

Welcome from POD President & Conference Team

Welcome

Welcome to the 34th annual conference of the Professional and Organizational Development (POD) Network in Higher Education and to beautiful downtown Houston. And for those who are new to Texas, welcome to the great Lone Star State! You will be happy to note that Houston was selected as one of America's greenest cities according to an EPA study described in the USA Today and offers a great mix of sophistication and hospitality.

The 2009 conference offers the traditional interactive workshops, plenary sessions, roundtable discussions, and poster presentations. Topical Interest Groups are back by popular demand and are scheduled for Friday morning so join your colleagues to dialogue around your favorite topics of interest. We offer you the opportunity to network through shared meals, educational expeditions, informal meetings, the Vendor Exhibit, and the Resource Fair, and encourage you to broaden your scope in faculty, instructional, and organizational development. Conference highlights include:

- An opportunity to share your vision (and versions) of the work you do in faculty, instructional, and organizational development and how it relates to POD on a Post-it to POD Banner located in the registration area.
- Two plenary sessions spotlighting Mary Huber sharing her thoughts on pedagogical innovation and Neil Howe who will spark your imagination on meeting the needs of the current generation.
- A new addition this year, two POD Sponsored Anchor sessions will round out the conference on Sunday morning:
 - **Re-Gen to Next Gen: Going Forward Together**
 - **Sustaining & Championing Faculty Development–In Good Times or Bad**

As we consider the theme of Generations and Regeneration, we invite you to explore these questions together:

- How does the diversity of generations that we represent and serve challenge us and enrich our practice?
- What does regeneration mean in the context of our work?
- In what ways can we both teach and learn from new generations?
- How can our commitment to regeneration motivate our work and enhance our institutions?

As you take part in the conference, you will see many people with leadership positions indicated on their name tags. These are POD members with various organizational responsibilities who can provide information about POD and their roles, answer your questions, and direct you to other resources. POD has a tradition of collegiality and inclusivity and we want you to feel that you are part of the organization. We're glad you're here and we're ready to help. The conference was developed and is sustained through the work of hundreds of volunteers from the POD network. Thank you so much for all that you do!

Michael Theall, *POD President, 2009-10*

Kevin Barry, *University of Notre Dame, Conference Co-Chair*

Debra Fowler, *Texas A&M University, Conference Co-Chair*

Shaun Longstreet, *University of Texas, Dallas, Program Co-Chair*

Suzanne Tapp, *Texas Tech University, Program Co-Chair*

POD Core Committee Fall 2009

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Associate Professor and
Coordinator of Faculty Development
Youngstown State University

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

The POD conference registration desk will be open in the Imperial Ballroom Foyer at these times:

- Wednesday, 10:00 a.m. to 5:00 p.m.
- Thursday, 7:00 a.m. to 6:00 p.m.
- Friday, 7:00 a.m. to 6:00 p.m.
- Saturday, 7:30 a.m. to 12 noon

Wednesday, October 28		
9:00 am	9:00–5:00	
1:00 pm	POD Core Meeting	1:00–4:30 Pre-conference workshop W-1 (Part 1)

Thursday, October 29			
8:00 am		8:00–12:00	8:00-5:00
8:30 am	8:30–12:00 Pre-conference workshops	POD Core Committee meeting	Vendor Exhibit
1:30 pm	1:30–2:45 Interactive Sessions	11:00–5:00 Expedition #1: Space Center Houston/NASA	
2:45 pm	Beverage Break		
3:00 pm	3:00–4:15 Interactive Sessions		
5:00 pm	5:00–5:30 Intro. to POD for first timers		
5:30 pm	5:30–6:30 Diversity Committee / Welcome Reception (cash bar)		
6:45 pm	6:45–8:30 Conference Dinner: Welcome and President’s Address		

Friday, October 30			
7:30 am	7:30–8:45 POD Topical Interest Groups (TIGs)		7:30–12:00 Vendor Exhibit
9:00 am	9:00–10:15 Interactive Sessions		
10 :15 am	Beverage Break		
10:30 am	10:30–11:45 Interactive Sessions		
12:00 pm	12:00–1:30 Luncheon Plenary Session – Mary Huber		
1:30 pm		1:30-4:30	1:30–5:00 Vendor Exhibit
2:00 pm	2:00–3:15 Interactive/Roundtable Sessions	Expedition #3: Menil Collection	
3:00		3:00-5:00 Poster Sessions	

Conference Overview (continued)

3:15 pm	Break		
3:30 pm	3:30-4:45 Roundtable Sessions		
6:00	Dinner on your own	6:00-9:00 Expedition #4: Elder POD: Dinner 6:00 - 11:00 Expedition #5: Mary Poppins (Dinner on your own followed by the show at 8:00)	

Saturday, October 31

7:00 am	Continental Breakfast & Committee Meetings	7:00-8:30 Graduate & Professional Student Developers Breakfast	7:30-10:30 Vendor Exhibit
9:00 am	9:00-10:15 Roundtable Sessions		
10:15 am	Break		
10:30 am	10:30-11:45 Plenary Session - Neil Howe		
12:00 pm	12:00-2:00 Lunch on your own	Committee & Regional Meetings	12:00-6:30 Vendor Exhibit
12:30 pm		12:30-5:30 Expedition #6: Museum Tour	
2:00 pm	2:00-3:15 Interactive Sessions		
3:15 pm	Beverage Break		
3:30	3:30-4:45 Interactive Sessions	3:30-4:45 Job Fair	
5:00	5:00-6:30 Resource Fair (cash bar)	5:30-6:30 Mariachi Band	
6:45	6:45-8:30 Awards Banquet		
8:30	Live Entertainment with The Stringbenders , a 5-piece band playing the best of classic country/Cajun/Zydeco/TexMex styles including a bit of rock-n-roll to provide everyone with a great evening of entertainment.		

Conference Overview (continued)

Sunday, November 1

7:00 am	Breakfast
8:30 am	8:30–10:00 POD Sponsored Anchor Sessions: <ul style="list-style-type: none">· <i>Re-gen to Next-gen: Going Forward Together & Sustaining</i>· <i>Championing Faculty Development – In Good Times or Bad.</i>
10:00 am	POD Conference Ends
10:30 am	10:30–3:30 IDEA Users Group (Separate Registration Required)

Virginia S. Lee, Virginia S. Lee & Associates	2008-09	The Nugget Resort, Reno, NV
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, Univ of Colorado-Boulder	2002-04	Denver Marriott Tech Center, Denver, CO
Roger Sell, Southwest Missouri State Univ	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, University of Nebraska-Omaha	1996-97	Snowbird Resort, Salt Lake City, UT
Nancy Chism, The Ohio State University	1995-96	Sea Crest Resort, North Falmouth, MA
Karron Lewis, University of Texas 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. of 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, and Delivee Wright, University of Nebraska-Lincoln	1990-91	Granlibakkan Center, Tahoe City, CA
	1989-90	Villas-by-the-Sea, Jekyll Island, GA
Marilla Svinicki, University of Texas at Austin	1988-89	Keystone Resort, Keystone, CO
	1987-88	Inn of the Hills, Kerrville, TX
Bette L. Erickson, University of Rhode Island	1986-87	Hidden Valley Lodge, Somerset, PA
	1985-86	Lake Lawn Lodge, Delavan, WI
LuAnn Wilkerson, Harvard Medical School	1984-85	Asilomar, Monterey, CA
Michele Marincovich, Stanford University	1983-84	Airlie House, Airlie, VA
Michael Davis, University of the Pacific	1982-83	Montebello, Québec
	1981-82	Westin Hotel, Cincinnati, OH
Lance Buh, Projects for Educational Dev't	1980-81	Claremont Resort, Berkeley, CA
Glenn Erickson, University of Rhode Island	1979-80	Fairfield Glade, TN
	1978-79	Shangri-La State Park, OK
Mary Lynn Crow, University of Texas-Arlington	1977-78	Illinois Beach State Park, Zion, IL
Joan North, Univ of Wisconsin-Stevens Point	1976-77	Airlie House, Airlie, VA

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

Conference Co-Chairs

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

Program Co-Chairs

Shaun Longstreet, University of Texas - Dallas
Suzanne Tapp, Texas Tech University

Pre-Conference Sessions: Valerie Grabove, Niagara College, Canada

Concurrent Sessions: Katherine Kearns, Indiana University-Purdue University

Roundtable Sessions: Laurette Foster, Prairie View A&M University

Topical Interest Groups (TIGs): Tine Reimers and Billie Bennett, State University of New York - Albany

Poster Sessions: Michael Palmer, University of Virginia

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

Resource Fair: Martin Springborg, Minnesota State Colleges and Universities

Job Fair: Angela Linse, Pennsylvania State University

Educational Expeditions: Rob Bartsch, University of Houston - Clear Lake

Registration Desk: Gaye Webb, Texas A&M University

Volunteers: Teresa Johnson, The Ohio State University and Steve Hansen, Duquesne University

Conference Evaluation: Michele DePietro, Carnegie Mellon University

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

Mary-Ann Winkelmes, University of Illinois, Chair
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Bonnie Mullinix, Teaching, Learning and Technology Group
Laurel Willingham-McLain, Duquesne University

Acknowledgements (continued)

Conference Proposal Reviewers

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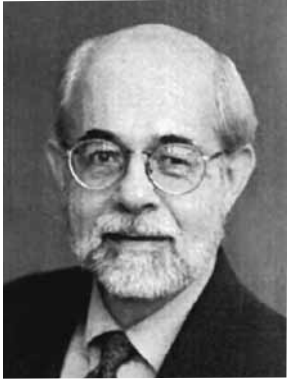
Acknowledgements (continued)

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Pamela Vaughn, San Francisco State University
Krist Verbeke, Wayne State University
Susan Weaver, University of the Cumberland
Valeri Werpetsinski, University of Illinois - Urbana-Champaign
Sunita Wiebe, The Art Institute of Vancouver
Diane Williams, University of South Florida
Laurel Willingham-McLain, Duquesne University
Hadley Wood, Point Loma Nazarene University
Ros Woodhouse, York University
Mary Wright, University of Michigan
Hsiu-Ping Yueh, National Taiwan University

Finally, we'd like to thank the many volunteers who step forward, often at the last minute, to volunteer during the conference by welcoming newcomers, staffing the registration desk, and performing a myriad of other important, though sometimes invisible, tasks that make our conference a success.

Michael Theall, POD President
Youngstown State University

Hoag Holmgren, Executive Director
The POD Network in Higher Education



Original research presented at the POD conference is eligible for the "Robert J. Menges Award for Outstanding Research in Educational Development." This recognition was established and first awarded at the 2000 POD conference in Vancouver. The award was established in recognition of **Robert J. Menges** (1939-1997), an honored scholar, whose long years of work and contributions to teaching and learning and faculty development in higher education can be characterized by his spirit of caring consultation, active participation, and rigorous research. Bob was a consummate mentor - challenging, guiding, and deeply involved. It was in his nature to share what he knew and to help others find their own wisdom.

Research may be quantitative or qualitative, and may be based on experimental studies, participant observation, practitioner research or other methodologies that lead to systematic investigation and evidence-based conclusions. Graduate theses and dissertations are eligible for consideration.

These three sessions were chosen by the Selection Committee from among the most highly rated proposals read by the Conference Program Reviewers.

Where are CTLs? Implications for Strategic Planning and Research

Sally Kuhlenschmidt, Western Kentucky University
page 25

Taking Stock: Contemplating North American GSPD Programs and Developers

Dieter Schönwetter, University of Manitoba
Donna Ellis, University of Waterloo
page 84

Understanding and Supporting Full-time Nontenure-track (FTNT) Faculty: A Welcome Change

Megan Palmer, Indiana University Purdue University Indianapolis
Genevieve Shaker, Indiana University Purdue University Indianapolis
Nancy Chism, Indiana University Purdue University Indianapolis
page 55

2009 Donald H. Wulff Diversity Travel Fellows & the 2009 Internship Grant

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

Brenda Alston-Mills

Lerone Banks

Seiki Sumer

Valorie McAlpin

Mario Gonzales

Nisha Gupta

Ann Lampkin

Michigan State University

University of California-Davis

University of California-Davis

University of North Carolina-Charlotte

New Mexico Highlands University

Syracuse University

Madonna University

The POD Network, upon recommendation of the Diversity Committee, has awarded the 2009 Faculty/TA Instructional Development Internship Grant to:

The Center for Teaching and Learning

Truman State University, under the administration of Julie Lochbaum

Information about these grants can be found at www.podnetwork.org/grants_awards.htm.

