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Conference Program: Vision, Metaphors and Images

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28th Annual Conference

VISION, METAPHORS AND IMAGES



October 8-12, 2003
Denver Marriott Tech Center
Denver, Colorado, U.S.A.

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POD NETWORK

Welcome!

October 2003

Dear Colleagues,

Welcome to the the POD Network's 28th Annual Conference : Images, Metaphors, and Visions! Our theme this year finds its inspiration in both the intellectual and aesthetic realms. Our members are motivated by diverse intellectual pursuits and carry a variety of visions for educational development in their hearts. In the last 25 years the image of the professor as a white, bearded, pipe-smoking sage on the stage has been expanded to include multiple images of effective professors who represent a changing population and a changing student body. More white women have joined our faculties, and more people of color are pursuing the professoriate as a profession of choice.

The image of the college classroom has changed from the "telling" space of the large lecture hall to the engaged space of the interactive classroom. College classrooms now often are designed with small tables for work groups of six to ten students working with personal computers or in discussion groups. And, of course, technology has created virtual classrooms separated by distance but connected electronically throughout our states and around the globe.

The image of teaching has shifted from the student as an empty vessel needing to be filled to the student as a learner actively engaged in constructing knowledge through collaborative work and engagement.

Metaphors abound in our daily practice: teaching is offered via the world wide web; students are funneled into the pipeline for the professoriate; campuses, academic communities, and associations are connected via networks. Even the name of our organization is both an image and a metaphor. As Aristotle said in the *De Poetica* in 322 B.C., "The greatest thing by far is to be a master of metaphor. It is the one thing that cannot be learned from others; it is also a sign of genius, since a good metaphor implies an eye for resemblance." This conference gives us all the opportunity to share our viewpoints, expand our genius for action, and create new images and metaphors for our work.

Educational developers are by their very nature visionaries who are capable of making dreams happen. We build our careers on our talents in perceiving and mediating solutions to problems, in manifesting our plans, and in working toward our goals. While much progress has been made in higher education, much work needs to be done, and many problems still need to be addressed.

To name just a few, too many white women faculty and faculty of color are not tenured. Many institutions still have too few students of color. Some institutions still don't support faculty and educational development to the extent they should. And, many graduate programs neglect the professional development needs of their graduate students.

At this conference in our beautiful Rocky Mountains, which have been home to so many of our First Nation peoples and which inspired Katherin Bates to write in 1904 the song "O Beautiful for Spacious Skies," let's join together to envision new ways of portraying our work, sharing our ideas, and moving educational development forward. As we gather between the purple mountains and the amber waves of grain on our fruited plains, perhaps your spirits too will soar and you will create new images, metaphors, and visions for your work. And, when you return to your campuses filled with inspiration to make the world a better place, you too will be able to say, in the words of Martin Luther King, "I have a dream."



Thank you all for joining us for the 28th Annual Conference of the Professional and Organizational Development Network in Higher Education.

Laura L. B. Border, President, 2002-2004

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

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

L. Dee Fink, *President Elect*
Instructional Development Program
University of Oklahoma

Stephanie Nickerson, *Chair, Finance and Audit Committee*
Faculty Development Consultant
New York University

Kay Gillespie, *Executive Director*
POD Network

Frank Gillespie, *Executive Director*
POD Network

Bill Burke, 2001-2004
Program Manager
Teaching and Academic Support Center
University of Kentucky

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

Milton Cox, 2003-2006
University Director for Teaching Effectiveness Programs
Miami University

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

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

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

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

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

Michael Theall, 2003-2006
Director
CATALYST (Center for the Advancement of Teaching And Learning at Youngstown State)
Youngstown State University

Peggy Weissinger, 2003-2006
Director
Instructional Design
Indiana University Purdue University, Indianapolis

W. Alan Wright, 2001-2004
Université du Quebec

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

Tuesday, October 7, 2003

6:00-9:00pm Core Dinner and Meeting

Wednesday, October 8, 2003 (Full American plan starts with dinner on Wednesday evening.)

8:00 - 5:00 Core Meeting
 1:30 - 5:00 Pre-conference Workshops
 4:00 - 7:00 Conference Registration
 5:00 - 6:00 Welcome Reception
 6:00 - 8:00 General Welcome and Dinner, Plenary: Marilla Svinicki
 8:00 - 10:00 Registration

Thursday, October 9, 2003

7:00 - 8:30 Continental Breakfast
 7:45 - 9:45 Educational Expedition 1: Cherry Creek Nature Walk
 8:15 - 11:30 Educational Expedition 2: Cancelled
 8:00 - noon Registration
 8:30 - 11:30 Core Meeting
 8:30 - 12:00 Pre-conference Workshops
 12:00 - 1:00 Lunch
 1:30 - 5:00 Registration
 1:30 - 2:30 Concurrent Session A
 2:45 - 3:45 Concurrent Session B
 4:00 - 5:00 Roundtable Discussions
 5:00 - 6:00 Welcome and Orientation for First-Time Conference Attendees
 5:30 - 6:30 Diversity Committee Hosts Welcome Reception for All
 6:30 - 8:00 Dinner and Welcome to Denver
 8:00 - 8:45 President's Address: Laura Border
 8:45 - 9:15 Reader's Theater

Friday, October 10, 2003

7:00 - 8:30 Continental Breakfast, TA Developers Breakfast
 7:30 - 11:30 Expedition 3: General Geology of Denver with Dinosaur Ridge
 8:30 - 10:00 Concurrent Session C
 8:30 - 10:00 Job Fair
 10:15 - 11:30 Keynote: Brenda Laurel
 11:30 - 12:45 Lunch, Business Meeting
 1:00 - 5:30 Expedition 4: US Air Force Academy Center for Educational Excellence and Chapel
 1:00 - 2:00 Concurrent Session D
 1:30 - 4:00 Registration
 2:15 - 3:45 Concurrent Session E
 4:00 - 5:30 Concurrent Session F
 5:30 - 6:00 Set up for Poster Sessions, Materials & Resource Fair
 6:00 - 7:30 Poster Sessions, Logo exhibit, Materials/Resource Fair and Reception
 6:30 - 10:00 Expedition 5: Colorado Symphony Orchestra with Doc Severinson
 6:45 - 9:30 Expedition 6: Food and Shopping Opportunity
 7:45 Dinner On Your Own
 9:15 Songfest

Saturday, October 11, 2003

7:00 - 8:30 Continental Breakfast
 7:30 Breakfast Meeting for Bright Idea Committee in Breakfast area
 7:30-8:30 Roundtable Session 2
 8:00-noon Registration
 8:45-10:00 Plenary: Alberto Rios
 10:15-11:45 Concurrent Session G
 12:00-1:15 Lunch, Make Your Own Table Topic
 1:30 - 5:00 Expedition 7: Denver Culture Tour: Museo de las Americas (A Vision of Mexican Art), Molly Brown house, etc.
 1:30 - 5:00 Expedition 8: Denver Art Museum
 1:30 - 3:00 Concurrent Session H
 3:15 - 4:15 Concurrent Session I
 4:30 - 5:30 Concurrent Session J
 5:30 - 6:30 Reception
 6:30 - 9:00 Banquet and Celebratory Events
 9:00 - 10:00 Line Dancing Lesson
 10:00 - 12:00 Music and Dancing

Sunday, October 12, 2003

7:00 - 8:30 Continental Breakfast
 8:30 - 9:30 Conference Summary and Closing

POD Presidents/Executive Directors	Year	Conference Site
Laura L. B. Border, University of Colorado-Boulder	2002-04	Denver Marriott Tech Center, Denver, CO
Roger Sell, Southwest Missouri State University	2002-02	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, Colorado State University	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	1990-91 1989-90	Granlibakkan Center, Tahoe City, CA Villas-by-the-Sea, Jekyll Island, GA
Marilla Svinicki, University of Texas-Austin	1988-89 1987-88	Keystone Resort, Keystone, CO Inn of the Hills, Kerrville, TX
Bette L. Erickson, University of Rhode Island	1986-87 1985-86	Hidden Valley Lodge, Somerset, PA Lake Lawn Lodge, Delavan, WI
LuAnn Wilkerson, Harvard Medical School	1984-85	Asilomar, Monterey, CA
Michele Marincovich, Stanford University	1983-84	Airlie House, Airlie, VA
Michael Davis, University of the Pacific	1982-83 1981-82	Montebello, Quebec, Canada Westin Hotel, Cincinnati, OH
Lance Buhl, Projects for Educational Development	1980-81	Claremont Resort, Berkeley, CA
Glenn Erickson, University of Rhode Island	1979-80 1978-79	Fairfield Glade, TN Shangri-La State Park, OK
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

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

The 2003 Conference Coordinator: Sally Kuhlenschmidt,
Western Kentucky University

The 2003 Conference Program Chair: Judy Miller,
Worcester Polytechnic Institute

Proposal Reviewers:

Ed Anderson, Texas Tech University
 Gabriele Bauer, University of Delaware
 Phyllis Blumberg, University of the Sciences in Philadelphia
 Beth Bowser, Associated Colleges of the South
 Bill Burke, University of Kentucky
 Virleen Carlson, Cornell University
 Elizabeth Chandler, University of Chicago
 Michelle Chandrasekhar, Florida State University
 Doris Christopher, California State University-Los Angeles
 Milt Cox, Miami University
 Art Crawley, Louisiana State University
 Miriam Diamond, Northeastern University
 Michele DiPietro, Carnegie Mellon University
 Sally Ebest, University of Missouri-St. Louis
 Donna Ellis, University of Waterloo
 Ruby Evans, University of Central Florida
 Peter Frederick, Wabash College
 Francine Glazer, Kean University
 Mary Rose Grant, Saint Louis University School for Professional Studies
 Tara Gray, New Mexico State University
 James Groccia, Auburn University
 Wayne Jacobson, University of Washington
 Ed Jensen, Lock Haven University of Pennsylvania
 Frances Johnson, Rowan University
 Kevin Johnston, Michigan State University
 Charles V. Jones, Ball State University
 Alan Kalish, The Ohio State University
 Kathleen Kane, University of Hawai'i at Manoa
 Matt Kaplan, University of Michigan
 Murali Krishnamurthi, Northern Illinois University
 Sally Kuhlenschmidt, Western Kentucky University
 Emily Lardner, The Evergreen State College
 Patricia Lawler, Widener University
 Jean Layne, Texas A&M University
 Virginia Lee, North Carolina State University
 Karron Lewis, University of Texas-Austin
 Shaun Longstreet, Texas A&M University
 Kina Mallard, Union University
 Laurel Willingham-McLain, Duquesne University
 Marilyn Miller, University of Missouri
 Barbara Millis, United States Air Force Academy
 Stephanie Nickerson, New York University

Leslie Ortquist-Ahrens, Otterbein College
 Matthew L. Ouellett, University of Massachusetts Amherst
 Calvin Piston, John Brown University
 Richard Reddy, SUNY-Fredonia
 Michael Reder, Connecticut College
 Laurie Richlin, Claremont Graduate University
 Bente Roed, University of Alberta
 Charlynn Ross, University of North Carolina-Charlotte
 Dieter Schonwetter, University of Manitoba
 Nancy Simpson, Texas A&M University
 Katie Smith, The University of Georgia
 Christine Stanley, Texas A&M University
 Ruth Streveler, Colorado School of Mines
 Marilla Svinicki, University of Texas at Austin
 Karen Thoms, St. Cloud State University
 Shelly Valdez, University of San Diego
 Lee Warren, Harvard University
 Catherine Wehlburg, Texas Christian University
 Myra Wilhite, University of Nebraska-Lincoln
 Diane Williams, University of South Florida
 Donald Wulff, University of Washington
 Todd Zakrajsek, Central Michigan University

Menges Award Reviewers:

Bill Burke, University of Kentucky, Mary Deane Sorcinelli,
 University of Massachusetts-Amherst, Dorothy
 Zinsmeister, University System of Georgia

Events Planning:

Preconference Sessions: Laurel Willingham-McLain,
 Duquesne University

Roundtables Sessions: Nancy Simpson, Texas A&M
 University

Poster Sessions: Phyllis Blumberg, University of the
 Sciences-Philadelphia.

Bright Ideas Award Coordinator: Cynthia Desrochers,
 California State University-Northridge.

TA Session Coordinator: Virleen Carlson, Cornell
 University.

Small College Session Coordinator: Michael Reder,
 Connecticut College.

Events Planning Continued:

Mentoring Coordinator: Donna Qualters, Northeastern University

Plenary/Keynote Coordination: Matthew Ouellett, University of Massachusetts-Amherst

Special Exhibit Coordinator: Elizabeth O'Connor Chandler, University of Chicago

Welcome and Orientation for First-Time Conference

Attendees: Laura Border, University of Colorado-Boulder; Dee Fink, University of Oklahoma; and Mary Deane Sorcinelli, University of Massachusetts-Amherst

Materials & Resource Fair Coordinator: Rhett McDaniel, James Newbrough, Indiana University Purdue University at Indianapolis

Job Fair Coordinator: Julie McFann, UCLA

Educational Expeditions Coordinator: Karen Krupar, Metropolitan State College of Denver

Infrastructure

FAQ Author: Sally Kuhlenschmidt, Western Kentucky University

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

Registration Desk Coordinator: Hoag Holmgren, University of Colorado-Boulder

Conference Website & Database Manager: Sally Kuhlenschmidt, Western Kentucky University

Roommate Assistance Coordinator: Stephanie Nickerson, New York University

Menu Selection: Kay Gillespie, POD Network

Program Layout: Frank Gillespie, POD Network

Accessibility and Interpreting: Kay Gillespie, POD Network

Session Evaluations: Catherine Wehlburg, Texas Christian University

Conference Evaluation: Bill Burke, University of Kentucky

A note about the Conference Logo and the Logo Exhibit:**Conference Logo:**

Artist: Bill Border. The three birds for Vision, Metaphors, and Images represent the following:

- the great open skies of the west
- visual diversity and change
- metaphorical transition - abstract shapes become birds, birds become flight and motion
- soaring imagery

Logo Exhibit:

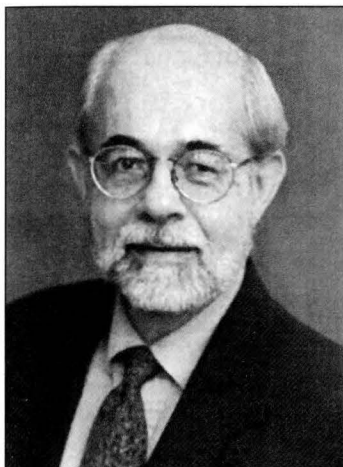
Friday evening, 6:00 - 7:00 p.m., at the Materials and Resource Fair we have a special exhibit:

"Visions, Metaphors, and Images" of Faculty Development: a display of faculty development center logos.

A note about session evaluation changes:

At POD, session evaluations are formative and returned to the presenters. This year, instead of a generic evaluation form for every session, we invited presenters to use copies of the workshop evaluation from their home campus. In this way, you'll have the opportunity to view many ideas for workshop evaluations. We have also collected a number of these evaluations and have created a webpage at www.cte.tcu.edu/podevalform.htm that you can visit after 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", which will be an enduring part of the annual conference of our organization.

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

For this year's 28th Annual Conference, two 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

**Humboldt Peak, 8:30a.m.- 10:00a.m., Friday,
International Perspectives on Faculty Development: A Vision for Practice**

Kathleen P. King, Fordham University & Patricia Lawler, Widener University

Surveying and interviewing Professional and Organizational Development Network (POD) and Staff and Educational Development Association (SEDA) members revealed patterns of best practice, goals, purposes, and influences among international practitioners. The recent emphasis on teaching and learning effectiveness in the college classroom is mirrored in the responses; however, faculty development as focusing on the needs of the faculty as learners was not as clear. Both quantitative and qualitative methods were used in analyzing the data. This interactive session will include a problem-based approach using case studies drawn from the research. Participants will discuss the proposed vision and direction for the field.

<http://www.fordham.edu/gse/kpking/profdevstudy.htm>

**Pikes Peak, 4:00 p.m.-- 5:30 p.m., Friday
Vision to Reality: Evaluating Instructional Interventions that Prepare Future Professoriate**

Donna E. Ellis & Dieter Schönwetter, Martha Roberts, University of Waterloo

One vision of many Certificate in University Teaching (CUT) programs is to help participants feel prepared for their role as teachers. How successful are these programs at making this a reality? In this session, GTA Developers and other interested participants will explore key pre- and post-CUT results from our four-year study (n=160+) on the effects of CUT programs and how these results link to critical components of our comprehensive programs. A synthesis of these findings with current, relevant literature will guide a discussion on strategies to help us all reach our vision. Key program materials will be shared.

Please list up to 3 goals you wish to accomplish at this conference or up to three questions that you would like to discuss with your colleagues during this conference.

1.

2.

3.

At the end of the program is a place for reflection on the conference.

Tuesday, October 7, 2003

TBA **Executive Committee Meeting**
3:00 p.m.— 5:00 p.m.

Conifer 2,3 **Core Dinner**
6:00 p.m.- 7:30 p.m.

Conifer 2,3 **Core Meeting**
7:30 p.m.- 9:00 p.m.

Wednesday, October 8, 2003 (Full American plan starts with dinner on Wednesday evening.)

Conifer 2,3 **Core Breakfast & Meeting**
8:00 a.m.- 5:30 p.m. Laura Border organizing

Conifer 2,3 **Core Lunch**
12:15 p.m.- 1:30 p.m.

Conifer 2,3 **Core Meeting**
1:30 p.m.- 5:00 p.m.

Pre-conference Workshops (1:30 p.m.- 5:00 p.m.)

Pikes Peak **W1: Getting Started in Faculty Development**
1:30 p.m.— 5:00 p.m. *Karron Lewis & Marilla Svinicki, University of Texas at Austin; James Eison, University of South Florida; and others*

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."

Maroon Peak **W2: Institutional Formation: Professional Development as Soul Work**
1:30 p.m.— 5:00 p.m. *Frank L. Conner & Judith Jankowski, Grand Rapids Community College*
Participants in this session will experience Parker Palmer's model of Educator Formation. As described by Palmer, Formation involves a concern for personal wholeness. Whereas training asks if the person has the right knowledge and technique, Formation asks about the state of the person's soul. Whereas training offers the person new data and methods, Formation offers the person help in discerning his or her identity and integrity. Participants will leave with an understanding of Formation, be introduced to Grand Rapids Community College's two year experience with this model, and receive information on its impact on faculty and the organization.
<http://web.grcc.edu/ctl>

Primrose **W3: Faculty Study Groups — Contexts for Learning, Support, and Shared Meaning**
1:30 p.m.— 5:00 p.m. *Terry Wildman, Margaret Hable, & Meghan Siudzinski, Virginia Tech*
This session is about the development, implementation, evolution, and assessment of our Faculty Study Group Program, designed to support teaching as a vital, reflective, and collaborative activity within a research university. Designed and implemented by the Center for Excellence in Undergraduate Teaching, this program currently involves 26 study groups and 170 faculty members across our eight colleges. The program has become a key vehicle for scholarly

activity in teaching, and for building community within a large institution. We believe our approach can be adapted across varying contexts; participants will leave with detailed strategies to do just that!

