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POD Network Conference Materials

Professional and Organizational Development Network in Higher Education

2002

Conference Program: Hold fast the dream!

27th Annual Conference

Hold fast the dream!

Conference Program
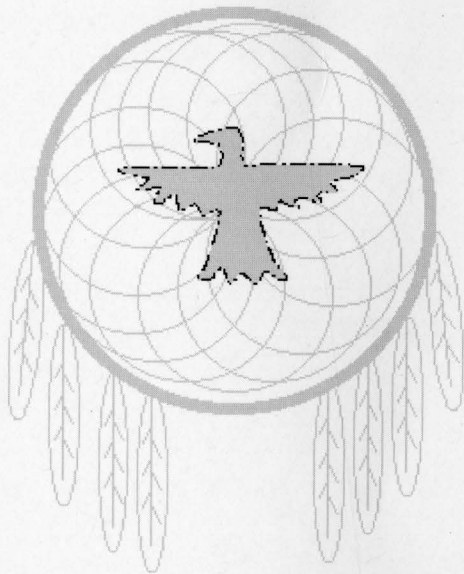
October 9-13, 2002, Atlanta, Georgia, U.S.A.

POD NETWORK

October, 2002

Dear Colleagues,

We cordially and enthusiastically welcome you to the 27th annual conference of the POD Network! Our theme this year is "Hold fast the dream", a thought which will undergird all that we undertake in the next few days.

There are many dreams in higher education: the dreams of undergraduate students who look to higher education for a better life; the dreams of graduate students who hope to find a life in academia; the dreams of faculty who hope to touch the future through their scholarship and teaching; the dreams of institutions which see themselves making the future better for students, faculty, and staff; the dreams of nations which look to higher education to provide the leaders and solutions for the future of our increasingly complex and multicultural world. We have dreams, too, as individuals, as professionals, and as a profession. Our conference offers us a wonderful opportunity to focus on these dreams.

With the assistance of many able, cheerful, and willing volunteers, our conference planning team has prepared a wonderful event for us, the benefits of which will last far beyond these few days of our being together. We have a wide array of exciting pre-conference workshops and concurrent sessions as well as stimulating plenary presentations. Beyond this, at meals and during informal and social times, there is the opportunity for networking, a concept critical to the mission of our organization and to our work.

There are sessions that will be of interest to both new and experienced faculty/instructional developers whether full or part-time in this capacity and to administrators. Topical tracks will emerge as you review the program. For example, this year we have over a dozen sessions or activities that address faculty development and teaching and learning in the small college environment. Woven throughout the entire conference will be questions, new ideas, and discussions that relate to the significant issues for higher education in today's and tomorrow's world.

We wish you a wonderful conference experience!

Sincerely,
G. Roger Sell, President
The Conference Planning Team
      Karron G. Lewis, Nancy Simpson, Marilla Svinicki, and Dorothy Zinsmeister
Sally Kuhlenschmidt, Program Chair

G. Roger Sell, *President*
Professor and Director,
Academic Development Center
Southwest Missouri State University

Mary Deane Sorcinelli, *Past President*
Center for Teaching
University of Massachusetts, Amherst

Laura Border, *President Elect*
Director, Graduate Teaching Program
University of Colorado-Boulder

Marilla Svinicki, *Chair, Finance and Audit Committee*
Center for Teaching Effectiveness
University of Texas, Austin

Kay Gillespie, Executive Director
POD Network

Frank Gillespie, Executive Director
POD Network

Bill Burke 2001-2004
Associate Director
Teaching and Learning Center
University of Kentucky

Virleen Carlson 2000-2003
Center for Learning and Teaching
Cornell University

Phyllis W. Dawkins, 2002-2005
Faculty Development
Johnson C. Smith University

Richard Holmgren, 2002-2005
Associate Dean of the College
Allegheny College

Sally Kuhlenschmidt 2000-2003
Center for Teaching & Learning
Western Kentucky University

Virginia S. Lee 2001-2004
Associate Director
Faculty Center for Teaching and Learning
North Carolina State University

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

Stephanie Nickerson, 2001-2004
Faculty Development Consultant
New York University

Matt Ouellett 2000-2003
Center for Teaching
University of Massachusetts, Amherst

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

Lynn Sorenson, 2002-2005
Asst. Director, Faculty and Instructional Development
Brigham Young University

W. Alan Wright 2001-2004
Directeur des etudes de primary cycle
Universite du Quebec

Dorothy Zinsmeister 2001-2004
Senior Associate, Academic Affairs
University System of Georgia

POD Presidents/Executive Directors / Year / Conference Site

POD Presidents/Executive Directors	Year	Conference Site
Roger Sell Southwest Missouri State University	2002-03	Crowne Plaza Ravinia, Atlanta, GA
Mary Dean Sorcinelli University of Massachusetts- Amherst	2001-02	Millennium Hotel St. Louis, St. Louis, MO
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, PA
Kay Gillespie, University of Georgia	1998-99	Snowbird Resort, Salt Lake City, UT
Eric Kristensen, Berklee College of Music	1997-98	Grenlefe Golf & Tennis Resort, Haines City, FL
Marilyn Leach, University of Nebraska-Omaha	1996-97	Snowbird Resort, Salt Lake City, UT
Nancy Chism, The Ohio State University	1995-96	Sea Crest Resort, North Falmouth, MA
Karron Lewis, University of Texas, Austin	1994-95	Red Lion Columbia River, Portland, OR
Donald Wulff, University of Washington	1993-94	Kahler Resort, Rochester, MN
Daniel W. Wheeler, University of Nebraska-Lincoln	1992-93	Saddlebrook Resort, Wesley Chapel, FL
Ronald Smith, Concordia University-(Montreal)	1991-92	Lakeview Resort, Morgantown, WV
Emily (Rusty) Wadsworth, McHenry County College, and Delivee Wright, University of Nebraska-Lincoln	1989-90 1990-91	Villas-by-the-Sea, Jekyll Island, GA Granlibakkan Center, Tahoe City, CA
Marilla Svinicki University of Texas-Austin	1987-88 1988-89	Inn of the Hills, Kerrville, TX Keystone Resort, Keystone, CO
Bette L. Erickson University of Rhode Island	1985-86 1986-87	Lake Lawn Lodge, Delavan, WI Hidden Valley Lodge, Somerset, PA
LuAnn Wilkerson, Harvard Medical School	1984-85	Asilomar, Monterey, CA
Michele (Fisher) Marincovich Stanford University	1983-84	Airlie House, Airlie, VA
Michael Davis University of the Pacific	1981-82 1982-83	Westin Hotel, Cincinnati, OH Montebello, Quebec, Canada
Lance Buhl Projects for Educational Development	1980-81	Claremont Resort, Berkeley, CA
Glenn Erickson University of Rhode Island	1978-79 1979-80	Shangri-La State Park, OK Fairfield Glade, TN
Mary Lynn Crow University of Texas-Arlington	1977-78	Illinois Beach State Park, Zion, IL
Joan North University of Wisconsin-Stevens Point	1976-77	Airlie House, Airlie, VA

Tuesday, October 8
6:00-9:00pm   Core Dinner and Meeting

Wednesday, October 9
8:00-5:00pm   Core Meeting
4:00-7:00pm   Registration
6:00pm   Reception
7:00pm   Dinner and Welcome
8:00-10:00pm   Registration

Thursday, October 10
6:30am   Educational Expedition #1
7:30am   Continental Breakfast
8:00-noon   Registration
8:30-noon   Pre-conference Workshops, Break
9:00-noon   Core Meeting
12:15-1:15pm   Lunch
1:30-5:00pm   Pre-conference Workshops, Break
1:30-5:00pm   Registration
5:00-6:30pm   Newcomers' Welcome and Reception
5:30pm   Reception
6:30pm   Dinner
7:00-9:00pm   Registration
7:45pm   Interactive Plenary Session One

Friday, October 11
7:00am   Continental Breakfast
7:30-8:30am   Roundtables One
8:00-noon   Registration
8:45-9:30am   Plenary Session Two
9:45-noon   Concurrent Sessions A and B, Break
12:15-1:15pm   Lunch
1:30pm   Educational Expeditions #s 2, 3
1:30-4:00pm   Registration
1:30-5:00pm   Concurrent Sessions C and D, Break
5:30-7:00pm   Resource Fair, Poster Sessions, Bright Idea Awards and Reception
7:00pm   Dinner On Your Own
9:15pm   Song Fest

Saturday, October 12
7:00am   Continental Breakfast (TA Developers', Bright Ideas Committee Breakfast)
8:00-noon   Registration
8:00-10:30am   Job Fair
8:30am   Educational Expedition #4
8:30-noon   Concurrent Sessions E and F, Break
12:15-1:15pm   Lunch
12:30pm   Educational Expedition #6
12:50-1:30pm   Plenary Session Three
1:45pm   Educational Expedition #5
1:45-4:00pm   Concurrent Sessions G and H, Break
4:15-5:15pm   Roundtables Two
6:00pm   Reception
7:00pm   Dinner, Reader's Theater, Recognition, and Dancing

Sunday, October 13
7:00am   Continental Breakfast
8:15-11:00am   Concurrent Sessions I and J, Break
11:15-noon   Conference Closing

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

Robert J. Menges (1939-1997) was and remains an honored scholar whose long years of work and contributions to teaching and learning and faculty development in higher education can be characterized by his spirit of caring consultation, active participation, and rigorous research.
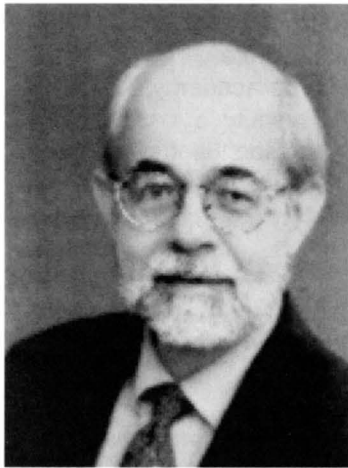
Bob was a consummate mentor: challenging, guiding, and deeply involved. It was in his nature to share what he knew and to help others find their own wisdom. He was doing active lecturing long before it was popular. In every event in which he engaged, he sought to find clever, intelligent, compelling tasks for people to tackle. He believed in the active life of knowledge. Moreover, Bob knew and respected the practice of social psychology. He loved to create studies out of ideas and he practiced a wide variety of methodologies and designs.

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

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

For this year's 27th Annual Conference, three such sessions have been selected to receive the "POD Honored Presentation Awards In Recognition of Robert J. Menges." The sessions are described below.

POD Honored Presentation Awards In Recognition of Robert J. Menges

Saturday, Ravinia E, 8:30am- 10:00am
Beyond Bean Counting: Making Faculty Development Needs Assessment More Meaningful
Corly Brooke, Iowa State University, Pamela Patterson, Iowa State University
There is great challenge in collecting meaningful data about users of faculty development services. Because of this, administrators often rely on hunches rather than on empirical data to guide programming decisions. This session will explore the research project implemented at a large public university to collect faculty demographic and interest data. The design of the assessment project was guided by the University Strategic Plan in order to coordinate decision-making and faculty development with the learning objectives at the heart of the institution's mission. Dialogue among participants about data collection processes will be an integral component of the session.

Saturday, Gardenia, 8:30am- 10:00am,
Interpreting Dreams of Future Professorate: Trend Analysis of 750 Current Job Descriptions
Dieter J. Schonwetter, University of Manitoba, Lynn Taylor, University of Manitoba
Graduate students, faculty, GTA developers, faculty developers, and administrators are invited to make sense of the findings of a qualitative and quantitative data collected in a study on 750 current academic job descriptions. Current trends of applicant requirements will be explored and strategies to better prepare our future professoriate will be discussed. The development of this workshop was supported in part by a POD grant 2001-2002.

Saturday, Suite 350, 10:30am- noon
Critical Thinking - Assessing What is Hard to "See"
Peggy A. Weissinger, Indiana University - Purdue University, Indianapolis,
This session will appeal to new or experienced instructional design consultants as we attempt to define critical thinking and operationalize the abstract concept to assess - What a nightmare! Faculty seek help from consultants as they dream of opportunities to incorporate higher order learning in their classrooms. Once implemented, assessing critical thinking is difficult to accomplish because the thinking process cannot easily be "seen". This interactive session shares the rationale behind, and results of, an assessment plan created to evaluate the development of critical thinking skills of first-year professional students in a PBL hybrid curriculum. Robust discussion guaranteed!

| TBA
06:00pm- 9:00pm | **Core Meeting** |

Gardenia
8:00am- 9:00am

Core Breakfast

Gardenia
9:00am- 5:00pm

Core Meeting

Prefunction
4:00pm- 7:00pm

Conference Registration

Prefunction
6:00pm- 7:00pm

Reception with Cash Bar

Ravinia ABC
7:00pm

Dinner & Welcome
Wednesday Dinner & Welcome, President's Address

Prefunction
8:00pm- 10:00pm

Conference Registration,

Thursday, October 10, Expedition, Core Meeting, Pre-conference Workshops

Prefunction
6:30am- noon

E.L. Houie Facility and Panola Mountain State Conservation Park: a nature adventure
Educational Expedition #1
On this expedition, we will hike through woodlands and along ponds at the E. L. Houie Facility, said to be the Atlanta area's "single best all-around birding area" and "one of the best inland locations for … waterbirds" in Georgia. Then we will drive to Panola Mountain State Conservation Park, noted for its rare plants and unusual geologic features and views of Piedmont Plateau terrain, including Stone Mountain and the Atlanta skyline. We will have the assistance of a local professional naturalist. Bring foul-weather gear and strong walking shoes. Binoculars, spotting scope, field guides, and camera will help. Meet in Prefunction Area, near the outside doors.
Cost: $25/person
Box breakfast provided

Ravinia D
7:30am - 8:30am

Thursday Continental Breakfast

Prefunction
8:00am-noon

Conference Registration

Azalea B
9:00am-noon

Core Meeting

Ravinia A
8:30am- 5:00pm

W1: Getting Started in Faculty Development
L. Dee Fink, University of Oklahoma, Nancy Chism, Indiana/Purdue University at Indianapolis
This workshop is for people who are new to instructional, faculty, or organizational development. It is intended for (a) people who are starting (or considering starting) a new program at their institution, (b) people who are joining existing programs as professional staff, and (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 this topic. All participants will receive "A Guide to Faculty Development: Practical advice, examples, and resources." Fee: $130

Camellia
8:30am-noon

W2: Engaging Faculty: Designing Effective Workshop Sessions and Other Instructional Programs
Gabriele Bauer, University of Delaware, Carol A. Weiss, Villanova University
This interactive, practice-oriented session is designed for new faculty developers. Course design principles will provide the theoretical framework. Participants will develop and expand their instructional program design practices--they will work together on designated projects to plan an instructional activity relevant to their respective institutions. Tey may bring their own materials for feedback. Resource materials and references will be provided. Fee: $50

