

## My Conference Plan

(used primarily for sessions where you need to make a choice;  
more complete information in Conference Overview)

	Title/Topic	Location
<i>Wednesday, October 22</i>		
8:30 Preconference Workshop		
1:00 Preconference Workshop		
<i>Thursday, October 23</i>		
7:30 NCSPOD Regional Meeting		
7:45 POD Topical Interest Group		
9:00 Concurrent or Roundtable		
10:30 Concurrent or Roundtable		
12:15 Plenary Session One	Debra Rowe, Trends Toward Sustainability Education and Action	Rose Ballroom
2:15 Concurrent or Roundtable		
3:45 Concurrent or Roundtable		
<i>Friday, October 24</i>		
8:15 Concurrent		
9:45 Plenary Session Two	Dennis Jacobs, Learning as a Community Endeavor	Rose Ballroom
11:00 Concurrent		
2:15 Concurrent		
3:45 Concurrent		
<i>Saturday, October 25</i>		
9:30 GIFTS & Posters		
10:45 GIFTS & Posters		
2:00 Concurrent or Roundtable		
3:30 Concurrent		

### Expeditions

- #1 Lake Tahoe Tour, Wednesday, 12:15–5:15
- #2 Rim Trail Tour and Hike, Thursday, 8:00–12 noon
- #3 National Automobile Museum, Thursday, 2:15–4:45
- #4 National Historical Museum, Friday, 2:15–4:45
- #5 Virginia City Dinner Theatre, Friday, 6:00–10:00
- #6 Elder POD Dinner at Rapsallion, Friday, 7:00–10:00
- #7 Reno City Tour/Basque Culture Tour, Saturday, 10:00–12 noon
- #8 Lake Tahoe Tour, Saturday, 12:30–5:30

Welcome to NCSPOD's 31st and the POD Network's 33rd Annual Conference. Our conference theme this year is Weaving Patterns of Practice; something POD and NCSPOD members will experience throughout this conference. We believe the conference will provide extraordinary opportunities for you to make meaningful connections, to gain new ideas and to link theory to practical applications that you can take back to your institutions--where you'll continue to weave the future of professional and organizational development.

As professional and organizational development practitioners we are poised to respond to the challenges of higher education with its diverse student learning populations; leadership challenges caused by the massive retirements of baby boomers in all areas of the academy, and demanding technological advancements and their impact on infrastructure, teaching and learning, training and resources. This conference continues to provide a venue for professionals to share and explore program and organizational solutions.

Promoting sustainability and building community are two emerging challenges we face on our campuses and in the larger society. Our keynote speakers, Debra Rowe and Dennis Jacobs, will address these topics and provide resources and inspiration.

Of course no NCSPOD or POD conference would be possible without the wonderful array of sessions provided by YOU – the membership. NCSPOD members often joke about the CASE Method (Copy and Share Everything!) but we think we would all agree there is not a more generous group of professionals to be found.

Finally we want to thank everyone who has made this event possible--especially the dedicated volunteers who make up the NCSPOD board, the POD Core and Conference Committees, and our local friends at Truckee Meadow Community College.

Enjoy the conference!

Louanne Whitton  
NCSPOD President

Welcome to Reno! POD is an intentionally nurturing community, known for its warmth and collegiality. Our conferences provide a wonderful opportunity to interact with faculty development colleagues from colleges and universities around the world. We heartily welcome each of you and look forward to your participation in this conference. As a joint conference with NCSPOD, the conference is doubly special. We look forward to meeting our colleagues from NCSPOD and learning from you both as individuals and as an organization.

At this conference, you will experience interactive workshops, plenary sessions, roundtable discussions, and poster presentations. We promote dialogue in sessions—of course(!), but also through shared meals, educational expeditions, informal meetings, and the resource fair, where colleagues freely share ideas and materials with one another. Conference highlights include:

- At a welcome area near the registration desk, experienced conference participants are available to guide attendees in getting the most out of the conference. As our membership grows, the conference is growing more complex, and volunteers can help new attendees make choices aligned with their goals and interests.
- Numerous informal meeting spaces are set up throughout the conference area to help us make connections and build community.
- The Vendor Exhibit will extend over two days.
- The POD Award Ceremony will occur at the Friday lunch. The Saturday banquet and dance will be a joint POD/NCSPOD celebration to close the conference.
- We are focusing on sustainability by devoting a plenary session to this topic, decreasing the amount of paper we use, using recycled paper products for printing, and offering you a recycled cloth bag as a conference memento.

As we consider the theme of Weaving Patterns of Practice, we invite you to explore these questions together: How do our patterns of practice reflect both those strands that persist across time and those that are emerging? What diverse disciplines and populations do we seek to bring together through our work? In what ways do we promote cross-cultural and cross-generational learning communities? And finally, being pulled in so many directions, how do we as educators remain whole and strong? How do we integrate the various priorities of our lives?

This conference would not be possible without the tireless work of hundreds of volunteers from both POD and NCSPOD. Thank you to each one of you!

Virginia S. Lee, POD President, 2008-09  
Kathryn Plank & Laurel Willingham-McLain, POD Conference Chairs  
Kevin Barry & Debra Fowler, POD Program Chairs

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 Consultant & Managing Member  
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 Director, Center for Teaching  
 University of Massachusetts - Amherst

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 Director, CATALYST  
 Youngstown State University

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 Dean, Long Island Center  
 Empire State College

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 Director & Associate Provost  
 Professional Development  
 University of Missouri - St. Louis

De Gallow, 2008-2011  
 Director, Teaching, Learning  
 & Technology Center  
 University of California - Irvine

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 (POD) Network in Higher Education

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 Associate Director, CIDR,  
 University of Washington

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 Director, PFF & Learning Communities  
 Claremont Graduate University

Barbara J. Millis, 2006-2009  
 Director, Teaching Excellence, Advancement  
 and Mentoring Center  
 University of Texas - San Antonio

Leslie Ortquist-Ahrens, 2006-2009  
 Director, Center for Teaching and Learning  
 Otterbein College

Kathryn M. Plank, 2007-2010  
 Associate Director, Faculty & TA Development  
 The Ohio State University

Michael Reder, 2006-2009  
 Director, Center for Teaching and Learning  
 Connecticut College

Lois Reddick, 2007-2010  
 Consultant, Center for Innovative Teaching &  
 Learning, Stern School of Business  
 New York University

Douglas Reimondo Robertson, 2007-2010  
 Assistant Provost, Professional & Organizational  
 Development  
 Northern Kentucky University

Dieter Schönwetter, 2008-2011  
 Education Specialist, Faculty of Dentistry  
 University of Manitoba

Frank Tuitt, 2008-2011  
 Assistant Professor, Higher Education  
 University of Denver

Catherine Wehlburg, 2006-2009  
 Executive Director, Assessment and Quality  
 Enhancement  
 Texas Christian University

Niki Young, 2008-2011  
 Director, Center for Teaching & Learning  
 Western Oregon University

**NCSPOD - Our Mandate**

The North American Council for Staff, Program and Organizational Development is an affiliate Council of the American Association of Community Colleges (AACC) and provides services for our members throughout Canada and the United States.

NCSPOD's mission is to increase institutional vitality by providing professional growth opportunities for members, enabling them to establish, enhance, and/or revitalize staff, program, and organizational development in their organizations.

**2007 – 2008 NCSPOD Board of Directors**

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**The POD and NCSPOD conference registration desks will be open in the Rose Foyer at these times:**

- Tuesday, 5:00 pm–8:00 pm
- Wednesday, 7:30 am–6:00 pm
- Thursday, 7:00 am–6:00 pm
- Friday, 7:00 am–6:00 pm
- Saturday, 7:30 am–12 noon

<b><i>Tuesday, October 21</i></b>		
<b>9:00 am</b>	9:00–5:00 NCSPOD Board of Directors Meeting	
<b>12:00 pm</b>		12:00–5:00 POD Core Committee meeting

<b><i>Wednesday, October 22</i></b>			
<b>8:00 am</b>			8:00–5:00 POD Core Committee meeting
<b>8:30 am</b>	8:30–12:00 Pre-conference workshops W1-W13		
<b>12:00 pm</b>	Lunch on your own (except full-day workshops W1-W5)	12:15–5:15 Expedition #1: Lake Tahoe Tour	
<b>1:00 pm</b>	1:00–4:30 Pre-conference workshops W1-W5 cont. W14–W23		
<b>5:00 pm</b>	5:00–5:30 Intro. to POD for first timers		
<b>5:30 pm</b>	5:30–6:30 POD Welcome Reception (food and cash bar)		
<b>6:30 pm</b>	6:30–7:00 NCSPOD First Time Conference Attendee Orientation		
<b>7:00 pm</b>	7:00–9:00 NCSPOD Welcome Reception (food & cash bar)		

<b>Thursday, October 23</b>		
<b>7:00 am</b>		7:00–8:00 POD/NCSPOD Continental Breakfast
<b>7:30 am</b>	7:30–8:45 NCSPOD Regional Meetings	7:45–8:45 POD Topical Interest Groups (TIGs)
<b>8:00 am</b>		8:00–12:00 Expedition #2: Rim Trail Tour and Hike
<b>8:30 am</b>		
<b>9:00 am</b>	9:00–10:15 Concurrent Sessions	
<b>10:00 am</b>		
<b>10 :15 am</b>	Beverage Break	
<b>10:30 am</b>	10:30–11:45 Concurrent Sessions	10:30–11:45 Roundtable Sessions
<b>11:45 am</b>		
<b>12:15 pm</b>	12:15–2:00 NCSPOD/POD Luncheon Plenary Session One	
<b>2:00 pm</b>		2:15–4:45 Expedition #3: National Automobile Museum
<b>2:15 pm</b>	2:15–3:30 Concurrent Sessions	2:15–3:30 Roundtable Sessions
<b>3:30 pm</b>	Beverage Break	
<b>3:45 pm</b>	3:45–5:00 Concurrent Sessions	3:45–5:00 Roundtable Sessions
<b>5:00 pm</b>		
<b>5:30 pm</b>	5:30–8:00 NCSPOD 2009 Reception, Dinner, and Business Meeting	5:30–6:30 POD Diversity Reception
<b>6:30 pm</b>		6:30–8:00 POD Dinner and Presidential Address
<b>7:30 pm</b>		

<b>Friday, October 24</b>			
<b>7:00 am</b>	7:00–8:00	7:00–8:00 POD	7:30–9:00 NCSPOD Leadership Breakfast
<b>7:30 am</b>	Continental Breakfast	Graduate Student Professional Developer Breakfast	
<b>8:00 am</b>			
<b>8:15 am</b>	8:15–9:30		
	Concurrent Sessions		
<b>9:30 am</b>			
<b>9:45 am</b>	9:45–10:45		
	Plenary Session Two		
<b>10:45 am</b>	Beverage break		
<b>11:00 am</b>	11:00–12:15		11:00–7:00 Vendor Exhibit
	Concurrent Sessions		
<b>12:15 pm</b>			
<b>12:30 pm</b>	12:30–2:00	12:30–2:00	
	NCSPOD Awards Luncheon	POD Awards Luncheon	
<b>2:00 pm</b>		2:15–4:45	
<b>2:15 pm</b>	2:15–3:30	Expedition #4:	
	Concurrent Sessions	National Historical Museum	
<b>3:30 pm</b>	Beverage Break		
<b>3:45 pm</b>	3:45–5:00		
	Concurrent Sessions		
<b>5:00 pm</b>	5:00–5:30		
	Resource Fair Setup		
<b>5:30 pm</b>	5:30–7:00		
	POD/NCSPOD	6:00–10:00	
	Reception, Resource	Expedition #5:	
	Fair, POD Innovative	Virginia City Dinner	
	Award Posters	Theatre	
<b>7:00 pm</b>	7:00–10:00		
	Expedition #6: Elder		
	POD Dinner at		
	Rapscallion		

<b>Saturday, October 25</b>				
<b>7:30 am</b>	7:30–9:15 Breakfast Buffet	7:30–9:15 Rooms available for committee and informal meetings by request	7:30–9:15 Job Fair	7:30–12:00 Vendor Exhibit
<b>9:15 am</b>				
<b>9:30 am</b>	9:30–10:45 GIFTS Sessions and Poster Sessions			
<b>10:45 am</b>	10:45–12:00 GIFTS Sessions and Poster Sessions	10:00–12:00 Expedition #7: Reno City Tour/Basque Culture Tour		
<b>12:00 pm</b>	12:00–2:00 Lunch on your own			
<b>12:30 pm</b>				12:30–5:30 Expedition #8: Lake Tahoe Tour
<b>2:00 pm</b>	2:00–3:15 Concurrent Sessions	2:00–3:15 Roundtable Sessions		
<b>3:15 pm</b>	Beverage Break			
<b>3:30 pm</b>	3:30–4:45 Concurrent Sessions			
<b>4:45 pm</b>				
<b>5:30 pm</b>	5:30–6:30 Reception			
<b>6:30 pm</b>	6:30–8:00 Banquet			
<b>8:00 pm</b>	8:00–12:00 Dance		8:00–11:00 Jazz trio	

- 1977 – 1979 Roland Terrell, Florida Junior College at Jacksonville, FL  
1979 – 1980 Shay Jaggard, University Of Kentucky, Community College System, KY  
1980 – 1981 Bob Mitchell, Des Moines Area Community College, IA  
1981 – 1982 Maureen Lukenbill, Miami-Dade Community College, FL  
1982 – 1983 Gordon Watts, Westark Community College, AR  
1983 – 1984 Carol McCombs, Tri-County Tech College, SC  
1984 – 1985 Richard D. Yarger, Edison Community College, FL  
1985 – 1987 Betty Kyger, Columbia State Community College, TN  
1987 – 1988 Jerrold Novotney, Los Angeles CC District, CA  
1988 – 1989 Betty Mills, Rancho Santiago College, CA  
1989 – 1990 Gordon E. Watts, North Arkansas Comm. College, AR  
1990 – 1991 Kathi Hiyane-Brown, Leeward Community College, HI  
1991 – 1992 Helen M. Burnstad, Johnson County Community College, KS  
1992 – 1993 Thomas Campbell, Illinois Central College, IL  
1994 – 1995 Cindy Hoss, Butler County Community College, KS  
1995 – 1996 Sharon Ratliffe, Golden West College, CA  
1996 – 1997 John F. Baker, Kahl Educational Center, IA  
1997 – 1998 Robbie Bos, Rio Hondo College, CA  
1998 – 1999 Ben Hayes, Kansas City, Kansas Community College, KS  
1999 – 2000 Tom Rodgers, Collin County Community College, Preston Ridge Campus, TX  
2000 – 2001 Ron Luce, Hocking College, OH  
2001 – 2002 Bill Searle, Asnuntuck Community College, CT  
2002 – 2003 Kay Weiss, San Bernardino Valley College, CA  
2003 – 2004 Cindy Hoss, Kansas City, Kansas Community College, KS  
2004 – 2005 Bob Cox, George Brown College, ON  
2005 – 2006 Patsy Lemaster, Amarillo College, TX  
2006 – 2007 Alice McNeely, Broome Community College, NY  
2007 – 2008 Louanne Whitton, Chemeketa Community College, OR

Recently, conference locations have circulated among the five regions, including Canada. Annual conferences have been held in Dallas (1978), Denver (1979, 1986 and 2003); Des Moines (1980); Philadelphia (1981 and 2002); Louisville (1982); Overland Park, KS (1983); Atlanta (1984); Lake Delavan, WI (1985, jointly with POD); New Orleans (1987); Chicago (1988); Columbia, MD (1989); Costa Mesa, CA (1990); Houston (1991); Reno (1992); Key Biscayne (1993); Phoenix (1994); Schaumburg, IL (1995); Bellevue (1996); San Antonio (1997); Toronto (1998); San Diego (1999); St. Louis (2000); Jacksonville (2001); Kansas City (2004); Montreal (2005); Fort Worth (2006) and Buffalo/Niagara (2007).

Mathew L. Ouellett, UMass-Amherst	2007-08	William Penn Omni, Pittsburgh, PA
James E. Groccia, Auburn University	2006-07	DoubleTree-Lloyd Center, Portland, OR
Virleen Carlson, Cornell University	2005-06	Hilton Milwaukee City Center, Milwaukee, WI
L. Dee Fink, University of Oklahoma	2004-05	Hyatt Regency, Montréal, Québec
Laura L. B. Border, CU-Boulder	2002-04	Denver Marriott Tech Center, Denver, CO
Roger Sell, Southwest Missouri St U	2002-02	Crowne Plaza Ravinia, Atlanta, GA
Mary Deane Sorcinelli, UMass-Amherst	2001-02	Millennium Hotel, St. Louis, MO
Christine Stanley, Texas A&M University	2000-01	The Westin Bayshore, Vancouver, BC
Jim Eison, University of South Florida	1999-00	The Resort at Split Rock, Lake Harmony, PA
Kay Gillespie, Colorado State University	1998-99	Snowbird Resort, Salt Lake City, UT
Eric Kristensen, Berklee College of Music	1997-98	Grenlefe Golf/Tennis Resort, Haines City, FL
Marilyn Leach, U of Nebraska-Omaha	1996-97	Snowbird Resort, Salt Lake City, UT
Nancy Chism, The Ohio State University	1995-96	Sea Crest Resort, North Falmouth, MA
Karron Lewis, Univ of Texas at Austin	1994-95	Red Lion Columbia River, Portland, OR
Donald Wulff, University of Washington	1993-94	Kahler Resort, Rochester, MN
Daniel W. Wheeler, U. Nebraska-Lincoln	1992-93	Saddlebrook Resort, Wesley Chapel, FL
Ronald Smith, Concordia U.- Montréal	1991-92	Lakeview Resort, Morgantown, WV
Emily (Rusty) Wadsworth, McHenry County College & Delivee Wright, University of Nebraska-Lincoln	1990-91 1989-90	Granlibakkan Center, Tahoe City, CA Villas-by-the-Sea, Jekyll Island, GA
Marilla Svinicki, U of Texas at Austin	1988-89	Keystone Resort, Keystone, CO
Marilla Svinicki, U of Texas at Austin	1987-88	Inn of the Hills, Kerrville, TX
Bette L. Erickson, U of Rhode Island	1986-87	Hidden Valley Lodge, Somerset, PA
Bette L. Erickson, U of Rhode Island	1985-86	Lake Lawn Lodge, Delavan, WI
LuAnn Wilkerson, Harvard Med School	1984-85	Asilomar, Monterey, CA
Michele Marincovich, Stanford U	1983-84	Airlie House, Airlie, VA
Michael Davis, University of the Pacific	1982-83	Montebello, Québec
Michael Davis, University of the Pacific	1981-82	Westin Hotel, Cincinnati, OH
Lance Buh, Projects for Educ Dev't	1980-81	Claremont Resort, Berkeley, CA
Glenn Erickson, U of Rhode Island	1979-80	Fairfield Glade, TN
Glenn Erickson, U of Rhode Island	1978-79	Shangri-La State Park, OK
Mary Lynn Crow, U of Texas-Arlington	1977-78	Illinois Beach State Park, Zion, IL
Joan North, U Wisconsin-Stevens Point	1976-77	Airlie House, Airlie, VA

The NCSPOD Board would like to extend its appreciation to all the individuals and organizations that have helped us organize and implement this event:

Dr. Maria Sheehan and Truckee Meadows Community College, NV  
Dr. Elizabeth Goulard, Monica Oizumi and Chemeketa Community College, OR  
Deena Price and Broome Community College, NY  
Mary Greiner and The Community College of Baltimore County, MD  
Brian Thom and British Columbia Institute of Technology, BC  
Sharon Bowman  
Queency Fernandez  
Kathy Becker and Company of Experts  
Richard Lyons and Adjunct Success  
The Achievement Awards Review Committee including Nancy Deutsch, Linda Lee, Jim Gentile  
and Pam Bergeron

The Board also wishes to offer a special thank you to our sponsors who are listed in the program. Their generous support has helped to make this conference an event to remember.

And a special thank you to our POD colleagues, as we've put into practice the conference theme of weaving our individual organizations' cultures, practices, and traditions to create a unique and memorable event for all our members.

We wish to thank the following people for their valuable contributions to this year's conference.

**Conference Co-Chairs**

Kathryn Plank, The Ohio State University  
 Laurel Willingham-McLain, Duquesne University

**Program Co-Chairs**

Kevin Barry, Notre Dame University  
 Debra Fowler, Texas A&M University

**Pre-Conference Sessions:** Shaun Longstreet, University of California—Irvine

**Concurrent Sessions:** Tuesday Cooper, SUNY Empire State College

**Topical Interest Groups (TIGs):** Tine Reimers, Cornell University

**Poster Sessions:** Katherine Kearns, Indiana University

**Innovation Award:** Todd Zakrajsek, University of North Carolina—Chapel Hill

**Resource Fair:** Suzanne Tapp, Texas Tech University

**Job Fair:** Julie-Ann McFann, New Professor Mentor Coaching

**Educational Expeditions:** Natasha Haugnes, Academy of Art University

**Registration Desk:** Karen Krzywicki, Duquesne University

**Volunteer Coordination:** Susanne Morgan, Ithaca College  
 & Teresa Johnson, The Ohio State University

**Conference Evaluation:** Wayne Jacobson, University of Washington

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

**Roommate Assistance Coordinator:** Allison Boye, Texas Tech University

**Conference Logo:** Ashley Deal, Carnegie Mellon University

**Menges Award Reviewers**

Michele DiPietro, Carnegie Mellon University, Chair  
 Norma Ming, University of California—Berkeley  
 Mathew Ouellett, University of Massachusetts—Amherst  
 Catherine Wehlburg, Texas Christian University

**Conference Proposal Reviewers**

Karen Adsit, University of Tennessee—  
 Chattanooga  
 Ilene D. Alexander, University of Minnesota—  
 Twin Cities  
 Bridget Arend, University of Denver  
 Virginia Arp, Gannon University  
 Antonis Asprakis, Drexel University  
 Phil Backlund, Central Washington University  
 Donna W Bailey, University of North  
 Carolina—Chapel Hill  
 Pamela E. Barnett, Temple University  
 Sally Barr Ebest, University of Missouri—St.  
 Louis  
 Gabriele Bauer, University of Delaware  
 Jennifer Beasley, Indiana University—Purdue  
 University Indianapolis  
 Laura Behling, Gustavus Adolphus College  
 Laurie Bellows, University of Nebraska—  
 Lincoln  
 Helen Bergland, Eastern Washington  
 University  
 Victoria Bhavsar, Cal Poly Pomona  
 Cheryl Bielema, University of Missouri—St.  
 Louis  
 Andrea R. Bilics, Worcester State College

Kristine Blair, Bowling Green State University  
 Phyllis Blumberg, University of the Sciences  
 in Philadelphia  
 Cheelan Bo-Linn, University of Illinois—  
 Urbana-Champaign  
 Annique Boelryk, Georgian College  
 Laura L. B. Border, University of Colorado—  
 Boulder  
 Jim Borgford-Parnell, University of  
 Washington  
 Beth Bowser, Western Carolina University  
 and Defiance College  
 Diane E. Boyd, Furman University  
 Drick Boyd, Eastern University  
 Kathy Browne, Rider University  
 Derek Bruff, Vanderbilt University  
 Dakin Burdick, Michigan State University  
 Bill Burke, University of Kentucky  
 Michelle Case, Baker University  
 Elizabeth O'Connor Chandler, University  
 of Chicago  
 Michelle Chandrasekhar, Tallahassee  
 Community College  
 Eli Collins-Brown, Methodist College of  
 Nursing

**Conference Proposal Reviewers (continued)**

- Tuesday L. Cooper, SUNY Empire State College
- Georgeanne Cooper, University of Oregon
- Patricia Coward, Canisius College
- Jodi Cressman, DePaul University
- Michael Dabney, Hawaii Pacific University
- Amber Dailey-Hebert, Park University
- Paul W. Decker, Woodbury University
- Theron DesRosier, Washington State University
- Michele DiPietro, Carnegie Mellon University
- Sheila Dove Jones, Bloomsburg University of Pennsylvania
- Terry Doyle, Ferris State University
- James Eison, University of South Florida
- Suki Ekaratne, University of Bath
- Donna Ellis, University of Waterloo
- Lindsay English, Cuyahoga Community College
- Bonnie Farley-Lucas, Southern Connecticut State University
- Zala Fashant, Minnesota State Colleges and Universities
- Peter Felten, Elon University
- Celeste Fenton, Hillsborough Community College
- Sandra Finley, University of Illinois—Urbana-Champaign
- Jean C. Florman, University of Iowa
- Catherine Frerichs, Grand Valley State University
- Jeffrey Froyd, Texas A&M University
- Joseph Gadberry, Johnson County Community College
- De Gallow, University of California, Irvine
- Susan Gano-Phillips, University of Michigan—Flint
- Kay Gillespie, CKF Associates—Higher Education Development
- Karen Goh, Republic Polytechnic
- Caroline Golab, Thomas Jefferson University
- Valerie Grabove, Niagara College Canada
- Judy Grace, Arizona State University
- Donna H. Green, Davenport University
- David Green, Seattle University
- Joe Grimes, California Polytechnic State University
- Stacy Grooters, Stonehill College
- Margaret Gunderson, University of Missouri
- Rosalinda Haddon, Northern Arizona University
- Steven Hansen, Duquesne University
- Jace Hargis, University of the Pacific
- Donna Harp Ziegenfuss, Widener University
- Kathleen Haring, Muhlenberg College
- Nancy Harris, James Madison University
- Nancy Hartung, University of St. Thomas
- Nira Hativa, Tel Aviv University
- Jennifer Herman, Niagara University
- Jeff Himpele, Princeton University
- Sue Hines, Saint Mary's University of Minnesota
- Katherine Hoffman, Roanoke College
- Cassandra Volpe Horii, Harvard University
- Barbra Hornum, Drexel University
- Don Humphreys, Cedarville University
- Kristen Hutchins, University of Missouri
- Sallie M. Ives, University of North Carolina—Charlotte
- Edward A. Jensen, Lock Haven University of Pennsylvania
- Frances S. Johnson, Rowan University
- Kevin M. Johnston, Michigan State University
- Lynn Jones Eaton, University of Texas—Austin
- Stephanie Juillerat, Azusa Pacific University
- Alan Kalish, The Ohio State University
- Trish Kalivoda, University of Georgia
- Kathleen O. Kane, University of Hawaii—Manoa
- Judy Karlson, Western International University
- Linda Beane Katner, St. Norbert College
- Katherine Kearns, Indiana University
- Louis Keiner, Coastal Carolina University
- Anne Kelsch, University of North Dakota
- Naoshi Kira, Japan Professional School of Education
- Jeffrey Knapp, Florida International University
- Constance Knapp, Pace University
- Beverly Knauper, University of Cincinnati Raymond Walters College
- Susan Ko, University of Maryland University College
- Murali Krishnamurthi, Northern Illinois University
- Eric Kristensen, University of Ottawa
- Kayoko Kurita, National Institution for Academic Degrees and University Evaluation—Japan
- Linda Kvamme, Savannah College of Art and Design
- Stacey Lane Tice, Syracuse University
- Bruce Larson, University of North Carolina—Asheville
- Liz Larzelere, New York Chiropractic College
- Debra Laverie, Texas Tech University
- Patricia Lawler, Widener University
- Margaret Lawrence, University of Washington
- Jean Layne, Texas A&M University
- Marilyn Leach, University of Nebraska—Omaha
- Karron Lewis, The University of Texas—Austin
- Ernest Linsay, Wilmington University
- Angela R. Linse, Penn State University
- Julie Lochbaum, Truman State University

**Conference Proposal Reviewers (continued)**

- Shaun Longstreet, University of California—  
Irvine
- Mark Lowry Decker, University of Texas—  
Austin
- Alice Macpherson, Kwantlen University  
College
- George A. Marquez, North Lake College
- Nancy C. McClure, Fairmont State University
- Melissa McDaniels, Michigan State University
- Meggin McIntosh, University of Nevada—  
Reno
- Prudence Merton, Texas A&M University
- Andrew Merzenich, Temple University—Japan  
Campus
- Sarah (Sal) Meyers, Simpson College
- Joan Middendorf, Indiana University
- Carol Miles, Carleton University
- Pam Milloy, Grand View College
- Lynda Milne, Minnesota State Colleges &  
Universities
- Susanne Morgan, Ithaca College
- Joy Morrison, University of Alaska—Fairbanks
- Donald Mulvaney, Auburn University
- Cheryl Murphy, University of Arkansas
- Kathryn Nantz, Fairfield University
- Roya Nassery, Berklee College of Music
- Ed Neal, University of North Carolina—Chapel  
Hill
- Linda B. Nilson, Clemson University
- Jeff Nugent, Virginia Commonwealth  
University
- Leslie Ortquist-Ahrens, Otterbein College
- Matt Ouellett, University of Massachusetts—  
Amherst
- Doris Owens, St. Philip's College
- Carolyn Oxenford, Marymount University
- Megan Palmer, Indiana University—Purdue  
University Indianapolis
- Michael Palmer, University of Virginia
- Tina Parscal, Regis University
- Pratul Pathak, California University of  
Pennsylvania
- Larissa Pchenitchnaia, Texas A&M University
- Mildred M. Pearson, Eastern Illinois  
University
- Nan Peck, Northern Virginia Community  
College
- Iola Peed-Neal, University of North  
Carolina—Chapel Hill
- Lisa Perfetti, Muhlenberg College
- Donna T. Petherbridge, North Carolina State  
University
- Maike Ingrid Philipsen, Virginia  
Commonwealth University
- Susan Pliner, Hobart and William Smith  
Colleges
- Susan Polich, Virginia Commonwealth  
University
- Nancy Polk, Virginia Tech
- Christopher Price, State University of New  
York—Brockport
- Donna M. Qualters, Suffolk University
- Paul Quick, University of Georgia
- Gail Rathbun, Indiana University—Purdue  
University Fort Wayne
- Lois Reddick, Cultivating Our Sisterhood  
International Association, Inc.
- Harriette Richard, Johnson C. Smith  
University
- Judy Ridgway, The Ohio State University
- Ann Riley, University of Oklahoma
- Kelly D. Roberts, University of Hawaii—  
Manoa
- Renee Robinson, Saint Xavier University
- Becky Rosenberg, University of Washington—  
Bothell
- Stewart Ross, Minnesota State University—  
Mankato
- Catherine Ross, University of Connecticut
- Nancy Ruggeri, University of Wisconsin—  
Madison
- Jennifer Russell, Academy of Art University
- Lisa Rycroft, Army Management Staff College
- Derina S. Samuel, Syracuse University
- Karen Santos, James Madison University
- Lea Ann (Beez) Schell, State University of  
New York—Fredonia
- Roger Sell, Missouri State University
- Susan Shadle, Boise State University
- Marian Shaffner, Academy Art University
- Allyn Shaw, Michigan State University
- Mei-Yau Shih, University of Massachusetts—  
Amherst
- Jennifer Shinaberger, Coastal Carolina  
University
- Greg Siering, Ball State University
- Mary Deane Sorcinelli, University of  
Massachusetts—Amherst
- Martin Springborg, Minnesota State Colleges  
and Universities
- Karen St.Clair, Auburn University
- Claudia J. Stanny, University of West Florida
- James F. Stenerson, Pace University
- Ellen Stevens, University of Colorado—  
Denver
- Lorinda Stuber, Red Deer College
- Marie-Therese C. Sulit, Mount Saint Mary  
College
- Suzanne Tapp, Texas Tech University
- Roberta C. Teahen, Ferris State University
- Michael Theall, Youngstown State University
- James A. Therrell, Northwestern Oklahoma  
State University
- Jacqueline Thomas, Texas A&M University—  
Kingsville
- Tammy Tobin-Janzen, Susquehanna  
University
- Frank Tuitt, University of Denver

**Conference Proposal Reviewers (continued)**

Michael Uttendorfer, New York Institute of Technology	Brent Wendling, University of Central Oklahoma
Pamela Vaughn, San Francisco State University	Valeri Werpetinski, University of Illinois—Urbana-Champaign
Yaoling Wang, Iowa State University	Betty Whitesell, Regis University
Susan J. Weaver, University of the Cumberland	Paul Wieser, University of Minnesota
Marion Webb, Kingston University	Diane Williams, University of South Florida
Sandra K. Webster, Westminster College	Margaret Wilson, NorQuest College
Shrinika Weerakoon, University of Colombo	Thomas Wortman, Minnesota State Colleges and Universities
Julie Weible, University of Calgary	Mary Wright, University of Michigan
Valeria Wenderoth, University of Hawaii—Manoa	Jung Yun, University of Massachusetts—Amherst

In addition, we want to thank our NCSPOD colleagues, and all of you who—in the POD spirit—step forward and volunteer during the conference by welcoming newcomers, staffing the registration desk, and performing myriad other tasks that make this year’s joint conference a success.

