Ann E. Austin, Michigan State University
Wayne Jacobson, Jody D. Nyquist, Diane L. Rogers, University of Washington*

This session will focus on the mismatch at the interface of the graduate education of those aspiring to the professoriate and the academic careers of new faculty. Drawing on data from a variety of national studies, organizers for the session will present data from different perspectives: the broader national perspective of graduate education and the perspectives of graduates teaching assistants, new faculty, and international teaching assistants and faculty. Session attendees will then identify implications of the data and next steps for efforts on their own campuses.

Jefferson A

8:15 a.m. - 9:45 a.m.

J6

University Credit Courses on College and University Teaching*Laurie Richlin, Claremont Graduate University; Claire Major, The University of Alabama*

The research presented involves analysis of data collected in a study of college and university teaching courses offered in U.S. and Canadian postsecondary institutions (n=162 programs). Course descriptions, syllabi, and texts were analyzed for structure and content. The authors will present themes, patterns, and a typology of courses. Participants will have the opportunity to review a variety of syllabi and discuss efforts on their campuses to integrate higher education programs and faculty development efforts.

Jefferson B

8:15 a.m. - 9:45 a.m.

J7

Faculty Development in the Disciplines: An International Perspective*Susan Kahn, Indiana Univ-Purdue Univ at Indianapolis; Brenda Smith, Generic Centre, Genesis 3; John Sloman, University of West England, Kathleen McKinney, Illinois State University*

Objective: To explore ways in which faculty developers can work with subject disciplines and their professional bodies, from a USA and UK perspective. Target audience:

Faculty developers who are interested in working with different discipline areas.

Outline: Working with the disciplines - an overview of the USA scene, followed by an introduction to the new UK Learning and Teaching Support Network. Two further presentations will illustrate how this can work in practice. Participants will share their innovations via a poster, closing with a panel discussion of everything you ever wanted to know about working within different discipline areas.

Jefferson C

8:15 a.m. - 9:45 a.m.

J8

Educational Research as Faculty Development: Studying General Education Outcomes*Anne Kelsch, Joan Hawthorne, University of North Dakota*

This interactive presentation will (1) help participants conceptualize means of engaging faculty in assessment in ways that develop those faculty as researchers, teachers, and campus leaders, and (2) present one model for a program that is successfully using a cross-disciplinary, cross-campus approach to conducting meaningful assessment of general education outcomes. Attendees will leave with ideas for pedagogical research projects that could be used for faculty development on their own campuses. The session is especially appropriate for people who work in faculty development and those who have an interest in or responsibility for either general education or assessment on their campuses.

St. Louis West

8:15 a.m. - 9:45 a.m.

J9

Making Student Learning a Central Focus for Institutions of Higher Education*Sharon Hamilton, Indiana University Purdue University Indianapolis; Virginia Lee, North Carolina State University*

We need models to help us bring about the paradigmatic shift from instruction to learning on our campuses. Through a project funded by the Pew Charitable Trust, twenty-seven institutions have worked together to create a flexible framework that any institution can use to put student learning at the core of its mission and practice. For anyone interested in institutional change to enhance student learning, this session will describe the framework and aspects of its implementation on two campuses. There will also be ample opportunity for participants to explore the implications of the framework for their own campuses.

Shaw

8:15 a.m. - 9:45 a.m.

J10

"Heeding New Voices?" Not! Early-Career Faculty Gateway is Community*Milton Cox, Miami University; Dan Madigan, Bowling Green State University; Mary Lou Holly, Faculty Professional Development Center, Karin L. Sandell, Ohio University*

The recent AAHE working paper, "Heeding New Voices," surveys early-career faculty and reports 3 worrisome themes: lack of a comprehensible tenure system, community, and an integrated personal and academic life. To address this there are 10 recommendations for best practice, but none directly address the call for community. This session will provide additional recommendations and models of early-career faculty learning communities that were adapted from a successful program in place for 23 years. Members of the Ohio Teaching Enhancement Program will share implementation efforts and successes at addressing the 3 worrisome themes.