Oakwood A
8:30am- noon

W3: Developing and Assessing Faculty Institutes for Integrating Technology into Teaching
David A. Starrett, Michael Rodgers, Southeast Missouri State University
Over two-thirds of faculty at our University have attended our instructional technology Institutes since 1997. The resulting improvement in faculty skills has led to campus transformation, including vigorous efforts to offer on-line courses across the curriculum. This workshop uses surveys, worksheets, and discussion of twelve critical planning questions to give faculty developers, faculty, and administrators insight into issues surrounding development and implementation of a successful instructional technology Institute for faculty. Discussion topics will lead participants to numerous institutionally-appropriate assessment tools designed to garner campus-wide support for funding the Institute and its acceptance as a transformative tool. Fee: $50
http://cstl.semo.edu/pod2002

Oakwood B
8:30am- noon

W4: Faculty and TA Development Partnerships: Theoretical Insights and Real Applications!
Robyn W. Dunbar, Stanford University, Michele Marincovich, Stanford University; Marcelo Clerici-Arias, Stanford University; Jack Prostko, University of Maryland Baltimore County; Leta Huang, Stanford University
Moving in and out of partnership with individuals, departments, or other campus units is an integral, often invisible, part of faculty and TA development work. How we identify new partnerships, nurture those ongoing, and evolve mature partnerships substantially impacts the success and quality of our interactions. This session--intended for new and experienced developers--examines the partnership process, first using insights gained from research and then applying these insights to cases generated by participants. Through case study discussions, participants will emerge with new strategies for, and insights into, partnership as a key element of their development work. Fee: $50

Maplewood B
8:30am- 5:00

W5: Transforming Ourselves and Organizations Using Kegan and Lahey's Seven Languages
Richard G. Tiberius, University of Toronto
This session will provide an opportunity for participants to learn how to use Robert Kegan and Lisa Lahey's Seven Languages for Transformation as a framework for individual and organizational transformation. Both novice and experienced facilitators will learn by engaging in the suggested exercises, sharing ideas, and observing one another. The exercises are designed to facilitate personal transformation through reflection on the four mental languages and to facilitate leadership through reflection on the three social languages. In addition to individual learning, participants will be encouraged to work toward a group objective - perfecting a structured experience using the Kegan and Lahey framework. Fee: $100

Maplewood B *8:30am- noon*	**W6: Dreaming of Increased Student Engagement with Material? Act Up!** *Miriam R. Diamond, Northeastern University* Through drama games and exercises, instructors can help students of various learning styles interact with course material in new ways, thereby furthering understanding and expanding perspectives on the subject. In this session, faculty developers and TA trainers will participate in representative exercises. They will collaborate to develop lessons implementing this approach for a variety of disciplines. We will consider a case study of a course that was 'turned around' by introducing these techniques. This is a follow-up to the successful 'Whose Class is it Anyway' session from POD 2000. Please bring a sample syllabus to use as a starting point. Fee: $50
Gardenia *8:30am-noon*	**W7: Those Who Dare to Dream: Facilitating Faculty Involvement in Change** *Connie M. Schroeder, University of Wisconsin-Milwaukee* How do faculty create changes in teaching and learning within departments? What might this mean for faculty developers? Linking faculty development to institutional change requires understanding of faculty involvement in departmental change. This three part workshop uses the Kolb Learning Cycle to involve participants in examining our experiences with faculty involvement in change; exploring a recent dissertation and qualitative research findings; analyzing factors; designing conceptual models and metaphors of faculty involvement in change; and discussing implications for chairs, deans, and faculty. Finally, we'll dare to dream faculty development's role as partners in change. Fee: $50
Azalea A *8:30am-noon*	**W8: Developing and Interpreting Teaching Philosophy Statements** *Dieter J. Schonwetter, University of Manitoba, Lynn Taylor, University of Manitoba; Laura Sokal, University of Winnipeg; Marcia Friesen, University of Manitoba* The teaching philosophy statement (TPS) has been identified as an increasingly requested source of information in hiring, promotion and tenure procedures at many institutions. In many cases, neither the graduate students and faculty making application, nor the administrators making decisions have guidance or experience in the development and interpretation of TPSs. This workshop will be of interest to and will benefit from the participation of graduate students, faculty, GTA developers, faculty developers, and administrators. Based on a review of current literature, participants will contribute to the development of a rigorous academic model for writing and interpreting TPSs through various collaborative exercises. Fee: $50
Ravinia D *12:15pm-1:15pm*	**Lunch** *Thursday Lunch*
Prefunction *1:30pm-5:00pm*	**Conference Registration** *Conference Registration*
Camellia *1:30pm-5:00pm*	**W9: Using Assessment to Realize Dreams for Student Learning** *Philip K. Way, University of Cincinnati* One dream of educational institutions, faculty, and students is that program goals for student achievement be realized. Assessment plays a critical role in this. Faculty need to learn how to assess programs. In this practical and highly interactive session, you will learn how to develop faculty assessment competencies, the rationales for assessment, how to determine goals, how to assess student outcomes in many ways, and how to use the results to improve instruction and learning. You will also strategize the appropriate role of faculty developers in assessment. This workshop is intended primarily for those new to assessment. Fee: $50

Oakwood A
1:30pm-5:00pm

W10: Managing Time, Paper, and Information: Dream, Nightmare, or Reality?
Meggin McIntosh, University of Nevada, Reno
Professors cite lack of time as a source of frustration and anxiety. It is a reality that much of the teaching support we offer through faculty development programs goes "unimplemented" because faculty (legitimately) bemoan their lack of time for making the changes. If we can help faculty with their time and organizational challenges, it will ultimately lead to more effective teaching and learning opportunities. The dreams that faculty members have of touching the future through their scholarship and their teaching cannot be realized until they have their time, paper, and information under control, and this can be a reality. Fee: $50

Oakwood B
1:30pm-5:00pm

W11: Developing the Dream: Small College Approaches to Faculty Learning and Teaching
Paul J. Kuerbis, Colorado College, David Schodt, St. Olaf College; Steven Griffith, Gustavus Adolphus College; Elizabeth Regosin, St. Lawrence University; Michael Reder, Connecticut College; Jaine Straus, Macalester College; John Zubizarreta, Columbia College
Those involved in supporting faculty learning/teaching at small colleges face unique challenges. In this workshop, co-facilitated by a team of new and experienced faculty/center directors, all participants will share concerns, insights and solutions to many of the challenges. These topics, developed through the POD small college listserv, will be addressed in a small group, interactive format: new faculty orientation and mentoring, technology in teaching, scholarship of teaching and learning, using local "experts", and faculty evaluation through portfolios. Participants should bring copies of materials related to these topics for sharing and be prepared to develop a set of recommendations/products for dissemination. Fee: $50

Maplewood B
1:30pm-5:00pm

W12: Team Learning: A Special Way of Using Small Groups
Larry K. Michaelsen, University of Oklahoma
When you (or faculty who come to you for advice) use learning groups, do students complain about such things as:
-Having to do more than their fair share of the work?
-Not being able to keep their group working on the assigned task?
-One or two members dominating the group?
If so, students are NOT the problem. It's the way they are using the groups. In this session, you'll learn why and what you can do that will both eliminate these kinds of problems by transforming groups into learning teams. Fee: $50

Gardenia
1:30pm-5:00pm

W13: Leading Academic Change: Why Some Change Efforts Work and Others Don't
Ann F. Lucas, Fairleigh Dickinson University
Successful change is a team sport. How do you build an effective team which understands the stages that any change process must follow if it is to become permanently embedded in the culture? Use these skills with your own center and advisory committee, or teach them to academic chairs. Access chairs directly or through the deans. Examples of effective academic change, and what went wrong when change was not successful, serve as a frame of
reference for identifying where you are in your own change efforts and what you can do to maximize success. Fee: $50

Azalea A
1:30pm-5:00pm

W14: Evaluating the Return on Investment of Faculty Development
Timothy W. Bothell, Brigham Young University, Gary Brown, Washington State University
How can the return on investment of faculty development be determined? This session will review a return on investment process and discuss its application to faculty development. An example of the return on investment of one particular faculty development program will be given. The workshop will be interactive and will include sample tools and techniques. The aim of the workshop will be to introduce participants to an ROI process, provide tools, techniques and examples and to facilitate brainstorming sessions about difficult issues. Participants will complete an action plan to apply return on investment techniques within their faculty development practices. Fee: $50

Ravinia E *5:00pm-6:00pm*	**Newcomer's Reception**
Suite 1151 *5:00pm-6:00pm*	**Diversity Commission Meeting**
Prefunction *5:30pm-6:30pm*	**Reception with Cash Bar**
Ravinia ABCD *6:30pm-7:45pm*	**Thursday Dinner & Welcome**
Prefunction *7:00pm-9:00pm*	**Conference Registration**

Ravinia ABCD
7:45pm

The Dreams of POD Conferees: An Interactive Plenary Session 1
James Eison, with planning help from Barbara Millis
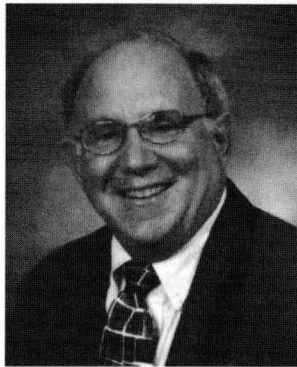
Eleanor Roosevelt observed "The future belongs to those who believe in the beauty of their dreams" and Carl Sandburg wrote that "Nothing happens unless first a dream." And since "Hold Fast the Dream!" is the theme of our 27th Annual POD Conference, this opening plenary session will provide each of us with an opportunity to formulate and reflect upon our personal and professional dreams for both this conference and the coming year. In addition, during this hour we will also have an opportunity to share with and learn the dreams of fellow conferees

Prefunction   **Conference Registration - 8:00 a.m. - noon**

Friday morning roundtables and concurrent sessions

Revinia D
7:00am-8:15am

Continental Breakfast
Continental Breakfast, POD

Friday morning roundtable sessions 7:30 am-8:30 am

Revinia E
7:30am-8:30am

Beyond SPEAK Requirements: Developmental Support for International TAs
Kathleen S. Smith, The University of Georgia,
The successful integration of international teaching assistants (ITAs) as members of the instructional community is essential to fulfill the dream of a global perspective for all disciplines. In addition, research universities in the U.S. provide the training ground for future faculty here and abroad. An ITA's dream of a graduate degree and an academic position is often dependent on adapting culturally and linguistically to become a proficient instructor. This takes time and institutional commitment. This session describes an ITA support program which goes beyond SPEAK test requirements to integrate international teaching and laboratory assistants into a developmental TA support program.
http://www.isd.uga.edu/teaching_assistant/index.html

Ravinia E
7:30am-8:30am

Managing Divergent Needs: When TAs and Departments Disagree
J. Elizabeth Miller, Northern Illinois University
In this roundtable, we will discuss the difficulties in developing TA programs when dealing with a variety of constituents, specifically focusing on the divergent needs as expressed by TAs and their departments. Program assessment data differed in priority and topic between department chairs and TAs. The development of a conceptual model that has been useful in prioritizing training when developing a new program will be shared. Through group discussion related to handling these conflicting needs, suggestions will be generated for improvement of TA programs. The target audience is faculty and administrators involved in TA training, development, and assessment.

Ravinia E
7:30am-8:30am

Designing the Dream: A Constructive-Developmental Approach to TA Development
Michele M. Welkener, Indiana State University
In this session, the facilitator will introduce participants to the tenets of constructive-developmental theory and how this pedagogical philosophy may be applied to TA development program design. Attendees can expect to learn about the design and assessment of an existing TA development program that utilizes this learning-centered approach and engage in conversation about how this approach may be employed in one's own TA development context. This session will be of the most interest to faculty and TA developers and administrators who recognize the need to compose programming that promotes the cognitive, interpersonal, and identity development of college teachers.

Ravinia E
7:30am-8:30am

Making the Dream Come True: Aligning School Culture with Vision
Kathryn A. Jones, Alcorn State University
This session will focus on a small business school's tranformation challenge to align its culture with a new strategic vision. The targeted outcome for the session is a planning framework that identifies and prioritizes the change drivers essential for aligning the culture with the new performance requirements. Participants with OD expertise, experience with historically black colleges and universities, familiarity with accreditation processes, or insights for managing complex change are invited to contribute. A brief situation summary will highlight contextual factors and preliminary needs assessment results. Group decision techniques will include brainstorming and affinity diagramming.

Ravinia F
7:30am-8:30am

Publishing in To Improve the Academy: Questions You Never Knew You Needed to Ask
Sandra Chadwick, Rollins College, Catherine Wehlburg, Texas Christian University; James D. Anker, Anker Publishing Co.
This roundtable discussion is designed to address issues relating to publishing in *To Improve the Academy*, the annual sourcebook of the POD Network. A panel of individuals working with TIA will be available to answer questions and give some direction to potential authors. This roundtable is specifically designed for those who have not published in TIA and those new to POD.

Ravinia F
7:30am-8:30am

Dreaming of an SOTL Anthology: Essays by Faculty for Faculty
Elizabeth G. Peck, The University of Nebraska at Kearney, Amy Hammond, University of Nebraska at Kearney
Closing the gap between teaching and research has been a longtime goal of faculty developers. Bringing these seemingly disparate programmatic emphases together can be accomplished by offering faculty with an outlet for SOTL publication. Our dream of an SOTL anthology includes making the project more "democratic" and less elitist as well as guaranteeing high scholarly standards to encourage the anthology's acceptance by our institution's colleges as a "refereed" publication. This presentation includes a "how to" session, a sample materials packet designed to help participants avoid having to reinvent the wheel, and an interactive discussion on how NOT to go wrong.

Ravinia F
7:30am-8:30am

The PlayDoh (TM) Project: Making Thinking and Learning Visible
Mark H. Walter, Oakton Community College
This workshop links the fields of cognitive psychology, and science education to address the question, 'How do students create, and then modify, mental models for concepts for which there is no direct sensory information?' This workshop describes an approach for making students thinking visible by asking them to construct models from PlayDoh that represent their mental images. Although developed for chemical concepts, this approach has been expanded to diverse disciplines ranging from English to Nursing. Those interested in instructional development are invited to come have fun with PlayDoh and learn about a project in visualization.
http://www.oakton.edu/~mwalter/playdoh

Ravinia G
7:30am-8:30am

Evolution of Instructional Improvement: Faculty Development and Systemic Change
Walter Wager, Florida State University, Kathleen Ingram, University of South Alabama
This roundtable session is a discussion of a mixed methods approach to identifying and initiating change in a large, southeastern university. The unit initiating the change is an instructional development unit whose target audience is faculty and teaching assistants. We will discusses conceptual framework for change, factors affecting instructional development, selected interventions, initial outcomes and future plans. Student ratings data for 11 at risk faculty participating in the program will be presented, along with a discussion of factors that may have affected teaching improvement.
http://www.fsu.edu/~ids/pod_paper.pdf

Ravinia G
7:30am-8:30am

The Advisory Committee: Ups and Downs, Yeahs and Nays
Karen J. Thoms, St. Cloud State University
The Advisory Committee can be a key to the success of a faculty development office or center. This session looks at the role(s) of the AC, member selection, collaboration with other groups, and other strategic issues.