Virginia Lee, POD Network President  
Virginia S. Lee & Associates

Hoag Holmgren, Executive Director  
The POD Network in Higher Education

Through its awards program, NCSPOD recognizes the many people who have contributed to the founding and continuous growth of the organization and to the field of professional development. The continued success of NCSPOD lies in supporting development as an integral part of each institution, promoting the practice and the practitioners, and meeting the needs of the practitioner for personal renewal, growth, change, and continuous improvement.

**To be presented Friday, October 24 at the Awards Luncheon, 12:30 – 2:00  
Poolside Terrace, Fifth Floor.**

*John Fry Individual Merit Award*

Recognizes individuals who have made outstanding contributions to staff, program, and organizational development on a regional, state/provincial, or local basis.

**Dr. Charles T. Blocksidge, Community College of Allegheny County**

*Institutional Merit Award*

Recognizes excellence in the delivery and impact of staff, program and organizational development programs and in the promotion of these outstanding programs.

**Delta College, Center for Organizational Success**

*Innovation Award*

Recognizes achievement in a program, project, or event that demonstrates innovative ideas, adaptations, activities, or approaches that enhance the effectiveness of staff, program, and/or organizational development.

**Leadership Education in Action Program, College of the Canyons  
Featured Faculty, College of Lake County**

*College President's/Chancellor's Award*

Recognizes a college president or chancellor for outstanding leadership in support of SPOD activities.

**Dr. Karen Nicodemus, Cochise Community College**

*Helen Burnstad National Leadership Award*

Recognizes an individual who has made significant contributions in writing, research, leadership, or advocacy that promotes the goals of staff, program, and/or organizational development at the national or international level.

**Dr. Richard Lyons, Indian River Community College**

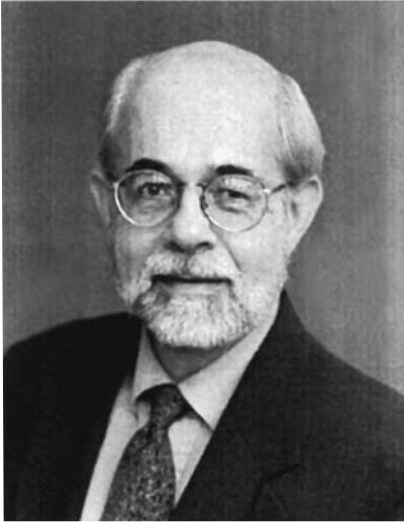
*Glenn Schmitz Award*

Recognizes outstanding service to the NCSPOD board.

**The recipient will be announced at the Awards Luncheon**

*NCSPOD's Certificate of Achievement in Staff, Program, and Organizational Development* recognizes those who have completed the intensive year-long program and demonstrated competencies of professionals working in the field of Staff, Program, and Organizational Development.

**The recipients will be announced at the Awards Luncheon**



**Robert J. Menges** (1939-1997) was and remains an honored scholar whose long years of work and contributions to teaching, learning, and faculty development in higher education can be characterized by his spirit of caring consultation, active participation, and rigorous research.

Bob was a consummate mentor: challenging, guiding, and deeply involved. It was in his nature to share what he knew and to help others find their own wisdom. He was doing active lecturing long before it was popular. In every event in which he engaged, he sought to find clever, intelligent, compelling tasks for people to tackle. He believed in the active life of knowledge. Moreover, Bob knew and respected the practice of social psychology. He loved to create studies out of ideas, and he practiced a wide variety of methodologies and designs.

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

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

For this year's 33rd Annual Conference, two such sessions have been selected to receive the "POD Honored Presentation Award In Recognition of Robert J. Menges."

**Developing an Evidence-Based Curriculum and Assessment: The History Learning Project**

*Thursday, Bonanza B, 10:30-11:45*

Joan Middendorf, Indiana University  
George Rehrey, Indiana University

**Implications/Applications of an International Study of Faculty Skills and Roles**

*Thursday, Ponderosa B, 3:45-5:00*

Michael Theall, Youngstown State University  
Raoul Arreola, University of Tennessee Health Science Center  
Bonnie Mullinix, TLT Group, Inc.

The POD Network, upon recommendation of the Diversity Committee, awarded travel grants to the following people:

Indhu Gopal	Johnson C. Smith University
Maria del Carmen Salazar	University of Denver
Juliana Banks	Indiana University
Lea Campbell	City College of Chicago
Leilani Perez-Mayo	City College of Chicago
Ana Baratta	Indiana University
Shirley Anderson	Johnson C. Smith University
Carmen Walker	Johnson C. Smith University
Kandace Harris	Johnson C. Smith University
Marie-Therese Sulit	Mount Saint Mary College
Pamela Thompson	Columbia University

The POD Network, upon recommendation of the Diversity Committee, has awarded the 2008 Faculty/TA Instructional Development Internship Grant to

The Center for Excellence in Teaching and Learning,  
Clark Atlanta University, Atlanta, Georgia

*Information about these grants can be found at [www.podnetwork.org/grants\\_awards.htm](http://www.podnetwork.org/grants_awards.htm).*

The following categories and topics represent ongoing areas of research and practice among POD and NCSPOD members. One of three overarching categories is designated for each session.

- **Professional Development** – Practices and activities contributing to the evolution of individuals in the field. Includes but is not limited to orientation, career planning, mentoring, goal setting, time management, and ethics.
- **Instructional Development** – Practices and activities contributing to the advancement of teaching and learning. Includes but is not limited to learning theory, consultation, and programming.
- **Organizational Development** – Practices and activities contributing to the vitality of the organization. Includes but is not limited to leadership, strategic planning, sustainability, accreditation, and collaboration.

Each session will also have topics from the following list designated in the program.

#### **Professional Context**

- Faculty
- Adjunct/Part Time
- Staff
- Graduate Teaching Assistants (GTA)
- Educational Developers
- Science, Technology, Engineering, Math (STEM)

#### **Institutional Context**

- Large
- Small
- Historically Black Colleges and Universities (HBCU)
- Community/Technical Colleges

#### **Research and Innovation**

- Scholarship of Teaching and Learning (SoTL)
- Educational Research
- Educational Development Profession

#### **Diversity**

#### **International**

#### **Communication Strategies**

(e.g., marketing, development, promoting our

#### **Wellness & Wholeness**

(e.g., career stages, work-life balance)

#### **Assessment & Evaluation**

- Program Evaluation
- Learning Outcomes Assessment

#### **Technology**

- Administrative
- Learning and Teaching

**Tuesday, October 21, 2008**

**Boardroom      NCSPOD Board of Directors Meeting**

Second Floor  
9:00 am–  
5:00 pm

**Genoa              POD Core Committee Meeting**

12:00 pm–  
5:00 pm

**Poolside Terr. Conference Registration**

Fifth Floor  
5:00 pm–  
8:00 pm

**Poolside Terr. Welcome Area**

Fifth Floor      Volunteers are available to guide attendees in planning how to get the most out of the  
5:30 pm–      conference.  
7:00 pm

**Wednesday, October 22, 2008**

**Wednesday, At-a-glance**

7:30 am–6:00 pm      Conference registration  
8:00 am–5:00 pm      POD Core Committee meeting  
8:30 am–12:00 pm      Pre-conference workshops W1–W13  
12:00 pm–1:00 pm      Lunch on your own (except for full-day workshops W1–W5)  
12:15 pm–5:15 pm      Expedition #1: Lake Tahoe Tour  
1:00 pm–4:30 pm      Pre-conference workshops W1–W5 cont.; W14–W23  
5:00 pm–5:30 pm      Introduction to POD for first timers  
5:30 pm–6:30 pm      POD Welcome Reception (food and cash bar)  
6:30 pm–7:00 pm      NCSPOD First Time Conference Attendee Orientation  
7:00 pm–9:00 pm      NCSPOD Welcome Reception (food and cash bar)

**Pavilion              Conference Registration**

**Foyer**  
Second Floor  
7:30 am–  
6:00 pm

**Pavilion              Welcome Area**

**Foyer**      Volunteers are available to guide attendees in planning how to get the most out of the  
Second Floor      conference.  
11:00 am–  
5:30 pm

**Pavilion B              POD Core Committee Meeting**

8:00 am–  
5:00 pm

## Full-day Pre-Conference Workshops (W1-W5)

**Pavilion D&E**

Second Floor

8:30 am–

4:30 pm

**W-1: Getting Started: POD Workshop for New Faculty Developers***Todd Zakrajsek, University of North Carolina—Chapel Hill**Milton Cox, Miami University**Karron Lewis, University of Texas—Austin**James Eison, University of South Florida*

This session is designed to assist new faculty developers in gaining the skills necessary to be effective and to help them determine which activities will best serve their campuses. Experienced faculty developers from diverse institutions will address specific needs of the participants and offer "breakouts" to address a variety of issues. The goal for the day will be for participants to walk away with concrete ideas of ways to best move forward at their own institution.

**Bonanza B**

Second Floor

8:30 am–

4:30 pm

**W-2: NCSPOD New Practitioners' Workshop***Valerie Grabove, Niagara College*

Designed to assist the new practitioner in understanding the field of staff, program, and organizational development, this workshop will assist the developer in the preliminary design of a successful program. The session will be responsive to the wants and needs identified by the registered participants, but potential topics include orientation programs, faculty development, staff development, leadership programs, needs assessment strategies, planning and budgeting to meet the needs of your college, and developing a strategic plan for an on-going program.

**Bonanza C**

Second Floor

8:30 am–

4:30 pm

**W-3: Preparation and Content Knowledge for Graduate Student and Postdoc Developers***Laura Border, University of Colorado—Boulder**Elizabeth O'Connor Chandler, University of Chicago**Dieter Schönwetter, University of Manitoba*

Grounding their presentation in theoretical frameworks, empirical research, and 50+ years of experience, presenters from two countries discuss how developers of graduate and professional students and postdoctoral fellows can prepare for their jobs in teaching centers, graduate schools, or academic departments. Beginning developers learn methods, skills, models, and tools to analyze, assess, and address key issues; explore new research; produce individual plans to create, improve or assess an aspect of a program designed to foster improved teaching or professional development for their constituencies; and receive individualized feedback on their plans. Participants receive a CD resource kit.

Professional Development — Graduate Teaching Assistants (GTA), Educational Development Profession

**Southern Pacific D**

Third Floor

8:30 am–

4:30 pm

**W-4: Evaluating the Impact of Professional Development Efforts***Cindra Smith, retired Director of Education Services for the Community College League of California*

Have you ever wondered:

- how to effectively assess your staff development program?
- how effective are the programs you offer?
- what are the best practices being used to evaluate programs?
- how to design effective evaluation instruments?

**Southern Pacific B**

Third Floor  
8:30 am–  
4:30 pm

This workshop will provide an intensive focus on how we can demonstrate the effectiveness and worth of our professional development efforts. Participants will learn about the critical levels of professional development evaluation and will have the opportunity to apply what they've learned by developing an assessment plan.

**W-5: A Great Professional Developer Seminar: Weaving and Sharing Our Best Practices**

*Mike McHargue, Foothill College*

This workshop will celebrate who we are and what we do—demonstrating again that the best professional development is "well-facilitated shoptalk." This very interactive session will begin with a substantial mixer to help us connect with conference colleagues. Following that, you will:

- (re-?) learn the "Great Seminar" model
- share good POD ideas and activities
- identify (and solve some) "challenges"
- meet several personal conference resources
- practice many activities and techniques you can use on your campus.

**Morning Pre-Conference Workshops (W6-W13)****Southern Pacific E**

Third Floor  
8:30 am–  
12:00 pm

**W-6: Hidden Matters: Crossing Cultures on Campus**

*Rosemarie Brefeld, Washington University*

To promote cross-cultural learning in our classrooms, an instructor-made documentary will be shown of international undergraduate students relating their struggles and reactions to discussion-based classes. Documentary pre-viewing and post-viewing activities will allow participants an opportunity to closely examine the cultural and linguistic challenges internationals face in discussion classes, learn about research which applies to those situations, and collaborate with colleagues to discuss how practices can be modified to more actively engage international students. Participants will leave the session with suggestions to reflect upon and explore for their own contexts.

**Southern Pacific C**

Third Floor  
8:30 am–  
12:00 pm

**W-7: Developing and Administering Better Surveys: What Educational Developers Should Know**

*Michele DiPietro, Carnegie Mellon University*

*Michael Bridges, Carnegie Mellon University*

High quality data, gathered from well-developed surveys, inform and enhance our patterns of practice. In an era of increasing accountability in which faculty developers are asked to document their effectiveness, surveys are a vital tool. In addition, data from surveys play an integral role in needs assessments, course assessments, and workshop, seminar and program evaluation instruments. However, the quantitative and methodological skills sets required for developing effective surveys are often not a part of the faculty developers' toolbox. This hands-on workshop is designed to help faculty developers design and administer more effective surveys.

Professional Development — Assessment & Evaluation, Educational Development Profession

**Southern Pacific F**  
Third Floor  
8:30 am–  
12:00 pm

**W-8: A Facilitator's Guide to Helping Others Build Brief Hybrid Workshops**

*Steven Gilbert, TLT Group, Inc.*  
*Sally Gilbert, TLT Group, Inc.*  
*Bonnie Mullinix, TLT Group, Inc.*

This advanced workshop is designed for faculty developers who want to help teams of faculty members and others to design and produce Brief Hybrid Workshops (BHWs): targeted, flexible teaching/learning tools which can be face-to-face, online, or both. A BHW, an activity of less than 15 minutes, includes the use of Internet-accessible media clips and other activities (such as Classroom Assessment Techniques), documents, and guidelines, along with Web-based tools, software and resource collections (google docs, Lecshare Pro, Flickr, flip-video camcorders, YouTube, etc.). Participants are welcome to join the facilitators in leading the workshop on developing educationally effective BHWs.

Instructional Development — Learning and Teaching, Faculty

**Poolside Terrace**  
Fifth Floor  
8:30 am–  
12:00 pm

**W-9: Writing and Revising Your Philosophy of Faculty Development**

*Neill Johnson, The Pennsylvania State University*

How do faculty developers in higher education settings reflect on their own professional practices and communicate what they do and why to others in the profession and to the faculty and future faculty with whom they work every day? How is a faculty development philosophy different from a philosophy of teaching? Why would you want to make a distinction? What resources and activities are available for getting started or moving forward? Faculty developers at early, mid, or late career are encouraged to attend, but they must be willing to reflect deeply on how their professional roles and personal aims intersect.

Professional Development — Educational Developers, Communications

**Southern Pacific A&G**  
Third Floor  
8:30 am–  
12:00 pm

**W-10: Helping Students Learn in a Learner Centered Classroom**

*Terry Doyle, Ferris State University*

Change is often difficult. Faculty adopting a learner centered teaching (LCT) approach must realize this approach is a significant change for their students. Students come to college having experienced 12 or more years of teacher centered instruction. LCT looks little like what they know as school. Being asked to make learning choices, collaborate more, and put forth greater effort often causes students to resist LCT. This workshop will help faculty understand why students resist, how to develop clear rationales to overcome this resistance, and how to develop strategies for teaching the learning skills students need to succeed in a learner centered classroom.

Instructional Development — Faculty, Adjunct/Part Time

**Bonanza A**  
Second Floor  
8:30 am–  
12:00 pm

**W-11: The Faculty Career for Women: Success and Sacrifice**

*Maïke Philipsen, Virginia Commonwealth University*

This workshop invites participants to discuss a study distributed beforehand. It maps three stages of female faculty members' careers and lives in academia: the early years of beginning female academics, the middle years, and the late-career stage involving experiences of older women. Based on qualitative and quantitative data, discussed are stories of diverse women, including those with non-traditional career paths, single women, immigrant scholars, parents, and members of the

“sandwich-generation.” Participants will be encouraged to collectively grapple with the study’s recommendations for institutional change as well as share their own experiences and coping strategies.

Professional Development — Work-Life Balance, Wellness

**Central Pacific**

Third Floor  
8:30 am–  
12:00 pm

**W-12: How’s It Going? Reflecting on Our Work**

*James Groccia, Auburn University*  
*Kate Brinko, Appalachian State University*  
*Dee Fink, Dee Fink and Associates*  
*(and other consultants from a variety of institutions)*

“How’s it Going?” offers early and mid-career faculty developers an opportunity to present their work, consult with veteran mentors, and develop networks to sustain the consultative processes initiated in this workshop. Participants present a selective portfolio of their center’s work and target one issue for discussion. The wisdom that emerges from small group exchanges between early-career, mid-career, and veteran faculty developers is recorded so that participants acquire a set of evaluative questions and strategies to use reflectively as they pursue the vision of faculty development on campus. Portfolio guidelines will be distributed in advance.

**Washoe**

Second Floor  
8:30 am–  
12:00 pm

**W-13: Everybody's Business: Disability as Diversity in Postsecondary Education Settings**

*Kelly Roberts, University of Hawaii*  
*Kathleen Kane, University of Hawaii*  
*Robert Stodden, University of Hawaii*

Three-hour workshop for faculty developers and teaching faculty interested in expanding knowledge and skills for instructing students with disabilities. By completion of the workshop, participants will understand and demonstrate skills associated with:

- the legal requirements of postsecondary education institutions related to students with disabilities;
- the application of the principles of universal design for learning;
- practical means for making curricular materials accessible to students who use assistive technology;
- applying a range of accommodations for diverse learning needs;
- identifying environmental, structural, and disability related factors that impact student learning;
- and the application of practical and research-based strategies for teaching ALL students.

Professional Development — Faculty, Diversity

12:00 pm–  
1:00 pm

**Lunch On Your Own (except Full-day Workshops 1-5)**

**Meet in lobby/  
hotel entrance**

12:15 pm–  
5:15 pm

**Expedition #1: Lake Tahoe Tour (lunch included)**

### Afternoon Pre-Conference Workshops (W14-W23)

#### Central Pacific

Third Floor  
1:00 pm–  
4:30 pm

#### W-14: Strategies for Weaving Together Full-time and Part-time Faculty

*Helen Burnstad, Johnson County Community College*  
*Joseph Gadberry, Johnson County Community College*

Explore systems and strategies to ensure excellence in the use of part-time faculty in the classroom. Hiring practices, orientation, teacher preparation, integration, awards and recognition will be presented. Participants will develop an action plan for reviewing current systems and recommending strategies for integrating full and part-time faculty into one faculty.

#### Southern Pacific A&G

Third Floor  
1:00 pm–  
4:30 pm

#### W-15: Faculty Development and Institutional Empowerment: A Special

*Session for Administrators*  
*Dee Fink, Dee Fink and Associates*

This session is specifically designed to help university administrators (presidents, provosts, deans, and chairs) better understand the value of faculty development for their institution. The session's premise is that faculty members constitute the "front line" for accomplishing the work of the institution. If so, then programs that enhance faculty capabilities (i.e., faculty development, broadly defined) are absolutely necessary for enhancing the ability of the institution to accomplish its particular goals and mission. After exploring this relationship between faculty development and institutional empowerment, we will examine the various forms that faculty development can take and look at the kinds of support that such programs need from administrators.

#### Tahoe

Second Floor  
1:00 pm–  
4:30 pm

#### W-16: Building on Strengths and Successes Using Appreciative Inquiry

*Charles Miller, Company of Experts*  
*Kay Weiss, San Bernardino Valley College*

This workshop will provide participants an opportunity to explore a powerful and relatively new approach to Organization Development called Appreciative Inquiry (AI). AI has helped dozens of community colleges shift their organizational culture away from "old paradigm" problem-solving toward "new paradigm" possibilities. Participants will experience a mini-inquiry into exemplary leadership.

#### Poolside Terrace

Fifth Floor  
1:00 pm–  
4:30 pm

#### W-17: Designing Courses to Promote Deep, Intentional Learning

*Barbara Millis, University of Texas—San Antonio*

The research on the biological basis of learning and the related international research on deep, rather than surface, learning allow faculty to intentionally design courses that provide a structured sequence of learning activities aligned to goals and assessment and taking into account situational factors. A course, in other words, must be tightly woven. Participants will learn how to create a course challenging students to deeper thinking with a respect for diverse ways of learning. This interactive workshop will encourage participants to focus on a given course with opportunities for individual work and group activities.

Instructional Development — Faculty, Educational Developers

#### Genoa

Second Floor  
1:00 pm–  
4:30 pm

#### W-18: Preventing Death by Lecture: Turning Passive Listeners into Active Learners

*Sharon Bowman, Bowperson Publishing and Training*

Join Sharon Bowman in this high-energy and interactive workshop as she shares tips and strategies for actively engaging learners. You will learn how to fine-tune your own information-giving skills and acquire helpful teaching tools you can share with faculty.

**Southern  
Pacific E**

Third Floor  
1:00 pm–  
4:30 pm

**W-19: Classroom Assessment and Feedback for Learning: Effective, Reflective, Research-based Practice**  
*Thomas (Tom) Angelo, La Trobe University*

This highly interactive workshop is explicitly designed to benefit teachers and educational developers by providing practical techniques, research-based guidelines, vivid examples, resources and references—and by modeling effective teaching and professional development practice. Participants will learn what formative classroom assessment (CA) is, how it works, and how it can help learners and teachers become more reflective, self-directed, and successful. They will practice 6-8 simple, adaptable CA techniques; consider practical, research-based guidelines for getting and giving feedback for learning; and receive materials and resources for follow-up. Participants will identify 2-3 possible applications to weave into their teaching and/or development practice.

Professional Development — Educational Developers, Faculty

**Southern  
Pacific F**

Second Floor  
1:00 pm–  
4:30 pm

**W-20: 360 Degree Gravitational Leadership**  
*Lee Riddell, Institute for Community College Development, Cornell University*

The Community College Leadership 360 Degree Assessment incorporates the eight key leadership competencies for community college leaders developed through research conducted by the American Association of Community Colleges. The Assessment can serve as the basis and catalyst for your personal or your institution's leadership program. The Assessment assists in creating individual action steps to build on identified strengths and to develop new leadership competencies. Through this workshop you will learn about options for personal, organizational, and professional developer leadership assessment as well as follow-up programs and resources.

**Southern  
Pacific C**

Third Floor  
1:00 pm–  
4:30 pm

**W-21: "Best Practices" in Faculty Evaluation: A Consumer's Guide**  
*Ronald Berk, Johns Hopkins University*

Beyond student ratings, what data do you use to improve the quality of your own teaching? What does your department chair use to evaluate your teaching? What evaluation model are you using for accreditation? This session will be a state-of-the-art, critical review of the research evidence and practical experience—including the participants'—with numerous strategies reported in the faculty evaluation literature. Participants will create their own combination of "best sources" and models for formative and summative decisions. They will receive detailed materials and a proven method for evaluation. Finally, they will leave turbo-charged to improve faculty evaluation procedures on their campuses.

Organizational Development — Assessment & Evaluation, Faculty

**W-22: Cancelled**

**Bonanza A**

Second Floor  
1:00 pm–  
4:30 pm

**W-23: Starting out in Leadership Development**

*Deborah DeZure, Michigan State University*  
*Allyn Shaw, Michigan State University*

Increasingly, faculty developers are asked to provide leadership development for academic administrators and faculty. While faculty development theory, research, and practice provide a strong base from which to move into leadership development, there are new challenges. This session is designed to assist faculty developers to design, implement, and assess high quality programs of leadership development for their institutions. Drawing on theory and research on leadership and leadership development from higher education and corporate contexts, this program will identify key strategic decisions, program models, and resources to enable participants to match their institutional cultures and needs with productive leadership development practices.

**Pavilion C**

Second Floor  
5:00 pm–  
5:30 pm

**Introduction to POD for First-Time Attendees**

This session is highly recommended for first-time attendees. It is an opportunity to learn a bit about POD as an organization, our current priorities and goals and how to become more involved in areas related to your interests. You'll also meet other first-time POD conferees before going on to the welcome reception.

**Pavilion A**

Second Floor  
5:30 pm–  
6:30 pm

**POD Welcome Reception (food and cash bar)****Ponderosa A**

Second Floor  
6:30 pm–  
7:00 pm

**NCSPOD First Time Conference Attendee Orientation****Poolside Terrace**

Fifth Floor  
7:00 pm–  
9:00 pm

**NCSPOD Welcome Reception (food and cash bar)**

**Thursday, At-a-glance**

- 7:00 am–6:00 pm Conference Registration
- 7:00 am–8:00 am POD/NCSPOD Continental Breakfast (Sliced Fresh Fruit, Assorted Bagels with Cream Cheese, Individual Fruit Yogurt)
- 7:30 am–8:45 am NSCPOD Regional Meetings
- 7:45 am–8:45 am POD Topical Interest Groups (TIGs)
- 8:00 am–12:00 pm Expedition #2: Rim Trail Tour and Hike
- 9:00 am–10:15 am Concurrent Sessions and Roundtable Sessions
- 10:15am–10:30am Beverage Break
- 10:30am–11:45am Concurrent Sessions and Roundtable Sessions
- 12:15pm–2:00 pm NCSPOD/POD Luncheon
- 1:00 pm–2:00 pm Plenary address: Debra Rowe
- 2:15 pm–3:30 pm Concurrent Sessions and Roundtable Sessions
- 2:15 pm–4:45 pm Expedition #3: National Automobile Museum
- 3:30 pm–3:45 pm Beverage Break
- 3:45 pm–5:00 pm Concurrent Sessions and Roundtable Sessions
- 5:30 pm–8:00 pm NCSPOD 2009 Reception, Dinner, and Business Meeting
- 5:30 pm–6:30 pm POD Diversity Reception
- 6:30 pm–8:00 pm POD Dinner and Presidential Address

**Pavilion Foyer**

Second Floor  
7:00 am–  
6:00 pm

**Conference Registration**

**Pavilion Foyer**

Second Floor  
7:00 am–  
11:00 am

**Welcome Area**

Volunteers are available to guide attendees in planning how to get the most out of the conference.

**Rose Ballroom B**

Second Floor  
7:00 am–  
8:00 am

**POD Continental Breakfast** (Sliced Fresh Fruit, Assorted Bagels with Cream Cheese, Individual Fruit Yogurt)

**Third Floor Foyer**

Second Floor  
7:00 am–  
8:00 am

**NCSPOD Continental Breakfast** (Sliced Fresh Fruit, Assorted Bagels with Cream Cheese, Individual Fruit Yogurt)

**Third Floor**

Southern Pacific  
A, B, C, D, E, G  
7:30 am–  
8:45 am

**NSCPOD Regional Meetings**

Regional meetings provide an opportunity to meet colleagues, plan regional events, provide feedback to the NCSPOD board and discuss regional speakers, activities and resources. This year regional and Canadian Vice Presidents will host breakfast meetings from 7:30 - 8:45.

- Canada — Southern Pacific B
- Northeast Region — Southern Pacific C
- Midwest Region — Southern Pacific D
- West Region — Southern Pacific E
- Southern Region — Southern Pacific A and G

7:45 am–  
8:45 am

### **POD Topical Interest Groups (TIGs)**

As conference attendance continues to grow and we foster collaborations with a broader spectrum of learning institutions and organizations, we want to maintain the informal community traditions upon which POD is built by providing an opportunity for colleagues to gather around common interests. We would like the topical interest groups to bring together newcomers and more experienced educational developers, and to promote deeper interaction than can sometimes occur in conference sessions.

Each TIG will have an experienced facilitator and will take place on Thursday at 7:45–8:45 am.

The TIG topics are not intended to comprise all the areas of expertise represented at the conference, but instead to provide a sufficient range of topics to interest everyone who attends. A single TIG might cover a broad spectrum of issues in educational development and in the short time allotted, we cannot discuss each aspect of the topic. Be prepared to bring up your most pressing questions and concerns, and to hear what others have to say about them. The facilitators will guide the discussion in response to participant interests and assure that everyone who wishes to contribute has a chance to do so.

