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Network in Higher Education

2000

25th Annual Conference Program

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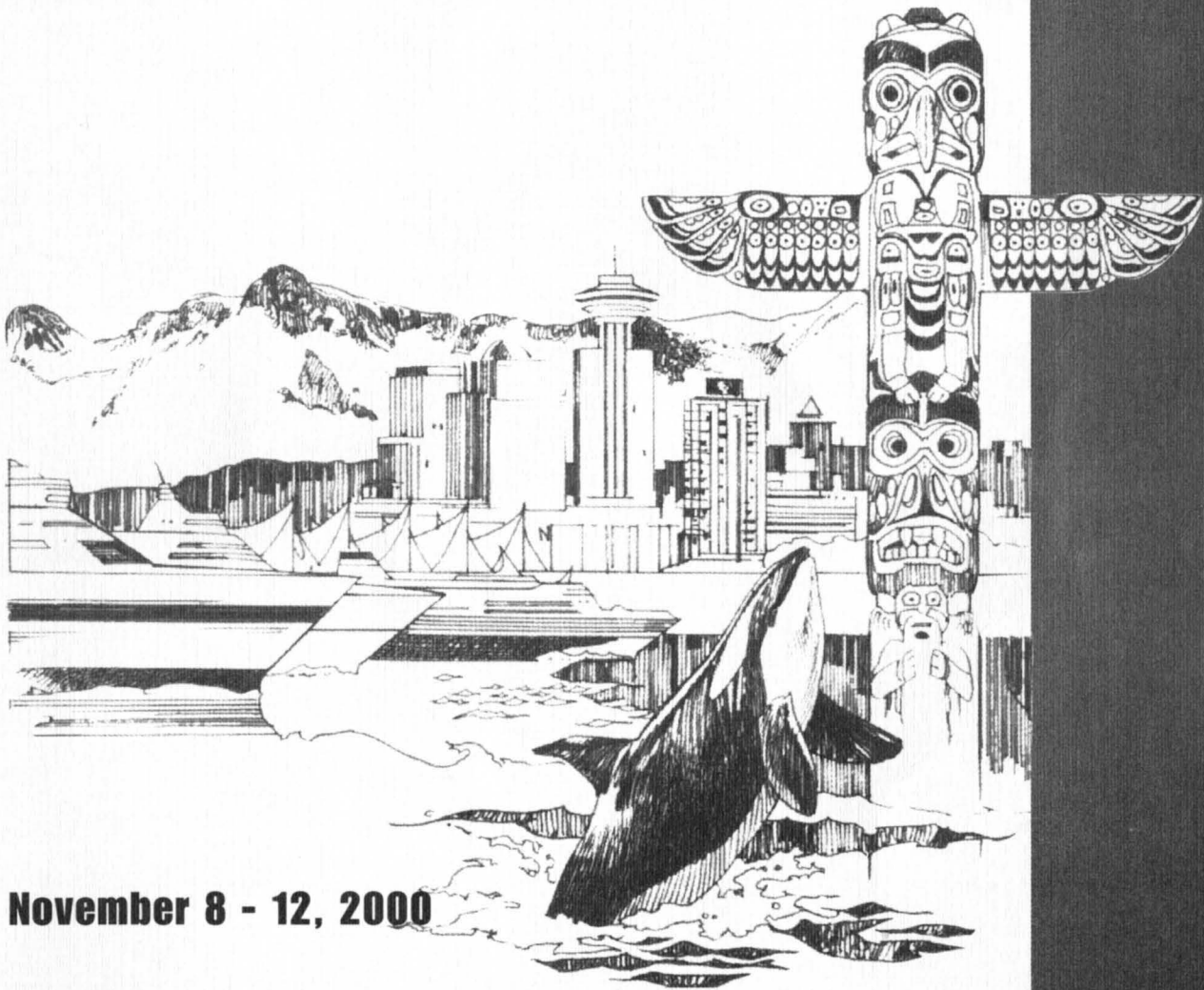
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25th Annual Conference

*Del Maright
Rm 459*

**Conference
Program**

Brave New Millennium



November 8 - 12, 2000

**The Westin Bayshore Resort
Vancouver, British Columbia, Canada**

POD NETWORK

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face... You must do the thing which you think you cannot do."

Eleanor Roosevelt, 1960

November 2000

Dear Colleagues,

Welcome to the Silver Anniversary of the Professional and Organizational Development Network in Higher Education (POD). The year 2000 marks the 25th time we have been meeting as a conference. Our diverse group includes faculty developers, administrators, faculty, consultants, TA developers, publishers on these related topics -- and many people who wear more than one "hat." We welcome this group to Vancouver to enjoy the city's diverse nature and POD's engaging sessions.

The prior year's conference evaluations encouraged us to explore diversity, particularly in conference site selection. While Vancouver had already been named, the conference organizers decided to break with tradition and offer a Dinner "On Your Own" which encourages conference participants to visit the city during one evening. Throughout the conference, other educational expeditions will allow both a look at the area and an opportunity to visit at length with small groups of colleagues. Both venues capitalize on the "network" in POD's name.

Two keynote and plenary speakers were chosen to celebrate the Canadian/U.S. influence: Richard Tiberius and Bharati Mukherjee. Two more plenary speakers were chosen to celebrate faculty's close ties to students and their needs: Dennis A. Williams and Sandra Yancy McGuire. Another two plenary speakers were chosen to celebrate POD's Anniversary: Joan North and Peter Frederick. It seems appropriate this year to extend a particular welcome to international attendees, Historically Black Colleges and Universities, and the Native American Tribal Colleges.

The theme, "Brave New Millennium," is offered as a conference objective. We hope to have conference-goers return home a little braver than when they came, and certainly more refreshed. We offer this wonderful opportunity to you.



Virleen Carlson
Conference Coordinator



Bill Burke
Program Chair



Christine Stanley
President

Christine Stanley (President, 2000-2001)
Texas A & M University

Mary Deane Sorcinelli (President-Elect, 2000-2001)
University of Massachusetts-Amherst

James Eison (Past President, 2000-2001)
University of South Florida

David Graf (Manager of Administrative Services)
Nova Southeastern University

Laurie Bellows
University of Nebraska-Lincoln

Virleen Carlson
Cornell University

L. Dee Fink
University of Oklahoma

James Groccia
University of Missouri-Columbia

Kenneth Grosse
United States Air Force Academy

Matthew Kaplan
University of Michigan-Ann Arbor

Sally Kuhlenschmidt
Western Kentucky University

Devorah Lieberman
Portland State University

Liz Miller
Texas A & M University

Mathew L. Ouellett
University of Massachusetts-Amherst

Bente Roed
University Of Alberta

Marilla Svinicki
University of Texas at Austin

Catherine Wehlburg
Stephens College

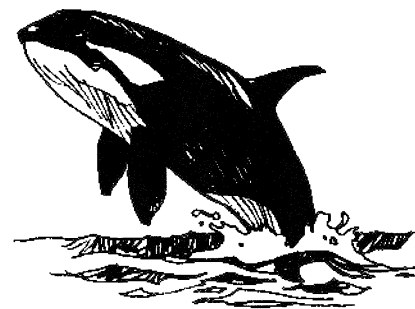
POD Executive Directors/Presidents	Year	Conference Site
Christine Stanley Texas A&M University	2000-01	The Westin Bayshore, Vancouver, British Columbia
Jim Eison University of South Florida	1999-00	The Resort at Split Rock, Lake Harmony, PA
Kay Gillespie University of Georgia	1998-99	Snowbird Resort,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

Tuesday, November 7 (Election Day, USA)

3:00 p.m. Hotel Check-in
 6:00 p.m. Core Committee Meets for dinner

Wednesday, November 8

Day/Evening Educational Expeditions
 8:00 a.m. - 5:00 p.m. Core Committee Meeting
 12:15 p.m. - 1:30 p.m. Lunch
 2:00 p.m. - 5:00 p.m. Pre-conference Workshops
 5:30 p.m. - 6:30 p.m. Pre-conference Welcoming Reception
 6:30 p.m. - 8:30 p.m. Dinner and President's Welcome Address



Thursday, November 9

Morning Educational Expeditions
 7:00 a.m. - 9:00 a.m. Continental Breakfast
 8:00 a.m. - Noon Core Committee Meeting
 9:00 a.m. - Noon Pre-conference Workshops
 12:15 p.m. - 1:30 p.m. Lunch
 1:30 p.m. - 2:30 p.m. Concurrent Session A
 2:45 p.m. - 3:45 p.m. Concurrent Session B
 4:00 p.m. - 5:00 p.m. Roundtable Session 1
 5:00 p.m. - 6:00 p.m. Special Interest Meetings (Independent college, diversity, TA, POD finance committee, Community Colleges, etc.)
 5:00 p.m. - 6:00 p.m. Newcomers-Only Orientation
 6:00 p.m. - 6:45 p.m. Diversity Committee Hosts Welcome Reception for All
 6:45 p.m. - 8:00 p.m. Dinner and "Welcome to BC" Night
 8:00 p.m. - 9:00 p.m. Plenary Session — Speaker: Richard Tiberius

Friday, November 10

7:00 a.m. - 8:30 a.m. Continental Breakfast
 8:30 a.m. - 10:00 a.m. Concurrent Session C
 10:15 a.m. - 11:00 a.m. Plenary Session —History of POD, chaired by Peter Frederick, featuring Joan North
 11:15 a.m. - 12:00 p.m. Plenary Session—Dennis A. Williams and Sandra Yancy McGuire
 12:15 p.m. - 1:30 p.m. Lunch
 1:30 p.m. - 2:30 p.m. Concurrent Session D
 2:45 p.m. - 4:15 p.m. Concurrent Session E
 4:30 p.m. - 5:30 p.m. Concurrent Session F
 5:30 p.m. - 6:00 p.m. Set up for Materials & Resource Fair
 6:00 p.m. - 7:30 p.m. Materials/Resource Fair, Poster Sessions, Reception
 7:30 p.m. - ??? Dinner OYO (On Your Own)

Saturday, November 11 (Remembrance Day, Canada)

7:00 a.m. - 8:30 a.m. Continental Breakfast
 7:30 a.m. - 8:30 a.m. Roundtable Session 2
 8:45 a.m. - 10:00 a.m. Keynote Address— Bharati Mukherjee
 10:15 a.m. - 11:45 a.m. Concurrent Session G
 12:00 p.m. - 6:00 p.m. Educational Expeditions
 12:00 p.m. - 1:00 p.m. Lunch
 1:15 p.m. - 2:15 p.m. Concurrent Session H
 2:30 p.m. - 4:00 p.m. Concurrent Session I
 4:15 p.m. - 5:15 p.m. Concurrent Session J
 5:30 p.m. - 6:30 p.m. Final Reception
 6:30 p.m. - 9:00 p.m. Banquet and Celebratory Events
 9:00 p.m. - 1:00 a.m. POD Music & Dancing

Sunday, November 12

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

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

Conference Planning and Production

David Graf
Nova Southeastern University

President, 2000-01

Christine Stanley
Texas A&M University

Conference Coordinator

Virleen Carlson
Cornell University

Program Chair

Bill Burke
University of Kentucky

Preconference Workshops Chair

Matthew Ouellett
University of Massachusetts - Amherst

Round Tables Co-Chairs

Ruth Streveler
Colorado School of Mines
Kathleen Kane
University of Hawaii at Manoa

Conference Diversity Oversight Team

Laura Border
University of Colorado at Boulder
Bill Burke
University of Kentucky
Virleen Carlson
Cornell University
Matthew Ouellett (chair)
University of Massachusetts - Amherst
Christine Stanley
Texas A&M University

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Iowa State University
Diane Cheatwood
Community College of Aurora

Victoria Clegg
Kansas State University
Ann Darling
University of Utah
Donna Ellis
University of Waterloo
Ruby Evans
Santa Fe Community College
Edith Fraser
Oakwood College
Anita Gandolfo
U.S. Military Academy
Jean Goldstein
Bergen Community College
Rae Jean Goodman
U.S. Naval Academy
James Greenberg
University of Maryland
Nancy Hartung
University of Saint Thomas
Julia Christensen Hughes
University of Guelph
Judith Kamber
Northern Essex Community College
Barbara Kaplan
University of Maryland - Univ College
Matthew Kaplan
University of Michigan - Ann Arbor
Murali Krishnamurthi
Northern Illinois University
Karen Krupar
Metro State College of Denver
Sally Kuhlenschmidt
Western Kentucky University
Devorah Lieberman
Portland State University
Lynda Milne
Wayne State University
Edward Neal
Univ of North Carolina - Chapel Hill
Stephanie Nickerson
New York University
Edward Nuhfer
University of Colorado at Denver
Gary Parnell
Snow College
Allison Pingree
Vanderbilt University
Kathryn Plank
Penn State University
Gary Poole
Simon Fraser University
Ray Purdom
Univ of North Carolina - Greensboro
William Roberson
Indiana University

Tom Rocklin
University of Iowa
Charlynn Ross
University of North Carolina - Charlotte
Roseanna Ross
Saint Cloud State University
Michael Ryan
University of Texas - San Antonio
Karin Sandell
Ohio University
Roger Sell
University of Northern Iowa
Marshelle Thobaben
Humboldt State University
Carol Weiss
Villanova University
Doug Wellman
North Carolina State University

Menu Selection and Coordination

Don Wulff
University of Washington

Conference Evaluation

Roger Sell
University of Northern Iowa

Accessibility and Interpreting

June Reeves
NTID/Rochester Institute of Technology

Materials and Resource Fair

Karron Lewis
University of Texas - Austin

Educational Expeditions

Hoag Holmgren (chair)
University of Colorado at Boulder
Lion Gardiner
Rutgers University

Bright Idea Award

Laurel Willingham-McLain
Duquesne University

Conference Daily Newsletter

Karen Thoms
St. Cloud State University

Roommate Assistance

Hoag Holmgren
University of Colorado at Boulder

Dinner On Your Own Coordinators

Ken Grosse
U.S. Air Force Academy
L. Dee Fink
University of Oklahoma

Program Cover Design

Bill Border
Boulder, Colorado

Tuesday, November 7

**Bayshore Foyer
(Main Bldg, Level One)**

3:00 p.m. - 5:30 p.m.

Core Committee Check-in

Seawall Bistro

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

Core Committee Dinner and Meeting

Wednesday, November 8

Leave from Bayshore lobby

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

Educational Expedition E1 - Annual Nature Extravaganza

Return to Hotel by 5:00p.m. in time for the 5:30 p.m. Welcoming

Fee: \$80.00

Minimum Enrollment: 15

We will start by exploring at low tide the profuse invertebrate fauna and plants in the tidal pools of Vancouver's Lighthouse Park and hike through the park's virgin, old-growth forest. Then we will travel to Brackendale, where we will observe waterfowl and a spectacular concentration of Bald Eagles, the largest in North America. We will hike through old growth cedar forests. A third site is Shannon Falls area, with a waterfall and hiking trails. On the way we will travel on the Sea-to-Sky Highway, from which we will have spectacular views of Howe Sound, Squamish estuary, and the Tantalus Range with its distant glaciers. Finally, we will visit The Chief, a massive granite monolith with hiking trails and a sweeping view of the area. Participants should be able to hike short distances and climb stairs. Trip includes a box lunch provided by the hotel.

Leave from Bayshore lobby

5:30 a.m. - 7:00 p.m. (approximate)

Educational Expedition E2 - Victoria's Secret: The City of Gardens
Wheelchair accessible.

Fee: \$60.00

Minimum Enrollment: 15

Victoria, named after Queen Victoria, is a regal seaside city rich in British history and architecture. There is no agenda so explore on your own. Possibilities include taking High Tea at The Empress Tea Lobby or seeing the meticulously groomed million-plus trees, plants and flowers in autumnal splendor at the world-famous Butchart Gardens (<http://www.butchartgardens.com/>). Touch the totem poles in Thunderbird Park and taste the locally smoked salmon or a sherry truffle by the sailboats in Inner Harbour. For more details see the websites (<http://www.city.victoria.bc.ca/>) and (<http://www.victoriabc.com/>).

Cost includes transportation to and from Victoria, to include ferry rides.

Prospect (Main Bldg, Exec. Office Level)

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

Core Committee Meeting

Bayshore Foyer (Main Bldg, Level One)

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

Conference Registration

Salon 3 (Main Bldg, Level Two)

12:15 p.m. - 1:30 p.m.

Lunch

Cypress 1 (Main Bldg, Level Two)

2:00 p.m. - 5:00 p.m.
& 9:00 a.m. - 12:00 p.m. Thursday

MacKenzie (Main Bldg, Level One)

2:00 p.m. - 5:00 p.m.
& 9:00 a.m. - 12:00 p.m. Thursday

Oak 2 (Main Bldg, Level Two)

2:00 p.m. - 5:00 p.m.
& 9:00 a.m. - 12:00 p.m. Thursday

Thompson (Main Bldg, Level One)

2:00 p.m. - 5:00 p.m.
& 9:00 a.m. - 12:00 p.m. Thursday

Pre-Conference Workshop W1 - Getting Started

L. Dee Fink, University of Oklahoma; Mona Kreaden, New York University
This workshop is for people who are new to instructional, faculty, or organizational development. It is intended for several audiences: (a) those who are starting (or considering starting) a new program at their institution, (b) those who are joining existing programs as professional staff, 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 copy of the *POD A Guide to Faculty Development* and videotape about the field of faculty development.