Ravinia G
7:30am-8:30am

Nurturing Emergent Communities: Lessons, Strategies and a Global Initiative Pre/post 911
Bonnie B. Mullinix, Monmouth University
In order to effectively support and nurture emergent learning communities it is important for facilitators of learning/teaching torecognize and understand the various forms such communities may take and identify the catalyzing forces that drive them. This session will engage participants in considering the case of an emergent learning community focused on promoting global understanding and the forms it took prior to and following September 11th 2001. Small group discussion of this case and participant's institutional experiences will fuel the development of concentric/overlapping categories, purposes and defining features of learning communities that may exist in various contexts.
http://www.monmouth.edu/academics/understanding/understanding.asp

Ravinia G
7:30am-8:30am

Developing Faculty Research Pathways in Health Sciences
Felecia M. Banks, Howard University, Shirley Jackson, Howard University
Faculty Research Pathways is a research capacity building project designed to increase scholarly productivity, specifically writing and research among young non-tenured health science faculty. This presentation presents methods that are designed to re-engineer the research climate in the health sciences by providing the audience with a presentation on how to implement a multi-tiered, interactive scholarly research and writing program. This program is appropriate for faculty, deans and program directors.

Ravinia ABCD
8:45 am-9:30am

Plenary Session 2 - The ABC Approach to Creating a Climate of Achievement
Beverly Daniel Tatum

Dr. Tatum is the newly selected President of Spelman College. Her book, *"Why Are All The Black Kids Sitting Together in the Cafetria?: And Other Conversations About Race",* is a widely acclaimed discussion of race relations and has had a tremendous impact on the way institutions and individuals think about the topic.

Concurrent Sessions A, Friday 9:45 a.m. - 10:45 a,m,

Ravinia E
9:45am-10:45am

Never A Dull Moment: Teaching is Performing/Performing is Teaching
Jyl Lynn Felman, University of Massachusetts at Amherst
Teachers are really performers. Classrooms are revolving stages; and students are the captivated audience. In a dramatic transformation of the traditional classroom this session challenges the participants to rethink the nature of learning, actively showing what can happen in the act/art of teaching. Negotiate the chronic resistors with gusto; have students sitting on the edge of their chair as they learn to find their own voices rather than mimic the teacher's; and create a space where students perform, take risks, develop agency and claim ownership over their own learning. Find out what you, the teacher can learn from your students! http://www.jyllynnfelman.com

Ravinia F
9:45am-10:45am

The Retirement Decision: Dream or Dilemma?
Carol A. Weiss, Villanova University
Supporting faculty colleagues contemplating retirement may not appear to be a necessary or even appropriate role for faculty developers. Yet the period during which faculty are struggling with the social and emotional ramifications of this major decision can produce enormous stress, affecting performance in and beyond the classroom. With almost one-third of today's faculty 55 or older, this situation will become more common.Limited guidance exists for dealing with non-financial aspects of retirement. This interactive session will provide new and experienced developers with insights into difficult issues facing faculty considering retirement and with a successful approach to assisting these faculty.

Ravinia G
9:45am-10:45am

Save As: Dreams of Megabytes and Trees
Charles M. Jenkins, Paddy O'Hara-Mays, Edward Jensen, Lock Haven University of Pennsylvania
Try to prepare your promotion or tenure application, and you can't find a three-ring binder large enough to hold all the documents. Write an accreditation report or prepare for a site visit, and you'll find whole file cabinets filling with reams of photocopied papers. The dream of paperless reports and documents is realized in this session, which includes suggestions on how to present these vital documents in electronic formats, from pdf files to web pages to cd-rom disks. The facilitators will discuss advantages and disadvantages of these formats, while demonstrating techniques and results. Participants will be asked to brainstorm applications.

Camellia
9:45 am-10:45am

Making the Invisible Explicit: Faculty Development in the Learning Organization
Nancy Simpson, Jean Layne, Texas A&M University
Observations in the literature on learning organizations are an intuitive fit with the learning and teaching experiences that occur in faculty professional development. Using key models and a case study, we will work collaboratively to uncover assumptions and knowledge that we may be allowing to remain invisible both to ourselves and to the faculty we serve. We will then explore how this process can assist us in addressing what is most interesting and helpful to our clients, and lead us to research questions that can further our goals and those of our institutions as learning organizations.

Oakwood A
9:45 am-10:45am

Preparing College Faculty for Curriculum Change
James M. Sloat, Washington and Jefferson College
Curriculum change requires concerted faculty development efforts. Washington & Jefferson College is implementing a new skills-development curriculum, and the Center for Excellence in Teaching & Learning is assisting faculty in making the transition. This session will address faculty development efforts such as a Faculty Associate program, use of summer working groups, coordination with committees, and dissemination of information for advisors. This presentation will draw on the W&J experience to offer generalizations that can be applied to other institutions implementing curriculum changes. This interactive session is intended for faculty and administrators who are (or may be) involved in implementing curriculum changes.

Oakwood B
9:45 am-10:45am

Faculty Development: Transferring Responsibility from Committee to Faculty as a Whole
Mary Lee Martens, SUNY Cortland
For the last five years, faculty development has been the responsibility of a faculty committee. With no released time or secretarial support our vision exceeded what we were able to accomplish. While advocating for increased support, we have piloted new initiatives for the last four years. After the first year, programs have been handed over to non-committee member faculty and implemented by them. The involvement of these faculty has freed us to continue piloting new initiatives. Thus, we have been able to maintain our vision in a low budget environment while simultaneously increasing faculty development presence and effectiveness.

Conference Center
9:45 am-10:45am

Dreaming Our Future Path: POD Diversity Initiatives in Faculty Development
Mathew L. Ouellett, University of Massachusetts Amherst, Edith Fraser, Oakwood College
The POD Diversity Commission has woven together travel and internship grants to help POD, individual members, and centers for teaching realize our shared dream of becoming more diverse. By means of these two programs, we have worked to support the aspirations of individuals of color interested in the field of faculty development and to support systemic change in the field by encouraging centers to work locally towards being more multiculturally inclusive organizations. In this workshop, we will hear individuals and representatives of centers that have been past recipients of travel and internship grants discuss the impact of these initiatives.

Maplewood A
9:45 am-10:45am

Offering Faculty Development Online
Georgeanne Cooper, University of Oregon
Online faculty development programs offer instructors a flexible format in which to gain valuable information, skills and tools to assist them in improving their teaching. They also provide a forum for deeper and more thoughtful discussions of critical teaching issues. Further, they provide a first-hand experience for instructors who are considering online teaching and have never taken an online course.

This interactive workshop will demonstrate an online faculty development project at the University of Oregon (Spring 2002) which focuses on both issues of diversity in higher education and one approach to designing online faculty development programs.

Maplewood B
9:45am-10:45am

Preparing Future Developers: A Seminar in Educational Change and Multicultural Education
Charline J. Barnes, University of Northern Iowa, G. Roger Sell, Southwest Missouri State University
The presenters are a bi-racial, bi-gender team who designed and offered a new doctoral seminar in educational change and multicultural education for future developers. In this session, participants will examine and discuss this seminar for possible adaptation and use on their campuses. Cases studies, created by student teams in the seminar, embody dreams that illustrate professional and organizational development in action.

Gardenia
9:45am-10:45am

Faculty Development, Educational Technology, and Assessment
Phyllis Worthy Dawkins, Eugene Hermitte, Frank Parker, Donald Mager, John Jones, Johnson C. Smith University
The objectives of this session are to share 1) a faculty development model for using technology in the classroom, 2) the use of technology mini-grants as a stimulus for change, and 3) different approaches to assessing and evaluating technology in the classroom and across the institution. Johnson C. Smith University requires all students to have a laptop computer. The target audience is faculty, educational technologists, faculty developers, and assessment coordinators. The facilitators will present slides and provide handouts. This will be a highly interactive session with audience participation at appropriate points during the presentation.

Suite 350
9:45am-10:45am

Using Student Ratings to Improve Teaching Effectiveness
Noreen B. Gaubatz, Ruther Federman Stein, Syracuse University
Are you frustrated with your inability to translate student ratings of teaching effectiveness into instructional improvement? This workshop will explore various myths regarding student ratings and ways to interpret statistical and narrative data. Through small group analysis of class data reports, student feedback will be linked to strategies for enhancing instruction. The diversity that exists across campuses, including pedagogies, disciplines, course characteristics, and student demographics will also be addressed, thus permitting participants to explore implications for their own campuses. Faculty, faculty developers, and TA developers who desire to use student ratings to improve teaching effectiveness will benefit from this session.

Azalea A
9:45am-10:45am

Creating Campus and Classroom Environments That Support All Student Dreams
Bill Burke, University of Kentucky
The 21st century college campus is home to a diversity of student dreams that can only come to fruition in a supportive environment. Classroom and campus climates must be established that do not marginalize or ignore any group of students. This session presents a workshop model for examining different student groups (e.g., African-American, international, gay/lesbian) and exploring issues such as classroom strategies, campus climate, and factors influencing student success. Each workshop on a particular student cohort includes a panel discussion offering a diversity of voices (student, faculty, administrator) plus online components that include an electronic discussion list and Web materials.

Concurrent Sessions B, Friday 11:00 a.m. to noon

Ravinia E
11:00am-noon

Using Humour to Enhance Teaching and Learning
David M. Kaufman, Simon Fraser University
Humour can be used to create a positive learning environment, and has been shown to lead to improved learning outcomes. Participants will experience first-hand a variety of approaches, such as jokes, stories, cartoons and video. Participants will have to opportunity to reflect on how to introduce these approaches into their own classes. A variety of instructional methods will be used in this workshop, including demonstration, small-group 'work' (oops! I mean 'play'), mini-lecture and video viewing.

Ravinia F
11:00am-noon

Planning Your Dreams: Drawing a Blueprint for Faculty Development
James Postema, Madelyn Burchill, Concordia College-Moorhead, Minnesota
Concordia College's recently completed 'Blueprint for Faculty Development' charted our dreams for faculty development in detail. Following a full-scale program review that included faculty, administrators, regents and off-campus constituents, we drew a grid coordinating our college mission with programs needed to help faculty fulfill the mission at different career stages. The resulting 'Blueprint' was well received by faculty, administrators, and granting agencies. We will describe our process and help participants plan a similar blueprint for their programs. Our audience includes developers who wish to conduct athorough review of faculty development programs, articulating each offering to the whole.

Ravinia G
11:00am-noon

Key Resources on Diversity Issues for Faculty Developers
Stephanie Nickerson, New York University
This session will introduce faculty developers to key resources on diversity issues in the field. In a fast-paced and interactive session, we will present and review key articles, books, videos, and websites in diversity in teaching and learning in higher education. The focus will be on resources for faculty developers who are relatively new to the issues of diversity and faculty development, but we will also discuss material for experienced developers. Participants will leave with an annotated bibliography.

Camellia
11:00am-noon

New Faculty Orientation on a Shoestring Budget
Diane J. Heyden, June Reeves and Hope Williams, Rochester Institute of Technology
Orientation and on-going development are key factors influencing the satisfaction, retention, and growth of new faculty. In this session, we will discuss the New Faculty Orientation Program initiative at the National Technical Institute for the Deaf at RIT. The presenters will discuss the model currently being piloted and share the successes and pitfalls of program implementation. Program evaluation results will be reviewed to highlight essential elements of success. Participants will engage in designing and sharing the components of their dream orientation/development program. This workshop will benefit anyone seeking to initiate or revamp a faculty orientation and development program.

Oakwood A
11:00am-noon

Online Workshops: Involving Faculty in Student Diversity and Retention
Dawn Hall, Ted Hovet, Western Kentucky University
This session will explore ways that faculty developers can help faculty become more familiar with student diversity and support retention efforts. It will present as a potential model a series of online workshops on Student Diversity, and suggest that this kind of forum can bridge gaps between faculty and staff by helping them work together.

Target audience: faculty developers and faculty who are interested in diversity, retention and/or instructional technology as a means to conduct workshops.

The session will have a brief introduction, small group discussion and brainstorming, a presentation of our online workshop model, and a concluding discussion.
http://www.wku.edu/teaching/retention/workshoplist.html

Oakwood B
11:00am-noon

How to Survive Your First -Year as a Faculty Developer
Frances S. Johnson, Rowan University,
What happens when a faculty member is asked to run a Faculty Development Center? What are some of the discipline-specific, campus culture, and personal enablers and impediments to success in the first year?   This session will tell the story of a faculty member's transformation into a faculty developer. It will share the impediments and enablers that one is likely to experience in the first-year on the job. It will tell how the skills we all learned in graduate school those we learned from being a member of the academy can supply a firm foundation for new faculty developers.

Conference Center
11:00am-noon

Creating the 'Teaching and Learning in Higher Education' Syllabus
Laurie Richlin, Claremont Graduate University
This will be a working session for developers in Preparing Future Faculty Programs on developing courses on 'Teaching and Learning in Higher Education.' It will include deciding on appropriate learning objectives, the tension between theory and practice, review of syllabi from around the U.S. and Canada, and selection of materials, texts, methods, and assignments. Participants are invited to bring syllabi they have developed.

Maplewood A
11:00am-noon

Personalizing Instruction and Learning in the Classroom
David J. Shook, Georgia Institute of Technology
The session reports on survey results which attempted to describe how instructors in various academic fields relate their own research interests a) to the particular subject matter of the classes they teach, as well as b) to the particular interests of the students they teach. Through presentation and discussion, the audience will learn new insights into personalizing their own instruction and enhancing the learning experience of their students.

Maplewood B
11:00am-noon

Dream the World: Diversity Training for International Teaching Assistants
Elizabeth Burns, Virleen Carlson, Cornell University, Thresa Pettit, Cortland State
How can the ITA developer and the diversity trainer work together to meet the needs of international teaching assistants? What could the bridge look like? A diversity workshop designed for US/ITA graduate students was adapted for an ITA-only audience. Whereas some of the objectives and many of the exercises remained the same, there were surprises. This session brings in new information from a 2002 book, "Culturally Proficient Instruction: A Guide for People Who Teach," Robins, et al.

Gardenia
11:00am-noon

Ways That Faculty Developers Can Initiate Organizational Change
Paul Batesel, Nannette Bagstad, Ronald Semmens, Mark Skean, Mayville State University
The multi-media presentation will be aimed at those who try to effect campus-wide change. There are three objectives: (1) demonstrate strategies for achieving active participation by faculty (2) demonstrate how faculty development can influence institutional long-range planning and 3) demonstrate how faculty development activities can have a significant impact beyond the campus.

Building a faculty development program around national standards and research-based practices provided an impetus for faculty to integrate the
use of cooperative learning and critical thinking skills into their classes. It prompted faculty to seek grants, develop in-service programs for educators statewide, and disseminate information nationally and internationally.

Suite 350
11:00am-noon

facultydevelopment.ca: Dreaming and Building an International Resource.
Aline Germain-Rutherford, University of Ottawa, Arshad Ahmad, Concordia University; Jeanette McDonald, University of Guelph
Faculty development.claims to provide flexible access to bilingual, interactive and multimedia rich web-based tools enabling faculty to enhance teaching and learning in post-secondary education. Individuals from Canadian Instructional Development Offices, the Society for Teaching and Learning in Higher Education (STLHE), and award winning 3M Teaching Fellows have collaborated to create the vision that will guide its future development. During the session, we will describe the conceptual framework and architecture of facultydevelopment.ca, demonstrate a pilot module on lecturing and discuss with participants how this initiative may be improved. This session is of interest to instructional developers, recruitment officers, faculty and administrators. http://www.facultydevelopment.ca/

Azalea A
11:00am-noon

Problem-Based Service-Learning: Dreams Becoming Reality
Kenneth France, Shippensburg University of Pennsylvania
Participants will learn about problem-based service-learning as a means of helping faculty to

enhance learning by increasing student motivation, encouraging deep processing, and promoting collaboration. If you or those you work with are interested in a learning activity that facilitates such processes, then join us. We will examine specific contributions to learning that problem-based service-learning can make, consider examples of the approach, brainstorm project and community partner possibilities for various disciplines, and discuss issues related to implementation.