#### **Ponderosa A**

##### **TIG #1: Diversity in the Classroom**

Inclusive teaching, multicultural education, student diversity, faculty diversity  
*Facilitator: Frank Tuitt, University of Denver*

#### **Pavilion E**

##### **TIG #2: Graduate Student Professional Development**

Consultation, programs, resources, and research focusing on the responsibilities of graduate students as well as their preparation for academic or other careers  
*Facilitator: Katherine Kearns, Indiana University*

#### **Bonanza C**

##### **TIG #3: International/Intercultural Issues in Faculty and TA Development**

Orienting international graduate students, strategies for international instructors, acclimating international faculty, resolving communication/cultural issues (please note that by “international” we mean faculty who are not from the culture or country of the institution where they work)  
*Facilitator: Kevin Johnston, Michigan State University*

#### **Donner**

##### **TIG #4: Science, Technology, Engineering, Math (STEM)**

Working effectively with STEM faculty and graduate student teaching assistants, examining teaching and learning in STEM contexts  
*Facilitator: Ed Nuhfer, California State University of the Channel Islands*

#### **Carson**

##### **TIG #5: Learning Theories, Research and Innovation**

Research on how people learn, metacognition, mindfulness, intellectual and social development, cognitive and affective domains  
*Facilitator: Marilla Svinicki, University of Texas—Austin*

#### **Tahoe**

##### **TIG #6: Organizational Development**

Leadership theory and practice, models of institutional change, effective collaboration, program implementation  
*Facilitator: Eric Kristenson, Université of Ottawa*

#### **Ponderosa B**

##### **TIG #7: Part-time Faculty Professional Development**

Integrating adjunct/part-time instructors into the university, faculty development

for adjunct/part-timers, resources on working with adjunct/part-time faculty  
*Facilitators: Barbara Millis, University of Texas—San Antonio; Joe Gadberry, Johnson County Community College, and Lori Schroeder, Metropolitan State University*

**Alpine**

**TIG # 8: Program Evaluation**

Documenting the impact of educational and faculty development  
*Facilitator: Alan Kalish, The Ohio State University*

**Genoa**

**TIG # 9: Scholarship of Teaching and Learning**

Conducting, making public, and supporting research on teaching and learning at course, program, and institutional levels  
*Facilitator: Douglas Reimondo Robertson, Northern Kentucky University*

**Bonanza B**

**TIG #10: Small Colleges**

Strategies for and issues of concern relevant especially to developers working in small 2- and 4-year colleges  
*Facilitator: Michael Reder, Connecticut College*

**Fremont**

**TIG #11: Student Learning Assessment**

Assessment of learning, student learning outcomes, accreditation  
*Facilitator: Dee Fink, Dee Fink and Associates*

**Washoe**

**TIG #12: Teaching with Technology**

Distance learning, hybrid courses, web-enhanced face-to-face courses, use of technology in assessment, online faculty and graduate student development  
*Facilitator: Shaun Longstreet, University of California—Irvine*

**Meet in lobby/  
 hotel entrance**

8:00 am–  
 12:00 pm

**Expedition #2: Rim Trail Tour and Hike**

**Concurrent Sessions, Thursday, 9:00 am - 10:15 am**

**Alpine**

Second Floor  
 9:00 am–  
 10:15 am

**Weaving an Institutional Mosaic: Providing Educational Development at a Distance**

*Denise Stockley, Queen's University*  
*Joy Mighty, Queen's University*

Centralized educational development units are challenged to meet the needs of multiple departments/faculties in addition to those of individual instructors. The challenge becomes greater with campuses in different cities, states, or countries. How do such units weave the characteristics of multiple campuses into a unifying institutional identity with a single mission? In this session, we will share experiences of adapting our practice to the needs of a campus a continent away, changing perceptions of us as outsiders parachuting in and withdrawing after dropping off information. Participants will discuss strategies for building trust and weaving an institutional mosaic from diverse cultures.

Professional Development — Faculty, Institutional Context

**Bonanza A**

Second Floor  
9:00 am–  
10:15 am

**Weavers All! Support Staff Weaving Learning into the Fabric of the College, Their Lives, and Communities**

*Michelle Creelman, Nova Scotia Community College*

*Joan Moran, Nova Scotia Community College*

*Janice Stewart, Nova Scotia Community College*

The Nova Scotia Community College's vision—"Education without boundaries"—has come to life through the Leadership Exploration and Awareness Program (LEAP) for support staff, launched in 2006. Participants from this self-directed, portfolio-based program of study will share their stories and the impact that their learning is having on their lives and their roles in helping NSCC achieve its mission. This interactive workshop will be supported by stories of transformational learning, video clips, program materials, and samples.

Professional Development — Staff, Leadership

**Bonanza B**

Second Floor  
9:00 am–  
10:15 am

**Weaving Educational Development and Technology into a Course Redesign Project**

*Paul (PJ) Bennett, University of Colorado—Boulder*

*Laura L. B. Border, University of Colorado—Boulder*

*Mark Werner, University of Colorado—Boulder*

Staff from instructional technology and faculty/graduate student development offices collaborated to assist faculty and graduate students in the redesign of courses for blended on-campus courses. Data gathered over three years show that all participants gained knowledge about diverse technologies, course redesign, and collaboration. This practice-based research project resulted in an increased commitment to work together to define best practices for blended course redesign.

Instructional Development — Educational Developers, Educational Development Profession

**Bonanza C**

Second Floor  
9:00 am–  
10:15 am

**Starting and Sustaining Faculty Development at Small Colleges**

*Michael Reder, Connecticut College*

*Paul Kuerbis, Colorado College*

*Erin McCarthy, St. Lawrence University*

*Susan Pliner, Hobart and William Smith Colleges*

In this interactive session, designed specifically for first-time POD attendees and people in the process of building a small college faculty development program or center, we examine the challenges—and advantages—of supporting teaching and learning at a small college. We share a framework for reflecting on faculty development programming, and discuss creative strategies and programming that capitalize on the advantages that small college cultures have to offer. Participants will analyze their own institutional settings and begin sketching a plan for their program that is tailored for their distinctive circumstances. Handouts include information helpful to small college teaching and learning programs.

Small Colleges

**Carson**

Second Floor  
9:00 am–  
10:15 am

**Quad Cities Professional Development Network: A Regional Consortium in the Works**

*Molly Baker, Black Hawk College*

Are budget and staffing shortages preventing you from meeting all of your faculty and staff development goals? Why not team up with other area colleges to fill the gaps? Four colleges in the Quad Cities (Illinois) will share how they forged a partnership to share resources, funding, and expertise to expand professional development services in their region. We will share how we organized and funded ourselves, how our plans have evolved, and what we are doing in our second year of operation. Join us!

Program and Organizational Development — Faculty, Adjunct/Part-Time, Staff, Innovation

**Donner**

Second Floor  
9:00 am–  
10:15 am

**Research on Engineering Learning and Teaching: Implications for Engineering Education**

*Jennifer Turns, University of Washington*  
*Jim Borgford-Parnell, University of Washington*  
*Ken Yasuhara, University of Washington*

For the past five years researchers with the Center for the Advancement of Engineering Education (CAEE) have studied engineering students and faculty. This interactive session is designed to familiarize the audience with results from two strands of this research and to guide participants in collaboratively identifying implications for engineering teaching and faculty development.

Instructional Development — Science, Technology, Engineering, Math (STEM), Educational Research

**Genoa**

Second Floor  
9:00 am–  
10:15 am

**Online Conference Saves the Day—and Changes Faculty Development Programs!**

*Martin Springborg, Minnesota State Colleges and Universities*  
*Zala Fashant, Minnesota State Colleges and Universities*

In a world of increased online learning, faculty overload, and ever-shrinking time for faculty development, convenient online faculty development opportunities are making the difference in our ability to reach our colleagues. A blizzard forced our center to develop an online delivery method. Not only was our online conference alternative a success, but as a result we now offer regular online workshops! In this session, participants will explore and discuss best practices in online faculty development and create or expand their own plans for implementation. Faculty developers who never have on-ground scheduling problems or conflicts need not attend!

Instructional Development — Institutional Context, Technology

**Fremont**

Second Floor  
9:00 am–  
10:15 am

**A Learning Center for a Learning College**

*Fay Rouseff-Baker, Parkland College*  
*Kim Mills, Parkland College*

Parkland's Center for Excellence in Teaching and Learning is a responsive, ongoing professional learning system for faculty and staff. With over 14 years of support and buy-in, the Center has become deeply woven into the fabric of the college.

This interactive session introduces successful programming and strategies that have been effective in keeping the focus on student success while enriching the quality of the workplace.

Instructional Development — Faculty, Adjunct/Part-Time, Staff, Educational Developers

### **Ponderosa A**

Second Floor  
9:00 am–  
10:15 am

#### **Second Life: New Promises, New Challenges for Faculty and Faculty Development**

*Chris O'Neal, University of Michigan*

Multi-user virtual environments like Second Life have opened up enormous possibilities for instructors and their students. Instructors use Second Life as a virtual space to meet and discuss, as a playground for exploration of replicated real-world environments that are normally unreachable, and as a forum for interaction with people from other cultures. Participants at this workshop will use case studies and discussion to learn about the world of Second Life; its promises for transforming teaching, learning, and faculty development; and the challenges it brings to the same.

Instructional Development — Technology, Educational Development Profession

### **Ponderosa B**

Second Floor  
9:00 am–  
10:15 am

#### **Mutual Mentoring as Faculty Development: Implications for Patterns of Practice**

*Mary Deane Sorcinelli, University of Massachusetts—Amherst  
Jung Yun, University of Massachusetts—Amherst*

In this interactive session, participants will explore an innovative new model of mentoring, Mutual Mentoring, that expands on some of the best features of traditional, one-on-one mentoring to create a new, more flexible, “network-based” model of professional development. Participants will explore how faculty can develop and “weave together” multiple mentoring partnerships across cultures, disciplines, career stages, and career competencies. They will also learn how to design, implement, and assess network-based mentoring activities at the individual, departmental/interdisciplinary, and institutional levels that offer faculty multiple points of entry into programs, thus avoiding a “one-size fits-all” approach to mentoring and faculty development.

Professional Development — Faculty, Educational Research

### **Tahoe**

Second Floor  
9:00 am–  
10:15 am

#### **Encouraging SoTL: Helping Instructors Navigate IRB and FERPA**

*Mary Wright, University of Michigan  
Deborah Meizlish, University of Michigan*

Unfamiliar ethical guidelines, the need for human subjects internal review board (IRB) approvals, and Family Educational Rights and Privacy Act (FERPA) guidelines can present barriers to engagement in the Scholarship of Teaching and Learning (SoTL) (Burman & Kleinsasser, 2004; Hutchings, 2002, 2003; McKinney, 2007). How can teaching centers help lower these barriers? This session describes one model to facilitate SoTL work, which involves collaboration between CRLT, the university's behavioral sciences IRB and university counsel. Discussion of this institutional process, and the resultant strategies, will be useful for others who seek to facilitate SoTL on their own campuses.

Organizational Development — Scholarship of Teaching and Learning (SoTL)

**Washoe**

Second Floor  
9:00 am–  
10:15 am

**Weaving a Fabric of Excellence: NCSPOD's Certificate of Achievement Program**

*Kay Weiss, NCSPOD Certificate Program Coordinator, San Bernardino Valley College*  
*Natalie Kimbrough, Community College of Baltimore County*  
*Thelma Bushong, Delta College*  
*Deborah DeGan-Dixon, State Fair Community College*

One of the goals of NCSPOD's Certificate of Achievement program is to recognize the accomplishments, skills, and knowledge of Staff, Program and Organizational Development (SPOD) practitioners. During this workshop you will learn about the programming successes and accomplishments of Certificate program participants. If you're new to the field of professional development and are interested in gaining support from a mentor and a cohort of colleagues, plan to attend to learn more about the year-long program.

Professional Development — Leadership, Professional Developers

**Central Pacific**

Third Floor  
9:00 am–  
10:15 am

**CCEDP—A Compulsory Faculty Training Program that Really Works!**

*George MacLean, Nova Scotia Community College*

Imagine a compulsory faculty and staff training program that is sponsored by the college, supported by the teachers' union and enjoys a 97% participant satisfaction rate across all users. Such is our reality at Nova Scotia Community College (NSCC) through our Community College Education Diploma Program (CCEDP). This program, which is designed, developed, and delivered totally 'in-house,' supports and promotes the knowledge, skills, and attitudes deemed necessary for success in a dynamic, collaborative, learning-centered, post-secondary environment. Come share our experience and learn how we transformed our vision into reality.

Professional Development — Professional Developers, Faculty, Staff

**Southern Pacific A&G**

Third Floor  
9:00 am–  
10:15 am

**Facilitating Faculty Conversations: Weaving the Complementary and Contradictory Voices**

*Leslie Ortquist-Ahrens, Otterbein College*  
*Roben Torosyan, Fairfield University*

Facilitating collegial conversation is a core skill for faculty development practitioners as well as for faculty members and administrators. But how do we build trust and manage personal dynamics as we go? This session draws on the extensive experience of the presenters as facilitators of faculty learning communities and other organizational development conversations. Through role plays, participants will engage in facilitating conversations among volunteers assigned roles such as quiet, encouraging, emotionally charged, or contrarian. Concrete take-aways include strategies for checking assumptions, avoiding pitfalls like "groupthink," genuinely valuing multiple viewpoints, and focusing on underlying needs before leaping to solutions.

Professional Development — Educational Developers, Faculty

**Southern Pacific B**

Third Floor  
9:00 am–  
10:15 am

**Engaging Instructors to Engage Students: Adjunct Instructor Certification Program**

*Zack Copland, Lone Star College System*  
*Laurie Passmore, Lone Star College System*  
*Melissa Rotholz, Lone Star College CyFair*

Experience two class samples from Lone Star College System's hybrid-delivered Adjunct Certification Program. This dynamic program equips part-time instructors with the tools and techniques to create successful learning opportunities for their students. Best practices in community college instruction emphasize diversity in delivery to serve a diverse learner population. The certification program increases adjunct faculty instructional quality to promote student success.

Instructional Development — Adjunct/Part-Time Development, Scholarship of Teaching and Learning (SoTL)

**Southern Pacific C**

Third Floor  
9:00 am–  
10:15 am

**Weaving Patterns of Practice Through Reflection: Making Journal Writing Work**

*Dannelle Stevens, Portland State University*  
*Joanne Cooper, University of Hawaii*

How do we help students (and faculty) weave patterns of reflection throughout their lives? Many faculty depend on reflective journal writing as a research-based powerful tool to foster deeper examinations of beliefs and values. Yet, some faculty are frustrated by student resistance to journal writing, not to mention the lack of depth of student responses. Our study of 12 experienced faculty from a variety of disciplines identifies the threads of practice that strengthen classroom journal writing reflections. To foster discussion, we will seek both successful and challenging participant experiences with journal writing in their academic, personal, and professional lives.

Instructional Development — Faculty, Work-Life Balance

**Southern Pacific D**

Third Floor  
9:00 am–  
10:15 am

**Ten Ways to Let Your Database Do Your Work for You**

*A. Jane Birch, Brigham Young University*  
*Tara Gray, New Mexico State University*

Providing quality faculty development support requires attention to administrative details and event logistics. We must also be able to assess the impact of our work and report to those who will judge its worth and allocate resources. To do this, we need current, accurate data that are easy to access and easy to use. We need a simple way to manage activities and assess the outcomes of our work. This workshop will demonstrate ten ways a database can be used by faculty developers—and will help participants identify and clarify the data needs and solutions of their own centers.

Organizational Development — Educational Developers

**Southern Pacific E**

Third Floor  
9:00 am–  
10:15 am

**Medeas, Scarletts, and Bionic Women: Gender, Conflict, and Student Feedback**

*Allison Boye, Texas Tech University*  
*Suzanne Tapp, Texas Tech University*

This session will explore classroom hostility experienced by some female instructors and consider the role of faculty developers in helping those instructors negotiate student conflict and negative feedback. We will discuss case studies involving female instructors from diverse disciplines including Human Development and Family Studies, Finance, Biology, and Sports Science, and examine patterns of response from both instructors and students. Participants will review video clips, instructor interviews, student feedback, and a survey of instructors who have

engaged in the evaluation process. This discussion-based, interactive session will examine the interplay of gender with student conflict and the responsibilities of faculty developers.

Instructional Development — Professional Context, Assessment & Evaluation

### Roundtable Sessions, Thursday, 9:00 am - 10:15 am

#### Pavilion C,D,E

Second Floor  
9:00 am–  
10:15 am

#### Rethinking New Faculty Orientation

*Ashley Montgomery, University of Maine at Farmington*

Once they arrive on campus, new faculty are dropped into situations more complex than they ever imagine. They are inundated with information and new experiences involving both their lives on and off campus, and after the traditional orientation is over and the semester begins, they are left to their own devices. The University of Maine at Farmington first implemented a yearlong orientation and mentoring program in the fall 2003 to help new faculty acclimate and to provide a safe venue for addressing their questions and concerns. This round table will discuss the needs of new faculty, institutional expectations, mentoring, what is doable and methods for assessing orientation programs.

Professional Development — Faculty, Small Colleges

#### Pavilion C,D,E

Second Floor  
9:00 am–  
10:15 am

#### Assessing Faculty Development Programs – What Works, What Doesn't?

*Virginia Arp, Gannon University*

During this roundtable we will investigate and discuss the models and methodology for evaluating an annual program, such as a summer institute or fellowship program. Each institution plans, organizes, implements, and evaluates its program based on the feedback of those attending the program. In addition to integrating changes based on the feedback, environmental changes at their institution may influence changes to the next year's program. The participants in this session will leave with ideas and strategies to both conduct their program and develop a process for re-evaluating their program each year based on a strategic evaluation approach.

Instructional Development — Assessment & Evaluation, Research and Innovation

#### Pavilion C,D,E

Second Floor  
9:00 am–  
10:15 am

#### Reflecting How Faculty Learn to Teach Adults within Blended Programs

*Karen Skibba, Carroll College*

To address the needs of diverse students, many institutions are developing programs that use a blended program approach by offering a combination of online, hybrid (partially online), and traditional courses. Yet many faculty are not taught to teach in a blended program that offers multiple course delivery formats to meet the needs of adult students. Some learn by attending faculty development programs, yet many learn through experience. This roundtable will share and explore ideas on how to use reflective practice methods to help faculty weave patterns of practice that involve teaching adult learners and integrating multiple course delivery formats.

Instructional Development — Learning and Teaching, Faculty

**Pavilion C,D,E**

Second Floor

9:00 am–

10:15 am

**An Interdisciplinary Approach to Improving Teaching: The TA Scholars Program***Beverly Brehl, University of Utah**Stephanie Richardson, University of Utah**Kimberly Welch, University of Utah*

Each year we select an interdisciplinary cohort of graduate students to participate in our TA Scholars Program. We guide these students through discussions of topics of their choosing relating to theory, research, and best practices in higher education. The two-semester program culminates in the Scholars' presentations of projects they have created to address teaching and learning needs in their home departments as well as across campus. These presentations are attended by students, faculty, and administrators. We will discuss some of the successes and challenges encountered in the design, implementation, and assessment of this program.

Instructional Development — Scholarship of Teaching and Learning (SoTL), Graduate Teaching Assistants (GTA)

**Pavilion C,D,E**

Second Floor

9:00 am–

10:15 am

**Developing Department Chairs to Create a Culture of Institutional Citizenship***Pamela Strausser, Cornell University*

Our university has three years of successful experience piloting a conceptual framework for department chairs that sets institutional citizenship as an expectation and holds the chair accountable for transforming faculty in their department to engage in citizenship behaviors as well. This roundtable will explore the experience of participating universities in the notion of faculty citizenship. The goal will be to share: a) ways a guiding framework can create a pattern for faculty behavior that really helps institutions transform; and b) collect best practices to build the culture of citizenship into faculty and chair development.

Organizational Development — Faculty, Large Institutions

**Pavilion C,D,E**

Second Floor

9:00 am–

10:15 am

**Group Mentoring of Pre-tenure Faculty: Two Models***Gwendolyn Mettetal, Indiana University—South Bend**Linda Chen, Indiana University—South Bend*

Group mentoring can be an effective means of supporting pre-tenure faculty, according to a recent study on our campus. We will discuss two on-going groups that were particularly effective. The first group, hosted through our faculty development center, works with faculty during the year in which they prepare their tenure dossier. The second group, the Women's Studies Advisory Committee, is not designed to mentor tenure faculty, but often serves that function. We will provide descriptions of the groups' structure and procedures and lead a discussion of the advantages and disadvantages of group mentoring.

Professional Development — Faculty, Career Stages

10:15 am–

10:30 am

**Refreshment Break**

**Concurrent Sessions, Thursday, 10:30 am - 11:45 am**

**Bonanza A**  
 Second Floor  
 10:30 am–  
 11:45 am

**Getting Results: A Professional Development Sampler for Community College Faculty**

Allatia Harris, Dallas County Community College District

Getting Results is an online professional development course developed by WGBH and the League for Innovation in the Community College and designed to give technical faculty practical research-based strategies to effectively teach in the community college. In this session, those charged with delivering professional development will get a brief overview of the course, "walk-through" several activities, and learn how it worked at Nashville State. Participants will receive a DVD of the course.

Instructional Development – Adjunct/Part-Time, Science, Technology, Engineering, Math (STEM)

**Bonanza B**  
 Second Floor  
 10:30 am–  
 11:45 am

**Developing an Evidence-Based Curriculum and Assessment: The History Learning Project**

Joan Middendorf, Indiana University  
 George Rehrey, Indiana University

Using the "Decoding the Disciplines" approach, Indiana University's History Learning Project mobilized the resources of an academic department to define the different types of thinking needed for students to succeed in its courses and to build and assess a developmental curriculum around these skills. Participants will view videotapes of faculty interviews, review and comment on drafts of the history curriculum and survey instruments, and practice interviews for decoding their own disciplines. Finally, they will discuss creating a culture of inquiry about teaching and learning in a department not initially committed to SOTL. (Useful to all experienced POD members)

Instructional Development — Scholarship of Teaching and Learning (SoTL), Learning Outcomes Assessment

**Menges Award Session**

**Bonanza C**  
 Second Floor  
 10:30 am–  
 11:45 am

**Weaving Patterns of Practice to Promote Inclusive Excellence Higher Education**

Franklin Tuitt, University of Denver  
 Maria Salazar, University of Denver

In this session, the presenters facilitate a discussion related to the benefits, challenges, and implications of striving for inclusive excellence in higher education classrooms. Specifically, this conference session will examine theories/concepts and strategies that are both relevant and practical with regard to creating inclusive and excellent learning environments for all students. The session will enable faculty, faculty developers, and graduate teaching assistants to weave patterns of practice and promote inclusive excellence in their classrooms.

Instructional Development — Diversity, Faculty

**Carson**  
 Second Floor  
 10:30 am–  
 11:45 am

**The Texas Network for Teaching Excellence in CTE: Online Professional Development**

Terry Mouchayleh, Austin Community College

Participants in this session will learn about a Texas-based statewide professional

development network for Center for Teaching Excellence (CTE) faculty, administrators, and counselors. This newly-funded Perkins project, The Network, is the result of a unique partnership between community colleges, statewide professional development consortia, and faculty organizations. The Network provides online modules, webinars, a portfolio system, a variety of resources, and a robust search function, all at no cost to the user. The session provides a demonstration of site content and capabilities.

Professional Development — Faculty, Adjunct/Part Time, Staff, Administrative/Leadership, Science, Technology, Engineering, Math (STEM)

### Donner

Second Floor  
10:30 am–  
11:45 am

#### **Weaving Wellness into Faculty Development**

*Charles Rosenkrans, University of Arkansas*  
*Cheryl Murphy, University of Arkansas*

Wellness in the workplace is important, but literature suggests that maintaining healthy faculty, classroom environments, and students is critical to maximizing teaching and learning. In an effort to improve “academic” wellness, professional development programming was developed that focused on creating healthy faculty, classrooms, and students. The goals of the programming were to ensure that faculty and students were physically fit, mentally ready, emotionally healthy, scholarly prepared, and socially engaged. These goals acted as a guide for the programming, which will be shared in this session.

Instructional Development — Work-Life Balance, Career Stages

### Fremont

Second Floor  
10:30 am–  
11:45 am

#### **Building a Continuous Weave from Senior Faculty to the Newly Hired**

*Bill Searle, Asnuntuck Community College*  
*Ben Hayes, Kansas City Kansas Community College*  
*Kay Weiss, San Bernardino Valley College*

Warning! A huge flood of Baby Boom faculty are about to pour out of our colleges. They will take the greatest repository of teaching/learning knowledge we have ever had out the door with them. Let’s tap that resource before they retire! This workshop will present four program models designed to tap different levels of knowledge and resources. Participants will engage in each, followed by an open discussion of strengths and weaknesses. At the end of the workshop we will discuss implementation issues and ways of sharing the information throughout NCSPOD.

Program and Organizational Development — Faculty, Educational Developers, Professional Developers

### Genoa

Second Floor  
10:30 am–  
11:45 am

#### **Engaging Students through Interdisciplinary Online Case-Based Teaching**

*Rob Schadt, Boston University*

Public health problems are inherently interdisciplinary, yet students often learn from a one-dimensional, departmental perspective that fails to illustrate the complexities of real problems and the manner in which multiple discipline expertise is integrated to provide real solutions. The model for online cases we have developed, Hepatitis in Sparta, not only engages our students through active learning, but also stimulates a paradigm shift for faculty regarding the value of interdisciplinary learning and its impact on curriculum development. Participants will see how this model fosters student engagement and discuss how this model might be used to encourage more effective curriculum development.

Instructional Development — Learning and teaching, Faculty

**Ponderosa A**

Second Floor  
10:30 am–  
11:45 am

**Past and Future Patterns of Practice—Traditional Events, New Venues**

*Bill Burke, University of Kentucky*  
*Patsy Carruthers, University of Kentucky*  
*Kathryn Cunningham, University of Kentucky*  
*David Sacks, University of Kentucky*

Our center is examining alternative means of delivering services using a variety of Web 2.0 applications such as web conferencing, wikis, and blogs to enhance our impact, engage new faculty cohorts, and model possibilities for instructional practice. We are also helping to create a virtual campus in Second Life and running a Web 2.0 workshop series that gets faculty to vodpod, tag, and twitter as they discuss pedagogical uses. This session examines these activities, discusses pros and cons for educational development, and provides resources for participants to further investigate Web 2.0 approaches to instruction and faculty development at their campuses.

Professional Development — Faculty, Educational Developers

**Ponderosa B**

Second Floor  
10:30 am–  
11:45 am

**Academic Development as if Learning Matters Most: Seven Transformative Levers**

*Thomas (Tom) Angelo, La Trobe University*

Virtually everyone agrees that the core purpose of academic/faculty development is to improve student learning quality, usually by improving the effectiveness of teaching and/or curriculum design. Despite some notable successes, however, most efforts to date have failed to produce demonstrably more and better learning. Fortunately, current research and good practice can offer us more effective models and guidelines for success. This session offers a model built on seven key concepts—a synthesis of theories, research findings, and strategies from several disciplines. These seven powerful “levers,” taken together, have potential to transform our thinking and practice to improve student learning.

Organizational Development — Educational Development Profession, Learning and teaching

**Tahoe**

Second Floor  
10:30 am–  
11:45 am

**Responding to Faculty Perceptions of Instructional Development**

*Karen Freisem, University of Washington*  
*Stacy Grooters, Stonehill College*  
*Margy Lawrence, University of Washington*  
*Jessica M. Yellin, University of Washington*

In this session, we will draw from faculty voices expressed in instructional development center client satisfaction surveys, face to face interviews with faculty, and Chronicle of Higher Education blogs. We will ask three questions: What can we learn from these voices about faculty perceptions of instructional development? What can we learn about how these perceptions are shaped? Given the range of perceptions, what specific strategies can faculty developers employ to enhance or create positive perceptions and shift negative perceptions of instructional development on our campuses?

Instructional Development — Educational Developers

**Washoe**

Second Floor  
10:30 am–  
11:45 am

**From China to Minnesota: An Intercultural Tapestry of Teaching Practices**

*Michele Neaton, Century College*  
*Tracey Wyman, Century College*

University faculty from China recently came to Minnesota to learn about American practices in college teaching. Learn about this innovative collaboration between a global education program and a Center for Teaching and Learning that brought together Chinese professors of English and faculty at a community college to discover new ways to teach and engage their students. The program included peer observations, field trips, and teaching workshops that wove a rich tapestry of intercultural exchange and shared teaching practice. Explore ways to adapt this program to your own institution and come away with handouts detailing the program, outcomes, and lessons learned.

Instructional Development — Faculty, Educational Developers, Professional Developers

**Central Pacific**

Third Floor  
10:30 am–  
11:45 am

**Grooming the Middle Manager for a Leadership Role in Project Management**

*Mary Anne Dean, Middlesex Community College*

Frequently, middle managers in campus departments have completed some form of project management training. Yet, they often lack the confidence, cross-campus connections, planning, communication, and budget skills to take a leading role in developing a project proposal, presenting it to senior management for approval, and then being responsible for its implementation. This interactive presentation will highlight an intensive, year-long training approach involving two cross-campus teams charged with developing projects that were key priorities for the institution. During this session, you'll explore and discuss a sample of the activities and learn how the training was structured, what worked, what we would do differently, and its impact on the participants.

Program and Organizational Development — Administrative/Leadership

**Southern Pacific A&G**

Third Floor  
10:30 am–  
11:45 am

**Trust- and Community-Building: The Teaching Center's Role**

*Michael Dabney, Hawaii Pacific University*  
*Margaret Cohen, University of Missouri*  
*Cyndy Ruszkowski, Illinois State University*

Developers want to improve faculty and student success. Trust underpins that success. How do we best touch faculty in ways that encourage trust, risk-taking and growth, and prevent distrust? How can we best spend our center's resources in service to our faculty? In what practical ways can we nurture a climate of trust and growing interest in development? How can we document the results of these efforts? This session invites participants to use concepts related to building trust to analyze their successes, failures, and puzzles and consider how to integrate the concepts productively into their center's initiatives and policies.