Laclede

8:15 a.m. - 9:45 a.m.

J11

Crossing Boundaries: Working/Learning Together*Joe Grimes, California Polytechnic State University, San Luis; Patricia Harris, California Polytechnic State University, San Luis*

With the courage borne of innocence, we have chosen to include instructional staff as part of the process of creating a Faculty/Staff Development Center. We believe that students learn both in and out of the classroom and that these experiences should be connected. This session will be an overview of what we have done, why we do it, what we have planned for the future, and will provide an opportunity for all in attendance to discuss possible strategies. All faculty and/or staff development professionals will be interested in this intriguing method of making most efficient use of human resources.

Concurrent Sessions K, Sunday 10:00 a.m. - 11:00 a.m.**Lewis**

10:00 a.m. - 11:00

a.m.

K1

Creating a Sense of Community in the Classroom*Jessica Summers, Marilla Svinicki, Joanne Holladay, The University of Texas at Austin Cheryl Harris, Jeannine Turner, Southwest Educational Development Laboratory*

We believe that the concept of academic classroom community has two components: instructor beliefs and student beliefs. Therefore, the purpose of our overall study is to identify situational, instructional, and teacher variables that contribute to the building of community within an undergraduate classroom. As a result, we hope to be able to make recommendations to other instructors about what could be done within each of these arenas to produce such communities in a variety of domains.

Clark

10:00 a.m. - 11:00

a.m.

K2

Maximizing Assessment and Minimizing Cheating: Old Challenges for the New Electronic Classroom*Darleen Pigford, Western Kentucky University*

With the increasing concerns of student retention, diverse student populations, disabled learners, and technologies, the college professor is faced with the old need to maximize, extend, and diversify testing situations in order to maintain scholarly standards. At the same time, a parallel need exists to minimize cheating, particularly with the multitude of electronic and Internet sources, in order to maintain the integrity of scholarly standards in both traditional and online course. This session, with the interactive assistance of the audience, will overview at least five assessment alternatives along with corresponding techniques for discouraging academic dishonesty.

Jefferson D

10:00 a.m. - 11:00

a.m.

K3

MTTA: Gateway to Technology-Enhanced Pedagogy Through a Multi-Institutional Scholarly Community*Julie McNellis, Nancy Lockie, Phyllis Baker, Linda Burke, Saint Xavier University*

Presenters will share the philosophical framework, essential steps, and organizational obstacles in the formation of a 4-institution network that supports faculty mentor-mentee teams. These teams redesign a course in light of technology-enhanced pedagogy and assess the differences in student learning. This faculty development model addresses issues of faculty vitality, institutional technology, interdisciplinary learning communities, classroom research, and the scholarship of teaching and learning. First-year results will be shared regarding this program of multiple intersections. Participations at this session will work in groups of three to create a plan for technology-teams on their campuses and share their results.

Jefferson E

10:00 a.m. - 11:00

a.m.

K4

Instituting a Teaching Culture Using Portfolios*Ian Stewart, Seattle Pacific University*

The objective of this session is to use B.K. Curry's model of organizational change to explain how teaching portfolios became part of the routinized behavior and culture of a small business school while course portfolios did not. This should be of interest to those wanting to institute enduring innovations, and those interested in examining their practice to improve student learning and promote the scholarship of teaching. The process of gaining acceptance of portfolios is discussed in three stages, mobilization, implementation and institutionalization, and participants will engage in the issues faced at each of these three stages.

Jefferson F

10:00 a.m. - 11:00

a.m.

K5

Gateway Messages for Classroom Consultation: A Case Study of Lucy*Cynthia Desrochers, California State University, Northridge*

You have some suggestions for improving student/teacher interactions, but how do you say them so they will be heard? Using the authentic (and extraordinary!) Case Study of Lucy, session participants will analyze her set of student evaluations, interpret them, formulate suggestions, and apply four types of conferences messages that build a gateway to productive discussion. Geared to classroom consultants, as well as peer coaches, TA coordinators, and department chairs, this interactive session focuses on both what to say and how to say it.