Pre-Conference Workshop W2 - Assessment: The Implications for Faculty Development

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

The New Millennium demands brave faculty developers who can conquer faculty suspicions and remedy their lack of knowledge of assessment in order to help programs and institutions improve student outcomes. If you attend this practical and interactive session, you will learn the rationales for assessment, how to determine program goals, how to assess student outcomes in many different ways, how to use the results to enhance instruction and learning, and how to develop faculty assessment competencies. You will also learn the pros and cons of close links between faculty development and assessment.

Pre-Conference Workshop W3 - Toward Coherence from Alpha to Omega in the Scholarship of Teaching and Learning: Programs, Progress, Problems, and Prospects

Samuel B. Thompson, Moya L. Andrews, Craig E. Nelson, & Rita C. Naremore, Indiana University

Objectives are to conceptualize and articulate scholarship of teaching and learning, conceive or augment campus initiatives, and construct developmental processes leading to scholarly productivity. Participants will review conceptual frameworks of prominent scholars of the last decade and examine issues of campus resource availability, promotion and tenure, and faculty participation in light of evidence of successful programs. Participants will also view video clips of scholars of teaching and then surface their own issues for scholarly projects, frame these issues, and consider investigative methodologies. Presenters mirror the target audience: faculty developer, faculty, doctoral student preparing for faculty development, and senior administrator.

Pre-Conference Workshop W4 - Strategic Performance: A Collaboration of Theater Training, Leadership Training, and Faculty Development

Lee Warren & Nancy Houfek, Harvard University

Many accomplished professional people feel themselves to be less effective than they wish they could be in the classroom, in presentations, and in meetings or discussions. This workshop will address this problem, by combining the insights gathered from theater performance techniques, leadership training, and faculty development. It will 1) teach participants techniques used in theater and leadership programs to enhance performance; 2) using role-plays of their own cases, coach participants in strategic management of discussion and presentations; 3) address how to produce such collaborative programs in participants' home institutions. Participants are encouraged to bring their own cases of personal ineffectiveness in public situations.

Cowichan (Main Bldg, Level Two)

2:00 p.m. - 5:00 p.m.

Cypress 2 (Main Bldg, Level Two)

2:00 p.m. - 5:00 p.m.

Seymour (Main Bldg, Level One)

2:00 p.m. - 5:00 p.m.

Oak 1 (Main Bldg, Level Two)

2:00 p.m. - 5:00 p.m.

**Pre-Conference Workshop W5 - Teaching and Learning
Autobiographies: A First Step to Becoming Critically Reflective
Teachers in a Brave New Millennium**

Laura Bush, Arizona State University

Stephen D. Brookfield (1995) suggests that teachers can alert themselves to the "distorted" or "incomplete" assumptions that guide their instructional practices by viewing their teaching through four lenses: (1) their own autobiographies as learners and teachers, (2) their students' eyes, (3) their colleagues' experiences, (4) and their exposure to theoretical literature on teaching and learning. This workshop focuses on teaching and learning autobiographies, demonstrating practical methods for faculty and TA developers to facilitate workshops on constructing teaching philosophies and portfolios. In general, the workshop targets those who work in higher education and recognize the benefit-and biases-of critical self-reflection.

**Pre-Conference Workshop W6 - Helping Faculty (Re) Discover Their
Great Teaching: How to Organize and Host a Great Teaching Seminar**

Thomas Cunningham, Southern Utah University; Gary Parnell, Snow College; Mike McHargue, Foothill College; Pamela D. Bergeron, Lansing Community College

The international success of Great Teaching Seminars, founded over thirty years ago by David B. Gottshall, results from adherence to a powerful model; it practices the notion that the best faculty development is well facilitated "shop talk." The unique format of a Great Teaching Seminar draws upon ideas, innovations, problems, and challenges of participants themselves-They are the experts. More importantly, they decide what is relevant to discuss. Participants at the POD workshop will learn how to organize and host a Great Teaching Seminar, and they will experience many of the activities.

**Pre-Conference Workshop W7 - Combining Cases with Cooperative
Learning**

Susan Ledlow, Arizona State University

This workshop is a hands-on introduction to combining simple cooperative learning structures and activities with cases. The use of cooperative learning within a case discussion helps to maximize involvement by lowering anxiety about participation and increasing simultaneous interaction. Most of the session will be devoted to a model decision case discussion. An overview of principles of case teaching and cooperative learning will be provided and resources for case teaching and cooperative learning will be identified.

**Pre-Conference Workshop W8 - Publish, Don't Perish: A Program to
Help Scholars Flourish**

Tara Gray, New Mexico State University; Jane Birch, Brigham Young University

It takes courage for new faculty and less productive scholars to take steps to publish more. It takes courage for faculty developers to help them. This workshop describes one program aimed at scholarship productivity, which has been tested and refined at two universities. The program holds participants accountable for writing daily for 30 minutes and getting regular, quality feedback from colleagues. Faculty enroll eagerly and are delighted to see their productivity increase. POD participants will learn how to facilitate this program; in order to "test-drive" the principles, PODers are invited to bring a 2-3 page-writing sample.

Stanley Park Foyer
(Main Bldg, Level Two)
3:30 p.m. - 4:00 p.m.

Leave from Bayshore lobby
2:00 p.m. - 5:00 p.m.
Wheelchair accessible.

Stanley Park Foyer
(Main Bldg, Level Two)
5:30 p.m. - 6:30 p.m.

Salon 2 and 3 (Main Bldg, Level Two)
6:30 p.m. - 8:30 p.m.

Refreshment Break

Educational Expedition E3 - Museum of Anthropology at the University of British Columbia
Wheelchair accessible.

Fee: \$15.00

Minimum Enrollment: 25

The museum itself is an award-winning architectural wonder—a concrete and glass recreation of Northwest Coast First Nations post-and-beam structures. Inside you'll find a stunning array of traditional and contemporary Pacific Northwest Native art and artifacts including huge totem poles, canoes, ceremonial masks, jewelry, feast dishes, and an outdoor sculpture complex with two traditional Haida longhouses. And you won't want to miss Haida artist Bill Reid's enormous cedar sculpture of the Raven and the First Men creation myth. For more details see the MOA's website: (<http://www.moa.ubc.ca/main.html>).

Pre-Conference Welcoming Reception

Dinner & President's Welcome Address
Christine Stanley, POD President, 2000

Slide Show Presentation - Northwest Coast Art
Bill McLennon, Museum of Anthropology, University of British Columbia
Bill McLennon serves as the Manager of Design/Photography at the UBC Museum of Anthropology. His latest work, a book entitled *The Transforming Image: Painted Arts of Northwest Coast First Nations* is a culmination of 20 years of research into the traditions of Northwest Coast painted art. His co-author is Karen Duffek and the book is published by UBC Press and University of Washington Press (November, 2000). Not everybody will be able to go the top museum in town, but POD has found a way for the museum to come to us!

Thursday, November 9

Salon 2 and 3 (Main Bldg, Level Two) Continental Breakfast
7:00 a.m. - 9:00 a.m.

Prospect (Main Bldg, Exec. Office Level) Core Committee Meeting
8:00 a.m. - 12:00 p.m.

Bayshore Foyer (Main Bldg, Level One) Conference Registration
8:00 a.m. - 6:00 p.m.

Cypress 1 (Main Bldg, Level Two)

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

MacKenzie (Main Bldg, Level One)

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

Oak 2 (Main Bldg, Level Two)

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

Thompson (Main Bldg, Level One)

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

Cypress 2 (Main Bldg, Level Two)

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

Cowichan (Main Bldg, Level Two)

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

Pre-Conference Workshop W1 - Getting Started *(continued)**L. Dee Fink, University of Oklahoma; Mona Kreaden, New York University***Pre-Conference Workshop W2 - Assessment: The Implications for Faculty Development** *(continued)**Philip K. Way, University of Cincinnati; Barbara E. Walvoord, University of Notre Dame***Pre-Conference Workshop W3 - Toward Coherence from Alpha to Omega in the Scholarship of Teaching and Learning: Programs, Progress, Problems, and Prospects** *(continued)**Samuel B. Thompson, Moya L. Andrews, Craig E. Nelson, & Rita C. Naremore, Indiana University***Pre-Conference Workshop W4 - Strategic Performance: A Collaboration of Theater Training, Leadership Training, and Faculty Development** *(continued)**Lee Warren & Nancy Houfek, Harvard University***Pre-Conference Workshop W9 - Queer Courage: Identity, Integrity, and Sex in the Classroom**

David Krause, Columbia College; David E. Ahlvers, Carthage College
 Grounded in educational philosophies articulated by Parker J. Palmer, Jane Tompkins, bell hooks, and Henry A. Giroux, this session will explore the kinds of courage to teach and learn necessary within classrooms that authentically recognize the presence and voices of students and teachers with different sexual orientations. Beginning with a student's personal narrative of "coming out," this session will invite structured dialogue about how to engage questions of sexual orientation in our classrooms and how to design related faculty development initiatives. If learning is to "offer students a sense of identity, place, and hope" (Giroux), teaching practices will need to transcend or subvert the fear of diversity, the fear of conflict, and the fear of losing identity that Palmer finds inhibiting our classroom practices. This will demand courage, from both teachers and students, from both individuals and communities, from both queer and straight.

Pre-Conference Workshop W10 - Building Relationships: Collaboration and Training of Graduate Peer Facilitators

William Rando, Yale University; Susie Brubaker-Cole, Stanford University
 In this session, two people, the director of a Graduate Teaching Center and the coordinator of a group of graduate peer facilitators - herself a graduate student - will engage participants in a series of activities that demonstrate effective collaboration between graduate students and FD professionals, and between graduate peer facilitators themselves. These exercises will also demonstrate a training program for graduate peer facilitators that resulted in a cohesive team of teachers able to create bonds of trust and creative inquiry between themselves and their workshop participants. An opening exercise will help participants reflect on "peer-ness," authority and the spots of potential conflict these to imply. Subsequently, we will engage participants in the exercises (our sixteen hours of training give us over 25 individual exercises, interventions and activities to choose from) that allow our group to explore authority and to work through points of conflict. A final exercise will allow participants to reflect on what they have learned and to apply this to their own setting.

Seymour (Main Bldg, Level One)**Key**

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

Oak 1 (Main Bldg, Level Two)

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

Stanley Park Foyer**(Main Bldg, Level Two)**

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

Salon 2 and 3 (Level Two)

12:15 p.m. - 1:30 p.m.

Pre-Conference Workshop W11 - Building Learning Teams: The to Creating Productive Student Relationships in Large Classes (and small ones too)*Larry Michaelson, University of Oklahoma*

When you (or faculty who come to you for advice) use learning groups, do students complain about such things as:

- Having to do more than their fair share of the work?
- Not being able to keep their group working on the assigned task?
- One or two members dominating the group?

If so, students are not the problem. It's the way they are using the groups. In this session, you'll learn why and what you can do that will help both eliminate these kinds of problems and increase the effectiveness of the learning groups.

Pre-Conference Workshop W12 - Faculty Development in the New Millennium: Promoting Connections and Collaborations Among Instructional Technology and Faculty Development Programs*Karin Sandell, Sherri Gradi, & Ann Kovalchick, Ohio University*

Focuses on building institutional collaborations among campus units that offer faculty development programs including instructional technology programs. The facilitators offer a model from their own collaboration across instructional technology, teaching excellence and writing excellence programs.

Participants' work on three questions in terms of their own campuses: What do we want to accomplish and what are the challenges? What resources and structure can we build on? What is our vision and how can we begin to get there? Guided writings, discussions, case analysis and vision development enable participants to share thoughts and develop their own tentative plans. Numerous handouts are provided.

Refreshment Break**Lunch****Concurrent Sessions, 1:30 p.m. - 2:30 p.m.****MacKenzie (Main Bldg, Level One)**

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

Addressing Diversity Issues in Faculty Development Programming*Francine S. Glazer & Beverley T. Amick, Kean University*

As faculty developers, we must remember that when we plan and facilitate a workshop, especially one concerning diversity, our own identities affect our work and our effectiveness. This workshop is appropriate for individuals who are addressing diversity awareness, either in faculty development programming or in a classroom. Participants will look first at how we introduce ourselves, and at how introductions depend on the surrounding context. We will then, individually and in discussion, begin to answer the questions: Who am I? What are my core values, and where do they come from? Do they enhance or interfere with my professional conduct?

Seymour (Main Bldg, Level One)
 1:30 p.m. - 2:30 p.m.

Great Books (and Articles): A Selected Guide to Significant Literature for Faculty Developers

Stephanie Nickerson, New York University/EQUAL; Sean Courtney, University of Nebraska

Faculty developers need to keep up-to-date in their field. Yet, the literature is immense and growing. To help faculty developers get a handle on this large body of literature, we will explore and review key publications. Areas to be covered include: 1) faculty development work, 2) teaching and learning, 3) diversity issues in the classroom, and 4) integrating new technology into the curriculum. We will focus on those publications most helpful to new faculty developers. We will provide opportunity for discussion of a variety of perspectives about the merits of various resources. Participants will leave with an annotated bibliography.

Cypress 1 (Main Bldg, Level Two)
 1:30 p.m. - 2:30 p.m.

Facilitating Collaborative Development - A Model for Promoting Shared Vision and Productivity

Bonnie B. Mullinix, Monmouth University

Facilitation, leadership, and relationships are central to our work. Often, we need to facilitate processes that bring individuals with a variety of expertise and opinions together to contribute to the development of products reflecting joint vision. This session shares a model of collaborative development that emerges from twenty years of reflection/application. The model has been used in a variety of cultural contexts, nationally and internationally, to facilitate and guide the development of curricula, proposals, and other creative products. This session actively involves participants in the practical construction and analysis of the fourteen-step framework and encourages discussion of critical application/adaptation issues.

Cypress 2 (Main Bldg, Level Two)
 1:30 p.m. - 2:30 p.m.

Experiential Learning Through Technology Collaboration

Elena Collins, George Mason University

This session will describe an experiential learning initiative that combines learning, faculty development, and mentorship in an effort to improve the technological competence of students and faculty. The presenter will reflect on the successes and challenges presented by the Technology Assistants Program and review how TAP has been received by the academic community. Finally, the presenter will use video clips and other visuals to share examples of projects created by Technology Assistants and to discuss the process that is involved in developing these projects.

Butts

President Room (Tower, Mezzanine)
 1:30 p.m. - 2:30 p.m.
 State

Chair Development and Faculty Quality of Life

Sally S. Atkins, Peter W. Petschauer, & Jeffrey A. Butts, Appalachian University

Analyses of data from a qualitative study on the quality of faculty life revealed the importance of the department chairperson in faculty perceptions of quality of life. Yet faculty and organizational development efforts traditionally have focused on faculty rather than on department chairpersons. In this session the presenters will: 1) review data on the central role of the department chairperson, 2) outline organizational development initiatives at our university aimed at assisting the department chairpersons, and 3) engage the participants in discussions and brainstorming of organizational development activities for departmental chairpersons at their own campuses.

Prospect (Main Bldg, Exec. Office Level)

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

Oak 1 (Main Bldg, Level Two)

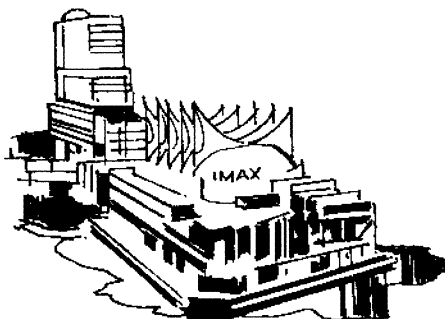
1:30 p.m. - 2:30 p.m.

Oak 2 (Main Bldg, Level Two)

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

Board Room (Tower, Mezzanine)

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

**Courses in Post-Secondary Teaching for Students of Tomorrow**

Myra S. Wilhite, Lloyd Bell, & Joyce Poulacs Lunde, University of Nebraska-Lincoln

Students enrolled in courses in college teaching, as well as students they will in turn teach, may not resemble those of even a few years ago. How then should courses or other learning experiences we offer change to meet new needs? From the perspectives of past experiences and future needs, we will examine four focal questions: What are the contents of such courses? Who are the students and what are their needs? What are the modes of delivery? How can we measure impact? We will brainstorm answers, examine a case, and make applications to our own courses and programs.

Pluralscapes: Faculty Facilitation of Complex Virtual Teams in the Global Classroom

Hilary Geber & Mvulane Hadebe, University of the Witwatersrand

Advances in information technology have made it possible for students and lecturers to participate in cutting edge interactive courses and virtual seminars which span different time zones, continents, cultures, relationships, and technologies. All participants have to adapt to new circumstances to achieve the virtual seminar objectives. Experimenting with such ground breaking learning environments and techniques is a unique experience at present. The perspectives of participants from urban universities differ considerably from those in rural universities in developing countries where exposure to information technology is uneven and often fairly unsophisticated. Faculty awareness and coping strategies for such situations will be discussed.

A Successful Multi-Campus Faculty Development Program in Engineering and the Sciences

Rebecca Brent, North Carolina State University; Terry M. Wildman & Siegfried Holzer, Virginia Polytechnic Institute

This session describes a faculty development program currently developed for a coalition of eight colleges of engineering with over 1200 faculty members collectively. The program has succeeded in involving over half of the coalition's engineering faculty and many science faculty and in changing their teaching practices. The session will outline the program features and summarize program assessment data. Participants and presenters will exchange ideas about how to involve and get buy-in from engineering and science faculty members in campus-wide faculty development programs.