Professional Development — Faculty, Marketing

**Southern Pacific B**

Third Floor  
10:30 am–  
11:45 am

**Destination Program: Making Time for Reflective Practice**

*Allison Sloan, Valencia Community College*

Destination is a professional development opportunity that brings educators together to define outcomes, design lessons, and practice techniques that will lead to

improved student learning. By reflecting upon actual student work and considering learning efforts during the summer and fall, this program provides a unique and focused opportunity to consider and improve student learning in a group setting.

Instructional Development — Faculty, Educational Developers, Scholarship of Teaching and Learning (SoTL), Professional Developers

**Southern Pacific C**  
Third Floor  
10:30 am–  
11:45 am

### **Weaving Student Feedback into Reflective Teaching Practice**

*Scot Crisp, Academy of Art University*  
*P. Rachel Levin, Academy of Art University*

The goal of this session is to examine Student Evaluation of Teaching (SET) within the context of faculty development by presenting approaches that guide instructors to gain a sense of control, build confidence, and ultimately embrace the opportunity to use student feedback as an instrument for self-reflection. After reviewing the particular uses—and abuses—of summative evaluations, we will focus on the formative uses of SET through a case study of four approaches that weave together the benefits of in-house workshops, instructor-made evaluations and one-on-one consultations to engage instructors in using SET objectively and constructively while circumventing its limitations.

Instructional Development — Professional Context, Research and Innovation

**Southern Pacific D**  
Third Floor  
10:30 am–  
11:45 am

### **Building On-campus Partnerships to Enhance Program Development and Sustainability**

*Laura Behling, Gustavus Adolphus College*  
*Mariangela Maguire, Gustavus Adolphus College*

This session will detail the evolution of a small college faculty development program into a center for engaged learning, with particular emphasis on building and maintaining on-campus partnerships with advancement/development, college relations, international education, and other crucial campus constituencies. Participants will work through needs, resources, and relationship analyses; consider the past, present, and future of their own programs's communication strategies; and develop a plan of action for creating or enhancing their own faculty development program/centers in terms of fundraising, marketing, and communications.

Organizational Development — Small Colleges, Communications

### **Roundtable Sessions, Thursday, 10:30 am - 11:45 am**

**Pavilion C,D,E**  
Second Floor  
10:30 am–  
11:45 am

### **New Faculty Orientation: Weaving it through the Academic Year**

*Terri Tarr, Indiana University—Purdue University Indianapolis*  
*Richard Turner, Indiana University—Purdue University Indianapolis*

New faculty orientation is a mainstay at most higher education institutions, but in many instances, it is a one-day event held prior to the beginning of the semester. Increasingly, it's being recognized that orientation to the faculty role is a complex task that is challenging to do well in such a short time period. Therefore, some institutions have instituted new faculty orientations that continue throughout the academic year. This session will provide participants with an opportunity to discuss challenges and benefits of such a program, possible elements of yearlong programs, and details of how one such program has been structured.

Professional Development — Faculty, Career Stages

**Pavilion C,D,E**

Second Floor  
10:30 am–  
11:45 am

**Supporting Mid-career Women and Minority Faculty**

*Deandra Little, University of Virginia*  
*Dorothe Bach, University of Virginia*

This roundtable offers faculty developers an opportunity to learn about and share best practices in supporting mid-career women and minority faculty. After hearing about recent research findings and a case study from University of Virginia, participants will share their institutions' challenges and explore successful interventions through faculty development. Questions include: What specific issues do faculty from underrepresented groups face as they reach the mid-career point? How can we leverage difference to enrich the institution and support women faculty and faculty of color? How can institutions recognize, motivate, and engage mid-career faculty? What are faculty development centers doing to address these concerns?

Organizational Development — Diversity, Career Stages

**Pavilion C,D,E**

Second Floor  
10:30 am–  
11:45 am

**Conflicting Roles and Irresolvable Dilemmas in Learner-Centered Teaching: What Works?**

*Nancy Hartung, University of St. Thomas*

As faculty move from teacher to learner-centered teaching, their experience of the conflicting roles and competing demands of teaching magnifies. Conflicts articulated by Robertson (2003) include that of facilitator versus evaluator. Brookfield (2006) also addresses such "irresolvable dilemmas" as establishing both credibility and authenticity with our students. And this type of conflict is often specifically articulated by new faculty as a source of significant anxiety and perplexity. Using mini-cases as a starting point, participants at this session will share concrete ideas for how faculty, particularly new faculty, can directly address the irresolvable dilemmas in their work.

Instructional Development — Faculty, Educational Developers

**Pavilion C,D,E**

Second Floor  
10:30 am–  
11:45 am

**Do We Make a Difference? Assessing the Work of Faculty Development**

*Eron Drake, Davenport University*

Institutions of higher education are faced with the challenges of developing academic programming that serves a changing economy, delivers effective instruction, and demonstrates student achievement through evidence-based measurements. Faculty developers and faculty development centers are poised to guide institutions and faculty members toward the goals of quality instruction and the evidence of student success. Yet, while this may be true, attempts to assess quality instruction and its corresponding relationship to student success or student-learning outcomes have proved difficult. Participants in this session will have the opportunity to share experiences, discuss barriers, and brainstorm effective practices related to assessing student outcomes.

Instructional Development — Learning Outcomes Assessment, Educational Research

**Pavilion C,D,E**

Second Floor  
10:30 am–  
11:45 am

**"Oh The Place You Will Go": Practice Patterns of Faculty Developers**

*Dieter Schönwetter, University of Manitoba*

Following a theoretical and empirical introduction on faculty developers' (FDs) career stages, participants will share events leading to a career of FD, will impart influential elements in sustaining their careers, and will reveal important resources for successful FDs. By capturing these significant experiences, elements, and

resources represented at various stages in their careers, FDs will have critical tools for success. These experiences will direct future FDs in what to anticipate, potential barriers to be aware of, and resources and tools to embrace. Significant elements will be compiled and circulated to participants.

Professional Development — Educational Developers, Graduate Teaching Assistants (GTA)

**Pavilion C,D,E**

Second Floor

10:30 am–

11:45 am

**Peak Performance Practices of Highly Effective and Happy Faculty**

*Susan Robison, College of Notre Dame*

Faculty are hardworking professionals who do good, yet sometimes forget to discern which activities are worthy of their time and energy. Drawn to fit into academic culture by complaining about how hard they work, faculty secretly worry that they are not working effectively. This practical, interactive roundtable based on studies on faculty teaching and productivity, peak performance, and work-life balance will distill the work habits and practices of the most successful and engaged academics. Learn and practice techniques that will help your faculty teach well, produce the research that one's institution requires, and achieve life balance.

Professional Development — Work-Life Balance, Faculty

**Pavilion C,D,E**

Second Floor

10:30 am–

11:45 am

**Beyond the Classroom: Weaving Patterns of Practice to Transform Student Engagement**

*Susan Pliner, Hobart and William Smith Colleges*

The Center for Teaching and Learning at Hobart and William Smith Colleges has piloted an innovative program that enriches disciplinary learning by focusing beyond traditional classroom settings and tutoring programs. The Teaching Fellows Program creates sustainable cultural shifts for deepening and broadening student engagement in learning, by using collaborative and facilitative learning strategies in a communal setting, within specific departments. The program depends on faculty liaisons within departments to help create, maintain, and assess the program. We will discuss the development, practice and outcomes, both expected and unexpected.

## Plenary Address and Luncheon

### Rose Ballroom A & B

Second Floor  
12:15 pm–  
2:00 pm

### NCSPOD/POD Luncheon

#### Welcome

*Louanne Whitton, NCSPOD President*

*Virginia Lee, POD President*

*Maria C. Sheehan, Truckee Meadows Community College*

#### Plenary Introduction

*Elizabeth Goulard, Chemeketa Community College*



**Plenary Address: "Beyond Critical Thinking to Becoming an Effective Change Agent: Trends Toward Sustainability Education and Action"** *Debra Rowe, President of the U.S. Partnership for Education for Sustainable Development*

Colleges and universities are updating their planning, professional development, curricula, community partnerships, and campus policies and practices to include sustainability, which

is often defined as the triple bottom line: simultaneously creating healthier ecosystems, communities, and economies. All academic disciplines and higher education operational areas have distinct and important contributions to make in weaving a sustainable future. Dr. Rowe will share her journey and passion as a change agent as well as provide information about resources and strategies available for you and your institution.

Debra Rowe is the President of the U.S. Partnership for Education for Sustainable Development, a Facilitator for the Disciplinary Associations Network for Sustainability, Co-Coordinator of the Higher Education Associations Sustainability Consortium, Senior Advisor for the Association for the Advancement of Sustainability in Higher Education, Senior Fellow of the Association of University Leaders for a Sustainable Future, and professor of Sustainable Energies and Behavioral Sciences at Oakland Community College.

### Meet in lobby/ hotel entrance

2:15 pm–  
4:45 pm

### Expedition #3: National Automobile Museum

**Concurrent Sessions, Thursday, 2:15 pm–3:30 pm****Bonanza A**

Second Floor  
2:15 pm–  
3:30 pm

**A Conversation with Debra Rowe: Developing Successful Strategies**

*Debra Rowe, Oakland Community College*

Join Debra Rowe to continue the discussion about sustainability trends, resources, and strategies available for you and your institution. Learn more about how you can impact your organization's sustainability planning, professional development, curricular changes, and campus policies and practices, and contribute to making a sustainable future.

Program and Organizational Development — Science, Technology, Engineering, Math (STEM), Educational Developers

**Bonanza B**

Second Floor  
2:15 pm–  
3:30 pm

**Weaving Patterns of Practice against the Grain—Teaching While Black and Brown**

*Michael Jennings, University of Texas—San Antonio*  
*Frank Tuitt, University of Denver*

Critical Race Theory (CRT) is utilized as a theoretical and methodological foundation for exploring the pedagogical experiences of Black and Brown faculty while teaching at Primarily White Institutions. CRT provides a useful framework for the examination of the impact of race because it accounts for the role of racism in higher education and works toward the elimination of this racism as a part of a larger goal of eliminating all forms of subordination in education. Since the incorporation of CRT into education, both faculty and faculty developers have utilized this framework to critically analyze issues related to educational research and college teaching.

Professional Development — Diversity, Faculty

**Bonanza C**

Second Floor  
2:15 pm–  
3:30 pm

**Weaving Learning-centered Teaching Practices into Faculty Development Patterns**

*Phyllis Blumberg, University of the Sciences in Philadelphia*

After attending this session participants will be able to use a comprehensive faculty development system to plan for transformation to learning-centered teaching. This system assists faculty to make incremental changes in their teaching. This interactive session will alternate between explanations of the system and its associated tools, practice using these tools, and discussions of how and why to implement the steps in this system. Participants will discuss how to encourage faculty to transform their teaching, how to assist faculty to plan changes that are likely to succeed, and how to weave learning-centered patterns of practice on campuses.

**Carson**

Second Floor  
2:15 pm–  
3:30 pm

**The Journey from Teaching to BE-coming an Educator**

*Pat Pattison, British Columbia Institute of Technology*

This workshop will explore the instructor journey from an “Expert Professional” through the stage of “figuring out how to teach” to becoming an “Educator” at the point where expertise in their field and teaching skills become integrated, as they assume the identity of a Professional Educator. Participants will have the opportunity to relate their personal experience and explore their own path as they identify what supports them on their personal path of development. The intent of the workshop is to uncover how we as faculty development professionals can support

instructors on their own unique version of this journey.

Professional Development — Faculty, Educational Developers, Professional Developers

### Donner

Second Floor

2:15 pm–

3:30 pm

### Direct Assessment of Intentional Learning

*Kathleen Harring, Muhlenberg College*

*Adrienne Bloss, Roanoke College*

*Susan Kirby, Roanoke College*

Intentional learners can be characterized as being self aware, self directed, aware of multiple perspectives, and able to make connections and apply skills and knowledge to different contexts. Many academic institutions claim to develop students as intentional learners, but this is difficult to assess. In this session participants will learn about a rubric to assess outcomes associated with intentional learning, gain hands-on experience in a norming experience using the rubric, and work in pairs to apply the rubric to student papers. Participants will also discuss strategies for teaching faculty how to develop and apply rubrics to assess student learning.

Instructional Development — Learning Outcomes Assessment, Small Colleges

### Fremont

Second Floor

2:15 pm–

3:30 pm

### Using Facilities Planning to Enhance Organizational Development and Student Learning

*William Flynn, National Council for Continuing Education and Training*

*Jeff Vredevoogd, Herman Miller*

Planning new facilities can be a rewarding—and frustrating—experience. Changing the nature of learning spaces can be intimidating and threatening to some college constituencies. It's also a great opportunity to bring people together to vision and plan an exciting future. This session lays out a roadmap to help colleges successfully plan the future of learning spaces. Examples of successful institutional cooperation will be shared.

Program and Organizational Development — Administrative/Leadership

### Genoa

Second Floor

2:15 pm–

3:30 pm

### Using Interactive Theater to Understand Teaching Evaluations

*Paul Ching, University of Minnesota—Twin Cities*

*Jane O'Brien, University of Minnesota*

*Christina Petersen, University of Minnesota*

*Mandy Stahre, University of Minnesota*

When faculty members receive their teaching evaluations, they often feel a mixture of anxiety and dread. However, research suggests that reviewing teaching evaluations, particularly with instructional developers, can lead to improvements in teaching (Arreola, 2000). With this in mind, this session engages participants with a series of short, interactive theatrical sketches about teaching evaluations and how they can be used to improve teaching. Participants will role-play a consultation with an instructor—"Joan"—after they have observed her in a classroom setting, spoken with her students, and reviewed a summary of her evaluations.

Instructional Development — Educational Developers, Faculty

**Ponderosa A**

Second Floor  
2:15 pm–  
3:30 pm

**Academic Portfolios: A New, Innovative Faculty Evaluation and Development Technique**

*Peter Seldin, Pace University*  
*J. Elizabeth Miller, Northern Illinois University*

This session focuses on the academic portfolio, perhaps the most innovative and promising faculty evaluation and development technique in years. It provides the structure for self-reflection about performance in teaching, research, or service and can be used for personnel decisions. The 16-18 page document provides the “why” and the “how,” not just the “what.” More than 200 faculty and chairs provided template suggestions and recommendations. Extensively researched, it is already being adopted by scores of institutions. Session focus: what to include or omit, key strategies, and getting started. Methodology: short presentations, group discussion, interactive exercise. Target audience: faculty developers, professors, chairs.

Professional Development — Faculty, Graduate Teaching Assistants (GTA)

**Ponderosa B**

Second Floor  
2:15 pm–  
3:30 pm

**Millennial Students: Insights from Generational Theory and Learning Science**

*Michael Bridges, Carnegie Mellon University*  
*Michele DiPietro, Carnegie Mellon University*

Do students on your campus seem different from 10 years ago or did you just grow old? Recent theory and research suggest that the current cohort of students, dubbed Millennials, is indeed unique in formative experiences, beliefs, attitudes, and goals. Through discussion of national research and participants’ experiences, this interactive, multimedia session will examine some of the societal trends that have shaped our students, uncovering how their experiences affect their readiness for college and their attitudes about learning. Equipped with this knowledge, we will also generate effective teaching strategies. Intended audience: faculty developers, faculty, and graduate students.

Professional Development — Faculty

**Tahoe**

Second Floor  
2:15 pm–  
3:30 pm

**Uncovering the Heart in Higher Education Symposium: Implications for Practice**

*Virginia Lee, Virginia S. Lee & Associates*  
*Peter Felten, Elon University*  
*Matthew Ouellett, University of Massachusetts—Amherst*  
*Doug Robertson, Northern Kentucky University*

The October 2008 Uncovering the Heart in Higher Education (UHHE) Symposium, co-sponsored by POD, the California Institute of Integral Studies, and The Fetzer Institute, is a pilot organizational development institute and a follow-up to the February 2007 UHHE Conference attended by a number of POD members. Session participants will use a draft model developed at the Symposium—for an institution charged with awakening the deepest potential of students, faculty, and staff, and helping them lead moral and meaningful lives in our interdependent world—as an instrument to explore the practices of their own institutions.

**Washoe**

Second Floor  
2:15 pm–  
3:30 pm

**An Introduction to Appreciative Inquiry: A New Way of Leading Change**

*Charles Miller, Company of Experts*  
*Kay Weiss, San Bernardino Valley College*

This session provides participants an introduction to a powerful new approach to

Organizational Development called Appreciative Inquiry (AI). AI has helped dozens of colleges and universities shift their organizational culture away from "old paradigm" problem-solving and toward "new paradigm" possibilities. Participants will learn about and experience the five processes of Appreciative Inquiry.

Organizational Development — Administrative/Leadership, Educational Developers

### Central Pacific

Third Floor

2:15 pm–

3:30 pm

### Integrating Service Learning into a Traditional Curriculum

*Nicholas Holton, Kirtland Community College*

Many universities and colleges have discovered the power of service learning to create an engaged campus. The benefits for the students, the college and the community are clear and persuasive. This presentation will introduce service learning to the participants and show how any post secondary institution can implement a service learning program.

Instructional Development — Faculty, Educational Research, Educational Developers

### Southern Pacific

A&G

Third Floor

2:15 pm–

3:30 pm

### English as a Classroom Language: Support for Faculty Developers

*Catherine Ross, University of Connecticut*

*Mary Romney, University of Connecticut*

Increasingly, faculty developers are being asked to provide support for faculty who are teaching students whose native language is not English, who are Generation 1.5 English speakers, or who speak any number of world Englishes. In addition to providing teaching support in these contexts, developers are also asked to work with faculty who are non-native speakers of English. The presenters will provide faculty developers with the research, basic knowledge, and strategies to address both of these areas. Participants will practice identifying needs and selecting support strategies, using video clips and case studies.

Instructional Development — Faculty, Diversity

### Southern

Pacific B

Third Floor

2:15 pm–

3:30 pm

### Developing and Supporting Your Part-time Faculty Online

*Richard Lyons, Adjunct Success*

*Helen Burnstad, Adjunct Success*

Over 600,000 part-time instructors are now employed at North American colleges and universities. In too many cases, these potentially valuable professionals are assigned courses on short notice, are often poorly prepared to enter their classrooms, and are left to fend for themselves in overcoming the challenges in what for many is an unknown culture. While starting to realize the ramifications of this situation, typically overextended instructional leaders are challenged to give it the attention that it deserves. This session highlights a resource for preparing and supporting part-time instructors that provides the institution an ample degree of involvement and oversight.

Professional Development — Adjunct/Part-Time

### Southern

Pacific C

Third Floor

2:15 pm–

3:30 pm

### Promoting Critical Thinking through Just-in-time Learning

*Rosalinda Haddon, Northern Arizona University*

*Enid Rossi, Northern Arizona University*

Based on the teaching strategies of quality management and learning centered edu-

cation, an on-line theory course was re-designed, replacing the traditional “discussions” with evidence based “conversations” that were directly related to the students’ field work experience. The conversation topics assist the students in developing the skills of analysis and critical inquiry with particular emphasis on exploring and engaging in discourse of divergent views. The time limit to complete all topics is the end of the semester, with students going in and out of the conversations as they need the information for their practice.

Instructional Development — Scholarship of Teaching and Learning (SoTL)

**Southern  
Pacific D**

Third Floor  
2:15 pm–  
3:30 pm

**High Responsibility, Low Blame: Addressing Gender Bias in Faculty Searches**

*Tine Reimers, Cornell University*  
*Shelley Correll, Cornell University*  
*Martha Dewey, Cornell University*

Higher education is facing the “graying of the professoriate,” leading to an imminent loss of acquired wisdom, productive research programs, and deep understanding of how institutions work. Meanwhile, graduate students are increasingly diverse in their backgrounds, gender, ethnicity, and attitudes. This diversity represents a break with tradition and an opportunity. This research-based, interactive workshop addresses how unconscious bias works, and offers best practices for combating gender bias in hiring decisions. Using interactive theater and reflective discussion, we weave together traditional values with new realities and find more productive ways of conducting conversations about innovation and legacies.

Organizational Development — Diversity, Faculty

**Southern  
Pacific E**

Third Floor  
2:15 pm–  
3:30 pm

**Our Flawed Humanity: Authenticity in Peer Consultation**

*Roben Torosyan, Fairfield University*  
*Kathryn Plank, The Ohio State University*  
*Stephanie Rohdieck, The Ohio State University*

Whenever helping anyone, we bring our full humanity in all its flawed glory to the relationship. While “fixing” teaching problems may be a valuable strand of consultation, the process involves a richer weave of our own emotions and identities, in response to particular people and personalities. This session uses peer consultation video cases and self-critical examination by the presenters to provide a framework for how our reactions—positive and negative, conscious and unconscious—result from particular experiences, values, and biases. Participant take-aways include conceptual models, worksheets for ongoing self-reflection, and templates for sustaining ongoing reflection and experimentation with personal change.

Professional Development — Educational Developers, Educational Development Profession

**Roundtable Sessions, Thursday, 2:15 pm–3:30 pm**

**Journal Keeping in Professional Life: Weaving Patterns of Balance**

*Joanne Cooper, University of Hawaii*  
*Dannelle Stevens, Portland State University*

This session presents nine cases of journal keeping professionals in higher education: faculty, administrators, and graduate students, who all use this device to

**Pavilion C, D, E**

Second Floor  
2:15 pm–  
3:30 pm

reflect on the meaning and pressing questions of their professional lives. The session will discuss their purposes, best practices, as well as the benefits of regular journal keeping. Research indicates that keeping a journal not only helps professionals balance the many tasks they juggle, but enhances insight, promotes career planning, and improves overall health. The session will invite participants to reflect on their journal experiences and share both supports and barriers to a more reflective professional life

Professional Development — Professional Context, Work-Life Balance

### **Pavilion**

Second Floor

2:15 pm–

3:30 pm

### **Weaving Connections: Exploring Blogging as a Form of Academic Publishing**

*Jeff Nugent, Virginia Commonwealth University*

*Terry Dolson, University of Richmond*

The past several years have seen tremendous growth in new publishing opportunities on the Internet. One form of web-based publishing that has garnered attention in the academy is blogging. While academic blogging has both strong advocates and detractors, many questions remain about the value of blogs as an academic publishing platform. This session will engage participants in discussion about the role blogs might play in building connections within the POD community, as well as explore the role teaching and learning centers might play in engaging faculty members in conversations about emerging publishing opportunities that are reshaping notions of intellectual exchange.

Professional Development — Technology, Scholarship of Teaching and Learning (SoTL)

### **Pavilion**

Second Floor

2:15 pm–

3:30 pm

### **Developing Best Practices for Designing Teaching Center Web Sites**

*Amanda McKendree, Duquesne University*

This roundtable discussion invites both novice and advanced web designers who share an interest in using their center's Web site for weaving patterns of professional development practices. By focusing on the stages of Web site development from initial design consultations to implementation to site launch, participants will develop best practices for designing a center's Web site and determine effective strategies for addressing such challenges as inefficient Web site structure, poor functionality, and poor navigation.

Organizational Development — Communications, Technology

### **Pavilion**

Second Floor

2:15 pm–

3:30 pm

### **Emergent Patterns: Developing Graduate Internships to Explore Educational Development**

*Alan Kalish, The Ohio State University*

*Heather Bandeen, The Ohio State University*

Creating substantive opportunities for graduate students to become immersed in educational development and to reflect on and theorize their work remains difficult. This roundtable will examine an example of a pilot doctoral internship that incorporates shadowing Educational Development Professionals, while also requiring engaged reflection upon themes and literature central to the field. By examining one model as a basis for discussion, participants will be asked to consider initiating and sustaining related graduate opportunities across institutions. It is hoped that the discussion will foster a chance to analyze benefits and challenges of these new

patterns of practice for the future.

Professional Development — Educational Developers, Educational Development Profession

**Pavilion**

Second Floor

2:15 pm–

3:30 pm

**Helping Novice Teachers Weave Workable Syllabus Policies**

*Cecilia Shore, Miami University*

Guidebooks for beginning teachers often offer advice regarding syllabus construction. However, when students push the boundaries, instructors often feel hemmed-in by a too strict policy, or feel taken advantage of by a too lenient one. I will describe a training session for graduate students and new faculty to address this problem. The centerpiece of the session is discussion of cases of policies from real syllabi and “boundary disputes” that arise with students. These cases challenge teachers to weave together the various constraints that apply to course policies: university policy, fairness, one’s own teaching philosophy, and practical considerations. I will present qualitative evaluative data.

Instructional Development — Faculty, Graduate Teaching Assistants (GTA)

**Pavilion**

Second Floor

2:15 pm–

3:30 pm

**Weaving Reflective Practice into Graduate Student Academic Career Preparation**

*Gabriele Bauer, University of Delaware*

What reflective tasks can we provide to aspiring professors to enhance their academic career development and inform their career decision-making? This roundtable discussion will focus on ways to achieve systematic and ongoing reflection that leads to meaningful learning about faculty work life. It will explore how aspiring professors perceive the complexities of their future faculty careers, and how they utilize their studies productively to prepare for them. Participants are invited to bring sample reflective activities.

Professional Development — Graduate Teaching Assistants (GTA)

**Pavilion**

Second Floor

2:15 pm–

3:30 pm

**Building Collaborations among Campus Offices to Support Professional Development**

*Bronwyn Adam, Syracuse University*

*Nisha Gupta, Syracuse University*

Many campuses are experiencing shifting organizational patterns as emerging institutional priorities and ongoing budget constraints force hard choices about staffing and support. This roundtable will provide participants the opportunity to speak about the extent to which professional development for faculty and graduate teaching assistants is a shared responsibility on their campuses and the opportunities and challenges they have experienced as a result.

Professional Development — Educational Developers, Large Institutions

3:30 pm–

3:45 pm

**Refreshment Break**

**Concurrent Sessions, Thursday, 3:45 pm–5:00 pm****Alpine**

Second Floor  
3:45 pm–  
5:00 pm

**Engaging Faculty in Their Teaching Through a Research Proposal Workshop**

*Denise Drane, Northwestern University*  
*Susanna Calkins, Northwestern University*

Faculty who consider themselves as primarily researchers can be difficult to engage in faculty development activities. However, as agencies such as the National Science Foundation (NSF) now require educational activities in research grants, proposal writing may represent a new avenue for engaging research faculty in their teaching. In this session we outline an innovative workshop on writing the pedagogical component of a grant proposal that was developed for faculty at a midwest research university. Participants will complete two case-study activities used in the workshop and learn how the workshop activities can be used to stimulate discussion about teaching and learning.

Professional Development — Faculty, Educational Development Profession

**Bonanza A**

Second Floor  
3:45 pm–  
5:00 pm

**...So You Can Teach Old Dogs New Tricks!**

*Martha Robertson, San Jacinto College*

The call went out to faculty: “We are looking for twenty dedicated, experienced faculty to participate in the Innovative Teaching Exchange pilot. This seminar will challenge instructors to try innovative teaching ideas, will encourage instructors to self-evaluate, will create a cohort of engaged faculty across the district, and will offer ideas for continued professional development.” The group met for two hours every other week during the semester with only one ground rule: this time is dedicated exclusively to exploring ideas that will foster better teaching and learning. What happened was magic!

Professional Development — Faculty, Scholarship of Teaching and Learning (SoTL)

**Bonanza B**

Second Floor  
3:45 pm–  
5:00 pm

**How Do You Know If Your Organization Is Learning-Centered?**

*Zachary Goodell, Virginia Commonwealth University*

The purpose of this session is to introduce participants to a rubric that was developed from John Tagg’s book, *The Learning Paradigm College* (2003) by a faculty learning community at Virginia Commonwealth University. The rubric is a voluntary, self-assessment tool for academic leaders to discover where their organization is in terms of a learning-centered/instruction-centered continuum and what they might be able to do to move their organization in one direction or the other. Participants will work in small groups to assess a fictitious department and to offer recommendations for change.

Organizational Development — Faculty, Large Institutions

**Bonanza C**

Second Floor  
3:45 pm–  
5:00 pm

**Maximize Your Marketing Efforts (When You’re Short of Cash!)**

*Meggin McIntosh, Emphasis on Excellence, Inc.*

1. Do you have classes and workshops that don’t have enough faculty, grad students, or whoever your target audience is?
2. Do you have classes and workshops that don’t have the right participants?
3. Do you have a service that others need and you know your program is the right place to offer the service, but people don’t know to contact you about it?

4. Do you have lots of potential participants, but not an unlimited budget for reaching them?  
If the answer is "Yes," to at least one of these questions, then you need to know more about marketing.

Instructional Development — Marketing, Development

### Carson

Second Floor  
3:45 pm–  
5:00 pm

#### **Meeting Challenges and Facing Realities**

*Cathy Misenhelter, Johnson County Community College*

The reality is community college employees are walking out the door due to retirements or other opportunities. The second reality is that there are not enough currently qualified employees to fill those positions. The Johnson County Community College (JCCC) Leadership Institute and the JCCC Leadership Development Program are two tracks of programming offered to meet the challenge.

Program and Organizational Development — Administrative/Leadership, Professional Developers

### Donner

Second Floor  
3:45 pm–  
5:00 pm

#### **Enter Laughing: Cultural Approaches to Humor in the Classroom**

*Valeria Wenderoth, University of Hawaii at—Manoa*  
*Kathleen Kane, University of Hawaii*

In the 1967 film version of Carl Reiner's semi-autobiographical novel, *Enter Laughing*, his entry into the world of theatre reveals, "that the young aspiring actor knows nothing about his 'craft' is evident the moment he speaks his first stage direction—'Enter Laughing'—as if it were a line of dialogue" (NYT review). To the extent that teaching and theatre share similar challenges with regard to humor, this session will explore humor in the classroom through a process of interactive layering.

Instructional Development — Professional Context, Diversity

### Fremont

Second Floor  
3:45 pm–  
5:00 pm

#### **Completing a Sustainable Assessment Process by Incorporating Governance, Assessment, Planning, and Budget**

*Louise Kowalski, Erie Community College*  
*Maryann Justinger, Erie Community College*

Learn how Erie Community College in Buffalo, New York developed and implemented a sustainable assessment process that incorporates assessment, planning, and budget operations. The session will provide the model that was created and will then discuss implementation highlighting the challenges met along the way.