The following topics represent areas of interest to POD members identified from past conferences presentations, listserv discussions, 2008 POD conference feedback, and faculty, instructional, and organizational development literature.

Organizational and Institutional Development	
Topics	Sample Descriptors
New Teaching and Learning Centers	Establishing credibility on your campus, marketing your center, successfully initiating programs, designing your space, setting up an advisory committee.
Maintaining and Growing Established Centers	Moving forward, developing new programs and assessing existing programming, involving faculty members.
Sustainability	Institutional, program and environmental sustainability.
Development Programs and Budgeting	Budgeting, facing university cutbacks, fund raising and development, managing grants.
Diversity and Retention	Programming for underserved populations. Faculty/student/staff retention. Issues surrounding gender, race, ethnicity, sexuality and/or class.
Research and Innovation	
Scholarship of Teaching and Learning	Findings and methodologies of SoTL research (qualitative and quantitative). Supporting SoTL research on your campus.
Technology	Teaching with technology, Web 2.0 tools, implementation, innovations and emerging technologies.
Assessment	Institutional, program and course-level assessment, accreditation issues.
Organizational	Changes and innovations for organizational development, research on institutional renewal and/or development.
Professional Development	
Improving Teaching	Consultation and teaching observation practices, teaching methods, supporting teaching innovations, variety of challenges from different generations of students.

Categories & Topics

Supporting Faculty Development and Professional Growth	Working with faculty in various stages of their careers: mid-career faculty, tenured vs. nontenured faculty, retired and emeritus faculty.
Graduate Student Professional Development	Graduate student programming, certificate programs, orientation sessions, consultation practices, advising.
Adjunct/Part-Time Faculty Development	Addressing the particular needs of part-time/adjunct teaching staff, retention, professional development.
Faculty Developers	Sessions aimed at new faculty developers, sessions targeting more experienced faculty developers, developing future faculty developers, wellness and work-life balance.

Proposers were asked to identify a primary topic and (if desired) a second, affiliated topic. Proposers were also asked to identify particular populations likely to benefit or have interest in the proposed session. You will find the affiliated topic and proposed audience at the end of the abstract for each session. Please keep in my mind that each session is likely to appeal to multiple groups and interests.

Potential target audience(s) include the following:

- Seasoned faculty developers
- New/recent faculty developers (5 years or less)
- Large colleges and universities
- Community colleges
- Small colleges
- Historically Black Colleges and Universities
- Faculty (conference attendees who are faculty and also part-time developers)
- International POD participants
- Technology/technology specialists
- Administrators
- Other (please identify):

Wednesday, At-a-glance

9:00 am–5:00 pm	Core Committee meeting
10:00 am–5:00 pm	Conference registration & welcome area
1:00 pm–4:30 pm	Pre-conference workshop, W-1
2:30 pm–2:45 pm	Beverage Break

Window Box
9:00 AM-5:00 PM

POD Core Committee Meeting

**Imperial
Ballroom Foyer**
10:00 AM-
5:00 PM

Conference Registration & Welcome Area

Pre-Conference Workshop 1:00-4:30 PM

Arboretum V

**POD
Sponsored
Session**

W-1: Getting Started: Workshop for New Faculty Developers

Todd Zakrajsek, University of North Carolina - Chapel Hill
Milt Cox, Miami University
Jim Eison, University of South Florida
Karron Lewis, University of Texas
Susanne Morgan, Ithica College
Michael Reder, Connecticut College

This session is designed for new faculty developers to assist in gaining the skills necessary to be an effective developer and to 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.

Topic(s): Professional Development: Faculty Developers
Intended Audience: New/recent faculty developers (5 years or less)

Thursday, At-a-glance

7:00 am–6:00 pm	Conference registration
8:00 am–5:00 pm	Vendor Exhibit Open
8:00 am–12:00 pm	Core Committee meeting
8:30 am–12:00 pm	Pre-conference workshops, W-1 through W-14
10:00 am–10:15 am	Beverage Break
11:00 am–5:00 pm	Expedition 1 – Space Center Houston (Box lunch included)
12:00 pm–1:15 pm	Lunch on your own
1:30 pm–2:45 pm	75-minute interactive sessions
2:45 pm–3:00 pm	Beverage Break
3:00 pm–4:15 pm	75-minute interactive sessions
5:00 pm–5:30 pm	Introduction to POD for first timers
5:30 pm–6:30 pm	Diversity Committee / Welcome Reception (cash bar)
6:45 pm–8:30 pm	Conference Dinner: Welcome and President's Address

Conference Events, Thursday 8:00 AM - 5:00 PM**Magnolia****Vendor Exhibit Open****Pre-Conference Workshops 8:30 AM - 12:00 PM****Regency**8:30 AM-
12:00 PM**W-1 (part 2): Getting Started: Workshop for New Faculty Developers***Todd Zakrajsek, University of North Carolina - Chapel Hill**Milt Cox, Miami University**Jim Eison, University of South Florida**Karron Lewis, University of Texas**Susanne Morgan, Ithica College**Michael Reder, Connecticut College***POD****Sponsored
Session**

This session is designed for new faculty developers to assist in gaining the skills necessary to be an effective developer and to 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.

Topic(s): Professional Development: Faculty Developers

Intended Audience: New/recent faculty developers (5 years or less)

Raintree8:30 AM-
12:00 PM**W-2: New and Experienced Graduate and Professional Student Developers: Generative Regeneration***Laura Border, University of Colorado - Boulder**Elizabeth O'Connor Chandler, University of Chicago**Linda Von Hoene, University of California, Berkeley*

New and experienced graduate student developers work to prepare graduate students and postdoctoral fellows as current staff and as future faculty in a field focused primarily on faculty development. Thus, in this session presenters and participants share ideas for planning, content, practice, products, and assessment; consider and plan for their specific professional development needs; and draft indi-

vidual plans to create or improve a program or skill. Newbies gain valuable knowledge and contacts, oldies get a chance to share their knowledge and regenerate a newly found enthusiasm and purpose. Participants receive a subscription to Studies in Graduate & Professional Student Development.

Topic(s): Professional Development: Graduate Student Professional Development & Supporting Faculty Development and Professional Growth
Intended Audience: New/recent faculty developers (5 years or less)

Cottonwood

8:30AM-
12:00 PM

W-3: Organizational Development for Institutional Change: Our Role

Nancy Chism, Indiana University Purdue University Indianapolis
Phyllis Blumberg, University of the Sciences in Philadelphia
Catherine Frerichs, Grand Valley State University
Susan Gano-Phillips, University of Michigan-Flint
Connie Schroeder, University of Wisconsin-Milwaukee

While calls for professional developers to become directly involved in institutional development have been made over the years, extended conversations on the nature of organizational development (OD) and its applications to the work of higher education developers have not occurred. This preconference session proposes to address that void by providing helpful resources on OD as a field and basic approaches used in OD, then engaging participants in identifying an important area for change in their own settings, enumerating the contributions they can make, strategizing on getting to the leadership table, selecting an appropriate change strategy, and implementing the change.

Topic(s): Research and Innovation: Organizational Development & Professional Development: Faculty Developers
Intended Audience: Seasoned faculty developers

Pecan

8:30AM-
12:00 PM

W-4: Successful Webinars Bring Regeneration During California's Budget Crisis

Brett Christie, Sonoma State University
Cynthia Desrochers, California State University

Our 23-campus, 24,000-faculty university system, the country's largest and most diverse, leverages the budget-cut challenges to generate new workshop designs. With the mandate to limit air travel, we are providing hybrid webinars. Our efforts have gone from successful initial pilots to statewide perfection -- or close. Moreover, our data show that well-planned and executed online workshops are as engaging and interactive for faculty as face-to-face. This interactive session will highlight results of our cost-effective, system-wide professional development webinar series. Included will be online-workshop facilitation best practices, home-site checklists, remote-site checklists, and how we successfully engage all participants.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Research and Innovation: Technology
Intended Audience: Seasoned faculty developers

Cedar
8:30AM-
12:00 PM

W-5: Welcoming Success in Academe: Regeneration through Writing, Organization and Reflection

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

What is essential for success in the academy? While much is changing in academe, research, writing and publication are still the foundation. However, academic lives are often consumed with meetings, teaching and advising, leaving faculty and aspiring faculty wondering how to fit in research and writing. Success often eludes new faculty, especially women and underrepresented minorities. Through our research we have found some organizational, writing and research strategies that save precious time, encourage focus and foster reflection that leads to success. The purpose of this session is to introduce and practice powerful strategies shown to help faculty and aspiring faculty be productive and, ultimately, achieve tenure in academe.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Graduate Student Professional Development
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Ebony
8:30AM-
12:00 PM

W-6: 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 will assist faculty developers to design, implement, and assess high quality programs of leadership development for their institutions. Drawing on theory and research on leadership, leadership development and leadership pipelines 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.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: Seasoned faculty developers

Arboretum V
8:30AM-
12:00 PM

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

Michele DiPietro, Carnegie Mellon University

A key to effecting change on our campuses is high quality data. In an era of increasing accountability in which faculty developers are asked to document their effectiveness, well-developed 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 required for developing effective surveys are often not part of the developer's toolbox. This hands-on workshop is designed to help developers design and administer better surveys. Participants will have the opportunity to work

on their own survey topic.

Topic(s): Research and Innovation: Assessment & Professional Development:
Faculty Developers
Intended Audience: Seasoned faculty developers

Sandalwood B
8:30 AM-12:00 PM

W-8: Planning for Conceptual Understanding: A New Approach to Course Design

Edmund Hansen, Northeastern Illinois University

This workshop presents a blueprint for course design that replaces the traditional content-centered format with a conceptual approach to accomplish true alignment of all key course components. Workshop participants will be guided through a four-step procedure for deriving learning outcomes and linking them with course activities and learner assessment. Participants will receive a model for a course design document that in a few pages communicates the whole structure of a course and how its constituent elements generate conceptual understanding. This model was developed over the six-year period of a large federal grant working with faculty groups across many disciplines.

Topic(s): Professional Development: Faculty Developers & Improving Teaching
Intended Audience: Seasoned faculty developers

Sandalwood A
8:30 AM-12:00 PM

W-9: Sustaining Vitality in All Stages of Faculty Life

Barbara Hornum, Drexel University
Antonis Asprakis, Drexel University

In the field of faculty development, sustaining vitality has traditionally focused on senior and long term faculty. However, rapid and large-scale changes in faculty roles create new stressors for the profession at multiple levels requiring faculty development centers to offer programs that move beyond the traditional "senior faculty burnout" model. Several years of working with faculty at Drexel University exposed emerging concerns among them at many levels and career stages. Through expanding the target populations and programmatic offerings, faculty development centers can effectively offer support that is both relevant and meaningful to broad-based faculty development, professional growth and career satisfaction.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth
Intended Audience: All

Arboretum IV
8:30 AM-12:00 PM

W-10: Knowledge Surveys and Structured Focus Groups: Leading Change

Barbara Millis, University of Texas, San Antonio
Steven Fleisher, California State University Channel Islands
Ed Nuhfer, California State University Channel Islands

Through models, demonstrations, interactive exercises, and hands-on experience, participants will become proficient in helping faculty, departments, and their institutions learn how to use two powerful assessment tools, Knowledge Surveys, and highly structured Focus Groups. A shorter 15-minute "Quick Course Diagnosis"—using three

specific tools showing satisfaction levels, perceptions of student learning outcome achievement, and course or program strengths or weaknesses—is far more efficient and effective than SGIDs. Participants will leave with new knowledge and skills and a DVD ("Toolbox") of resources that include materials such as templates and sample reports for both Knowledge Surveys and Focus Groups.