Larkspur

1:30 p.m.— 5:00 p.m.

W4: Coming Up for “AIR”: Cultivating Ethical Awareness/Sensitivity on Campus*Donna M. Qualters, Perrin Cohen, & Melissa McDaniels, Northeastern University*

With current world events, students struggle daily to clarify and refine their thinking about ethical issues and their relationship to the world community. As teachers, how do we empower students to reflectively identify, investigate, and respond to ethical concerns that are an intrinsic part of experiential learning settings and campus life? Are we clear about our roles, responsibilities and boundaries in these areas? This pre-conference workshop will share Northeastern's interdisciplinary approach to facilitating ethical inquiry among faculty/ students through the “AIR” (awareness, investigation and response) model of ethical investigation designed specifically to assist faculty/ students in answering these difficult questions.

<http://www.casdn.neu.edu/~nucase/index.html>

Evergreen E

1:30 p.m.— 5:00 p.m.

W5: Teaching “Intentionally” through Classroom Assessment Techniques, Pairs, and Groups*Barbara J. Millis, U. S. Air Force Academy*

Increasingly, faculty developers and faculty members have become aware of exhortations to teach “intentionally” or “mindfully” or “purposefully”. Who could disagree, particularly with new theories of learning emerging from various fields that are captured in national reports such as *How People Learn?* This interactive workshop will: (a) share recent research; (b) discuss its implications for teaching and learning as linked to critical thinking and an international model of deep learning; and, (c) “translate” the research implications into experiential research-based approaches to learning using classroom assessment techniques, pairs, and small groups.

Handouts will complement the interactive presentation.

Blanca Peak

1:30 p.m.— 5:00 p.m.

W6: How's it Going? Reflecting on our Work as New Developers*Margaret W Cohen, University of Missouri - St. Louis; James Groccia, Auburn University; William Rando, Yale University; Christine Stanley, Texas A&M University; John Zubizarreta, Columbia College*

“How's it Going?” offers a follow-up for recent “Getting Started” participants to present their work, consult with veteran mentors, and develop networks to continue the consultative processes initiated during this workshop. Registrants will present a selective portfolio of their center's work and identify one issue to target for discussion. The wisdom that emerges from small group exchanges between early career and veteran faculty developers will be compiled so that participants acquire a set of evaluative questions and strategies to use reflectively as they pursue the vision of faculty development on campus. Participant guidelines will be distributed in advance.

2:45 p.m.— 4:00 p.m.

Break (sometime during this time period.)**Conference Foyer**

4:00 p.m.— 7:00 p.m.

Conference Registration**Atrium 1- 8**

5:00 p.m.— 6:00 p.m.

Reception with Cash Bar**Evergreen**

6:00 p.m.— 9:00 p.m.

Wednesday Dinner & Welcome**(Full American plan starts with dinner on Wednesday evening.)**

Evergreen

7:30 p.m.- 9:00 p.m.

Plenary Session - Visions of Sugar Plums, Marilla Svinicki

Dr. Marilla Svinicki is Editor-in-chief of the *New Directions for Teaching and Learning* series and is Associate Professor of Educational Psychology at the University of Texas at Austin. Marilla Svinicki reports she "has been in faculty development from its earliest days." After getting her degrees in Psychology from the University of Colorado at Boulder, she taught at Macalester College in St. Paul, MN, for two VERY cold years. She fled the snow for the sunny Texas Hill Country and the University of Texas at Austin. She was one of the founding members of the Center for Teaching Effectiveness at that institution and an early member of the POD community as well. She has served on the Core Committee, has been the POD president, was the first recipient of the "Spirit of POD" award, and was twice the co-chair of the national conference. Because of her background in psychology, she obsesses about the role of research on learning in the field and has just published a book on this very topic. Her own visions about the field revolve around making us more aware of how our work should reflect the best in the scholarship of learning and teaching.



Conference Foyer

8:00 p.m.- 10:00 p.m.

Conference Registration

Thursday, October 9, 2003

Atrium 1-8

7:00 a.m.— 8:30 a.m.

Continental Breakfast

POD Reg. Desk

7:45 a.m.— 9:45 a.m.

Educational Expedition 1: Cherry Creek Nature Walk (Depart from entrance near POD Registration Desk.)

Enjoy a nature hike with the guidance of a park ranger through the wetlands of Cherry Creek State Park. This wonderful urban resource is located in the middle of a prairie and yet still in the city. The wetland area of the Park is not only beautiful; it is also very important to the water quality of nearby Cherry Creek Reservoir, which is part of the flood control system of the region. During this hike we will explore the wetland preserve, learn about the wildlife that inhabits the area, and discover why it is important to us all. Wildlife in the area includes white-tailed deer, a variety of birds, waterfowl, beaver, muskrats, coyotes, foxes, and raccoons. Be sure to wear good shoes, and you might wish to bring insect repellent and water. The distance we will walk is about 1 to 1 1/2 miles.

Fee: \$7. Minimum: 10. Maximum: 15.

Conference Foyer

8:00 a.m.- noon

Conference Registration

Educational Expedition 2: CANCELLED Colorado Railroad Museum and Lookout Mountain

Conifer 2,3

8:30 a.m.- 11:30 a.m.

Core Meeting

Laura Border organizing

Pre-conference Workshops (8:30 a.m.— noon)

Pikes Peak

8:30 a.m.— noon

W1: Getting Started in Faculty Development (continuation from Wednesday)

Karron Lewis & Marilla Svinicki, University of Texas at Austin; James Eison, University of South Florida; and others

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."

9:45 a.m.- 11:00 a.m.

Thursday Break (sometime during this time period)**Maroon Peak**

8:30 a.m.— noon

W7: Supporting First-Year Faculty at Small Colleges: Designing Programs for Success

Michael Reder, Connecticut Colleg; Steve Griffith, Gustavus Adolphus College; Kina Mallard, Union University; & Paul Kuerbis, Colorado College

Small colleges face unique challenges in supporting first-year faculty. In this workshop, experienced faculty developers will lead participants in discussing their concerns and insights relevant to running first-year faculty programs in a small college. How does an institution convey its values to new faculty? What sort of programming helps ensure new faculty members' successful transition into teaching, research, and the college community? Participants will learn about a range of programs and will be guided in outlining a specific plan appropriate to their institutional culture, funding, and time constraints.

<http://ctl.conncoll.edu/smallcollege>

Primrose

8:30 a.m.— noon

W8: New Horizons in Assessing Faculty Development

Catherine E. Frerichs, Grand Valley State University; Nancy Van Note Chism, Indiana University Purdue University at Indianapolis; Dakin Burdick, Indiana University at Bloomington; & Catherine Wehlburg, Texas Christian University

The widely accepted shift to a learning paradigm and recent widespread budget cuts demand a reappraisal of assessment plans for faculty development centers. Can these centers demonstrate that they contribute directly to the teaching and learning missions of their institutions? This interactive workshop will focus on four key areas of assessment: tracking participation, measuring immediate satisfaction, tracing impact on teaching and student learning outcomes, and analyzing costs and benefits of particular activities. (Endorsed by the POD Grants Committee, whose 2003-2004 grants theme is the assessment of faculty development.)

Larkspur

8:30 a.m.— noon

W9: Individual Teaching Consultations with Faculty

Gabriele Bauer, University of Delaware & Carol A. Weiss, Villanova University

The instructional consultation process is one method to facilitate and inform instructional change. This interactive, practice-oriented session is designed for new faculty developers and for those faculty who conduct peer consultations. Participants will apply and practice teaching consultation approaches and skills, and they will reflect upon their effectiveness. In addition, challenges in the consultation process will be discussed and strategies for responding to these challenges will be identified. Resource materials and a list of references will be provided.

Evergreen E

8:30 a.m.— noon

W10: Seamless Integration of Pedagogy & Technology in Faculty Development programs

Leora Baron, University of Nevada, Las Vegas

This session will offer practical integrated approaches to combining pedagogical training with technology training into single workshops and programs. Participants will work through exercises and develop blueprints for their own institutions for programming that (1) lets pedagogy lead

technology, and (2) eliminates the need for faculty to 'choose' between attending pedagogy or technology development programs. Successful examples will be shared. The session will benefit faculty developers who supervise both areas as well as those who seek ways to collaborate effectively with a separate technology entity on campus.

Humboldt Peak
8:30 a.m.— noon

W11: The Role of Imagery in Teaching Science and Problem-Solving

Kathy Harper, The Ohio State University; Angela Linse, University of Washington; & Wilfrid Nixon, University of Iowa

A substantial amount of research, particularly in science and engineering education, has shown the usefulness of including multiple representations of ideas and processes when promoting critical thinking in our students. Participants will learn about some of this powerful research, will see some of the images that have been useful in enhancing student understanding and reasoning, and will experiment with ways to apply these techniques in their faculty development work. Each participant will leave with practical ideas to share with instructors at their home institutions and to apply in their own teaching.

Blanca Peak
8:30 a.m.— noon

W12: Conflict Management and Diversity

Christine A. Stanley, Texas A&M University & Nancy Algert, Center for Change and Conflict

This workshop will be an introduction to conflict management and diversity. Using a conflict assessment instrument, participants will self-assess and reframe how they engage, manage, and learn from conflict within and among social and cultural groups in work settings. Through intensive, active case study scenarios, participants will be provided with conflict management models and strategies to use in their work settings. This session should be of benefit to administrators, faculty development professionals, organizational consultants, faculty, and staff who are interested in learning effective strategies for successfully identifying and managing conflict in a diverse work environment.

Longs Peak
8:30 a.m.— noon

W13: The Art of Creative Collaboration: Going to Graceland

David H. Krause, Columbia College Chicago

We now teach and learn within cultures of collaboration that assume the value of working and playing closely with others. With these assumptions has come a tendency to underestimate the risks, ambiguities, messiness, intensities, and frustrations of collaboration. This workshop, designed for anyone who works and plays with others, will re-complicate the theory and practice of authentic collaboration through three case studies: Black Mountain College (1933-1956); Walt Disney's Lilo & Stitch (2002); and, most extensively, Paul Simon's Graceland (1986). Extensive, eclectic, and practical bibliographic resources will be shared; the art of creative collaboration will be modeled; work and play will be integrated.

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

Thursday Lunch

Conference Foyer
1:30 p.m.— 5:00 p.m.

Conference Registration

Concurrent Session A (1:30 p.m.- 2:30 p.m.)

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

Creating a Vision for Interdisciplinary Collaboration in the SoTL

Donald H. Wulff, University of Washington & Shaun S. Wulff, University of Wyoming

This session on collaboration in the scholarship of teaching and learning (SoTL) is particularly appropriate for instructional developers. A professor from the mathematics/sciences and an instructional consultant from the humanities/social sciences will draw on their collaboration in two SoTL projects to facilitate a discussion of issues, implications, and strategies for instructional consulting. Attendees will further envision the use of SoTL in their work during a question/answer period in which they ask the faculty member directly about his perceptions of what approaches can help to make such interdisciplinary collaborative work successful.

Evergreen F

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

Conceptual Models for TA and Faculty Training: Creating a Dialogue*J. Elizabeth Miller, Northern Illinois University*

This interactive session will raise three theoretical questions regarding programming for TAs and faculty: Should TA training be seen as a "lower level" of training on a continuum of faculty training? If not, are we adequately meeting the individual needs of all TAs? How might faculty development be more effective if we consider faculty needs from an ecosystemic perspective? The session leader will share two distinct conceptual models of TA training and faculty development, based on two different models of human development (hierarchy of needs and ecosystemic). The target audience of this group discussion is TA trainers and faculty developers.

Lupine

1:30 p.m.— 2:30 p.m.

Resources for Departmental Graduate Student Instructor Training Programs*Vilma Mesa & Mary Wright, University of Michigan*

This session will engage participants in a discussion of issues related to departmentally-focused Graduate Student Instructor (GSI) training programs. We will share ideas about how faculty developers can offer resources to departments developing such programs, specifically: (a) the resources that would be most helpful to the departments, and (b) the ways in which the professional development and higher education community access and use the resources. The 60-minute session is designed for anyone involved in GSI development.

Bluebell

1:30 p.m.— 2:30 p.m.

"In Over Our Heads" with Narrow Metaphors of Teaching*Richard G. Tiberius, University of Miami School of Medicine*

The metaphors that we hold about the teaching and learning process shape how we teach and how we improve our teaching. From the literature on metaphors, perspectives, and roles of teaching two hypotheses are emerging: that teacher growth is characterized by an expansion from fewer to more metaphors and that teacher growth moves from simpler, more teacher-centered metaphors to complex student-centered metaphors. After presenting a brief summary of five metaphors that guide our thinking, accompanied by handouts, the presenter will circle the chairs and lead a discussion of these two hypotheses, encouraging participants to reflect on their own experiences.

<http://www.mededu.Miami.edu/EDO>

Iris

1:30 p.m.— 2:30 p.m.

Effective Technology Integration through Team Teaching and Mutual Mentoring*Laura L. Bush, Arizona State University*

When teachers participate in one or two technology-focused workshops, such fleeting experiences do not always lead to the kind of sustained support or deep learning necessary for mastering various technologies and incorporating them well within a course. Using Ko and Rossen's three basic models for team teaching (Shared Responsibility, Division of Labor, and Primary-Secondary), I will explain how faculty developers can better teach and model effective technology integration in a variety of undergraduate or faculty development courses. I will also explain the significant mutual mentoring experiences that have resulted from my own participation in four recent team-teaching scenarios.

Larkspur

1:30 p.m.— 2:30 p.m.

Serving Adjuncts without Increasing Your Workload: The Listserv Writing Consortium

Sally L. Kuhlenschmidt & Dawn Hall, Western Kentucky University; Linda Miller, Murray State University; Cathy Hunt & Deborah Cox, Kentucky Community & Technical College System; Larry Albert & Tim Miller, Morehead State University

Reaching adjunct faculty with development opportunities is challenging yet they are in significant need of support. A consortium of five schools envisioned sharing the task of preparing weekly teaching messages for email distribution. A high quality product is delivered and available for other uses with a minimum of effort. Of interest to faculty developers with staff shortages, participants will learn how the consortium was created and how it functions; they will also have the opportunity to share ideas and become involved in a consortia depending on attendee interest.

Lupine Primrose

1:30 p.m.— 2:30 p.m.

Collaborative Vision: Theatre Arts A(E)ffecting Faculty Learning*Raye Lakey & Paul Lakey, Abilene Christian University*

This fast-paced session promotes collaboration and long-range planning to address social change issues. Participants envision collaborative ways to achieve affective learning goals in faculty development. Presenters set the stage, introducing a case in which live drama served as the centerpiece for faculty development efforts in a one-year focus on cultural diversity. The case reveals the effective collaborative planning between a center for teaching excellence and academic units in theatre, creative writing, visual arts, music, and the library. Participants outline their own collaborative plans for addressing affective learning on a topic of their choice. (For Faculty Developers, Faculty, Administrators)

<http://www.acu.edu/academics/adscenter/resources/teaching/culture>

Aspen

1:30 p.m.— 2:30 p.m.

MERLOT and Faculty Development*Ray C. Purdom, University of North Carolina at Greensboro & Flora McMartin, MERLOT*

Faculty development is a critical strategic initiative for MERLOT (Multimedia Educational Resource for Online Learning and Teaching). As part of this initiative, a new discipline community has been formed to develop a collection of resources on Teaching and Technology. This peer-reviewed collection contains resources to advance the pedagogical understanding of teaching with technology, whether in the classroom, online or in blended models. An editorial board has responsibility for the collection, and has developed a resource classification system and peer-review evaluation criteria. This discussion-focused session will provide the opportunity for faculty and faculty developers to provide guidance to this community.

<http://www.merlot.org>

Crestone Peak

1:30 p.m.— 2:30 p.m.

4faculty.org: An Innovative Approach to Faculty Development*Kristina Kauffman, Riverside Community College & Mark Knight, 4Faculty.org*

4faculty.org is an online professional development network of resources and learning modules designed specifically for the needs of college faculty. 4faculty modules address many issues confronting today's faculty. It also orients faculty to teaching and learning, offers resources for use in the classroom and links to college information, and encourages dialogue between faculty members. Customized to fit state, district and college needs, the site makes it easy for colleges to offer extensive contextual references to their resources and policies. Faculty create their own account, decide what learning modules best fit their professional needs, and have access to numerous 4faculty resources.

<http://www.4faculty.org>

Humboldt Peak

1:30 p.m.— 2:30 p.m.

Active Learning as a University-wide Vision*Joanne M. Nicoll, University of Pittsburgh*

The presentation will provide 1) a model for establishing an instructional vision, 2) procedures for helping faculty to embrace the vision, and 3) faculty outcomes. At the University of Pittsburgh, a large research university, faculty now embrace active learning as a vision, and it has become a theme for all instructional development initiatives. The process was successful in its ability to establish the vision with many of Pitt's 4,000 faculty. Through discussion, we will identify other teaching-related visions, strategies for translating visions into outcomes, and ways to measure outcomes. You will leave with concrete ideas for similar vision activities at your institution.

<http://www.pitt.edu/~ciddeweb/>

Longs Peak

1:30 p.m.— 2:30 p.m.

Undergraduates Leading Undergraduates: Peer Facilitation in Northwestern's Gateway Science Workshop*Marina Micari & Bernhard Streitweiser, Northwestern University*

The Gateway Science Workshop Program at Northwestern University brings undergraduates together with peer facilitators to work in small groups on advanced conceptual problems. While there have been documented gains for workshop students, it is the facilitators who, as peer

mentors, may experience benefits beyond the classroom. Through a presentation of qualitative findings from a study focusing on the experiences of these peer facilitators, we hope to provoke conversation about peer mentoring and its effects on the overall student experience. This session will appeal to those interested in peer-led education as well as innovative approaches to teaching in the sciences.

Blanca Peak

1:30 p.m.— 2:30 p.m.

Improving Learning through Curriculum Transformation: Enacting Visions of Diversity

Lauretta F. Byars & Carolyn S. Carter, University of Kentucky

Creating a more inclusive university requires that scholarship reflecting difference is integrated into the classroom. This session describes faculty development designed to enact visions of a more inclusive university through teaching and assessment practices that enhance learning environments; providing students with more intellectually comprehensive understandings; examining teaching and incorporating research on diverse groups; correcting past biases; and preparing students for a complex world. This session will be useful to those interested in curriculum, diversity, and fostering inclusive learning. It will provide: a model of effective development, examples of curriculum transformation; and engagement around diversity and curriculum issues.

Maroon Peak

1:30 p.m.— 2:30 p.m.

Graduate Student and Faculty Programs: Companion-planting or Separate Flowerbeds?

Lillian Tong, University of Wisconsin-Madison; Ann Austin, Michigan State University; Aaron Brower & Chris Carlson-Dakes, University of Wisconsin-Madison

Faculty and graduate teaching/learning programs are often conducted separately, but can togetherness facilitate effectiveness? When and how? The Center for Integration of Research, Teaching, and Learning, funded by NSF at UW-Madison in partnership with Michigan State and Penn State, is formed around the concept of Teaching-as-Research and building a graduate-through-faculty learning community in STEM disciplines. We will describe a CIRTL approach to engage faculty and graduate students together around teaching/learning issues. Then, participants, through “garden designing” activities, will synthesize experiences in companion and separate faculty and graduate development. Our guiding question: Do faculty and grad students blossom in companion-planted flowerbeds?