The Art of Relaxation Through Chinese Exercise

Donna Silver, University of Wisconsin System

Faculty have so many demands placed on them that they frequently neglect taking care of themselves. This session is intended for individuals who are interested in promoting wellness and reducing stress in their personal lives as well as for faculty developers who already do stress management workshops and are looking for new techniques to incorporate into their repertoire. This workshop will introduce participants to Qigong Exercises, part of the traditional ancient healing arts of China. Participants will learn breathing relaxation techniques, a self-massage-acupressure routine for releasing stress and managing pain, and a sequence of gentle exercises, which promote wellness and emotional vitality.

Chairman Room (Tower, Mezzanine)

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

Improving Teaching & Learning: Developing Diverse Ways of Knowing

Sheryl Welte Emch, University of Northern Iowa

The purpose of this session is to help faculty development professionals, student affairs professionals, and faculty recognize and accept the responsibility of taking students' diverse ways of knowing seriously. The session is designed to assist all interested educators in learning to question (or help others to question), deliberately and systematically, ourselves, our course designs, and our students so that we can continually refine and revise, and perhaps even transform, our teaching and our students' learning. The session will be conducted in a workshop format, encouraging participants to use their own course syllabi as often as possible.

Thompson (Main Bldg, Level One)

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

Institutional Reform Through Collaboration: Process and Product Throughout the Ranks

Jacalyn DiMartino, Ann Puyana, Patrick Nellis, & Helen Clarke, Valencia Community College

Along with a presentation of a collaborative leadership model, this workshop, targeted primarily to faculty development leaders, demonstrates a successful method of collaborating with faculty and staff around the principal issues of student learning and mastery of competencies. The seminar approach is used to model the maxim of "Learning, not Teaching." Information regarding the improvement of student performance based on this program is also provided.

Cowichan (Main Bldg, Level Two)

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

It Is Bold to Discuss Teaching: What Worked for the UNI Teaching Discussion Group Might Work for You

Doug Shaw, Sarah-Marie Belcastro, & Diane Thiessen, University of Northern Iowa

In April 1999, the University of Northern Iowa's mathematics department sponsored a discussion on developing mathematical reasoning. Consequently, a valiant band of faculty formed, their goal being to address their teaching in the hopes of improving student reasoning and motivation. Over the next year, a structure evolved, and is still evolving, which enables the team to improve their teaching in a safe environment. This session will involve us telling our tale, and then conducting a spirited discourse with the faculty and developers present to see how the model can be improved and used at other institutions.

Coquitlan (Main Bldg, Level Two)

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

Decapitating the Talking Head in New Faculty Orientation

Tena L. Golding & Chris Eleser, Southeastern Louisiana University

New faculty orientation has generally been a parade of talking heads who provide more information than faculty can possibly absorb in the time allotted.

Emch

We are taking steps in the Brave New Millennium to "decapitate" the talking head and opting for interactive sessions that introduce new colleagues to both students and more seasoned faculty. Through hands-on activities, video tape, and small group discussions, participants will 1) explore alternative methods for presenting information and 2) discuss how to incorporate students into new faculty orientation programs. Administrators, faculty developers, and/or faculty examining their orientation programs will be particularly interested in this session.

2:30 p.m. - 2:45 p.m.

Stretch Break (no refreshments)

Concurrent Sessions, 2:45 p.m. - 3:45 p.m.

MacKenzie (Main Bldg, Level One)

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

Building Credibility: Key to Success for Faculty Developers

Carol A. Weiss, Villanova University; Raymond F. Orzechowski, University of the Sciences in Philadelphia

Years of experience in higher education do not automatically establish our credibility as faculty developers. Building credibility is especially important for new faculty developers and for experienced developers in new centers. The most well-planned programs can founder if faculty members, administrators, and others lack knowledge about and confidence in the developer's or the development committee's role. The presenters, an experienced center director and a senior faculty member, will engage participants in a variety of successful strategies for building credibility with all campus constituencies, even those most resistant to the idea of faculty development.

Seymour (Main Bldg, Level One)

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

Using Cooperative Academic Games to Enhance Learning

Philip G. Cottell, Miami University; Barbara Millis, United States Air Force Academy

Participants will learn the principles of effective academic games including their design, purpose, execution, and "debriefing." The facilitators will present at least four games; we will actively model at least two. We will emphasize ways faculty developers can help their faculty adapt these student-centered learning games to their disciplines to use classroom time creatively and effectively. Participants will "learn by doing" innovative activities, such as QUIZO, not common in the literature. The facilitators will emphasize the academic and assessment value of games as well as the skills, such as teamwork and communication, they promote. Handouts will reinforce the "take-away."

Cypress 1 (Main Bldg, Level Two)

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

Mentoring New Faculty and TAs On-Line

Joyce Weinsheimer, Connie Tzenis, & Joel Weinsheimer, University of Minnesota

Face to face mentoring may be ideal, but not all new faculty, TAs, and adjuncts are able or willing to participate in it. How can on-line mentoring reach those whose schedules or inclinations don't lend themselves to on-campus encounters? Using a new on-line workshop called Teaching in College, this session will involve potential on-line facilitators and campus administrators in thinking through the issues associated with distance mentoring. After trying out the skills necessary for facilitating such workshops, participants will assess the potential of an on-line workshop to prepare new instructors on their campus for the college classroom.

Cypress 2 (Main Bldg, Level Two)

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

"Teaching Partnerships": Theme(s) and Variations

D. Lynn Sorenson, Brigham Young University

Based on the theory and practice of respected, nationally endowed programs, "Teaching Partnerships" create variations on the themes of these successful initiatives: Lilly Postdoctoral Teaching Fellows Program, Preparing Future Faculty, and Students Consulting on Teaching. A "Teaching Partnership" consists of a senior faculty member, a junior faculty member, a graduate student, and an undergraduate student engaged in a process/project to enhance student learning. An experienced, innovative faculty developer shares insights into the creation of this program—its possibilities and pitfalls—and provides discussion and materials for replication.

President Room (Tower, Mezzanine)
2:45 p.m. - 3:45 p.m.

Nurturing The Spirit: The Faculty Developer as Regenerative Agent
Daniel W. Wheeler, University of Nebraska-Lincoln
Burnout. Stagnation. Cocooning. Existential despair. These are some of the symptoms faculty developers see in their colleagues as workloads increase, institutions downsize, budgets tighten, and discretionary time evaporates. What is the antidote to this pernicious pandemic? How can faculty developers help regenerate their colleagues' flagging spirits? What effective practices for renewal and regeneration are currently employed? How can faculty developers prepare themselves to be regenerative agents? In this session, a long-time faculty developer from a large research university will facilitate the discussion aimed at addressing these questions.

Prospect (Main Bldg, Exec. Office Level)
2:45 p.m. - 3:45 p.m.

The Brave New World of Online Teaching: A Report On Campus Collaboration and Systematic Implementation
Josephine Mendoza & Rowena Santiago, California State University - San Bernardino
This paper is a campus report on how online teaching is being implemented at California State University San Bernardino. Its objectives are to: 1) present a campus model of how a faculty development center can take the leadership, systematically implement, and support online teaching through collaboration; 2) share lessons learned; 3) present evaluation data from faculty and students; 4) gain feedback that will improve the model. The target audience includes faculty development administrators and faculty interested in online teaching. The session will follow a presentation and discussion format, enhanced by interactive communication between presenters and audience, plus PowerPoint slides.

Oak 1 (Main Bldg, Level Two)
2:45 p.m. - 3:45 p.m.

Designing for the Web: Combining Online With Problem-Based Learning
Karen McCaughan, British Columbia Institute of Technology
The "Designing for the Web" workshop presents an atypical faculty development initiative designed to increase professional skills in both online learning and problem-based learning (PBL). In addition to learning new technical skills, faculty experience online learning and benefit from experiencing PBL. Participants will learn about the development of the "Designing for the Web" workshop, the importance of online combined with face-to-face sessions, the relevance of PBL, and the effect of a linked workshop series. Online educational materials will be demonstrated. This session will appeal to faculty, faculty developers, and administrators.

Oak 2 (Main Bldg, Level Two)
2:45 p.m. - 3:45 p.m.

Teaching for Success or "Building a Better Sandwich"
Ken Grosse, United States Air Force Academy
Have you considered giving your faculty, both new and experienced, a method of getting the students involved from the very beginning of class and keeping them on track to the very end? This session will offer an approach that takes very little time from the lesson, is easy to remember, logical to use, and proven effective. Too many times we do a wonderful job of presenting content and concepts to a dead, disinterested audience. This will be a highly interactive, challenging session that will give you a presentation to take back to your institution for a faculty workshop.

Board Room (Tower, Mezzanine)

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

Chairman Room (Tower, Mezzanine)

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

Thompson (Main Bldg, Level One)

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

Cowichan (Main Bldg, Level Two)

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

Coquitlan (Main Bldg, Level Two)

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

Whose Class is it Anyway? Improvisation Skills for Instructors*Miriam R. Diamond, MIT*

Teaching would be a lot easier if every lecture and seminar could be scripted in advance. However, instructing and interacting with students often involves quick thinking, flexibility, and the ability to respond to the unexpected. The capacity to listen, concentrate on several dynamics at the same time, and work in a team environment may be called upon as well. In this session, we will discuss how improvisational acting exercise can help faculty identify and develop skills to enhance teaching effectiveness. Please come prepared to participate!

Preparing Faculty for the 21st Century: Lessons in Institutional, Faculty, and Graduate Student Mentoring*Laura L.B. Border, University of Colorado at Boulder; Bente Roed, University of Alberta*

The significant movement to provide training opportunities for prospective teachers in higher education has been strong both in the United States and in Canada. Graduate students have been targeted during the past decade as the first group of prospective faculty to be exposed to teacher training as well as research training during their graduate studies. This session provides glimpses into mentoring programs that have been devised in the U.S. and in Canada to prepare graduate students for teaching roles in postsecondary institutions.

Quietly Changing How Faculty Teach: Developing a Course with Grassroots Support*Diane M. Enerson, R. Neill Johnson, & Kathryn M. Plank, The Pennsylvania State University*

How can you get faculty to participate voluntarily in a developmental college teaching course? One answer is by approaching teaching as a form of scholarship and a subject about which everyone has something to offer and something to learn. This session will present data from a recent longitudinal survey of faculty who have taken such a course at a large research university. The session will give those charged with faculty development an opportunity to consider how, on a modest budget, they can renew faculty's enthusiasm for teaching and garner the grassroots support needed to effect change.

Proteus and Us: Changing Shape to Make the Most of Our Work*LeAne Rutherford, University of Minnesota Duluth*

To avoid being held captive by unsatisfactory work lives, POD professionals need to purposefully reassess both the work they do and how they feel about it. We have more choice about what we do—and when—than we know. In our professional lives, many of us “field what is hit our way” instead of “going to bat” on things that are both productive and satisfying. This highly participatory workshop will help POD members evaluate their choices, assess their own job satisfaction, and adapt the approach to their own faculty.

Training Faculty to Teach: A Blueprint*Sean Courtney, University of Nebraska-Lincoln*

How can we achieve a more sustained effort at instructional innovation on university campuses? This session proposes one answer to this complex question by arguing, first, that there is a need for intensive faculty training, and, second, that such training should be based on a principled account of learning processes. Such an account is sought in the work of Diana Laurillard, of Britain's Open University, and that of Roger Schank, of Northwestern's Institute for the Learning Sciences. A model will be presented for the audience's consideration, who will be further invited to consider how such a model might be disseminated on a national level.

**Stanley Park Foyer
(Main Bldg, Level Two)**
3:45 p.m. - 4:00 p.m.

Refreshment Break

Roundtable Session 1, 4:00 p.m. - 5:00 p.m.

Note: Roundtable discussions are on a “first-come” basis and will be limited to 10 people per table.

Salon A and B (Main Bldg, Level One)
4:00 p.m. - 5:00 p.m.

Building Relationships and Instructional Support for New Sessional Instructors (Adjunct Faculty)

Jeanette Dayman, University of Guelph

Sessional instructors (adjunct faculty) play a vital role in higher education. They provide administrative flexibility and bring expertise to the classroom that otherwise might not be available. They’re also growing in numbers, and have unique teaching circumstances and instructional support needs that should be addressed by faculty development centres and academic departments alike. In this session, participants will learn about the outcomes of a quasi-study on the support needs of University of Guelph sessionals and will explore/share innovative ideas/practices that teaching centres and academic departments can implement. Faculty development staff, chairs, and others who hire/support sessionals should plan to attend.

Teaching Together: How Do We Think About It and Do It?

Jeanine L. Elliott, The Evergreen State College

While faculty teaching together is becoming more common, little is known about how faculty plan a program together and how they approach challenges associated with group decision-making about content and pedagogy. This roundtable is a session for those who work with faculty teams and for those who are considering research in this area. The convener will begin the discussion by describing one approach for learning about the intricacies of collaborative course/program development. The intent of the session is to begin to build a network of people who could collaborate in projects that illuminate the experience of teaching with colleagues.

Improve Their Image of “Legitimacy” as Teachers

Arletta Knight Fink, University of Oklahoma

RA

New graduate teaching assistants often have a very challenging experience the first time they teach. Difficulties often occur, in part, because students do not view them as legitimate or “credible” teachers. As instructional consultants, our job is to help these teaching assistants earn the respect and acceptance of their students. That is, we must help them develop the kinds of behaviors that will help them build their credibility as teachers. During this session, participants will learn to use a “Model of Teacher Credibility” to identify specific traits that can enhance the credibility of graduate teaching assistants.

Three Versions of Summer Teaching Camp: Reaching Critical Mass at a Research University

David E. R. Gay, Barbara B. Shadden, & Nancy E. Talburt, University of Arkansas

The objectives are: (1) to explore the strategic planning for three versions of our summer teaching camp (from a single track camp into a twin track for new and returning faculty, and most recently into multiple tracks with more freedom to choose), (2) to explain the content and evolution of learner-based camp planning, and (3) to foster the post conference peer development emphasis of our Center. This interactive session will model our working partnership with the administration at our research university.

New GTAs and Teacher Credibility : A Model For Helping GTAs Adjunct Faculty Workshop Series: Facilitation of Instructional Change and Innovation For All Faculty

Doug Laufer & Rick Crosser, Metropolitan State College of Denver

Often adjunct faculty are given little guidance in class preparation. They typically are not involved with activities that contribute to development of teaching effectiveness. Given the need to enhance teaching and learning for all instructors, a series of workshops were conducted for adjunct faculty. The workshops highlighted some strategies, resources, and techniques that promote active learning. The purpose of this presentation is to discuss topics explored and the structure of the workshop series. Strengths and weaknesses of the workshop series will be presented. The session should generate discussion about activities in the teaching and learning arena.

The Scholarship of Teaching as a Framework for Graduate Student Program Development

Virginia S. Lee, North Carolina State University

Due to the nature of the current academic job market and broadening conceptions of scholarship, institutions not only have an obligation to prepare their graduate students for teaching, but to do so within the richer context of the scholarship of teaching. This session will review interactively a general, organizing framework that draws upon three different strands of the current conversation on the scholarship of teaching. It will also describe how this framework has guided the development of two programs: a Certificate in Postsecondary Teaching and an annual fall retreat for graduate student representatives.

From Ne'er to Eternity? Reflections on the Maiden Voyage of a Teaching and Learning Center

Elizabeth G. Peck & Krista L. Medo, University of Nebraska at Kearney

This interactive session for newcomers and first-year developers offers a "nautical" jaunt through five start-up considerations. Participants will discuss: 1) finding a place "to be" (dropping anchor in a suitable location); 2) working with an advisory board (avoiding shark-infested pedagogical divisions); 3) alleviating budget constraints by "shanghaiing" resources from other departments and offices; 4) enhancing faculty participation by eschewing the "master teacher syndrome" (analogous to Melville's "fast fish" - "loose fish" philosophy); and 5) shoring up new foundations by recognizing all crew members of the first-year expedition.



Leading the Scholarship of Teaching Into the Next Millennium*Laurie Richlin, International Alliance of Teacher Scholars*

As we enter the new millennium, faculty developers are being asked to lead faculty members into the scholarship of teaching. This session will focus on two areas: 1) the development of publications and presentations and 2) strategies for developers to use to aid faculty members in developing the scholarship of teaching. Participants in this session will be able to describe the process for developing a publishable teaching project and identify strategies for supporting faculty teaching scholarship. Participants are invited to bring their own work or that of their faculty members to the session for review.

Encouraging Faculty to Develop a Global Perspective of Academic Scholarship*Kathleen Smith, University of Georgia*

To be an educated individual in the next century, students will need to know, understand, and respect other cultures. However, the internationalization of the teaching and learning process must be a value that is recognized and rewarded and a value which is embraced by faculty and students. This roundtable discussion will identify issues which inhibit faculty in their efforts to internationalize their teaching and research and describe a faculty development initiative to encourage, recognize, and reward faculty who have the courage to expand their academic scholarship to include a global perspective. This is a discussion of interest to administrators and faculty.