Azalea B
11:00am-noon

Strategic Plan: Dream !!! or Mirage???
Donna W. Bailey, University of North Carolina,
Strategic plans are dreams made explicit by operational units within an organization. Faculty developers commonly assist faculty to achieve strategic plans for courses through course syllabi. A similar approach is useful for academic departments and support units. The purpose of this workshop is to demonstrate a systematic approach to strategic planning for departments and support units drawing from thetool kit of course development. Concepts from learning organization literature, continuous quality improvement, and principled-centered leadership are integrated into a practical approach. Participants will walk away with strategies/tools that make the actualization of the dream a reality instead of mirage.

Ravinia ABCD
12:15

Lunch
Friday Lunch & Business Meeting
At this lunch session, blank signs, markers, and table signs will be available for you to "create a theme" for your table and attract others interested in that issue or topic. For example, the Small College group intends to get together at this luncheon. Perhaps you are seeking others with a technological bent or maybe you are looking for other Deans. Need a problem solved? Post a query. Get there early to claim a table for your topic!

In addition, the annual POD Business Meeting will be conducted.

Prefunction
12:15-5:00 pm

CNN Tour
Educational Expedition #2
The tour guides guests through an insider's view of CNN, Headline News, and CNN International to see how breaking news is reported to over 200 million households worldwide. After the tour, participants will also have the opportunity to be a part of CNN's audience participation television show, "Talkback Live". Meet in Prefunction Area, near the outside doors.
Cost: $22/person.
Box lunch provided

Prefunction
1:30pm-5:00 pm

All Around Atlanta
Educational Expedition #3
This bus tour will take you all around the city of Atlanta. The expedition includes a walk along the avenues of the Martin Luther King, Jr. Center, where you will visit the MLK memorial and view exhibits that chronicle the Civil Rights Movement. You will also visit the Jimmy Carter Museum and Library and the World of Coca-Cola Museum, see the 1996 Olympic venues, the Woodruff Arts Center, government district and State Capitol, and pass by some of Atlanta's beautiful homes such as the historic Swan House and the Governor's Mansion. Meet in Prefunction Area, near the outside doors.
Cost: $43/person

Prefunction
1:30pm-4:00 pm

Conference Registration
Conference Registration

Ravinia E
1:30pm- 3:00pm

Reflecting on Faculty Development Practices: Focus on SGIDs
Matt L. Kaplan, Deborah DeZure, University of Michigan
Small Group Instructional Diagnosis (SGID) is a widely used instructional development tool for collecting student feedback and engaging instructors in discussions of student learning and pedagogy. Many educational developers have extensive experience conducting SGIDs but fewer opportunities to reflect on them. Participants in this workshop will examine variations in practice and explore the underlying principles that guide their approach. In addition we will examine issues raised by the SGID (e.g., who speaks and who is silenced in student focus groups) and discuss case studies of difficult situations that arise in the SGID process.

Ravinia F
1:30pm- 3:00pm

The Essential Role of Faculty Development in 'New Higher Education Models'
Devorah Lieberman, Portland State University, Al Guskin, Antioch College
This session addresses changes in higher education and the impact (1) on student learning, (2) on institutional resources and (3) on faculty vitality. The presenters address the essential roles that faculty development professionals have as these new models develop. This session is designed for faculty developers interested in institutional change and the strategies for serving as change agents within the institution. Participants are encouraged to discuss how these changes are emerging at their own campuses. Session presenters are part of the national group, 'The Project for the Future of Higher Education.'
http://www.oaa.pdx.edu/cae

Ravinia G
1:30pm- 3:00pm

Changing Practices in Evaluating Teaching
Peter Seldin, Pace University, Wilbert McKeachie, University of Michigan
A key element in teaching improvement efforts is effective evaluation of performance. Some institutions manage it well. But others do not. This session will focus on changing practices in evaluating teaching. It is designed to assist faculty developers to acquire the most current knowledge and skills needed to help faculty fine tune their instruction.

In this highly interactive session, two seasoned 'pros' will discuss important new lessons learned about what works and what doesn't; key strategies; latest research results. The program includes short presentations, small-and-large-group discussion, and an interactive exercise. Target audience: faculty developers and college teachers.

Camellia
1:30pm- 3:00pm

Veteran PODers share accumulated knowledge and wisdom: An annual conversation.
Linc. Fisch, James Eison, University of South Florida; Christine Stanley, Texas A & M University, Peter Frederick, Wabash College
POD is all about sharing ideas and experience. But as conferences become larger, it becomes less likely to meet, much less converse at length with the veteran developers who have contributed so much to POD and its members. Each year, this interactive session offers an intimate ambiance in order to provide opportunity to engage key players in the field in conversation about matters of interest to you and for all of us to share what we have learned (and what we may yet learn). The session will appeal to all POD members, and especially to relative newcomers.

Oakwood A
1:30pm- 3:00pm

Understanding Our Present and Future: A Study of POD Professionals
Mary D. Sorcinelli, University of Massachusetts Amherst, Ann Austin, Michigan State University
Learn about key findings arising from a survey of the POD membership in fall 2001. What are the goals and purposes that currently guide the faculty development efforts of POD members? What are the range of institutions and faculty development structures within which we work? What are key influences on our practice? What do we see as the most pressing challenges and new directions for our field? To answer these questions, this session will integrate presentation, small group activity, and plenty of opportunity for discussion and networking.
http://www.umass.edu/cft/

Oakwood B
1:30pm- 3:00pm

Weaving the Dream: Small Colleges' Strategies Supporting Teaching and Learning
Libby Falk   Jones, Berea College, Bonnie Mullinix, Monmouth U.; Mary Pat Neylon, Molloy College; Kina Mallard, Union U.; Richard Holmgren, Allegheny College; Fletcher McClellan, Elizabethtown College; Phyllis Blumberg, U. of the Sciences in Philadelphia; Peter Frederick, Wabash College
This session will explore strategies used by smaller colleges and universities to support learning, teaching, and faculty development. An open discussion will be led by seven presenters drawn from colleges and universities with teaching and learning centers as well as from institutions that utilize decentralized modes based on faculty committees or departments. Brief opening presentations addressing key questions will lead into focused small group discussions, culminating in an analysis of strategies and generation of themes, patterns, and lessons that can guide faculty developers toward weaving dreams that are directly responsive to institutional needs, contexts, opportunities, and constraints.

Conference Center
1:30pm- 3:00pm

A System-wide Approach to Leadership Development for Department Chairs
Peter W. Petschauer, Appalachian State University, Betsy Brown, The University of North Carolina, Judy Peel, North Carolina State University; Ray C. Purdom, The University of North Carolina at Greensboro
Department chairs are role models for faculty members. Our goal is to have them emerge as leaders who empower their colleagues to participate in all departmental activities. In order for chairs to be able to do so, they must be leaders more than managers. We intend to appeal to faculty who want to be informed or become department chairs, chairs who are eager to learn about how to be a better chair, and other administrators interested in placing chair leadership development at their institutions or in their systems.We will offer a presentation and follow with lots of discussion time. http://www.unctlt.org/tlt/

Maplewood A
1:30pm- 3:00pm

Help with the Dream: Assessing Future Faculty Needs
Donna E. Ellis, University of Waterloo, Dieter Schonwetter, K. Lynn Taylor, University of Manitoba
Research is limited on the extent that Certificate in University Teaching (CUT) programs help graduate students successfully prepare for academic teaching careers. In this session, TA Developers and other interested participants will learn about a longitudinal study designed to capture these graduate students' changes in preparation for and attitudes about professorial skills. Participants will experience and discuss the instrument used in the first phase of this research, and will be invited to suggest responses to the data we have collected from more than 150 questionnaires.

Maplewood B
1:30pm- 3:00pm

Best Practices for Undergraduate and Graduate Teaching Assistant Development
Laura Border, Ramona Y. Beal, University of Colorado at Boulder, J. Elizabeth Miller, Northern Illinois University
This session focuses on the assessment of best practices across a developmental continuum that begins with the experiences, preparation, and training of undergraduate teaching assistants (including McNair Scholars), progresses through graduate teaching assistant training activities, and ends with future faculty preparation. Participants will be asked to fill out rating forms, rank what they view as important, discuss how their own programs resemble or differ from the prototypes, and provide feedback for the improvement of the assessment tools. The data gathered will be used as the basis for follow-up inventories for undergraduate teaching assistant, graduate teaching assistant, and preparing future faculty program assessments.

Gardenia
1:30pm- 3:00pm

The Georgia Tech Student and Teaching Enhancement Partnership (STEP) Program
Donna C. Llewellyn, Marion Usselman, Georgia Institute of Technology
In 2001, Georgia Tech received a GK-12 grant from the National Science Foundation to support its Student and Teacher Enhancement Partnership (STEP) program and to place twelve graduate students in Atlanta area high schools. In this session, aimed at anybody who is involved with TA training or K-12 outreach programs, we will discuss the program and first year and a half performance. We will also have Fellows and teachers with us to discuss their perspective and to

demonstrate some of their activities. The audience will also be able discuss what would go into such a program at their institution.
http://www.cetl.gatech.edu/menu_options/gta/step/stepfellowindex.htm

Suite 350
1:30pm-3:00pm

Faculty Development's Role in Minority Student Success
Julie-Ann M. McFann, Purdue University, North Central
Like their majority counterparts, minority students have a dream of attaining a college education. Despite approximately 30 years of integration, minority students still encounter a chilly environment in collegeclassrooms and graduation rates for minority students lag behind their majority classmates. The purpose of this discussion, targeted for faculty development leaders, is to discuss the role of faculty developmentin minority student success by examining how instructors have historically been prepared to teach a diverse student population. Questions asked include: How are we doing? And, How can we do better? Or, do we even need to?

Azalea A
1:30pm-3:00pm

Planning a Program for Teaching Enhancement: A Research-based Model
Michelle M. Chandrasekhar, Walter Wager, Florida State University
Motivating faculty to invest in teaching enhancement activities is critical. Our program uses Gagne's "Nine Events of Instruction" as modified by Reiser & Dick to present faculty with a familiar, research-based model for teaching enhancement. The model focuses on three areas: Planning for Instruction, Delivery of Instruction, and Assessment (both student learning and instruction).

In this session, we will:
1. Illustrate how using a research-based model to develop programming provides guidelines for systematic intervention.

2. Show how elements of instruction are generalized to the model.

3. Discuss ideas to encourage faculty and TA involvement in analyzing teaching enhancement activities.
http://www.fsu.edu/~ids/

Azalea A
1:30pm-3:00pm

Faculty Mentoring Faculty: Dream or Night*mare?*
Beverley T. Amick, Francine Glazer, Kean University
Faculty who are well-prepared to mentor make a program run like a dream. Learn how to avoid the nightmares that can occur when mentors are not clear about their roles. A model program for preparing faculty mentors will be shared. Topics to be covered include: What is a mentor?, Development of a mentor/mentee relationship, mentor/mentee working together, observing and conferencing skills. Data on the effectiveness of the training and the training's impact on the success of a mentoring program will be discussed. Group activities will be used to demonstrate modules from the training program.

Prefunction
3:00pm-3:30pm

Refreshment Break

Ravinia E
3:30pm- 5:00pm

Foucault Goes to POD: Power and Surveillance in Individual Consultations
Peter Felten, Vanderbilt University, Allison Pingree & Deandra Little, Vanderbilt University
In "Teaching Through Discussion as the Exercise of Disciplinary Power" *(To Improve the Academy* 2002), Stephen Brookfield draws on French philosopher Michel Foucault to analyze the complex flow of power that emerges in discussion leading. Our session will apply this analysis to the context of individual consultations, drawing on case studies of videotapings, class observations and student data (SGIDs). What are the forms that power takes in these consultations, even in the neutral, "safe" environment that faculty/TA developers try to create? How might an awareness of these dynamics change our understanding of and practice in individual consultations?

Ravinia F
3:30pm- 5:00pm

Securing the Importance of Faculty Development on Your Campus
James Rhem, The National Teaching and Learning Forum, Edmund Hansen, Northeastern Illinois University; Marilla Svinicki, University of Texas-Austin; Devorah Lieberman, Portland State University; Judith Kamber, Northern Essex Community College
This session is a dialogue between veteran and novice faculty developers. This year's elimination of the FD-center at UNL has demonstrated how vulnerable centers are to budget cuts and campus politics. We need to ask ourselves: What can new faculty developers do to protect their position on campus? Can we afford to regard the maintenance of a low profile as a virtue of faculty development, or do we need to find creative ways of positioning ourselves closer to center stage? The discussion will focus on the concerns of new developers and offer advice by veterans in the field.

Ravinia G
3:30pm- 5:00pm

3 Keys to Developing Effective Group Activities and Assignments
Larry K. Michaelsen, University of Oklahoma, Dee Fink, University of Oklahoma
Using effective group activities is critical to building relationships among learners that will enable small groups to become effective learning tools. In the session, we will use a series of group activities to: 1) identify the forces that foster social loafing (uneven participation) in learning groups, 2) highlight three key variables that must be managed to create broad-based member participation and learning and, 3) provide a hands-on demonstration of how the three keys can be managed effectively.

Camellia
3:30pm- 5:00pm

Planning and Conducting Meaningful Program Evaluations
Lesley K. Cafarelli, The Collaboration for the Advancement of College Teaching & Learning, Kenneth Jones, College of Saint Benedict/Saint John's University
A recent survey of POD members revealed that most of us measure program participation and audience satisfaction, but few evaluate program impact due to lack of time, resources, or skill. This session introduces utilization-focused evaluation (Patton, 1997), a practical, theory-based model that makes evaluation manageable and meaningful by focusing on key stakeholders, deciding what's most important to measure, and exploring the connection between program results and assumptions about program design. Participants will brainstorm ways to measure impact for some common program types and apply the model to one of their own programs.

Oakwood A
3:30pm- 5:00pm

"One Size Won't Fit All": Tailoring Ideas to Fit
Alan Kalish, Kathryn Plank, The Ohio State University
We leave POD every year, taking home several great ideas we want to try. Some work at our institution with minimal adaptation; others require significant work before they fit.

We will examine a case study of a fairly successful adaptation of a program from a mid-sized university to a very large one, exploring and generalizing from the steps we needed to make this idea take root.

Faculty developers and other institutional change agents will be invited to share their experiences with a program idea that they want to bring home and will create a preliminary plan to adapt it to fit.

Oakwood B
3:30pm- 5:00pm

Realizing Dreams: Changing the Teaching Culture at a Small College
Richard A. Holmgren, Allegheny College,
The Teaching Partners Program is reshaping the institutional culture of Allegheny College so that it more effectively supports faculty in their teaching. In this session, we explore the nature of institutional change at small colleges using the Teaching Partners Program as a case study.