<http://www.cirtl.net/>

Pikes Peak

1:30 p.m.— 2:30 p.m.

Creating Classroom Community: Exploring Student and Instructor Contributions

Marilla D. Svinicki, Michelle Achacoso, Angela M. Bush, Tammy L. Tomberlin, Alhea L. Woodruff, Myoungsook Kim, & Raven Campbell, The University of Texas at Austin

The session will discuss an ongoing investigation of factors that contribute to creating community in the classroom in higher education. Relevant background for the notion of classroom community will be discussed and participants of the session will be asked to contribute opinions on the characteristics of community in the classroom. We will then analyze a recently developed instrument for measuring student, teacher, and classroom variables as contributors to classroom community.

Concurrent Session B (2:45 p.m.— 3:45 p.m.)

Evergreen E

2:45 p.m.— 3:45 p.m.

Mid-Term Feedback: What Students Tell Science/Engineering Faculty and TAs

Robyn W. Dunbar & Michele Marincovich, Stanford University

Our teaching center files contain over 20 years of student small group interview data (e.g. SGIDs, SGEs) collected at midterm for both faculty and TAs. As a science/engineering faculty or TA developer, these data can be tapped to reinforce effective science teaching practices and motivate teaching improvement. Faculty and TAs are curious to know what students say about classes, especially if the information might deflect teaching headaches, enhance learning, or improve end-of-term evaluations! Hear the results of our own data analysis and discuss how such information can be used to advance development work on our campuses.

Evergreen F

2:45 p.m.— 3:45 p.m.

I Can Think; Therefore, I Can Teach: Part-time Faculty Images.*Mary Rose Grant, Saint Louis University & Timothy Hickman, Saint Louis University School of Medicine*

This session presents a model of part-time faculty development, which identifies thinking style preferences that inform and direct teaching behaviors and influence learning experiences. Correlations between thinking and teaching styles improve the teaching effectiveness of part-time faculty. The increasing use of part-time faculty has prompted the need to enhance their development by exploring non-traditional academic perspectives in teaching and learning. Participants will identify thinking style preferences, correlate relevant teaching styles and, thinking outside of their styles, design diverse learning experiences. Faculty developers from 2-year and 4-year colleges and other institutions that depend on part-time faculty will benefit from this session.

Lupine

2:45 p.m.— 3:45 p.m.

Educational Cultures of International Teaching Assistants and U.S. Universities*Greta Gorsuch, Texas Tech University*

U.S. higher education has employed an increasing number of international teaching assistants (ITAs) to teach undergraduates. ESL specialists posit that ITAs need instruction and assessment on language and teaching skills, and “culture”. The presenter will pose questions to the participants on what constitutes culture in university teaching settings and how this may be operationalized as an ITA (and native English speaking TA) need. The presenter will also share results of an empirical study investigating ITAs’ educational attitudes towards teacher roles and modes of information presentation, and elicit feedback.

Bluebell

2:45 p.m.— 3:45 p.m.

Reconsidering Scholarship Means Engaging Teaching Developers in Field-specific Classroom Research*Neill Johnson, Pennsylvania State University*

Picture a teaching/learning center that empowers its professional staff to engage in field-specific, original classroom research. Picture staff from various disciplines preparing to do human subjects research, some for the first time in their careers. Then picture these staff affiliating with departments and arranging mutually beneficial relationships that involve sharing resources, teaching desired courses, conducting course-related research projects with one or more colleagues, and finding discipline-specific outlets for publishing project-related research. Utopian vision? No; it’s just the story of how one teaching developer reconnects to a discipline (English) that has traditionally distrusted such research—and how others can do likewise..

Iris

2:45 p.m.— 3:45 p.m.

Creating a New Vision of Teaching from Dreams*Phyllis Blumberg, University of the Sciences in Philadelphia & Kina Mallard, Union University*

This session will allow the participants to imagine a new vision of teaching on their campus, share their visions with others, and develop methods to make the vision a reality. Participants will evaluate the effectiveness of various strategies for their own campus and discuss why ideas work better in some places and not work in others. The session will conclude with all of the participants sharing together the common aspects of the plans regardless of the vision.

Larkspur

2:45 p.m.— 3:45 p.m.

Doctoral Student Professional Development: Identifying Promising Practices and Assessing Effectiveness*Nancy Borkowski, Woodrow Wilson National Fellowship Foundation*

The disparity between the training experiences of Ph.D. students and their employment options calls for a change in doctoral professional development. One challenge in modifying such professional development activities is identifying what really works and why. Using the results of a study on doctoral innovations conducted by the Woodrow Wilson Foundation, this workshop will engage participants in learning about a) common characteristics and factors of success in doctoral innovations, b) evidence showing how such innovations have a positive impact, and c) the utilization of these results by faculty and TA developers to improve current and create new practices.

Primrose

2:45 p.m.— 3:45 p.m.

Using Low Threshold Activities for Faculty Training and Professional Development*Steve W. Gilbert, The TLT Group, & David Starrett, Southeast Missouri State University*

We will introduce a growing collection of Low-Threshold Professional Development Activities (LTPDAs) designed to enable faculty to find, adapt, and use technology-enhanced teaching and learning resources. In support of the LTPDAs will be presentation of Low-Threshold Activities (LTAs). Preparatory activities, follow-up activities, and the event will model LTPDAs. Participants in this session will leave with experience with using LTAs and LTPDAs and additional resources for accessing additional LTAs and LTPDAs. Finally, participants will be able to contribute ideas for additional LTAs and LTPDAs to be added to the growing collection.

Aspen

2:45 p.m.— 3:45 p.m.

Creating a Vision for Online Faculty Development: Imagine the Possibilities!*Terri A. Tarr, Peggy Weissinger, & Rhett McDaniel, Indiana University-Purdue University Indianapolis*

Charged with developing an online faculty development experience at your institution? Not sure where to start? Need help with a vision? Grapple with the issues in a collegial, problem-based learning format. Learn from colleagues who had been given a directive to offer online faculty professional development. Presenters will share their process and the resulting product - a six module online series designed to enhance teaching in support of student success.

Crestone Peak

2:45 p.m.— 3:45 p.m.

IUPUI's Electronic Portfolios: Supporting and Demonstrating Student Learning and Success*Susan Kahn & Sharon Hamilton, Indiana University-Purdue University Indianapolis*

IUPUI has undertaken coordinated electronic student and electronic institutional portfolio initiatives to enhance student achievement of core higher learning outcomes and to support organizational development. Together, the two types of portfolios comprise a focused, yet complex, system that uses authentic evidence to inform assessment and improvement of learning. Using a combination of presentation and discussion, this session will focus on how electronic portfolios can bring faculty together around student learning and assessment, help them define levels of proficiency in abilities associated with higher learning, and improve the campus learning environment.

<http://www.iport.iupui.edu>**Humboldt Peak**

2:45 p.m.— 3:45 p.m.

Classroom to On-line Teacher: Camp COI (Certified On-line Instructor Training)*Gail M. Jensen, Tracy Chapman, Brenda Coppard, & LuAnn Schwery, Creighton University*

This presentation is intended for people responsible for developing faculty in the area of on-line teaching. The presentation will address the development of a certified on-line instructor training program. Upon completion of the presentation, participants will: articulate the importance for faculty development in the area of on-line teaching, list the objectives for an on-line instructor certificate program, describe the resources required to offer a certified on-line instructor certificate, and propose how a certified on-line instructor training program can be incorporated into other settings. The presentation will include interactive methods, including think-share-pair cooperative learning technique, and worksheets structured to record ideas.

<http://spahp.creighton.edu/CpCoi>**Longs Peak**

2:45 p.m.— 3:45 p.m.

Electronic Portfolios: From Prototype to Megabyte*Hope Williams & Carol Petote, Rochester Institute of Technology*

Electronic portfolios are valuable tools in demonstrating competence and professional accomplishment. The process of documenting and reflecting upon your professional life can be monumental yet rewarding. This workshop will cover the benefits of creating an e-portfolio, the planning and development process, and appropriate software selection. We will examine a prototype and discuss the technical considerations for design and distribution. Participants will engage in creating their own vision for the ideal product. This workshop will benefit anyone who is interested in documenting and celebrating professional growth. This includes new and veteran faculty, administrators, non-teaching staff, teaching assistants and preservice teachers.

Blanca Peak

2:45 p.m.— 3:45 p.m.

Concept Mapping as a Visual Learning Strategy*Peter J. Miller, University of the Sciences in Philadelphia*

In concordance with the rise of a “visual culture”, knowledge is increasingly being represented in graphical form. One specific manifestation of this phenomenon is the learning strategy of concept mapping, in which learners organize and present their knowledge about a topic in a graphical, hierarchical form which emphasizes the building of explicit relationships among concepts. This presentation will introduce the theory, practice and evidence for concept mapping as a graphical learning strategy, and help participants acquire the skills for using it for faculty development and curricular development.

Maroon Peak

2:45 p.m.— 3:45 p.m.

Using Teaching Awards to Develop Graduate Students’ Vision of Teaching*Michelle M. Chandrasekhar, Florida State University*

This session is for graduate student TA developers and others who administer teaching awards. We developed instructions on applying for the award as well as resources to use in preparing a portfolio for submission by using Chickering’s Principles of Good Practice in Undergraduate Education as a guide. Student comments were complimentary and indicated that the awards process, as one student said “helped me to recognize the facets of my teaching that need re-designing.” In this session, we will discuss the process and other ideas for facilitating graduate student reflection on teaching.

Pikes Peak

2:45 p.m.— 3:45 p.m.

Information Literacy: A Pedagogical Framework for Student Engagement in Scholarly Conversation*Lisa W. Hinchliffe, University of Illinois at Urbana-Champaign*

The information age is characterized by information overload, technological advances, and media saturation. To be successful learners, students must develop deep understandings about information and its role. “Information literacy” is a framework for engaging students in thoughtful information retrieval and evaluation, particularly for understanding notions of disciplinarity and scholarly communication. Participants will explore community-based and process-based approaches to information literacy and develop strategies for engaging students. The ultimate end is “information literacy as a way of life”- i.e., developing an information literacy disposition in students for academic success and in preparation for a lifetime of learning.

3:45 p.m.— 4:00 p.m.

Thursday Afternoon Break**Roundtable Discussions (4:00 p.m.— 5:00 p.m.)****Longs Peak**

4:00 p.m.— 5:00 p.m.

Starting Faculty Development Programs at Small Colleges: Challenges and Opportunities*Michael Reder, Connecticut College; Peter Frederick, Wabash College; Sandra Chadwick Blosser, Rollins College*

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

Longs Peak

4:00 p.m.— 5:00 p.m.

The Engaged Campus: An Inclusive Vision of Student Success*Josephine Booth Foster & Louise Golden, Savannah State University*

This presentation will illustrate that when literacy becomes pervasive in the university curricula and everyone assumes responsibility for preparing students, a shared vision of ownership and success emerges. The presenters will share their experience as planners and participants in a successful campus-wide literacy initiative that prepared students for a competency test while

engaging students, faculty, and staff on several levels. This discussion invites participants to reflect on their own experiences regarding change at their institutions and to determine effective ways to cultivate a culture of collegiality, promoting student success.

Longs Peak

4:00 p.m.— 5:00 p.m.

Reaping the Priceless Returns of Faculty Development

Edward Nuhfer, Idaho State University; Tom Cunningham, Highroad Professional Development, LLC; Gary Parnell, Snow College; Kevin M. Johnston, Michigan State University; Timothy Bothell, Brigham Young University; Thomas Henderson, Washington State University; Frances Johnson, Rowan University; and Linda Nilson, Clemson University

What practices allow institutions to reap benefits from modest investments in development, and what are consequences of curtailed development? Case studies that prove value remain in short supply. This roundtable session will summarize progress and invite participation to produce a product that makes such information available. Faculty development is an indispensable way to support institutional mission. It provides great returns by promoting (1) professional success and retention of faculty, (2) student learning and retention, (3) instructional and curricular alignment, (4) effective use of faculty time, (5) assessment, (6) preparation for accreditation, and (7) identity as a learning community.

Blanca Peak

4:00 p.m.— 5:00 p.m.

Encouraging Students to Read Required Course Material

Eric H. Hobson, Albany College of Pharmacy

Faculty report that few students read required course material and they look to faculty developers to improve this situation. This interactive workshop helps faculty developers assess the situation and identify factors affecting student reading of required course materials. Specific issues addressed: literature review; faculty preconceptions about student reading; student reading behavior study data (single & pooled data); course design and faculty development implications. Participants work individually and in groups through self-assessment activities interposed with mini-lectures to identify preconceptions, assess awareness of relevant research findings, and predict course structures and teaching strategies that can affect students' reading behavior.

Blanca Peak

4:00 p.m.— 5:00 p.m.

What are Best Practices in Collaborative Unit Assessment?

Linda Calendrillo, Valdosta State University & Ted Hovet, Western Kentucky University

Participants in this session, which will be highly interactive, will discuss common issues and concerns surrounding the effort to involve faculty in unit or program assessment. Participants will learn of one successful model for the participation of faculty in the assessment cycle, and will share or brainstorm on other models. Participants will come away with specific ideas about how faculty, administrators, and faculty development units can use their expertise and resources to facilitate best practices in assessment. It will be of interest to faculty, administrators, and faculty developers seeking a more creative and cooperative approach to unit and program assessment.

Blanca Peak

4:00 p.m.— 5:00 p.m.

Changing a Campus Culture of Assessment from Threat to Vision

Patricia M. Dwyer, Shepherd College

Creating integration and vision around assessment issues poses a challenge to all faculty developers. The session facilitator will outline John Kotter's eight steps for effective change and then describe the assessment process that evolved on her campus that reflects these eight stages. Strategies to promote faculty development in assessment at a grass-roots level will also be included in the discussion. Most importantly, moving faculty toward a vision that links assessment with student learning is at the heart of changing the campus culture.

Blanca Peak

4:00 p.m.— 5:00 p.m.

Creating Faculty Mentoring Programs at Large Universities

Joseph Marolla, Virginia Commonwealth University

A round table discussion of what some of the necessary elements to creating successful faculty mentoring programs might be. An exchange of ideas concerning how to pair senior and junior faculty, what kinds of workshops should be offered, what should be included in a mentor/mentee

orientation, what incentives need to be included, and what models are already in existence that could be useful.

Maroon Peak

4:00 p.m.— 5:00 p.m.

Wisdom of Our Elders: Veteran Faculty Speak Out*Karen J. Thoms, St. Cloud State University*

Hear about a discussion that prompted “seasoned faculty” to provide insight as to what they see, based on over 20 years each, of teaching strategies and guidelines for successful teaching in higher education. Faculty were from different colleges, different disciplines, and different backgrounds. The list is long, and it shares some useful insights, especially to new faculty who are just starting their academic career. This could be the starting point for a New Faculty Workshops Series at your institution.

Maroon Peak

4:00 p.m.— 5:00 p.m.

Where is the Next Quantum Leap in Professional Development?*Linda McLain, Edith Cowan University*

The challenge for professional development in higher education is to understand the emergent operating environment and to develop appropriate and efficient tactics relevant to the transformational change context that support and align to the organisation’s vision and strategies. Key words: professional development, career, innovation, staff development, change.
<http://www.ecu.edu.au>

Maroon Peak

4:00 p.m.— 5:00 p.m.

Virtual Classrooms: The Next Best Thing to Being Where?*John A. Rakestraw & Deandra Little, Vanderbilt University*

In this session, we will reflect on the implications of bringing networking technologies into the classroom, and on how doing so pushes the classroom beyond its physical walls. We invite instructors and developers (both techno-enthusiasts and skeptics) to consider the implications of these technologies on teaching practices and on our understanding of the university as a learning community. Possible questions include: How do virtual communities transform or undermine the real thing? How might networking software be used effectively to nurture community in online and traditional classes? How do these technologies change our contractual relationships with students and faculty?

Maroon Peak

4:00 p.m.— 5:00 p.m.

Faculty Developers as Leaders of Change: Developing Urgency on Campus*Lion F. Gardiner, Rutgers University*

Higher education is widely perceived as unresponsive to society’s needs for well educated citizens and workers. Faculty and administrators are often unaware of research findings on learning and student development and best practice. Complacency is widespread. Faculty development professionals should serve as key change agents in raising the level of urgency for change among decision makers. Participants will examine their own campuses and 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 visions can be translated into reality.

Larkspur

4:00 p.m.— 5:00 p.m.

Meeting of Chairs of POD Committees and Subcommittees.

Laura Border organizing

Humboldt Peak

4:00 p.m.— 5:00 p.m.

Flashlight Users Meeting

Robin Zuniga organizing

Primrose

4:00 p.m.— 5:00 p.m.

Mentor/Mentee Meeting

This year persons new to presentations at the POD conference had the opportunity to be paired with a mentor. This is an opportunity for mentors and mentees to meet and discuss the experience. Organized by Donna Qualters.

- Evergreen E**
4:00 p.m.— 5:00 p.m. **Meeting of Small College Developers**
Michael Reder organizing.
- Pikes Peak**
5:00 p.m.— 6:00 p.m. **CIC Big Ten Faculty Developer's Meeting**
A meeting for those in the CIC Big Ten Faculty Developer's group. Organized by Kevin Johnston.
- Evergreen A**
5:00 p.m.— 6:00 p.m. **Welcome and Orientation for First-Time Conference Attendees**
Laura Border, Dee Fink, Mary Deane Sorcinelli
- Atrium 1-8**
5:30 p.m.— 6:30 p.m. **Diversity Committee Hosts Reception with Cash Bar**
- Evergreen BCDEF**
6:30 p.m.— 8:45 p.m. **Dinner & Welcome: President's Address**
To Imagine, Describe and Envision: The Role of POD's Presidents
Laura Border, University of Colorado at Boulder
- Evergreen BCDEF**
8:45 p.m.— 9:15 p.m. **Reader's Theater: Those Who Laugh Last**
Linc. Fisch; Arletta Knight, University of Oklahoma; & Karron Lewis, University of Texas-Austin
By overwhelming popular demand, the famous Impromptu Interactive POD Readers' Theatre makes its very second (and probably very last) appearance in Denver to take yet another 20-minute irreverent sidelong gander at the foibles and fables of higher education. "Terrific! Don't miss it if you can!" —The Denver Review.