Program and Organizational Development — Assessment

### Genoa

Second Floor  
3:45 pm–  
5:00 pm

#### **Faculty Developers as Servant Leaders**

*Daniel Wheeler, University of Nebraska—Lincoln*

In this session servant leadership with the emphasis on service as a pre-requisite to leadership is proposed as an appropriate framework for faculty development. With an emphasis on Altruistic Calling, Emotional Healing, Wisdom, Persuasive Mapping, and Organizational Stewardship, faculty developers can address faculty personal and professional needs as well as organizational needs. Strategies appro-

appropriate to these five factors will be identified and applied to faculty and organizational needs.

Organizational Development — Faculty, Development

### **Ponderosa A**

Second Floor

3:45 pm–

5:00 pm

### **Using Undergraduate Student Consultants to Enhance Instructional Support**

*Roger Sell, Missouri State University*

*Kimberly Fielding, Missouri State University*

*Lynn Sorenson, Brigham Young University*

*Brian Walker, Brigham Young University*

Integrating undergraduate students within faculty development programs can generate a new tapestry of collaboration—to the benefit of students, instructors, and developers. In this session, two universities share their experiences with utilizing student consultants: one with an established program that contributes the strength of time-tested methods, and the other with a recently-initiated program that contributes vibrant new possibilities in using student consultants. Session participants will interact with the presenters and other participants to explore the needs, goals, activities, challenges, and outcomes of a student consulting program as part of a teaching and learning center or instructional improvement program.

Instructional Development — Educational Developers, Educational Development Profession

### **Ponderosa B**

Second Floor

3:45 pm–

5:00 pm

### **Implications/Applications of an International Study of Faculty Skills and Roles**

*Michael Theall, Youngstown State University*

*Raoul Arreola, University of Tennessee Health Science Center*

*Bonnie Mullinix, TLT Group, Inc.*

An international survey of faculty, academic administrators, and academic support professionals provided data on faculty expertise in 20 “meta-professional” skills as well as the need for those skills in four professorial roles. Faculty provided self-reports, and others provided opinions about faculty. Using in-depth data from one USA and one Canadian institution, overall and institution-specific results will be examined to see how collecting information about faculty skills can be an organizational development activity, and how the results can be used to guide faculty evaluation and professional development policy and practice leading to improved teaching and learning.

Professional Development — Faculty, International

### **Menges Award Session**

### **Washoe**

Second Floor

3:45 pm–

5:00pm

### **Weaving a Tapestry of Employee Engagement**

*Bob Cox, George Brown College*

*Rosalind Gilbert, George Brown College*

*Susan Heximer, George Brown College*

Employee engagement and satisfaction are determined by four major factors: employees’ organizational pride, sense of belonging to a community, having the right skills for the right job, and a sense of alignment with the organization’s purpose and mission. The Organization and Staff Development Department at George Brown College focuses on employee engagement and satisfaction by bringing all of these factors together even though they are often “housed” in different departments and divisions throughout the College. By coordinating the efforts of dispa-

rate groups within the College we create a seamless tapestry of opportunities and activities that encourage and support institutional engagement.

Program and Organizational Development — Faculty, Staff Administrative/Leadership, Educational Developers, Professional Developers

**Central Pacific**

Third Floor  
3:45 pm–  
5:00 pm

**Appreciative Inquiry: Succeeding Together**

*Teresa Ward, Butte College*

Appreciative Inquiry, a strategic planning tool, builds on a college’s success and allows problems to be solved from a success perspective. At Butte College, individual stories provided the foundation for a college-wide story of the institution’s best work and created a vision and will for action that have been inclusive and creative.

Program and Organizational Development — Administrative/Leadership, Professional Developers

**Southern Pacific A&G**

Third Floor  
3:45 pm–  
5:00 pm

**So You Want to Be a Faculty Developer?**

*Donna Ellis, University of Waterloo*  
*Kristen Hutchins, University of Missouri*  
*Eric Kristensen, University of Ottawa*  
*Dieter Schönwetter, University of Manitoba*  
*Marilla Svinicki, University of Texas*

This forum enables new and future faculty developers to ask experienced veterans in the field questions about careers in faculty development. A variety of issues will be discussed, including the skills needed to succeed, the roles of faculty development on campuses, and common faculty developer tasks. We will also guide participants in developing their own professional development plans for the coming years. If you are interested in learning more about this career and the skills needed to be a successful job candidate or if you want to plan your career development goals, join us for this important discussion!

Professional Development — Educational Developers, Career stages

**Southern Pacific B**

Third Floor  
3:45 pm–  
5:00 pm

**Support for Faculty in Facilitating Online Learning**

*Daryl Peterson, Valencia Community College*

In the past three years, Valencia Community College has seen the number of online sections and students more than triple, along with the addition of significant numbers of “virtual” adjunct instructors. Supporting those online (and blended) course instructors goes beyond course design. We must also promote effective online learning. To that end, a partnership with the Office of Instructional Technology created an online scenarios-based course, Facilitating Online Learning, which was launched in spring 2008. This session will provide a course overview and engage participants in an activity and discussion on strategies for building community in online courses.

Instructional Development – Educational Developers, Professional Developers

**Southern Pacific C**

Third Floor  
3:45pm–5:00pm

**Minimizing Pain, Maximizing Gain When Working With Millennial Students**

*Barbara Hornum, Drexel University*

While not all members of the Millennial cohort are “typical” in their characteristics,

certain behaviors when displayed clearly impact on teaching techniques and on classroom management. How faculty respond may create tensions in the classroom resulting in friction between faculty and students, lost opportunities for positive learning situations for students, and poor student assessments of faculty. Drawing on the experiences at Drexel University, this session will use individual and group exercises, and group discussions that reflect institutional variation, and will explore ways to reduce tensions and improve teaching/learning situations thereby minimizing pain and maximizing gain for non-millennial faculty and millennial students.

Instructional Development — Faculty, Large Institutions

**Southern  
Pacific D**

Third Floor  
3:45 pm–  
5:00 pm

**Weaving a Vision of Faculty Development**

*Sheldon Benson, University of Arizona*

It is essential that practitioners occasionally reflect on the fundamental goal of their work in order to clarify their vision of their field/discipline and reaffirm or further develop their conceptualization of its place in the educational community. Abbott's systems of professions framework will be used to enable participants to examine their views concerning the human and institutional goals faculty development could facilitate, and the state of knowledge and practice which characterize the field. This will provide a means to consider broader possibilities which could define a profession of professional development in higher education.

**Southern  
Pacific E**

Third Floor  
3:45 pm–  
5:00 pm

**Organizational Development — Educational Development Profession,  
Marketing Jump Start: A Tapestry of Online Course Design and Technology**

*Jennifer Beasley, Indiana University—Purdue University Indianapolis*

*Tom Janke, Indiana University—Purdue University Indianapolis*

*Terri A. Tarr, Indiana University—Purdue University Indianapolis*

Keeping up with the latest technology and developing online courses is often overwhelming for faculty. As a result, the IUPUI Center for Teaching and Learning developed a program that "jump starts" the process. During this session, participants will be provided with a brief overview of the Jump Start program. The main focus of the session will be on the outcomes of the program, including assessment findings related to faculty attitudes and behaviors about online teaching. Further, we will highlight the use of emerging technologies in online courses and students' reports on the impact these technologies had on their learning.

Instructional Development — Technology, Assessment & Evaluation

**Roundtable Sessions, Thursday, 3:45 pm–5:00 pm**

**Pavilion C,D,E**

Second Floor  
3:45 pm–  
5:00 pm

**Weaving the Work of Teaching Centers into Schools of Medicine**

*Megan Palmer, Indiana University—Purdue University Indianapolis*

Weaving the work of teaching centers into schools of medicine may not come easily. With increased demand for excellence and productivity in clinical care, research, and teaching (Emans, Goldberg, Milstein, & Dobriner, 2008), many medical schools are developing their own faculty development units. This session will engage participants in discussion about how Centers for Teaching and Learning (CTL) can partner with their counterparts in medicine. To frame the conversation, we will briefly discuss our faculty development needs assessment and the resulting strategic plan for the Office of Faculty Affairs and Professional Development, which takes advantage

of close ties to the CTL.

Organizational Development — Faculty, Large Institutions

**Pavilion C,D,E**

Second Floor

3:45 pm–

5:00 pm

**Publishing an Annual Report – A Public Assessment of Faculty Development**

*Jim Stenerson, Pace University*

*Constance Knapp, Pace University*

Each year the Center for Teaching, Learning and Technology at Pace University publishes an annual report. The report captures the activities and events for the academic year while outlining the goals and strategies for the coming year. This roundtable will explore the need for each faculty development center to publish an annual report and will review the best practices for developing the report. The roundtable will provide an opportunity to exchange ideas on what is included in an annual report. The roundtable is open to those who publish a report so that there can be an exchange of best practices.

Organizational Development — Assessment & Evaluation, Communications

**Pavilion C,D,E**

Second Floor

3:45 pm–

5:00 pm

**Scheduling Scholarship: Promoting Faculty Engagement in Two-Year Colleges**

*Robin Lightner, University of Cincinnati*

*Susan Sipple, University of Cincinnati*

Scholarship is simply assumed in four-year institutions; however, at two-year institutions, it is not always a primary focus as faculty devote more time to teaching and service. This, in turn, can lead to professional disengagement. In order to reinvigorate two-year faculty, institutions must find ways to support faculty in scheduling time for scholarship. We will discuss how institutions could forestall burnout, promote professional accomplishment, and, ultimately, enhance teaching and learning by committing funds and time to particular kinds of faculty learning communities,

Professional Development — Community/Technical Colleges, Scholarship of Teaching and Learning (SoTL)

**Pavilion C,D,E**

Second Floor

3:45 pm–

5:00 pm

**Integrating Professional Development, Leadership Development and Faculty Governance: New Challenges**

*Patricia Lawler, Widener University*

*Donna Ziegenfuss, Widener University*

Do we utilize the faculty governance systems on our campuses to promote professional development? To inform changes? Do we use professional development to “grow” campus leaders, preparing them for governance? This roundtable discussion will provide opportunities to explore these questions and brainstorm possibilities. Potential research directions will be identified as participants share their experiences, perspectives, and knowledge. An expected outcome is to establish a research agenda focused on the integration of governance and leadership, using governance to promote faculty development efforts. Participants will be invited to continue the dialog and participate in the research agenda.

Professional Development — Faculty

**Pavilion C,D,E**

Second Floor

3:45 pm–

5:00 pm

**What Can a Small Teaching Center Do?***Cheryl Miller, State University of New York—Potsdam*

At many institutions the budget for a teaching center is small, but the center can still have a large impact on teaching and learning. This goal of this session is to bring together a group of faculty and professional developers at such institutions to discuss how they can use their limited resources in efficient and effective ways.

Instructional Development — Small Colleges, Institutional Context

**Pavilion C,D,E**

Second Floor

3:45 pm–

5:00 pm

**Mentoring for Leadership in Faculty Development: Following Don Wulff's Lead***Wayne Jacobson, University of Washington**Stacy Grooters, Stonehill College**Angela Linse, Pennsylvania State University*

Many of us in POD are familiar with mentoring programs for faculty or graduate students, but we have rarely taken a systematic look at the mentoring of future leaders in faculty development. Facilitators of this discussion will review the characteristics of effective mentoring, present examples of ways in which their common mentor, Don Wulff, personified these characteristics, and invite participants to contribute their own experiences and questions about mentoring of faculty developers. Participants will develop a set of next steps they can take both to seek out and to become effective mentors in the faculty development community.

Professional Development — Educational Developers, Career Stages

**Pavilion C,D,E**

Second Floor

3:45 pm–

5:00 pm 10:00 am

**Weaving the Fabric of Our Selves: Balancing Warp and Woof***Francine Glazer, New York Institute of Technology*

Recent years have taken their toll on academia – enrollments are up, classrooms crowded, budgets are shrinking and jobs scarce. Scholarship, teaching, service have expanded in scope; new expectations include increased emphasis on student advisement, incorporation of new technologies in the classroom, and more stringent criteria for hiring, tenure and promotion. How do we meet all these demands without fraying at the edges? In this session we will examine the demands of different career and life stages and share strategies for weaving together the threads of our professional and personal selves to form a strong, beautiful fabric.

Professional Development — Work-Life Balance, Career Stages

**Rose Ballroom B**

Second Floor  
5:30 pm–  
8:00 pm



**NCSPOD 2009 Reception, Dinner, and NCSPOD, Inc. Annual Meeting**

*Louanne Whitton, NCSPOD President*  
NCSPOD members are invited to join in celebrating and learning about the 2009 conference location of the Twin Cities! Following the Reception, join colleagues for dinner and the NCSPOD, Inc. Annual General Meeting.

**Pavilion A&B**

Second Floor  
5:30 pm–  
6:30 pm

**POD Diversity Reception**

The POD Diversity Committee invites all conference participants to join us for this the opportunity to meet new colleagues, continue great conversations, and extend a special welcome to recipients of this year's Diversity Committee Travel Grants.

**Rose Ballroom A**

Second Floor  
6:30 pm–  
8:00 pm

**POD Dinner and Presidential Address**

*Virginia S. Lee, POD President*



**Friday At-a-glance**

7:00 am–6:00 pm	Conference Registration
7:00 am–8:00 am	Continental Breakfast (Sliced Fresh Fruit, Assorted Bagels with Cream Cheese, Individual Fruit Yogurt)
7:00 am–8:00 am	POD Graduate Student Professional Developer Breakfast
7:30 am–9:00 am	NCSPOD Leadership Breakfast
8:15 am–9:30 am	Concurrent Sessions
9:45 am–10:45 am	Plenary address: Dennis Jacobs
10:45 am–11:00 am	Beverage Break
11:00 am–7:00 pm	Vendor Exhibit
11:00 am–12:15pm	Concurrent Sessions
12:30 pm–2:00 pm	NCSPOD Awards Luncheon
12:30 pm–2:00 pm	POD Awards Luncheon
2:15 pm–4:45 pm	Expedition #4: National Historical Museum
2:15 pm–3:30 pm	Concurrent Sessions
3:30 pm–3:45 pm	Beverage Break
3:45 pm–5:00 pm	Concurrent Sessions
5:00 pm–5:30 pm	Resource Fair Setup
5:30 pm–7:00 pm	POD/NCSPOD Reception, Resource Fair, POD Innovation Awards
6:00 pm–10:00 pm	Expedition #5: Virginia City Dinner Theatre
7:00 pm–10:00 pm	Expedition #6: Elder POD Dinner at Rapsallion

**Pavilion Foyer**

Second Floor

7:00 am–  
6:00 pm**Conference Registration****Pavilion Foyer**

Second Floor

7:00 am–  
9:30 am**Welcome Area**

Volunteers are available to guide attendees in planning how to get the most out of the conference.

**Rose Ballroom A**

Second Floor

7:00 am–  
8:00 am

**Continental Breakfast** (Sliced Fresh Fruit, Assorted Bagels with Cream Cheese, Individual Fruit Yogurt)

**Ponderosa A**

Second Floor

7:30 am–  
9:00 am

**NCSPOD Leadership Breakfast** (Sliced Fresh Fruit, Assorted Bagels with Cream Cheese, Individual Fruit Yogurt)

**Ponderosa B**

Second Floor

7:00 am–  
8:00 am

**POD Graduate Student Professional Developer Breakfast** (Sliced Fresh Fruit, Assorted Bagels with Cream Cheese, Individual Fruit Yogurt)

**Concurrent Sessions, Friday, 8:15 am–9:30 am****Alpine**

Second Floor  
8:15 am–  
9:30 am

**A Tapestry of Change: Learning from Academic Portfolio Collaborations**

*Janelle Voegele, Portland State University*  
*Leslie McBride, Portland State University*

What happens when faculty and administrators from various disciplines and career stages think together about academic portfolio development? Can the learning community they create help weave together diverse understandings of what “counts” as scholarship? Can the results facilitate programmatic and institutional change? This session will address these questions and present the learning community model used to engage participants as campus leaders using the academic portfolio. Within this model, portfolio development helped participants address career development issues and engage in peer coaching. The model also increased transparency in the promotion and tenure review process while opening opportunities for dialogue on diverse forms of scholarship and cultural norms within programs.

Professional Development — Faculty, Educational Developers

**Bonanza A**

Second Floor  
8:15 am–  
9:30 am

**The Warp and Woof: Creating a Professional Development Center**

*Lauri Hughes, Kirkwood Community College*  
*Hope Burwel, Kirkwood Community College*  
*Bonnie Cackoski, Kirkwood Community College*

Kirkwood’s Center for Excellence in Learning & Teaching (KCELT) was a grassroots initiative four years ago. The Center has evolved from an idea to reality, from a faculty learning center to an all-employee learning center. This session will include an overview of how KCELT came to be. The needs assessments, course offerings, evaluations, and end-of-semester reports continue to show increased interest, increased participation, and exceptional satisfaction. We’ve been tracking employee needs, reviewing the data, and identifying the areas for growth. We’re eager to share what we’ve learned!

Professional Development — Faculty, Adjunct/Part-Time, Staff, Professional Developers, Administrative/Leadership, Educational Developers

**Bonanza B**

Second Floor  
8:15 am–  
9:30 am

**Facilitating Scholarly Writing Circles That Work**

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

Center directors often help faculty and GAs with the other part of their jobs: scholarly writing. This workshop will present proven strategies that help scholars improve their writing and increase their productivity by a factor of four. Participants will learn how to motivate writers to write daily for 15-30 minutes, organize prose quickly and well, solicit the right feedback from the right colleagues, and use feedback effectively. Participants will also learn how to group scholars in writing circles, how those writing circles should spend their time once grouped, and how often they should meet and for how long. The workshop will feature three models from three universities.

Professional Development — Educational Research

**Bonanza C**

Second Floor  
8:15 am–  
9:30 am

**Case Method Teaching in the College Classroom**

*Jim Eison, University of South Florida*

Case method teaching has gained significant popularity across the disciplines over the past twenty years. Much has subsequently been learned about this exciting active learning instructional strategy and reported in the scholarly literature of two dozen disciplines. This highly interactive session will both offer an experiential demonstration of case teaching and provide a synthesis of best practices drawn from classic case method resources, as well as the most recent scholarly writing and research. The session is designed to interest and be of value to both neophyte case method instructors and/or faculty developers as well as more experienced colleagues.

Instructional Development — Educational Developers, Faculty

**Carson**

Second Floor  
8:15 am–  
9:30 am

**Influencing Organizational Change through Conversation Cafés**

*Gail Liberman, Clark College*

This session examines the World Café method for creating a living network of collaborative dialogue around questions that matter at your college. People coming together in circles is how we have always shared our knowledge, imagined the future, and created communities of commitment. The presenter will provide successful models for Conversation Cafés and Listening Salons utilized at Clark College to intentionally foster college-wide learning conversations, knowledge sharing, and new possibilities for action.

Program and Organizational Development — Administrative/Leadership, Professional Developers

**Donner**

Second Floor  
8:15 am–  
9:30 am

**Bridging Theory, Research and Practice: Aligning Educational Programming and Learning**

*James Zimmerman, Montclair State University*

The vitality of the scholarship of teaching and learning can be strengthened through enhancing the linkages between research, theory, and practice. Those linkages can help educators, researchers, developers, and practitioners foster strong positive motivation for learning, create active engagement for deep learning, and develop capacities for reflection and self-regulation. As a result of this presentation, participants will acquire an understanding of a theory-based, empirically supported model for integrating practice with research and theory. Participants will also experience examples of how this model has been successfully applied in different disciplines and assessment tools to be used in tandem with this model.

Instructional Development — Scholarship of Teaching and Learning (SoTL), Learning Outcomes Assessment

**Fremont**

Second Floor  
8:15 am–  
9:30 am

**All for One and One for All: Doctoral Support Group**

*Diann Back, Central Piedmont Community College*  
*Libby Vagnoni, Central Piedmont Community College*

To encourage college faculty and staff who are pursuing an advanced degree, a support group was formed in 2005 called the Doctoral Support Group. The purpose of this group is to share college resources, develop partnerships, and create support strategies. The group meets twice a year to celebrate successful comple-

tions, to share dissertation stories, and to address research needs of the attendees. Benefits of the meetings are social interaction, shared information, and research-related workshops.

Program and Organizational Development – Leadership

### Genoa

Second Floor

8:15 am–

9:30 am

#### **A Model for Developing and Communicating Course Designs**

*Edmund Hansen, Northeastern Illinois University*

This is a discussion of what constitutes a meaningful blueprint that allows faculty to communicate how learning is accomplished in an academic course. Questions to be addressed include: Why is a syllabus not enough? How do instructors of the same course communicate about the learning taking place in that course? How does one create curricular coherence without violating faculty's academic freedom? Participants will receive a model for a course design document that addresses these issues. This model was developed over the six-year period of a large federal grant working with numerous groups of General Education faculty across many disciplines.

Instructional Development — Faculty, Educational Developers

### Ponderosa B

Second Floor

8:15 am–

9:30 am

#### **'I Hate this Course!' How Useful are Student Evaluation Comments?**

*Therese Huston, Seattle University*

*David Green, Seattle University*

How often are the comments on student course evaluations uninformative, cryptic, or outside the instructor's control, making it difficult for faculty to know how to respond? What decisions do faculty and institutions make as a result? As developers, we try to help faculty weave their way through student comments so they can make informed decisions about their teaching (and disregard less helpful comments, like the one in this title). In this workshop, we'll share findings from a research study that provides data on the usefulness of student comments, and we'll offer a research methodology to tailor to your own institutions.

Instructional Development — Research and Innovation, Assessment & Evaluation

### Tahoe

Second Floor

8:15 am–

9:30 am

#### **The Beginning, Middle, and End of Teaching and Learning**

*Duane Henry, University of Hawaii—Manoa*

*Kathie Kane, University of Hawaii—Manoa*

*Valeria Wenderoth, University of Hawaii—Manoa*

The most powerful narrative devices are those that we think of as natural rather than cultural or historical. In this workshop we will consider the cultural embeddedness of storytelling and the reception and interpretation of narrative. Storytelling in the classroom often deflects from the material and bifurcates teaching and learning. This workshop will interrogate the ways in which stories can be read differently according to context and culture. This workshop will be useful for many settings that require conflict resolution and avoidance and in general the careful management of storytelling narratives.

Professional Development — Professional Context, Diversity

**Washoe**

Second Floor

8:15 am–

9:30 am

**Learning in Community: An Innovative Leadership Academy***Macaela Cashman, Cochise College*

Institutions across the country are, or soon, will be seeking dynamic leaders in a competitive labor market, so the question becomes, "How are we going to do it?" During this session, we will discuss the design, development, implementation, and evaluation of a leadership program, the Cochise College Leadership Academy. The Leadership Academy involves change strategies through a learning communities approach. Bring your questions for discussion!

Program and Organizational Development — Leadership, Professional Developers

**Central Pacific**

Third Floor

8:15 am–

9:30 am

**Creating Community and Collegiality: Team Building Activities That Work***Steve Mark, Housatonic Community College**Kim O'Donnell, Naugatuck Valley Community College**Patricia Pallis, Naugatuck Valley Community College*

Establishing an atmosphere of trust and a connection between participants is often integral to a successful professional development activity. Yet often we have a very limited time to set this tone. Learn some basic principles and tested and specific techniques for team building from Connecticut's long-running Great Teachers Seminar. Join us for an interactive, hands-on session with plenty of opportunities for play.

Professional Development — Faculty, Adjunct/Part-Time, Staff, Professional Developers

**Southern Pacific A&G**

Third Floor

8:15 am–

9:30 am

**The UVU Teaching Academy: Understanding Student Resistance, Theories, and Practice***Anton Tolman, Utah Valley State College**Ursula Sorensen, Utah Valley University*

Learner-Centered Teaching (LCT) provides a coherent philosophy of classroom instruction based on the science of learning. However, the teaching literature suggests that many faculty development programs are implemented piece-meal. This session presents a faculty development model called the Teaching Academy that encourages use of LCT theory and methods with a community of instructors across a year of training. The Academy will be described and an exemplar session, focusing on understanding student resistance to LCT, will be conducted. This session weaves together a theoretical understanding of student resistance with suggestions for practice to build upon those theories and enhance student response.

Instructional Development — Faculty, Scholarship of Teaching and Learning (SoTL)

**Southern Pacific B**

Third Floor

8:15 am–

9:30 am

**Successful Teaching Strategies from America's Top Educators***Henry Hartman, STARLINK—Texas Association of Community Colleges*

Want to provide your faculty with more successful teaching strategies? This session will give you lots of ideas. Session attendees will select topics to be pulled from STARLINK's large library of video modules. After viewing the short video module featuring renown faculty, we will discuss the strategy and share ideas among the group. Handouts dealing with researched successful teaching strategies will be provided.

Professional Development — Faculty, Adjunct/Part-Time, Scholarship of Teaching and Learning (SoTL)

**Southern Pacific C**

Third Floor  
8:15 am–  
9:30 am

**Quantitative Reasoning—Across Curriculum, Across Campus, and Beyond**

*Ellen Iverson, Carleton College*  
*Nathan Grawe, Carleton College*  
*Cathryn Manduca, Carleton College*

This session describes how one institution “fostered a conspiracy” (Hughes-Hallett, 2007) to challenge students to apply quantitative reasoning in their writing in a wide variety of contexts. Because all faculty cared deeply about students' abilities to write effective arguments, the “conspiracy” attracted participation from traditionally less-quantitative departments. By integrating workshops sponsored by the learning and teaching center with web-based documentation of the resulting assignments, faculty share these changes in practice with their colleagues at the given institution and beyond. The web examples are valued by other faculty as a source of inspiration and practical advice.

Organizational Development — Faculty, Small Colleges

**Southern Pacific D**

Third Floor  
8:15 am–  
9:30 am

**Testing an Emerging Technology Collaboration Model for Faculty Development**

*Mary Jo Gorney-Moreno, San Jose State University*  
*Menko Johnson, San Jose State University*

This presentation will discuss how one university is weaving pedagogy, learning space design, and technology into a vibrant new learning landscape. The learning space was specifically designed to reshape the roles of faculty and students in the classroom. In this interactive session, participants will learn how to assess learning spaces from multiple perspectives to identify and discuss a variety of pedagogical learning strategies needed to accommodate Net Gen learners. Session participants will have the opportunity to explore how faculty development strategies and learning spaces can hinder or enhance learning outcomes.

Professional Development — Educational Developers, Technology

**Southern Pacific E**

Third Floor  
8:15 am–  
9:30 am

**Arts of Teaching: Performance Pedagogy, the Personal, and New Possibilities**

*Corine Coniglio, Misericordia University*

This interactive session will focus on how the science of teaching can be applied to enhance the arts of teaching. Participants will engage in activities in various art forms including music, drama, and visual art as a way of self-assessing the nature of their artistic approaches. Teaching will be discussed as a performative art, finally engaging participants in ways to invigorate teaching approaches by focusing on the arts of teaching. The presenter will share the scholarship of teaching related to performance pedagogy, employing innovations for participants to apply this pedagogy through personal reflections and applications in the arts of teaching.

Instructional Development — Faculty, Research and Innovation

**Rose Ballroom B**

Second Floor

9:45 am–

10:45 am

**Plenary Address****Plenary Introduction***Michael Theall, POD President-Elect***Plenary Address: “Learning as a Community Endeavor”***Dennis C. Jacobs, Vice President and Associate Provost, Professor of Chemistry and Biochemistry, University of Notre Dame*

The development and application of new knowledge is inherently a communal act, as scholars vigorously debate ideas and interpretations. So too, learning reaches new heights when students are provided with opportunities to interact with and challenge one another. Jacobs will share how he has exploited collaborative learning and the use of clicker technology to simultaneously engage 200 students in making scientific predictions and defending their ideas.

In particular, Jacobs has studied how collaborative learning pedagogies have led to greater student success and engagement among students at risk. In a completely different environment, Jacobs directs student teams to go out into the local community to perform risk assessments in homes where disadvantaged youth have become lead poisoned. Community-based learning experiences such as this not only heighten civic engagement, but they also deepen students’ commitments to the pursuit and integration of knowledge.

In his role as Vice President and Associate Provost, Dennis Jacobs oversees undergraduate studies at the University of Notre Dame. This includes introducing strategies to promote and expand experiential learning opportunities for students and developing initiatives that foster, recognize, and reward effective teaching. Throughout his twenty years on the faculty, Jacobs has directed a laboratory research program aimed at understanding how energetic molecules attack the surfaces of materials. A set of Jacobs’ experiments is currently flying on the International Space Station and will help identify candidate materials for the construction of future communications satellites. Outside the laboratory, Jacobs is a leader in the scholarship of teaching and learning. He was a Carnegie Scholar in 1999-2000, and in 2002 CASE and the Carnegie Foundation for the Advancement of Teaching conferred on him the U.S. Professor of the Year Award for Doctoral and Research Universities.

10:45am–11:00am

**Beverage Break****Pavilion A**

Second Floor

11:00 am–

7:00 pm

**Vendor Exhibit**

**Concurrent Sessions, Friday, 11:00 am–12:15 pm****Alpine**

Second Floor  
11:00 am–  
12:15 pm

**New Threads of Inquiry into Statements of Teaching Philosophy**

*Katherine Kearns, Indiana University*  
*Valerie O'Loughlin, Indiana University*

This interactive session for instructional consultants, faculty, and graduate students examines established practice and new threads of inquiry regarding statements of teaching philosophy. Participants will experience part of our teaching statement workshop and will learn about our investigation of graduate student development in a health sciences pedagogy course. Participants will compare draft and final teaching statements to explore the potential of a scoring rubric for assessing development of scholarly instructors. This weaving together of graduate student development and the scholarship of teaching and learning will encourage reflection on current activities and inquiries about teaching statements in participants' diverse contexts.