Inclusion Ideas: Making Your Campus More Welcoming*Judy Wilbee, University College of the Cariboo; Joan McArthur Blair, Vancouver Community College*

A goal for all educators is to support and enable more welcoming post-secondary institutions for an increasingly multicultural and diverse student population. This session is designed for faculty developers and others interested in creating a more inclusive climate for learning. Following a brief history of the British Columbia Safer Campuses Initiative, participants will discuss a variety of "inclusion ideas" designed to improve the participation of under-represented learners enrolled in post-secondary education. These ideas relate to professional development offerings, teaching practices, curriculum development, and special committees. Participants will then work in small groups to develop additional "inclusion ideas."

Promoting the Development of a Campus-Wide Diversity Network: Change from Within*Laurel Willingham-McLain, Duquesne University*

This session features the organic process used to develop a diversity network at a mid-sized university. A team consisting of faculty member, an Affirmative Action Officer, and faculty developer has brought isolated faculty and staff together who share a vision, but who alone can't make an impact campus-wide. At each stage, the network has grown. We will share our diversity survey and excerpts of our resources collection and invite discussion of techniques participants have used to promote multiculturalism or engender change in other areas. New and experienced faculty developers who seek new strategies are invited.

Salon A and B (Main Bldg, Level One)
5:00 p.m. - 6:00 p.m.

Special Interest Meetings

Prospect (Main Bldg, Exec. Office Level)

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

Newcomers' Orientation**Bayshore Foyer (Main Bldg, Level One)**

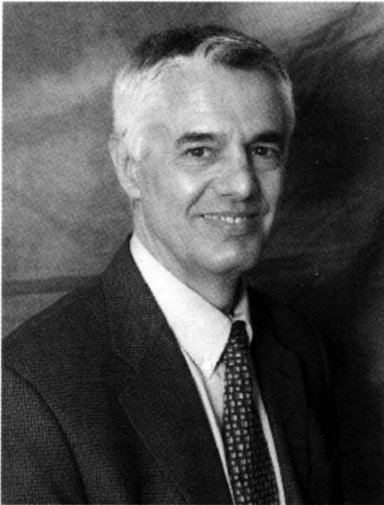
6:00 p.m. - 6:45 p.m.

Diversity Committee Reception**Salon D and E (Main Bldg, Level One)**

6:45 p.m. - 8:00 p.m.

Dinner and Welcome to British Columbia**Salon D and E (Main Bldg, Level One)**

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

Plenary Session 1 - Major Transformations in Our Approach to the Improvement of Teaching and Learning: From 1945 to the Present (Richard Tiberius)

A Canadian with over two decades of POD membership and conference attendance will offer the plenary session on the first evening of the main conference. Richard Tiberius's address traces decade by decade the profession we call faculty development. This thoughtful retrospective notes particularly the teacher-student relationship, the changing role of faculty, and how they intersect with the affective domain through the years. The session moves from one decade to the next using brief musical clips as transitions and is accompanied by visuals.

Friday, November 10**Bayshore Foyer (Main Bldg, Level One)**

8:00 a.m. - 6:00 p.m.

Conference Registration**Salon D and E (Main Bldg, Level One)**

7:00 a.m. - 8:30 a.m.

Continental Breakfast**Concurrent Sessions, 8:30 a.m. - 10:00 a.m.****MacKenzie (Main Bldg, Level One)**

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

Changing Places: Educational Developers Coming of Age

Jacqueline A. Mintz, Princeton University; Nancy Chism, Indiana Univ - Purdue Univ at Indianapolis; Deborah DeZure, University of Michigan; Elizabeth O'Connor Chandler, The University of Chicago; William Rando, Yale Graduate School; Ronald Smith, City University of Hong Kong; Christine Stanley, Texas A & M University; Diane Williams, University of South Florida

Educational developers are encountering a rise in career opportunities enabling — if not encouraging — mobility within the profession. This session examines issues and questions surrounding “advancement” from educational developers’ points of view; unpacking the meanings, values, and practical considerations involved in these life and career options and challenges.

Participants can expect to receive practical information and insights, along with the collective wisdom from the diverse experiences and real-life stories of developers who have made the move. The session targets developers who wish to reflect on their work and careers with a view to an expanded range of professional and personal options.

Seymour (Main Bldg, Level One)

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

But How Can I Talk to Faculty About That? Approaches to Consulting Around Multicultural Issues*Matthew Kaplan, Beth Glover Reed, Melissa Peet, & Ann Larimore, University of Michigan*

In our role as consultants, we often work one-on-one with faculty around a range of teaching issues related to multiculturalism and diversity. This work can be challenging for both consultants and faculty. In this session, participants will consider multicultural consulting in a systematic way while reflecting on their practice and learning from colleagues. We will examine the types of issues that arise under the rubric of multicultural consulting and then analyze several models of consulting that would provide a framework for approaching these issues. Resources to help participants deepen their knowledge of multiculturalism and work more effectively with faculty will be provided.

Cypress 1 (Main Bldg, Level Two)

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

Defining the Scholarship of Teaching and Learning*Jan Smith, David Rayson, & Shelley Smith, University of Minnesota-Twin Cities*

The scholarship of teaching and learning (SoTL) is the subject of an ongoing national debate. Central to this conversation is the understanding that each institution must define SoTL to reflect the culture and mission of that institution. Faculty developers can and should play a leadership role in bringing this new thinking to their campuses. A first step in the process is to acquire an informed perspective on the multiple definitions of SoTL and ways that faculty can practice it. This session enables faculty developers to exchange views on SoTL in preparation for initiating similar activities with faculty on their campuses.

Cypress 2 (Main Bldg, Level Two)

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

The Courage to Relinquish Control: The Use of Undergraduate Peers in Instruction*Judith E. Miller, Worcester Polytechnic Institute; James E. Groccia, University of Missouri-Columbia; Marilyn S. Miller, University of Missouri-Columbia; Deborah Allen, University of Delaware; Ronald Mickel, University of Wisconsin - Eau Claire; Jerry L. Sarquis, Miami University; Ruth Streveler, Colorado School of Mines; Lynn Sorenson, Brigham Young University; Alan Wright, Dalhousie University; Joyce Zaritsky, LaGuardia Community College*

This session introduces the use of undergraduate students in various instructional roles (as peer mentors, tutors, facilitators, preceptors, SI leaders, and faculty development consultants, to name a few) to enhance teaching and learning in higher education. We will present an overview of 30 models of student-assisted teaching and learning and discuss implementation issues and outcomes. Co-presenters are all practitioners of student-assisted teaching and learning; they will share their experiences with participants in small-group settings and help participants conceptualize possibilities for their home institutions. A plethora of useful materials will be provided!

President Room (Tower, Mezzanine)

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

Courage to Change the Culture: Faculty Developers' Roles in Planned Departmental Change*Lori Breslow, MIT; Donna M. Qualters, Northeastern University*

Using an original case, this workshop will explore how faculty developers can aid departments at research universities make a fundamental cultural shift towards improving their educational mission. The case will focus on the experiences of the department of Aeronautics and Astronautics at MIT. The case will be organized chronologically over three years. Each part will end with the question: What should the faculty developers do now to manage the change process and move the effort forward? At the end of the session, participants will have generated a framework for change. This session will be useful to faculty developers, faculty, and administrators at Research I and II institutions.

Prospect (Main Bldg, Exec. Office Level)

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

The Courage to Teach: Exploring the Inner Landscape of a Teacher's***Life* by Parker J. Palmer — Advance Book Session***Matthew L. Ouellett, University of Massachusetts Amherst*

This "advance book session" is designed as an in-depth discussion, facilitated by the session leader, with active engagement of colleagues who have read the book prior to the conference. The prior reading of the book is the "ticket of admission." Parker Palmer's 1998 book on *The Courage to Teach* (which inspired this year's conference theme) takes teachers on a journey that reconnects them with their vocation and their students and helps them rekindle their passion for one of the most difficult and important human endeavors — teaching.

Oak 1 (Main Bldg, Level Two)

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

Operational Diversity: Saying What We Mean, Doing What We Say*Wayne Jacobson & Katherine Frank, University of Washington*

How do we define our unit's role within the university's broader commitments to diversity? Using our Center's experience as a case study, we will 1) demonstrate how general commitments to diversity can be expressed in identifiable actions, which can then form a basis for assessment and help chart directions for future growth, and 2) identify key questions and tasks which helped us identify and initiate relevant actions we could take as individuals and as a unit. This session is designed for people trying to help organizations specify roles and actions they can take to operationalize their commitments to diversity.

Oak 2 (Main Bldg, Level Two)

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

Time Revealed Scenarios (TRS): A New Faculty Development Program On-Line*Joyce Weinsheimer, University of Minnesota; David Hosman, Valencia Community College; Patrick Nellis, Valencia Community College; Martin A. Siegel, Wisdom Tools, Inc.*

Scenarios and case studies are acknowledged methods for fostering deep learning. Problems are cost and time! This session will chronicle the partnership of faculty developers from a major research institution, a comprehensive community college, and representatives from the private business sector, as they designed and developed an on-line faculty development tool, Time Revealed Scenarios (TRS). This highly interactive session will demonstrate how TRS is distributed (Internet), collaborative (your faculty), facilitated (by a real person), integrated (to your work environment), and cost-effective. This will be of particular interest to faculty developers working with adjunct faculty and TAs. Come and enjoy.

Board Room (Tower, Mezzanine)

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

Professional Development As Democratic Practice: A Systems Approach*Tom Morgan & Frankie Shackelford, Augsburg College*

Increasing national attention is being placed on the potential of higher education to promote civic engagement. Meeting this challenge requires a systems approach to strategic planning that intentionally fosters the formation of democratic relationships. A center for professional development can be a key mechanism in both designing and implementing a vibrant public culture. Participants in this session will work with an actual case of institutional change in which professional development has been a primary catalyst. Using the concepts of system dynamics to analyze this case, they will then identify similar strategies for improving public culture on their home campuses.

Chairman Room (Tower, Mezzanine)

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

Thompson (Main Bldg, Level One)

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

Cowichan (Main Bldg, Level Two)

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

Coquitlan (Main Bldg, Level Two)

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

**Stanley Park Foyer
(Main Bldg, Level Two)**

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

Peer Consultation: Demonstration with Participation*Bente Roed & Roger L. Beck, University of Alberta*

Peer consultation is for instructors who have the courage to ask for consultation with a trained colleague in order to improve teaching and learning in their classes. Our objective is to model the peer consultation process, bringing it to life for participants through direct involvement. Participants identify possible uses for peer consultation from their own experience. We model the initial consultant /client interview, the client's teaching, the consultant's interview with a sample of "students" (participants), and the consultant's feedback to the client. In conclusion, participants express their ideas and feelings about peer consultation.

Undergraduate Education Reform in the Research University: A Case Study*Virginia S. Lee & James Anderson, North Carolina State University*

We need models of reform of undergraduate education in research institutions that marshal the vast resources of these institutions to better prepare successive generations of undergraduates for the many challenges of our future. Of special interest to faculty, faculty developers, and administrators, this session will describe the evolution of a multi-phase faculty development effort to transform general education at a major southeastern Research I, land-grant institution. Utilizing a case study approach, participants will have an opportunity to consider the diverse viewpoints of constituencies that contributed to the effort and explore how they might transfer features of this initiative to their own campuses.

Institutionalizing Service-Learning through Faculty Development*Nora Bacon & Marilyn M. Leach, University of Nebraska-Omaha*

Among the most promising pedagogies to appear on the educational horizon, service-learning will enjoy a long life only if it sets deep roots in the structure and culture of our institutions. We suggest that the faculty development center is the natural home base for institutionalizing service-learning. Designed for new and experienced service-learning educators (faculty development personnel, faculty, administrators), this session reviews the benefits of service-learning, considers the importance of orienting and supporting service-learning faculty, offers a model of a successful service-learning center housed in a faculty development center, and invites discussion of the model's applicability to participants' home institutions.

Remind Me: Why Did I Get Excited about Teaching? Faculty Change Through the Creation of Cohorts*Joan Middendorf & David Pace, Indiana University*

Collaborative and active learning approaches have the potential for increasing student learning, yet minimal impact is being made in classes and institutional practices. In this session we will explore how the Lilly Freshman Learning Program works to change this situation. We will focus on the creation of faculty communities, rapid exposure to contemporary pedagogy, helping faculty define micro-impediments to student learning, and experimenting with new approaches in a safe environment. Participants will apply these approaches to their own courses and institutions.

Refreshment Break

Salon 1 and 2 (Main Bldg, Level Two)
10:15 a.m. - 11:00 a.m.



Plenary Session 2 - Silver Memories: Stories Both Old and New (Joan North)

Joan North, first "president" of POD, recalls some exciting early days when the Network was founded 25 years ago. She will also reflect on what POD has meant to her. In keeping with the participatory and inclusive nature of POD, all in the audience will have an opportunity to write down and tell a brief story about a memorable moment, a time when they knew that the Network was important to them, professionally or personally. We will look for recurring themes. Facilitated by Peter Frederick, Joyce Lunde, and the Archives and Oral History Committee.

11:00 a.m. - 11:15 a.m.

Salon 1 and 2 (Main Bldg, Level Two)
11:15 a.m. - 12:00 p.m.



Stretch Break (no refreshments)

Plenary Session 3 - The Millennial Learner: Challenges and Opportunities (Sandra Yancy McGuire and Dennis A. Williams)

Faculty developers can learn much from colleagues who work in learning assistance programs on campus. Transforming universities into fully integrated learning communities is a requirement for promoting academic success in the new millennium. When the "millennial students" walk onto campus, it's time to call upon those who know them first hand.



Salon D and E (Main Bldg, Level One) Lunch
12:15 p.m. - 1:30 p.m.

Concurrent Sessions, 1:30 p.m. - 2:30 p.m.**MacKenzie (Main Bldg, Level One)**

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

Seymour (Main Bldg, Level One)

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

<p>Robert E. Menges Honored Presentation</p>
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Cypress 1 (Main Bldg, Level Two)

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

Cypress 2 (Main Bldg, Level Two)

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

President Room (Tower, Mezzanine)

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

The Millennial Learner - Challenges and Opportunities (A Plenary Follow-Up Discussion)*Saundra Y. McGuire, Louisiana State University; Dennis A. Williams, Georgetown University*

This session offers participants the opportunity to engage the plenary speakers, Saundra McGuire and Dennis Williams, in conversation regarding their remarks about "millennial students."

Diversity Begins at Home: State and Regional Studies As One Gateway to Multiculturalism*Barbara Lounsberry, University of Northern Iowa*

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

Audience: Faculty, faculty developers, and administrators.

A Research Study on New Pre-Tenure Faculty with Implications for Mentoring, Department Leadership, and Institutional Policies*G. Roger Sell & Jerry Soneson, University of Northern Iowa*

Based on a study of new pre-tenure faculty and their mentors at one institution, this session will engage participants in examining the challenges and needed support of new faculty during their first year. Particular attention will be given to the effectiveness of different mentoring arrangements for new faculty, the role of the department chair in new faculty development, and institutional policies that inhibit and facilitate the professional development of new faculty.

Looking at Ourselves: A Courageous, Necessary Act*Kay Herr Gillespie, CKF Associates; David L. Graf, Nova Southeastern University*

Faculty development is still a young field, and a necessary characteristic of a "profession" is the willingness to examine it critically. Contributing to doing so, we will present an analysis of descriptors of "faculty developers" as gathered from position descriptions appearing in the Chronicle and on two electronic discussion lists over the past full year. This analysis will be compared to data gathered about the POD membership over the past several years. Together we will reflect upon the analysis and comparison for the enhancement of our "profession." The session will be of interest to experienced faculty developers and administrators.

Controversy and Consensus on the Scholarship of Teaching: Conceptualization from Experts and Regular Faculty*Carolyn Kreber, University of Alberta*

The objectives of this session are to explore whether there are differences in how those who publish on the scholarship of teaching and those who care about it, but do not publish on it, conceptualize the concept. As a group we will try to come up with a definition of the scholarship of teaching that we can all agree on. We will also critically examine what the two groups identify as the most pressing issues that need to be addressed in order to promote, demonstrate, assess, and institutionalize the scholarship of teaching in our universities. We will work on solutions for those issues we consider pertinent.

Prospect (Main Bldg, Exec. Office Level)

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

Taking Your Best Faculty Development Program Statewide: Mentoring**Other Campuses Regarding Junior Faculty**

Milton D. Cox, Miami University; Li Tang, The Ohio State University; Mary Lou Holly, Kent State University; Karin Sandell, Ohio University; Alan Kalish, The Ohio State University; Dan E. DeStephen, Wright State University; John M. Jeep, Miami University; Kristine Blair, Bowling Green State University; Dan Madigan, Bowling Green State University

In the 21st century, PODers may need to take a proactive role in mentoring interested campuses in piloting faculty development programs that have been effective on the mentor's campus. The Ohio Board of Regents awarded Miami University a small grant to initiate junior faculty learning communities on Ohio campuses. Mentors and proteges will discuss the model —The Ohio Teaching Enhancement Program —and the strategies and processes that initiated and continue it. Developers from these campuses will lead small group explorations of ways that developers can adapt a mentor's model to their institutional culture, even if no start-up funding is provided.

Oak 1 (Main Bldg, Level Two)

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

Models for Peer Group Discussions in Higher Education

Marilyn Leach & Hesham H. Ali, University of Nebraska at Omaha
Peer Group Discussions can be defined as structured discussion sessions among colleagues that address a small set of pre-defined and related topics. It has been reported that such discussions provide an often-neglected tool for improving the teaching-learning process. In this session, we will present different models for carrying out peer group discussions with a brief study for each model that includes the reported advantages and disadvantages. While we believe that a model for these discussions should reflect the characterizing factors of the academic institution, it would be very beneficial to address the similarities and differences among the currently employed models.