Friday, October 10, 2003

- Evergreen C**
7:00 a.m.— 8:30 a.m. **TA Developers' Breakfast**
TA Developers who wish to attend should select their breakfast from the buffet then proceed to the meeting room.
- Atrium 1-8**
7:00 a.m.—8:30 a.m. **Friday Continental Breakfast**
- POD Reg. Desk**
7:30 a.m.- 11:30 a.m. **Educational Expedition 3: General Geology of Denver with Dinosaur Ridge (Depart from entrance near POD Registration Desk)** Denver, named in 1858 after James W. Denver—then governor of Kansas Territory— was originally founded because of a gold strike on Cherry Creek near the Auraria Campus not far from the POD Conference site. The geology of this area is both fascinating and important to the development of the urban Front Range corridor. Highlights of our trip will be a guided geological/environmental overview of the formations of the Denver area, a visit to Red Rocks Park (a beautiful natural amphitheater) and a walk/drive through Dinosaur Ridge, which is a world famous dinosaur track site that attracts tens of thousands of visitors each year. Trip fee includes transportation and a guidebook. Field Trip leader will be POD Member Dr. Ed Nuhfer, professor of geology.
Fee: \$ 30. Minimum: 14. Maximum: 23.
- Hospitality Room**
8:30 a.m.- 10:30 a.m. **Job Fair**
Space for those seeking employment and those hiring to mingle. Julie McFann organizing.

Concurrent Session C (8:30 a.m.— 10:00 a.m.)

- Conifer 2**
8:30 a.m.- 10:00 a.m. **No Self, No School: Zen Vision for Today's College Classroom**
Wayne-Daniel S. Berard, Nichols College
The student asks, "How do we know if a problem is real or imaginary?" The Zen master answers, "If it doesn't have a solution, it's imaginary." Do so many problems in teaching and

learning remain unsolved because they are imaginary? Does the true reality of our students and ourselves lie elsewhere? This session offers a more Eastern-based view of education, the beginnings of a personal and practical paradigm shift toward “formless transformation” of educators and students. It will include meditation, tale, and koans (riddles) such as, “Who is this I?” “No Two But One” and “Goal-less-ness.”

Conifer 3

8:30 a.m. - 10:00 a.m.

Defining the Rights of Instructors and Students*Nancy S. Jackson & Linda Nilson, Clemson University*

Instructors can reduce classroom incivility by starting out their course with class discussions, course policies, and even written class contracts on rules for classroom conduct. This session proposes another preventative strategy: defining, with one's students, the instructor's and the students' rights in the course. The approach here borrows from the self-help literature on assertiveness. Participants will contrast assertiveness with aggressiveness and passivity and will examine a generic “bill of personal rights” that will inform their small-group activity: developing their own bills of instructor and student rights. This session should be of interest to faculty, faculty developers, and administrators.

Lupine

8:30 a.m. - 10:00 a.m.

The Stories We Tell Ourselves: Difficulties and Difference in Consultation*Peter Felten, Vanderbilt University & Kathryn Plank, The Ohio State University*

Many faculty and TA developers describe themselves as “self-taught” and “seat of their pants” instructional consultants (Brinko 1990). Our skills and instincts often succeed in routine situations, but what about difficult consultations (when emotion or ethics or ... emerge)? This session will use research literature and participants' stories to explore our explicit and implicit frameworks for consultations. By reflecting concretely about individual consultations, the most private part of our professional practice, we will develop both effective strategies for difficult consultations and a shared appreciation for the diverse academic and personal backgrounds we bring to our work.

Bluebell

8:30 a.m. - 10:00 a.m.

Veteran PODers Share Accumulated Knowledge and Wisdom: An Annual Conversation*Linc. Fisch; Lion F. Gardiner, Rutgers University; Ann Lucas, Fairleigh Dickinson University; & Delivee L. Wright, University of Nebraska-Lincoln*

POD is all about sharing ideas and experience. But as conferences become larger, it becomes less likely to meet, much less converse at length with the veteran developers who have contributed so much to POD and its members. Each year, this interactive session offers an intimate ambiance in order to provide opportunity to engage key players in the field in conversation about matters of interest to you and for all of us to share what we have learned (and what we may yet have to learn). The session will appeal to all POD members, and especially to relative newcomers.

Iris

8:30 a.m. - 10:00 a.m.

Centering Teaching and Learning in Challenging Times*Devorah Lieberman, Portland State University & Alan Frantz, Idaho State University*

Faculty Development Centers nationally are facing reduced financial support. In this time of “targeted” cuts on Faculty Development Centers, it behooves developers to learn survival techniques from each other. Presenters share their approach and results from an assessment of a leading Faculty Development Center, and the corresponding budget cuts due to the current financial crisis at this state-supported university. Participants engage in discussion about rationale for locating the development of teaching and learning centrally, the approach to assessing the center's work, and the priorities for funding the operations. This presentation/discussion is intended for both veterans and newcomers to faculty development.

Larkspur

8:30 a.m. - 10:00 a.m.

Envisioning the Ideal Graduate Course(s) on University Teaching *Dieter J. Schönwetter, University of Manitoba; Donna Ellis, University of Waterloo; & K. Lynn Taylor, University of Manitoba*

Graduate students, faculty, GTA developers, faculty developers, and administrators are invited to interpret the findings of a qualitative and quantitative study on approximately 50+ Canadian

and US graduate courses focusing on preparing future professoriate for teaching in higher education. Current trends of course objectives, course content, recommended texts, expected assignments, promoted bibliographies, and course delivery mode will be explored. A synthesis of these findings with current literature on preparing future professoriate course development will guide a discussion on developing a model or models of strategies to better prepare our future professoriate as teachers.

Primrose

8:30 a.m.-10:00 a.m.

A Qualitative Research Study of the Teaching Experiences of African American Faculty

Christine A. Stanley & Nancy Simpson, Texas A&M University; & Matthew Ouellett, University of Massachusetts, Amherst

This session shares results of a qualitative research study of the teaching experiences of African American faculty at two predominantly White research universities in the South. The researchers interviewed African American faculty at the rank of Assistant, Associate, and Full Professor whose length of employment with the university ranged from two to thirty years. They explored issues related to teaching style and development, perceptions of being viewed as minority faculty, and institutional practices that impacted their teaching experiences. The authors present the results of this study, offer implications for faculty, instructional, and organizational development, and suggest areas for further research.

Aspen

8:30 a.m.- 10:00 a.m.

Advance Book Session: Using *Understanding by Design* in Higher Education

Natalie J. Hannon & Shelley Hostetter, Johns Hopkins University

If your course were a story, what would the moral be? *Understanding by Design*, by Grant Wiggins and Jay McTighe, provides a conceptual framework for instructional design that differentiates between knowledge and understanding; depth and breadth; and content coverage and uncoverage. Its principles have been successfully applied in a variety of settings throughout the country. Faculty developers, instructional designers, and any other interested faculty or administrators will discuss this framework and how they have or will apply its concepts to course design and delivery, program development, as well as to faculty development.

Crestone Peak

8:30 a.m.- 10:00 a.m.

Faculty Development as Institutional Leadership: Visions, Roles and Strategies

Lynn Taylor, University of Manitoba

Increasingly, faculty developers are called upon to provide leadership in problem solving and change at the institutional level. In this role, we find ourselves using both new and established faculty development strategies to lead from the middle. Faculty developers are invited to participate in a discussion of our leadership roles and some of the strategies we use to exercise leadership and facilitate change in our institutions. Using Parker Palmer's processes of knowing, teaching and learning in community, we will compare our experiences with those of 25 Australian colleagues who participated in a recent study on leadership in faculty development.

Humboldt Peak

8:30 a.m.- 10:00 a.m.

International Perspectives on Faculty Development: A Vision for Practice

Kathleen P. King, Fordham University & Patricia Lawler, Widener University

Surveying and interviewing Professional and Organizational Development Network (POD) and Staff and Educational Development Association (SEDA) members revealed patterns of best practice, goals, purposes, and influences among international practitioners. The recent emphasis on teaching and learning effectiveness in the college classroom is mirrored in the responses; however, faculty development as focusing on the needs of the faculty as learners was not as clear. Both quantitative and qualitative methods were used in analyzing the data. This interactive session will include a problem-based approach using case studies drawn from the research. Participants will discuss the proposed vision and direction for the field.

<http://www.fordham.edu/gse/kpking/profdevstudy.htm>

*Robert J. Menges
Award Session*

Longs Peak

8:30 a.m.- 10:00 a.m.

From Table d'hote to A-la-carte; Reconceptualising the Educational Development Menu*Liz Shrives & Christopher Bond, University of Surrey Roehampton*

The traditional serving of educational development has tended to consist of a menu of 'boiled beef and carrots' which sustains immediate hunger but goes no further than that. Recent work that we have undertaken at a London university has identified a new menu that will meet the multi-nutritional needs and gastronomic desires of any diner. Within this session we contrast old and new models of educational development and explore the use of process and client centred consultancy as an alternative form of Faculty development. The session will involve the use of presentation, live case study analysis and co-consulting.

Blanca Peak

8:30 a.m.- 10:00 a.m.

Moving from Research to Practice: Pedagogical Tools to Promote Learning*Barbara J. Millis, U. S. Air Force Academy*

Both scientists and teachers have become increasingly aware of the research on the biological basis of learning and related research in other scientific fields. More importantly, many higher education faculty members are eager to apply the results to teaching and learning. This interactive session will explore some of that research—including recommendations featured in two recent national reports—discuss its implications for teaching and learning, and link it to critical thinking and an international model of deep learning. Beyond theory, participants will experience classroom practices that will promote deep learning, leaving many with a transformational approach to teaching.

Maroon Peak

8:30 a.m.- 10:00 a.m.

Teaching Diversity*William M. Timpson, Colorado State University*

Drawing on a new book, *Teaching Diversity*, by Timpson, Canetto, Borrayo and Yang (Madison, WI: Atwood), participants will better understand ways in which student resistance to learning about privilege and unlearning prejudice can be transformed into an openness about ethnicity, gender, social class, sexual orientation, and more. Description of activities: 1. Overview of findings. 2. Creating a climate of safety: Participants will use a list of climate determinants (e.g., communication, trust, respect) to assess their own experiences with teaching about human diversity. 3. From debate to respectful engagement: Participants will utilize a form of structured listening and paraphrasing to engage more deeply and more respectfully in a complex issue involving diversity. 4. Problem based learning: Participants will be guided through a process of cooperative inquiry about a complex diversity problem. 5. Review of the underlying processes of teaching, learning and development.

Pikes Peak

8:30 a.m.- 10:00 a.m.

Articulating, Defending, and Expanding a Center's Vision in Challenging Times*Bill Burke & Larry Grabau, University of Kentucky*

There is an ongoing need within POD to discuss formulating clear and defensible visions for our centers. This session, based on our experience faced with elimination of our center, examines arguments we formulated, documents we produced, and steps we took regarding issues of alignment, mergers with technology units, central versus dispersed activities, and articulating our mission. Using our situation as a case study, participants will discuss and critique the center's response and suggest approaches for their campus cultures. Those who may need to defend existing activities, better position themselves for improved effectiveness, or argue to expand their mission can benefit.

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

Friday Morning Break

Evergreen AB

10:15 a.m.-11:30 a.m.

Keynote Session – The Flashlight and the Owl, Brenda Laurel

Dr. Brenda Laurel is the Chair of the graduate Media Design Program, Art Center College of Design in Pasadena, CA. Brenda Laurel has worked in the area of human-computer interaction since 1976, for companies including Atari, Activision, Epyx, Apple, and Interval Research, where she led a three-year research program to explore gender and technology. She was the co-founder of Purple Moon, a transmedia company devoted to girls, based on her research at Interval. She also works as a consultant, designer, speaker and researcher, focusing on the cultural aspects of technology. Dr. Laurel is the editor of *The Art of Human-Computer Interface Design* (1990, Addison-Wesley), author of *Computers as Theatre* (1991, 1993, Addison-Wesley), and author of *Utopian Entrepreneur* (2001, M.I.T. Press).



Many of her essays, speeches, stories and plays for children, and a regular column on contemporary issues live at

http://www.tauzero.com/Brenda_Laurel. She is editor of the forthcoming book, *Design Research: Applied Explorations of People, Culture, Context and Form* (M.I.T. Press, 2003). Dr. Laurel holds an M.F.A. and Ph.D. in theatre from the Ohio State University. She serves on the Boards of Cheskin, the Comparative Media Studies Program at M.I.T., the Digital Storytelling Association, and the Communication Research Institute of Australia.

Evergreen CDEF 1

11:30 a.m.- 12:45

Friday Lunch & Annual POD Business Meeting*Laura Border presiding***POD Reg. Desk**

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

Educational Expedition 4: US Air Force Academy Center for Educational Excellence, Visitors Center, and Chapel (Depart from entrance near POD Registration Desk)

On this expedition you will learn about the Academy's faculty development center and then take a brief bus trip to the Visitor's Center. A 10-minute downhill walk to the Chapel follows with a return uphill walk back to the Visitor's Center. The group must stay together during the visit. Because of possible security alerts and the need to obtain prior approval for visitors, registration will close 2 weeks in advance of the conference. Foreign nationals wishing to take this expedition must give Barbara Millis (Barbara.Millis@usafa.af.mil) their passport number and other information well in advance. (Please contact her for more details). The base is indefinitely closed to visitors for security reasons: this will be your only opportunity to see Colorado's (formerly) most visited manmade landmark! Bring a photo ID.

Fee: \$30. Minimum: 15. Maximum: 30 people.

Center for Educational Excellence: <http://www.usafa.af.mil/dfe/>

US Air Force Academy: <http://www.usafa.af.mil/>

Concurrent Session D (1:00 p.m.— 2:00 p.m.)**Conifer 2**

1:00 p.m.— 2:00 p.m.

The Big Box Paradigm Shift: Changing Faculty's Spaces and Places*Karen R. Krupar & David Conde, Metropolitan State College of Denver*

Shifting demographics of faculty and the demands of "anytime/anywhere" learning of students initiated the era of "Big Box" warehoused learning modules. This new metaphor for curricular development and instructional facilitation raises questions about faculty's new roles and responsibilities, the mission of faculty development centers, and the direction/commitment to learning of institutions of higher education. This session provides evidence of the growing presence of "Big Box" learning, offers opportunities to examine its implication through break-out group discussion, and presents one center's attempts to address this phenomenon with online faculty development workshops designed after the SCROM/ "Big Box" curricular development architecture.

Conifer 3

1:00 p.m.— 2:00 p.m.

Always a Borrower Be: Re-visioning Great Ideas at Your Institution*Patricia Armstrong & Linda Hodges, Princeton University*

Our profession values the free exchange of ideas and encourages borrowing one—with credit duly given—when we think it would benefit instructors on our campuses. But making someone else's terrific idea work requires adapting it to the specificities of a particular campus culture. Using the conference theme of metaphor, which in Greek means “carrying over”, we'll present two ideas that we successfully carried over to Princeton and then use work by Sorcinelli on best practices to frame a discussion about how to adapt programs to meet your instructors' needs and institutional culture.

Lupine

1:00 p.m.— 2:00 p.m.

Instructional Integrity: Evaluating Alignment among Course Goals, Activities and Assessment*Timothy W. Bothell, Brigham Young University*

Misalignment among course goals, classroom activities and assessment can often be the basis of students' lack of learning. This lack of learning stems from instructional design issues about misalignment between what instructors intend to teach, what they actually teach, and what they test. Participants of this session will discover discrepancies in instructional alignment and learn to provide feedback to faculty about instructional alignment. Participants will receive examples and templates to be used in one-on-one consulting with faculty or used in evaluating the alignment in their own courses. This session will include a quick presentation, discussion of examples and application activities.

Bluebell

1:00 p.m.— 2:00 p.m.

Present Practice, Future Vision: Rise and Role of Sustained Models*Jean E. L. Layne, Texas A&M University*

Sustained models are a recent trend in faculty development. These programs can assist in both the facilitation of learning (for faculty and students) and the recognition and appreciation of diversity on our campuses. They can also increase the quality of faculty work life. Expanding interest in programs like Faculty Learning Communities and the Peer Review Project suggests that further inquiry into the potential of these opportunities is warranted. This interactive session will explore the characteristics and outcomes of sustained models. Participants will identify similar projects on their own campuses and dialogue on the purpose and process for implementing sustained initiatives.

Iris

1:00 p.m.— 2:00 p.m.

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

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

Larkspur

1:00 p.m.— 2:00 p.m.

Learning Matters! - Leading New Faculty to Student-Centered Teaching*Sheila Browning & Marion Webb, Kingston University*

This session will outline the strategies we use to encourage new colleagues to adopt student-centred teaching styles. A central teaching development team, we are responsible for the 'Postgraduate Certificate in Learning and Teaching' taken by all new faculty. A 3-day orientation programme is designed to equip them with strategies for their first classes. The session will be of interest to those concerned with the development of new faculty or with an interest in teaching styles. The session will present the context of our work, details of the programme and will incorporate some of the activities that have proven successful.

Primrose

1:00 p.m.— 2:00 p.m.

Waves Breaking on the Shore - Recreating the Landscape*Christopher Bond, University of Surrey Roehampton; Diana Eastcott, University of Central England; & Elizabeth Shriver, University of Surrey Roehampton*

This session will review the complexities of creating, managing and sustaining innovation and strategic change within two UK universities. Within the session we use a live case study approach to evaluate how strategic change can be embedded within and between institutions in a very complex and diverse sector. The session uses a metaphor of a coastline and the impact of both managed and natural forces for change in this context. We aim through our active use of this metaphor and co-inquiry with participants to explore the complexities, challenges and potential strategies for managing strategic change in pedagogic practice with Faculty.

Aspen

1:00 p.m.— 2:00 p.m.

Network Mapping and Faculty Development: Using Relationships to Support Change*Douglas Reimondo Robertson, Eastern Kentucky University*

As with most personal change, faculty development results from an interaction of forces within the self and the environment. This session focuses on helping faculty to shape their social environments so that their relationships support, rather than resist, desired change. Network maps are useful tools for visualizing webs of relationships. These relationships can play important roles in helping or hindering faculty who are trying to make changes in their teaching practice or work life. This session discusses and demonstrates how faculty developers can use a network mapping tool to assist faculty in making desired changes. Format: presentation, discussion, and application.

Crestone Peak

1:00 p.m.— 2:00 p.m.

Teaching Portfolios as Windows on Teaching Development*Angela R. Linse, Wayne Jacobson, Jennifer Turns, Debby Hatch, & Elizabeth Feetham, University of Washington*

The purpose of this session is to discuss how our work with graduate students on teaching portfolios has been enhanced by a small research study on the processes graduate students go through as they develop teaching portfolios, how their experiences and backgrounds impact the process, and the challenges they face. The primary audiences for this session are instructional developers and people interested in developing a teaching portfolio. Three themes (process, background, and challenges) provide a framework for the session. For each theme we will present data and participants will discuss potential impacts consulting, teaching, and portfolio programs.

Humboldt Peak

1:00 p.m.— 2:00 p.m.

Educational Technology Assistance Programs: A “Hub” Model of Faculty Development*Kristine L. Blair & Elizabeth Monske, Bowling Green State University*

This presentation profiles an academic unit's development of an educational technology assistance program linking trained graduate students with faculty developing fully online courses. The presentation describes various elements of the program, including the development of a fully online course in which graduate students study course management, assessment, instructional design. Additional issues addressed include the types of activities that are appropriate for the graduate student consultants and the support and reward structures necessary for graduate students, faculty, and the academic units that rely on educational technology assistance models. Activities will include sharing alternative models for technology and faculty development.

Longs Peak

1:00 p.m.— 2:00 p.m.