Instructional Development — Graduate Teaching Assistants (GTA), Scholarship of Teaching and Learning (SoTL)

**Bonanza A**

Second Floor  
11:00 am–  
12:15 pm

**Interweaving the Personal and Professional: Key Strands in Diversity Professional Development**

*Louanne Whitton, Chemeketa Community College*

Our institutions, staff, faculty, and students are interacting in an increasingly diverse world. How do we as professional developers design and support effective learning experiences to promote cultural competency? During this session you will explore and experience approaches that emphasize the critical interaction between the personal and professional threads of effective diversity training.

Professional Development — Diversity, Faculty, Staff. Adjunct/Part-Time

**Bonanza B**

Second Floor  
11:00 am–  
12:15 pm

**Engaged Reading: Getting Students Beyond the Yellow Highlighter**

*Steven Hansen, Duquesne University*

A challenge that confronts faculty, and hence faculty developers consulting with them, is getting students engaged in reading. Faculty regularly encounter students who do not read and students who depend on the yellow highlighter of used textbooks. In this workshop, we will explore strategies to weave reading throughout the course in order to engage students in reading that enhances their learning and participation with the course and its texts. Participants will leave with handouts of strategies, a bibliography, and a model of a faculty workshop to use at your institution.

Instructional Development — Faculty, Educational Developers

**Carson**

Second Floor  
11:00 am–  
12:15 pm

**Outsourcing Technology Services: Implications for Faculty Development**

*Linda Chapman, College of Southern Nevada*

Outsourcing technology services can have unintended consequences for faculty development. During this session, you will hear how the new Center for Academic and Professional Excellence (CAPE) of the College of Southern Nevada found itself in a position of ambiguity when the College's technology services were outsourced. This session highlights the areas of confusion, things to be mindful of, and what you

can learn from our headaches. You will also learn how the CAPE staff and faculty worked together to overcome the problems.

Program and Organizational Development — Administrative/Leadership Educational Developers, Professional Developers

### Donner

Second Floor  
11:00 am–  
12:15 pm

#### **Lecture Busters: Practical Suggestions for Modeling Interactive Instruction**

*Hugh Crumley, Duke University*

For better or worse, lecture remains a dominant format. As educational developers, we are in a position to help weave innovation into traditional patterns of practices. This practical, hands-on session will explore the design of a workshop on interactive lecture techniques for faculty and graduate instructors. Workshop topics include techniques for presenting short lecture segments and activities to break up lectures and help maintain student attention, as well as research-based guidelines for using common classroom technology to promote engagement. Participants can expect to take away practical resources for leading similar workshops on their respective campuses.

Instructional Development — Educational Developers, Learning and Teaching

### Fremont

Second Floor  
11:00 am–  
12:15 pm

#### **Professional Development Institute for Educators: An Interdisciplinary Credit-based Program**

*Inajane Nicklas, Moorpark College*

The Institute for Educators is an on-line, high quality, short-term credit program for educators who want to further their professional development. Offerings include a series on course design, instructional practices, leadership, conflict resolution, and team building. Program participants include college instructors who want to move up on the salary scale, secondary instructors interested in continuing education, and industry trainers who want to develop their course design skills. The courses are taught by a cross-functional team of people passionate about the scholarship of teaching and learning, student success, and retention. Learn how we developed this program from inception, to information gathering, to implementation.

Instructional Development — Administrative/Leadership Educational Developers, Professional Developers

### Genoa

Second Floor  
11:00 am–  
12:15 pm

#### **Weaving Theory into Practice: Visions from Learner-centered Classrooms**

*Carol Hurney, James Madison University*

*Nancy Harris, James Madison University*

*S.E. Kruck, James Madison University*

Implementing learner-centered teaching strategies is a challenge for many instructors. Although there is a solid research-based framework supporting the efficacy of learner-centered classrooms, it is difficult for instructors to visualize what this will “look like” in their courses. This session will present case studies of real instructors who redesigned portions of their courses to be learner-centered. Participants will examine the “before” profiles of each instructor and work in teams to prepare a proposal to help these instructors weave learner-centered strategies into their courses. Finally, the presenters will reveal the “after” profiles highlighting the innovative strategies actually implemented by each instructor.

Instructional Development — Faculty, Educational Developers

**Ponderosa A**

Second Floor  
11:00 am–  
12:15 pm

**Investigation of Patterns, Attributes and Practices of SoTL Program Development**

*Connie Schroeder, University of Wisconsin—Milwaukee*

Numerous theories outline organizational development. However, much of the organizational development literature originates outside of higher education, and many “stage theories” and models don’t well inform SoTL program development. Instead, anecdotal advice is shared but SoTL program development lacks careful research. Why do some SoTL programs flounder, stable programs become stagnant, and others innovate and thrive? A survey of SoTL programs and in depth case study interview revealed factors impacting SoTL program development along three main components: Integrative Strategies, Structural Program Features, and Individual Characteristics. A tool for faculty developers to identify and assess their SoTL program development is explored.

Organizational Development — Scholarship of Teaching and Learning (SoTL)

**Ponderosa B**

Second Floor  
11:00 am–  
12:15 pm

**A Non-linear Model of Faculty Development**

*Constance Knapp, Pace University*

*John Molluzzo, Pace University*

*James Stenerson, Pace University*

Most models of faculty development view professional careers as a series of stages through which faculty move. The authors maintain that many faculty do not fit this model. The authors have developed a “non-linear,” transition state model of faculty development that might more accurately describe the careers of non-traditional and many traditional faculty. This model has implications for faculty developers, especially where programs are being developed to support faculty in different stages of their careers.

Professional Development — Faculty

**Tahoe**

Second Floor  
11:00 am–  
12:15 pm

**Open-ended Contract Grading: Weaving Assessment with Learning**

*Linda Nilson, Clemson University*

In contract grading, students’ grades depend on the quantity and difficulty of the assignments they complete, plus test performance, if applicable. So if the assignments and tests are well structured, they should mirror student learning. The “open-ended” descriptor means that students do not commit to a certain grade in advance. Compared to traditional evaluative grading, open-ended contract grading can increase student motivation, sense of responsibility, time-on-task, and learning, as well as reduce grading time. In this workshop, participants will learn how to design an open-ended contract grading system that will reap the potential benefits while avoiding the pitfalls.

**Washoe**

Second Floor  
11:00 am–  
12:15 pm

**How Community College Leaders Learn to Lead**

*Jacqueline Greenlee, Guilford Technical Community College*

Never before has the identification and development of the next generation of community college leaders been so critical for our community colleges. Impending retirements among community college leaders will no doubt significantly impact talent development and succession planning efforts. Given the need for culturally competent leaders who represent culturally diverse student populations, this session will examine the significant ways community college administrators learn to

manage and lead others. Participants will learn creative ways to develop a model for succession planning and to enhance educational leadership.

Program and Organizational Development — Administrative/Leadership, Educational Research

### Central Pacific

Third Floor  
11:00 am–  
12:15 pm

#### **LEAP—Leadership Education in Action Program**

*Dianne Van Hook, College of the Canyons*  
*Diane Stewart, College of the Canyons*  
*Leslie Carr, College of the Canyons*

The College of the Canyons Leadership Education in Action Program (LEAP) has been created to foster the development of visionary, pace-setting administrative leaders. LEAP is designed to promote the development of “agents of institutional change” while providing “big picture” skills and the knowledge required to lead and shape our district and the community college system. LEAP is designed to provide individuals who want to be leaders, at COC or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful. LEAP is an opportunity presented to all classified staff, full-time faculty, deans, assistant and associate deans, unit supervisors or directors who are contemplating moving up in administration.

Program and Organizational Development — Leadership, Faculty, Adjunct/Part-Time, Staff

### Southern Pacific A&G

Third Floor  
11:00 am–  
12:15 pm

#### **Competencies of Faculty Developers: Using “World Café” to Foster Dialogue**

*Debra Dawson, The University of Western Ontario*  
*Judy Britnell, Ryerson University*

As a profession faculty developers need to clearly identify the competencies necessary for success at different career stages. Recent research by Chism (2007), Sorcinelli (2006) and Taylor (2005) spoke to the critical roles these individuals play in ensuring institutional success. Little research has examined the specific competencies needed at each stage of their careers. Building on a matrix of competencies created at a Canadian Educational Developers conference, the present session will use “world café” (active learning technique) to further elaborate on this matrix and to examine similarities or differences in terms of competencies within a global context.

Professional Development — Educational Development Profession, Educational Developers

### Southern Pacific B

Third Floor  
11:00 am–  
12:15 pm

#### **Let's Hear It for the Adjuncts! (Orientation and Beyond)**

*Page Wolf, College of Lake County*

Our college has 600 adjunct faculty members and 225 full-time faculty members. As such, we try to encourage professional development of adjunct faculty to the greatest extent possible. This presentation will cover ways that we offer faculty development to adjunct faculty, with a specific focus on our new part-time faculty orientation. We'll also discuss specialized workshops and resources for adjuncts, and ways we encourage adjuncts to have input in their own development.

Professional Development — Adjunct/Part-Time, Educational Developers, Professional Developers

**Southern Pacific C**

Third Floor  
11:00 am–  
12:15 pm

**Two-timing Students: An Interwoven Approach to Academic Success**

*Marguerite Weber, University of Baltimore*

A two-timer is a student who is a full-time student while maintaining a full working schedule. Two-timers need special advising, support, scheduling, and teaching-and-learning strategies to succeed. This presentation will explore strategies for technology-mediated intrusive advising, course redesign that manages students' attention, and faculty development activities. Attendees will work on drafting processes for identifying and assessing the needs of their own "two-timers" and will also work on identifying strategies to adapt the University of Baltimore model to their own campuses. Most importantly, the session will be organized to replicate the teaching and learning strategies that work well for adult learners.

Organizational Development — Learning and Teaching, Administrative

**Southern Pacific D**

Third Floor  
11:00 am–  
12:15 pm

**Senior Faculty Development: Teaching Old Dogs and Cool Cats New Tricks**

*Herbert Shapiro, Empire State College of the State University of New York*

Increasing numbers of senior faculty are choosing to remain active teachers well past traditional retirement age. The advent of new technologies, distance learning delivery systems, hybrid courses, enrollment management exigencies, issues of cultural diversity, and changes in the norms of student conduct have all contributed to evolving issues of teaching effectiveness. These changes present challenges to faculty who have had successful long-standing careers and are now being called upon to incorporate new methodologies into their teaching. This interactive session demonstrates that through innovative programs of teaching and learning effectiveness, coupled with institutional and collegial mentoring and support, senior faculty can be reinvigorated and reenergized as classroom teachers.

Professional Development — Faculty, Career Stages

**Southern Pacific E**

Third Floor  
11:00 am–  
12:15 pm

**The Pizza Process: Creating and Sustaining a Culture of Innovation**

*Bob Cole, Monterey Institute of International Studies*

*Lynn McDonald, Monterey Institute of International Studies*

*Amy McGill, Monterey Institute of International Studies*

Steve Jobs once said, "I want to put a ding in the universe." Don't we all? This interactive session will tell the story of how the Monterey Institute of International Studies, through its strategic planning process, has approached the challenge of building and sustaining a culture of innovation by creating an Innovations Incubator, embracing the "one pizza rule," and committing itself to bottom-up community building. Participants will engage in an exploration of common barriers, drivers, and strategies and take away a framework for creating and sustaining a culture of innovation that they can adapt to their own organizations.

Organizational Development — Educational Development Profession, Small Colleges

**Bonanza C**

Second Floor  
11:00 am–  
12:15 pm

**Helping Faculty Move up/out from Course to Program Development**

*Neill Johnson, The Pennsylvania State University*

*Angela Linse, The Pennsylvania State University*

What can teaching centers contribute to campus-wide academic program assessment initiatives? This session invites professional, instructional, and organizational developers and faculty to identify new patterns of practice and leadership that are

emerging as administrators and accrediting agencies ask for increasing accountability at the program level. A brief demonstration will give participants an opportunity to test out and compare responses to the most cynical as well as the most constructive attitudes and behaviors they have observed in their departments or work units at their own institutions. Resources for program evaluation are provided.

Organizational Development — Program Evaluation, Faculty

**Rose Ballroom A    POD Awards Luncheon**

Second Floor  
12:30 pm–  
2:00 pm

**Poolside Terrace    NCSPOD Awards Luncheon**

Fifth Floor  
12:30 pm–  
2:00 pm

**Meet in lobby/  
hotel entrance**

2:15 pm–  
4:45 pm

**Expedition #4: National Historical Museum**

**Concurrent Sessions, Friday 2:15 pm–3:30 pm**

**Alpine**

Second Floor  
2:15 pm–  
3:30 pm

**Risks and Rewards of Being an Organizational Change Agent**

*Patricia Payette, University of Louisville*  
*Allyn Shaw, Michigan State University*

This session focuses on how organizational and educational developers can strengthen their strategic planning skills in order to maximize the potential for creating meaningful change and to support innovation while minimizing risks and resource misalignment. We will provide you with a basic grounding in multiple change models, guide you in developing strategies that respond to your organizational culture, and strengthen your strategic thinking skills. You will work with other participants to explore the implications of various models and use guidelines to create an action plan for your own work. Interactive worksheets, a bibliography, and resources will be provided.

Organizational Development — Professional Context, Institutional Context

**Bonanza A**

Second Floor  
2:15 pm–  
3:30 pm

**Establishing a Teaching and Learning Center: Becoming Part of the Campus Fabric**

*Tracy Price, Lansing Community College*  
*Todd Zakrajsek, University of North Carolina—Chapel Hill*

Join two experienced center leaders, one from a community college and one from a university, to learn how they have created and sustained teaching and learning centers that have become a vital part of their colleges' infrastructure, even during times of campus budget reductions. Presenters will review strategies for starting a center, share ideas for garnering and maintaining campus support, and describe some of the services and resources that have been well received by their faculty.

Participants will also have the opportunity to learn from one another about what has worked at their campuses.

Professional Development — Administrative/Leadership, Educational Developers, Professional Developers

### **Bonanza B**

Second Floor

2:15 pm–

3:30 pm

### **Weaving Collegial Strands: Creating a Campus Culture that Supports Preparing Future Faculty**

*Sally Ebest, University of Missouri—St. Louis*

*Cheryl Bielema, University of Missouri—St. Louis*

*Carolyn Brown, University of Missouri—St. Louis*

*Peggy Cohen, University of Missouri—St. Louis*

Since 2001, teaching assistant development on our campus has grown from a workshop for 40 students to a six-track conference attracting over 100 students, reinforced by a graduate Certificate in University Teaching. We have grown by weaving multiple strands of institutional support: campus allies, instructional technology, leaders in TA development, and ongoing assessment to assure continuous improvement. This session is designed to view our strategies within a change framework. Using that framework, we will guide participants to analyze their campus contexts and design a plan that weaves together various sources of collegial, technological, and institutional support.

Professional Development — Graduate Teaching Assistants (GTA), Educational Development Profession

### **Bonanza C**

Second Floor

2:15 pm–

3:30 pm

### **Facilitating Transitions: Faculty Development That Addresses Career Development Milestones**

*Jace Hargis, University of the Pacific*

*Bill Hill, Kennesaw University*

We will share model programs for career-long faculty development from new faculty orientation to retirement and beyond. Successfully integrating the new faculty member into an institutional culture typically requires more than a one day New Faculty Orientation. We will share our proposals for year-long and multi-year induction programs. Faculty development also contributes to tenure and promotion (T&P) success. We will discuss various mentoring initiatives and model programs that enable faculty to successfully understand and navigate T&P, including the challenges of encouraging and valuing SoTL from a pre-tenure perspective. Finally, we address programs designed to maintain senior faculty vitality and engagement.

Professional Development — Faculty, Career Stages

### **Carson**

Second Floor

2:15 pm–

3:30 pm

### **Intertwined Layers of Collaboration: Adjunct Professional Development Model**

*Mel Hall, Carroll Community College*

The experience of the Maryland Consortium for Adjunct Faculty Professional Development demonstrates how collaboration between diverse institutions of higher education can result in productive programs for maintaining high levels of teaching and learning for both credit and non-credit instruction. Participants will learn about a state-wide effort to provide professional development to adjunct faculty involving two-year and four-year public and private, colleges and universities, and the resultant MCAPD projects (Adjunct Survey, Journal Article, and Annual Conferences).

Participants will be asked to evaluate the role of adjunct faculty in higher education, critique the MCAPD model, and discuss how it could be applied to other partnerships.

Professional Development — Adjunct/Part-Time, Innovation

### Donner

Second Floor  
2:15 pm–  
3:30 pm

### Engaging Graduate Students in the Scholarship of Teaching and Learning

*Laura Potter, University of Michigan*  
*Mary Wright, University of Michigan*

To develop future faculty, Pescosolido et al. (2004, p. 156) write that “no better vehicle exists... than the scholarship of teaching and learning (SoTL).” The session will discuss rationales for encouraging graduate students to do SoTL, explore possible models for promoting SoTL among graduate students, and build an agenda for future work.

Professional Development — Scholarship of Teaching and Learning (SoTL), Graduate Teaching Assistants (GTA)

### Fremont

Second Floor  
2:15 pm–  
3:30 pm

### Leading Change: A Creative Problem Solving Approach

*Nathan Schwagler, International Center for Studies in Creativity, SUNY Buffalo State*  
*Diego Uribe, International Center for Studies in Creativity, SUNY Buffalo State*

An effective leader is one that serves as a catalyst for change and growth. In turn, change implies a departure from what is known, to a state of ambiguity, and then back to a condition of temporary resolution. Therefore, skillful leaders must provide the means for individuals to successfully navigate change along with the uncertainty that accompanies it. For this purpose, effective leaders make use of creative problem solving to embrace change and growth, and ultimately, to fuel innovation.

Program and Organizational Development — Administrative/Leadership, Professional Developers

### Genoa

Second Floor  
2:15 pm–  
3:30 pm

### Emphasizing a Shared Responsibility for Deep Approaches to Learning

*Thomas Nelson Laird, Indiana University*  
*Amy Garver, Indiana University*

Emphasizing deep approaches to learning and fostering shared responsibility for learning both offer to enhance student outcomes. However, little empirical evidence exists to show the connection between these approaches. Using data from the 2008 Faculty Survey of Student Engagement, this session explores how much an emphasis on deep approaches to learning coincides with shared-responsibility activities (e.g. students negotiating the selection of course topics, peer teaching). After laying the foundation for the session and presenting study findings, the facilitators will lead an interactive discussion among session participants about the interpretations and implications of the findings.

Instructional Development — Faculty, Educational Research

### Ponderosa A

Second Floor  
2:15 pm–  
3:30 pm

### Assessing the Success of Faculty Development Programs

*Susan Hines, Saint Mary's University*

How can we validly demonstrate the success of our faculty development programs?

This question is oftentimes asked for annual reports, budget planning, grant reports, and of course the intrinsic desire to know we make a difference. However, it's never easy since faculty development is a complex system where we cannot simply apply assessment methods for student learning or academic programs. This session provides an introduction to program assessment using guided discussion and application of key concepts to design assessment plans to gather informative data for determining program success. Given key questions and assessment plan templates, participants will work collaboratively to develop a draft of a program assessment plan.

Organizational Development — Program Evaluation

### **Ponderosa B**

Second Floor  
2:15 pm–  
3:30 pm

#### **Faculty Engaging Faculty With Five Minute Facets of Teaching**

*Barbara Kacer, Western Kentucky University*  
*Sally Kuhlenschmidt, Western Kentucky University*

As a creative way to increase the numbers served by our center, our Faculty Advisory Council (FAC) built upon the ideas of Zakrajsek (2003), and conceptualized the idea of pre-packaged 5-minute workshops that would be given to faculty members to deliver during faculty meetings. These workshops have been designed and developed and are in the process of being pilot-tested by the FAC. This session is interactive with audience discussion and participation in one of the workshops. Handouts, workshop (PPT format) presentations, and workshop template provided.

Professional Development — Professional Context, Educational Developers

### **Tahoe**

Second Floor  
2:15 pm–  
3:30 pm

#### **Weaving Patterns of Practice: Keeping Diversity Central in Development**

*Franklin Tuitt, University of Denver*  
*Wayne Jacobson, University of Washington*  
*Michael Jennings, University of Texas, San Antonio*

This session will highlight the work of the POD Diversity Committee and this year's POD Diversity Internship and Travel Grant Recipients. Committee members and grant recipients will present their experiences integrating issues of inclusiveness and diversity within the overall fabric of faculty and TA development work. We will also consider ways to encourage more faculty and students of color to pursue careers in professional and organizational development. Session participants will have the opportunity to learn from this experienced group of diversity scholars and developers, and will be encouraged to raise diversity-related questions they are facing in their own work.

### **Washoe**

Second Floor  
2:15 pm–  
3:30 pm

#### **Succession Management and Leadership Development: An Evolution**

*Debbie Bouton, Central Piedmont Community College*  
*Cheryl Richards, Central Piedmont Community College*

With 70% of organizations today experiencing moderate to major leadership shortages, institutions of higher education must prepare to meet this looming leadership gap. Integrating succession management initiatives and competency-based leadership programs is an intentional approach to developing "bench strength." This process includes: organizational alignment, strategic competencies, talent identification, customized learning plans, and evaluation. This interactive session shares "lessons learned" from one institution's difficult journey in reconciling the best practices in succession management with a culture that values inclusivity and

eschews elitism. The session will also identify key principles in succession management that can be useful for any organization.

Program and Organizational Development — Administrative/Leadership, Professional Developers

### Central Pacific

Third Floor  
2:15 pm–  
3:30 pm

#### **Studio Classroom Chemistry: More Than a Tricked-out Classroom**

*Roxane Assaf, Truman College Chicago—One of the City Colleges of Chicago*  
*Libby Roeger, Truman College Chicago—One of the City Colleges of Chicago*

Truman College, One of the City Colleges of Chicago, has taken the district by storm with a Studio Classroom Lab model that challenges tradition with its technological enhancements and aesthetic appeal. But no innovative infrastructure stands alone. A pedagogical model rooted in time-honored practices, as well as a host of student services, contribute to an overall recipe for success.

Instructional Development — Faculty, Staff, Administrative/Leadership, Educational Developers, Science, Technology, Engineering, Math (STEM)

### Southern Pacific A&G

Third Floor  
2:15 pm–  
3:30 pm

#### **Sharing Great Ideas for Teaching: Faculty Development in 20 Minutes**

*Sal Meyers, Simpson College*  
*Brian Steffen, Simpson College*

Time is a challenge facing faculty who want to attend faculty development opportunities on campus. How can faculty members weave discussions of teaching and learning into their busy days? To address this problem, we have begun offering 20-minute Great Idea for Teaching (GIFT) sessions. Each GIFT session focuses on one specific idea that faculty can immediately incorporate into their courses. Session participants will discuss the advantages and disadvantages of this format, generate examples of topics appropriate for the 20 minute format, and identify ways of adapting this program to their own institutions.

Instructional Development — Small Colleges, Faculty

### Southern Pacific B

Third Floor  
2:15 pm–  
3:30 pm

#### **Community Colleges: Connecting with the Community Through Partnerships**

*Fred Lokken, Truckee Meadows Community College*  
*Joe Elcano, Washoe County School District*  
*Pat Miller, KNPB Channel 5 Public Television*

Community colleges understand the need—and the value—of collaboration with community partners. This session will review the rationale and advantages of collaboration and will offer specific examples—and benefits—of successful partnerships. Examples will include: K-12 partnerships in technology, student development, leadership, and teacher training; 2-year/4-year partnerships in technology, training and professional development; and community partnerships in technology, teacher training and professional development.

Program and Organizational Development — Administrative/Leadership

### Southern Pacific C

Third Floor  
2:15 pm–

#### **Four Degrees of Professional Development: A Continuum for Faculty Learning**

*Cheryl Murphy, University of Arkansas*  
*Janine Parry, University of Arkansas*

As faculty developers we strive to provide the most effective professional development possible. To do this we must understand and examine the types of professional development we can offer. In this session four degrees of professional development will be identified and compared to an existing learning theory continuum. The comparison will tie the four degrees of professional development to depth of learning and methods of knowledge attainment, demonstrating the importance of all four degrees. The session will offer dialogue on transforming existing activities and creating new offerings to obtain balance across the continuum for the degrees of professional development.

Instructional Development — Faculty, Educational Developers

**Southern  
Pacific D**

Third Floor  
2:15 pm–  
3:30 pm

**New Approaches: Language Diversity and International Students**

*Margo Blythman, University of the Arts—London*

*Celia Bishop, University of the Arts—London*

*Terry Finnigan, University of the Arts—London*

Many colleges now have significant numbers of international students who face multiple language and cultural expectation pressures around speaking in class, group work, class presentations and the use of colloquial and heavily cultural referenced language by both students and faculty. In this session we outline, then model, our innovative approach to developing language and cultural awareness in faculty who teach international students. Our session aim is to enable participants to develop a similar workshop in their own context. Enhanced faculty language and cultural awareness also benefit all students who are 'outsiders' to the institution's dominant culture and discourse.

Professional Development — Diversity, International

**Southern  
Pacific E**

Third Floor  
2:15 pm–  
3:30 pm

**Changes Bring Challenges: Supporting Faculty Efforts to Increase Active Learning**

*Carol Weaver, Seattle University*

*Therese Huston, Seattle University*

Faculty developers routinely advocate incorporating more active learning into patterns of teaching. But faculty often hesitate to change, or try and give up. If new strategies are to be woven into the fabric of teaching, developers must provide support for the change process. What steps can faculty take to successfully integrate active learning? How do they prepare students for active learning? How do they respond to student resistance? Using active learning as our focus, we will explore elements of successful change efforts. Then, participants will develop an action plan to support inclusion of active learning. Reference list will be provided.

Professional Development — Faculty, Educational Developers

3:30 pm–  
3:45 pm

**Refreshment Break**

**Concurrent Sessions, Friday, 3:45 pm–5:00 pm****Alpine**

Second Floor  
3:45 pm–  
5:00 pm

**Weaving Faculty Development into Academic Administration**

*David Garcia, Ithaca College*

As administrators at our small comprehensive college, we look for opportunities to infuse good thinking about teaching and learning into the fabric of academic initiatives and programs, in order to advance the agenda of faculty development on our campus even though there is no full-time faculty developer or teaching center. Can we be effective working this way, or are we just fooling ourselves? We will provide a case study to highlight our experience with infiltrating faculty development by stealth into campus activities, and lead session participants in a structured conversation to address this question.

Professional Development — Faculty, Small Colleges

**Bonanza A**

Second Floor  
3:45 pm–  
5:00 pm

**Using “COPS” to Enhance Faculty “Buy-In” for Campus Change Initiatives**

*Gordon Watts, National Park Community College*

This session describes a process (COPS) that involved all college faculty at National Park Community College in identifying the Concerns they had about a new campus change initiative, “Achieving the Dream,” the Opportunities it presented, the Problems they saw ahead, and the Strengths they felt the institution brought to the table. The process is one that can be used to determine faculty perceptions about any change initiative, and to remove barriers to its successful implementation, and build greater campus commitment to the initiative.

Program and Organizational Development — Administrative/Leadership

**Bonanza B**

Second Floor  
3:45 pm–  
5:00 pm

**Same Board, Different Game: The “What/Why/How” of Under-resourced Students**

*Karen Becker, Youngstown State University*

*Karla Krodell, Youngstown State University*

Ruby Payne defines “poverty” as “the degree to which an individual does without resources.” For under-resourced students, investigating causes of poverty and their effect on individuals and society provides a compelling context that engages their experiences to create solutions. By understanding driving forces, hidden rules, and resources affecting students from generational poverty, college faculty can develop teaching strategies and programs to support and enable students from poverty to achieve. A synergy then develops when students and educators work in partnership to design and deliver programs that help students achieve middle-class goals, create stable environments, and contribute to community prosperity.

Instructional Development — Diversity, Community/Technical Colleges

**Bonanza C**

Second Floor  
3:45 pm–  
5:00 pm

**Civic Engagement and Social Responsibility in Higher Education**

*Nancy Givens, Western Kentucky University*

*Paul Markham, Western Kentucky University*

According to the AAC&U, “Civic engagement has become an essential learning goal for institutions throughout higher education.” Its goal is to engage students and faculty in meeting local and/or global needs. A corollary to this is increasing social responsibility for those involved in the engagement activities. In this session we will explore essential characteristics of civic engagement, the role of higher education in

moving outside the classroom to be engaged in collaboration with community partners to solve intractable local and global problems, and ways to move civic engagement forward in our own institutions.

Professional Development — Educational Development Profession, International

### **Carson**

Second Floor  
3:45 pm–  
5:00 pm

#### **College of the Canyon's Institute of Teaching and Learning**

*Russell Richardson, College of the Canyons*

College of the Canyons is committed to creating a teaching and learning environment in which both teachers and learners experience intellectual growth. However, most full-time and adjunct faculty entering the teaching profession have not participated in programs that prepare them to teach at the college level. In response, College of the Canyons has established an Institute of Teaching and Learning and a part-time faculty Associate Program to support faculty efforts to improve and expand their teaching skills. During this session you will learn specifics about both the Institute and the award winning Associate Program and consider how to implement similar programs.

Instructional Development — Faculty, Adjunct/Part-Time, Scholarship of Teaching and Learning (SoTL)

### **Donner**

Second Floor  
3:45 pm–  
5:00 pm

#### **Cross-cultural Communication: High- and Low-context Implications for Teaching**

*Jim Therrell, Northwestern Oklahoma State University*

Communication difficulties have long frustrated both faculty and students from different cultures. This interactive session seeks to engage you in a consideration of high- vs. low-context cultures and an evaluation of (a) your own teacher communication practices, (b) the communication styles and needs of students from both low- and high-context cultures, and (c) the implications for teaching. You'll take home a written self-evaluation of (a) how culture relates to your teaching practice, and (b) what plans you might deploy for your practice.

Instructional Development — Diversity, Communications

### **Fremont**

Second Floor  
3:45 pm–  
5:00 pm

#### **CONNECT—Weaving High Schools, Community Colleges, and Universities Together**

*Teresa Huether, St. Louis Community College*  
*Karen Wade, St. Louis Community College*

Are you concerned about the continuity of education from K-16? Do the faculty members in all your nearby K-16 institutions have the opportunity to weave together their educational goals for the students they share? If not, and you wish they did, then find out about an event hosted by St. Louis Community College called CONNECT that does just that! CONNECT brings high school or university faculty together with their discipline-specific counterparts on the community college level in order to smooth the transition from institution to institution. Building positive relationships and increasing enrollment are possible results!