Oak 2 (Main Bldg, Level Two)

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

Helping Faculty Use Instructional Technology: A Model of Leadership, Relationship, and Mentorship

Bill Burke & Carolyn Carter, University of Kentucky

This session examines a program initiated by the University of Kentucky's Teaching and Learning Center which took the lead in creating a collaboration of instructional technology and faculty development units on campus. The units work with faculty in an extended, mentoring relationship to help them integrate technology into their courses. We will look at the nature of the collaboration, the fusion of pedagogy and technology in the program, the products that emerged, and the disciplinary differences that became evident as the faculty worked through their projects. This last item, reflecting departmental cultures and discipline-specific paradigms, can serve to inform future development practices.

Board Room (Tower, Mezzanine)

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

Enabling Truly Well-Rounded Graduates to Create the Brave New Millennium

Linda R. Hilsen & David A. Wyrick, University of Minnesota-Duluth

In an increasingly competitive world, people who adapt their learning style can capitalize on a particular situation. This session will summarize the Kolb Experiential Learning Cycle, introduce attendees to Kolb's four learning style types, present ten years of learning research on American and Swedish engineering students, and help participants adapt the lessons learned from this research to make their own courses more effective. By designing courses that challenge the preferences of students (and teachers), people will become more flexible and effective in the workplace of the brave new millennium.

Chairman Room (Tower, Mezzanine)

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

Using Classroom Assessment and Other Cooperative Techniques to Promote Student Learning*Barbara J. Millis, US Air Force Academy; Neil Davidson, University of Maryland*

Well-structured group work (cooperative learning) promotes learning, engages students, fosters subject-matter liking, and increases student-student respect and retention. Assessment, however, is challenging. We will discuss the nature and value of assessment but will emphasize innovative assessment techniques embedded in the learning process. The facilitators will include some of Angelo and Cross' CATs, but will feature lesser-known approaches such as peer and self critique forms, "Quickthinks," the Visible Quiz, etc. Stressing ways to implement these approaches will insure that newcomers and experienced participants will leave fully prepared to use these approaches or to help their faculty use them.

Thompson (Main Bldg, Level One)

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

Stages of Career Development: Implications for Faculty Development*Beverly T. Amick & Francine S. Glazer, Kean University*

One indicator of vibrant faculty development programming is that participants are drawn from all levels of the faculty: junior, mid-level, and senior. One way to attract a broad range of faculty is to design activities compatible with various stages of career development. This session will explore the stages of faculty's professional identity, and will provide an analysis of how these stages affect faculty decisions on whether or not to participate in faculty development activities. This workshop is appropriate for faculty and instructional developers who want to include mid-career and senior faculty in their programming.

Cowichan (Main Bldg, Level Two)

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

Three for the Price of One: Faculty, Instructional, and Organizational Development Through Service-Learning*H. Lea Wells, North Carolina State University*

Developers from large research universities should consider service-learning as a developmental tool for enhancing faculty, instruction, and the organization - three for the price of one. Successful at liberal arts institutions, service-learning has much to offer research universities. Interdisciplinary, combining academic and student services, the ultimate active learning and critical thinking tool, service-learning is a logical companion piece to programs stressing student responsibility for, involvement in, and commitment to learning. A model is offered and tools to begin your program are provided. This is an interactive workshop with video clips.

Coquitlan (Main Bldg, Level Two)

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

Everything (or at least some things) You Wanted to Know About Publishing: A Conversation with Three Publishers*James D. Anker, Anker Publishing Company; John Von Knorring, Stylus Publishing; James Rhem, National Teaching & Learning Forum*

In the academic world publishing is a highly valued, often mandated, activity. The purpose of this session is to give participants a better understanding of how the publishing process works, what publishing opportunities and outlets exist, and how to propose projects to publishers. The audience includes anyone interested in learning about and exploring the publishing process, from novices to those with publishing experience. The bulk of the session will be a conversation between the publishers and the participants, asking questions, posing situations, sharing experiences, exploring unknown areas, and engaging the presenters as a resource for the participants' continued professional development.

2:30 p.m. - 2:45 p.m.

Stretch Break (no refreshments)

Concurrent Sessions, 2:45 p.m. - 4:15 p.m.

MacKenzie (Main Bldg, Level One)

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

Changing Practices in Evaluating Teaching

Peter Seldin, Pace University; Wilbert McKeachie, University of Michigan
Effective evaluation of teaching is a key element in improvement efforts. Some institutions manage it well, but others do not. This session will focus on changing practices in evaluating teaching and is designed to assist faculty developers to acquire the most current knowledge and skills needed to help faculty members fine tune their instruction. In this highly interactive session, two seasoned "pros" will discuss important new lessons learned about what works and what doesn't, key strategies, and latest research results. The program will include short presentations, small-group and large-group discussion, and a simulation exercise. Target audience: faculty developers and college teachers.

Seymour (Main Bldg, Level One)

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

Research-Based Practices in the Design, Offering, and Evaluation of Faculty and TA Workshops

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

**Robert E. Menges
Honored Presentation**

Cypress 1 (Main Bldg, Level Two)

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

"If I were balding, male, and wore a suit...": Consulting with Women Faculty on Gender-Related Instructional Challenges

Diana Kardia, Constance Cook & Matt Kaplan, University of Michigan
Does gender affect students' reactions to instructors? Existing research yields contradictory conclusions and has focused primarily on student ratings. As faculty developers, we need more information about the complexity of classroom dynamics to inform our work with individual women faculty so that we are responsive to the experience of teaching in a culture where gender (and race, ethnicity, class, age, and sexual orientation) often does matter. This session will present and discuss case studies based on two new studies designed to inform our profession about women faculty's experiences and to explore students' perceptions and expectations of female and male instructors.

Cypress 2 (Main Bldg, Level Two)

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

What are Teaching Awards Rewarding? Who Knows?

Nancy Chism, Indiana Univ - Purdue Univ, Indianapolis; Eileen Bender, Indiana University, South Bend

More often than one would imagine, teaching awards programs select winners on the basis of free-form letters of nomination and judge these without any articulated standard for selecting recipients. This session reports on a study of over 50 teaching awards programs, detailing their nomination procedures and selection criteria. Participants will be asked to evaluate alternative procedures and will hear of a new approach being implemented in a systemwide program at Indiana University.

President Room (Tower, Mezzanine)

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

Faculty Leading Developers Into the 21st Century: Faculty Learning Community Members Show the Way

Glenn Platt, Milton D. Cox, Yidirim Dilek, Joan Fopma-Loy, Richard Forgette, Nicholas Noble, Andrea Ridilla, Jerry Sarquis, Gary Shulman, & Phil Cottell, Miami University.

Members of Miami University's "Faculty Learning Community Using Cooperative Learning to Enhance Teaching and Learning" will share their perspectives with PODers interested in initiating faculty learning communities (FLCs) and involving faculty as development leaders on their campuses. All eight faculty who participated in the FLC during 1999-2000 and their coordinator will lead small group discussions about their engagement in community building, the scholarship of teaching, incorporating cooperative learning into their courses, student associates, program assessment, time commitments, funding support, and their growth (outcomes) as teachers, learners, and developers. Discussion includes qualities that faculty should have to lead faculty development efforts.

Prospect (Main Bldg, Exec. Office Level)

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

The Culture to Teach

John Rakestraw, Peter Felten, Darlene Panvini & Allison Pingree, Vanderbilt University

The professional staff at our center come from divergent disciplinary backgrounds and have studied and worked at a variety of types of institutions in a variety of roles. We have noticed that our backgrounds substantially shape the language, assumptions, and paradigms we bring to our discussions about teaching and learning — which, in turn, shape how we approach faculty and TA development. In this session, drawing on two cases based on our own experiences, we will share some of the discoveries and challenges we have encountered in bringing together our differences, and encourage participants to do the same.

Oak 1 (Main Bldg, Level Two)

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

Applying POD's Ethical Guidelines to Our Professional Practice

Ronald Smith, City University of Hong Kong; Jacqueline Mintz, Princeton University

Ethical guidelines provide one indication of the consensus among a community of practitioners about what we believe constitutes ideal practice, as well as malpractice. They also provide a framework for helping us think about the difficult cases in our work. In this session we will review POD's Ethical Guidelines for Educational Developers, which were introduced last year, and provide opportunities to apply them to difficult cases from our own professional practice. In our working relationships with each other and with our clients we need, as professionals, to model the highest standards of ethical behavior.

Oak 2 (Main Bldg, Level Two)

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

Faculty Development and Diversity — What is Working?

Evelyn Tracey, Florida Atlantic University

How is faculty development incorporating diversity in age, gender, race/ethnicity, second-language abilities, and (dis)abilities? Outside the classroom, how does diversity impact admissions, services, technology, graduate and post-graduation requirements? Current literature and empirical data will be presented in an interactive format encouraging participants to add, update, clarify, and validate the initial findings. Solutions that work will be emphasized. Participants will identify unmet needs and gaps together with possible approaches and resources. Focus will encompass historically Black and women's institutions, smaller schools, and international perspectives. What trends and changes are coming in the new millennium? Who has the courage to be different?

Board Room (Tower, Mezzanine)

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

**Integrating Faculty Development with Academic Support:
The Structured Learning Assistance Program***Terry Doyle & Julie Doyle, Ferris State University*

Faculty development professionals, teaching faculty, and administrators will find this presentation on the Ferris State Structured Learning Assistance Program (SLA) interesting. SLA was awarded a 2000 Hesburgh Certificate of Excellence. Participants will learn about the innovative design that integrates academic support for students with faculty development. Faculty receive weekly feedback from the learning community professionals that deliver the academic support services to students enrolled in the faculty's course. This feedback on students' perceptions of how the instructor's teaching is impacting their learning allows faculty the opportunity to make changes during the course to better meet the students' learning needs.

Chairman Room (Tower, Mezzanine)

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

**The Evolution of Teaching and Learning in Higher Education As Seen
Through *Change Magazine* (1969-1999)***Deborah DeZure, University of Michigan*

Since its inception in 1969, *Change* magazine has been a significant change agent in higher education, particularly with regard to teaching and learning. This program will describe a project that identified 1) landmark articles on teaching and learning from *Change*, 2) key developments that together enabled higher education to make significant gains in promoting a culture of teaching, and 3) major trends and unfinished agendas as we enter the new millennium. This program will also engage session participants in analyzing both change processes in higher education and the role of faculty developers in leading change on unfinished agendas.

Thompson (Main Bldg, Level One)

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

**When Good Mentoring Goes Bad: What is Effective Mentoring for
Future Faculty?***Jan Allen, University of Tennessee; Kevin Johnston, University of Tennessee; Susan Burroughs, Roosevelt University; Celeste Gaia, Emory and Henry College*

Since 1994, the University of Tennessee's GTA Mentoring Program, Preparing Future Faculty as Teacher-Scholars, has greatly enhanced the professional development of over 250 graduate students and reinvigorated senior faculty who serve as mentors. We attribute the success to both senior faculty and the mentoring relationships developed. We will share our model using a cooperative learning approach. Participants will analyze mentor/mentee dilemmas in small groups, discuss their solutions with all participants, and compare their findings and experiences with our research and mentoring program experiences.

Cowichan (Main Bldg, Level Two)

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

**Using CATs as a Faculty Development Tool for Course or
Departmental Use***Cathy Santanello & Douglas Eder, Southern Illinois University - Edwardsville*

Most departments at Southern Illinois University Edwardsville (SIUE) utilize end-of-semester teacher/course evaluations as a source of information for tenuring and promoting faculty members. While these forms can be used to help in faculty development and course evaluations, they don't provide immediate feedback during the semester. Since 1993, SIUE has been using Classroom Assessment Techniques or CATs (Angelo & Cross, 1993) to provide teacher-and content-specific feedback with the intent of improving teaching. This interactive session will examine various CATs. Results from real classroom applications and the cultivation of a culture of evidence for use in promotion/tenure dossiers will be discussed.

Coquitlan (Main Bldg, Level Two)

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

Leading and Supporting Faculty in Continuing Professional Development (CPD)*Brenda Smith, Generic Learning and Teaching Centre*

This session will consider ways in which institutional Centers for Learning and Teaching and administrators can support the ongoing professional development of faculty from the beginning of their career to retirement. It will examine CPD issues such as: Why engage? What is CPD? How do you encourage faculty? How do you record individual development and set future targets? It will explore systems and resources, such as learning and teaching strategies, mentors, accredited programs, and the National Institute for Learning and Teaching. It will provide an opportunity for participants to share current practice and leave with a variety of handouts for use within their institutions.

Stanley Park Foyer
(Main Bldg, Level Two)
4:15 p.m. - 4:30 p.m.

Refreshment Break**Concurrent Sessions, 4:30 p.m. - 5:30 p.m.**

MacKenzie (Main Bldg, Level One)
4:30 p.m. - 5:30 p.m.

Robert E. Menges
Honored Presentation

Improving Scholarship "On" Teaching*Maryellen Weimer, Berks Lehigh Valley College-Penn State*

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

Seymour (Main Bldg, Level One)
4:30 p.m. - 5:30 p.m.

Valuing Our Services: Teaching Center Strategies for Raising Revenue*Constance E. Cook, University of Michigan; Mona Kreaden, New York University*

The demand for teaching center services on our campuses is growing faster than the revenue to hire enough faculty developers. The result is overworked staffs and, sometimes, an inability to satisfy the demands. This discussion session is intended for center directors and campus-based faculty developers. It will be led by two directors who charge their internal university clients for some of the services their centers provide. After describing the nature and impact of such charges, the session leaders will ask participants to strategize about how they might raise more revenue for their centers, especially from sources at their own institutions.

Cypress 1 (Main Bldg, Level Two)
4:30 p.m. - 5:30 p.m.

Exploring Uncharted Waters: The Roles of Faculty Development Services in Peer Review of Teaching*Li Tang & Alan Kalish, The Ohio State University*

As peer review of teaching is becoming a pressing issue on the agenda of higher education institutions, many faculty development services at these institutions are called upon to be involved in the endeavor, with little or no prior experience. As a result, the issue of what roles should these services play has remained a gray area. This interactive session attempts to engage faculty developers in discussing several major issues related to assisting in peer review of teaching: 1) the credibility concern, 2) the role(s) of the services, and 3) the effective approach the service can take in the process.

Cypress 2 (Main Bldg, Level Two)

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

Student Ratings: What Students Think*Margaret Lawrence & Lana Rae Lenz, University of Washington*

A "think aloud" study with eighteen students in an Economics large lecture showed a range of student understandings of the student ratings process. In this session, we will look at the results of this study briefly and discuss: 1) what are some of the factors that may impact the meanings of the student evaluation numbers and 2) what might be the implications of this study's results for talking with faculty about student ratings? The intended audience is primarily faculty developers, but the session may also be of interest to organizational developers.

President Room (Tower, Mezzanine)

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

Interdisciplinary Faculty Development: What Happens When Different Disciplines Teach (and Learn) Together?*M. Lynn Russell & Beverley Abosh, University of Toronto*

This session is intended to explore the increasing interest in interdisciplinary practice in education and the role of the faculty developer in such a context. The discussion leaders are members of an interdisciplinary health care education group and, using the health care sector as a model, the participants will explore the influence of disciplinary culture on faculty and the special challenges that arise when members of several disciplines work in a group. We will collectively share and discuss strategies for working as faculty developers with faculty from several disciplines.

Prospect (Main Bldg, Exec. Office Level)

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

Recognition and Reward — What's in it for Us?*Jean M. Goldstein, Bergen Community College*

This session will explore the role of ceremony and commendation in faculty development programs. Certainly we'd all welcome a big bonus check in the envelope along with our usual paycheck at the end of every semester. But, barring an unexpected windfall in faculty development budgets, there are some relatively low-cost, effective activities which will recognize accomplishments and reward achievements. We will review the effect of recognition and ceremony on individuals and institutions, and will focus on several recognition activities that have served to increase faculty visibility and foster cross-discipline communication.

Oak 1 (Main Bldg, Level Two)

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

An Integrated Model of the Course Design Process*L. Dee Fink, University of Oklahoma*

Good teaching requires two key competencies: knowing how to design effective learning experiences and being able to interact effectively with students. This session will address the first of these two competencies. A newly developed model will be presented that simplifies and clarifies what is involved in any kind of course design. But the model also shows how to incorporate and integrate several powerful new ideas that relate to course design: higher level learning, active learning, and educative assessment. In the final portion of the session, participants will use the model and these associated ideas to design the most powerful course they can imagine.

Oak 2 (Main Bldg, Level Two)

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

The Courage to Change: Strategic Planning for Your Academic Career*Todd D. Zakrajsek & Laura Young, Southern Oregon University*

Periodically, it is important to assess the difference between where your career is and where you would like it to be. Faculty goals are often set aside while attempting to meet student, professional, and administrative demands. In this interactive session, we will examine strategic planning for faculty development. Topics will include helping you to decide which tasks to accept, how to say no without feeling guilty, and major issues in academic time management. Change is important, and it takes courage. It also takes proper planning and relevant tools to see that change is realized and maintained.