Teacher as Exhibitor: Creatively Presenting Audio-Visual Media in the Classroom*Ted Hovet, Western Kentucky University*

Friday

This session explores creative practices in presenting audio-visual media in the classroom, with special attention to integrating these materials into specific learning outcomes. Through a presentation, discussion and exercises, participants will explore specific problems and challenges in the use of audio-visual media, will examine ways to apply principles of active learning and critical thinking to the use of these media, and will learn of the “teacher as exhibitor” metaphor as a model for integrating audio-visual materials into learning outcomes. The target audience is faculty and faculty developers.

Blanca Peak

1:00 p.m.— 2:00 p.m.

The Vision of Teaching at Twelve Faculty Development Centers*Suzanne M. Swiderski, The University of Iowa*

Although educational researchers have long been interested in exploring the culture(s) within higher education, one area in which cultural analysis has not occurred is that of teaching centers. Therefore, a qualitative study of twelve postsecondary teaching centers was conducted to explore two issues: how the culture of a teaching center can be described, and how the culture of a teaching center is related to its vision of teaching. Results of this study suggest interesting patterns of similarities among the cultures of teaching centers that function within vastly different contexts.

Maroon Peak

1:00 p.m.— 2:00 p.m.

When a Center Conducts Inquiry, Warming up the Chill: Teaching Against the Structures*Audrey M. Kleinsasser, University Of Wyoming*

This session for faculty development leaders and others describes a SoTL book project, *Warming up the Chill: Teaching Against the Structures*. A faculty teaching and learning center carried out the project in response to a university-wide call to increase diversity and improve climate. Following a brief project overview, attendees will examine three issues: a) Should inquiry be a focus for a faculty development center? b) What are the scholarship of teaching and learning issues for a center? c) What are the intended and unintended consequences of center-driven SoTL? Attendees will receive free copies of the book.

<http://www.uwyo.edu/ctl>

Pikes Peak

1:00 p.m.— 2:00 p.m.

Enhancing Graduate Preparation: UK's Graduate Certificate in College Teaching & Learning*Carolyn S. Carter, University of Kentucky*

While faculty at most institutions spend most of their time in teaching-related activities, preparation for teaching plays a limited role in graduate programs. The University of Kentucky's new Graduate Certificate in College Teaching & Learning is a response to this gap. This session will engage participants in developing ways that faculty can benefit from and contribute to efforts to reclaim teaching preparation. Targeted to faculty, developers, and administrators, this interactive session will: 1) inform the audience about opportunities available through graduate certificates; 2) allow the audience to inform Certificate efforts; and, 3) establish linkages between institutions with, or considering, certificates.

<http://www.uky.edu/TLC/graduatecertificate.htm>

Conference Foyer

1:30 p.m.— 4:00 p.m.

Conference Registration**Concurrent Session E (2:15 p.m.— 3:45 p.m.).****Conifer 2**

2:15 p.m.— 3:45 p.m.

A Vision Beyond Measurement: Developing an Integrated Data System*Kathryn M. Plank, Stephanie Rohdieck, Alan Kalish, & Kathy Harper, The Ohio State University*

Documenting the impact of teaching and learning centers is becoming particularly crucial today; the existence of our centers may depend on it. In this session, we explore practical strategies for integrating assessment into daily work-flow, to generate information that accurately measures our impact, helps others understand and value our work, and enables us to improve what we do, without creating a major "add-on" task. Using our center's story as an example, we will engage participants in activities to lead them through the processes of defining goals, identifying key measures, integrating data collection, and using assessment to improve practice.

Conifer 3

2:15 p.m.— 3:45 p.m.

Architects of Student-Centered Learning: Teachers Planning, Students Constructing*Gillian B. Thorne, University of Connecticut*

This session explores a paradigm for teaching and learning that challenges both the Sage on the Stage and the Guide on the Side. Through demonstration, discussion, and participation in a powerful abbreviated instructional design process, participants will explore how instructors

become architects of student-centered learning, while students construct their own learning within the instructor's blueprint. Those who are critical friends of the teaching process will improve their ability to evaluate learning objectives and assessments. Those who are architects of student learning will particularly benefit from developing student-centered learning objectives and assessments useful in their own professional contexts.

Lupine

2:15 p.m.— 3:45 p.m.

Scholar or professional? Exploring Metaphors for Teaching in Higher Education.

John M. Dearn, University of Canberra

The teacher as scholar has been a powerful metaphor for the teacher in higher education but may fail to provide a framework for the quality assurance increasingly demanded of our institutions. The concept of professionalisation offers an alternative model around which to construct teaching and professional development. However, some aspects of professionalisation sit uncomfortably with traditional concepts of academic work and academic autonomy. The session addresses the nature of professionalisation in the context of academic work and invites participants to explore the implications of professionalisation for their own practice either as faculty or faculty developers.

Bluebell

2:15 p.m.— 3:45 p.m.

Managing Conflict Effectively

Ann F. Lucas, Fairleigh Dickinson University

POD staff and directors frequently encounter disagreement among members of their advisory boards, and with faculty they are trying to help. They also are sometimes asked for help by deans and chairs of departments. Through lecture, discussion, and case studies, this session will help participants: understand the nature of conflict, when it is likely to occur, and its possible outcomes; identify the styles of conflict management and choose the appropriate intervention for a specific conflict; learn the steps involved in handling conflict so that it becomes a problem to be resolved instead of a battle to be won.

Iris

2:15 p.m.— 3:45 p.m.

Envisioning Effective Approaches to Evaluating Faculty Development programs

Mary Deane Sorcinelli, University of Massachusetts; Ann Austin, Michigan State University; & Donald H. Wulff, University of Washington

Learn about specific tools and strategies for planning and conducting useful reviews and assessments of faculty development programs. Through presentation, case examples, and group discussion, faculty developers will examine their own roles and the roles of external evaluators in such program reviews. The facilitators will share their considerable experience with program reviews for their own programs, for other programs on their campuses, and for other campuses. The session is appropriate for anyone interested in issues and strategies in program review/assessment.

Larkspur

2:15 p.m.— 3:45 p.m.

Maximizing Learning: Strategies for the Classroom and Professional Development

Todd D. Zakrajsek, Central Michigan University

Abundant research demonstrates that learning takes place when the student's mind is actively engages the material. There exists a vast body of literature dealing specifically with this issue. Participants will leave this workshop with an understanding of the basic concepts in human learning, how to present information so that students most effectively encode it into long-term memory, how to facilitate students' retrieval of information, how to help students know when they know (metacognition), how to conduct quick assessments of student learning, and how to avoid common errors that both students and faculty make with respect to learning.

Primrose

2:15 a.m.— 3:45 p.m.

Fostering Faculty Trust While Facilitating a New University Vision

Frances Johnson, Rowan University & Phyllis Blumberg, University of the Sciences in Philadelphia

How does the developer establish or maintain trust when initiating a new vision? What are its consequences? This interactive session will present two scenarios, focusing on senior or pre-tenured faculty for establishing or maintaining faculty trust. In each instance, the faculty devel-

oper is trying to establish a new university vision. A series of questions based on the case problems will be presented. Participants will form groups, discuss, generate solutions and an action plan. Participants will take what they have learned from the small group discussions and apply it to challenges of trust building on their respective campuses.

Aspen
2:15 p.m.— 3:45 p.m.

Connecting Teaching Evaluations to Faculty Development with “Understanding by Design”

Shelley A. Hostetter, Natalie Hannon, & Kwang Soo Cheong, Johns Hopkins University
How can we connect course evaluations to faculty development in a meaningful and holistic way? Using “Understanding by Design” by Grant Wiggins and Jay McTighe as a conceptual framework for instructional design, faculty learn how to differentiate between knowledge and understanding; depth and breadth; and content coverage and uncoverage. Johns Hopkins University developed a mentoring program using “Understanding by Design” and demonstrated how it correlates with the IDEA course evaluation process, especially as faculty learn how to prioritize objectives. Participants will learn how to use templates as images to explain concepts. A discussion on cultural implications will be included.

Crestone Peak
2:15 p.m.— 3:45 p.m.

Seasons of Change: Faculty Moving from Disseminating Information to Educating

Barbara L. Licklider & Jan Wiersema, Iowa State University
This session features our interpretation of the data on faculty experiences as a representation of teacher growth in what it means to facilitate learning. We view learning how to help others learn as a continuous journey of the subject matter specialist—one who gives information to students—in becoming a facilitator—who helps students both grasp the heart of their disciplines and learn how to continue their own learning. Consistent with this conceptualization we engage participants in a discussion of teacher growth as these seasons of change in thinking about the process of education: challenge, experimentation, intentionality, community, and worthiness.ss.

Humboldt Peak
2:15 p.m.— 3:45 p.m.

Hiring Matters: Today’s Vision, Tomorrow’s Reality

Meg P. Morgan & Charlynn Ross, University of North Carolina Charlotte
Good hiring practices can help faculty create a vision; poor hiring can help undermine it. We surveyed recently hired faculty and recent recruiting committee members at the University of North Carolina Charlotte to understand positive hiring (interview/face-to-face) practices. Our session will be interactive: participants will share hiring stories and we will discuss results of our survey. In addition, we will role-play scenarios and provide a good practices handout. Designed for college faculty and administrators.

Longs Peak
2:15 p.m.— 3:45 p.m.

Making Timely Revisions: Online Early Teaching Evaluations

Marilyn S. Miller & Andrew White, University of Missouri-Columbia
The University of Missouri promotes early student feedback so that faculty can make meaningful changes before the semester is over. However, budget cuts have forced us to become more efficient in providing this service. Using off-the-shelf technologies, the faculty development center and office of educational technology developed and piloted an “Online Early Feedback” system. This session explores the development process and findings from the pilot phase of this service.

<http://pet.missouri.edu>;

<http://teachandlearn.missouri.edu>; <http://etatmo.missouri.edu>

Blanca Peak
2:15 p.m.— 3:45 p.m.

Envisioning Course Design: Using Color-Coding to Foster Learner-Centered Teaching

Marlene M. Preston & Margaret Hable, Virginia Tech
Based on a week-long seminar for faculty of various disciplines, this session explores the use of course charts and colorful Post-it Notes to illuminate instructional design processes. Using these tools, new or experienced faculty can visualize the complexities of their classes, and they can refine their designs by incorporating more learner-centered practices. Participants in this session will experiment with ways to apply theoretical design principles in an active environment—

one with social and visual attributes that foster long-term learning. The workshop model described in this session educates and engages faculty so that they can educate and engage students..

Maroon Peak

2:15 p.m.— 3:45 p.m.

Teaching Ethics, Acculturating Ethics? Two Institutions' Approaches

Jan E. Allen, Northwestern University & Kevin Johnston, Michigan State University

How can we best provide training and acculturation in ethics and responsible conduct? How can we best work within and among disciplines to offer graduate students and their faculty mentors ethical training? In this session, for TA and faculty developers and academic administrators, we'll discuss process, methods, and activities in a strong professional development program in ethics. We'll examine issues such as faculty buy-in, discipline-based versus cross-discipline training, and program evaluation. We'll provide copies of materials, including case studies, workshop content outlines, bibliographies, needs assessment surveys, and program evaluation materials.

Pikes Peak

2:15 p.m.— 3:45 p.m.

Connecting Faculty Development and Student Development at a Small College

James M. Sloat, Washington & Jefferson College

Many small colleges assume that faculty development efforts automatically translate into student development. Unfortunately, the connection between the two is often indirect and irregular. In this session, participants will work together to develop a vision that links faculty and student development. The discussion will be launched with a presentation of a Teaching-Learning-Community model. Participants will then refine the model and identify practical strategies for implementing the vision in a small college setting. This session will be most helpful for faculty and administrators who are involved in either faculty or student development (or both) in a small college setting.

3:45 p.m.— 4:00 p.m.

Friday Afternoon Refreshment Break

Concurrent Session F (4:00 p.m.— 5:30 p.m.)

Conifer 2

4:00 p.m.— 5:30 p.m.

Biology in Bloom: Bringing Student Learning to Life

Julie-Ann M. McFann, University of California, Los Angeles, Jason Curtis, & Kenneth Holford, Purdue University, North Central

With the advent of accountability, more and more programs find it necessary to formally articulate their vision of what they hope their students will learn. However, many non-education disciplines are unfamiliar with developing guidelines for learning. In this interactive session geared for faculty developers from non-education disciplines, participants will learn how two biology professors, with the assistance of a faculty developer, created learning objectives using Bloom's Updated Taxonomy. Participants will engage in guided practice so that they can then use this model with their constituents.

Conifer 3

4:00 p.m.— 5:30 p.m.

Supporting the Good Work of Temporary Faculty

Patricia E. Zambell & Debra Brum, California State Polytechnic University, Pomona

Using current literature, we will define temporary faculty and establish their importance to the academy. A survey will be completed to determine characteristics of temporary faculty at participants' campuses. Participants will be actively engaged in identifying needs of temporary faculty and challenges inherent in meeting those needs. We will describe our Lecturer Support Program, showing connections with the needs identified and discussing how challenges were overcome. Finally, participants will be engaged in creating an action plan. Faculty developers working with temporary faculty will come away with strategies for engaging temporary faculty and an action plan for supporting temporary faculty.

<http://www.csupomona.edu/~pezambell/lsp>

Lupine

4:00 p.m.— 5:30 p.m.

Dreams and Visions of Collaboration: Faculty and Student Learning Communities*Milton D. Cox, Miami University; Laurie Richlin, Claremont Graduate University; & Stacy Morrone, Indiana University-Purdue University Indianapolis*

At the recent AAC&U conference on student learning communities (SLCs) it became clear that in many cases faculty developers were not connected to SLC initiatives on their campuses. Presentations included statements like “the faculty were not interested so we moved the program to student affairs.” This session will explore barriers and visionary and envisioned efforts to connect developers and teaching centers to SLCs through faculty learning communities (FLCs) and other ways. Participants will review SLC and FLC formats, purposes, and outcomes; learn about and share successful connections; and explore new strategies. This session is appropriate for developers, faculty, and administrators.
<http://www.muohio.edu/flc/>

Iris

4:00 p.m.— 5:30 p.m.

Using Student Feedback to Support a Learning-Centered Institutional Vision*Noreen B. Gaubatz & Ruth Federman Stein, Syracuse University*

Do you share an institutional vision of being genuinely focused on undergraduate learning? Since faculty play a key role in supporting student learning, this workshop will explore the importance of collecting good formative feedback from students on effective educational practices. Through small group discussion of situational learning case studies, student feedback will be linked to practical strategies for improvement of learning and appropriate techniques for assessing established learning outcomes. Faculty, faculty developers, and TA developers who share a vision of contributing to the development of a learning-centered institution will benefit from this session.

Larkspur

4:00 p.m.— 5:30 p.m.

Course and Curricula Design and Assessment: Increasing Your Impact*Robert M. Diamond, National Academy for Academic Leadership,*

Faculty and instructional developers can play a major role in the improvement of courses and curricula. In this session participants will be introduced to a process they can use with faculty: the questions to ask, the options to explore and techniques they can use to be more effective. Case studies will be used and the related research on teaching and learning utilized. Open to anyone in the field interested in expanding their role, the session will combine small group activity with presentation and discussion.

Primrose

4:00 p.m.— 5:30 p.m.

New Accreditation Processes and Teaching/Learning Centers: Challenges and Opportunities*Dee Fink, University of Oklahoma; Virginia Lee, North Carolina State University; Nancy Simpson, Texas A&M University; & Diane Williams, University of Southern Florida*

All six regional accrediting associations in the United States have recently added criteria that call for more evidence of (a) learning-based outcomes and (b) faculty efforts to learn about teaching. These changes have major implications for faculty developers. In this session, three faculty developers in institutions currently preparing for accreditation will describe their experiences under the new guidelines, and addressing both the opportunities created (e.g., for promoting better teaching and learning) and the hazards or challenges faced (e.g., people still view accreditation as an onerous chore).

Aspen

4:00 p.m.— 5:30 p.m.

Envisioning the Future: A Case Study of TA Development*Neeraja Aravamudan, Northwestern University*

This interactive session will allow participants to engage in an open discussion about creating a coherent vision for TA development. This session is geared towards administrators, developers, faculty, and graduate students interested in graduate student development. Using the case study method and small group work, participants will discuss alternate approaches to situations presented by a progressive case study of programming offered by the Searle Center for Teaching Excellence at Northwestern University. We will consider different models of graduate student development, linking the case study to current research, and conclude with a question

and answer period.

http://president.scfte.northwestern.edu/prog_students.html

Crestone Peak

4:00 p.m.— 5:30 p.m.

Implementing a Vision for the Future: A Teaching Certificate Program

Anita Gandolfo, United States Military Academy

This session will guide both new and experienced faculty developers through the process of developing a teaching certificate program for their campuses that will address the specific needs of their institutional cultures, much as we designed and implemented one for our own institution. While we will explain the rationale for the design of our program, this will be an interactive session in which we ask audience members to explain how they would adapt our program components for their needs. Our objective is to share our experience and inspire and empower members of the audience to initiate their own programs.

Humboldt Peak

4:00 p.m.— 5:30 p.m.

Emotions in the Classroom: How Students Really Learn

Erin Driver-Linn, Harvard University

This session will address the myth of dispassionate learning as evidenced in psychological literature. Many teaching practices assume a separation of emotion and reason is desirable, and many curriculums are designed around “filling the head.” We will review the relevant psychological research, with emphasis on positive versus negative emotions in the classroom. We will discuss and explore, by way of two guided imagery exercises, the situations in which emotions are likely to enhance versus diminish memory and skill acquisition. In small groups, we will generate strategies for wise use of emotion in the classroom.

Target audience: faculty/TA developers, faculty.

Pikes Peak

4:00 p.m.— 5:30 p.m.

Vision to Reality: Evaluating Instructional Interventions that Prepare Future Professoriate

Donna E. Ellis, Dieter Schönwetter, & Martha Roberts, University of Waterloo

One vision of many Certificate in University Teaching (CUT) programs is to help participants feel prepared for their role as teachers. How successful are these programs at making this a reality? In this session, GTA Developers and other interested participants will explore key pre- and post-CUT results from our four-year study (n=160+) on the effects of CUT programs and how these results link to critical components of our comprehensive programs. A synthesis of these findings with current, relevant literature will guide a discussion on strategies to help us all reach our vision. Key program materials will be shared.

*Robert J. Menges
Award Session*

Longs Peak

4:00 p.m.— 5:30 p.m.

The Vision of an Accessible Campus: Comparing Views of Students with Disabilities to Those of Faculty

Sheryl L. Burgstahler, University of Washington

Over three years of research outcomes from Projects to Improve Postsecondary Education for Students with Disabilities are shared in this session. Perceptions from students with disabilities about the respect and services they need from faculty, administrators, and staff to improve access are compared with faculty perceptions regarding meeting access needs of students with disabilities as expressed in focus groups, through literature, and in panel discussions. Best practices are identified, and professional development materials including videotapes and written and presentation materials are shared in this session. Large and small group discussion regarding access issues will follow. Participants will gain insights and practical ideas to implement at their institution on how to best meet the access and accommodation needs of students with a variety of disabilities. Useable handouts and resources are included.

<http://www.washington.edu/doit/Faculty/>

Bluebell

4:00 p.m.— 5:30 p.m.