Program and Organizational Development — Faculty, Staff, Scholarship of Teaching and Learning (SoTL), Administrative/Leadership

**Genoa**

Second Floor  
3:45 pm–  
5:00 pm

**Intertwining Accreditation and Faculty Development through a Syllabus Study**

*Laurel Willingham-McLain, Duquesne University*

This workshop features a research study which served three functions: it provided data for a university accreditation self-study, informed a teaching center's priorities, and generated examples for workshops and consultations on syllabus design. An educational developer and faculty chair of the learning outcomes assessment committee co-led the study. Session participants will practice one method for analyzing the syllabi quality and alignment of learning outcomes with an institution's mission. They will generate ideas for adapting syllabus research to the values and needs of their own institution. Faculty, educational developers, and administrators involved in accreditation will benefit from this session.

Instructional Development — Learning Outcomes Assessment, Educational Research

**Ponderosa A**

Second Floor  
3:45 pm–  
5:00 pm

**Size Matters: Implications for Program Assessment**

*Ben McFadyen, Elon University*  
*Peter Felten, Elon University*  
*Kathryn Plank, The Ohio State University*  
*Michael Reder, Connecticut College*

Assessing our work is crucial to improving programs and services, and to building and maintaining institutional support. Assessment requires time and resources, both of which are limited in smaller programs and centers, where staff often serve multiple roles. Based on a survey of POD members, and drawing from direct experience, this session will address assessment issues faced by smaller programs and centers, such as defining purpose and expectations, involving the right people, doing the actual assessment, and applying the results. We also consider what small programs can learn from (and teach to) larger ones about assessing our work.

Organizational Development — Assessment & Evaluation, Research and Innovation

**Ponderosa B**

Second Floor  
3:45 pm–  
5:00 pm

**Our Legacy: Hues, Textures, and Patterns of Our Lives**

*Kathleen Brinko, Appalachian State University*  
*Peter Petschauer, Appalachian State University*

Our lives are rich tapestries woven with hopes, dreams, accomplishments, and disappointments. As we move into mid-life, our inner self asks, "Will I live in stagnation/regret, or will I fulfill my life's purpose?" Working within the framework of Erikson's stages of psychosocial development, and using presentation, discussion and reflection, we will explore the notion of personal and professional legacy within academe. Faculty, administrators, and faculty developers at all career stages are invited to examine the tapestry of their lives and discover how planning one's legacy can bring deeper meaning to our own and our colleagues' lives.

Professional Development — Wellness, Career Stages

**Tahoe**

Second Floor  
3:45 pm–  
5:00 pm

**Think Small: An Effective Strategy for Improvement of Teaching/Learning?**

*Steven Gilbert, TLT Group, Inc.*  
*Sally Gilbert, TLT Group, Inc.*

Too many people are reluctant to risk changing an entire course or an entire class session because the bold new ideas thrust at them are just too uncertain and there is too little discretionary time. Many individuals (including several recent winners of

POD "Innovation Ideas" program) have already found and demonstrated an effective alternative: starting with small steps, watching the results carefully, and making a series of thoughtful repairs or improvements. Please join our discussion of this new-but-not-so-new strategy that brings together many small tactics, and help us develop Ten Principles for Taking Successful Small Steps.

Professional Development — Faculty, Learning and teaching

### Washoe

Second Floor  
3:45 pm–  
5:00 pm

### The Buzz of Employee Wellness Programs

*Margaret Rehayem, College of DuPage*

The College of DuPage has had a comprehensive wellness program for the last nine years. Since its inception, it has grown into a strategic program for the College. In this presentation you will learn more about COD's program, what brought it to WELCOA Gold status, and learn steps you can take back home to start or enhance your own organization's wellness program.

Program and Organizational Development – Wellness, Staff Development

### Central Pacific

Third Floor  
3:45 pm–  
5:00 pm

### The Faculty Symposium: Exchanging Academic and Creative Ideas on the Community College Campus

*David LeMaster, San Jacinto College Central*  
*Ann Tate, San Jacinto College*

This session will highlight the San Jacinto College Faculty Symposium and will include discussion of how the Symposium was organized, publicized, and presented. It will include video footage of the presentations and an examination of reflections. Presenters will make suggestions about how a campus-wide faculty symposium can help unite an entire college in academic excellence as well as break down boundaries between professors and students by providing an opportunity for faculty to explore their outside academic interests.

Professional Development — Faculty, Adjunct/Part-Time, Staff, Scholarship of Teaching and Learning (SoTL)

### Southern Pacific A&G

Third Floor  
3:45 pm–  
5:00 pm

### Developing Teacher Leaders: Contributions from Transformational Leadership Theory

*Colby Coash, University of Nebraska—Lincoln*  
*Gail Latta, University of Nebraska—Lincoln*

Research affirms that leadership makes a difference in the classroom. The Teacher Leader paradigm captures the notion that some teachers inspire students to exceed learning outcomes predicted on the basis of experience alone. Transformational leadership is a form of leadership that has been demonstrated to account for eliciting performance beyond expectations among followers. This session introduces the Transformational Teacher paradigm as a framework for understanding the incremental increases in instructional effectiveness exhibited by master teachers. A Model of Transformational Teaching will be presented with implications for providing faculty leadership development that has the potential to enhance specific student learning outcomes.

Instructional Development — Educational Development Profession, Educational Developers

**Southern Pacific B**

Third Floor  
3:45 pm–  
5:00 pm

**Sharing and Working Together Using SharePoint**

*Ed Lovitt, Johnson County Community College*

During the spring of 2008 Johnson County Community College implemented a Microsoft SharePoint 2007 site to provide a collaborative environment for our employees. Staff and Organizational Development is able to take advantage of many of the tools inside SharePoint to post training calendars, discussion threads, task lists, and document repositories. We will demonstrate how we are able to use SharePoint along with Microsoft Office 2007 to expand our level of communication across the campus for all employees.

Program and Organizational Development — Administrative/Leadership, Staff

**Southern Pacific C**

Third Floor  
3:45 pm–  
5:00 pm

**Understanding Research on Cheating/Plagiarism to Fashion Better Response Patterns**

*Michele DiPietro, Carnegie Mellon University*

Cheating and plagiarism are at an all-time high on campuses. Many task forces are charged with understanding and resolving this issue, but it seems impervious to our efforts, because of perceived faculty effort involved in reporting cheaters to academic review boards and because of technologies that make cheating ever easier. This very interactive session will present an extensive review of the literature on cheating, highlighting strengths and weaknesses of existing conceptual frameworks. Participants will use theories and empirical studies to generate proactive responses for instructors in their own courses and for promoting institutional cultures of academic integrity.

Instructional Development — Faculty, Educational Research

**Southern Pacific D**

Third Floor  
3:45 pm–  
5:00 pm

**An Action Plan to Design Desirable Professional Development Programs (PDPs)**

*Roberta Ambrosino, UT Health Science Center San Antonio*

Research shows that faculty benefit from professional development programs that educate and assist them in the performance of their duties (Scott and Gregg). Many models have been developed, but a customized set of strategies is more likely to reach comprehensive outcomes. Desirable characteristics are flexibility, motivation, funding, incentives, campus-wide initiatives, communication, human elements, feedback, partnerships, administrator training, stakeholder involvement, and administrative priorities. In this session, the facilitator will: (a) highlight desirable PDP characteristics; (b) provide information about the relationship between demographics and campus cultures; and (c) introduce a guide to assist designers with design or evaluation of a desirable PDP.

Organizational Development — Faculty, Educational Development Profession

**Southern Pacific E**

Third Floor  
3:45 pm–  
5:00 pm

**Using Student Course Evaluations to Drive Learning-centered Teaching**

*Stephen Carroll, Santa Clara University*

This session will explore a free, online course-evaluation system that promotes more effective teaching and learning by focusing on student learning gains. Funded by the National Science Foundation, the SALG (Student Assessment of their Learning Gains) allows instructors to adapt their assessments to their specific teaching goals and learning outcomes. By so doing, it encourages more reflective teaching practices, and promotes faculty development on multiple levels. After a short explanation and

demonstration of how the SALG works, we will explore together how developing effective learning goals shapes teaching practices. The SALG may be used by individuals, departments and/or research groups.

Instructional Development — Assessment & Evaluation, Educational Research

**Pavilions**

Second Floor

5:00 pm–

5:30 pm

**Resource Fair Setup****Pavilions**

Second Floor

5:30 pm–

7:00 pm

**POD/NCSPD Reception, Resource Fair, POD Innovative Award Posters****Meet in lobby/  
hotel entrance**

6:00 pm–

10:00 pm

**Expedition #5: Virginia City Dinner Theatre****Meet in lobby/  
hotel entrance**

7:00 pm–

10:00 pm

**Expedition #6: ElderPOD Dinner at Rapsallion**

**Saturday At-a-glance**

7:30 am–12:00 pm	Conference Registration
7:30 am–9:15 am	Breakfast Buffet ( <i>Whole Fresh Fruit w/ Seasonal Berries Assorted Breakfast Breads, Muffins &amp; Scones, Almond Chocolate and Butter Croissants, Individual Fruit Yogurt/Granola</i> )
7:30 am–9:15 am	Committee and Regional Meetings
7:30 am–9:15 am	Job Fair
7:30 am–12:00 pm	Vendor Exhibit
9:30 am–10:45 am	GIFTS Sessions and Poster Sessions
10:00 am–12:00pm	Expedition #7: Reno City Tour/Basque Culture Tour
10:45 am–12:00pm	GIFTS Sessions and Poster Sessions
12:00 pm–2:00 pm	Lunch on your own
12:30 pm–5:30 pm	Expedition #8: Lake Tahoe Tour
2:00 pm–3:15 pm	Concurrent Sessions and Roundtable Sessions
3:15 pm–3:30 pm	Beverage Break
3:30 pm–4:45 pm	Concurrent Sessions
5:30 pm–6:30 pm	NCSPOD/POD Reception
6:30 pm–8:00 pm	Conference Banquet
8:00 pm–12:00 am	Conference Dance
8:00 pm–11:00 pm	Jazz trio

**Pavilion Foyer**

Second Floor

7:30 am–12:00 pm

**Conference Registration****Rose Ballroom A**

Second Floor

7:30 am–  
9:15 am**Breakfast Buffet** (*Whole Fresh Fruit w/ Seasonal Berries, Assorted Breakfast Breads, Muffins & Scones, Almond Chocolate and Butter Croissants, Individual Fruit Yogurt/Granola*)7:30 am–  
9:15 am**Committee and POD Regional Meetings**  
(see conference newsletter)**Poolside Terrace**

Fifth Floor

7:30 am–  
9:15 am**Job Fair****Pavilion A**

Second Floor

7:30 am–  
12:00 pm**Vendor Exhibit****Pavilion B&C**

Second Floor

7:30 am–  
9:30 am**Poster Session set-up**

**Saturday morning has a different structure from the rest of the conference. There will be two sets of Great Ideas for Teaching/Training Staff (GIFTS) mini-presentations and two sets of Poster Sessions. All sessions will be held in the Pavilion area so you can maximize your participation.**

### **Pavilion D&E**

Second Floor  
9:30 am–  
10:40 am

#### **GIFTS Sessions, Saturday 9:30 am–10:40 am**

Great Ideas for Teaching/Training Staff (GIFTS) are ten-minute presentations repeated several times during the 75-minute session. A printed program with the full slate of GIFTS sessions and table locations will be available at the event.

#### **Spiraling into Control**

*Allison Sloan, Valencia Community College*

Valencia's professional development incentive program for tenured and tenure-track faculty brings faculty of all experience levels together to continue lifelong learning while offering a flexible enough program for all disciplines and program levels. This session will focus on how the faculty development office implemented the program while working collaboratively with leadership, faculty council, deans, and other initiatives. The documents and planning tools used in the program will be discussed.

#### **101 Ways to Expand Your Faculty Development Efforts and Resources**

*Bill Searle, Asnuntuck Community College*

Learn how to use NCSPOD's new publications on student-centered teaching and classroom assessment to enhance faculty development at your college. Workshops. Newsletters. Targeted emails. Flyers. Training faculty to present workshops and serve as consultants to other faculty. Running a discussion series, providing 'occasional papers' and finding resources on the web. All will be covered in 10 minutes!

#### **Seeking Student Success Through Faculty Connection**

*Deanna Anderson, Salt Lake Community College*

Do isolated faculty or staff connect with college initiatives such as "Student Success"? We believe the answer is no. Salt Lake Community College (SLCC) is pleased to share our approach to connecting faculty through activities and events connected to our Faculty Teaching and Learning Center. Additionally, I will have information and contact information for the staff training available at SLCC. Please stop and share your success stories with us. Together we can Connect Faculty and Staff to "Student Success".

#### **The Warp and Woof of a Faculty In-service**

*Hope Burwell, Kirkwood Community College*

How do you weave three dozen break-out sessions into a two-day in-service that costs the college less than \$2,000, provides breadth, depth, sessions of interest to faculty across the disciplines, and even though attendance is not required, brings more than two hundred faculty to campus while they're on summer break? Let Kirkwood Community College's faculty development coordinator, Hope Burwell, show you how we've done it for the last four years.

**Pavilion B&C**

Second Floor

9:30 am–

10:45 am

**Poster Sessions, Saturday, 9:30 am–10:45 am**

**Poster sessions are peer-reviewed sessions presenting research, programs, or work-in-progress in a context allowing for one-on-one discussions with colleagues.**

**Scholarly Teaching at the Unit Level***Daniel Bernstein, University of Kansas**Wes Dotson, University of Kansas*

We have applied the model of individual scholarship to the teaching of entire programs or departments. Departments identify goals for their program and specify where students demonstrate an understanding of those goals. Faculty members use a shared rubric to identify how well students achieve program goals and give feedback to the program. We present two examples of unit portfolios generated with graduate student writing partners. The individual scholar model functions with entire academic units.

Professional Development — Scholarship of Teaching and Learning (SoTL), Faculty

**Professional Development: Students in Transition***Cithra Bheamadu, University of Johannesburg*

To create appropriate meaningful learning opportunities and experiences for a diverse student body is integral to the University of Johannesburg's teaching and learning policy. To expedite student success specially designed programmes for first year students with different educational, social, cultural and financial backgrounds are imperative. The aim of the programme is to develop active, global citizens through social development, diversity, ethics, and effective citizenship. This programme serves as a catalyst to develop enduring patterns of practice for lifelong learning. This poster elucidates the MAPS programme, which develops the metacognitive and sociocultural skills through academic literacies, and the mentoring programme.

Instructional Development — Learning and teaching, Scholarship of Teaching and Learning (SoTL)

**Road to Success—How a Teaching Center Helps New Faculty Thrive***Yu-Jen Chiu, National Taiwan University**Wen-Shya Lee, National Taiwan University*

This poster presents a series of activities that a teaching center in an Asian Research I university conducts to assist new faculty with future success in the early stage of career. The series of events consists of New Faculty Orientation, a Mentorship Program, and routine workshops and seminars. This presentation will show how a teaching center functions with respect to new faculty professional development in the National Taiwan University context. We invite an exchange of institutional experiences and practical suggestions for effective implementations in helping new faculty thrive in their academic career.

Professional Development — Faculty

**Universal Design for Learning: Effective Teaching Strategies for All Students***Brett Christie, Sonoma State University**Beez Schell, State University of New York—Fredonia*

The results of a comprehensive California State University survey on effective teaching practices will be demonstrated, as well as faculty development efforts in Universal Design for Learning. To date, over 200 faculty, as well as 600 students with and without disabilities offered their perspectives on the importance of incorporating the principles of UDL into the postsecondary classroom. Results reveal nine specific teaching strategies that were rated as "Very Important" for student success, regardless of (dis)ability.

Instructional Development — Scholarship of Teaching and Learning (SoTL), Educational Research

### **Building Community in SoTL: A Disciplinary Society Faculty Development Program**

*Alix Darden, The Citadel*

The American Society for Microbiology (ASM) has a long standing commitment to providing educational resources and tools that foster professional development of its educator members. In 2005 ASM initiated a three-year pilot program, the ASM Scholars in Residence, ASMSiR, program, which is designed to have significant impact on faculty and their communities, in science education reform, through the scholarship of teaching and learning. The poster will focus on development of the program and outcomes based on three cohorts of scholars.

Professional Development — Scholarship of Teaching and Learning (SoTL), Program Evaluation

### **Using SoTL Inquiry to Connect High School and University Teachers**

*Peter Felten, Elon University*

*Katie King, Elon University*

*Ben McFadyen, Elon University*

This poster describes a new program that brings together high school teachers and university faculty to conduct collaborative year-long scholarship of teaching and learning (SoTL) research projects. The eight high school teachers and eight university faculty in the program's initial cohort are exploring shared questions about student learning, leading to new insights and improved teaching at both the high school and college level. The poster will feature the work of the program's participants, and will present evidence of how this collaborative approach changes the SoTL research process by weaving together insights into student learning from teachers and faculty.

Instructional Development — Scholarship of Teaching and Learning (SoTL), Faculty

### **Designing and Assessing Effective Cross-Campus and Community Collaborations**

*Kimberly Green, Washington State University*

At Washington State University, we are exploring three-way partnerships across campus and community, supporting SoTL work-in-progress using eportfolio thinking and technology. We've designed electronic SharePoint environments which offer structured reflective assignments to a) promote thinking, questioning, and integration of ideas, and b) document students' process and progress. The environments have built-in assessments which provide rich timely feedback to faculty and other collaborators, allowing them to make adjustments, build on student perceptions and address challenges. This approach has recently facilitated two multi-partner col-

**Pavilion B&C**

Second Floor

9:30 am–

10:45 am

**Poster Sessions, Saturday, 9:30 am–10:45 am (Continued)**

laborations: Honors College, Libraries, and CTLT; Education, public school, and CTLT. We've woven much together and raised new questions.

Instructional Development — Learning and teaching, Scholarship of Teaching and Learning (SoTL)

**Supporting Blended Learning on Your Campus**

*Jane Holbrook, University of Waterloo*

*Donna Ellis, University of Waterloo*

How can we help faculty members adopt purposeful blended learning approaches in their courses? Come and experience our Instructor Resources Repository to learn about one method that you could use on your campus. As part of our course management system, we have been collecting online learning activities that our faculty members can re-use and re-purpose for their own courses, and have organized them according to common instructional challenges that instructors face. The repository includes activities that are more pragmatic than learning objects and has helped us to introduce faculty members into the world of blended learning.

Instructional Development — Learning and teaching, Educational Developers

**Graduate Teaching Assistant Peer Mentors as Agents of Institutional Transformation**

*Cassandra Horii, Harvard University*

The Carnegie Foundation's recent study of PhD programs reports that a major outcome is the pervasive importance of "intellectual community." While we know that teaching is important, the questions of who can more effectively integrate it into the PhD, and how, remain. Based on assessment data from a program employing graduate students as department-based peer mentors on teaching, our data (surveys, interviews, and reports from faculty, administrators, and graduate students) suggest that peer mentors capitalize on their positions as marginal authorities within departments to facilitate improvements in Carnegie's measures of strong intellectual community (e.g., meaningful faculty-GTA interaction, departmental teaching culture).

Organizational Development — Graduate Teaching Assistants (GTA), Large Institutions

**Keeping up with the Jones's: Using Emerging Technology in Teaching**

*Thomas Janke, Indiana University—Purdue University Indianapolis*

*Megan Palmer, Indiana University—Purdue University Indianapolis*

*Genevieve Shaker, Indiana University—Purdue University Indianapolis*

Is it worth keeping up with technology? Remember, good teaching is good teaching, and technology is merely a tool. But, what possibilities exist within tools like wikis, blogs, and podcasting to enhance student learning? For example, as communication methods and channels evolve, can these tools provide opportunities for students to explore how to express their learning in multiple genres? During this session we will share and engage in discussion about the ways we have used instructional technology to enhance face-to-face, hybrid and fully online courses. Finally, students' self-reports of the impact of IT on their learning will be discussed.

Instructional Development — Learning and Teaching

**Comparative Study of GTA Development in Japan and the U.S.**

*Naoshi Kira, Japan Professional School of Education*

This poster explores the differences in the systems and training programs for graduate teaching assistants (GTA) in universities in Japan and the U.S. based on a comparative study. In the U.S., each university decides how GTAs are trained and utilized, but in Japan, the Ministry of Education plays an important role. Japanese universities started using GTAs in 1992, supported by public subsidies and regulated by some guidelines from the Ministry, but GTAs have not been fully utilized yet. Participants will learn about the differences between the university-led and government-led GTA systems from international perspectives in the context of faculty development.

Professional Development — Graduate Teaching Assistants (GTA), International

**Serious Games and Deep Learning: Is It Possible?**

*Sally Kuhlenschmidt, Western Kentucky University*

*Barbara Kacer, Western Kentucky University*

Have you wished the level of persistence and enjoyment aimed at video games was directed to learning? How do games and educational activities compare? How can teachers take advantage of games for learning? Does technology make it possible to infuse game-play more easily and consciously into learning? Learn about:

- the nature of serious games,
- the advantages and challenges of using serious games, and
- resources for creating games for learning.

Instructional Development — Learning and Teaching

**Role of Faculty Development in Designing a Mission-based Student Ratings Form**

*Edward Nuhfer, California State University—Channel Islands*

*Bob Bleicher, California State University—Channel Islands*

We produced a reliable and beneficial summative rating form based heavily on CSU-Channel Islands' Mission Statement. Our unconventional campus emphasizes student-centered active learning and interdisciplinary education. We hire faculty for their academic qualifications and their likelihood to support these signature attributes. We opted to create our own student ratings form based upon the latest research and our unique needs. Faculty should own their evaluation system, but developers can play crucial roles as communicator, manager, resource person and co-worker in designing summative ratings forms with faculty. Student ratings forms, foremost, should accurately reflect what an institution asks faculty to do.

Organizational Development — Assessment & Evaluation, Institutional Context

**FD Map: A Conceptual Map on Faculty Development Programs**

*Hiroaki Sato, Ehime University*

*Tayo Nagasawa, Nagasaki University*

*Hidehiro Nakajima, Meijo University*

The purpose of this poster presentation is to show a conceptual and structured map of faculty development (FD) programs in Japan. Since all institutions of higher edu-

**Pavilion B&C**

Second Floor

9:30 am–

10:45 am

**Poster Sessions, Saturday, 9:30 am–10:45 am (Continued)**

cation were mandated to conduct systematic FD in 2008, various kinds of programs have been developed and implemented in Japanese universities. We gathered the 123 programs in 12 universities and categorized them with the chart which we call FD Map. It provides us with a reflective framework. Participants would find it useful as a scale for program evaluation and a map for supporting the career development of faculty members.

Organizational Development — Faculty, Program Evaluation

**Assessment: Can Universities and Technical Colleges Learn from Each Other?**

*Yvonne Shafer, Minnesota State Colleges and Universities*

The Minnesota State Colleges and Universities system is the fifth-largest system of two- and four-year colleges and universities in the country, based on student enrollment. This session highlights a project sponsored by the Center for Teaching and Learning within the system. Faculty and staff from state universities, state and private colleges, and clinical internship sites collaborated to develop an assessment method that aligns medical/clinical laboratory technician competencies for measuring students' performance against a predetermined standard of acceptable performance. The poster will be useful for those interested in helping others establish a collaborative assessment method for programs where the goal is mastery.

Organizational Development — Assessment & Evaluation, Institutional Context

**Designing Ideas That Stick**

*Susan McKinnon, Georgia Gwinnett College*

How do we ensure that our ideas are understood and have a lasting impact? Do the most important messages you want to communicate to faculty and students stay with them? In this poster session, we will identify the six traits of stickiness and relate our success in basing our faculty development activities upon these principles. This session will benefit those attendees who have an interest in creative approaches to designing instructional materials for students or faculty.

Instructional Development — Faculty, Educational Developers

**Extending the Classroom into the Community: Community Lecture Presentations**

*Alice Stephens, Clark Atlanta University*

An effort to improve student learning outcomes in a critical analysis course entitled, "African American Images in the Media" required students to create and deliver a community lecture presentation on a topic related to the representation of African descended people in the mass media. The effectiveness this requirement aimed at was deepening the students' comprehension and understanding of course concepts, and strengthening critical thinking skills was compared to an earlier version that did not include a service-learning component. The opportunity to interact with community audiences may be an important and necessary component to mastering very dense and unfamiliar course content.

Instructional Development — Scholarship of Teaching and Learning (SoTL), Historically Black Colleges and Universities (HBCU)

**Staff In-service Days: Mission imPossible***Ann Tate, San Jacinto College**Debbie Simpson-Smith, San Jacinto College*

Do you provide In-service for your staff? San Jacinto College has designated a day during both the fall and spring semesters as Staff In-service days. Offices are either closed or operated by the administrators so information and professional development can be available to all staff. Planned and organized by the Staff Organization, these days have come to be enjoyed and anticipated by all staff employees. This poster presentation will give you some ideas as to the theme and events captured in our Staff In-services. Also data will be available as to its overall effectiveness.

Professional Development

**Research Consultation****Pavilion B&C**

Second Floor

9:30 am–

12:00 pm

**The Doctor Is In: Research Consultation from POD Members***Michael Theall, Youngstown State University**Catherine Wehlburg, Texas Christian University*

This session is intended to provide free assistance to those who are contemplating or conducting various kinds of research in areas related to teaching, learning, assessment, evaluation, as well as to professional, organizational, or instructional development. Scholarship of teaching and learning (SoTL) studies are of particular interest to POD, and as a follow-up service, the Research Committee will organize and facilitate an e-mail distribution list and dialogue for those who wish pursue SoTL investigations. Consultants are members of the POD Research Committee. The session format is informal, and the consultants work with colleagues individually. The service is open to all.

Organizational Development — Assessment &amp; Evaluation, Institutional Context

**Meet in lobby/  
hotel entrance**

10:00 am–

12:00 pm

**Expedition #7: Reno City Tour/Basque Culture Tour****Pavilion D&E**

Second Floor

10:50 am–

12:00 pm

**GIFTS Sessions, Saturday, 10:50 am–12:00 pm**

Great Ideas for Teaching/Training Staff (GIFTS) are ten-minute presentations repeated several times during the 75-minute session. A printed program with the full slate of GIFTS sessions and table locations will be available at the event.

**Weaving the Keys to Staff Success***Andrea Cooksey, Kirkwood Community College**Lauri Hughes, Kirkwood Community College*

We believe that staff development at Kirkwood encompasses three areas: mind, body and spirit. The balance of these three areas is crucial to enhance the human capital of the College. Staff development also enhances organizational and institutional effectiveness and impacts student success by providing staff with lifelong learning and development opportunities. Over the past 3 years Kirkwood has expanded staff development maintaining a focus of the mind, body and spirit. Great things are happening, and we're delighted to share them with you!

**Pavilion D&E**

Second Floor  
10:50 am–  
12:00 pm

**GIFTS Sessions, Saturday, 10:50 am–12:00 pm (Continued)****STARLINK Professional Development Network**

*Henry Hartman, STARLINK - The Texas Association of Community Colleges*

This GIFTS session will provide conference attendees with information about STARLINK'S 2009 professional development programs and services. We will discuss the 125+ hours of training that are available to NCSPOD members at a substantial discount.

**Appreciative Inquiry: A Half-full Approach to Mid-career**

*Phyllis Gleason, Middlesex Community College*

Consider the difference in approach between Appreciative Inquiry (AI) and traditional problem solving techniques. Traditional approaches might focus on the causes of the decrease in vitality of faculty, which the literature says is rampant; whereas, AI might ask: What is still vital about your teaching or your participation in the department, institution? Questions such as: What is still energized about your faculty life? Where are you still fired up? Begin a reflective process that starts with the positive and, therefore, moves in a positive direction.

**All College Development Day for Administrators, Faculty, and Staff**

*Marianne Wygant, Century Community and Technical College*

*Jane Nicholson, Century Community and Technical College*

Century College has a yearly All College Development Day held off campus for administrators, faculty, and staff. This event is part of AQIP, Our Continuous Improvement Process. It is a non class day, and the college offices are closed. Come find out what is involved in planning for this day, which includes morning and afternoon facilitators, table conversations, food, performances, music, door prizes, and more. This day provides a wonderful opportunity for staff, faculty, and administrators to network. We also offer a separate night staff development event for our physical plant staff, which includes a meal, door prizes, computer training and staff development.

**Games, Games, and More Games—Engage the Brain to Learn**

*David Bate, Salt Lake Community College*

This educational games GIFTS session will feature educational games that engage the brain and assess student learning. These games include: PowerPoint games, file folder games, and post-it note games.

**Pavilion B & C**

Second Floor  
10:45 am–  
12:00 pm

**Poster Sessions, Saturday, 10:45 am–12:00 pm**

Poster sessions are peer-reviewed sessions presenting research, programs, or work-in-progress in a context allowing for one-on-one discussions with colleagues.

**Digital Case Stories for Faculty Development: Whose Story? Whose Development?**

*Tom Carey, University of Waterloo*

*Jeannie Cheng, San Francisco State University*

*Brett Christie, Sonoma State University*

*Wai Mei Fang, San Jose State University*

*Tasha Souza, Humboldt State University*

Digital case stories for faculty development combine faculty storytelling with course artifacts and interactive resources. This requires collaboration between the faculty storyteller and other team members with expertise in faculty development and digital media (especially for stories shared with other institutions for faculty development). This poster/demo will demonstrate case stories for faculty development on topics such as First Day of Class, Universal Design for Learning, Integrative Learning and Course Redesign. The poster presenters will share experiences about creating digital stories with faculty, including emerging issues concerning the partnership between faculty authors, faculty development experts and digital media specialists.

Instructional Development — Faculty, Learning and Teaching

**Access to Success: A New Mentoring Model for Women in Academia**

*Amber Dailey-Hebert, Park University*

*Emily Donnelly-Sallee, Park University*

*Jean Mandernach, Park University*

Research has shown the importance, particularly for women, of receiving mentoring in the academic profession (Casto, Caldwell, & Salazar, 2005). Those women who do remain in the academy through the tenure and promotion process may have difficulty finding mentors or role models in academic leadership positions (Caplan, 1995; Cawyer, Simonds, & Davis, 2002). With the dwindling number of women remaining in the profession, and fewer achieving high level positions of leadership, this lack of women leaders in academia influences the policies, procedures, and expectations set by institutions (Cullen & Luna, 1993). This poster session addresses ways to support women faculty in defining and pursuing leadership excellence.