Jefferson A

10:00 a.m. - 11:00

a.m.

K6

Working with Future Faculty: Intersection of Teams, Pedagogy & Diversity in the Classroom*Ruth Federman Stein, Syracuse University*

Teamwork reflects real world experiences and also changes the traditional classroom authority figure; however, including teamwork requires careful preparation, management, and evaluation. This session engages participants in a team building activity that involves analysis and reflection on how members work together as a team. Participants will how to establish a climate for supporting teams, and how to respond to diversity and cultural differences within teams. For TA developers/supervisors/workshop leaders, as well as faculty or faculty developers who want to improve their skills in using teamwork pedagogy.

Jefferson B

10:00 a.m. - 11:00

a.m.

K7

Towards a Self-Development Model for College Instructors*John Stone, Greg Valde, University of Wisconsin-Whitewater*

The session will: 1) Introduce attendees to a two-dimensional Self-Development Model for College Instruction—a model being designed to assist faculty in understanding variables affecting student learning while developing plans for on-going professional development. 2) Have attendees explore the shortcomings and potential of the Model, as well as the challenges endemic to its implementation. Led by two engaging facilitators, this highly interactive session will briefly describe the model before leading discussions about the shortcomings, potential and challenges endemic to its use.

Jefferson C

10:00 a.m. - 11:00

a.m.

K8

Guns ablaze, students amaze*Sumit Ghose, Radford University*

This presentation seeks to examine the roots of violence in schools and suggests ways to stem it to save students lives.

Shaw

10:00 a.m. - 11:00

a.m.

K9

Attaining Learning Outcomes: Interfacing Administrative Processes and Instructional Development*Jessica Jonson, Delivee Wright, Michael F. Anderson, University of Nebraska-Lincoln*

Accomplishing targeted learning outcomes is the goal of both faculty developers and outcomes assessment specialists. While the goal is the same, these two processes are often separate and distinct in their operations and activities. The purpose of this session is to explore ways that these two roles can be complementary. Examples will be provided and participants will discuss issues, barriers and alternative strategies. It will be of interest to new and experienced faculty developers, faculty, and academic administrators.

Laclede

10:00 a.m. - 11:00

a.m.

K10

Using Fun as a Gateway to Faculty Development: Join the Expedition!*Elizabeth Rubens, Terri Combs, Peggy Weissinger, Ken Duckworth, Rhett McDaniel, Indiana University Purdue University Indianapolis*

Professional development consultants will share ideas and engage participants in brainstorming plans for their own events. During this session, new and/or experienced faculty developers will: explore some methods for designing activities and events that are not only relevant to professional growth, but also fun and entertaining; gather information and see examples of faculty events and workshops that have been designed with fun in mind; create a plan for a fun-filled workshop that can be taken back to their own faculty development center; share designs with other participants.

Mississippi

11:15 a.m. - 12:00

p.m.

Conference Summary, Feedback, and Closing

**Please join us next year in
Atlanta!**

**Crowne Plaza Ravinia
Atlanta, Georgia**

October 9 - 13, 2002

Changes to POD Program as of Wed noon, Oct 10

- p. 8 - Lunch has been moved from the Missouri to the Meramec Ball Room
- p. 24 - Add Friday Session E 11 in Jefferson B at 4:30. Grimes & Harris, “ Crossing Boundaries: Working/Learning Together” (Moved from Sunday J11 (8:15)
- p. 39 – Cancel Saturday Roundtable R4, 4:15, E. Miller “Managing Divergent Needs: When TAs and Departments Disagree.”
- p. 44 - Delete Sunday Session J 11, 8:15 Laclede Room. (Moved to Friday E11, 4:30 Jefferson B).