Topic(s): Research and Innovation: Assessment & Organizational Development
Intended Audience: Seasoned faculty developers

Arboretum III

8:30AM-
12:00 PM

W-11: Revealing Disciplinary Thinking: Faculty Interviews as a Gateway to SoTL

George Rehrey, Indiana University
Joan Middendorf, Indiana University
Teresa Johnson, The Ohio State University
Leslie Ortquist-Ahrens, Otterbein College

A seven-step inquiry process known as "decoding the disciplines" allows faculty to work along with educational developers to identify disciplinary assumptions and types of thinking that are second nature to experts but can be baffling to novices such as our students. In this session, we explicitly focus and practice step two, which is the key moment involved in opening this "black box." Participants will view videotapes of faculty interviews and practice interviewing one another for decoding their own disciplines. Finally, participants will discuss their experiences and consider how they might use this approach to interviewing colleagues on their own campuses.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning
Intended Audience: Seasoned faculty developers

Arboretum II

8:30 AM-
12:00 PM

W-12: 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 workshop based on studies on faculty productivity, peak performance, work-life balance, and work satisfaction will distill the work habits and practices of the most successful and engaged academics. Help your faculty get in charge of those to-do lists so they can teach well, produce the research that one's institution requires, and achieve life balance.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Faculty Developers
Intended Audience: Seasoned faculty developers

Arboretum I

8:30 AM-12:00 PM

W-13: Delivering Quality Faculty Development in Tough Economic Times

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

This interactive session explores the means by which faculty development is delivered in a tough economy. In addition to budgetary constraints, faculty developers face the challenge of meeting the needs of baby boomers, as well as millennials who demand quick and easily-accessible faculty development at their fingertips.

Using online courses, meetings, workshops and conferences our center has turned challenge into opportunity. Presenters and participants will discuss best practices in online faculty development and share their own strategies. They will also develop their own plan for implementing online faculty development programs. Faculty developers without budgetary and program concerns need not attend!

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Research and Innovation: Technology
 Intended Audience: Seasoned faculty developers

Live Oak
 8:30 AM-12:00 PM

W-14: How's It Going? Reflecting on Our Work

James Groccia, Auburn University
Kate Brinko, Appalachian State
Dee Fink, Dee Fink & Associates Consulting
Julie Lochbaum, Truman State University

**POD
 Sponsored
 Session**

"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.

Topic(s): Professional Development: Faculty Developers & Research and Innovation: Organizational Development
 Intended Audience: Seasoned faculty developers

Educational Expeditions, Thursday 11:00AM - 5:00 PM

Hotel Lobby
 11:00 AM-5:00 PM

E1 Space Center Houston (Box Lunch Included)

Meet near the convenience store/cafe in the lobby.

75-minute Interactive Sessions, Thursday 1:30 - 2:45PM

Arboretum I
 1:30-2:45 PM

"From Active Duty to Classroom: Soldier to Citizen"

Karen Thoms, St. Cloud State University

Military personnel are returning from active duty (both combat and non-combat roles) and to our campuses, returning with characteristics that cross many lines. These veterans are bringing a new and different diversity to the classroom—military veteran. What special benefits do veterans bring to the classroom? What issues and special needs might the veterans bring to the classroom? How can faculty help the veteran's transition from active duty to the classroom, from soldier to citizen? What services are available on campus, in the community, and in the state? Learn more about The Yellow Ribbon Program, educational benefits, and medical benefits.

Topic(s): Organizational and Institutional Development: Diversity and Retention &

Professional Development: Improving Teaching

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Arboretum II

1:30-2:45 PM

Using Logic Models to Design, Sustain, and Evaluate Faculty Development

Donna Ziegenfuss, University of Utah

Today, faculty developers face program development challenges that require adaptation to emerging priorities, decreasing budgets and resources, and increasing accountability. This interactive session will provide opportunities to strengthen faculty developers' strategic planning skills that could be used to address these emerging challenges. Participants will explore developing a logic model as an approach for designing and evaluating faculty development programs. To introduce the concept of logic models, an example on developing departmental relationships will be demonstrated. Participants will then work on their own logic model designs that they can take away to plan, implement, and evaluate their own programs and/or initiatives.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Development Programs and Budgeting

Intended Audience: Seasoned faculty developers

Arboretum III

1:30-2:45 PM

The New Makeup of Faculty in an Economic Turndown

Betsy Price, University of Texas at Brownsville

The anticipated economic downturn has great potential to change the make up of faculty as colleges look at how they are going to balance the budget. Much of the discussion is if the numbers of contingent faculty will continue to grow. This session looks at three economic models that colleges may take and how it will affect professional and organizational development. The problem-based scenario in this session could be more than a provocative exercise, it could lead to how your college will respond to prepare, support, and retain contingent faculty in the absence of tenured faculty.

Topic(s): Professional Development: Adjunct/Part-Time Faculty Development & Faculty Developers

Intended Audience: New/recent faculty developers (5 years or less)

Arboretum IV

1:30-2:45 PM

What Constitutes Classroom Authority? Pilot Study for a Checklist

Joan Middendorf, Indiana University

George Rehrey, Indiana University

Teacher authority problems in the classroom are often ambiguous and most often show up in unexpectedly low student evaluations or when an instructor experiences unwanted challenges from the students. In this interactive session participants will review the results of a pilot study and resulting checklist of teacher behaviors associated with authority issues. The checklist is intended to benefit instructors who may experience this problem, as well as supervisors or faculty developers assisting instructors with classroom authority issues. Participants view videotaped segments of teachers and, use the checklist to determine if authority problems are present, and then provide feedback on the usefulness of the tool.

Topic(s): Professional Development: Improving Teaching & Organizational and Institutional Development: Diversity and Retention
Intended Audience: Seasoned faculty developers

Arboretum V
1:30-2:45 PM

Spoon-N-Eggs to Beyonce: The Evolution of a Professional Development Center

Beez Schell, State University of New York-Fredonia
Dawn Eckenrode, State University of New York-Fredonia
Lisa Melohusky, State University of New York-Fredonia

How does a professional development or teaching center evolve from an idea to a reality when you have no staff, a small budget, and limited physical space? This session will describe how "SUNY Fredonia" successfully transformed a written action item in the university's 2006 strategic plan into the Professional Development Center in 2008: a thriving campus presence that offers a myriad of programs and events. With a F2F facilitator and two facilitators teleconferencing via Adobe Connect, participants will explore and identify their centers' point in the "lifecycle" (from spoon and eggs to Beyonce). We will outline very specific steps and low-cost strategies that foster center maturation and future sustainability.

Topic(s): Organizational and Institutional Development: New Teaching and Learning Centers & Maintaining and Growing Established Centers
Intended Audience: New/recent faculty developers (5 years or less)

Cedar
1:30-2:45 PM

Time management: Why it doesn't work; what to do instead

Susan Robison, College of Notre Dame

Are you in charge of your to-do lists or are your lists in charge of you? Faculty attend time management workshops hoping to find more time for all the tasks and/or to stop procrastinating. This workshop won't help you with either of those goals. Instead it will encourage you to control what you can (energy, tasks, attention), procrastinate creatively, and make time for what is important to you. Come prepared to unlearn everything you have heard about time management so you can apply effective practices which will increase your effectiveness in teaching, writing, serving your institutions, and living well.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Faculty Developers
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Cottonwood
1:30-2:45 PM

The Regenerative Powers of Educating for Sustainability

Neill Johnson, The Pennsylvania State University

At the 2008 POD/NCSPD Conference, Debra Rowe challenged attendees to consider educating for sustainability as a means of transforming institutions by bringing new relevance to curricula and providing much-needed "change agent" skills to students. So where are we one year later? This session provides a forum for reporting progress, launched by one teaching center's experiences. Topics include: making use of institutional strategic planning, fostering academic and non-academic unit partnerships, developing resources on sustainability pedagogy, supporting team and interdisciplinary teaching, and leveraging little successes for larger impact.

Organizational developers, faculty developers, and administrators will find this session especially useful.

Topic(s): Organizational and Institutional Development: Sustainability & Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Administrators

Dogwood

1:30-2:45 PM

Educational gobbledegook: Does language discourage faculty from becoming faculty developers?

David Green, Seattle University

What do faculty think of educational research literature compared to their own fields? Might the literature discourage education enthusiasts from becoming the next generation of faculty developers? Based on international research studies, this session focuses on how our own writing about teaching and learning can influence faculty. As our literature develops and becomes more research-driven, so too does its language, with potentially contradictory consequences: a shift toward more academically "credible" writing may also make our work less accessible and therefore less influential. How might we present ourselves in writing that is accessible, credible, and even "ravishingly entertaining" (Lanchester, 2008)?

Topic(s): Professional Development: Faculty Developers & Organizational and Institutional Development: Maintaining and Growing Established Centers

Intended Audience: Seasoned faculty developers

Ebony

1:30-2:45 PM

Faculty Development 2.0: Regenerating Teaching and Student Learning Using LCT

Ursula Sorensen, Utah Valley University

Anton Tolman, Utah Valley University

The teaching literature describes a plethora of useful methods to enhance student learning. Unfortunately, faculty development programs frequently present these techniques piecemeal, an approach that may reduce program effectiveness. Learner-centered teaching (LCT) offers an integrated philosophy of classroom instruction and course design that can serve as the unifying foundation to improve faculty teaching and student learning. This workshop will explore building a powerful faculty development program using LCT. This approach will emphasize building learning communities, practical application of theory, integration of technology, and increased program vitality through scholarship of teaching.

Topic(s): Professional Development: Improving Teaching & Organizational and Institutional Development: Maintaining and Growing Established Centers

Intended Audience: New/recent faculty developers (5 years or less)

Holly

1:30-2:45 PM

Dynamic Interactions: Using Social Intelligence in the Classroom

Tamara Rosier, Grand Valley State University

Social intelligence is more than an application of general intelligence to social situations; instead it is a complex dance between brain and biology and environment. Social neuroscience is beginning to explain how the brain drives social behavior and in turn how our social world influences our brain and biology (Bernston & Cacioppo,

2000). This session will use Goleman's (2006) framework for social intelligence as we discuss the social aspect of teaching. The session concludes with strategies for faculty developers to use as they coach faculty members who wish to develop their social intelligence.

Topic(s): Professional Development: Improving Teaching & Faculty Developers
Intended Audience: Seasoned faculty developers

Live Oak
1:30-2:45 PM

**MENGES
Award
Winner**

Where are CTLs? Implications for Strategic Planning and Research
Sally Kuhlenschmidt, Western Kentucky University

Prevalence information on Centers is crucial for arguments for survival but has not been available. This session provides information on the most comprehensive collection of USA Centers to date, >650, combined with Carnegie data on institutions. After defining the nature of a Center, you will learn how many Centers are at campuses by Carnegie classification, accrediting body, and school population (e.g., HBCUs, medical schools). You'll learn the relationship between enrollment, faculty numbers and Center existence. Participants will discuss how the information can advance their strategic planning through improved networking, benchmarking, or shared activities and impact on future research.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning & Professional Development: Faculty Developers
Intended Audience: Seasoned faculty developers

Mesquite
1:30-2:45 PM

**POD
Sponsored
Session**

Welcoming Change in Our Communities: Supporting Diversity in Development

Michael Jennings, University of Texas at San Antonio
Stacy Grooters, Stonehill College
Frank Tuitt, University of Denver

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 share their struggles and successes in "welcoming change" within their classrooms and institutions – and within the overall fabric of faculty and TA development work. We will also identify opportunities and strategies for being more welcoming of diverse people and discussions of diversity 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.

Topic(s): Organizational and Institutional Development: Diversity and Retention
Intended Audience: Seasoned faculty developers

Pecan
1:30-2:45 PM

New Faculty Mentoring Program: Lessons from the first year
Susan Phillips, University of North Carolina-Greensboro
Ray Purdom, University of North Carolina-Greensboro

This session will address issues related to starting a successful New Faculty Mentoring Program that includes individual and group mentoring for both teach-

ing and research. Our program is well-funded by the administration – how did we do that? We will talk about writing a fundable proposal for your administration, the structure of our successful program, using the resources you already have on your campus, and changes we are making after the first year. What do new faculty members say they need?