Authenticity in Teaching: Teacher as Wanderer, Warrior, and Wise Sage

Debbie J. Natoli, Harvard Graduate School of Education

Metaphor invites us into the sphere of imagination, enabling the soul to find embodiment through symbol and image, enticing an exploration of our interior nature. This session introduces the Model for In-depth Faculty Development (Natoli, 2002), informing our work with TAs

Friday

for their enhanced personal growth. It is outcome of research on teacher personality, constructed upon theories of adult development, and inspired by Sprague and Nyquist (1989). An interactive exercise precedes research presentation and model description. Methodologies such as metaphor, honoring personal development and our striving for greater authenticity in teaching in the context of professional growth, are indicated.

Blanca Peak

4:00 p.m.— 5:30 p.m.

Planning, Implementing, and Assessing a Learner-Centered Curriculum*Mary J. Allen, California State University System*

Participants will engage in a series of exercises to explore a conceptual framework for integrating program learning objectives, course and curriculum design, and program assessment within a learner-centered environment. Assessment and faculty development professionals and faculty who are engaged in reviewing their programs will consider and discuss ways to articulate learning objectives, align pedagogy and curricula with these objectives, embed authentic assessment, and develop scoring rubrics to improve learning within courses and curricula.

Maroon Peak

4:00 p.m.— 5:30 p.m.

Threading Assessment into the Culture of a Campus*Libby Rankin, Sara Hanhan, Joan Hawthorne, Anne Kelsch, Melinda Leach, & Charles Miller, University of North Dakota*

This session will focus on creating “multiple points of entry” to engage faculty in assessment of student learning. Three strategies will be examined in detail: (1) the use of workshops to introduce faculty to assessment principles, practices, and methodologies; (2) the use of the “Carnegie model” for involving individual faculty with scholarship of teaching projects; and (3) the use of faculty participation in large scale assessment projects that they help design. Attendees—both faculty and faculty development personnel—will be invited to share their own experiences with other kinds of strategies and brainstorming additional options as well.

Columbine Center

5:30 p.m.— 6:00 p.m.

Setup for Poster Sessions**Columbine Center**

6:00 p.m.— 7:30 p.m.

Resource Fair/ Reception

Rhett McDaniel organizing.

Columbine Center

6:00 p.m.— 7:30 p.m.

Bright Idea Awards Posters*Bright Idea Award Winners*, Cynthia Desrochers organizing.
<http://atech2.wku.edu/skuhlens/bidea/>**Columbine Center**

6:00 p.m.— 7:30 p.m.

“Vision, Metaphors, and Images” of Faculty Development

Display of faculty development center logos., Elizabeth Chandler organizing.

Columbine Center

6:00 p.m.— 7:30 p.m.

Poster Sessions (6:00 p.m.— 7:30 p.m.)

Phyllis Blumberg organizing.

Columbine Center

6:00 p.m.— 7:30 p.m.

Images of Our Profession: Quality of Life of Faculty Developers*Kathleen T. Brinko & Sally Atkins, Appalachian State University*

As professionals, we faculty developers know very little about ourselves. The majority of the literature in our field addresses our practice, and primarily the improvement of teaching. But who are we? What are our challenges, frustrations, and dreams? In this poster session, we will report the results of a national study of the quality of life of faculty developers in the United States, and explore implications for future directions for the profession.

Columbine Center

6:00 p.m.— 7:30 p.m.

Friday

POD Network Grant Program: Supporting Innovation in Faculty Development*POD Grants Committee*

This poster, presented by the POD Grants Committee, is designed to share the work of the grants program with the membership of POD. The poster will provide guidance on submitting proposals that meet the grants criteria, and will report on previous grant-funded projects. Our

primary purpose, however, will be to articulate the 2003-2004 POD Grants theme of assessing faculty development initiatives in order to help applicants devise initiatives appropriate to this focus.

Columbine Center
6:00 p.m.— 7:30 p.m.

Grading Performance Tasks To Cultivate Student Proficiency

Nancy Oppenheim, Fort Lewis College

Faculty recognize the usefulness of performance tasks such as role-plays, simulations, presentations, and mock trials to prepare students to succeed during and after college. However, many faculty avoid including such learner-centered activities in their syllabi because of their trepidation over grading these activities fairly and appropriately. This poster session will provide participants with protocols and rubrics that define the dimensions to be evaluated, and the behaviors that students must master to achieve their goals.

Columbine Center
6:00 p.m.— 7:30 p.m.

Envisioning a Quality Teaching/Learning Center: Best Practices, Current Issues

Alan C. Frantz, Idaho State University; Virginia S. Horvath, Kent State University; JoAnn Canales, Texas A&M University-Corpus Christi; Steven A. Beebe, Southwest Texas State University; David E. Swee, Robert Wood Johnson Medical School; & Della Condon, Riverside Community College

The presenters will share findings from a study examining best practices of Teaching and Learning Centers on various types of U.S. college and university campuses. Topics to be addressed include organizational infrastructure, functions and program offerings, policy implications, assessment and accountability, and factors/challenges contributing to successful implementation. Participants will be encouraged to share their own experiences and wisdom. This poster session is intended for both veterans and newcomers to faculty development.

Columbine Center
6:00 p.m.— 7:30 p.m.

Introducing Individual Package Learning Experience Portfolio

Martina V. Navarro, Manuel L. Quezon University

This study focuses on how an Individual Package Learning Experience Portfolio can be developed and expanded and how learning materials and classroom set-up can be organized so that IPLEP can be used effectively in both rural and urban schools. Students were exposed to IPLEP activity, a self-contained set of ordered sequence activities and materials that students can work with a very little assistance from their professors. Finally, a rubric for student performance and for evaluating the role of a teacher in the learning activity served as feedback that help teachers measure usefulness and importance of learning portfolio.

Columbine Center
6:00 p.m.— 7:30 p.m.

Viewing Course Design through the Lens of the Learning Center

Myrna L. Cohen, University of Pennsylvania

Student learning can be maximized through faculty development and course design. It is not always, as often assumed, the natural outcome of good teaching. In addition to focusing on the skills of instruction, there is a need to direct faculty attention to strategies that facilitate student inquiry and learning. The perspectives of learning theory and student learning become especially relevant in course design when considering the use of new technologies and the inclusion of learner-centered teaching techniques. This session will demonstrate principles that maximize student learning and provide interactive opportunities to relate this to participants' own teaching and faculty development.

Columbine Center
6:00 p.m.— 7:30 p.m.

Fostering Scholarship among A Practitioner-Based Faculty

Stephen E. Guild, City University

A particular challenge in an institution with a strong practitioner-based faculty is developing substantial scholarly activities that are consistent with its mission. Often traditional definitions of scholarship do not apply to an institution whose focus is upon teaching with a majority of the faculty holding fulltime professional jobs and whose strength is the relevant on-the-job experience they bring to student learning. City University in Bellevue, Washington, has adopted its

own definition of scholarship, which broadens the traditional thinking and encompasses the work of its faculty outside of their teaching roles.

Columbine Center
6:00 p.m.— 7:30 p.m.

A Newtonian Approach to Professional Development in University Chemistry

Mike Watts, University of Surrey Roehampton, Helena Pedrosa de Jesus, University of Aveiro
While university faculties of science might appear at the cutting edge of research and development they are too often slow in focusing inwards on their own approaches to teaching and learning. Creating an appropriately formal 'academic distance' between teacher and taught commonly prompts difficult decisions about forging more student-orientated, engaging classroom interactions. This poster explores one break in this tradition, and describes the work of one senior chemist as he undergoes professional development to energize his teaching through accumulating, cataloguing and using the questions students ask in the process of learning. This development is, metaphorically, Newtonian in style.

Columbine Center
6:00 p.m. - 7:30 p.m.

Special Symposium: Greater Expectations, A New Vision for Learning

Rolf C. Enger & Anthony Aretz, U. S. Air Force Academy

A three-part symposium featuring small-group discussions involving all levels of administrators and faculty from all departments, focused on institutionally relevant sections of AAC&U's new Greater Expectations national report. Facilitators will share: (a) the marketing approaches; (b) the logistical strategies, including discussion facilitators and recorders with worksheets; (c) the discussion topics; (d) a web-based survey rating how well the institution is meeting the ideal standards of a new academy; (e) dissemination practices; and (f) anecdotal assessment. Visitors to the poster will receive a packet of materials encouraging adaptation of the Symposium approach for creating and sustaining an institutional vision focused on intentional learners.

POD Reg. Desk
6:30 p.m.- 10:00 p.m.

Educational Expedition 5: Colorado Symphony Orchestra & Doc Severinsen (Depart from entrance near POD Registration Desk.)

Enjoy today's exciting musicians with the Colorado symphony's SuperPOPS Series featuring Principal Pops Conductor, Doc Severinsen. From Jazz, swing and Broadway tunes, Doc and his trumpet and the CSO generate a special kind of musical excitement. He puts on an incredible New York style show. Reservations must have been made by September 1, 2003. Tickets will be for the 5th level which is about half way back and is the region with the best acoustics. Fee: \$46. Minimum: 15. Maximum: 24.

Colorado Symphony Orchestra <http://www.coloradosymphony.org/>

Doc Severinsen: http://www.delafont.com/music_acts/Doc-Severinsen.htm

POD Reg. Desk
6:45 p.m.— 9:30 p.m.

Educational Expedition 6: Friday Evening Food and Shopping Opportunity (Depart from entrance near POD Registration Desk.)

Enjoy a leisurely evening with colleagues. The bus will depart at 6:45 p.m. and 7:30 p.m. and return from the mall area at 8:45 p.m. and 9:30 p.m. You will be able to enjoy shopping and eating at Park Meadows Mall, which contains Nordstrom's, Crate and Barrel, Foley's, Dillards, plus more than 100 specialty stores including 12 fast food operations and several restaurants. A hotel shuttle is available (tipping the driver is the only cost) to the mall, but holds only 8 persons and with over 400 at the conference you will want to guarantee a seat. The fee is quite competitive with the cost of a taxi to nearby restaurants and cheaper than a taxi downtown. Fee: \$12. Minimum: 36. Maximum: 24.

7:45 p.m.

Friday Dinner On Your Own

Conifer 1, 2
9:15 p.m. 11:00 p.m.

Friday Night Songfest

Organized by Linc. Fisch

Atrium 1-8

7:00 a.m.— 8:30 a.m.

Saturday Continental Breakfast**Atrium 1-8**

7:30 a.m.— 8:30 a.m.

Saturday Breakfast for Bright Idea Committee

Committee members will meet in the eating area, finding a table together in a corner. Cynthia DesRochers organizing.

Roundtable Session 2 (7:30 a.m.— 8:30 a.m.)**Evergreen C**

7:30 a.m.— 8:30 a.m.

Do Workshops Impact Teaching Behavior in Online Courses? Results of Texas Christian University's Study

Romana Hughes & Catherine Wehlburg, Texas Christian University

The use of web-enhanced and fully distance courses is dramatically increasing. The number of courses using a web component has increased over 300% in the last two years at Texas Christian University. This increase in courses has major implications for teaching methodologies and student learning, and there is still a great deal of research that needs to be done. Texas Christian University's Center for Teaching Excellence is currently investigating the relationship between training in web-based pedagogy and the usage of available resources. Results indicate that faculty who attend training use significantly more of the available tools than faculty who do not attend training.

Evergreen C

7:30 a.m.— 8:30 a.m.

Developing Faculty Technology Skills for the Hybrid and Virtual Classroom

Steve F. Giesel, University of Missouri - Columbia

This Roundtable discussion is intended for those individuals involved in or interested in enhancing faculty development in the teaching/learning-w/ technology arena. Some outcomes will include: 1. engage in a discussion about technology-enhanced faculty development efforts on participants' campuses. 2. share one best idea or practice that had a positive effect on these efforts. Technology in the personal and professional lives of teaching faculty is a fact of life. So what we hope to accomplish in this session is establish a dialog about the efforts occurring on various PODders' campuses, stimulated in part by what we are doing at University of Missouri.

Evergreen C

7:30 a.m.— 8:30 a.m.

The Critical Role of Faculty Developers in Facing Budget Challenges

Mary Marcy, Antioch University, & Devorah Lieberman, Portland State University

This interactive session addresses ways faculty development offices can position themselves as necessary units to assist faculty and administrators as they meet their institutions' needs to reduce budgets. This assistance can be through: restructuring programs, delivering academic programs more efficiently, assessing student learning and communicating with stakeholders. Session participants highlight the status of budget reductions on their campuses and identify strategies for positioning their units as essential to the institution.
<http://www.pfhe.org>

Evergreen C

7:30 a.m.— 8:30 a.m.

Getting Your Article Published in *To Improve the Academy*

Sandra Chadwick-Blossey, Rollins College, James Anker, Anker Publishing Company, Inc.; & Douglas R. Robertson, Eastern Kentucky University

In this roundtable discussion, the publisher and the current editors for *To Improve the Academy*, will discuss the procedures for submitting, reviewing, selecting, and editing articles to be published in the annual POD publication. Handouts with guidelines will be available and there will be ample time for questions. At the 2002 conference, a large group attended a similar roundtable session and this resulted in a greater number of high-quality submissions.

Evergreen C

7:30 a.m.— 8:30 a.m.

Researching Your Teaching: Seeing in What Direction We're Moving

Sally B. Ebest, University of Missouri-St. Louis

This session introduces the rationale and methodology for conducting action research—one means of researching your teaching practices. By learning this methodology, faculty developers help their faculty and TAs develop visions of effective teaching and document their expertise.

After action research is explained, the participants—TAs, faculty, and faculty developers—will practice it. In small groups they will identify a teaching problem, determine data sources, practice data collection, triangulate the data, establish validity, reflect on the process, and report their findings. This exercise should help participants organize their own action research projects.

Evergreen D
7:30 a.m.— 8:30 a.m.

How Confidential are Individual Consultations? A Look at Confidentiality Statements

Karron G. Lewis, University of Texas at Austin & Allison Pingree, Vanderbilt University

Keeping individual consultation information confidential is becoming increasingly difficult, especially in states with extensive “Open Records” statutes. In this roundtable discussion, we will look at some “Confidentiality Statements” from several different institutions and discuss what we, as instructional developers, can do to ensure that the records we keep are not used by outside entities in ways that will be a detriment to the trust we have developed with our faculty clients.

Evergreen D
7:30 a.m.— 8:30 a.m.

Focusing Faculty Development on Student Learning

Barbara L. Licklider & Jan Wiersema, Iowa State University

This session, appropriate for faculty, administrators, and faculty development coordinators, will feature the use of experiential and adult learning theory to model effective teaching and to help participants process their learning experiences. Our goals are to briefly introduce the faculty development model and provide participants the opportunity to experience the model. That is, facilitators will model a learning-centered approach. Participants will experience practical strategies. Our aim in doing so is to prompt participants’ reflection about learning and how they might use these reflections to begin thinking about changes they might make in their classrooms or on their campus.

Evergreen D
7:30 a.m.— 8:30 a.m.

When Your House Has Many Rooms: A Metaphor for Restructuring

Virleen M. Carlson, Theresa Pettit, & Matthew Tominey, Cornell University

In this model of Center organization, now in its fifth year, the student disability services, international TA development, supplemental instruction, study skills, faculty development, and teaching assistant development are all housed under the same roof. Having these groups in the same physical space has led to more and different collaborations than were possible when the groups were apart. Come and hear how we are stronger together, and explore ways you could maximize your time and collaborations on your campus. This session would be of interest to Centers who have restructured or are thinking of restructuring.

Evergreen D
7:30 a.m.— 8:30 a.m.

Preparing Future Faculty: A Technical Competency Program Within a Conceptual Framework

Dan I. Madigan & Catherine Cardwell, Bowling Green State University

Preparing Future Faculty for an academic environment that depends heavily on technology to support teaching and research goals is no easy task and is of concern to administrators, faculty and faculty development personnel at many institutions of higher education. In an effort to address this concern, our university has developed an IT and Information literacy pilot program for future faculty that is based on a series of online modules. These interactive modules support problem-based and team-based learning concepts to enhance the technical competencies of graduate students. Audience will participate in a team-based module activity that demonstrates a student learning perspective.

Evergreen D
7:30 a.m.— 8:30 a.m.

POD Network Grant Program: Supporting Innovation in Faculty Development

POD Grants Committee

This session, hosted by the POD Grants Committee, is designed to share the work of the grants program with the membership of POD. Committee members will provide guidance on submitting proposals that meet the grants criteria, and we will report on previous grant-funded projects. Our primary focus, however, will be to articulate the 2003-2004 POD Grants theme of assessing fac-

ulty development initiatives and to explore with roundtable participants potential initiatives appropriate to this focus.

Conference Foyer

8:00 a.m.— noon

Evergreen AB

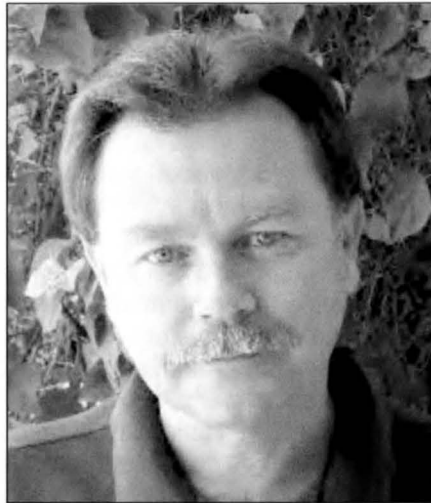
8:45 a.m.- 10:00 a.m.

Conference Registration

Plenary Session - "Listening to Teach: Where Does Pedagogy Come From?"

Alberto Rios

Dr. Alberto Ríos, born in Nogales, AZ, is the author of eight books and chapbooks of poetry, three collections of short stories, and a memoir. His books of poems include *The Smallest*



Muscle in the Human Body (Copper Canyon Press, 2002), which was a finalist for the 2002 National Book Award, along with *Teodoro Luna's Two Kisses*, *The Lime Orchard Woman*, *The Warrington Poems*, *Five Indiscretions*, and *Whispering to Fool the Wind*. His three collections of short stories are, most recently, *The Curtain of Trees*, along with *Pig Cookies* and *The Iguana Killer*. His memoir about growing up on the Mexico-Arizona border—called *Capirotada*—recently won the Latino Literary Hall of Fame Award. Ríos is the recipient of the 2002 Western Literature Association Distinguished Achievement Award, the Arizona Governor's Arts Award, fellowships from the Guggenheim Foundation and the National Endowment for the Arts, the Walt Whitman Award, the Western States Book Award for Fiction, six Pushcart Prizes in both poetry and fiction, and inclusion in

The Norton Anthology of Modern Poetry, as well as over 200 other national and international literary anthologies. His work is regularly taught and translated, and has been adapted to dance and both classical and popular music. Ríos is presently a Regents' Professor at Arizona State University, where he has just been awarded the Katharine C. Turner Endowed Chair in English. His website is <http://www.public.asu.edu/~aarios/>

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

Saturday Morning Session Break

Concurrent Session G (10:15 a.m.— 11:45 a.m.)