Board Room (Tower, Mezzanine)

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

Assessing Student Understanding in the Classroom: Lessons for Faculty Development and Classroom Teaching*Darleen Pigford, Western Kentucky University*

This session will highlight verbal and nonverbal classroom assessment techniques for finding out what students understand long before the formal test. The audience will first use two inexpensive (nonverbal) feedback materials developed for faculty at the Center for Teaching and Learning, Western Kentucky University. These materials will be adapted to both individual and small group feedback activities. Two verbal assessment techniques, differing in style and degree of preparation, will then be demonstrated. In addition to contributions from the audience, each participant will leave with a detailed handout and a copy of the two (nonverbal) feedback materials.

Chairman Room (Tower, Mezzanine)

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

Preventing Burnout in Faculty Development Professionals*Mary J. Allen, California State University, Bakersfield; Ethelynda Harding, California State University, Fresno; Carol Holder, California State University Systems Office*

Many faculty development professionals have multiple roles on their campuses, including providing support for classroom teaching, teaching with technology, and the scholarship of teaching. In addition, many continue to be engaged in their academic discipline. These many obligations generate conflicting demands. The danger of burnout is strong. On the other hand, faculty development offers outstanding opportunities for personal satisfaction and growth. Faculty developers will be invited to share their personal strategies for avoiding burnout, hear about ideas brainstormed among nineteen faculty developers with the California State University system, and learn about the accumulated literature on avoiding burnout.

Thompson (Main Bldg, Level One)

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

The Morning After - Beyond the TA Workshop Satisfaction Survey*David G. Way, Susan Piliro, & Virleen Carlson, Cornell University*

Workshops are a prevalent approach to fostering instructional development for both teaching assistants (TAs) and faculty. Frequently, we evaluate them by asking participants to fill out a satisfaction-oriented survey at the end. To what degree do we adequately evaluate the workshop's long-term effect on participants' learning? The presenters will explicate earlier investigative work in the area of transfer of training and present the results of a follow-up survey to two sets of TA workshops carried out in the last year designed to assess the degree to which conditions theoretically conducive to the transfer of training exist at their institution.

Cowichan (Main Bldg, Level Two)

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

Fierce Compassion — Impetus For Organizational Change*Marianne B. Carlin, The College of Staten Island*

Fierce compassion is a deep understanding of others' lives that produces a desire to decrease the suffering in the world. The practical applications of fierce compassion in an institutional setting serve organizational developers well. The objectives of the session are to introduce the concept and guide participants through a practical exercise in its application while providing time to reflect on ideas gathered during the conference. Organizational developers who are interested in the spiritual dimensions of their work are welcome. The session includes a formal presentation, writing exercises, and discussion.

Coquitlan (Main Bldg, Level Two)

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

Giving Them What They Deserve: Addressing the Changing Landscape of Adjunct Faculty Development*Karen R. Krupar, David Conde, & Allen Rowe, Metropolitan State College of Denver*

In a unique presentational format, attendees "visit" six "stations" to learn about successful adjunct faculty development projects sponsored by a U.S. Department of Education Title III grant. Participants will dialogue with presenters and each other as they track the design of a comprehensive program to assist adjunct faculty enhance their instructional roles at an urban, four-year institution. Attendees will leave with comprehensive materials on projects supported by the grant, bibliographies of materials on adjunct faculty development programs, the commitment to develop a functional Web page to address adjunct faculty development issues, survey instruments, and accountability measurement tools for evaluating the success of the program implementation.

Salon DEF (Main Bldg, Level One)

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

Set up for Materials and Resource Fair**Salon DEF (Main Bldg, Level One)**

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

Materials/Resource Fair and Reception

7:30 p.m. - ???

Dinner OYO (On Your Own)**Saturday, November 11 (Remembrance Day, Canada)****Salon D (Main Bldg, Level One)**

7:00 a.m. - 8:30 a.m.

Continental Breakfast**Roundtable Session 2, 7:30 a.m. - 8:30 a.m.**

Note: Roundtable discussions are on a "first-come" basis and will be limited to 10 people per table.
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Salon E & F, Main Bldg, Level One**Universities With Unique Moral, Spiritual, or Religious Missions: Implications for Faculty Development***A. Jane Birch, Brigham Young University*

Some institutions place the building of character, values, and morality on equal footing with traditional academic virtues. If these unique goals are integral to the university, they inevitably lead to important implications for faculty development. But faculty developers may not be prepared to meet this challenge. Like faculty, they are trained in methodologies which typically ignore strong religious and moral perspectives. Yet the implications of these perspectives for faculty development are rarely transparent. This roundtable will address this issue and provide a forum for identifying and discussing ways faculty developers can rise to the challenges faced in these unique situations.

Addressing the Career Development Needs of TAs

Nancy Borkowski, University of Georgia

The purpose of this session is to focus on how to best address the career development issues and needs of TAs. Participants will identify the common complaints heard by TAs related to their career development and job search, share current practices in place at individual campuses, and brainstorm ways to improve services and collaborate and develop relationships with other services on campus designed to assist with career development and job search issues. A packet of information regarding career and job search issues for TAs will be given to each participant.

Best Practices in Pedagogic Uses of Course Management Tools

Julia G. Deems, Carnegie Mellon University

Faculty developers are frequently asked to play a leadership role as their institution considers whether and how to adopt technological tools. Course management tools (e.g., Blackboard, WebCT) are being adopted by many institutions. Some faculty may believe that technology is transparent; that is, it will not alter the way students interact with the material or activities in their course and that student learning will not change as a result. Drawing on experiences at Carnegie Mellon University and elsewhere, this interactive session will highlight problems with this view, identify approaches to such tools, and recommend best practices for their use.

Leading a Change from a Traditional Curricula to an Ability-Based One

Graciela Dominguez, Monica Jacobs, Soledad Mendoza, Liliana Galvan, & Odehe Velez, Universidad Peruana de Ciencias Aplicadas (UPC)

The process of introducing an ability-based curriculum is presented by a multidisciplinary task force from Universidad Peruana de Ciencias Aplicadas (UPC). The team will point out the favorable and unfavorable factors for this change as well as the work process and the main achievements. Among the achievements are the ability-based professional profiles of all their careers, 130 courses designed by abilities and with active methodology, and the training of 200 university teachers in curricular design by abilities and active methodology.

Leading a Scholarship of Teaching Initiative

Catherine Frerichs, Grand Valley State University

This session focuses on the background knowledge needed to lead an effective scholarship of teaching initiative. Participants will receive an overview of concepts that have led to the emphasis on the scholarship of teaching, compare their definitions of the scholarship of teaching with others used around the country, articulate responses to major questions raised by these initiatives, and discuss a funding strategy that has encouraged innovative projects. This session is for participants new to scholarship of teaching discussions and others wishing a broader perspective.

Steps and Hurdles in the Establishment of a “Formal” Mentoring Program for Academic Pediatricians

Karen Leslie, The Hospital for Sick Children

The objectives of this presentation are to outline the steps in the establishment of a formal mentoring program in a large academic institution and to present some of the hurdles faced. These include whether specific career “advice” for those faculty in research versus clinical or education career tracks is needed, how to identify faculty who would be good mentors, how to “match” mentees and mentors, and identification and measurement of the desired outcomes of such a program for the individual and for the institution. This presentation will facilitate the sharing of ideas and strategies for those interested in mentoring.

Assessing the Impact of Faculty Development on Pedagogical Change: A Survey Instrument Documenting Teaching Strategies at a Small College

E. Fletcher McClellan, Elizabethtown College

In the last decade, a vast majority of faculty at a small liberal arts college in Pennsylvania have adopted more active teaching and learning strategies in the classroom. In order to document the extent and nature of pedagogical change and the relative influence of faculty development programs on this change, a survey instrument was developed during the institutional self-study process required as part of the college's decennial accreditation review. This session will demonstrate how the instrument was used, (with participants completing the survey), the findings it generated, and how it can be used to assess and guide faculty development efforts.

Reflections on Faculty Development in the Reciprocal Relationship Between Central and Regional Campuses

Rebecca McNeer, Ohio University- Southern Campus

This session focuses on developing a relationship between the central and regional campus of an academic institution that can enrich the knowledge base of the residential / urban-based faculty developer and empower faculty on the regional campuses, connecting them more closely to their academic institution. The session will provide materials outlining a campus-to-campus program as a model and enumerate the benefits of such a relationship. A sub-topic includes programs for adjunct faculty. Participants will work on a number of scenarios describing situations arising in this collaboration and will share their own best practices for working with these faculty groups.

Effective Group Assignments: The Key To Building Relationships That Promote Learning

Larry K. Michaelsen, University of Oklahoma

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

Digital Media in Higher Education: A Guide to the Development Process

Evelyn J. Posey, Harry Schulte, & Kwan Law, The University of Texas at El Paso

The production and delivery of digital media resources for instruction is becoming an increasingly important part of the faculty member's teaching portfolio. However, implementing the transition from "chalk talk" to computer-mediated teaching materials can be problematic. This roundtable addresses the issues of instructional design for integrating technology in the classroom, encouraging faculty use of technology, and the integration of faculty and staff technology training by providing a model for use by academic support services and/or faculty. The model outlines a step-by-step process for digital media production in an academic environment and asks faculty key questions about their technology integration efforts.

Developing and Presenting Institutes to Increase On-Line Course Offering

David Starrett & Michael Rodgers, Southeast Missouri State University
In 1997, Southeast Missouri State University's Center for Scholarship in Teaching and Learning developed the "Technology Serving Learning Institutes" to provide faculty with the experience necessary to successfully produce on-line courses. The Institutes stress instructional technology tools while contextually emphasizing good pedagogy. Forty-eight percent of faculty have attended Institutes and Institute veterans have taught and developed all of Southeast's 60 on-line courses. This session targets provosts, deans, program directors, and other faculty developers involved in building faculty expertise in on-line course development. Participants will produce a plan for organizing and staging faculty development Institutes similar to those presented.

Introducing Change in Multi-Sectioned, Team-Taught Courses: Herding Cats?

Lillian Tong, & Robert Jeanne, University of Wisconsin - Madison
Individual faculty can introduce pedagogical and curricular change in courses as a relatively solitary activity. Introducing change in a multi-sectioned, team-taught course is more difficult. Introductory Biology on our campus is undergoing a restructuring involving use of technology. There are many strategies to plan for success, but all require the scarce commodities of communication and time. Also, universities value independent thinking and academic freedom. In this session we will brainstorm practical ideas for adapting principles of change to the academic setting. The session is designed for faculty, instructional developers, and organizational developers who are interested in this knotty problem.

8:30 a.m. - 8:45 a.m.

Bayshore Foyer (Level One)

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

Stretch Break (no refreshments)

Registration

Keynote Address, 8:45 a.m. - 10:00 a.m.

Salon 1 and 2 (Main Bldg, Level Two)

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



Keynote Address - Citizenship Skills in the New, New America (Bharati Mukherjee)

Professor Mukherjee was born in Calcutta to wealthy parents and educated initially in Bengali. Professor Mukherjee received her B.A. from the University of Calcutta, her M.A. in English and Ancient Indian Culture from the University of Baroda, and her M.F.A. in Creative Writing and Ph.D. in English and Comparative Literature from the University of Iowa. Dr. Mukherjee lived in Canada and taught at McGill University. She now teaches fiction writing in the Department of English at the University of California, Berkeley.

She is a winner of the National Book Critics' Circle Award, and author of fiction (*Darkness*, 1985, *The Middleman and Other Stories*, 1988; *The Holder of the World*, 1993; *Jasmine*, 1989, *Wanting America: Selected Stories*, 1995, and *Leave It to Me*, 1997) and nonfiction (*Days and Nights in Calcutta* and *The Sorrow and the Terror*, both co-written with her husband Blaise Clark). Dr. Bharati is also featured in a video with Bill Moyers, *Conquering America: Bharati Mukherjee*, 1994. Her work expresses her life as an "accidental immigrant," who is "anxious and querulous, convinced that every aspect of the writing profession-finding an authentic voice, an audience, a publisher, knowledgeable reviewers-weighs heavily against [her] because of [her] visibility as a stereotype." Her aim "is to find a voice that will represent the life I know in a manner that is true to my own aesthetic. . . [which] must accommodate a decidedly Hindu imagination with an Americanized sense of the craft of fiction." Her personal approach to skills in American citizenship has been crafted through her experience in many different neighborhoods in Canada and in the United States.

Stanley Park Foyer
(Main Bldg, Level Two)
10:00 a.m. - 10:15 a.m.

Refreshment Break

Concurrent Sessions, 10:15 a.m. - 11:45 a.m.

MacKenzie (Main Bldg, Level One)
10:15 a.m. - 11:45 a.m.

Diversity Competency Development

Victoria L. Clegg & Juanita M. McGowan, Kansas State University
Participants in this session will learn how the Tilford Group has approached the challenge of identifying diversity competencies, identify multicultural curriculum processes that promote the total student experience, discuss workplace diversity challenges, and identify cultural competencies needed by college and university graduates. All who are involved in similar projects or would like to initiate comparable projects will be welcome. The session will summarize Tilford's efforts, including building partnerships with industry to promote student multicultural growth and conducting campus-wide focus groups to determine the University community's understanding of multiculturalism and multicultural competencies. A lively discussion will follow.

Seymour (Main Bldg, Level One)
10:15 a.m. - 11:45 a.m.

Questioning Strategies That Promote Student Learning: Ways Faculty

Developers Can Assist Faculty

Jim Eison, University of South Florida

Question-posing is potentially one of the most powerful instructional strategies faculty can employ to stimulate deep and lasting learning. Further, to arouse curiosity and maximize comprehension, classroom instruction and out-of-class assignments can teach students to routinely formulate thoughtful questions about course subject matter. This interactive session will help faculty and faculty developers explore practical ways to: 1) use strategic questioning during class sessions to promote active involvement and deep learning, 2) design in-class activities and out-of-class assignments that employ questioning strategies to promote critical and creative thinking, and 3) teach metacognitive approaches that encourage student self-reflection.

Cypress 1 (Main Bldg, Level Two)
10:15 a.m. - 11:45 a.m.

Dare To Share: Making Teaching Community Property

Corly Brooke, Charie Thralls, & Jim Colbert, Iowa State University
Providing ways for faculty to share their scholarship related to enhancing teaching and learning is often a challenge for faculty development professionals. Facilitating classroom visitations and public discussion of teaching issues in a traditionally closed-door environment takes courage. As we advance it is important to share stories of successes and lessons learned. This interactive presentation is targeted at faculty development professionals, administrators, and faculty. We will share the development of two innovative programs - a Faculty Fellow Program and Master Teacher Program - that build partnerships between the Center for Teaching Excellence, college administration, and faculty to enhance student learning.

Cypress 2 (Main Bldg, Level Two)
10:15 a.m. - 11:45 a.m.

We Got the Grant, Now What? Institutionalizing Grants-Funded Programs

Peter Felten, Vanderbilt University; Bret Eynon, LaGuardia Community College, CUNY

Faculty developers frequently scramble for money. Too often, however, grants-funded programs wither when the initial money runs out. Building on the session leaders' experience with technology and service-learning faculty development programs, and on the expertise of the audience, we will address how to build the institutional support necessary to sustain and grow grants-funded projects. Based on our backgrounds, we also will consider how the challenges of institutionalizing vary from community colleges to research universities. Participants will leave the session with practical ideas about how to institutionalize their own grants-funded programs.

President Room (Tower, Mezzanine)
10:15 a.m. - 11:45 a.m.

A Conversation on What We Have Learned (and What We May Yet Have to Learn): Four Long-Time Members of POD Share Their Accumulated Knowledge and Wisdom

Linc. Fisch, Lexington, KY; Glenn R. Erickson, University of Rhode Island; Michele Marincovich, Stanford University; Joan North, University of Wisconsin-Stevens Point

A primary objective of POD is sharing ideas and experience among colleagues. But as conferences become larger, it becomes less likely to bump into, much less converse at length with, the veteran developers who have contributed so much to POD and it's members over the years. This interactive session offers an intimate ambiance in order to provide an opportunity to engage key players in the field in conversation about matters of interest to you and for them to share their experience. The session will appeal especially to those who are relatively new to POD, but others are certainly welcome.

Prospect (Main Bldg, Exec. Office Level)
10:15 a.m. - 11:45 a.m.

Leadership Without Easy Answers by Ronald A. Heifetz — Advance Book Session

Lee Warren, Harvard University

This "advance book session" is designed as an in-depth discussion with active engagement of colleagues who have read the book prior to the conference. The prior reading of the book is the "ticket of admission." Heifetz defines leadership as an exercise of moving people to confront adaptive challenges. He discusses how to exercise leadership with and without authority. He further describes ways to "stay alive" while exercising leadership: how to manage oneself, to see clearly, and to buttress oneself in order to exercise leadership effectively. We will explore the meanings and ramifications of this definition of leadership and its implications for ourselves and our clients.

Oak 1 (Main Bldg, Level Two)
10:15 a.m. - 11:45 a.m.

An Open Journal: The Genesis of an Online Faculty Workshop

Liz Banset, Laurie Bellows, & Bruce Sandhorst, University of Nebraska-Lincoln

This session will describe how instructional technologists and instructional developers collaborated to create and offer an on-line instructional development workshop for faculty. We will take you through each step of the process and share the lessons learned along the way from educating ourselves about web-based learning, organizing online materials, and incorporating technology into workshop components to assessing the effectiveness of an online faculty workshop. Participants will discuss the benefits and drawbacks of online workshops as alternatives to more traditional instructional development formats, and consider the future directions of online faculty development and how it might influence the roles of faculty developers.