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Organizational and Institutional Development: Diversity and Retention

Intended Audience: Seasoned faculty developers

Ponderosa
1:30-2:45 PM

Teaching Centers Integral to Graduate Students' Career Success: Changing Perceptions

Lydia Soleil, Georgia Tech
David Nelson, Purdue University

During a period when teaching centers find themselves struggling against budget cuts, this presentation aims to discuss ways to increase visibility and campus perceptions of the value that centers add. Drawing on experience from activities at three large research universities, the facilitators invite participants to examine ways in which teaching centers can foster graduate student career development. Through interactive discussion, participants will analyze how current programs complement a graduate student career developmental framework, identify steps to change institutional perception of services to graduate students, and share best practices and resources.

Topic(s): Professional Development: Graduate Student Professional Development & Organizational and Institutional Development: Maintaining and Growing Established Centers

Intended Audience: Large colleges and universities

Raintree
1:30-2:45 PM

The Reality of Mama Ph.D.: Supporting faculty members with families

Catherine King, Elon University

This workshop addresses the need for support by faculty who are coping simultaneously with new roles as faculty and parents. The bases for the workshop are the preliminary results of a qualitative study conducted at a small teaching college and an Research Extensive university which asked female faculty about the perceived obstacles and supports for success at their institutions. Through a guided exploration of the significance and relevance of our findings for their institution, participants will gain insight into the lives of their new faculty members and develop strategies for providing support.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Organizational and Institutional Development: Diversity and Retention

Intended Audience: Small colleges

Redbud
1:30-2:45 PM

Dispatches from the Front: Faculty Perception of Curricular Change

Diane Boyd, Furman University

In Fall 2008 Furman University instituted its first curricular and calendar change in almost 40 years. Motivated in part by compliance to accreditation processes, the result is a more student-oriented and interdisciplinary curriculum. This interactive session will provide participants with data (culled from online surveys and focus groups) about the change process from a faculty perspective. Research about supporting change processes along with faculty-identified response strategies will be shared to assist participants as they design a "change plan" to support faculty and administrators making similar curricular shifts at their home institutions.

Topic(s): Research and Innovation: Organizational Development & Professional Development: Faculty Developers
Intended Audience: Administrators

Regency
1:30-2:45 PM

What Predicts Student Ratings of Instruction? The Role of Learning

Michele DiPietro, Carnegie Mellon University

Student-Ratings-of-Instruction (SRIs) are often considered biased by grades and promoting grade inflation. Rarely is the role of learning examined. If students learn a lot, shouldn't they both earn a high grade and rate their course/instructor highly? Our study looked at the impact of student self-evaluations of learning in SRIs. Our results illuminate the question of bias in SRIs, whether induced by grades or by variables such as instructor's gender, race. In this interactive session we will brainstorm myths about SRIs, report the highlights of our study, and discuss implication for cultivating a diverse faculty and for the RPT process.

Topic(s): Research and Innovation: Assessment & Organizational and Institutional Development: Diversity and Retention
Intended Audience: All

Sandalwood A
1:30-2:45 PM

Assessing Teaching Assistants' Instructional Technology Training Needs: Research and Practice

Christopher Groscurth, University of Michigan

Chad Hershock, University of Michigan

Erping Zhu, University of Michigan

The graduate student professional development literature offers limited research on TAs' perceptions of IT, how they use IT, and on which technologies they need additional training to support their teaching. Consequently, trail-and-error programming and the latest technology trends prevail in shaping IT training for TAs. In this session we will report survey data collected from 1700 TAs about their IT training needs. Participants will work in small groups to identify the challenges associated with IT training for TAs and generate strategies for overcoming these challenges. We invite those interested in generating or regenerating graduate IT training to participate.

Topic(s): Research and Innovation: Technology & Professional Development: Graduate Student Professional Development
Intended Audience: Technology, technology integration specialists

Sandalwood B

1:30-2:45 PM

"Regenerating" the SGID: New Ideas for Collecting Early Student Feedback

Paul Ching, University of Minnesota, Twin Cities
Mary Wright, University of Michigan, Ann Arbor

Small Group Instructional Diagnoses (SGIDs) are effective ways of collecting early student feedback. However, SGIDs can be difficult to do efficiently in large classes, and individual voices can go unheard. In an attempt to "regenerate" the SGID, we will share ideas about a new process for collecting student feedback. The process, which has been developed and evaluated at two universities, combines survey and focus group methods. Participants will have an opportunity to experience this process and reflect on the implications for their own practice.

Topic(s): Professional Development: Improving Teaching & Organizational and Institutional Development: Maintaining and Growing Established Centers
 Intended Audience: Large colleges and universities

Willow

1:30 PM-2:45 PM

Developing visual literacy across the disciplines: from metacognition to metavisualization

Kathy Takayama, Brown University

Visualizations facilitate communication, contextual understanding and the representation of abstract concepts. Yet, the design and utilization of visualizations is seldom based on a learner-centered pedagogical approach. How can we integrate visual literacy with cognitive skills? This session examines how visualizations can be used effectively to enhance learning, how the learner interprets visualizations during knowledge acquisition, and how we can scaffold visual literacy with conceptual understanding. Participants will identify and integrate conceptual learning goals with visual learning goals using a framework based on the cognitive apprenticeship model. We will discuss strategies for fostering metavisual skills to promote visual thinking toward problem-solving.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning
 Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Imperial Foyer

2:45 PM

Beverage Break**75-minute Interactive Sessions, Thursday 3:00-4:15 PM****Arboretum I**

3:00-4:15 PM

Can "Tired" Faculty be Rejuvenated?

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

Many faculty do not experience much change in their day to day lives. They teach the same courses, often with the same notes. These professors have been around a long time. Not surprisingly, many of them are "tired."

Yet this situation need not exist. Properly guided, most of these faculty members can be more effective in the classroom and on campus. This session will focus on ways to improve their performance. Combining theory and research, this interactive session will focus on new lessons learned about working with "tired" faculty. The program will include short presentation, group discussion, and interactive exercise.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth
 Intended Audience: Seasoned faculty developers

Arboretum II
 3:00-4:15 PM

Frugal Innovation: Taking Advantage of Available Resources in Tough Times

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

Goal: Continue to improve teaching and learning with technology, especially when

- external pressures increase
- money and time are scarce
- free and low-cost online resources are abundant and confusing

This session will demonstrate and recommend specific resources and guidelines for faculty development professionals - selected from an online sharing process that began in March, 2009. Additional references to collections of online tools, and other instructional resources will be provided. Participants will be asked to describe and discuss their own "Frugal Innovations," and invited to add them to those already available.

Topic(s): Research and Innovation: Technology & Professional Development: Faculty Developers
 Intended Audience: Seasoned faculty developers

Arboretum III
 3:00-4:15 PM

Teaching What You Learned Yesterday

Therese Huston, Seattle University
David Green, Seattle University

Faculty members often find themselves teaching outside of their expertise. Well-intentioned instructors have to get up in front of their classes and explain something that they just learned last week, or two days ago, or that same morning over a hurried breakfast. Changes in hiring practices - namely hiring more adjuncts - increase the likelihood that new instructors won't have their first pick of teaching assignments. What are best practices from professors who teach outside of their comfort zone and do it well? In this interactive workshop, we'll look at this remarkably common but rarely discussed part of teaching.

Topic(s): Professional Development: Improving Teaching & Adjunct/Part-Time Faculty Development
 Intended Audience: New/recent faculty developers (5 years or less)

Arboretum IV
 3:00-4:15 PM

Maximizing Learning with Student Debates: A Synthesis of Best Practices

Jim Eison, University of South Florida
Yenni Djajalaksana, University of South Florida

Classroom debate assignments help students learn to locate information, think critically, formulate persuasive arguments, and express themselves in oral and written forms. As a result, they have gained popularity across many diverse disciplines and much has subsequently been written about this exciting active learning instructional approach. This highly interactive session will both offer an experiential demonstration of a classroom debate and its debriefing, as well as provide a synthesis of

best teaching practices drawn from scholarly writing and research. The session is designed to interest and be of value to neophyte and experienced faculty developers as well as classroom instructors.

Topic(s): Professional Development: Improving Teaching & Faculty Developers
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Arboretum V
3:00-4:15 PM

Why Gen-Y struggles with abstractions—and how we can help

William Roberson, University at Albany
Christine Reimers, University at Albany

Where's the concept in all those examples? What's the meaning of all that data? Developing strategies and tools to extract the forest from the trees is a key "cognitive move" of effective disciplinary thinking. Like many similar cognitive moves, however, this very basic skill can be deeply and invisibly imbedded in the disciplinary content and procedures that we ask our Generation Y students to learn unreflectively. This workshop models for faculty developers ways to uncover and represent clearly those imbedded disciplinary thought processes, for the purpose of guiding instructors through the changes required to create an inquiry-driven "critical thinking classroom."

Topic(s): Professional Development: Improving Teaching & Faculty Developers
Intended Audience: Seasoned faculty developers

Cedar
3:00-4:15 PM

Instructional Technology: A Welcome Change?

Allison BrckaLorenz, Indiana University
Megan Palmer, Indiana University Purdue University Indianapolis

Facebook, Twitter, podcasting...what is the role of instructional technology (IT) in the classroom? How are faculty using IT, and is this a welcome change? During this session, participants will discover how students and faculty responded to questions on the 2009 National Survey of Student Engagement about the use of course management systems and other Web 2.0 tools. Further, participants will explore how sound pedagogical principles like frequent feedback, active learning, and the social construction of knowledge can be advanced with IT. Finally, one faculty member will share the ways in which she has incorporated IT to advance student learning.

Topic(s): Research and Innovation: Technology & Professional Development: Improving Teaching
Intended Audience: Technology, technology integration specialists

Cottonwood
3:00-4:15 PM

Structured Professional Development for Graduate and Professional Students: A Taxonomy

Alan Kalish, The Ohio State University
Patricia Armstrong, Vanderbilt University
Laura L. B. Border, University of Colorado
Elizabeth O'Conner Chandler, University of Chicago
Cassandra Volpe Horii, Harvard University
Virginia Maurer, Harvard University
Michael Palmer, University of Virginia
Stephanie Rohdieck, The Ohio State University
Laura N. Schram, University of Michigan
Linda von Hoene, University of California, Berkeley

Every profession must actively prepare its next generation of practitioners and help them develop the skills they need. For university teachers, this responsibility often rests in the hands of teaching centers and graduate and professional student developers. Through structured professional development programs, graduate students gain the skills they need for their future faculty roles. We have begun inventorying such programming and developing a taxonomy that describes existing programs and that will support future research on the outcomes of such programs. This session will offer an overview of our findings, descriptions of representative programs, and discussion about future directions.

Topic(s): Professional Development: Graduate Student Professional Development
Intended Audience: Large colleges and universities

Dogwood
3:00-4:15 PM

A Common Good: Bringing Students into Faculty Development in Teaching

Becky Kasper, State University of New York-Plattsburgh

Faculty developers working to support improved teaching look for ways to help faculty communicate effectively with their students and create relationships that enhance the learning experience. Inviting students into organized faculty-development efforts enriches teaching and learning in productive and cost-effective ways while fostering a mutual awareness and respect that bridges intergenerational differences. This session offers developers the opportunity to collaborate on the design of successful student advisory groups on teaching based on the model of the successful Student Committee on Teaching Excellence at State University of New York-Plattsburgh.

Topic(s): Professional Development: Faculty Developers & Organizational and Institutional Development: New Teaching and Learning Centers
Intended Audience: Seasoned faculty developers

Ebony
3:00-4:15 PM

Building a Successful Faculty Development Program from the Ground Up

Donald Humphreys, Cedarville University
Rebecca Mills, Cedarville University

In 2006, Cedarville University did not have a faculty development program in place, nor was anyone really in charge of faculty development or the scholarship of teaching and learning. Now, less than three years later, the University has a robust faculty development program that begins with new faculty orientation, includes bi-monthly teaching and learning seminars, and incorporates special programs like

Extreme Course Makeover and semester-long, topical faculty learning communities. This presentation will discuss the challenges and continuous improvement processes behind Cedarville University's faculty development program, as well as the future plans for the program.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Faculty Developers

Intended Audience: New/recent faculty developers (5 years or less)

Holly

3:00-4:15 PM

Creating A Generation of Learners: 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 integrate learner-centered strategies into their courses. Finally, the presenters will reveal the "after" profiles highlighting the innovative strategies actually implemented by each instructor.