Conifer 2

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

Exploring Teaching and Learning Through Metaphor and Image

Allison Pingree, Vanderbilt University & Mary Deane Sorcinelli, University of Massachusetts - Amherst

Looking for a creative design for a teaching and learning workshop for your faculty or TAs? Are you interested in experiencing an innovative way to conceptualize teaching and learning? In this session, participants will create and share images and metaphors of teaching and learning. We will discuss why our images and metaphors matter, what experiences have shaped them, and what we might extrapolate from our images, metaphors, and experiences about what good teaching is. The facilitators will then step back and reflect with participants on the workshop design, specific examples and handouts, successes, adaptations and cautionary tales.

Conifer 3

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

Cultivating Faculty Development Opportunities Through First-Year Teaching and Learning Initiatives

Larry J. Grabau, University of Kentucky, & Sherri Noxel & Ben Boggs, Kentucky Council on Postsecondary Education

Kentucky colleges and universities, like many institutions of higher education nation-wide, had record enrollments of first-year students in the 2002-03 academic year. Institutional accountability and tightening budgets demand that we improve first-year retention and engagement. As faculty developers, we know that improving the learning environment can go a long way toward

achieving those fiscally motivated goals. We will facilitate a discussion of strategies through which faculty development centers can turn institutional interest in first-year student success into opportunities for valuable faculty development activities.

<http://www.uky.edu/TLC/FYTS/FYTS.html>

Lupine

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

A Case for Inclusive Teaching in Science, Technology, Engineering, and Math Courses

Lois A. Reddick, New York University; Wayne Jacobson & Angela Linse, University of Washington; & Pedro Luna, Syracuse University

This session provides resources for anyone who has wondered how issues of inclusiveness and diversity apply when teaching science, technology, engineering, or math courses. We discuss a framework for inclusive teaching in STEM courses that facilitates our exploration of how inclusive teaching issues are similar to, and different from, inclusive teaching issues in other disciplines, clarifies our understanding of inclusive teaching goals in STEM courses, and extends our thinking about communicating effectively about inclusive teaching with STEM faculty.

Participants will engage in small group discussions and examine student perspectives on best practices for inclusive teaching in STEM courses.

Bluebell

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

Elephants in the Oasis: Toward Creative Strategies for Problematic Consultations

Michele DiPietro & Terri Huston, Carnegie Mellon

For many faculty, the teaching center on campus can be an oasis where they can replenish their teaching energies. These faculty are a pleasure to work with. Some faculty, however, simultaneously seek and resist feedback, creating both a difficult one-on-one dynamic and occasionally draining the resources of a center. Participants will discuss several case studies, identify some of the warning flags of problematic consultations, and generate creative strategies that both support the faculty member's instructional needs and preserve reasonable professional boundaries and the mission of the center. This session will be useful to new and experienced faculty and TA developers.

Iris

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

Faculty Development for Service-Learning and Community-University Partnerships

Amy Spring & Kevin Kecskes, Portland State University

Developing service-learning expertise and other community-campus partnership enhancement strategies for faculty requires innovation. PSU's faculty development center, the Center for Academic Excellence, has uniquely housed its service-learning program in its faculty development center. This presentation will outline our three-tiered approach to supporting and sustaining civic engagement practices that are sensitive to individual needs on campus and in the community. Presenters will share the strategies used to help faculty, students, and community partners effectively utilize experiential pedagogy service-learning offers. The presenters will facilitate interactive exercises that have proven to be useful to faculty who are integrating civic engagement into curriculum, while also working toward ongoing departmental and institutional transformation.

Larkspur

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

PowerPoint®: Tool of the Devil®.

Eugene V. Gallagher & Michael Reder, Connecticut College

We have all been subject to terrible PowerPoint® presentations where the presenter merely projects a slide and reads the text, ad infinitum. This interactive workshop will attempt to model the intelligent, thoughtful, and responsible use of PowerPoint®. Through discussion and small group work, we will address the positives and negatives of using PowerPoint®, including its potential use and abuse, and begin to draft guidelines for its thoughtful use. Participants will leave the session with a bibliography of the current research about PowerPoint® and learning, a list of questions to ask themselves when they are considering using PowerPoint®, and a guide to best practices. Open to PowerPoint® believers and doubters alike.

Primrose

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

Disciplinary in Faculty Development: How to Accommodate Disciplinary and Why We Should Try

Valerie Ross & Michele Marincovich, Stanford University, & Jack Prostko, University of Maryland
Acknowledging the different needs, attitudes, and expectations of faculty from different disciplines is vital to a teaching center's success. But it is not always easy. This session will encourage a rich exchange around the problem of how to accommodate disciplinary differences in faculty development and will also engage the workshop participants in generating ideas for new strategies. The presentation team will first present an overview of the debates surrounding the issue of disciplinary in faculty development, followed by a discussion of the benefits and challenges of two different models of accommodating disciplinary by presenters from different university teaching centers. This will be followed by interactive brainstorming exercises.

Aspen

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

Case-based Instruction: A Faculty Development Strategy to Prompt Reflection and Collaboration

Ann Kovalchick & Karin Sandell, Ohio University

The presenters will focus on the use of case-based instruction as a faculty-development strategy and introduce a model for designing a web-based case study. The merits of modeling case-based instruction to actively engage faculty in discussions on how to improve teaching and learning along with effective uses of technology and the use of case-based instruction as a collaborative, project-based instructional strategy will be discussed. This session is designed for faculty development leaders and facilitators. Participants will be provided with a case-study design model, analyze online case studies, and develop a programmatic approach to using case-based instruction on their campuses.

<http://scope.citl.ohiou.edu/>

Crestone Peak

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

Advance Book Session: Nurturing Teaching for Engagement: Paul Loeb's *Soul of a Citizen!*

Brent L. Wendling, University of Central Oklahoma

Helping "curmudgeons-in-training" overcome their cynicism with legitimate, validated approaches to teaching demands faculty development initiatives that reflect a sound understanding of how to teach social engagement within the confines of the course. Participants will discuss Loeb's work, share application ideas, and probe for antidotes to the insidious disease of cynicism as they explore ways to apply Loeb's teachings in their work with faculty to maximize Teaching for Engagement.

Humboldt Peak

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

Grading Writing in Any Discipline: A Vision for Professional Development

Nora J. Bellows, University of Maryland

This hands on session will provide participants with a vision for TA and faculty development using a method for grading writing assignments that applies a consistent standard across the disciplines. Participants will practice "grading" writing samples using an interactive method that can be adapted for large groups and cross-disciplinary TA and faculty teacher training. The presenters will provide a framework for commenting on and assessing student writing in a variety of different ways, one of which includes using rubrics for efficient grading. Of particular focus will be a discussion of concrete methodologies for making helpful comments in a timely manner.

<http://cte.umd.edu/teaching/grading%20handbook.pdf>

Longs Peak

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

The Dance of Assessment: Helping Instructors Evaluate Creative Work

Hoag Holmgren & Annette Thornton, University of Colorado at Boulder

The presenters offer model rubrics to assess formatively and summatively students' non-written and creative work. Participants then identify a personal discipline-specific nonwritten or creative project or assignment (choreography, poetry reading, participation, performance) and create an original rubric for formative assessment to improve skill level, artistic process, and the aesthetic outcome. Rubrics are then developed for summative assessment of the project or assignment.

Blanca Peak
10:15 a.m.-11:45 a.m.

Disciplinary Differences in Teaching and Learning

Amy B. Gross & William Pallett, The IDEA Center

This presentation will summarize research based on a nationally available, learning-centered student ratings of instruction instrument, providing a unique mechanism to examine disciplinary differences. The presentation will address the questions: Do disciplines emphasize different learning objectives and do students report similar levels of progress on objectives selected by the instructor? Do teaching approaches differ across disciplines? Do students display distinctive characteristics? Participants will have an opportunity to identify their “expected” results for various disciplines and discuss possible explanations for the disciplinary differences and the implications for faculty development professionals.

<http://www.idea.ksu.edu>

Maroon Peak
10:15 a.m.-11:45 a.m.

Prompting Student Reflection: Tips for Faculty and Faculty Developers

Jim Eison, University of South Florida

Instructors teaching undergraduates often encounter students who seemingly go through the motions of being students (e.g., attending classes and completing course requirements) without demonstrating a genuine understanding of what they are doing or how well they are doing it. This lively session will explore instructional strategies to stimulate student reflection on (1) forming general and course-specific educational goals, (2) identifying personal learning preferences and approaches, and (3) self-assessing the quality of one’s academic work. In addition to practical strategies identified by participants and the facilitator, a handout identifying over 25 strategies and 100 relevant references will be shared.

Pikes Peak
10:15 a.m.-11:45 a.m.

Advance Book Session: Images, Vision, Metaphors and *The Art of Changing the Brain*

James E. Zull, Case Western Reserve University,

The Art of Changing the Brain presents ideas about teaching based on the biology of learning. Major points are illustrated with stories, so this session will focus on selected stories. Participants will develop their own ideas for teaching, based on specific aspects of brain function illustrated by each story. We will begin with the conference theme (Vision, Images, Metaphors) exploring the relationship between images and language, and the biological basis of what we call vision (images of the future.) Stories on additional topics (e.g. prior knowledge, emotion, memory, reflection, creativity, action) will be discussed as time allows.

Evergreen CDEF
12:00 p.m.- 1:15 p.m.

Saturday Lunch: Make your own table topic

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. Some have already signed up for topics, viewable on the bulletin board. 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! Organized by Sally Kuhlenschmidt

POD Reg. Desk
1:30 p.m.— 5:00 p.m.

**Educational Expedition 7: Denver - A Mile High City
(Depart from entrance near POD Registration Desk)**

Remember the Titanic? How about the “unsinkable Molly Brown”? You will enjoy a guided tour of Molly Brown’s Gothic Victorian mansion. A stop at the Museo des los Americas on Santa Fe will be your next stop to view the Miradas del Arte Mexicano (A Vision of Mexican Art) exhibit. As time allows, we will drive by The State Capital, then “Millionaires’ Row” (the mansions of the gold rush days), the historic Brown Palace and the oldest church in Denver, the Trinity Methodist Church.

Fee: \$45. Minimum: 20. Maximum: 46.

Molly Brown house: <http://mollybrown.org/>

Museo des los Americas: <http://www.museo.org/>

POD Reg. Desk

1:30 p.m.— 5:00 p.m.

Educational Expedition 8: Denver Art Museum**(Depart from entrance near POD Registration Desk)**

Celebrate our conference theme in depth with a visit to the Denver Art Museum that has one of the largest Native Arts collections in the United States. The Architecture, Design & Graphics Collection occupies three floors, and the Textile Art Collection contains a nationally recognized collection of quilts as well as samplers and Chinese court costumes. Tour includes admission but does not include the Phillips Collection Exhibit. The Museum is located downtown. Fee: \$35. Minimum: 17. Maximum: 24. <http://www.denverartmuseum.org/>

Concurrent Session H (1:30 p.m.— 3:00 p.m.).**Conifer 2**

1:30 p.m.— 3:00 p.m.

Gender, Diversity, and Information Technology: Implications for the Classroom*Deborah Keyek-Franssen & Lucy Sanders, University of Colorado at Boulder*

Integrating student-centered teaching techniques, collaborative curriculum design, and thoughtful use of information technologies can help faculty, instructors, and graduate teaching assistants design classrooms and courses that promote gender equity, diversity, and learning. This presentation provides a theoretical framework for thinking about diversity in the classroom, and uses current research and presenter and participant expertise to define diversity, understand the value of diversity with respect to student learning outcomes, identify effective teaching techniques, and trigger broader thinking about curriculum development. Participants will consider ways that information technologies can be used as tools for student-centered teaching and collaborative curriculum design.

Conifer 3

1:30 p.m.— 3:00 p.m.

Sharing The Personal: Cooperative Teaching Philosophy Development Improves Departmental Communication*Kevin M. Johnston, Michigan State University & Jan Allen, Northwestern University*

Teaching Philosophies increasingly are an important part of documenting individual teaching growth. As a shared reflective exercise, teaching philosophy development can also be the means for fostering deeper-level discussions on the nature of teaching. Working with others to create what is for most of us such a personal document can even serve to break down intra-departmental communication barriers, prompting meaningful conversation about teaching between colleagues and students that otherwise might not occur. This presentation, a 90-minute version of a half-day workshop, is for anyone interested in thinking, writing, and working together to improve her or his teaching philosophy. <http://tap.msu.edu/tpworkshop/>

Lupine

1:30 p.m.— 3:00 p.m.

At Mid-Life: Metaphors of the Present, Visions for the Future*Sally S. Atkins & Kathleen Brinko, Appalachian State University*

Having more or less successfully negotiated the traditional faculty challenges of teaching, scholarship, and service, how do we at mid-life keep our work new, exciting, and fun? How do we keep our professional lives in alignment with our higher purposes? Using music, free writing, and other creative forms, this interactive session will explore issues of work and meaning and discover new directions for professional growth. While geared around typical "mid-life" issues, this workshop welcomes faculty and faculty developers of all ages and stages.

Bluebell

1:30 p.m.— 3:00 p.m.

Enhance your use of Humour in Teaching*Ivan L. Silver, University of Toronto & David Kaufman, Simon Fraser University*

At the end of this workshop, participants should be able to explain the rationale and benefits for using humour in their teaching, describe various techniques for using humour, be able to apply some of these techniques to their teaching, discuss appropriate and inappropriate uses of humour and locate useful print and web resources. Targeted to front-line teachers and faculty developers, several humorous teaching techniques will be demonstrated including the use of cartoons, jokes, word games, puzzles, role play and theatre.

Iris

1:30 p.m.— 3:00 p.m.

Faculty Development and Change in the Academic Department*Virginia S. Lee, North Carolina State University*

The academic department is the basic organizational unit in most institutions of higher education. We need a better understanding of the factors that encourage and inhibit change in departments and that contribute to successful faculty development efforts there. We will present a model of departmental change drawn from the literature and based on the experience of a department of microbiology at a research extensive university. We will investigate the department's successful introduction of inquiry-guided learning across its curriculum, drawing important lessons for session participants' own contexts.

Larkspur

1:30 p.m.— 3:00 p.m.

Changes in National Accreditation Procedures: Implications for POD and Faculty Developers*Peter Ewell, Nat'l Center for Higher Education Management Systems; Dee Fink, University of Oklahoma; & Jon Wergin, Virginia Commonwealth University*

Accreditation can drive changes in colleges and universities. This session will allow leaders in POD to hear from two people who have been deeply engaged in the national effort to get accreditation criteria more focused on learning outcomes. Peter Ewell of the National Center for Higher Education Management Systems and Jon Wergin who has worked closely with the Council of Regional Accrediting Associations will describe how the accrediting process is changing and the implications of this for POD as an organization and for faculty developers on individual campuses.

Primrose

1:30 p.m.— 3:00 p.m.

TAs as Learners in Large-enrollment Courses*Linda M. von Hoene, University of California, Berkeley*

The goal of this session is to actively engage participants in applying what we know about how people learn to how TAs learn to teach in the framework of a large-enrollment course. Through small-group discussion and problem-solving activities, participants will design activities that can guide TA development in the context of a large-enrollment course and are predicated on principles that optimize learning. This session will be of interest to TA Developers, Faculty Developers, Faculty, TAs, and Administrators.

Aspen

1:30 p.m.— 3:00 p.m.

Using Online Case Studies for Professional Development*Danilo M. Baylen, Florida Gulf Coast University*

The Web has made educators rethink the nature of teaching and learning as classrooms expand without the constraint of physical walls. Immediate access to global communications and information resources generate powerful benefits to learners and teachers as they engage in collaborative online activities. This presentation will describe, discuss and demonstrate how online case studies and threaded discussions can support the delivery of university courses designed for an active, problem-based teaching and learning model. Challenges, issues and lessons gained from design to implementation phases of course development will benefit instructional designers, faculty developers, faculty members, and administrators.

Crestone Peak

1:30 p.m.— 3:00 p.m.

Marcel Proust and SoTL: Common Vision, Metaphor, and Paradox?*Connie M. Schroeder, University of Wisconsin-Milwaukee*

Marcel Proust wrote, 'The real voyage of discovery consists not in seeing new landscapes but in having new eyes.' This implies that without going anywhere we journey someplace new. Can faculty engaged in the scholarship of teaching and learning (SoTL) experience a transformational journey of discovery allowing them to see new landscapes in learning, teaching, scholarship and themselves? We will explore interactively: a) Participants' transformational learning experiences-Transformation Theory, b) Faculty transformation in teaching, learning, scholarship, and self, c) Components of a SoTL program, d) Factors enabling "new eyes" in teaching and learning, e) SoTL: an organizational change lever - Organizational Theory. Target Audience: Experienced faculty developers.

Humboldt Peak

1:30 p.m.— 3:00 p.m.

Speaking to Learn: A Vision for Dialogue-Centered Faculty Development*Kim Mooney, Traci Fordham-Hernandez, Valerie Lehr, & Elizabeth Regosin, St. Lawrence University*

Critical and engaged dialogue is central to effective teaching and learning. Using themes and practices from the St. Lawrence University oral communication faculty institute, this session will model and foster pedagogies for creating faculty development workshops and classroom assignments conducive to deliberative dialogue and attentive listening. Participants will explore and evaluate multiple oral communication strategies for their application in the following contexts: as approaches to encouraging substantive exchanges between faculty during workshops and as methods to demonstrate to faculty interested in improving classroom discussions between students. Facilitators will also address the implementation of the dialogue-centered faculty institute at St. Lawrence.

Longs Peak

1:30 p.m.— 3:00 p.m.

Using Cooperative Focus Groups for Course and Program Review*Curtis W. Hughes & Barbara Millis, U. S. Air Force Academy*

Barr and Tagg remind us that “The place to start the assessment of learning outcomes is in the conventional classroom: from there, let the practice grow to the program and institutional levels.” This session will train participants to conduct interactive focus groups for assessment at all levels. Using two structured activities as well as open-ended questions, the model captures an enormous amount of data in an hour. We will emphasize preparing reports using Excel® and Word® templates, interpreting data, and sharing feedback constructively. Additionally, participants will learn about 20-minute spin-offs called Quick Course Diagnoses (QCDs), with key advantages over SGIDs.

Blanca Peak

1:30 p.m.— 3:00 p.m.

The Deaf Student in College: Strategies for Success*L.K. Quinsland, Miriam Lerner & Keith Mousley, Rochester Institute of Technology*

Currently more than 16,000 deaf and hard of hearing students are matriculated in postsecondary colleges and universities. Fewer than one deaf student in ten leaves college with some form of certification. This interactive session was stimulated by an inquiry on the POD listserv. Presenters will provide participants with experiences and strategies from the perspectives of student, teaching faculty member, interpreter and faculty developer. Participants will leave this session with knowledge and strategies to assist faculty meet the unique needs of deaf learners.

Maroon Peak

1:30 p.m.— 3:00 p.m.

Professional Development through TA Awards: Rationale, Implementation and Assessment*Laurel K. Willingham-McLain, & Fr. David Sedor, Duquesne University*

This session outlines a model for a university award from conceptualization through a successful first year. Nominees were required to develop a teaching portfolio and received guidance in providing a gallery of reflections depicting who they are as teachers, and in integrating these into a coherent picture in their philosophy statement. We have assessed the award's impact on nominees, awardees, committee members, and graduate programs. Participants will receive our award guidelines, and nomination and classroom observation forms. They will apply the evaluation guide to actual submissions. Annotated bibliography provided. Intended for TA developers and those creating a new faculty award.