Oak 2 (Main Bldg, Level Two)

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

Team Leadership: Foundation for Effective Academic Change*Ann F. Lucas, Fairleigh Dickinson University*

When effective teams exist, in which everyone feels valued, it is much easier to lead change successfully and to deal with the resistance that change inevitably triggers. Therefore, in this session, through lecture, discussion, and experiential small group work, participants will: 1) monitor their own team effectiveness through use of a questionnaire; 2) discover their team strengths, how these were accomplished, and identify opportunities for team development; 3) apply Kotter's model to a change project they are currently interested in moving forward; and 4) learn a positive approach to handling resistance to change.

Board Room (Tower, Mezzanine)

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

Using SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analyses for Teaching Centre Planning*Gary Griffin & Donna Ellis, University of Waterloo*

To provide leadership in the area of instructional development, we need to stop and make plans for our teaching centres. In this session, we will provide sample SWOT analyses for one teaching centre and indicate their use as a planning tool. Then, you too will begin your own analysis of your centre's current strengths and weaknesses and future opportunities and threats. From these analyses, we will identify common opportunities and work in small groups to develop ideas for implementing them. Ideas will then be shared. A good session for anyone involved in setting long-range plans for a teaching centre.

Chairman Room (Tower, Mezzanine)

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

R & R at Mid-Career (Reflection and Renewal, That Is!)*Kathleen Lundquist & Connie Tzenis, University of Minnesota-Twin Cities*

Many faculty want to enliven and enrich their academic roles at mid-career. This pivotal stage engenders unique satisfactions and struggles. Faculty may begin to wrestle with changes in personal values, academic goals, and institutional relationships. Intentionally making time for R & R (reflection and renewal) requires courage and commitment. This presentation will provide participants with opportunities to surface perceptions about the mid-career experience, discuss mid-career issues through concept mapping and case study, and explore innovative approaches to mid-career faculty development efforts on their campuses. Presenters will model R & R activities and share evaluation findings from an ongoing program.

Thompson (Main Bldg, Level One)

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

Types and Stereotypes: Knowing Ourselves Through Diversity*Patricia Cranton, University of New Brunswick; Kirsten Graham, Helena College of Technology*

One neglected aspect of diversity is that which exists across programs. We stereotype, for example, differences between trades, professional schools, and general education. In this session, participants will consider the stereotype they may hold and engage in interactive activities designed to break them down. The PET Type Check will be used as a way to examine how personal frames of reference determine perceptions of different programs.

Cowichan (Main Bldg, Level Two)

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

Shaping the Preferred Future of Faculty, Instructional, and Organizational Development*George Gordon, University of Strathclyde, Scotland; Daniel W. Wheeler, University of Nebraska*

Just like the weather, everyone talks about the future, often suggesting that the forces and events are so powerful that little can be done to shape the future. Faculty, instructional, and organizational development (often called educational development in other parts of the world) occur in a dynamic, higher education environment in which developers often appear reactive. In this session, presenters and participants will, through the use of scenarios (word pictures of the future), examine assumptions and forces creating these scenarios and dialogue about how to shape a preferred future for our practice.

Coquitlan (Main Bldg, Level Two)
10:15 a.m. - 11:45 a.m.

Fostering Faculty Development at a Small Liberal Arts College

Richard A. Holmgren, Allegheny College

Many liberal arts colleges are creating faculty development programs, and those individuals implementing them know that the path is often difficult. New initiatives often meet resistance from the faculty or administration and survive on limited funding. In this session, we draw on the literature of institutional change to critique the implementation of one college's program, detailing both successes and opportunities for growth. Participants will have opportunities to share stories, compare alternate models for faculty development at small colleges, and explore the unique features of faculty development at small liberal arts colleges. (We define small as fewer than 225 faculty.)

Educational Expeditions

Leave from Bayshore Lobby
12:00 noon - 6:00 p.m.

Educational Expedition E6: Chinatown Culture Walk with Tai Chi & Calligraphy Workshops

Depart from Westin Bayshore at 12:00 noon, return by 6:00 pm.

Wheelchair accessible.

Fee: \$20.00

Minimum Enrollment: 25

Take a guided walking tour through Vancouver's exotic Chinatown, home to thousands of Cantonese-speaking Canadians. Visit a traditional Chinese herbalist, a Taoist temple, and the Sun Yat Sen Park. Along the way, taste a dim sum or a bubble tea, and don't forget to stock up on ginseng and powdered reindeer antler. End the expedition with a calligraphy workshop and an introduction to and chance to practice Tai Chi. Trip includes a box lunch provided by the hotel.

Leave from Bayshore Lobby
12noon - 6:00 p.m.

Educational Expedition E7: British Columbia Rugby Game

Depart from Westin Bayshore at 12:00 noon, return by 6:00 pm.

Wheelchair accessible.

Fee: \$20.00

Minimum Enrollment: 12

Watch the ruggers ruck on the pitch. If you get close enough, you might just smell the scrummage. This is the real thing: genuine British Columbia rugby. We currently don't know who's playing whom, but it doesn't matter. Here's your chance to see first hand one of the most exciting and popular sports on the planet. Check www.bcrugby.com for schedules starting in August. Split the uprights! Trip includes a box lunch provided by the hotel.

Leave from Bayshore Lobby
12noon - 6:00 p.m.

Educational Expedition E8: Birding Trip to Burns Bog and Iona Park

Depart from the Westin Bayshore at 12:00 noon, return by 6:00 p.m.

Fee: \$60.00

Minimum Enrollment: 15

Burns Bog is a protected, several square-mile wetland southeast of Vancouver. We will look for hawks and Bald Eagles, among other species, as we hike along trails and the boardwalk over areas of sphagnum bog. We may see deer, coyotes, raccoons, and if lucky, mink. From Burns Bog we will proceed to the Iona Park bird sanctuary, where, among other animals, we can expect to find large concentrations of Snow Geese. At Iona Park we will have panoramic views of Vancouver, Vancouver Island, and the Gulf Islands. On the way we will be able to see commercial cranberry bogs. Participants should be able to hike short distances and climb the equivalent of two flights of stairs. Trip includes a box lunch provided by the hotel.

Salon D & E (Main Bldg, Level One)
12:00 noon - 1:00 p.m.

Lunch

Concurrent Sessions, 1:15 p.m. - 2:15 p.m.**MacKenzie (Main Bldg, Level One)**

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

Developing Relationships for Sustained Conversations and Deep Learning: Engaging People's Hearts As Well As Minds*Katherine Sanders, Chris Carlson-Dakes, & Connie Schroeder, University of Wisconsin-Madison*

Many centers are moving away from programming centered on "events" and are developing more programs that engage faculty in deeper discussions over longer periods of time. From an organizational development perspective, sporadic faculty attendance at special "events" makes organizational movement difficult. We intend to stimulate a discussion of how other POD campuses design programs that engage faculty more deeply over long periods of time, so that they are more likely to affect more meaningful changes in their local work environments. A set of existing programs based on collaborative learning processes will be used to illustrate possible ways to engage faculty intellectually and emotionally over time.

Seymour (Main Bldg, Level One)

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

Courage to Create Community: Facing the Fear of New Relationships*Ann Darling, Laura Seklemian, Diane M. Cotsonas, Steven Sternfeld, & James Sage, University of Utah*

Universities committed to community partnerships on the campus will be better equipped to respond more fully to needs beyond the campus. Whenever we attempt to build community, however, challenges are presented. This session will explore challenges to community building and alternatives for responding to them through specific cases focusing on issues of trust, commitment, and authorship from a variety of perspectives. Participants will leave the session with ideas about how university communities are/can be challenged, and how to respond to them.

Cypress 1 (Main Bldg, Level Two)

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

Leaders Without Titles? Creating New Avenues for Faculty Engagement*Eileen T. Bender, Indiana University, South Bend; Alysa C. Rollock, Purdue University*

To meet challenges of new pedagogies and new collegiate constituencies, post-tenure faculty may be best situated to offer institutional leadership. Yet faculty typically underestimate their potential to influence their institutions, and equate "leadership" with the mandate of presidents, chairs, or deans. With a primary objective of re-thinking "faculty leadership" and targeted at faculty developers, chief academic officers, and faculty members, this interactive session involving small-group work will define and explore the possibilities of "non-positional" leadership and strategies to promote and sustain it, using the outcomes of an established statewide program model, the Faculty Leadership Institute, as a successful example.

Cypress 2 (Main Bldg, Level Two)

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

The Mysterious Case of the Inexplicable Data*Marilla D. Svinicki & Jessica Summers, University of Texas at Austin*

Designed for instructional researchers, the session will describe a current project on the use of groups to promote connections and diversity. The results of the data analysis thus far have differed from the accepted assertions about this topic. The session will offer participants a chance to problem-solve along with the researchers in attempting to explain the results.

President Room (Tower, Mezzanine)

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

The Brave New Millennium: Institutionalization of Community Service Learning

Marshelle Thobaban, Richard Vrem, & Annie Bolick, Humboldt State University

This interactive workshop will be focusing on strategies to develop an infrastructure to support community service learning. Participants will be engaging in a variety of activities, including a modified version of a television show (Jeopardy) which emphasizes the service learning concepts. They will learn the importance of developing relationships among student affairs, academic affairs, and community leaders to offer students of the new millennium a continuum of community service opportunities, including extra-curricular and co-curricular community services experiences. Humboldt State University's community service-learning strategic plan with clear goals and a time line to achieve them will be shared.

Prospect (Main Bldg, Exec. Office Level)

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

Instructional Technology: Making the Strange Familiar and the Familiar Strange

Shirley Ronkowski & Stan Nicholson, University of California, Santa Barbara

Those who find the prospect of teaching with technology somewhat daunting will change their minds during this playful approach to incorporating unfamiliar technologies into the familiar settings of their own teaching and exploring their own "e-style" of instruction. As we begin to adopt technological tools, viewing familiar modes of instruction in unfamiliar ways can be a creative way to solve instructional problems and to design online instruction. There will be practical ideas, instructional theory, lively discussion, and playful exercises for creating both familiar and unfamiliar metaphors to guide us through the high-tech millennium.

Oak 1 (Main Bldg, Level Two)

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

Students Can Too Write - If Faculty Show Them How

Tara Gray, New Mexico State University

Student writing can be held to high standards by faculty who do not spend an inordinate amount of time grading papers. By self-report, faculty resist teaching writing because they feel grading is too time consuming; class time is already full; students don't like to write; and, because faculty feel they are not writing experts. This workshop gives ideas for overcoming each obstacle. Participants will receive a five-page handout that provides writing guidelines for students, which can be modified by faculty for individual classes. They will also receive sample student papers, which they will use to practice grading quickly based on the criteria in the guidelines.

Oak 2 (Main Bldg, Level Two)

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

Leading for Learning: An Institutional Approach to Curricular, Instructional, and Organizational Development

Elaine Soetaert & Kim Arsenault, NAIT

As demand is placed on institutions to provide high quality learning opportunities for students, both face-to-face and at a distance, the challenges of faculty, instructional, and organizational development are increasing. This presentation will overview one institute's response to these demands. The participants will view a demonstration of MERLIN - a unique web application for developing Learning Outcomes Guides (LOGs) for students. The change management strategy used by the institution to keep this project moving forward will be described and discussion and feedback from participants will be encouraged. This session will be of interest to faculty, instructional, and organizational developers.

Board Room (Tower, Mezzanine)

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

Transformative Learning: Intentional Serendipity in the College Classroom*Gregory Valde, University of Wisconsin-Whitewater; Lisa Kornetsky, University of Wisconsin*

Most of us can identify experiences we had as learners that had a transformative effect on our careers or lives; moments when our senses of self or life trajectories were deepened or transformed. The purpose of this session is to begin to identify and explore the nature of those experiences and the types of teaching practices that may foster them. It is our contention that many of our best practices in this regard may remain largely unidentified and unexamined. Following this discussion we will ask participants to consider whether and how we might make these experiences more common among our students.

Chairman Room (Tower, Mezzanine)

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

Dialogues for First-Year Student Success: Attempting to Make a Positive Impact on Retention*Elizabeth Rubens, Peggy Weissinger, & Terri Combs, Indiana University - Purdue University, Indianapolis*

Participants in this interactive session will analyze a case study and design a modular program to enhance the quality of teaching and learning which could positively impact retention statistics for first-year introductory courses. Participants will determine which faculty development issues should be included in an intensive program so as to have the most potential for positively impacting retention; share a number of program "models" and discuss their similarities and differences; and identify strategies for assessing program effectiveness. The audience for this session is intended to be individuals involved with faculty development for professionals who teach introductory courses.

Thompson (Main Bldg, Level One)

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

Technology and Teaching Conversations*Joan S. Tscherne, Bergen Community College*

This session is designed to acquaint faculty developers from community colleges and universities with a program, Tech-PILS (Technology Partners in Learning), which pairs instructors who regularly incorporate technology into their teaching with those who want to see how it works. This program was developed as a spin-off of Partners in Learning to help encourage the use of technology on our campus. In this session we will present information which can be used to establish similar programs on other campuses as well as some of the successes and pitfalls of our experience.

Cowichan (Main Bldg, Level Two)

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

Learning Communities, Leadership, and Profound Institutional Change*Terry M. Wildman & Ronald W. Daniel, Virginia Polytechnic Institute*

Leaders in faculty and organizational development can stimulate the institutional imagination by using popular frameworks to view organizational patterns in a new light. In this session, the learning communities movement is employed to reveal ways that traditional educational structures foster communities of practice that are discrepant from those we desire. As a lens for viewing institutional priorities, structures, and practices, it just may provide the test of institutional courage implied in this conference theme. Participants and presenters will share ways the learning communities "lens" can help us move to a more appropriate alignment of institutional practices with student learning needs.

Coquitlan (Main Bldg, Level Two)

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

Preparing Graduate Students to Teach: What Works?*Donna Ellis & Gary Griffin, University of Waterloo*

This session will share the results of an evaluation of a certificate in a university teaching program for graduate students and encourage participants to relate their successes and challenges in similar programs running at their institutions. The target audience is participants from institutions that have or are planning to develop a program to prepare future faculty. The session will be conducted as presentation and discussion. The certificate program evaluated will be outlined with an indication of the evaluation results. A general group discussion will follow where participants can share their successes and receive feedback on challenges in running such programs.

Stanley Park Foyer**(Main Bldg, Level Two)**

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

Refreshment Break**Concurrent Sessions, 2:30 p.m. - 4:00 p.m.****Mackenzie (Main Bldg, Level One)**

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

The Scholarly Use of Technology in Instruction: A Case Studies Approach*Sally Kuhlenschmidt, Western Kentucky University*

How do we adapt our traditional scholarly values to the new technologies? Using the six criteria for scholarship (Glassick, Huber, and Maeroff, 1997), participants will discuss case studies of faculty learning to use technology in instruction. Attendees will review the six criteria, experience the case studies technique, and develop a deeper understanding of how to integrate scholarly values and technology. Faculty development officers may use the cases on their home campuses. This workshop is appropriate for all POD attendees who are interested in successful integration of technology with teaching.

Seymour (Main Bldg, Level One)

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

Heeding New Voices: Academic Careers for a New Generation*Mary Deane Sorcinelli, University of Massachusetts; R. Eugene Rice, AAHE Forum on Faculty Roles and Rewards*

Can we improve the probationary period for tenure track faculty in truly meaningful ways? This session highlights key challenges, based on nearly two decades of research, including a recent AAHE study, *Heeding New Voices: Academic Careers for a New Generation* (2000). Hear the voices of those who are just beginning to establish academic careers. Learn about "ten principles of good practice" that faculty developers can use to provide guidance for not only their teaching and learning centers but also for senior faculty, chairs, deans and campus administrators who will help shape tomorrow's academics.

Participants will receive a copy of Rice, R. E., Sorcinelli, M. D. and Austin, A. E. (2000). *Heeding New Voices: Academic Careers for a New Generation*. Washington D.C.: American Association for Higher Education.

Cypress 1 (Main Bldg, Level Two)

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

Teaching for Diversity: Strategic Uses of Instructional Patterns*Terence O'Connor & Thomas Derrick, Indiana State University*

The session will demonstrate how diversity activities can enhance your lesson's overall educational effectiveness. It will illustrate the cultural patterns embedded in college teaching. Using a strategic teaching process, you will be able to revise a lesson to see how your teaching patterns can be enhanced by learning principles. Finally, these enhanced teaching patterns will be modified to incorporate effective experiences for reaching your diversity goals.

Cypress 2 (Main Bldg, Level Two)
2:30 p.m. - 4:00 p.m.

**Fostering Relationships Among a Community of Faculty Learners:
A Tribal College Perspective**

Stacey Sherwin, Dale Engstrom, & Matt Seeley, Salish Kootenai College
Community has traditionally been an important component of American Indian culture. The ideas of American Indian elders, educators, and consultants can provide a greater understanding of the meaning of community within the living place of a college campus. Faculty development efforts at Salish Kootenai College have targeted creation of interdisciplinary relationships, creation of community, and improvement of teaching and learning. This session will share components of a faculty development program that has successfully created a community of faculty learners on one tribal college campus. Participants will explore the meanings and importance of community through discussion, activities, and storytelling.