Topic(s): Professional Development: Improving Teaching & Faculty Developers

Intended Audience: Seasoned faculty developers

Live Oak

3:00-4:15 PM

Contextual, Sustained Faculty Development: Engineering Faculty Learning Communities

Chih-Feng Chien, Texas A&M University

Debra Fowler, Texas A&M University

Jean Layne, Texas A&M University

As part of a strategy to provide contextual, sustained, discipline specific faculty development, Texas A&M University offers a faculty learning community for first-year Mechanical Engineering faculty teaching large classes. This session will share what was learned from the pilot about how learning communities can assist faculty in meeting the challenges of large classes – including those challenges related to generational differences between students and faculty. Participants will leave with ideas for adapting this model to achieve regeneration of faculty approaches to learning and teaching on their own campuses.

Topic(s): Professional Development: Improving Teaching & Faculty Developers

Intended Audience: Large colleges and universities

Mesquite

3:00-4:15 PM

Welcoming Change: Getting Started on a Faculty Development Database

A. Jane Birch, Brigham Young University

Part of being a great faculty developer is managing all the administrative details that go into organizing the services we provide. Currently, most developers employ

assorted low-tech tools (file folders, text files, spreadsheets, or flat-file databases) to manage these details. These tools, however, are limited and inflexible. With today's powerful technologies, we should welcome change and take advantage of more efficient ways to manage data, but getting started can be a little overwhelming for anyone. This session will help you sort through the initial (non-technical) steps involved in developing a relational database system that works spectacularly for your center.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Organizational and Institutional Development: New Teaching and Learning Centers

Intended Audience: Seasoned faculty developers

Pecan

3:00-4:15 PM

Learning Consortiums: Changing University Practices to Transform Faculty Enrichment

David Schumann, University of Tennessee

Michelle Anderson, University of Tennessee

Chutney Walton, University of Tennessee

Today's generation of students is engaged in learning through social networking (Taylor, 2006). They spend significant time working together in small study groups and can often be found collaborating in learning processes. They recognize the value of synergistic learning. Do we? The University of Tennessee piloted an innovative Learning Consortium (center directors, faculty, and administrators) that promotes learning synergistically at a professional level. Participants in this session will have the opportunity to learn how to initiate a Learning Consortium, encourage participation, maintain interest, and collectively pool funds to promote faculty enrichment.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Faculty Developers

Intended Audience: New/recent faculty developers (5 years or less)

Ponderosa

3:00-4:15 PM

Responding to Change in the Learning Outcomes Assessment Generation

Angela Linse, Penn State University

Our teaching center has regenerated itself in recent years by leading the university's student learning outcomes assessment initiatives. Moving from behind-the-scenes to the front lines required us to negotiate a new balance that preserves our integrity and ethics, yet allows us to meet institutional needs. Come to this session to share your experiences and concerns about involvement in institutional assessment and accreditation. Participants in this session will contribute to a model that has helped us make progress on outcomes assessment, while addressing faculty concerns and meeting institutional accreditation obligations. Supporting materials identifying common challenges and strategies will be provided.

Topic(s): Research and Innovation: Assessment & Organizational and Institutional Development: Maintaining and Growing Established Centers

Intended Audience: Seasoned faculty developers

Raintree
3:00-4:15 PM

Syllabus Regeneration: Incorporating Universal Design Principles

Carol Weaver, Seattle University

When applied to syllabus design, Universal Design (UD) principles can create documents that appeal to and support the success of divergent learners without individual accommodation. Both print and electronic syllabi can use multiple means to encourage and facilitate student access and use. After a brief overview of UD, this session will explore four mechanisms for applying UD principles to syllabus design: syllabus content, syllabus organization, visual course models, and hyperlinked text. Participants will critique samples and make recommendations for application of UD principles. Potential faculty development activities will be explored and a resource list will be provided.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Redbud
3:00-4:15 PM

Generating Change/Sustaining Support at a Liberal Arts College

William Tenbrunsel, Roanoke College

Shannon Barksdale, Roanoke College

Katherine Hoffman, Roanoke College

Gordon Marsh, Roanoke College

Sandee McGlaun, Roanoke College

Anne Smith, Roanoke College

Pamela Vickers, Roanoke College

At Roanoke College, the emphasis in academic support services has evolved from the advising of first- and second-year students to the support of those students and their instructors in classroom learning. Subsidiary functions of advising--peer tutoring and mentoring, disability services, faculty development--have over time become primary services. At Roanoke College, the Learning Center from the '80s and early '90s has become the Center for Learning & Teaching. Attendees will be encouraged to map their own visions for the ways their organizations can generate change while sustaining support.

Topic(s): Organizational and Institutional Development: New Teaching and Learning Centers & Research and Innovation: Organizational Development

Intended Audience: Small colleges

Sandalwood A
3:00-4:15 PM

Examining International Models: Academic Development Centres in South Africa

Jennifer Herman, Niagara University

David Gosling, University of Plymouth

How can models of faculty/academic development internationally inform our own practice? What experiences do we share? Should faculty developers endeavor to support the practice of colleagues in other countries? In 2008, a survey was conducted of Directors of Academic Development Centres in South Africa. This survey included Directors' backgrounds, the structure of Centres, services and activities, and emerging issues that will shape the future of Academic Development in South Africa. This

session will allow participants to consider the results of this research, to compare these findings with several other countries, and to discuss the implications of this research.

Topic(s): Research and Innovation: Organizational Development & Professional Development: Faculty Developers

Intended Audience: International POD participants

Sandalwood B
3:00-4:15 PM

Crossing Pedagogical Borders to Meet the Needs of Latina/o Students

Amanda Stone Norton, Texas Woman's University

Frank Tuitt, University of Denver

Pedagogies and persistence have been intertwined for over 30 years; however, little research has been conducted on the impact of pedagogies on Latina/o student persistence in higher education. The purpose of this presentation is to share the dissertation research findings that address this gap by answering the question of how do faculty members' pedagogical techniques create inclusive learning environments for undergraduate Latina/o students. This interactive presentation will assist educators of Latina/o students to regenerate their teaching pedagogies to be more inclusive for this population of students. Practical tools will be shared for the content areas of values, knowledge, and behaviors.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning & Professional Development: Improving Teaching

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Regency

5:00-5:30 PM

Introduction to POD for First Timers

Highly recommended for first-time attendees, this half hour session is an opportunity to learn a bit more 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 attending the Diversity Committee reception.

Window Box

5:30-6:30 PM

Diversity Committee / Welcome Reception (Cash Bar)**Imperial
Ballroom**

6:45-8:30 PM

Conference Dinner: Welcome and Presidential Address

Mike Theall, POD President



Friday, At-a-glance

7:00 am–6:00 pm	Conference registration
7:30 am–8:45 am	Topical Interest Groups (TIGs) / Breakfast on your own
7:30 am–12:00 pm	Vendor Exhibit Open
9:00 am–10:15 am	75-minute Interactive Sessions
10:15 am–10:30 am	Beverage Break
10:30 am–11:45 am	75-minute Interactive Sessions
12:00 pm–1:30 pm	Lunch and Plenary – Mary Huber
1:30 pm–5:00 pm	Vendor Exhibit Open
1:30 pm–4:30 pm	Expedition 3 – Menil Collection
2:00 pm–3:15 pm	75-minute Interactive Sessions & Roundtable Discussions
3:00 pm–5:00 pm	Poster Sessions
3:15 pm–3:30 pm	Break
3:30 pm–4:45 pm	75-minute Roundtable Discussions
6:00 pm	Dinner On Your Own
6:00 pm–9:00 pm	Expedition 4 – Elder POD Dinner
6:00 pm–11:00 pm	Expedition 5 – Mary Poppins (Dinner on your own then the show at 8:00)

Conference Events, Friday 7:30 AM - 12:00 PM**Magnolia**

7:30AM-
12:00 PM

Vendor Exhibit Open**Topical Interest Groups (TIGs), Friday 7:30 - 8:45 AM****Arboretum I**

7:30-8:45 AM

Part-time Faculty Professional Development

Facilitators: Barbara Millis, University of Texas—San Antonio Lori Schroeder, Metropolitan State University

Integrating adjunct/part-time instructors into the university; faculty development for adjunct/part-timers, resources on working with adjunct/part-time faculty.

Arboretum II

7:30-8:45 AM

Diversity in the Classroom

Facilitator: Michael Jennings, University of Texas—San Antonio

Inclusive teaching, multicultural education, student diversity, faculty diversity.

Arboretum III

7:30-8:45 AM

Graduate Student Professional Development

Facilitator: Mary Wright, University of Michigan

Consultation, programs, resources, and research focusing on the responsibilities of graduate students as well as their preparation for academic or other careers.

Arboretum IV

7:30-8:45 AM

Science, Technology, Engineering, Math (STEM)

Facilitator: Ed Nuhfer, California State University of the Channel Islands

Working effectively with STEM faculty and graduate student teaching assistants, examining teaching and learning in STEM contexts.

Arboretum V

7:30-8:45 AM

Learning Theories, Research and Innovation*Facilitator: Marilla Svinicki, University of Texas—Austin*

Research on how people learn, metacognition, mindfulness, intellectual and social development, cognitive and affective domains.

Cedar

7:30-8:45 AM

Teaching with Technology*Facilitator: Shaun Longstreet, University of California, Irvine*

Distance learning, hybrid courses, web-enhanced face-to-face courses, use of technology in assessment, online faculty and graduate student development.

Cottonwood

7:30-8:45 AM

International/Intercultural Issues in Faculty and TA Development*Facilitator: Kevin Johnston, Michigan State University*

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).

Ebony

7:30-8:45 AM

Program Evaluation*Facilitator: Alan Kalish, The Ohio State University*

Documenting the impact of educational and faculty development.

Holly

7:30-8:45 AM

Faculty Evaluation*Facilitator: Michael Theall, Youngstown State University*

Best practices in faculty evaluation: Helping faculty, administrators, and students to get useful data, and to get the most out of the data they collect.

Live Oak

7:30-8:45 AM

Balance and Wellbeing of Faculty*Facilitator: Prudence Merton, Texas A&M University*

Balancing the demands of faculty positions, balancing faculty life with 'family life' broadly understood, professional and personal wellbeing.

Pecan

7:30-8:45 AM

Organizational Development*Facilitators: Susanne Morgan, Ithaca College and Mathew Ouellett, University of Massachusetts-Amherst*

Leadership theory and practice, models of institutional change, effective collaboration, program implementation.

Ponderosa

7:30-8:45 AM

Meaning, Purpose and Spirituality in Higher Education*Facilitator: Virginia Lee, Virginia S. Lee & Associates, LLC*

Recovering a sense of meaning and purpose in the academy and encouraging a deeper relationship with "the other," however that may be interpreted by participants.

Raintree

7:30-8:45 AM

Scholarship of Teaching & Learning*Facilitator: Deandra Little, University of Virginia*

Conducting, making public, and supporting research on teaching and learning at course, program, and institutional levels.

Sandlewood A

7:30-8:45 AM

Small Colleges*Facilitator: Michael Reder, Connecticut College*

Strategies for and issues of concern relevant especially to developers working in small 2- and 4-year colleges.

Sandlewood B

7:30-8:45 AM

Student Learning Assessment*Facilitator: Dee Fink, Dee Fink & Associates Consulting*

Assessment of learning, student learning outcomes and accreditation issues.

75-minute Interactive Sessions, Friday 9:00 - 10:15 AM**Arboretum I**

9:00-10:15 AM

Re-Discovering Humanism In Teaching, Learning And Organizational Development*Marilla Svinicki, University of Texas at Austin**Cathy Lazarus, Rosalind Franklin University**Jacqueline Mintz, Gold Foundation - Humanism In Medicine*

Formal education is a human endeavor, but because of efficiency and accountability, we often set aside our values or forget the humanity it is intended to serve. Education for the health professions is beginning to prepare its practitioners for the human side of their profession by challenging long held beliefs. In the traditionally academic side of postsecondary education, the push has been for learner-centered education. But what does that mean really? Are there lessons to learn across this seeming divide as to how to put humanism at the center of teaching, learning, faculty development and organizational change?