The session includes an overview of the program, an examination of the program's impact at Allegheny College, a brief presentation of change strategies, and exercises in which participants explore the implications of what we have learned for faculty development at liberal arts colleges.

Conference Center
3:30pm- 5:00pm

Tentative Title: Faculty Development Issues in Select-Population Schools
Orlando Taylor, Howard University, and associates
A panel from schools focusing on a select population, such as Historically Black Schools, and Tribal Colleges. The panel will discuss faculty development issues pertinent to these schools. They will also, however, identify general principles facing all faculty development professionals.

Maplewood A
3:30pm- 5:00pm

Dreamwork Inc.: An Interdisciplinary Model for Integrated TA Development
Timothy P. Hickman, Mary Rose Grant, Saint Louis University
This session profiles a process for the development of an integrated model of professional development for Graduate Teaching Assistants. An interdisciplinary committee of faculty and faculty development professionals used a modified Delphi technique to develop a core curriculum of courses. The outcome was a matrix design which included core competencies and cross cutting issues that could be addressed in a variety of the core competency sessions. Graduate Teaching Assistants recieve a Certificate in University Teaching after completing the sessions, which is also noted on the graduate transcript. Participants will have the opportunity to review the process and model and consider its use within their institution.

Maplewood B
3:30pm- 5:00pm

Examining the Pedagogy of ITA Courses
Darlene Panvini, Vanderbilt University, Derina Samuel, Syracuse University
While many schools offer courses aimed at preparing ITAs to be effective teachers in the U.S., there is wide variation among the pedagogical strategies, structure, content, and assessment of these courses. Presenters from two different universities share research on and describe these factors in courses geared towards developing ITAs as teachers. Participants join the discussion by doing an analysis of their course and of themselves as teachers of ITAs. Geared towards the examination of ITA courses, this session will be informative to all ITA/TA developers. Participants are encouraged to bring course syllabi and materials to share during the discussion.

Gardenia
3:30pm- 5:00pm

Space, Time and Support: A Sustained Faculty Development Model
Jean E. L. Layne, Texas A&M University,
This session will share information about a model for sustained faculty development called Faculty Learning Communities. Using information about the program itself, philosophical background from literature and the accounts of faculty participants, the session will describe a structure for offering faculty professional development that allows participants to get to know each other while collaboratively exploring topics of mutual interest. The session will also address the role of faculty development in assisting faculty through space, time and support for peer interaction and engagement on topics relevant across disciplines. Think-pair-share and a process activity will be used to illuminate program information.

Suite 350
3:30pm- 5:00pm

Dreamscapes: Taking a Chance on Creativity
Joseph Coroniti, Karen Zorn, Neil Olmstead, Janet Chwalibog, Joe Mulholland, Berklee College of Music
In order to inspire creativity in ourselves and our students, faculty and faculty developers must practice innovative and imaginative methods in our classrooms and workshops. This interactive, multi-media workshop will invite participants to take a chance on creativity. We will begin by exam-

ining the myths of creation operative in our respective classrooms, and then go on to practice some methods of inspiration and imagination that can be brought back into those same classrooms. Participants will emerge refreshed, energized, and equipped with multiple methods of accessing the creative impulse in themselves and their students. Session is open to all POD attendees.

Azalea A
3:30pm- 5:00pm

Dialogue vs. Monolgue: Strategies for Meaningful Discourse
Ginny Hronek, Dynamix Training and Consulting, LLC
Consider the situation of preparing important materials and provoking questions for classroom delivery with the expectation that students will embrace the topic with curiosity and active exchange. Then, the reality is a sea of stares and the dreaded student silence. No wonder frustration abounds, even among the best of teachers. This workshop is designed to give faculty hands-on strategies and techniques to create dynamic learner centered interactions. The lively session is based on engaging exercises and activities that challenge mental models, promote critical thinking and develop dialogue skills, all easily transferable to learning environments across disciplines.
http://www.dynamixtraining.com

Azalea B
3:30pm- 5:00pm

Obstacles to Better Learning: What has Changed in 20 Years?
Dakin R. Burdick, Indiana University at Bloomington, Laurie Bellows, University of Nebraska at Lincoln
In 1980, Hans Mauksch delineated nine obstacles to improving teaching. Participants will break into small groups to discuss these obstacles and how faculty developers have attempted to overcome them during the last generation. Participants will reconvene as a group to reprioritize and possibly revise Mauksch's obstacles for today's consultants, after which the presenters will share their own research on what has changed and what has stayed the same. Experienced developers will use this exercise to re-examine their models for faculty development, while beginning developers will gain insight into the last 20 years of work in the field.
http://www.iub.edu/~teaching

Suite 1151
4:30pm- 5:30pm

Meeting of Chairs of POD Committees and Subcommittees
Mary Dean Sorcinelli organizing

Oakwood B
5:00pm

Meeting of Small College Developers Business Meeting
Michael Reder organizing

Ravinia ABCD
5:00pm-5:30pm

Set Up for Resource Fair and Poster Sessions

Ravinia ABCD
5:30pm- 7:00pm

Resource Fair, Poster Sessions, Bright Idea Award Posters, Reception

Poster Sessions, Friday Evening, 5:30 p.m. - 7:00 p.m.

Ravinia ABCD
5:30pm- 7:00pm

Maximizing Online Interactions: Redefining Communication Structures and Role Expectations
Danilo M. M. Baylen, The Ohio State University at Mansfield, Christine K. Sorensen, Northern Illinois University
The categorization of types of discussions is used to examine online interactions in graduate courses using asynchronous communication tools. Interaction patterns are reviewed to look at levels of initiation and response. The structure of the communication spaces and implications for online discussions will be addressed. This presentation will be valuable to faculty members and

course developers who are integrating or enhancing face-to-face course delivery with technology, such as, asynchronous communication tools.

Ravinia ABCD
5:30pm- 7:00pm

Helping International Teaching Assistants in the Humanities adapt to the Interactive Classroom
Lynn DiPietro, Indiana University
Many international teaching assistants in the Social Sciences and Humanities come from educational systems where the lecture is the standard teaching practice and memorization and recitation, the expected student response. These teaching assistants need guidance in adapting to a student -centered classroom in which their role is to encourage students to think critically and express their ideas in classroom discussions.

In this poster session, the presenter displays detailed guidelines for a three phase project in which ITAs improve their presentation skills, learn techniques for facilitating classroom interaction, and develop a repertoire of strategies to help students think critically.

Ravinia ABCD
5:30pm- 7:00pm

Technology House Calls - Delivering Technology Training to Busy Faculty
Martin A. Levin, Eastern Connecticut State University
The Center for Educational Excellence (CEE) at Eastern Connecticut State University instituted a technology training program entitled "Technology House Calls." Designed to bring technology training tailored to academic disciplines, its "Menu of Topics" lists fifty presentations at different skill levels. Department chairs request presentations and arrange the details in consultation with CEE staff. During its first ten months of operation, "Technology House Calls" has accommodated several requests. The CEE is presently experimenting with ways to increase faculty participation. As the program becomes a part of the university's culture, faculty participation should increase. (Poster Session for Development Directors and Technology Providers.)
http://www.easternct.edu/depts/cee/index.html

Ravinia ABCD
5:30pm- 7:00pm

Mentoring as a Basis for Developing Collaborative Leadership Skills
Carol A. Dickson, University of Hawaii
Mentoring and collaborative leadership have much in common. Development of mentoring and collaborative leadership skills gives individuals and organizations an opportunity to realize dreams and buildcommunity. POD participants will have an opportunity to see the commonalities of these skills, learn simple and basic collaborative leadership skills and develop mini-case studies that can be used immediately in their institutions and communities. These skills can be leveraged to aid in building an organizational future. http://www.hawaii.edu/facultymentoring

Ravinia ABCD
5:30pm- 7:00pm

Out of the Mouth of Faculty: Assessment of Student Learning
Timothy W. Bothell, Brigham Young University, Tom Henderson, Washington State University
What needs do faculty report in the area of assessing student learning? Are faculty perceptions congruent with perceptions given by administration? This session reports on interviews conducted with faculty and administration concerning assessing student learning. The findings to six interview questions will be discussed. Participants of this session will be invited to provide reactions from their own experience toward the interview findings. Also, session participants will be surveyed to determine what they feel faculty needs are in the area of assessing student learning. The survey results will be tabulated and reported during the session.

Ravinia ABCD
5:30pm- 7:00pm

Blueprints: Using Technology to Construct a Mentoring Program for Part-time Faculty
Shelley A Hostetter, Johns Hopkins University, The School of Professional Studies in Business and Education
A Poster Session- How can instructional technology help the dreams of higher education come true? One answer is through a "blended" approach, one that combines face-to-face workshops with online mentoring, to faculty development. Blueprints is a mentoring program designed to assist part time practitioner faculty in graduate business courses to achieve excellence in teach-

ing. Seasoned part time faculty were trained to be the mentors, who "met" with their groups of mentees online, face to face, or by phone to help them apply what was learned in the workshops. The workshops focused on prioritizing goals, designing assessments, and using websites effectively.

Ravinia ABCD
5:30pm- 7:00pm

The POD Network Grant Program: Supporting Innovation in Faculty Development
Karin Sandell, Ohio University
This session, hosted by the POD Grants Committee, and featuring current grants recipients, is designed to share the work of the grants program with the membership of POD. You will get a chance to learn more about the process of obtaining funding for research in faculty development as well as to hear more about some of the latest research being carried out with the support of POD Grants. This session will provide you with an opportunity to learn more about submitting your own proposal in order to make your own contributions to the field in the future.

Ravinia ABCD
5:30pm- 7:00pm

Bright Idea Awards Posters
  Bright Idea Award Winners,
http://atech2.wku.edu/skuhlens/bidea/

Prefunction
7:30pm

Dinner On Your Own

Prefunction
9:15pm-11:00pm

Songfest

Saturday, October 12

Ravinia ABCD
7:00am-8:15am

Saturday Continental Breakfast

Ravinia A
7:00am-8:15am

TA Developers' Breakfast
TA Developers who wish to attend should select their breakfast from the buffet then proceed to the meeting room.

Ravinia BCD
7:00am-8:15am

Breakfast for Bright Idea Committee Meeting
Committee members will meet in the eating area, finding a table together in a corner.

Prefunction
8:00am-noon

Conference Registration

Suite 1151
8:00am-10:30am

Job Fair
Space to mingle for those seeking employment and those hiring.

Prefunction
8:30am -noon

Atlanta Past and Present
Educational Expedition #4

Take a journey through time and visit some of Atlanta's most well-known historic and cultural attractions. This expedition begins with a trip to the Atlanta Cyclorama which portrays the Battle of Atlanta in a unique and unforgettable diorama, followed by a step into history as you tour the home of Margaret Mitchell, author of Gone With the Wind. The expedition continues with landmarks that tell the story of Atlanta's growth into one of the South's most progressive cities: Georgia Tech, the Olympic Village, Coca-Cola's Worldwide Headquarters, CNN Center, the Georgia World Congress Center, and Turner Field. Meet in Prefunction Area, near the outside doors.
Cost: $43/person

Ravinia E
8:30am- 10:00am

Robert J. Menges Award Session

Beyond Bean Counting: Making Faculty Development Needs Assessment More Meaningful
Corly Brooke, Pamela Patterson, Iowa State University

There is great challenge in collecting meaningful data about users of faculty development services. Because of this, administrators often rely on hunches rather than on empirical data to guide programming decisions. This session will explore the research project implemented at a large public university to collect faculty demographic and interest data. The design of the assessment project was guided by the University Strategic Plan in order to coordinate decision-making and faculty development with the learning objectives at the heart of the institution's mission. Dialogue among participants about data collection processes will be an integral component of the session.

Ravinia F
08:30am- 10:00am

The Dream Team: Institution Wide Renewal
Mark H. Walter, Oakton Community College,

This session's question is, 'How can we create an environment where: faculty have time to reflect about teaching and learning, there is a sustainable focus on the scholarship of teaching and learning, innovative projects flourish, and joy abounds?' This session describes three years of work by the Oakton Community College Dream Team. Those interested in leadership and institution wide renewal, in developing a grass roots initiative, and in working with administrators for systemic change are invited to a reflective time for dreaming your own dreams and beginning to develop a support network to help bring your dreams to fruition.
http://www.oakton.edu/~mwalter/dreamteam

Ravinia G
8:30am- 10:00am

Helping Faculty Improve 'So-so' Assignments Using Audience-focused Revision
Eric H. Hobson, Albany College of Pharmacy,

This session offers faculty developers a proven, replicable process to use when working with faculty to triage 'dud' assignments. This process assumes that most 'so-so' assignments are early drafts of works waiting to be fully realized. Specifically, the process focuses attention on identifying and meeting the needs of the assignment's intended primary audience: students. Using established audience analysis techniques, faculty can easily 'fix' many common assignment 'problems.' The revision process modeled allows faculty to see less-than-perfect assignments as 'works in progress,' as salvagable, therefore not a waste of time or a ritique of their professional competence.

Camellia
8:30am- 10:00am

Personal Renewal: Finding Your Dreams
Lee Warren, Harvard University,

Many experienced faculty developers find their work growing stale, repetitive, uninspiring. In this participatory workshop, participants will use a provided matrix to define for themselves their dreams, challenges, and obligations at several levels of their professional lives: personal, group, and institutional. In small groups, they will brainstorm ways to put the foundations under their dreams. Large group discussions will help individuals expand their notions of the possible. This workshop is an opportunity for experienced practitioners to think out of the box, to discover or rediscover dreams that can move them forward again with energy and enthusiasm.

Oakwood A
8:30am- 10:00am

Walk with us: A Journey to Online Dialogues on Inclusion
Natasha C. Flowers, Susan Slaybaugh, Indiana Univeristy Purdue University-Indianapolis
This workshop will showcase a working online module on inclusive teaching. The dialogue will describe the journey, from inception to the birth of the module. It will give insight into the partnership that was born from the blending of two different perspectives on instructional design and diversity. The presenters will introduce Kitano's paradigm for multicultural course transformation and Lynch's model for online learning as the frameworks for the module.

After interacting with one learning object, faculty, course coordinators, instructional designers, and instructional technologists will provide feedback for the module.

Participants will also share how they utilize technology to model inclusion.
http://www.opd.iupui.edu/dialogue/inclusive/splash.htm

Oakwood B
8:30am- 10:00am

Adopting Active/Cooperative Learning Strategies: Faculty Voices on Innovation
Janel D. White-Taylor, Susan Ledlow, Arizona State University
As faculty developers, we customarily prepare to conduct active/cooperative learning workshops by researching, reading, and reflecting on our own experiences as teachers. We then expect faculty to attend and begin implementing what they learn. Recently, however, in interviewing 30 faculty members from across the country, we were reminded that faculty adopt new strategies under a variety of circumstances. Presenters will show clips from videotaped interviews with faculty and use small and large group discussions to enable participants (faculty developers) to reflect on how they might capitalize on these multiple circumstances in designing faculty development activities.
http://clte.asu.edu/active

Conference Center
8:30am- 10:00am

Building Campus Community: Nuturing the Spirit
Donna M. Qualters, Michael Woodrick, Northeastern University
Recent events have shown that colleges are actively seeking ways to dialogue about the role of spirituality and community in higher education. This session will engage participants in a discussion of some of the major questions about the passions and love that call us to our work as 'what commitments does the university have to explore and act upon the broader sense of the meaning of life'? We will share our campus wide spirituality survey and seek feedback on an organizational development model to create an environment to bring deeper meaning to our work. We invite all to join us.