President Room (Tower, Mezzanine)

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

Building Partnerships to Support the Mentoring of Graduate Students

Darlene Panvini & Allison Pingree, Vanderbilt University
The mentorship of graduate students takes different forms, but is generally left to departments and faculty. How can a university-wide Center for Teaching foster relationships between graduate students and their mentors? We will share how our Center has partnered with other campus units to support graduate student mentoring through: gathering information (focus groups and surveys), promoting dialogue (workshops for faculty and graduate students), providing opportunities (a new Future Faculty Preparation Program), and actively mentoring graduate students (Master Teaching Fellows). Session participants will identify the forms of mentoring on their campuses and develop strategies to enhance the support of graduate students.

Prospect (Main Bldg, Exec. Office Level)
2:30 p.m. - 4:00 p.m.

Accreditation: A Time for Courage, Not Panic

Phyllis Blumberg, University of the Sciences in Philadelphia
This session will give PODers the courage to collaborate on accreditation and clarify their roles. Those individuals from educational programs that are engaged in the accreditation process will benefit. Participants will 1) acquire some frameworks for approaching the self-study, data collection, and documentation write up; 2) develop problem solving skills that can be used in specific tasks of the accreditation process; and 3) identify faculty and curriculum development opportunities within and as a result of the accreditation process. After a brief overview of the importance of accreditation, the participants will engage in a series of problem solving activities.

Oak 1 (Main Bldg, Level Two)
2:30 p.m. - 4:00 p.m.

The Courage to Talk About It: Introducing Diversity to SMET TA's and Peer Leaders

Vicki Roth & Lydia Tien, University of Rochester
This session will provide participants with an opportunity to explore and adapt a diversity training format for Science, Math, Engineering and Technology (SMET) TA's, tutors, and study group leaders. These tools include an approach to diversity training developed especially for peer-led cooperative learning groups. As the goal of the peer-led group learning model is to promote active engagement of all students, the training of these SMET graduate and undergraduate leaders include attention to student diversity. This training, based on the theory of autonomy support, helps student leaders become motivated to understand diversity by providing choice, a sense of competence, and social support.

Oak 2 (Main Bldg, Level Two)

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

The Courage to Lead Through Faculty Development

K. Lynn Taylor & Dieter Jurgen Schonwetter, University of Manitoba
 Institutions for higher learning are faced with enormous opportunities and challenges to change. Within this dynamic and uncertain context, faculty developers create environments that encourage innovative thinking and risk-taking in the teaching and learning enterprise. The changing context of contemporary post-secondary education offers faculty developers an exciting opportunity to optimize their work by systematically enhancing the leadership potential of the faculty development (FD) role. This session will focus on current opportunities to achieve leadership and institutional change through FD, identify barriers to leadership on these issues, articulate a framework for leadership through FD, and identify leadership strategies appropriate to the FD role.

Board Room (Tower, Mezzanine)

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

The Graphic Syllabus: A Demonstration Workshop on How to Visually Represent a Course

Linda B. Nilson, Clemson University

Since students rarely grasp the “big picture” organization of a course, this interactive demonstration session invites faculty and faculty developers to design a “graphic syllabus” — a pictorial diagram, flow chart, or concept map of the topical organization of a course. Such a syllabus makes the subject matter clearer to visual processors and more memorable by dual-coding the organization onto students’ episodic and semantic memories. Participants will examine real examples with numerous visual variations and metaphorical extensions, then practice in small groups by developing a graphic syllabus of a hypothetical course. Information on software options will be furnished.

Chairman Room (Tower, Mezzanine)

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

Taking Big Steps Together into the World of Classroom Technology

Alice Macpherson & Tally Wade, Kwantlen University College; Janice Johnson & Ingrid Price, University of British Columbia

By adapting the tried and true peer-based Instructional Skills Workshop model that has been used in the province of British Columbia (and around the world) for more than twenty years, a multi-discipline, inter-institutional team took on the challenge of change and gathered the tools so that faculty could work together to function effectively and with innovation in our new media enhanced learning environments. Join them and discuss their journey and discoveries and how you can adapt it to your own teaching / learning environments.

Thompson (Main Bldg, Level One)

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

Widening the Circle of Compassion in Organizations

Kent Nelson & Beth Kalikoff, University of Washington-Tacoma

Creating and sustaining relationships takes courage. Adopting courageous practices nurtures the synergy created through human connection. Participants in this session (faculty and staff members in organizations) learn how to “widen their circle of compassion,” as Albert Einstein wrote, by practicing communication that confirms rather than disconfirms others. The presenters offer ways of understanding human relationships based on the principles that govern natural systems and ways to build positive relationships by maximizing the human qualities that distinguish us from objects. Participants discuss illustrative video clips and then generate strategies that expand relational capabilities.

Cowichan (Main Bldg, Level Two)
2:30 p.m. - 4:00 p.m.

Integrating “Learning How to Learn” Strategies into Your Content Teaching

Terry Doyle, Ferris State University

This presentation will address how content area faculty can integrate into their teaching both learning and study strategies that will greatly enhance their students abilities to learn their content material. The presentation will focus on six major areas of learning and study strategies. They include the abilities to organize, comprehend, study, recall, find, and think about information. Participants will learn specific strategies in each of these areas that are needed for students' success and ways to easily integrate these strategies into their teaching.

Coquitlan (Main Bldg, Level Two)
2:30 p.m. - 4:00 p.m.

Visualizing Instructional Design — The Artistic and Semiotic Analysis of Participatory Educational Approaches

Bonnie B. Mullinix, Monmouth University

Faculty are often caught within the confines of their current approach to teaching. As FD/ID professionals we often need to assist faculty to “see” their current instructional limitations while helping them to become more innovative, reflective instructors. Designed for individuals who wish to develop an ability to “visualize” design of learning/instructional sessions, this session shares a process technique that emerges from fifteen years of work with participatory education internationally and taps into the power of symbolic/artistic analysis. Participants will actively explore the four levels of analysis involved in the Artistic Analysis of Instructional Design (participation, directiveness, technique variation, and activity/movement).

4:00 p.m. - 4:15 p.m.

Stretch Break (no refreshments)

Concurrent Sessions, 4:15 p.m. - 5:15 p.m.

MacKenzie (Main Bldg, Level One)
4:15 p.m. - 5:15 p.m.

Courage to Teach and Learn Experientially

Lynn Donahue, University of Rochester

The objectives of this workshop are to obtain an overview of the philosophy of experiential learning and learn practical strategies for the classroom. Participants will leave with knowledge of the major theorists, three central components revealed by students within my dissertation research, and six experiential techniques. Participants will also be able to address the pros and cons of experiential learning and assess their comfort level. A booklet will be distributed that documents all activities used and provides an overview of the field. Both newcomers to the field, as well as those conversant with the principles of experiential learning, will benefit from this program.

Seymour (Main Bldg, Level One)
4:15 p.m. - 5:15 p.m.

Double Vision: Faculty Development for Active Learning Via the Web
Raye Lakey, Paul Lakey, & Derek Van Rheenen, Abilene Christian University

This session demonstrates an innovative website featuring the convergence of two visionary ideas: web-based faculty development and active learning strategies. Website demonstration includes video segments of active learning in classes, taped discussions of teachers' and students' experiences, online instructions, forms, resources, and active learning in online courses. Attendees will participate in group planning and demonstration of an active learning strategy and will discuss web-based faculty development. Objectives: introduce a website for faculty development on active learning, implement an active learning strategy, and build on a vision for creating web-based faculty development.

Cypress 1 (Main Bldg, Level Two)

4:15 p.m. - 5:15 p.m.

Using Electronic Delivery to Enhance University Linkages with Rural Communities*David E. Gullatt, Louisiana Tech University*

Electronic delivery of courses and services by higher education institutions is not necessarily an unexplored venture. However, more institutions are utilizing this medium as a means to broaden university exposure due to (a) pressure to increase enrollment in light of declining budgets, (b) saturation of markets for students in the presence of strong competition for numbers, and (c) improvements in equipment and cost reductions. This presentation focuses on the use of electronic delivery by higher education institutions to provide enhanced linkages to rural communities. Working models of collaboration will be spotlighted.

Cypress 2 (Main Bldg, Level Two)

4:15 p.m. - 5:15 p.m.

Teaching in Community: Partnering and Reflecting for Renewal and Candlelight Dinners*Judith Kamber & George Medelinskas, Northern Essex Community College*

This session takes the best practices of Dr. Parker Palmer (*The Courage to Teach*) and Dr. Stephen Brookfield (*Becoming A Critically Reflective Teacher*) out of the book and into practice. A model year long program of critical reflection, collegial conversations, faculty partnerships, and student focus groups brought twelve teachers, full and part-time, together to form a community who came together to explore what Palmer calls "the inner terrain." Presenters will describe the program and engage participants in small groups to experience some of the Courage to Teach questions. This session is for faculty, faculty developers, and administrators.

President Room (Tower, Mezzanine)

4:15 p.m. - 5:15 p.m.

Transformation of Teaching and Learning By Implementing Information Literacy Standards for Higher Education*Leora Baron, Florida International University; Patricia Iannuzzi, University of California, Berkeley*

Based on FIU's comprehensive Information Literacy initiative, one of the first in the country, this interactive workshop will provide faculty and OD practitioners with tools to design and implement similarly successful faculty development programs. Areas covered include: 1) Information literacy standards across the disciplines; 2) structure of faculty seminars that provide tools for familiarization with the new information environment, assessment of resources and student performance, restructuring of syllabi and assignments to enhance student learning, and promotion of academic honesty; 3) inclusion of information literacy components in disciplinary core courses; and 4) cooperation with faculty in developing information literacy in students.

Prospect (Main Bldg, Exec. Office Level)

4:15 p.m. - 5:15 p.m.

Accommodative Teaching and Development for Faculty and Student Success*Murali Krishnamurthi & Nancy Long, Northern Illinois University*

In the new millennium, more students with disabilities will enroll in college than they did twenty years ago and more will drop out. Aging baby boomers will be the majority of the faculty on college campuses. What accommodations can help both groups succeed? What impact will the recent ruling on the Americans with Disabilities Act have on colleges' ability to recruit and retain students and faculty with disabilities? This workshop will address both these issues via the use of universal instructional design principles. Accommodative strategies for both students and faculty/staff will be described and discussed using participatory case study activities.

Oak 1 (Main Bldg, Level Two)

4:15 p.m. - 5:15 p.m.

What Academics Need to Know About Copyright*Karen J. Thoms, St. Cloud State University*

Academics face a dilemma — the legality of using certain material in courses (print, nonprint, and electronic) versus wishes of the instructor. Infringements abound (both knowingly and unknowingly) on campuses nationwide, and international issues are common. What's right, what's wrong, what's "grey?" Confusion is plentiful. Myths are in abundance. This session addresses: understanding and applying copyright guidelines and laws to the use and creation of course materials; discussing selected scenarios; training and advising on copyright issues; understanding infringement penalties; and obtaining permission to use copyrighted material. Session designed for FD, ID, and OD professionals. Presentation, discussion, and case scenarios.

Oak 2 (Main Bldg, Level Two)

4:15 p.m. - 5:15 p.m.

Creating an Effective Model for Part-Time Faculty Development*Terri T. Combs, Peggy Weissinger, & Joyce Lucke, Indiana Univ.-Purdue Univ., Indianapolis*

In recent years, part-time faculty have come to represent an increasingly large segment of higher education faculty. It is imperative to develop systems of institutional support for part-time faculty in order to assure that their value is realized. Part-time faculty development needs overlap with those of full-time faculty in some ways but are distinct in others. This session will share a model currently being used at a large urban university, give participants the opportunity to discuss strategies being used at other institutions, and encourage brainstorming about elements of an ideal part-time faculty development program.

Board Room (Tower, Mezzanine)

4:15 p.m. - 5:15 p.m.

"Science Education For All" — General Education Classes That Turn**Rhetoric Into Reality***Leslie S. Jones & Kavita R. Dhanwada, University of Northern Iowa*

In order to address the need for "scientific literacy" in general education classes, we have tried to enhance the presentation of science making it relevant and interesting to non-science majors through the selection of content and innovative pedagogical strategies. This will be a three-part session contrasting the traditional science pipeline mentality and two innovative biology courses. "Life: Continuity and Change" centers on the relevance of human health-oriented content in a lecture hall format. "Activity Based Life Science" for elementary education majors merges an inquiry-oriented lab experience with delivery of selected science content focused on the diversity of life and ecosystems.

Chairman Room (Tower, Mezzanine)

4:15 p.m. - 5:15 p.m.

New Centers for a New Millennium: A Dialogue*David H. Krause, Columbia College Chicago; Elizabeth O'Connor Chandler, The University of Chicago*

This session will be framed as a dialogue between two new directors of new Centers for Teaching and Learning and will unfold into a structured conversation among participants about how and where to begin. The dialogue will rehearse challenges and opportunities, inviting participants to share their perspectives on how best to create an effective new faculty development center while simultaneously respecting and transforming unique institutional cultures. This session will model the value of creative and authentic dialogue across institutions in developing and sustaining a coherent and purposeful plan of action for a new Center for Teaching and Learning.

Thompson (Main Bldg, Level One)

4:15 p.m. - 5:15 p.m.

Online Workshops: Faculty as Cyber-Students*Deborah Armstrong, Wayne State University*

We simply cannot deny that web-based instruction, in one form or another, will continue to impact teaching and learning in higher education. Much has been written about the best pedagogical approaches to teaching online, but how many faculty members have personally experienced the excitement and frustrations of an entirely online course? How can that experience impact teaching? What decisions about the technology must go into designing and developing such a course? The online faculty development courses we have designed have begun to give us some answers. This presentation will outline our findings and make recommendations for others interested in doing online faculty development.

Cowichan (Main Bldg, Level Two)

4:15 p.m. - 5:15 p.m.

Small is Beautiful: Starting Faculty Development Programs at Liberal**Arts Colleges***David W. Schodt, St. Olaf College; Paul Kuerbis, Colorado College; Michael Reder, Connecticut College; Deborah Du Nann Winter, Whitman College*

What is unique about faculty development at small colleges? What challenges (and advantages) does it pose (and offer)? This session will describe recent efforts at four liberal arts colleges (Connecticut, Colorado, St. Olaf, and Whitman) to begin faculty development programs. The four presenters will briefly describe key aspects of their programs, addressing issues they see as particular to the liberal arts context. Discussion will focus on teaching and learning centers, the primary emphasis on pedagogy at small colleges, and the close community of colleagues from which leadership can be drawn. The principal audience is participants from liberal arts colleges.

Coquitlan (Main Bldg, Level Two)

4:15 p.m. - 5:15 p.m.

Why Don't We Play More? The Role of Playfulness in Faculty Development*Chris Carlson-Dakes, Connie Schroeder, & Katherine Sanders, University of Wisconsin-Madison*

Modern society has developed an artificial dichotomy that separates play from work, creativity from reason, and imagination from reality. Is it any wonder that we struggle when we need creative solutions and innovative responses in education reform? This session is for anyone interested in breathing new life into their work. Presenters and participants will share stories about how they integrate playfulness, creativity, and imagination into their programs and will engage in an activity to deepen the conversation. We will end with a discussion about "organizational play" and how we can facilitate creativity to tap into our potential as change agents.

Bayshore Foyer (Main Bldg, Level One)

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

Final Reception**Salon DEF (Main Bldg, Level One)**

6:30 p.m. - 9:00 p.m.

Banquet and Celebratory Events**Salon DEF (Main Bldg, Level One)**

9:00 p.m. - 1:00 a.m.

POD Music and Dancing**Bayshore Lobby near Baby Grand Piano**

9:00 p.m. - ???

Quiet Music and Conversation

Salon 1 (Main Bldg, Level Two)
7:00 a.m. - 8:30 a.m.

Continental Breakfast

Cypress 1 (Main Bldg, Level Two)
8:30 a.m. - 9:30 a.m.

Conference Summary and Closing

**Please join us next year
in St. Louis!**

**Regal Riverfront Hotel
St. Louis, Missouri**

October 10-14, 2001

The Professional and Organizational Development (POD) Network in Higher Education

Mission Statement

The Professional and Organizational Development (POD) Network in Higher Education fosters human development in higher education through faculty, instructional, and organizational development.

In its Mission Statement, approved by the Core Committee on March 24, 1991, POD described three kinds of development:

As envisioned by POD, faculty development encompasses activities that focus on individual faculty members first as teachers—as professionals engaged in fostering student development. A second theme in faculty development focuses on faculty members as scholars and professionals, and involves such tasks as career planning and development of various scholarly skills. A third area of faculty development addresses faculty members as persons, and involves activities that enhance a person's well-being such as wellness management, interpersonal skills, stress and time management, and assertiveness training.

Instructional development strives to enhance individual faculty members' and their institutions' effectiveness by focusing on courses, the curriculum, and student learning. Instructors serve as members of a design or redesign team, working with instructional design and evaluation specialists, to identify course or curriculum strategies or processes appropriate to achieving stated outcome goals.

Organizational development focuses on the organizational structure and processes of an institution and its subunits. Organizational development seeks to help the organization function in an effective and efficient way to support the work of teachers and students. Leadership training for department chairpersons; effective use of group processes; review, revision, and active use of the mission statement; implementing organizational change processes; and institutional governance are representative topics that fall within the purview of organizational development.

Drawing on these three kinds of development, the main purposes of POD are:

- To provide support and services for members through publications, conferences, consulting, and networking.
- To offer services and resources to others interested in faculty development.
- To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.