Topic(s): Research and Innovation: Organizational Development & Professional Development: Faculty Developers

Intended Audience: Seasoned faculty developers

Arboretum II

9:00-10:15 AM

Publish & Flourish: Becoming--and Helping Others Become--Prolific Scholars*Tara Gray, New Mexico State University*

Much is known about how to become a better, more prolific writer and anybody can. Participants will learn how to write daily for 15-30 minutes, organize prose quickly and well around topic sentences, solicit the right feedback from the right colleagues, and use feedback effectively. Previous participants who took these steps improved their writing and increased their productivity by a factor of four. This workshop is designed for scholars who want to welcome change by improving their writing and quadrupling their research productivity as well as for those who want to help others achieve these goals with Scholarship of Teaching and Learning and with other scholarship.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning

Intended Audience: Seasoned faculty developers

Arboretum III

9:00-10:15 AM

Improving Learning Using Communication and Theatre Techniques*Janet Rubin, Saginaw Valley State University**Kathryn Fehrman, California Western School of Law*

Participants will use communication and theatre techniques to explore the creative process and to facilitate learning experientially and imaginatively. Activities are designed to identify vocal and physical resources that lead to more effective communication in a variety of college and university settings and situations. These pedagogical strategies are transforming and exemplify change that generates and regenerates effective teaching and learning.

Topic(s): Professional Development: Improving Teaching

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Arboretum IV

9:00-10:15 AM

Clicker Pedagogies: Supporting Faculty Use of Classroom Response Systems*Derek Bruff, Vanderbilt University*

Classroom response systems ("clickers") allow instructors to rapidly collect and summarize student responses to multiple-choice questions they ask of students during class. Clickers are growing in popularity among instructors in many disciplines and are quickly becoming mainstream technologies useful for engaging students during class and generating information on student learning for formative assessment and "agile" teaching. This workshop will explore effective clicker questions and pedagogies in order to understand instructor "learning trajectories" around the use of clickers and thus develop concrete, effective strategies for supporting instructors using clickers in ways that help them reflect on and refine their teaching practices.

Topic(s): Research and Innovation: Technology & Professional Development: Improving Teaching

Intended Audience: Technology, technology integration specialists

Arboretum V

9:00-10:15 AM

Regenerating Learning Styles Workshops and Materials with Research Findings*Linda Nilson, Clemson University*

Many learning styles models are available for faculty workshops and print/multimedia materials. This session examines five popular ones—Gardner's Multiple Intelligences, Fleming and Mills' VARK model, Kolb's Learning Styles Model, the Myers-Briggs Type Indicator, and the Felder-Silverman Index of Learning Styles—for their reliability, validity, and effects on student learning. How well does each one meet conventional scientific and statistical standards? How can some models "feel" so right and test so poorly? Finally, how can we represent learning styles to instructors in a scientifically-grounded way? This session is for both new and seasoned faculty developers and faculty.

Topic(s): Professional Development: Faculty Developers & Improving Teaching

Intended Audience: Seasoned faculty developers

Cedar
9:00-10:15 AM

Using Multimedia Cases to Change Pedagogical Strategies through Faculty Development

Tasha Souza, Humboldt State University
Roberta Ambrosino, University of Texas Health Science Center
Joe Grimes, California Polytechnic State University-San Luis Obispo
Flora McMartin, Broad-based Knowledge. LLC

Faculty welcome the possibility of change when they are able to see other faculty enable the change in their courses. Viewing the changed classroom strategies through a multimedia case story provides an example of how a new pedagogical strategy can be implemented. This session will demonstrate the use of free, web-based, media-rich case stories that present teaching innovations as implemented by various faculty. Participants will experience "mini-workshops" using case stories, discover how integrating ELIXR resources into their work with faculty can strengthen developers' ability to meet diverse faculty needs, and develop models for use on their own campuses.

Topic(s): Professional Development: Improving Teaching & Faculty Developers
Intended Audience: Seasoned faculty developers

Cottonwood
9:00-10:15 AM

Helping Students Learn in a Learner Centered Environment

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 cause students to resist. This workshop will help faculty understand why students resist, how to develop clear rationales to overcome this resistance, and develop strategies for teaching the learning skills students need to succeed in a learner centered classroom.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Ebony
9:00-10:15 AM

From Experience Comes Wisdom: Motivating participation in faculty development programs

Yenni Djajalaksana, University of South Florida
James Eison, University of South Florida
Jecky Misieng, University of South Florida

Both new and well-established faculty development programs and/or centers face the continuing challenge of motivating faculty to participate in their programs. This lively and interactive session will synthesize insights about maximizing participation in faculty development services and events drawn from (a) the facilitators 35 years of collective experiences in the field, (b) survey responses from 42 well-known POD members obtained in Spring 2008, (c) an extensive review of published faculty development literature, and from (d) conference session participants.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & New Teaching and Learning Centers
Intended Audience: New/recent faculty developers (5 years or less)

Holly
9:00-10:15 AM

Promoting Critical Reflection of Teaching in a Substantial Faculty Development Program

Susanna Calkins, Northwestern University
Denise Drane, Northwestern University

Faculty often have little training with thinking critically about their teaching, and even less experience engaging with pedagogical literature that could help frame their inquiries. In this session, we will present a model for project-based learning employed in a year-long faculty development program. We will highlight key aspects of the faculty development program, sharing how we use different tools to gauge and track faculty progress as they work through a core problem or issue related to their teaching. Participants will analyze examples drawn from the teaching project proposals, quarterly reflective worksheets, peer group work, as well as draft and final critical accounts.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Improving Teaching

Intended Audience: New/recent faculty developers (5 years or less)

Live Oak
9:00-10:15 AM

Pictures of a New World: Millenials and Visual Inquiry

Carolyn Oxenford, Marymount University

This session provides a framework for understanding visual literacy and offers an opportunity to explore the use of photography as a method for engaging today's visually focused, media drenched millenials in inquiry and critical thinking. It describes a faculty development project aimed at helping faculty members from diverse disciplines to develop skills and increased comfort in choosing and applying visual methods in their classrooms and research. Participants will leave with ideas they can apply to their own programs.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Pecan
9:00-10:15 AM

Promoting Inclusive Excellence: Organizational Change and Transformation in Higher Education

Frank Tuitt, University of Denver

In this session, the presenter facilitates an interactive discussion related to the benefits, challenges, and implications of promoting inclusive excellence in higher education. Specifically, this conference session will examine theories/concepts and strategies that are both relevant and practical with regard to facilitating organizational change and transformation in higher education.

Topic(s): Organizational and Institutional Development: Diversity and Retention

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Ponderosa
9:00-10:15 AM

Intentional Power Point: "Do's" and "Don'ts" from Cognitive Theory
Kathleen Harring, Muhlenberg College
Laura Edelman, Muhlenberg College

The use (and overuse) of PowerPoint technology in college classrooms has been praised and vilified by students and faculty alike. Students view Power Point classes as more organized but use of this technology does not necessarily improve learning (Frey & Birnbaum, 2002; Bartsch & Cobern, 2003). This session provides an overview of how our brains process specific aspects of PowerPoint technology and how cognitive style interacts with PowerPoint use to facilitate (or impede) learning. Participants will have an opportunity to evaluate sample presentations and discuss effective strategies for helping faculty develop PowerPoint presentations that facilitate student engagement and learning.

Topic(s): Research and Innovation: Technology & Professional Development: Improving Teaching
Intended Audience: All faculty developers and faculty

Raintree
9:00-10:15 AM

Faculty Development Academy (FDA) and a Student-Centered Instruction (SCI)
Sangrawee Pratih-thananda, Suranaree University of Technology
Wuttichai CHorngkornungsil, Rajamongala University of Technology Isan
Pusanisa Nualsakul, Ubon Ratchathanee University
Supot Seebut, Ubon Ratchathanee University

The primary mission of a newly established FDA at a mid-size university was to shift from a teacher-centered paradigm to the SCI. Programs offered to its faculty members had to include those of seventeen universities in the Lower North-Eastern region of Thailand. A study on "a needs assessment: first step" yielded four urgent issues, namely, a) Pedagogical Content Knowledge, b) Low Academic Achievement c) Educational Assessment and d) Graduate Quality. Programs were designed and grounded in the principles of social interactionists: discourse community, Bakhtin's dialogism, and Vygotsky's Zone of Proximal Development.

Topic(s): Organizational and Institutional Development: New Teaching and Learning Centers & Professional Development: Improving Teaching
Intended Audience: New/recent faculty developers (5 years or less)

Regency
9:00-10:15 AM

Assessing Impact: Adapting Models to Affirm Program Effectiveness
Margaret Cohen, University of Missouri - St. Louis
Sandy Frey, Jefferson College

Faculty developers welcome change and invite assessment as opportunities to improve programs and services. Now, to meet demands for accountability and to justify center resources, we are challenged to assess the impact of our work. This session guides participants to identify multiple sources of data to affirm a program's effectiveness and demonstrates how to apply a logic model to evaluate a program's short-term, medium-term, and long-term outcomes. Using the example of a program that helped faculty members develop successful research proposals, participants will develop a plan for applying the model to one of their center's goals.

Topic(s): Research and Innovation: Assessment & Organizational and Institutional Development: Sustainability
 Intended Audience: Seasoned faculty developers

Sandalwood A
 9:00-10:15 AM

Factors Influencing Adjunct Faculty Participation in Online Instruction

Lori Schroeder, Metropolitan State University

Distance education is becoming an integral component in postsecondary institutions. As demand for online learning increases, higher education institutions turn to adjunct faculty to deliver these courses. Several studies have been conducted that focus on factors that facilitate and inhibit full-time faculty to teach online. The literature is silent on the factors that influence adjunct faculty to teach online. This session presents results of a study that identified factors influencing one university's adjunct faculty participation in online instruction and discovered their faculty development interests and needs to support it. Attendees also share their faculty development programming for online adjunct instructors.

Topic(s): Professional Development: Adjunct/Part-Time Faculty Development
 Intended Audience: Seasoned faculty developers

Sandalwood B
 9:00-10:15 AM

Growing a New Generation: Promoting Self-Reflection through Peer Observation

Allison Boye, Texas Tech University
Micah Meixner, Texas Tech University

This session will explore the benefits of incorporating reciprocal peer observation in graduate student development, and the role of faculty developers in encouraging self-reflective practice and growth for the next generation of faculty members. Participants will view video clips and model the observation and reflection process, as well as review a sample follow-up meeting, instructor interviews, and survey responses from graduate students engaged in peer observation. This discussion-based, interactive session will further address the easy transferability of this process, not only for graduate student developers, but also for faculty developers from institutions and programs of all sizes.

Topic(s): Professional Development: Graduate Student Professional Development & Faculty Developers
 Intended Audience: Graduate Student Developers

Imperial Foyer
 10:15 AM

Beverage Break

75-minute Interactive Sessions, Friday, 10:30 - 11:45 AM**Arboretum I**
10:30-11:45 AM**Welcoming the Change of Including Students in Faculty/Instructional Development**

D. Lynn Sorenson, Brigham Young University
Kristie Binks, Utah Valley University
Ursula Sorensen, Utah Valley University

The undergraduate student voice can make a unique and welcome contribution to faculty development services. In this session, two universities share their programs, "Students Consulting on Teaching" (SCOT)—one nearly two decades old, and the other new last year. Why consider involving students in faculty development? What are the benefits and challenges? Would a SCOT program work at your institution? Could it help foster regeneration between teachers and students through its unique dynamics? Explore these possibilities with two SCOT program directors and a current student consultant.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Arboretum II
10:30-11:45 AM**Social Psychological Factors In Moving from Teaching to Learning Centered**

Todd Zakrajsek, University of North Carolina - Chapel Hill

As we continue to move from teaching-centered to learning-centered education, we must recognize how little has been done to pave the way for that change. Classrooms are fundamentally changing from isolated individual dispensing information from the front of class to a collection of individuals learning from one another. Cognitive psychology and physiological studies of the brain explain how individuals think; social psychology plays the critical role of informing us how humans interact. Using demonstrations and participant activities, this session will draw specific attention to how research and theory in the area of social psychology directly impacts teaching and learning.