Maplewood A
8:30am- 10:00am

Promoting Academic Integrity
Deborah S. Meizlish, University of Michigan
Teaching centers can foster important discussions of academic integrity on college campuses. Amidst discussions of policing and punishment, teaching centers can emphasize that sound pedagogical practices promote and foster a climate of academic integrity. This session has several aims. First, it utilizes case studies to foster discussion among participants about academic integrity and how to promote it. Second, it describes how teaching centers can promote academic integrity by working with individual instructors, by collaborating with other units - particularly libraries, and by consulting with administrators. Finally, it provides resources that teaching centers can use to promote academic integrity.

Maplewood B
8:30am- 10:00am

Theory, Research, and Model for In-depth Faculty Development
Deborah J. Natoli, Mary Institute and Saint Louis Country Day School
Research on teacher personality found level of personal development to be a primary factor in quality teaching and optimal student-teacher relationships. The outcome of this investigation validated Parker Palmer's work and provided a theoretical construct for a faculty development program that attends to both professional and personal growth. This session presents POISE, a program that acknowledges the characteristics of spirit and personality as well as instructional accounatability as we prepare future faculty and seasoned professors in ways more profoundly

personal. Presentation of literature, research, grounded theory and model is followed by participant group conversations and sharing, interactive discussion, and storytelling.

Gardenia
8:30am- 10:00am

Robert J. Menges Award Session

Interpreting Dreams of Future Professorate: Trend Analysis of 750 Current Job Descriptions
Dieter J. Schonwetter, Lynn Taylor, University of Manitoba
Graduate students, faculty, GTA developers, faculty developers, and administrators are invited to make sense of the findings of a qualitative and quantitative data collected in a study on 750 current academic job descriptions. Current trends of applicant requirements will be explored and strategies to better prepare our future professoriate will be discussed. The development of this workshop was supported in part by a POD grant 2001-2002.

Suite 350
8:30am- 10:00am

Grading Writing: Making It Fast, Fair, and Objective
Linda B. Nilson, Clemson University
By shifting from atomistic to holistic grading of student writing, instructors and graders can radically reduce their grading time and realize their dream of having more discretionary time. During this workshop, participants will learn how to grade students' written work more quickly, efficiently, and confidently, without sacrificing fairness and objectivity, using two different holistic grading methods. Attending faculty, PFF, and TA developers will also be able to teach these methods to their constituencies. The workshop will include two 'grading awareness' exercises and a practice exercise in grading holistically.

Azalea A
8:30am- 10:00am

Assisting Faculty in the Development of an Interactive, Multimedia CD-ROM
Rhett McDaniel, Peggy Weissinger, Indiana U.-Purdue U., Indianapolis
Higher education trends include a shift from a teaching to learning paradigm. Add in technology and the potential for nightmares awaits! However, clear goals and good organization can help faculty through the development process of interactive multimedia. Instructional design principals and the Hyper-learning Model provide the theoretical framework for this unique consulting approach. Co-presented by an Instructional Designer and a Technologist, this session will appeal to new or experienced design and technology consultants. Follow the real-life consulting experiences, from selection of medium through the production process. The session concludes with recommendations, discussion, creation of information maps, and resource materials.

Azalea B
8:30am- 10:00am

Dreams Become Reality: Using Concept Maps To Document Faculty Development
Catherine E. Frerichs, Grand Valley State University
Concept maps can be an effective way to provide case studies of the results of individual faculty development activities over time. Participants will be able to identify the steps necessary to prepare faculty to create them. Studying the concept maps and reflective statements of faculty who have created them will demonstrate how this activity can deepen faculty understanding of changes in their teaching and in student learning. Finally, participants will create their own concept maps to gain an additional sense of the richness of this technique. For faculty developers at any level.

Prefunction
10:00am- 10:30am

Session Break

Ravinia E
10:30am-noon

Documenting Our Work: Evaluation of Teaching and Learning Centers
Kathryn M. Plank, Alan Kalish, The Ohio State University
Documenting the impact of teaching and learning centers is more crucial today than ever. The very existence of our centers may depend on it. In this session for faculty developers and administrators, we will explore practical strategies for designing assessments that accurately measure our impact, that help others understand and value our work, and that provide us with useful data for improving what we do. Using our own center's story as a case study, we will engage participants in activities that will lead them through the processes of defining goals, identifying key measures, and collecting data.

Ravinia F
10:30am-noon

Centralized Programs: The Best of Times, the Worst of Times
Constance E. Cook, University of Michigan, Donald Wulff, University of Washington; Michele Marincovich, Stanford University; Mary Deane Sorcinelli, University of Massachusetts
This session focuses on the role and value of centralized programs for instructional/faculty development. Four directors from centralized programs will identify opportunities and challenges in their work. Then, participants will discuss pros and cons of various approaches to faculty development and identify strategies for sustaining strong and vital centralized programs. The session is appropriate for anyone interested in the role of centralized teaching and learning centers.

Ravinia G
10:30am-noon

Authenticity in Teaching: A Dream?
Patricia A. Cranton, St. Francis Xavier University, Michael Cormier & Nola Chiasson, Vital Knowledge Software
In the face of the growing pressures faculty face and the organizational changes in higher education, are we losing our sense of an authentic Self? Is finding the time and space to be who we are as human beings becoming a hopeless dream?

Based on research with 22 faculty members, we identify ways people are authentic and obstacles they face. In this session, we focus on one theme: relationships with students. We discuss the nature of authenticity, review research results, focus on relationships with students, introduce an online psychological type assessment process, and help participants understand their preferences.
http://www.vitalknowledge.com/pet

Camellia
10:30am- noon

Using Modules to Maximize Faculty Development Opportunities in Technology-Enhanced Courses
Veronica Pantoja, Arizona State University, Laura Bush, Arizona State University
Faculty developers customarily face the same challenges that faculty encounter when preparing for and integrating technology into curricula: staying proficient with technology while also developing materials that effectively and critically integrate technology within a limited time frame and often with limited resources. In order to address technological proficiency, critical pedagogy, and time and resource limitations, we have developed a series of modules for faculty development that we present through multiple delivery methods. The modular approach can assist teachers and faculty developers to make more efficient use of the time and energy required to properly shape and develop technology enhanced courses or workshops.
http://clte.asu.edu/clteworkshops

Oakwood A
10:30am- noon

See How We Grow: Accomplishing Common Goals in Diverse Contexts
Harry L. Dangel, Georgia State University, Donna Llewellyn, Georgia Institute of Technology; Bill Hill, Kennesaw State University; Alison Morrison-Shetlar, Georgia Southern University; Richard Nordqist, Armstrong-Atlantic University
This session will present examples of how a group of diverse colleges and universities in the same state approached establishing faculty development centers. The session will be of special interest to those who are in the early stages of establishing teaching centers and will offer insights into (as well as opportunities to discuss) the ways different campus cultures shape faculty development

programs. It will also provide a framework describing how the diverse institutions (ranging from two-year institutions to research universities and including Historically Black institutions, urban institutions and rural institutions) have learned to collaborate on common issues.

Oakwood B
10:30am- noon

Out of Thin Air: Building a Teaching Development Center
Patricia Coward, Frostburg State University, Todd Zakrajsek, Central Michigan University; Cynthia Finelli, Kettering University
This session is designed for those who are starting or operating a brand new center. The facilitators are a collaboration of individuals who have each served as founding directors of a faculty development center within the past two years. Three very different types of institutions are represented: a medium-sized research-intensive university (20,000 students), a comprehensive university (5,000 students), and a private specialty school (2,500 students). Major aspects of this interactive session include: determining the culture of your campus, establishing advisory/steering committees, developing a mission statement and goals, choosing which activities to offer first, marketing, and assessment
of the center itself.

Conference Center
10:30am-noon

Envisioning POD National Outreach Opportunities: Pathways to POD's Future
Deborah S. DeZure, University of Michigan, Susan Kahn, Indiana University Purdue University Indianapolis
The purpose of this session is to explore opportunities for national outreach to guide the efforts of the POD National Outreach Sub-Committee. The session will begin with an overview of past efforts, collaborations, and insights gained by Susan Kahn, past chair of this Sub-Committee. Deborah DeZure, incoming chair, will then facilitate a discussion of goals, opportunities, means and priorities that will enable POD to build on past achievements and create new and expanded collaborations nationally to promote the mission of POD and its members.

Maplewood A
10:30am- noon

When Dreams are Shattered: Instructor's Roles in Post-9/11 Classes
Michele DiPietro, Carnegie Mellon University, Therese Huston, Carnegie Mellon University
What should instructors do to help students cope with tragedies like 9-11? We present the findings from two surveys conducted at our institution, in which we asked faculty and students about instructors' reactions in the classroom, rationales behind them, and perceived usefulness by the students. Extracting significant trends via statistical techniques, we will frame student and faculty behaviors within the frameworks of student intellectual and ethical development, and cognitive, emotional and physiological responses to trauma. We will engage participants in a discussion of the implicit messages students internalize from different reactions, and the impact developers can have in helping instructors.

Maplewood B
10:30am- noon

Disability as Diversity: A Collaborative Training Model Creates Systemic Change
Pamela A. Rohland, University of Rhode Island, Susan Roush, University of Rhode Island
Disability is cultural diversity, yet disabled students are often discouraged from participating fully in higher education due to lowered expectations, negative attitudes and language, inaccessible environments, course policies and instructional practices. Such barriers exist nationwide. This session explores a program that engages faculty and administrators in efforts to make institutions more inclusive. Following a brief overview of
the training program, we will spend most of the session experiencing the types of training activities used: simulations of disabilities, videotaped vignettes and small group discussions of case studies. Our goal is to enable participants to adapt similar activities for workshops on their campuses. http://www.uri.edu/ctc

Gardenia
10:30am- noon

Publish, Don't Perish: Twelve Steps to Help Scholars Flourish
Tara Gray, New Mexico State University
The myth persists that scholars are born not made but research suggests otherwise. This workshop describes twelve steps that scholars can take to increase their productivity. The steps show

how to: write daily for 15-30 minutes, revise quickly and efficiently, and, solicit transformative feedback from others. Scholars who followed these steps increased productivity by a factor of nine (Boice 1989). Participants will apply these steps to their own writing by bringing five copies of three paragraphs of a rough draft to exchange with others. The workshop is designed for faculty and graduate students who want to flourish as scholars productivity and for faculty developers who want to help others flourish.
http://www.taragray.com

Suite 350
10:30am-noon

Robert J. Menges Award Session

Critical Thinking - Assessing What is Hard to "See"
Peggy A. Weissinger, Indiana University - Purdue University, Indianapolis
This session will appeal to new or experienced instructional design consultants as we attempt to define critical thinking and operationalize the abstract concept to assess - What a nightmare! Faculty seek help from consultants as they dream of opportunities to incorporate higher order learning in their classrooms. Once implemented, assessing critical thinking is difficult to accomplish because the thinking process cannot easily be "seen". This interactive session shares the rationale behind, and results of, an assessment plan created to evaluate the development of critical thinking skills of first-year professional students in a PBL hybrid curriculum. Robust discussion guaranteed!

Azalea A
10:30am- noon

Faculty Leadership and the Role of Department Chairpersons
Karen Murkar, Stefanos Gialamas, DeVry University
This interactive workshop focuses on a comprehensive program developed to prepare Department Chairpersons to be effective academic leaders within their departments. You will be introduced to a program that has been implemented at a multi-campus institution where teaching is the primary focus of faculty. The processes of faculty recruiting, training and development, assignment and performance evaluation will be explored. Ideally, participants will have the opportunity to identify and to modify components of the program to fit their institution's need.

Azalea B
10:30am- noon

Help Students Achieve Their Dreams: Teach Them How To Learn!
Saundra Y. McGuire, Laura Sells, Louisiana State University
Faculty lament that students are not interested in learning, while students complain that faculty have unfair expectations. This disconnect is largely due to a lack of understanding of basic learning principles by both students and faculty. This workshop will present foundational learning strategies, based on constructivist theories and cognitive science research, that can be taught to faculty. Faculty developers will engage in interactive activities, mini-lectures, and group discussions to learn how study strategies such as concept mapping, note taking systems, and critical thinking exercises can significantly improve student performance in diverse populations. The target audience is faculty and faculty developers.
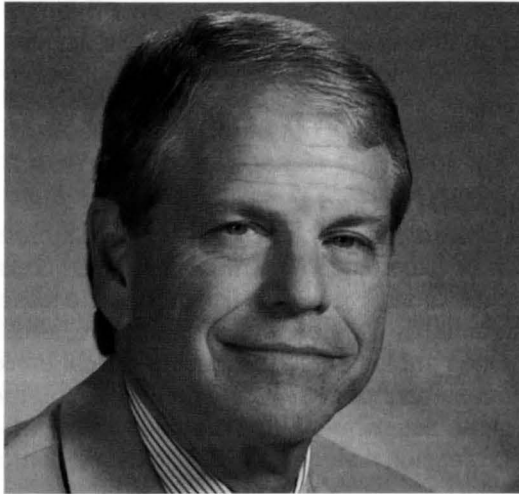
Ravinia ABCD
12:15pm-1:15pm

Saturday Lunch

Ravinia ABCD
12:50pm-1:30pm

Plenary Session Three - On the Threshold of a Dream: Emerging Visions of Faculty Life
John Wergin

Dr.Wergin is professor of educational studies at Virginia Commonwealth University and a senior scholar with the American Association for Higher Education. He was the founding director of Faculty Roles and Rewards at AAHE.

Prefunction
12:30pm-5:30pm

Chattahoochee River National Recreation Area and Kennesaw Mountain National Battlefield Park
Educational Expedition #6
During this expedition, we will start out hiking along the river in the Chattahoochee River National Recreation Area, where we will look for birds and other animals and interesting plants. Then we visit the Chattahoochee Nature Center where, among other things, we will walk the wetland boardwalk and view live birds of prey in the raptor repair center. Our third stop is the Kennesaw Mountain National Battlefield Park, scene of an Atlanta Campaign battle where over 67,000 soldiers were killed, wounded, or captured. There we will find spectacular views, a museum and interpretive center, and first-rate birding at the preeminent Atlanta-area location for observing migrating raptors. Bring foul-weather gear and strong walking shoes. Binoculars, field guides, and camera will help. Meet in Prefunction Area, near the outside doors.
Cost: $25/person
Box lunch provided

Prefunction
1:45pm-5:00pm

Atlanta African-American Heritage Tour
Educational Expedition #5
Atlanta is recognized as a city of African-American history and achievement. This expedition follows the trail of Atlanta's African-American heritage while illuminating Black life and achievement in the city from the Civil War to the present day. Visit the Martin Luther King National Historic District, including Ebenezer Baptist Church, Dr. King's tomb and birth home, and exhibits from the Civil Right's movement. Meet in Prefunction Area, near the outside doors.
Cost: $35/person

Concurrent Sessions G Saturday Afternoon, 1:45pm- 2:45pm

Ravinia E
1:45pm-2:45pm

International Perspectives from 2002 ICED Conference
D. Lynn Sorenson, Brigham Young University,
The International Consortium for Educational Development (ICED) convened at the University of Western Australia in July. POD was officially represented on the ICED Council and in a plenary session, as well as numerous PODders facilitating individual sessions. Most important, PODders who attended came away with new perspectives, new ideas, and new international relationships. PODders who participated in Perth will share their most valuable insights from the ICED conference and entertain questions. http://www.csd.uwa.edu.au/iced2002/

Ravinia F
1:45pm-2:45pm

Engaging Our Students...in Mortal Kombat
Neil F. Williams, Eastern Connecticut State University
This presentation will be an active learning session for instructional faculty, teaching assistants and faculty developers. It will include total audience involvement, group processing, the art of the quote, gentle humor, some poetry and a maybe a little (very little) singing. The focus will be on how to engineer the classroom environment to get students more actively involved in their own education and how to make subject matter more accessible and meaningful to them...it is a bit of a battle. This workshop is apractical demonstration and is presented just as I teach my college classes.