<http://www.cte.duq.edu/taawards/guidelines.html>

Pikes Peak

1:30 p.m.— 3:00 p.m.

Evidence for Campus Transformation Through Faculty Development in Instructional Technology*David A. Starrett & Michael L. Rodgers, Southeast Missouri State University*

Our Technology Serving Learning Institutes have provided training to over 70% of the University's faculty since 1997. Through an interactive discussion, this session will give participants insight into development and implementation of a successful instructional technology faculty development program and will focus on evidence for a campus transformation and positive impact on student learning, including such items of evidence as student outcomes and impact

on the service region. Key issues such as promotion, tenure and technology as well as intellectual property rights will also be addressed.

Concurrent Session I (3:15 p.m.— 4:15 p.m.)

- Conifer 2**
3:15 p.m.— 4:15 p.m.
- From Pawns to Players**
Lynn A. Wild, Rochester Institute of Technology & Maryellen Weimer, Pennsylvania State University
Given the continuing susceptibility of faculty development centers and teaching initiatives to budget cuts, changing leadership, reallocation, misperceptions, and marginalization, faculty developers must learn to be effective advocates. They must be politically savvy, credible and visible. This session will help faculty developers and teaching advocates to preserve and protect as well as build and grow a teaching presence on campus.
- Conifer 3**
3:15 p.m.— 4:15 p.m.
- Using Peer Review to Support Critical Reflection of Readings**
David M. Pratt & Julie-Ann McFann, Purdue University, North Central
It is common for instructors to have students respond critically to an assigned reading and then evaluate that response. This session will present a method of using peer review for those critical responses which changes the dynamic of the assignment and makes it more meaningful and productive for both the student and teacher. A step by step process for doing this successfully will be reviewed. This session includes a discussion of the benefits and limitations for this type of activity as well as a discussion of the barriers to having other faculty participate in implementing such a model.
- Larkspur**
3:15 p.m.— 4:15 p.m.
- Visions and Metaphoric Imagery: A Journey Toward Academic Excellence**
Patricia H. Valley, Earl Wheeler, & Bruce Rothwell, Embry-Riddle Aeronautical University
Those interested in achieving positive organizational change will benefit from this presentation. Participants will learn how vision, planning, relationship building, and determination transformed a stagnating faculty, leading to a quest for academic excellence, the establishment of a center for teaching and learning effectiveness, and a renewed interest in instructional improvement. An administrator, a faculty member, and the director of the teaching and learning center will share their journey toward organizational change and invite participants to come along. Participants will prepare and communicate their visions and journey steps, and they will inspire one another to achieve positive change.
- Lupine**
3:15 p.m.— 4:15 p.m.
- Visions of the Future Academy: The PFF Learning Community Program**
Laurie Richlin, Claremont Graduate University
Participants in this session will clarify their visions of the faculty of the future and design a full range of programs to provide their own graduate students with the skills necessary for academic careers. The presenter will introduce participants (new and experienced developers) to how the faculty learning community (FLC) approach can enhance the PFF experience. Suggested PFF FLCs include a first-year practicum, Fellows and Scholars cohort communities, and topic-specific FLCs (such as writing-enriched courses and technology for learning) where students learn as peers in collaboration with faculty members. The session focus is on programming for each participant's own campus.
<http://www.cgu.edu/pff>
- Bluebell**
3:15 p.m.— 4:15 p.m.
- Unmasking the Classroom**
Stephanie Johnson & Chris Rate, U. S. Air Force Academy
This session will present specific strategies that will unmask hidden creativity in the classroom. How will you get your student to go beyond "conditioned" responses? Using principles of Gestalt psychology, specifically forced relationships, techniques are demonstrated that allow students to defy their limits and boundaries. Educators can design and students can utilize tools that can discover the magical key that will unmask mental blocks. Attendees can expect to discover cre-

activity strategies used in classrooms and participate in some creative exercises and hands-on demonstrations. Enter our session to unmask what lies behind our formal boundaries!

Iris

3:15 p.m.— 4:15 p.m.

What's Your Metaphor? Marketing Teaching Centers at Research Universities

Linda C. Hodges & Patricia Armstrong, Princeton University

In working in a new evolving teaching and learning center at a research university, we have faced the challenges of building a base of support, establishing the concept of the center in the culture, and generating the perception of providing a valued service. In addressing these challenges we have considered: recognizing our “customers” or audience, creating and advertising our “product” in a compelling way, and using language that was persuasive within our distinct community. This session focuses on shaping the metaphor of your center or TA development work to promote success and involves participants in generating new approaches for programming.

Primrose

3:15 p.m.— 4:15 p.m.

Reflections and Future Directions of the Diversity Commission

Pedro P. Luna, Syracuse University; Mathew Ouellett, University of Massachusetts-Amherst; Stephanie Nickerson, New York University; & Christine A. Stanley, Texas A & M University

POD formally began the process of becoming a multicultural organization in 1993 by forming what is now known as the Diversity Commission. This session will discuss the impact of the Commission's Travel Grant and Internship Grant initiatives. Participants will learn how the Diversity Commission has used the concepts collaboration toward achieving personal and organizational goals. Participants will also network with members of the Diversity Commission and travel grant recipients.

Aspen

3:15 p.m.— 4:15 p.m.

Expanding the Vision: Supporting the University Research Mission

Kim A. Loudermilk, Allison Adams, & Amy Benson Brown, Emory University

At research universities, faculty development must support the research as well as the teaching mission of the institution. As faculty developers, then, we must broaden our vision of faculty development, expanding it to encompass scholarship and the realities of faculty life. This session will describe three programs meant to support the research mission: a faculty mentoring program, a published forum for vigorous engagement on faculty work, and a program in manuscript development. Using discussion and interactive exercises, the session will provide practical tips to help faculty development professionals foster scholarship on their own campuses.

http://www.emory.edu/PROVOST/passages/passages_pg2.htm

http://www.emory.edu/ACAD_EXCHANGE/

Crestone Peak

3:15 p.m.— 4:15 p.m.

The Technological Tail and the Pedagogical Pooch: Who Wags Who?

Karen L. Stone & James Fadden, Allegheny College

We use structured brainstorming and role-play to explore the relationships among instructional technologists, faculty developers, and faculty. Our goal is to identify obstacles and potential sources of conflict, and to develop a framework within which instructional technologists, faculty developers, and faculty can work together to improve teaching and learning at their institutions. The target audience is educators who want to promote understanding and perspective among groups that may have competing goals. Our experience is at a liberal arts college, but the discussion should be useful to individuals from any institution.

Humboldt Peak

3:15 p.m.— 4:15 p.m.

Re-envisioning and Re-positioning Our Professional Selves

Jacqueline A. Mintz, New England Resource Center for Higher Education

With the training of disciplinary specialists and the experience, understanding and purview of generalists, educational developers embody a broad variety of talents and skills. In this session we will explore more than ten traditional and non-traditional opportunities for nurturing and sharing expertise beyond our institutions and professional associations across the full spectrum of higher education. Guided by the experience of others and through reflection and discussion, developers with at least three years of experience will identify and learn how to hone abilities,

skills, and interests that can expand their professional lives, push the boundaries of our profession, and improve higher education.

Longs Peak

3:15 p.m.— 4:15 p.m.

Effective Visual Aids: Seeing is Believing*Susan J. Shapiro & Trudi Weyermann, Indiana University East*

The effective use of visual aids and materials in the classroom has an old and distinguished history, yet while most people would agree that visual aids are helpful, few know about research on the ways to make visual aids visible or how to use presentation programs such as PowerPoint® effectively. We will provide examples of good and bad visual aids and assist the participants in using information about human perception and cognition to evaluate the materials and improve them or transform them for electronic presentations.

Blanca Peak

3:15 p.m.— 4:15 p.m.

Advancing Scholarship of Teaching and Learning at a Land Grant University*Joseph La Lopa & Marne Helgesen, Purdue University*

In this session attendees will learn how the Scholarship of Teaching and Learning (SoTL) is being advanced at a Land Grant campus. Attendees will learn how the initiative was set up with assistance from the Provost's office. The presenters will share the lessons learned from the first year of the program and changes planned for the coming year. It is hoped that this experience will help directors of other teaching and learning center's to begin or advance a similar initiative of their own. There will be plenty of time for questions and answers in the session.

Maroon Peak

3:15 p.m.— 4:15 p.m.

Re-envisioning the Large, Central TA Orientation*Stephanie V. Rohdieck, The Ohio State University & Lana Lenz, University of Washington*

This session is designed to provide ideas about ways to re-envision campus-wide TA Orientation Programs in the context of limited resources and changing needs. TA development program coordinators from two universities that have recently initiated re-conceptualization efforts on their own campuses will facilitate this session. Each has adopted a conference model and worked with individual departments to determine needs and support departmental training already in place. The approaches taken at these campuses will be used as a starting point to assist participants in generating ideas about approaches and resources that can enhance campus-wide TA development efforts at their own institutions.

<http://www.osu.edu/education/ftad/ta/conference.html>

<http://depts.washington.edu/cid/web/TAConference/index.html>

Pikes Peak

3:15 p.m.— 4:15 p.m.

Statewide Vision — The Ohio Learning Network Learning Communities Initiative*Alan Kalish, The Ohio State University; Sheryl Hansen, Ohio Learning Network; Wayne Hall, University of Cincinnati; & Dan Madigan, Bowling Green State University*

In this session, faculty, instructional, and organizational developers will examine the case of the Ohio Learning Network statewide Learning Communities Initiative, supporting a state collaborative network of Faculty Learning Communities (FLC), targeting three major outcomes: 1) faculty enabled to enrich student learning via technology; 2) shareable digital resources, and 3) improved practice through collaboration and reflection. Participants will discuss this vision, including the dynamics of group learning in and among the FLC's, group learning among the state planning committee, and how such learning community models might be adapted to support a variety of change projects.

http://www.olin.org/teaching_and_learning/lc/learning_communities.php

Concurrent Session J (4:30 p.m.— 5:30 p.m.)**Conifer 2**

4:30 p.m.— 5:30 p.m.

Applying Seven Languages for Transformational Change Back Home*Shelley C. Randall, Bloomsburg University & Richard Tiberius, University of Miami School of Medicine*

Robert Kegan and Lisa Lahey's Seven Languages for Transformation framework for individual and organizational transformation have many applications for staff developers, teachers at K-16

levels, and administrators in a variety of educational settings. This session will provide an overview of the four mental languages and three social languages and engage the participants in activities used in three Book Chat Groups to apply the social languages in faculty members' settings. People, in pairs, will provide ongoing regard, role play a juicy group problem and create a public agreement, and finally, complete a skit, using a baseball model.

Conifer 3

4:30 p.m.— 5:30 p.m.

Publish & Flourish: Write Well and Revise Rapidly

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 become more prolific. Participants learn how to write daily for 15-30 minutes, use key sentences to write well and revise rapidly, and, solicit transformative feedback from others. Scholars who followed these steps increased productivity by a factor of nine (Boice, 1989). The workshop is designed for any scholar who wants to flourish and help others flourish. It features a humorous, informative and interactive PowerPoint presentation that has toured twenty states: come and see why. <http://www.taragray.com>

Lupine

4:30 p.m.— 5:30 p.m.

There's Nothing as Practical as a Good Theory

David M. Kaufman, Simon Fraser University

In this session, participants will first be introduced to the basics of two educational theories and how each could be applied in practice. These theories are experiential learning (1984) and reflective practice (Schon, 1990). The presenter first will present a brief overview of one theory, illustrating it with an example. Participants then will work in small groups to discuss ways in which the theory could be helpful to them, and will share their insights in the large group. This process will be repeated for the second theory. Resources for further study will be provided.

Bluebell

4:30 p.m.— 5:30 p.m.

Seeing is Believing: Peer Observation for Faculty and Administrators

Marion Webb & Sheila Browning, Kingston University

This session will give participants the opportunity to discuss the benefits of peer observation. At Kingston University all new faculty are required to undertake a Postgraduate Certificate in Learning and Teaching in Higher Education. Middle Managers are encouraged to take a Leadership in Higher Education Programme. Observation is a key aspect of both programmes with peers observing each other and entering into dialogue about issues raised. The session will be of interest to those concerned with faculty and other staff development issues.

Iris

4:30 p.m.— 5:30 p.m.

Story Telling: Faculty Making Meaning about Teaching and Learning.

Steve J. Golin, Bloomfield College

This session will demonstrate the value of personal story telling for faculty, as a way of describing our experience as teachers and learners and of reflecting upon it. Aimed at faculty and administrators involved in faculty development, this session grounds faculty development in the experience of faculty. Telling our stories is a non-threatening way for faculty to explore difference. In the session, the story-telling approach will be demonstrated through excerpts from actual faculty groups, and by session participants in small groups. Then participants will discuss the strengths and limits of story telling as faculty development.

Larkspur

4:30 p.m.— 5:30 p.m.

Defining Faculty: Bringing Adjunct Faculty into the Faculty Community

Tuesday L. Cooper, Eastern Connecticut State University & Margaret Downing, Springfield College

This session will focus on ways to make adjunct faculty part of the full-time faculty community. In this session we will a) present the framework for an adjunct faculty orientation and training program; b) offer participants suggestions about integrating full-time and adjunct faculty into one community; and c) offer suggestions about how to get adjunct faculty and administrative staff working toward the common goal of educating students. This session will be discussion based and utilize case studies as the primary tool for active learning.

- Primrose**
4:30 p.m.— 5:30 p.m.
- Images of Metaphors of Teaching and Learning and Faculty Development**
Virginia Maurer & Lee Warren, Harvard University
It is always useful to find the central metaphor for what one is teaching: finding it helps to focus the mind and the intent. In this session we will explore images and metaphors to define our work. Participants will choose a metaphor of teaching, learning, the teacher, learner, or faculty developer; draw a map of a significant teaching, learning, or development experience; and derive from this a central image. We will examine our metaphors and maps in a discussion that should lighten our hearts and focus/deepen our intent. We will explore its applications to our work. Audience: Experienced Developers.
- Crestone Peak**
4:30 p.m.— 5:30 p.m.
- Protecting our Vision through Strategic Collaboration**
Judy Ashcroft & Karron Lewis, University of Texas at Austin
Many institutions are addressing budget shortfalls by closely examining existing organizations and services. At the University of Texas at Austin, the Provost created a new Division of Instructional Innovation and Assessment by combining the Center for Teaching Effectiveness with the Measurement and Evaluation Center and the Center for Instructional Technology. The purpose of this session is to follow up last year's session on center survival. By developing a new organization and working through the cultural differences and integration challenges, faculty development is now enhanced and has become more central to the institutional mission.
<http://www.utexas.edu/academic/diia>
- Humboldt Peak**
4:30 p.m.— 5:30 p.m.
- 3 Keys for Designing Effective Group Assignments**
Larry K. Michaelsen, Central Missouri State University
Using effective group activities is critical to building relationships among learners that will enable small groups to become effective learning tools. In the session, I will use a series of group activities to: 1) identify the forces that foster social loafing (uneven participation) in learning groups, 2) highlight three key variables that must be managed to create broad-based member participation and learning and, 3) provide a hands-on demonstration of how the three keys can be managed effectively.
<http://teambasedlearning.org>
- Longs Peak**
4:30 p.m.— 5:30 p.m.
- The Vision of Technology-enhanced Classrooms: Any Basis in Reality**
Michelle Achacoso, Marilla Svinicki, Angela Bush, Zeynep Cemalcilar, Stephanie Corliss, & Alison McGregor, University of Texas at Austin
Much of what is believed about how technology enhances learning is either anecdotally or theoretically based, but not researched directly. In addition, most of what is available deals with on-line learning, which occupies only a small niche in most classes so far. We are interested in the larger vision of technology as a support for teaching in the classroom. How is technology being employed to support in-class teaching and learning? What are student and teacher beliefs about how technology supports learning? Are the uses of technology in the classroom consistent with what we know about learning from basic research? This session will report on a study currently being conducted to map the uses of technology that support the everyday teaching and learning in the classroom and to analyze those uses with regard to research-based models of learning.
- Blanca Peak**
4:30 p.m.— 5:30 p.m.
- Why Some CTLs Make the Leap and Others Don't**
Yeong-Mahn You, Hye-Lan Roh, & Mi-na Choi, Hanyang University
Metaphors from ordinary life will be used to explain how the Center for Teaching and Learning (CTL) at Hanyang University in Korea made the leap from being a good to a great CTL. We will share "Good to Great" stories with metaphoric images of vision, mission, slogan and values based upon Korean experiences. In this session, storytelling techniques will be used to explain how we have made a visionary journey from teacher-centered toward learner-driven approach in higher education by providing metaphoric expression. During the storytelling, some thought provoking discussion will be held.
<http://ctl.hanyang.ac.kr>

Maroon Peak

4:30 p.m.— 5:30 p.m.

Building and Sustaining Learning Communities: Turning a Vision into Reality*Ruth Federman Stein & Noreen Gaubatz, Syracuse University*

Learning communities is one of the current trends in higher education. This workshop will present several learning community models and sample profiles and will also address some of the issues in establishing effective learning communities. Presentation and discussion will focus on participants' needs. Topics may include goals (what do you hope to accomplish?), strategies for building learning community relationships, role of linked writing courses in learning communities, techniques for developing learning community curriculum, assessing learning communities, and institutional challenges. Those interested in establishing learning communities or who want to learn more will find this session useful.

Pikes Peak

4:30 p.m.— 5:30 p.m.

Laptop Courses: Faculty and Student Assessments and Prerequisites of Success*Barbara E. Weaver & Linda Nilson, Clemson University*

Many universities have instituted or are considering laptop mandates for students, concomitantly expecting at least some faculty to integrate laptops into their courses. Clemson University is now phasing in such a mandate. During the first phase (2002-03), we collected data on the perceived effectiveness of laptop courses versus traditionally-taught courses by surveying students in laptop courses and conducting in-depth interviews with the faculty teaching them. Session participants will examine the results and discuss the implications for their own institutions. This session should be useful to instructional technology administrators, developers, and trainers as well as faculty and instructional developers.

<http://laptopfaculty.clemson.edu/>**Atrium 1-8**

5:30 p.m.— 6:30 p.m.

Reception with Cash Bar**Evergreen BCDEF**

6:30 p.m.— 9:00 p.m.

Dinner and Celebratory Events**Evergreen BCDEF**

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

Line Dance Instruction**Evergreen BCDEF**

10:00 p.m.— 12:00

Music and Dancing (DJ)**Sunday, October 12, 2003****Atrium 1-8**

7:00 a.m.— 8:30 a.m.

Sunday Continental Breakfast**Iris**

8:30 a.m.— 9:30 a.m.

Conference Closing

Reflection on Conference Outcomes

Notes:

Notes:

Mark your calendars for the 29th annual POD conference!

November,4-7 2004
Hotel Wyndham Montreal
Montreal, Quebec, Canada