Organizational Development — Educational Developers, Small Colleges

**A Comparison of Teaching Centers Across the Country**

*Wesley Dotson, University of Kansas*

As part of a 10-year review and self-study process, our advisory board asked us to place the University of Kansas Center for Teaching Excellence into the context of other teaching centers across the country. Several comparisons were made along dimensions such as: center size, funding sources, audience served, and types of services and programs offered. In addition, an analysis of websites and programs offered was done to identify interesting or informative website features and programs. Seventeen centers who shared information are included in the results. The poster will summarize the findings and offer discussion of interesting programs and website features.

Organizational Development — Marketing, Development

**Weaving Perceptions in ITA Testing and Training**

*Cheryl Ernst, Southern Illinois University Carbondale*

For over 25 years, International Teaching Assistants (ITAs) have been the focus of numerous research studies. One area that has been lacking is a comparison of the testing and training processes from the perspectives of the administration, the ITA-hiring departments, and the ITAs themselves. This poster session shares the results of a study that qualitatively evaluated the testing and training process at a large midwestern university to identify areas of miscommunication and inconsistencies with the aim of improving communication across campus. This session will be useful for those involved in the testing and training process of ITAs.

Organizational Development — International, Large Institutions

**Pavilion B & C**

Second Floor  
10:45 am–  
12:00 pm

**Poster Sessions, Saturday, 10:45 am–12:00 pm, (Continued)****Taking Faculty Evaluation Online (and International)**

*Jake Glover, Fort Hays State University*  
*Leaf Yi Zhang, University of Florida*

This poster covers an in-progress case study of the transition from paper-based to web-based student ratings of teaching. It discusses research foundations for the proper use of student ratings in faculty evaluation and how change creates opportunity to realign institutional mindsets on how “we’ve always done it.” This case study also entails the paper to web transition in a Chinese partner school and the poster explores Chinese higher education culture regarding faculty evaluation and the efforts required to weave this context into the American university paradigm.

Organizational Development — Faculty, International

**Enhancing Faculty Collegiality with a Continuum of Teaching/Learning Support**

*Laurie Hatch, Ohio University*  
*Martin Tadlock, University of Wisconsin Oshkosh*

Increased economic pressures on colleges and universities raise significant challenges not only for maintaining educational access and academic standards, but also for collegial relationships within the academy. This poster presentation addresses how faculty development programs and initiatives can enhance the collegial environment for both full-time and adjunct/part-time faculty with a continuum of teaching and learning support.

Professional Development — Professional Context, Career Stages

**English-mediated Classes in Non-English Speaking Countries: Policy and Pedagogical Concerns**

*Cho Hee, Korea University*  
*Meena Hwang, Korea University*  
*Younghae Park, Korea University*  
*John Sager, Korea University*

This poster examines the English-mediated classes (EMC) in non-English speaking countries both from a policy point of view and with pedagogical considerations. As higher education institutions try to internationalize their programs, many universities in non-English speaking countries have adopted EMCs. We will examine the cases of Finland and the Netherlands, Hong Kong and Singapore, and will present Korea University in particular to review the policy, faculty development activities, and the EMC Certification process. The study will bear significance in that the same exact program may be used for assisting foreign faculty members in universities of English speaking countries.

Professional Development — International, Faculty

**Action Research: Using Data to Improve Instruction and Student Retention**

*Chad Hershock, University of Michigan*  
*Chris O’Neal, University of Michigan*

Action research is research used as the basis and motivation for reform. Basing consultations on action research can be an effective strategy for teaching centers to inform institutional change. This poster describes an action research project regard-

ing the factors influencing undergraduate retention and attrition in STEM in gateway science courses. We present the: (1) initial research results; (2) recommendations generated from the data; (3) course reforms implemented by one science department in response to the data; (4) results of an additional study evaluating the impacts of these changes on retention and attrition; and (5) lessons learned for faculty developers.

Instructional Development — Science, Technology, Engineering, Math (STEM), Educational Research

### **Shedding Light on Assumptions in Designing Professional Development**

*Kristen Hutchins, University of Missouri—Columbia*

As a professional developer, do you know what beliefs/knowledge your participants have about teaching and learning? How does that influence your design of effective professional development? In this session, we will focus on professional developers' assumptions of faculty members' beliefs/knowledge about teaching and learning. This poster will challenge you to make these ideas explicit and consider what tweaks you could make to the design of your professional development experiences. This session will draw from a research study conducted on science faculty members' belief systems about teaching and learning.

Professional Development — Educational Research, Science, Technology, Engineering, Math (STEM)

### **Facilitating Interaction in Real Time Online Classrooms**

*Meena Hwang, Korea University*

*SungHee Cho, Korea University*

*HyunSoo Kwon, Korea University*

*YoungHae Park, Korea University*

As a part of the globalization initiative, a program called "g-class" was introduced at Korea University. The real time online classroom program allowed for Korea University to invite renowned scholars from abroad. This program requires a mere 10M bandwidth. The course will have a lecturer from abroad and a host professor from Korea University, who manages the classroom and gives extra feedback. Not every student has a computer, and in order to encourage more questions, a program that shows mobile phone SMS on the computer screen was developed. This poster presentation highlights the technological aspect and interaction in technology-mediated classrooms.

Instructional Development — Technology, Learning and Teaching

### **Changing Patterns of Practice: Implementing a New Student Ratings Process**

*Frances Johnson, Rowan University*

Are you happy with the student ratings systems used at your university? Does it reflect the best of what we know about teaching and learning? How can faculty developers help to make a change in this very important tool? This poster will outline the steps Rowan University's The Faculty Center for Excellence in Teaching & Learning is taking to encourage our university to a ratings system more reflective of good practice. The poster session will tell you why we took on this challenge, what we have accomplished, how we accomplished it, and what future plans we have.

Professional Development — Faculty, Educational Developers

**Pavilion B & C**

Second Floor

10:45 am–

12:00 pm

**Poster Sessions, Saturday, 10:45 am–12:00 pm, (Continued)****Weaving Well Prepared Adjunct Faculty into the Instructional Culture***Richard Lyons, Faculty Development Associates**Michael Dabney, Hawaii Pacific University*

Adjunct faculty members provide colleges and universities potential scheduling flexibility and increased curriculum potency. Many however are initially ill-prepared to manage the array of expectations of their students, administrators and colleagues. Although most institutions provide insufficient support for their part-timers, a growing number of institutions have installed an array of preparatory and support initiatives to meet their needs. These include structured orientations, courses in basic teaching and course management skills, mentoring, and recognition practices for exemplary work. This session highlights best practices from an array of institutional types, and the results that have been achieved through those practices.

Professional Development — Adjunct/Part Time, Educational Development Profession

**Weaving Patterns of Success: Going Beyond New Faculty Orientation***Rory McElwee, Rowan University**Frances Johnson, Rowan University*

This poster describes a faculty learning community designed to assist faculty through their pretenure years. It describes the structure, recruitment, meeting plan, and evaluation of the year, as well as changes we will make as we continue this program into the future. The poster and our discussion of it will also address both theoretical and pragmatic aspects of the program that should be transferable to other campuses, presenting a best practice model.

**Professional Development — Faculty, Career Stages***Braiding the Organization: Learning Communities for Professional Development**David Palfreyman, Zayed University, Dubai*

This poster session will provide insight into the development of three faculty/staff learning communities at Zayed University, UAE. The three learning communities draw on a range of aims and methods, weaving professional, instructional and organizational elements to contribute to development in the university. All three communities make use of the university's new "Community Server" technology, and specifically of its blogging facility. The poster session will provide information on the similarities and differences, successes and challenges in the early development of the three communities, inviting participants to discuss how these ideas apply to their own institution.

Professional Development — Faculty, Small Colleges

**Improving Graduate Student Advising With an e-Portfolio***Laurie Richlin, Charles Drew University of Medicine and Science*

In this session, the presenter will describe how a Faculty Learning Community (FLC) is developing an ePortfolio to facilitate graduate student advising. Poor graduate student advising has been shown to be a leading cause of student drop-out and lengthy time-to-completion. During 2006-2007, members of two FLCs investigated graduate advising and conducted a survey of graduate students and graduate faculty members/advisors. Members now are working with individual academic programs and students to develop Learning Matrices to create a graduate student ePortfolio using

Sakai. This session will provide the background (including challenges) of the development of their work.

Organizational Development — Educational research, Faculty

### **Disability as Diversity: Successful Strategies for Instructing Students with Disabilities**

*Kelly Roberts, University of Hawaii*

*Kathleen Kane, University of Hawaii*

*Robert Stodden, University of Hawaii*

This poster provides specific research based skills and strategies for faculty to use with students with disabilities. Many of the strategies benefit all students. These include:

- universal instructional design strategies;
- strategies for working with students who use assistive technology;
- strategies for working with students with hidden disabilities including psychiatric and learning disabilities;
- integrating accommodations into the classroom; and
- making the classroom and learning environment accessible.

Professional Development — Diversity, Faculty

### **Fostering Diversity through the Arts**

*Amanda Ryan, University of San Diego*

*Sandra Sgoutas-Emch, University of San Diego*

Academic excellence requires a learning community that is characterized by inclusive engagement with diverse groups of people. Successful organizations seek to provide structures that enable collaboration and provide the means to gather and discuss different and marginalized perspectives. This poster session will show how a faculty development center and a network of professors and artist educators from the greater city community created opportunities on campus to explore multicultural literature and performing arts; it will also demonstrate how the programs facilitated conversation among students, faculty, staff, administrators and community members about the complexities of gender and race.

Organizational Development — Diversity, Faculty

### **WISE-FPP: A Collaborative Initiative Preparing Successful Women Scientists and Engineers**

*Derina Samuel, Syracuse University*

*Shobha Bhatia, Syracuse University*

*Stacey Lane Tice, Syracuse University*

*Corri Zolli, Syracuse University*

This poster introduces a new collaborative initiative: Women in Science and Engineering—Future Professoriate Program (WISE-FPP), which will enable eligible women graduate students in the STEM disciplines to take a proactive and involved approach to their own academic success, degree completion, future career planning, and professional development. Attendees will be provided with ideas for designing and implementing similar programs on their campus.

Professional Development — Science, Technology, Engineering, Math (STEM), Diversity

12:00 pm–  
2:00 pm

### Lunch on your own

### Meet in lobby/ hotel entrance

12:30 pm–  
5:30 pm

### Expedition #8: Lake Tahoe Tour (lunch included)

#### Concurrent Sessions, Saturday 2:00 pm–3:15 pm

#### Alpine

Second Floor  
2:00 pm–  
3:15 pm

#### Weaving Rubrics into the Fabric of Teaching and Learning

*Jennifer Russell, Academy of Art University*

*Natasha Haugnes, Academy of Art University*

"Rubrics might be okay for other departments, but..." Initially resistant to adopting rubrics, increasing numbers of Academy of Art University's predominantly adjunct faculty are realizing the tremendous benefits of rubrics. Faculty Development played a role in this rubric revolution by studying early rubric adopters on campus, and subsequently expanding its definitions of what rubrics look like, and how they should be used. Examine, critique, and adapt components of our center's rubrics training program for use at your own institution. Activities introduce participants to sample visual rubrics, classroom case studies, and findings from ongoing research regarding student perceptions of rubric effectiveness.

Instructional Development — Adjunct/part time, Assessment & Evaluation

#### Carson

Second Floor  
2:00 pm–  
3:15 pm

#### Faculty Development for Core Learning Outcomes

*Lynda Milne, Minnesota State Colleges & Universities*

Our center recently completed a study of core student learning outcome goals at 32 public colleges and universities around the state. We discovered a great deal of diversity in how institutions stated and defined goals for learning outcomes, in the processes they used to develop, promote, and integrate them into curricula, and in assessing their achievement. In this session, we'll review the study and the stages of institutional efforts. We'll discuss in detail how faculty development centers, in working with faculty and administrative leadership on complex tasks related to institution-wide focus on "the core," can find opportunities for meaningful impact.

Organizational Development — Educational Developers, Learning Outcomes Assessment

#### Fremont

Second Floor  
2:00 pm–  
3:15 pm

#### Bringing New Faculty "Onboard" for Success in the First Year

*Eli Collins-Brown, Methodist College of Nursing*

Orienting and mentoring new faculty is a historical and current issue at all levels and sizes of higher educational institutions. Pulling from the research on successful mentoring and orientation programs, including one of the excellent sessions at the 2007 Pod conference, our Onboarding program was developed to ensure a successful first year for all new faculty at our institution. In this session we will explore an innovative, distributive "Onboarding" model that incorporates orientation and mentoring for the new faculty member's first year and how this model might be uniquely adapted at other institutions.

Organizational Development — Faculty, Small Colleges

**Tahoe**  
Second Floor  
2:00 pm–  
3:15 pm

**Critical Thinking for Disciplinary Beginners: Weaving Judgment into Knowing**

*William Roberson, University at Albany*  
*Christine Reimers, Cornell University*

Too much information? Not enough information? For disciplinary beginners these two real-world conditions are equally daunting. Critical thinking begins when students learn to cut through informational irregularities by making a “test judgment” about the state of things. These judgments are not the conclusion of the thinking process, as often presented, but rather the beginning: they set in motion reflective thought itself. Active reflection on judgments and their consequences is how we improve how we think. This workshop for faculty developers and faculty will stage and model the “judgment and reflection” process that is the foundation of the critical thinking classroom.

Instructional Development — Learning and Teaching, Research and Innovation

**Southern Pacific A&G**  
Third Floor  
2:00 pm–  
3:15 pm

**Weaving Strategies and Practices Engaging Faculty to Adopt Active Learning**

*Milton Cox, Miami University*  
*Muriel Blaisdell, Miami University*  
*John Jeep, Miami University*

It has been 13 years since Barr and Tagg called us to move from the instruction to the learning paradigm. In this session we will provide an overview of active and student-centered learning, their connections to the learning paradigm, and two different approaches, one top down and the other bottom up, that are proving successful in engaging departments and faculty to adopt active learning and provide evidence of success: 1) The Top 25 Enrolled Courses Model and 2) Faculty Learning Communities. Participants will share what approaches have worked for them and challenges and barriers they face and perhaps have overcome.

Instructional Development — Educational Developers, Development

**Southern Pacific B**  
Third Floor  
2:00 pm–  
3:15 pm

**Creating “Un-workshops”: Weaving the Best Practices from Andragogy and Giftedness**

*Theresa Dolson, University of Richmond*  
*Jeffrey Nugent, Virginia Commonwealth University*

Evidence shows that faculty are not “typical” adult learners. How do we create learning experiences that will work for them? Participants in this session will gain a deeper understanding of faculty as both adult and gifted by engaging in a modified “Perry Game” to group like traits from the fields of andragogy and gifted education/counseling. Groups will work together to create learning experiences based on these traits. Participants will leave with a more nuanced understanding of their target audience, concrete ideas about how to design—and how NOT to design—effective learning experiences for faculty, and a bibliography for andragogy and giftedness.

Professional Development — Faculty, Communications

**Southern Pacific D**

Third Floor  
2:00 pm–  
3:15 pm

**Equity and Excellence in Teaching: Creating Inclusive College Classrooms**

*Stephanie Burrell, Fairfield University*

Inclusive classrooms, in part, are collaborative spaces where multiple perspectives are welcomed, student voice is part of the curriculum, varied teaching strategies are utilized, and the ways in which educational structures reproduce inequality in the classroom are examined. This interactive session provides new faculty developers with a framework for assisting faculty who want to teach from a social justice education perspective, but struggle to get started.

Instructional Development — Diversity, Educational Developers

**Southern Pacific E**

Third Floor  
2:00 pm–  
3:15 pm

**Success by Design: An Integrated Approach to Organizational Structure**

*Bruce Kelley, The University of South Dakota*

In 2003 L. Dee Fink published *Creating Significant Learning Experiences*. This workshop will apply the Integrated Model of Course Design contained within that book to a higher organizational framework. With few modifications, Fink's theories apply equally well to the founding or redesigning of faculty development offices, centers for advising, and teaching and learning centers as they do to course design. The workshop will ask participants to identify how they might use this model within their own organization, and will ask them to develop activities and assessments that will work to meet specific strategic goals.

Organizational Development — Educational Developers, Program Evaluation

**Southern Pacific F**

Third Floor  
2:00 pm–  
3:15 pm

**Extending Classroom Communication Support to International Faculty**

*Theresa Pettit, Cornell University*  
*Peggy Heidish, Carnegie Mellon University*  
*Jane O'Brien, University of Minnesota*  
*Richard Kiely, Cornell University*

International faculty members are key to helping U.S. students develop global competencies. However, some international faculty members report challenges in teaching. At times students have concerns regarding their instructor's language and teaching style. In this session the presenters review international faculty initiatives offered at several universities and brainstorm ideas for providing language and pedagogical support to international faculty.

Instructional Development — Faculty, Educational Development Profession

**Roundtable Sessions, Saturday, 2:00 pm–3:15 pm****Pavilion C, D, E**

Second Floor  
2:00 pm–  
3:15 pm

**Nurturing our Spirit: Weaving Meaning Making and Community into Development**

*Donna Qualters, Suffolk University*  
*Beverly Dolinsky, Endicott College*

Opportunities for faculty and staff to dialogue about the spiritual and meaning making aspects of work are rare on today's college campuses. Yet, there is more and more literature connecting spirituality to the classroom, to personal and professional development, and to work satisfaction. This roundtable discussion will be a part of that dialogue. The presenters will share a faculty development initiative to raise this topic on a private, secular campus and discuss the lessons learned. We will then work together to explore how we may bring this vital component into our work as

teachers, researchers, and faculty developers.

Professional Development — Work-Life Balance, Wellness

**Pavilion C, D, E**

Second Floor

2:00 pm–

3:15 pm

**Mentoring the Next Generation of New Faculty at Small Colleges**

*Linda Beane-Katner, St. Norbert College*

This roundtable session will offer participants the opportunity to reflect on and discuss mentoring the next generation of new faculty. New faculty profiles, interests, and needs are evolving and our mentoring programs should evolve with them. How do we best meet the changing needs of the next generation of new faculty, especially women, diverse, and Millennial faculty members? An excellent mentoring program can reap tremendous benefits for faculty, students, and the institution alike. What are the obstacles to and benefits of successful mentoring? Participants will brainstorm about and share ideas for effective mentoring of the next generation.

Professional Development — Educational Developers, Small Colleges

**Pavilion C, D, E**

Second Floor

2:00 pm–

3:15 pm

**Mobilizing for Just-in-time Faculty Professional Learning**

*Barbara Bodkin, University of Toronto*

*Kelly Juhasz, University of Toronto*

The demand for quality teaching in higher education generates from a wide swath of education constituencies: new faculty; students and their parents; taxpayers and business leaders. This discussion is about ways to discern the demand and needs of faculty in various teaching roles. It is based on work taking place at Ontario Institute for Studies in Education, University of Toronto as a feasibility study was conducted leading to the creation of a series of professional development modules based on the principles of teaching excellence. This highly interactive session encourages participants to critique the findings of this work in light of their own contexts.

Instructional Development — Educational Development Profession, Professional Context

**Pavilion C, D, E**

Second Floor

2:00 pm–

3:15 pm

**Women and Tenure: Reconsidering How It Is Done**

*Maike Philipsen, Virginia Commonwealth University*

This roundtable invites participants to discuss a new tenure model (the “exemplar model”) that promises to be more conducive to the life-work balancing acts of academics, especially women. The model was developed as a result of a major study on female faculty, the challenges they face in academe in general, and the attempt to establish a balance between personal and professional obligations, in particular.

Professional Development — Faculty, Career Stages

**Pavilion C, D, E**

Second Floor

2:00 pm–

3:15 pm

**Students as Our Center’s Purpose, Partners, and Respondents**

*Karen Santos, James Madison University*

What do Conversations with Students, Conversations with Professors, Teaching Analysis Polls, and Take Your Professor to Lunch all have in common? That’s right, STUDENTS. These are center programs which directly involve students. How are you involving students in your programs? How are students providing valuable information about their learning experience? How can we partner with students to maximize teaching and learning outcomes? Join colleagues for this session as we explore the

role of students in Center activities.

Instructional Development — Faculty, Learning and Teaching

**Pavilion C, D, E**

Second Floor

2:00 pm–

3:15 pm

**Weaving Formative Assessment Plans into Radical Course Redesign**

*William Rando, Yale University*

From time to time, a faculty member calls on an instructional consultant to help radically redesign a course. For the purpose of this talk, "radical redesign" refers to fundamental changes in objectives, content, and practices. Faced with this task, consultants would be wise to insist on a comprehensive Formative Assessment Plan, drawing on multiple populations and using a variety of assessment tools. This talk will discuss one such course and the Formative Assessment Plan used to ensure its success. Participants will reflect on our research results, gain a set of tools for carrying out course assessments, and practice high-level analysis of results from multiple methods.

Instructional Development — Assessment & Evaluation, Educational Research

**Pavilion C, D, E**

Second Floor

2:00 pm–

3:15 pm

**Getting Your Article Published in *To Improve the Academy***

*Linda Nilson, Clemson University*

*Judith Miller, Clark University*

This session is intended to help potential contributors to *To Improve the Academy* succeed in getting their manuscripts accepted. The current Editor and Associate Editor explain the procedures for preparing and submitting a manuscript for next year's volume, as well as how manuscripts are reviewed, selected, and edited. Potential contributors can ask questions and obtain copies of the submission instructions and the reviewers' form. At the last six POD conferences, large groups attended this roundtable and submitted higher-quality manuscripts as a result.

3:15 pm–

3:30 pm

**Refreshment Break**

**Concurrent Sessions, Saturday, 3:30 pm–4:45 pm**

**Alpine**

Second Floor

3:30 pm–

4:45 pm

**Formative Feedback and Summative Evaluations—All in One Process**

*Donna Green, Davenport University*

Faculty deserve and need feedback. In research, peers provide feedback via the publishing process. In teaching, faculty often receive feedback from an 'old' student evaluation form. At one private institution a new system was developed to incorporate formative and evaluative measures in an easy to administer and interpret system in alignment with expectations for faculty teaching. Faculty engagement was critical. The development process and resulting 'products' will be shared. Issues around formative and summative assessments as common measures will be discussed. Participants will be encouraged to share what works and what doesn't at their institutions.

Organizational Development — Assessment & Evaluation, Faculty

**Carson**

Second Floor

3:30 pm–

4:45 pm

**Weaving a Pattern of Change: Meeting the Accessibility Challenge**

*Mary Breiling, San Jose State University*

*W. Mei Fang, San Jose State University*

*Mary Jo Gorney-Moreno, San Jose State University*

Meeting the challenge of building a professional development program that meets the objectives of the California State University Chancellor's Office's Accessible Technology Initiative, AA-2006-41, requires effective application of organizational change theory. Administrators and faculty developers will learn how San Jose State University used change theory principles suggested by Havelock to successfully develop expertise in accessible technology, mine existing campus resources, obtain external funding, capitalize on campus and community partnerships to build a professional development program in universal design for learning principles and to develop of accessible instructional materials that has included 322 unique faculty and staff since January 2006.

Organizational Development — Learning and Teaching, Educational Development Profession

**Fremont**  
Second Floor  
3:30 pm–  
4:45 pm

**Always Time for Their Facebook®, Never Time for My Textbook!**

*Brent Wendling, University of Central Oklahoma*

This presentation explores student non-compliance with assigned reading expectations. The focus is on exploring approaches to assist faculty developers in working effectively with professors who confront students routinely coming to class unprepared. A review of 30+ years of research will occur and students' rationalizations for non-compliance will be examined. Underprepared student issues will be addressed. A variety of classroom-tested strategies will be presented. In groups, participants will evaluate these strategies and seek ways to assist professors in expanding students' reading compliance. A group discussion of these approaches will occur and, post-conference, a codified version of the findings will be distributed.

Instructional Development — Educational Developers, Faculty

**Tahoe**  
Second Floor  
3:30 pm–  
4:45 pm

**SOTL Scholars' Impacts Beyond Their Research Questions**

*Karen Busch, Eastern Michigan University*

While SoTL scholars have contributed much to the teaching and learning literature, this session focuses on additional impacts that SoTL participants create for themselves, their students, their universities and beyond. Faculty who participated in a SoTL seminar, and completed SoTL projects, were interviewed to determine impacts of their work beyond their original research questions. Preliminary results indicate considerable benefits to higher education. This session will share the study's results, and session participants will share their own SoTL impacts. Further, we will address the question: As faculty developers, how do we promote the larger benefits of SoTL at the university and beyond?

Organizational Development — Scholarship of Teaching and Learning (SoTL), Faculty

**Southern Pacific A&G**  
Third Floor  
3:30 pm–  
4:45 pm

**Models of Leadership Development: Techniques for Effective Program Planning**

*Gail Latta, University of Nebraska—Lincoln*

Leadership development represents a subset of organizational development (OD) focused on identifying and developing leadership capacity. Models of leadership development provide tools for identifying developmental needs and potential relating to leadership capacity. Familiarity with these models prepares faculty developers for assessing, analyzing, and designing development plans to enhance leadership among individuals and groups at every level in the academy. Participants will gain familiarity with six basic models of leadership development, and learn the five most

effective programmatic techniques for fostering leadership capacity. Participants will explore differences and similarities among the models of leadership development and implications for selecting developmental techniques.

Organizational Development — Educational Development Profession, Educational Developers

**Southern Pacific B**

Third Floor  
3:30 pm–  
4:45 pm

**Weaving International Faculty into the Mainstream of the University**

*Marnie Petray, California Polytechnic State University*  
*Kiren Dosanjh Zucker, California State University—Northridge*  
*Joe Grimes, California Polytechnic State University*

Weaving international faculty into the common thread of the university is vital to achieving diversity in higher education. To support faculty in contributing their respective knowledge, experiences, and native cultures during the teaching/learning process, an international scholars for teaching excellence community was formed on one campus concentrating on the major elements of classroom communication and American acculturation, while a classroom English community was created at another campus to address similar issues. Session participants will have an opportunity to discuss theory and praxis, present ideas for improving existing alternative approaches, and develop a model for use on their own campuses.

Professional Development — Faculty, Diversity

**Southern Pacific D**

Third Floor  
3:30 pm–  
4:45 pm

**Course Redesign: How Faculty Developers Can Help**

*Thomas Wortman, Minnesota State Colleges and Universities*  
*Stewart Ross, Minnesota State University—Mankato*

There are many ways that faculty members can redesign their courses, ranging from simple refocusing the material to large-scale complete overhauls of the course, the delivery, and the materials. Faculty members are always the subject-matter experts in these redesigns, but many need additional support to optimize the student learning in the courses. This is where faculty development professionals can help. This session will briefly introduce several different models of redesign, will offer a few succinct examples of course redesign on our campuses, and will open discussion among participants about how redesign efforts can be improved and supported by faculty developers.

Instructional Development — Educational Developers, Assessment & Evaluation

**Southern Pacific E**

Third Floor  
3:30 pm–  
4:45 pm

**Adjunct Faculty—How Do You Picture Success?**

*Cynthia Anson, Boise State University*  
*Caroline Blakeslee, Boise State University*

The creation of a professional, equitable, and supportive teaching environment for adjunct faculty is a vital concern. At Boise State University, an Adjunct Commission undertook a holistic examination of the adjunct faculty experience to address problems with compensation, policies, professional development, and work environment. The Commission began by asking "What will our success look like?" Only after specific outcomes were articulated did the Commission focus on problem analysis and solutions. This session will describe the Commission's deliberation process, outcomes to date, and provide participants with an opportunity to do their own "outcomes-directed thinking" regarding adjunct faculty at their institutions.

Organizational Development — Adjunct/Part Time, Large Institutions

**Southern Pacific F**

Third Floor  
3:30 pm–  
4:45 pm

**Certification in Learning/Teaching in Higher Education: Lessons from England**

*Jacqueline Thomas, Texas A&M University—Kingsville*

England's Postgraduate Certificate in Learning and Teaching in Higher Education takes two years to complete and is required of all new faculty. The "PGCert" will act as a point of departure to discuss the essential elements of a semester-long orientation program for new faculty. The following issues will be discussed: Why offer such a program? Should it be required of new faculty? How long and how often should sessions be offered? What topics should be included? How do participants get rewarded for attending? What should be expected of attendees? How is the effectiveness of such a program assessed?

Professional Development — Faculty, Small Colleges

**Rose Ballroom B Reception**

Second Floor  
5:30 pm–  
6:30 pm

**Rose Ballroom A Conference Banquet**

Second Floor  
6:30 pm–  
8:00 pm

**Rose Ballroom B Dance (DJ) & Karaoke**

Second Floor  
8:00 pm–  
12:00 am

**Poolside Terrace Marsh Brodeur Jazz Trio**

Fifth Floor  
8:00 pm–11:00 pm

# POD / AAC&U

## Multicultural Organizational Development Institute

**Tuesday, January 20th and Wednesday, January 21st, 2009**  
(Full day on Tuesday, half day on Wednesday)  
**Seattle, Washington**

*Fulfilling the Promise: Using Multicultural Organizational Development to  
Transform Higher Education Institutions*

Full details here: [www.podnetwork.org/conferences.htm](http://www.podnetwork.org/conferences.htm)



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# POD 2009

## 34th annual conference

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### International Professional Developers' Workshop (IPDW)

*Beyond Full-time Faculty Development*

(held prior to the California Community College Council  
for Staff and Organizational Development (4C/SD) conference)

**Kellogg West Conference Center, Pomona, CA**

**March 4 & 5, 2009**

### Northeastern Regional Professional Developers' Workshop

*Just in time for spring head cleaning.*

**Mercy Center, Madison, CT**

**April 3, 2009 (tentative)**

### 2009 Annual International Conference

*Watch for the Call for Proposals!*

**Crowne Plaza St. Paul Riverfront Hotel, Twin Cities, MN**

**November 4-7, 2009**

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