Ravinia G
1:45pm-2:45pm

Teaching Critical Thinking: An Interactive Game Based on Perry's Scheme
Christine 'Tine' Reimers and Bill Roberson, University of Texas at El Paso
This interactive session, based on William Perry's Forms of Intellectual and Ethical Development in the College Years, will demonstrate an innovative activity designed to engage both faculty and students in assessment of their own expectations of teaching and learning. Objectives include: a) engage participants in an exercise that promotes critical reflection, b) review principles of student learning described by Perry and explain possible mismatches in definitions of learning, c) provide new ways to involve faculty members, TA's and students with Perry's ideas. Faculty developers, and faculty members interested in getting students to think critically about their own education should attend.

Camellia
1:45pm-2:45pm

Size Does Matter - Faculty Development at a Small College
Jeffrey A. Halprin, Nichols College, Kina Mallard, Union University; John Zubizarreta, Columbia College
Faculty developers at small colleges must confront opportunities and difficulties arising because small-college faculty work together so closely and in so many different roles. This interactive session explores strategies for profiting from this interconnectedness, with a guided discussion of three particular topics: First, developing creative mentoring programs among faculty who think they already know each other's teaching strengths and weaknesses. Second, maintaining the separation between consultation and evaluation among faculty members who will, inevitably. be called upon to evaluate each other in different contexts. Third, evaluating activities most appropriate to the size of one's faculty and teaching development paradigm.

Oakwood A
1:45pm-2:45pm

Developing ITAs: Integration of Student, Parent, Faculty and Staff Dreams
Donna W. Bailey, University of North Carolina at Chapel Hill
Preparing international teaching assistants (ITA) to perform successfully in the American classroom is an important aspect of graduate teaching assistant development. This session will describe an approach that focused on interaction as the organizing concept for a pilot program. Participants will review the pilot program's developmental plan. The desired workshop outcome is two fold: 1) sharing an organizational approach that recognized structure, process and outcome within the context of interaction, and 2) utilizing participant expertise to evaluate the processes used to achieve the desired learning outcomes for the ITA.

Oakwood B
1:45pm-2:45pm

Blended Online Course Management Systems - Pedagogical Support Model and Strategies
Jashoda Bothra, Cisco Systems Inc.
What types of support factors are crucial for faculty members in the planning, implementation and re-design phases of blending online Course Management Systems (CMS) with live instruction? This session offers strategies from a qualitative research study of faculty members' pedagogical experiences as a result of adopting blended CMS. A three level support model will be shared among participants.

Suggested audience: administrators, faculty developers, faculty and others who are in the process of:
(1) establishing a sound faculty support infrastructure;

(2) offering the most relevant support strategies to their faculty; and
(3) implementing the different phases of creating blended online instruction.

Conference Center
1:45pm-2:45pm

Big Enough for Both of Us

Wayne Jacobson, University of Washington, Angela Linse, Center for Engineering Learning and Teaching

In today's academic and economic climate, is there room for both a central teaching center and a disciplinary teaching center? At the University of Washington, the answer is a definitive yes. The Center for Instructional Development and Research (CIDR) and the Center for Engineering Learning and Teaching (CELT) have distinct but overlapping missions and we have successfully found ways to work together to benefit both centers and our clients.

Our session explores challenges and opportunities raised by having two centers on one campus, discusses leadership practices and decisions that promote collaboration, rather than competition, and identifies challenges both Centers face as we seek to foster changes in the teaching culture of our institution.

Maplewood A
1:45pm-2:45pm

A Synthesis of Research on Graduate Education for Future Faculty

Donald H. Wulff, University of Washington, Ann Austin, Michigan State University

This session will provide a synthesis and discussion of major research on graduate education for students with dreams of faculty careers. Appropriate for anyone involved in preparing future faculty, the session will begin with short presentations in which facilitators will use a matrix to review major studies and discuss common issues and themes across the studies, including diversity issues, relevant to students' professional dreams. In small groups, attendees will then identify implications and strategies for use in graduate programs on their own campuses.

Maplewood B
1:45pm-2:45pm

Faculty Development Dreams: Enhanced Teaching Through Curriculum Evaluation and Reform

Alan Wright, Universite du Quebec

This interactive session, of particular interest to experienced faculty developers, will focus on strategies designed to enhance teaching and learning via the process of campus curriculum evaluation and reform. Educational developers can contribute to systemic change by working with departments, review teams and academic administrators throughout the process of curriculum change. Starting points, strategies, approaches and examples for building faculty development into curriculum reform will be explored. Participants will be invited to contribute techniques, expertise, and personal experiences, all with a view to turn dreams into working plans.

Gardenia
1:45pm-2:45pm

A Proven Initiative for Improving Student Accountability Outcomes

Richard E. Lyons, Indian River Community College, Meggin McIntosh, University of Nevada, Reno

In recent years, colleges and universities have had increased levels of accountability imposed upon them by a variety of stakeholder groups. While many were initially resistant, some institutions responded with administrative initiatives for improving student retention and related goals that had little direct impact on instruction. Believing the accountability movement significant and long-term, strategic thinkers realized that improved outcomes lie primarily in the interplay between faculty members and students. Designed for all invested in institutional effectiveness, this interactive presentation provides an overview of a research-based initiative for helping faculty -- new and veteran, full- and part-time -- with the tools required to achieve more accountable outcomes.

Suite 350
1:45pm-2:45pm

Department Chairs and Faculty Developers: Partners in New Faculty Success

Daniel W. Wheeler, University of Nebraska-Lincoln, Rosemary Papalewis, California State University, Sacramento

This session is intended for faculty developers who coordinate and design programs for new faculty. Through presentation and discussion, new faculty professional and personal needs are identified, operating principles to address these needs explored and the roles of those involved in help-

ing new faculty succeed specified. Examples of program efforts that follow research findings and best practices will be described and elaborated on by others attending the session.

Azalea A
1:45pm-2:45pm

Making Time for Good Teaching
Douglas Reimondo Robertson, Eastern Kentucky University
"What do you need to be a better teacher?" "An extra 12 hours a day!" Teaching faculty typically feel overloaded and out of control. Yet faculty often choose the academic profession, in part, because it seems to promise personal autonomy. This session intends to help faculty to increase their sense of control of their teaching life. Participants can expect to explore six specific coping strategies for dealing with overload: (a) an explanation of each of the strategies, (b) concrete examples of their use in college teaching, and (c) a discussion of possible consequences. Presentation/discussion format.

Azalea B
1:45pm-2:45pm

Connecting Faculty and Assessment: Models for collaboration
Martha L. A. Stassen, University of Massachusetts
The assessment office at this university is pursuing a number of collaborative approaches to introduce faculty to assessment. Attendees will learn about this multi-faceted approach for engaging faculty and have an opportunity to explore ways to adapt the model to their own campus needs. They will also have the opportunity to clarify the role they wish to play in promoting faculty use of assessment to improve teaching and learning. All who are interested in engaging faculty in meaningful assessment should find this session useful.

Prefunction

Break 2:45 p.m.-3:00p.m.

Saturday afternoon concurrent sessions H, 3:00pm- 4:00pm

Ravinia E
3:00pm-4:00pm

Higher Education's Rite of Passage: Liminality in Teaching and Learning
Connie M. Schroeder, University of Wisconsin-Milwaukee,
Designed to intrigue and provoke, this think-tank uses anthropology's concept of rite of passage to reframe the paradigm shift in higher education toward student learning. We'll learn the characteristics of liminality including paradox, play, and marginality; apply them to the current state of higher education regarding teaching and learning; and look for artifacts in our institutions that give evidence of liminality. How can knowing and embracing the elements of liminality help faculty developers tap the power of liminality to advance passage and change in our institutional contexts? Where do we want to end up? What artifacts tell us we're arriving?

Ravinia F
3:00pm-4:00pm

Fostering the Dream of Promotion and Tenure
Phyllis Blumberg and Shanaz Tejani-Butt, University of the Sciences in Philadelphia
Objectives:
1.   Develop different practice -based perspectives and awareness of ethical issues of faculty developers' roles in promotion and tenure.
2.   Participants will determine how they can help faculty attain academic recognition dreams, while considering ethical and legal requirements.
Target audience: all
Session format:
     The participants will discuss scenarios that describe various roles that faculty developers may assume in the promotion and tenure process. For each scenario, the participants will identify pros and cons of various actions and possible conflicts of interest. Through discussion the participants will determine how they will act and why, while being mindful of ethical and legal considerations.

Ravinia G
3:00pm-4:00pm

Not Just a Dream: Incorporating Assessment Data into Faculty Development
Catherine Wehlburg, Texas Christian University
The good news is that the practice of institutional assessment has grown; the bad news is that often that data is not used to make appropriate educational and/or pedagogical decisions.

Participants will discuss what collaborations can be achieved among assessment personnel, faculty developers, and faculty. Participants will have a better understanding of the uses of assessment data by faculty members and how faculty developers can facilitate this sharing of appropriate data. A discussion of the ethics of using some assessment data will also be a part of this session. Designed for all levels of faculty developers, especially experienced.

Camellia
3:00pm-4:00pm

Faculty and TAs Challenge Students' Values/Beliefs: Supporting Institutional Dreams
Diane R. Williams, University of South Florida,
An important goal of higher education is to support the intellectual growth of students by challenging their values and beliefs. Faculty and teaching assistants are often enlisted to teach courses designed to enlighten students about the complexities of living in a world of local and global diversity while also covering their disciplinary content. These instructors are usually prepared for course content but not for dealing with sensitive issues in the classroom. In this interactive session for all audiences, we will address administrative and instructional support for instructors who teach courses related to race, gender, religion, and other diversity issues.

Oakwood A
3:00pm-4:00pm

Planning An Internal Grant-Writing Workshop for Faculty
Elizabeth Rankin, Joan Hawthorne, University of North Dakota
In this session we will describe one model of an internal grant-writing workshop for new faculty. The workshop is designed to: 1) familiarize new faculty with internal resources available to support their teaching and their research, 2) show them what makes a successful proposal, and 3) give them the impetus they need to start working on such proposals early in their first year of appointment.

We will explain the rationale for the workshop, how it works, and how the new faculty have responded.   Sample handouts will be provided, and you will have an opportunity to ask questions and consider how you might adapt this workshop to your own institution.

Oakwood B
3:00pm-4:00pm

Exploring the Vision of Korean CTLs
EunJoo Kim, Eun-Sill Rhee, Yonsei Center for Innovative Teaching and Learning
In Korea CTLs are newly established primarily from the initiative of the top administrators. Although the top administrators consider the need of the organized service for teaching effectiveness, faculty members in Korea tend to put more emphasis on their research as a top priority of their professional life. To investigate faculty members perceptions and attitudes toward professorship, their research and teaching activities, and their perceived roles and activities of the CTLs, this research will make a faculty survey and analyze it. This survey will also provide future directions of the Korean CTLs.
http://www.yonsei.ac.kr/~ctl

Conference Center
3:00pm-4:00pm

Facilitating Collaborative Faculty Development: Doing More with Less
Hope D. Williams, Carol Petote and Diane Heyden, Rochester Institute of Technology
The presenters will discuss the challenges of facilitating collaborative professional development in the mist of significant organizational change. How can we address the needs of faculty and staff while sustaining substantial budget cuts? How can we promote the effective use of technology? Can we successfully pursue online learning initiatives? How can we foster the development of a culturally-diverse group?

We will share a model that has resulted in increased cross-disciplinary collaboration and a more streamlined approach to professional development. Participants will explore various strategies for organizing successful programming on a limited budget.   This workshop will benefit new and experienced developers.

Maplewood A
3:00pm-4:00pm

Teaching Assistant Development: Collaborating for Success
Sue M. Barret, Kyle Dell, Leanna Rezvani, Dana Cervenakova, Boston College
A successful TA development program needs to combine the experience of a professional educator with the fresh perspective of current graduate students. Our goal in this session will be to share the lessons we have learned through trial and error over the past six years. The targeted audience, TA developers and TAs, will hear about the collaboration from both sides and will try out three of the interactive exercises we have developed: "The worst thing that could happen on the first day of class"; "What grade would you give these students?"; and "Helping students write better research papers."

Maplewood B
3:00pm-4:00pm

Lessons from Psychology of Learning: Why Active Learning is Critical
Todd D. Zakrajsek, Central Michigan University
We dream of classrooms that are maximally conducive to student learning. For new faculty this is particularly difficult, as disciplinary research in graduate programs rarely prepare us for life in the classroom. Many speak of the value of active learning: but what is the research base? How do students learn, and what can we do to facilitate the process? Although directed toward future faculty, anyone wanting to better understand what research in the area of human learning suggests about active learning is encouraged to attend. The session will be highly interactive and demonstrations will illustrate the principles of presented research.

Gardenia
3:00pm-4:00pm

Developing Reflective Practice in TAs
Candyce D. Reynolds, Portland State University
This session will describe strategies used to promote reflective practice in the training and professional development process used with Portland State University's general education program undergraduate and graduate mentors/TAs. Electronic Portfolios will be exhibited and participants encouraged to discuss this and other strategies for encouraging reflective practice in TAs. The target audience is TA developers and others interested in the development of reflective practice.

Suite 350
3:00pm-4:00pm

We Have Dreams, Too: Quality of Life of Faculty Developers
Kathleen T. Brinko, Sally Atkins, Peter Petschauer, Appalachian State University
As a profession, we faculty developers know very little about ourselves. The majority of the literature in our field addresses our practice, primarily the improvement of teaching. In this session we will report the results and analysis of a study of the quality of life of faculty developers in the United States. We will engage participants in an exchange of ideas concerning quality of life issues for faculty developers and explore implications for future directions for the profession.

Azalea B
3:00pm-4:00pm

Devolving Faculty Development: Establishing Departmentally-Based Peer Review of Teaching
Fletcher McClellan, Joseph Wunderlich, Elizabethtown College
This session examines how a small college in Pennsylvania has attempted to empower academic departments as centers for teaching improvement through a comprehensive peer review of teaching program. Participants will receive practical ideas and materials for establishing a peer review program, discuss how academic departments can become more active in promoting innovative teaching and student learning, and share approaches to integrating departmental activities with those of other institutional partners to promote faculty development and outcomes assessment. Though intended mainly for small college faculty, administrators and staff, the session can benefit anyone interested in promoting peer review of teaching.