Topic(s): Professional Development: Improving Teaching & Faculty Developers

Intended Audience: New/recent faculty developers (5 years or less)

Arboretum III
10:30-11:45 AM**Regeneration of the Lecture as an Instructional Technique**

Kathryn Cunningham, University of Kentucky

Although we promote the educational benefits of active learning strategies, the average college student still spends a majority of his or her class time listening to lectures. While students do not dislike lectures, they do dislike poorly done lectures. Faculty developers, while supporting the use of active learning strategies, should also be familiar with effective lecture techniques so they can be a valuable resource to all instructors. In this session participants will consider the usefulness of lectures, work through the six phases of lecture design and discuss techniques for increasing student retention of information presented in lectures.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: New/recent faculty developers (5 years or less)

Arboretum IV
10:30-11:45 AM

Developing Student Ratings of Teaching Forms and Interpreting Their Data

Jacqueline Dewar, Loyola Marymount University

Student Ratings of Teaching (SRT) are widely employed in higher education to evaluate teaching. The content of these forms is one factor determining their utility, but a second, and often over-looked, aspect is how the resulting data are interpreted. This interactive session examines the development and implementation of a new research-based "pedagogically-neutral" SRT form at a mid-sized private comprehensive university. Working together, session participants will practice selecting and editing SRT items, identify critical junctures in a successful development and adoption process, and consider ways to improve the understanding of all stakeholders regarding valid interpretation and use of SRT data.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Improving Teaching

Intended Audience: Faculty, Faculty developers, and Administrators

Arboretum V
10:30-11:45 AM

Building Bridges to Learning: Millennial Paradoxes and the Classroom

Donna Qualters, Suffolk University

When you look at the research on millennial students, an interesting picture emerges of a generation living in paradoxes, for example: students today are characterized as confident, yet in a learning situation they often require constant feedback and specific directions. This session will uncover and explore these paradoxes and working collaboratively participants will generate ideas and strategies to help re- envision the role of the teacher as a bridge between the paradoxes to enhance student learning and assist faculty in the difficult process of change.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: Faculty, administrators, TAs anyone who works with students

Cedar
10:30-11:45 AM

Using Technology to Facilitate Student Learning in Team Teaching

Eva Wong, City University of Hong Kong
Hokling Cheung, City University of Hong Kong
Ivan Chui, City University of Hong Kong
Susan Gano-Phillips, University of Michigan
Theresa Kwong, City University of Hong Kong
David Santandreu, City University of Hong Kong
Lilian Vrijmoed, City University of Hong Kong
Crusher Wong, City University of Hong Kong
Gilbert Wong, City University of Hong Kong

With the adoption of the outcomes-based approach to teaching and learning, all research students at the City University of Hong Kong are required to take a credit-bearing course on "How to teach undergraduates". A team of education development professionals made use of appropriate technology, to create a seamless learning environment between the physical and cyber space, facilitating both in-class and out-of-class learning activities. This proposal will share our experience and showcase our success in engaging potential future tertiary teachers to adopt a learning-centric form of teaching by blending both traditional and online T&L tools

and techniques.

Topic(s): Research and Innovation: Technology & Professional Development: Improving Teaching

Intended Audience: Large colleges and universities

Cottonwood
10:30-11:45 AM

Using Visual Representations to Enhance Learning

Donna Bailey, University of North Carolina

Much has been written about how teachers need to consider different learning styles when they teach. This session is designed to demonstrate how visual tools can be easily used in any class to foster deep learning by students by combining text, visualization and talking. Tools demonstrated will range from simple to more technologically mediated examples. Participants will have the opportunity to assess the value of the different tools through in-session experiences. They will also be asked to evaluate the selected tools on the level of faculty effort to use them based on their in-session experience.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: New/recent faculty developers (5 years or less)

Ebony
10:30-11:45 AM

Building Intellectual Community: The Transformation of Graduate Student Learning Environments

T. Laine Scales, Baylor University
Mandy Nydegger, Baylor University

This team of faculty and graduate student presenters will draw on the conceptual frameworks for building "intellectual community" suggested by the Carnegie Initiative on the Doctorate (CID). After demonstrating the vital role of intellectual community between and among graduate students and faculty, presenters will draw on their own interviews with graduate students to explore practical ways in which professional developers working with graduate students may enable students to do their part in creating intellectual community within the department and across the campus.

Topic(s): Professional Development: Graduate Student Professional Development & Faculty Developers

Intended Audience: Graduate Student Developers, Faculty Developers

Holly
10:30-11:45 AM

Using a Faculty-Driven Process to Support Institutional Strategic Planning

Francine Glazer, New York Institute of Technology
Harriet Arnone, New York Institute of Technology

What is "teaching quality"? How do you measure it? Does it look different in different disciplines? This session models techniques used at New York Institute of Technology to build campus-wide consensus about "teaching quality" and how best to assess it. NYIT's focus on teaching quality stems from a multi-year, broadly participatory strategic planning process. Session participants will define teaching quality and develop metrics that incorporate disciplinary variations while tracking institution-wide progress toward its improvement. Session participants will experience a

versatile process that empowers faculty as drivers of change in setting and reaching institutional goals.

Topic(s): Professional Development: Improving Teaching & Research and Innovation: Assessment

Intended Audience: Seasoned faculty developers

Live Oak

10:30-11:45 AM

Supporting Student Learning through a Focus on Process and Inquiry

Susan Shadle, Boise State University

Process-Oriented Guided Inquiry Learning (POGIL) is an effective approach for introducing course content while building students' process and inquiry skills (<http://www.pogil.org>). In a POGIL classroom, cooperative-learning groups work on specially designed guided inquiry activities; students explore a model, construct concepts, and apply conceptual understanding. POGIL uses constructivist principles and an active-learning pedagogy and is applicable to a wide range of course contexts. Session attendees will be introduced to the principles and efficacy of POGIL by experiencing and analyzing a guided inquiry activity. Participants will leave with information they can use to help faculty at their institutions implement POGIL in their classes.

Topic(s): Professional Development: Improving Teaching

Intended Audience: Seasoned faculty developers

Pecan

10:30-11:45 AM

Letters to a Faculty Developer: Modeling Rilke's Art of Mentorship

Corine Coniglio, Misericordia University

Rilke's Letters to a Young Poet mentors not only young poets but others who aspire toward their goals. Just as Rilke responds to the young protégé seeking his insights, faculty developers readily share insights, mentoring across miles and time (using tools like the POD listserv and online resources). Participants in this workshop will examine Rilke's mentorship, offering support while challenging the protégé, and co-create their own "Letters to a Young Faculty Developer," a potential publication, which can then be shared with POD members. Research on mentorship will briefly inform the process, which may extend beyond the conference with participant interest.

Topic(s): Professional Development: Faculty Developers & Research and Innovation: Scholarship of Teaching and Learning

Intended Audience: Seasoned faculty developers

Ponderosa

10:30-11:45 AM

Fostering Creativity in the Classroom

Natasha Haugnes, Academy of Art University

Anthony Albert, Academy of Art University

How can we best teach creativity? Faculty developers at the Academy of Art University, an institution which prides itself on educating students in creative disciplines, reviewed literature on creativity, surveyed 248 students about classroom practices that foster creativity, and filmed five student-nominated outstanding teachers of creativity to answer this question. This session will explore the principles for fostering creativity that emerged in this project through video clips, creativ-

ity-building exercises, and discussion about how these principles and materials can transfer to participants' specific institutional and disciplinary contexts.

Topic(s): Professional Development: Improving Teaching & Research and Innovation: Scholarship of Teaching and Learning

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Rain Tree

10:30-11:45 AM

Uncertain about Scientific Uncertainty: Building critical reflection about scientific uncertainty

Nancy Ruggeri, University of Wisconsin-Madison

Traditional undergraduate science instruction has portrayed science knowledge as unproblematic, or as a simple list of facts to be digested without critical reflection on how that knowledge was constructed. New approaches in science education emphasize a deeper understanding of the contexts within which scientific knowledge is constructed, and in particular how scientists regard uncertainty. This session will explore this concept through demonstration of specific activities implemented in a new undergraduate course, and examining assessment data gathered from the students. Participants will find that the issues discussed are broadly relevant to subjects outside of STEM fields.

Topic(s): Research and Innovation: Assessment & Professional Development: Improving Teaching

Intended Audience: Large colleges and universities

Sandalwood A

10:30-11:45 AM

Research On & In FD/OD: Creating, Implementing a POD Research Agenda

Catherine Wehlburg, Texas Christian University

Bonnie Mullinix, TLT Group

David Sacks, University of Kentucky

Dieter Schönwetter, University of Manitoba

Mike Theall, Youngstown State University

James Zimmerman, Montclair State University

Many POD members are researchers and regularly add to the knowledge of Faculty Development/Organizational Development practices, but there is a need for a coordinated approach to gathering information to enhance our research base and strengthen our ability to advocate for our efforts. The purpose of this session is to collaboratively map out a POD research agenda. Participants are invited to work on areas that parallel their interests and to develop multi/cross-campus research projects. Please come if you are interested, even if you don't consider yourself a "researcher". Come and use our network to advance knowledge, explore questions, and discover!

Topic(s): Research and Innovation: Organizational Development

Intended Audience: Seasoned faculty developers

POD Sponsored Session

Sandalwood B

10:30-11:45 AM

Classroom Response for the Next Generation: Inquiries into Clicker Pedagogy

Camilo Guerrero, University of Texas at Austin

Jason Crandall, University of Texas at Austin

Sara Jolly, University of Texas at Austin

Clickers have been connected to various pedagogical techniques, with assorted and occasionally conflicting classroom outcomes. Faculty and faculty support staff must determine not only if clickers should be used, but which techniques are most effective for which objectives. During this interactive session we will highlight current clicker research, interactively demonstrate different clicker techniques, and discuss faculty use and support of this technology.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning & Technology

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

**Imperial
Ballroom**

12:00-1:30 PM

Lunch and Plenary Session, 12:00 - 1:30 PM

Teaching Travels: The Social Life of Pedagogical Innovation in Higher Education

Mary Taylor Huber, The Carnegie Foundation for the Advancement of Teaching



A quiet but significant change is taking place in college and university teaching. Once practiced mostly in private, teaching in higher education has become more public. On campuses, in disciplinary and professional associations, among publishers and journal editors, there are growing numbers of face-to-face, print, and on-line forums in which faculty are presenting, critiquing, and building on each other's pedagogical work. Many factors have contributed to this transformation, including the development of new media and new genres for conducting and representing teaching and learning, assessment efforts requiring greater attention to learning outcomes, and the spread of a scholarship of teaching and learning

that is bringing regular faculty members (not just specialists in pedagogy) into the conversation. My subtitle borrows shamelessly from John Seely Brown and Paul Duguid's important book: *The Social Life of Information* (2002). Their point, briefly put, is that "information" and the "individuals" who produce and use it, "are inevitably and always part of rich social networks" (p.ix)—and that these networks are central to understanding why knowledge sometimes travels and sometimes does not. *Teaching Travels* will start by looking at a couple of cases of classroom innovation—one that can stand for the old status quo, characterized by a culture of "pedagogical solitude" (Shulman 1993) and one that suggests what's possible in the more public pedagogical environments that are developing today. The second part of this talk will look more closely at "demand," in particular at the kinds of communities that inform the pedagogical imagination of teachers. I will conclude with thoughts about what it might take to turn these often transitory trading zones into a genuine commons, which scholars treat as an integral part of what it means to be a teacher in higher education (Huber and Hutchings 2005). If Brown and Duguid are right, the place to look is not to information itself, but to practice. "Become a member of a community," they argue, "engage in its practice, and then you can acquire and make use of its knowledge and information" (2000).

Conference Events, Friday 1:30-5:00 PM**Magnolia**
1:30 -5:00 PM**Vendor Exhibit Open****Educational Expedition, Friday 1:30-5:00 PM****Hotel Lobby**
1:30-4:30 PM**E3: Menil Collection**

Meet near the convenience store/cafe in the lobby.