Ravinia E
4:15pm-5:15pm

Marketplace Reality and Our Dreams for the Profession
Kay Gillespie, POD Network, Higher Education Development,
This session is based upon an analysis of descriptors of "faculty developers" as gathered from position descriptions appearing over a three-year time period in The Chronicle and on twolist-servs. How does the reality of the marketplace compare with our hopes and expectations for positions in our field? What do these announcements tell us? This data raises important issues for consideration as we take a critical look at the still emerging essence of our profession. The session will be of interest to experienced faculty developers, administrators, and those concerned about professional qualifications.

Ravinia E
4:15pm-5:15pm

Small Colleges, Big Dreams: Starting Faculty Development Programs at Small Colleges
Michael R. Reder, Connecticut College, Peter Frederick, Wabash College; Deborah Du Nann Winter, Whitman College, Sandra Chadwick, Rollins College
In the past decade, small colleges have been dreaming big dreams about teaching and learning centers. 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 specific strategies for starting and running a successful center at a small college. We will emphasize the advantages that most small colleges offer: an intimate, teaching-centered atmosphere where faculty already know each other well, and share strategies for addressing the unique challenges of a small scale. [Handouts include a list of resources and other information tailored specifically for small college teaching and learning.]

Ravinia E
4:15pm-5:15pm

A Holistic Paradigm Encompassing Four Benefits of Model Syllabi
Michael J. Strada, West Liberty State College and FACDIS Consortium,
Many instructors consider the course syllabus too prosaic to take seriously. This session engages participants in a bolder vision of syllabi spanning four benefits that emerge from improving syllabi. Various resources are used to demonstrate that model syllabi generate pedagogical goods. The presenter's own syllabi and publications, a statewide consortium's syllabus enhancement efforts, one institution's exemplary syllabus program, and a comprehensive literature review are all addressed here. Uniquely holistic among syllabus analysts, this program blends issues germane to instructional development, curricular integrity, and institutional change agentry. Guidelines provided enable participants to revise a syllabus (either their own or an anonymous one).

Ravinia E
4:15pm-5:15pm

Partnership Within a University Community: Administration, Faculty and Teaching Assistants
Corinne Y. Beauquis, Megan Parry-Jamieson, University of Western Ontario
This roundtable aims to pool participant experience, and will address the following issues which exist in a Canadian learning community:

While 76% of Canadian universities provide training for T.A.s, only 28% make this training mandatory, and only 12% provide specific training for international T.A.s. How do we encourage partnership within the university community in order to increase 1) faculty and graduate student awareness of teaching assistants as a valuable instructional resource and 2) the availability of T.A. training? This session will be valuable to all members of the university community administration, faculty, T.A.s and T.A-trainers.

Ravinia F
4:15pm-5:15pm

Using Principles of Motivation to Guide Initiatives in TA Development
Margaret W. Cohen, Cheryl Bielema, Sally Barr Ebest, University of Missouri- St. Louis
Key themes from motivation theories are organized and provide a reflective process as programs are designed and implemented by a new faculty development center. During this session we'll use the process to analyze a campus-wide TA development program. The program provides a case study that faculty developers can use to understand the motivation concepts and to analyze their efforts to create successful programs. These principles of motivation sustain us as we pursue the vision of establishing a center for teaching excellence.

Ravinia F
4:15pm-5:15pm

Priorities, Prejudices, and Parking: Issues in Implementing PFF across Campus
Carolyn S. Carter, Larry Grabau, University of Kentucky; Donna Wills, Kentucky Hospital Association
Often graduate student dreams are dimmed by life in Research I institutions. Designed for PFF/TA developers and using the context of an institution that is both developing a Graduate School certificate in College Teaching and implementing PFF university-wide, this interactive session draws on audience expertise to explore issues and barriers related to campus-wide graduate student professional development programs. Grounded in department-level interviews, surveys, and our experiences in the centralized PFF program, as well as the experience of participants, we will explore general issues and discipline/department specific cultural and practical issues of institutionalizing professional development for graduate students.

Ravinia F
4:15pm-5:15pm

The POD Network Grant Program: Supporting Innovation in Faculty Development
Karin Sandell, Ohio University
This session, hosted by the POD Grants Committee, and featuring current grants recipients, is designed to share the work of the grants program with the membership of POD. You will get a chance to learn more about the process of obtaining funding for research in faculty development as well as to hear more about some of the latest research being carried out with the support of POD Grants. This session will provide you with an opportunity to learn more about submitting your own proposal in order to make your own contributions to the field in the future.

Ravinia F
4:15pm-5:15pm

Behind the Curtain: Creating the Website for the POD Conference.
Sally Kuhlenschmidt, Western Kentucky University,
Participants will learn the process followed in creating the on-line submission, review process, and program for the POD conference. They will learn about the conceptual development of the site, how Active Server pages function, and the role of the database. Challenges of this method will be discussed as well as advantages. Participants will learn enough to decide if they wish to implement something similar in their setting. Recommendations for developing these skills will be included. This session will be of interest to anyone who manages large conferences.
http://atech2.wku.edu/skuhlens/podsubmit/directory.html

Prefunction
6:00pm-7:00pm

Reception with Cash Bar

Ravinia ABCD
7:00pm

Saturday Dinner, Reader's Theater and Recognition
Linc. Fisch, POD, Arletta Knight, University of Oklahoma; Karron Lewis, University of Texas at Austin
The Famous Impromptu Interactive POD Readers' Theatre in its very first (and probably very last) appearance in Atlanta takes yet another irreverent sidelong gander at the fables and foibles of higher education. Don't miss it if you can!

Ravinia ABCD
9:00pm-12:00pm

Dancing (DJ)

Ravinia BCD   **Sunday Continental Breakfast**
7:00am-8:00am

Sunday Concurrent Sessions I, 8:15 a.m.- 9:45a.m.

Ravinia E   **Enacting Dreams in the Classroom: Theatre of the Oppressed**
8:15am-9:45am7   *Suzanne Burgoyne, University of Missouri/Columbia*
A mini-workshop introducing faculty and TA developers to Theatre of the Oppressed (TO), an inter-
active theatre form devised by Brazilian Augusto Boal, building upon Paolo Freire's Pedagogy of
the Oppressed. TO techniques engage students in experiential exploration of power issues and
problem-solving approaches. After experiencing a sample of TO methods, participants will dis-
cuss potential application of TO to faculty development, classroom teaching, diversity training, etc.
Presenter is a Carnegie Scholar and co-author of "Teaching as Performing: Ideas for Energizing
Your Classes."

Camellia   **How Can We Assess Higher Level Learning?**
8:15am-9:45am   *L. Dee Fink, University of Oklahoma*
The purpose of this session is to identify specific ways of assessing different kinds of significant
learning. As teachers strive to implement a learning-centered approach to teaching, they find
themselves articulating new and exciting learning goals. They also quickly ask, though: "But how
can I assess such learning?"In this session I will first identify six different kinds of significant learn-
ing and present an assortment of assessment procedures. Then participants will work in groups
to generate specific suggestions for assessing a particular kind of significant learning. We will
conclude by sharing and discussing the ideas from each group.

Oakwood A   **A Case of University Change: Creating An Inclusive Learning Community**
8:15am-9:45am   *Lauretta F. Byars, Carolyn Carter, University of Kentucky*
The University of Kentucky has set a high priority on overcoming discrimination, engaging minori-
ties and women more fully, and learning from and within a more diverse university community. This
case and multimedia presentation engages participants as players in a crisis situation. We then
describeUK's response and development of an Inclusive Learning Community. Our focus is on
faculty, staff, and student development efforts necessary to improve the campus climate. These
include: obtaining support from faculty, administrators, staff and students, developmental activi-
ties, policy initiatives, campus events, and curriculum transformation.   This session will be useful
to those seeking to cultivate inclusion.

Oakwood B   **Three Ways Faculty Developers Can Support Scholars**
8:15am-9:45am   *A. Jane Birch, Brigham Young University, Tara Gray, New Mexico State University*
When faculty developers support faculty (and graduate students) as researchers as well as teach-
ers, they show more support for the whole person. This session introduces three proven research-
support strategies: one-time workshops; semester-long programs; and recommended readings,
all of which can help researchers significantly increase their scholarly productivity. In addition,
these services bring new faces and recognition to faculty development centers. Workshop par-
ticipants will draft their own plans to better support scholars on their campuses.
http://www.taragray.com

Maplewood A   **Fostering the Professional Development of TAs through the Teaching Portfolio**
8:15am-9:45am   *Linda von Hoene, University of California, Berkeley*
Though many TAs are drawn to workshops on the teaching portfolio as a means to prepare for the
academic job market, integrating activities into these workshops that lead to the development of
teaching skills can enable TAs to understand the formative benefits of the portfolio. The goal of
this workshop is to introduce TA developers to a four-part teaching portfolio series offered at UC

Berkeley that has the dual focus of preparing graduate students for the job market and assisting them in their development as teachers. Participants will have the opportunity to engage in activities used in the workshop series.

Maplewood B
8:15am-9:45am

Preparing Future Faculty --- An Inclusive Approach

Leora Baron, Florida International University

Future faculty will come from within the ranks of TAs as well as the ranks of non-TA graduate students; it is likely that most future faculty will not have the TA experience to fall back on. The highly successful Graduate Teaching Certificate Program at FIU has addressed the needs of both groups. This interactive workshop will provide guidelines for establishing an inclusive graduate teaching certificate program, and will engage participants in brainstorming approaches to instituting programs at their campuses. The workshop is suitable for faculty developers and administrtors at institutions with graduate programs.

Gardenia
8:15am-9:45am

Advance Book Session - *Making the Most of College: Students Speak Their Minds* (2001) by Richard J. Light

Virleen Carlson, Cornell University

This book is described as the book every student should read before attending college, and the one every professor should have on her/his shelf (read, of course). The advance book session is a call to read this 2001 book prior to the conference and engage in discussion together. Richard Light, award-winning teacher, is best known for the Harvard Assessment Project begun in 1986. This book is the very readable version of his research study. And if you get this far, the last sentence in the book states, "All royalties from this book will be donated to undergraduate scholarships."

Azalea A
8:15am-9:45am

Leading Change: Developing a Sense of Urgency

Lion F. Gardiner, Rutgers University

Higher education is widely perceived asunresponsive to society's needs for well educate dcitizens and workers. Faculty and administrators are often unaware of important research findings on learning and student development and best practice. Complacency is widespread. Faculty development professionals can play an important role in raising the level of urgency for change and helping key decision makers lead for change. Participants will be able to describe research findings on college outcomes and will have an array of tools and tactics for increasing urgency for change on their campuses so dreams can be translated into reality.

Azalea B
8:15am-9:45am

Initiating Faculty Learning Communities: Making the Dream Come True

Milton D. Cox, Miami University, Nancy Chism, Indiana University-Purdue University Indianapolis; Laurie Richlin, Claremont Graduate University; Tom Laughner, University of Notre Dame

During 2001-02 a FIPSE Grant enabled each of 5 institutions to start 2 faculty learning communities (FLCs), adapted from successful models at the mentoring institution. Each FLC is a cross-disciplinary community of 8-10 participants engaged in an active, collaborative, year-long curriculum focused on enhancing learning with activities that promote development, scholarship of teaching, and community. The project involves 17 FLCs, each focusing on a specific topic such as diversity issues, technology, or preparing future faculty. This interactive session for TA and faculty developers will engage the community directors and participants to consider and plan appropriate FLCs for their institutions.
http://www.muohio.edu/flc/

Suite 1151
8:15am-9:45am

Projecting the Dreamscape of Small College Teaching and Learning

Paul J. Kuerbis, Colorado College, David Schodt, St. Olaf College; Kim Mooney, St Lawrence University

This session is intended for faculty from small colleges who are involved in faculty learning and teaching efforts. It is intended as a forum for the group to discuss "next steps" at their campuses that have been gleaned from their work at POD 2002. Please bring your ideas, plans, questions, concerns, and possible solutions!

Camellia
10:00am-11:00am

Rude Awakenings: When Student and Faculty Expectations Don't Mesh
Francine S. Glazer, Kean University,
Students sometimes enter college with unrealistic expectations of faculty, and those expectations can then cause student behaviors that are inconsistent with faculty's expectations of their students. We will discuss common yet unrealistic student expectations and how to best prevent them from turning your classroom into a nightmare. Strategies for realistic expectation-setting will be shared. This session is appropriate for faculty members who teach introductory level courses, and for faculty developers who work with faculty members who teach introductory level courses.

Oakwood A
10:00am-11:00am

A Transformative Model for Designing Professional Development Activities for University Faculty
Terry O'Connor, College of New Jersey, David Langley, Michele Welkener, Indiana State University
A new model for professional and organizational development will be shared based on concepts derived from Astin (2001) and Wilber (1998). The model consists of an individual/public dimension and a reflection/performance dimension, resulting in a four quadrant organizational scheme to support change initiatives. The model has recently been used to design activities for curricular enhancement and serves as the university's conceptual framework for comprehensive professional development. This presentation is appropriate for faculty developers interested in (re) examining their conceptual frameworks on professional and organizational development. Lecture, discussion, and small group activities will be used in this presentation.

Oakwood B
10:00am-11:00am

Enabling First Year Faculty Dreams: A Collaborative Campus Project
Linda Christiansen, Katy Wigley, Marcia Segal, Carl deGraaf, Indiana University Southeast
This interactive presentation and discussion will share how the dreams of a first year faculty member to improve an underutilized community service project can be fulfilled by collaborating with campus administration and the teaching and learning center.

The target audience includes those interested in service-learning; increasing Graduate and Undergraduate students' exposure to a more diverse populace; working collaboratively with colleagues across campus; and teaching learning center directors. Participants will share their ideas for a dream service-learning project that can touch thousands and involve students from all disciplines. The presenters will share their dream and explain how it became a reality.

Maplewood B
10:00am-11:00am

Making Constructivism a 'Household Word'
Shelley C. Randall, Bloomsburg University,
In considering constructivism as a theory of learning, the learner is viewed as actively forming knowledge and beliefs, taking into account previous knowledge and experiences, while interacting with people,ideas, and events. As a first year director in a small, rural university, the dream of engaging faculty members in conversations about constructivism became a reality. Participants, in small groups, will define constructivist teaching and generate examples; identify their faculty members as models, given applications from a variety of disciplines; discuss a constructivist theme from "Courage to Teach," and use a classroom observation protocol instrument to describe and rate constructivist teaching.

Gardenia
10:00am-11:00am

Practical Magic for Part-time Faculty: A Developer's Dream Model
Mary Rose Grant, Saint Louis University School for Professional Studies
This session presents a model of faculty development specifically designed to improve the teaching effectiveness of part-time faculty, including basic strategies, techniques, and activities to implement the model in an established faculty development program. The increasing use of part-time faculty has prompted the need to enculture faculty development for this cohort to maintain quality instruction.

Participants will investigate the model design and practice adding an affiliate faculty development element that best fits their organizational culture and institutional climate. Faculty developers from 2-year and 4-year colleges and other institutions that depend on part-time faculty will benefit from this session.

Suite 1151
11:15am-noon

Conference Closing

Low maintenance

Friday Night — Research trips

Hospreating

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October 8-12th, 2003
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