75-minute Roundtable Discussions, Friday 2:00-3:15 PM**Arboretum V**
2:00-3:15 PM**Advice on Getting Published in To Improve the Academy***Judith Miller, University of North Florida**James Groccia, Auburn University***POD
Sponsored
Session**

This POD-sponsored 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 required cover sheet, submission instructions, and the reviewers' form. Recent experience has shown that prospective authors who attend this roundtable submit higher-quality manuscripts as a result.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning
Intended Audience: New/recent faculty developers (5 years or less)

Dogwood
2:00-3:15 PM**Professional Development in International Education: Fostering a Learner-Centered Teaching Approach***Laila Denoya, Independent Bilingual Higher Education Consultant*

To promote knowledge exchange and fulfill the academic needs of foreign postsecondary institutions, a key strategy is the use of professional development programs in international education. The presenter will discuss Fulbright projects at one university in Bolivia and another in Honduras, both of which addressed the need for improved curricula and teaching practices. Faculty participated in the Integrative Pedagogy of Learning Development Program, (IPLDP) based on the learner-centered teaching approach, which surprisingly resulted in similar faculty learning outcomes. Weimer's *Wisdom of Practice* (2006) approach will serve to articulate how reflection and analysis of faculty's instructional practices lead to experience-based knowledge.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth
Intended Audience: New/recent faculty developers (5 years or less)

Sandalwood A
2:00-3:15 PM**Sustaining a Teaching Grants Program: The economy, outcomes, and evidence***Susan Polich, Virginia Commonwealth University*

Grants to help enhance faculty member's teaching, determine student learning, or implement instructional technology have been a staple of teaching and learn-

ing centers. Centers ask for a variety of information and have a variety of reporting mechanisms to assess grant program outcomes. In this day of economic crisis, centers will be held increasingly accountable for the use of funds. Without a workable reporting mechanism, we face the downsizing or removal of this mainstay of faculty development. It is the purpose of this session to create a working list of 'best practices' in reporting the outcomes of teaching grant programs.

Topic(s): Organizational and Institutional Development: Sustainability & Maintaining and Growing Established Centers

Intended Audience: Seasoned faculty developers

75-minute Interactive Sessions, Friday 2:00-3:15 PM

Arboretum I
2:00-3:15 PM

Changing Lenses: What Do the Humanities Offer Educational Development?

Kathryn Plank, The Ohio State University

Deandra Little, University of Virginia

This session will examine the following overarching question: How can and do those of us from the humanities bring our knowledge and training to bear on our work as developers and the field as a whole? In this case-study based session, participants will use humanities-based approaches to explore how humanities training influences our practice and what a scholarship informed by this training would look like. Participants will leave with a better understanding of the specific value their training brings to their work as developers, ideas for further inquiry, potential research collaborations, and the opportunity for continued support for their scholarship.

Topic(s): Professional Development: Faculty Developers & Research and Innovation: Scholarship of Teaching and Learning

Intended Audience: Seasoned faculty developers

Arboretum II
2:00-3:15 PM

Faculty Engagement in the Scholarship of Teaching and Learning

Thomas Nelson Laird, Indiana University

Sarah Fernandez, Indiana University

Tony Ribera, Indiana University

Faculty members engage in the scholarship of teaching and learning (SoTL) by examining their teaching practices and what students get out of classroom experiences, and by using the findings to contribute to the practice of colleagues in academe. This presentation goes beyond the individual classroom to explore the efforts and perceptions of thousands of faculty members from various disciplines through the presentation of findings from a set of SoTL items added to the end of the Faculty Survey of Student Engagement in 2009. Additionally, attendees will discuss best practices for promoting SoTL on their campuses.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning & Assessment

Intended Audience: All

Arboretum III
2:00-3:15 PM**Putting the "Ped" in Pedagogy: Talking Teaching While You Walk***David Kaszuba, Susquehanna University*

At many universities, teaching workshops are conducted over lunch, with sedentary participants huddled over sandwiches. The program, "Putting the 'Ped' in Pedagogy," seeks to break free of that model by offering a healthier and more active alternative. The program asks, instead of trading teaching tips over lunch, why not talk teaching while you walk? The idea is to pair interested faculty members who commit to walking once a week while discussing teaching topics provided by their university's Center for Teaching and Learning. An interactive session will brainstorm ways to promote such a program on your campus in addition to brainstorming discussion-starter topics that can be supplied to walkers.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Improving Teaching

Intended Audience: Seasoned faculty developers

Arboretum IV
2:00-3:15 PM**Religious Literacy and Interfaith Dialogue: Educating for Global Citizenship***Miriam Diamond, Society for Values in Higher Education**Marion Larson, Bethel University**Sara Shady, Bethel University*

Religion's centrality in nearly every aspect of life makes it an inescapable object of study. Yet studies show that most Americans lack the knowledge to analyze and address religion's influence. This presents an opportunity for higher education to remedy the situation. However, teaching about religion across the curriculum raises unique concerns/considerations.

Session participants will examine diverse educational programs developed nationwide to promote religious understanding among this generation of learners.

Attendees will explore interfaith dialogue as an academic tool that can support these efforts. Collaboratively, participants will outline plans to inform students at their home institutions and to address accompanying challenges.

Topic(s): Professional Development: Improving Teaching & Research and Innovation: Organizational Development

Intended Audience: Faculty developers, administrators and faculty

Cedar
2:00-3:15 PM**Starting Up: Assessing New Efforts Toward Graduate Student Teacher Training***Jessica White, Oregon State University*

The preparation of graduate teaching assistants (GTA) is crucial to the undergraduate learning experience and the continued development of the scholarship of teaching and learning. Funded by a Howard Hughes Foundation grant, educators at Oregon State University designed a pilot program to improve biology graduate students' knowledge of teaching beyond mastery of their content area. This session provides an overview of the pilot program, the first of its kind at the institution, and the findings relative to the program's impact on students' knowledge, skills, and confidence as university instructors.

Topic(s): Professional Development: Graduate Student Professional Development and Research & Innovation: Assessment

Intended Audience: Faculty (attendees who are faculty & part-time developers)

Cottonwood
2:00-3:15 PM

Planning Your Career in Faculty Development

Kristen Hutchins, Howard Payne University
Donna Ellis, University of Waterloo
Eric Kristensen, University of British Columbia
Celia Popovic, Birmingham City University
Dieter Schönwetter, University of Manitoba
Marilla Svinicki, University of Texas at Austin

This forum enables new and future faculty developers to ask experienced veterans from the US, Canada and the UK questions about careers in faculty development. A variety of issues will be discussed, including the skills needed to succeed and common faculty development tasks. A key outcome of the session will be the production of a professional development plan for the coming years. If you wish to learn more about faculty development as a career and the skills needed to be a successful job candidate, or if you want to plan your career development goals, please join us for this discussion!

Topic(s): Professional Development: Faculty Developers
Intended Audience: New/recent faculty developers (5 years or less)

Ebony
2:00-3:15 PM

Organizational Transformation: Shaping a Culture of Possibility

Lynn McDonald, Monterey Institute of International Studies
Amy McGill, Monterey Institute of International Studies
Tate Miller, Monterey Institute of International Studies

Following the adoption of a new strategic plan that grew out of an incipient merger with Middlebury College, the Monterey Institute of International Studies embarked upon a transformation process focused on, academic excellence, financial sustainability and global prominence. A visionary Board and President set the stage by urging the community to define and achieve its own level of greatness. Social media, networking, and new organizational models strengthened connections, increased opportunities, and flattened the organizational hierarchy. This interactive session highlights change management strategies that are harnessing the power of innovation, institutionalizing and sustaining growth for the next stage of our journey.

Topic(s): Research and Innovation: Organizational Development & Organizational and Institutional Development: Sustainability
Intended Audience: Administrators

Holly
2:00-3:15 PM

An Entrepreneurial Approach to Change in an Established Teaching Center

Valeri Werpetinski, University of Illinois at Urbana-Champaign
Sandra Finley, University of Illinois at Urbana-Champaign

Although seldom discussed in faculty development, concepts and practices from business and the nonprofit sector are germane and applicable to the core work of teaching centers. Instructional development professionals might look to entrepreneurship, in particular, for inspiration on maintaining, growing, and reinvigorating established teaching centers. Research on the practices of high-impact nonprofits has found that the success of these organizations is more a factor of how they work with external parties than a product of perfectly managed internal operations (Crutchfield & Grant, 2008). This session will explore how six entrepreneurial prac-

tices can be used to generate organizational change and innovation.

Topic(s): Professional Development: Graduate Student Professional Development & Organizational and Institutional Development: Maintaining and Growing Established Centers

Intended Audience: Seasoned faculty developers

Live Oak

2:00-3:15 PM

Online course evaluations: Road less traveled or dead end?

Laura Winer, McGill University

Online course evaluations, including data collection, analysis and reporting, have been implemented institution-wide at McGill University since winter 2008 for over 2,200 courses and 26,000 students per term. Details of the process and results will be presented with a preliminary analysis of benefits, drawbacks, and both intended and unintended consequences. The session will focus on a discussion of the questions that will be central to the policy review in 2010: response rates, response incentives, reporting results for faculty and administrators, analysis and use of student comments, and the role of paper.

Topic(s): Research and Innovation: Assessment & Professional Development: Improving Teaching

Intended Audience: Large colleges and universities

Ponderosa

2:00-3:15 PM

Interactive Focus Groups and "Quick Course Diagnoses" for Assessment/Change

Terri Kadala, University of Texas San Antonio

Barbara Millis, University of Texas San Antonio

Through hands-on experience, participants will learn to conduct efficient interactive focus groups. New to most faculty developers are three assessment tools: (1) an index-card activity resulting in an Excel histogram displaying satisfaction levels and (2) a second index card activity focused on the achievement of student learning outcomes; (3) a roundtable/ranking activity resulting in a color-coded Word table showing strengths and weaknesses. Participants will assess the POD Conference using these tools. We will discuss other logistical issues and answer questions. A shorter 15-minute "Quick Course Diagnosis," using only the three tools, is far more efficient and effective than SGIDs.

Topic(s): Research and Innovation: Assessment & Organizational Development

Intended Audience: New/recent faculty developers (5 years or less)

Raintree

2:00-3:15 PM

Understanding and supporting full-time nontenure-track (FTNT) faculty: A welcome change

Megan Palmer, Indiana University Purdue University Indianapolis

Nancy Chism, Indiana University Purdue University Indianapolis

Genevieve Shaker, Indiana University Purdue University Indianapolis

More than 30% of full-time faculty work off the tenure track, and nearly 60% of all new full-time faculty are nontenure-track (Schuster & Finkelstein, 2006; NSOPF, 2005). Moreover, among faculty who are ineligible for tenure, the proportion appointed full-time is increasing (Center for the Education of Women, 2007). As the responsibility for undergraduate teaching increasingly rests on full-time nontenure-

**MENGES
Award
Winner**

track faculty (FTNT), targeted professional development becomes more important. Based on faculty interviews and the literature, we will provide data about FTNT experiences and offer the opportunity to develop informed strategies for supporting, integrating, and encouraging these faculty members.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Sandalwood B
2:00-3:15 PM

Learning from Generations Past: How to Use Program Alumni Feedback Effectively

Sharon Bautista, Northwestern University

Neeraja Aravamudan, Northwestern University

In this session, graduate student developers and other administrators will explore how alumni of a teaching center's graduate student programs have used what they learned about teaching & learning in the job search and as they transition to new careers after graduate school. We will examine survey and focus group data to consider one model for evaluating across generations of students from a range of programs. We will identify ways to use alumni feedback to improve programs and generate new interest among departments and other stakeholders. Finally, we will share strategies for staying in contact with program alumni even after graduation.

Topic(s): Professional Development: Graduate Student Professional Development

Intended Audience: Seasoned faculty developers

Poster Sessions, Friday 3:00–5:00 PM

**Imperial
Ballroom Foyer**
3:00-5:00 PM

The Doctor Is in: Research Consultation from POD Members

Catherine Wehlburg, Texas Christian University

Bonnie Mullinix, TLT Group

David Sacks, University of Kentucky

Dieter Schönwetter, University of Manitoba

Michael Theall, Youngstown State University

James Zimmerman, Montclair State University

**POD
Sponsored
Session**

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.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning & Professional Development: Faculty Developers

Intended Audience: New/recent faculty developers (5 years or less)

Poster Sessions, Friday 3:00–5:00 PM**Window Box**
3:00-5:00 PM**Graduate Student Involvement in the Scholarship of Teaching and Learning**
Laura Schram, University of Michigan

Based on the results of a survey of scholars who conducted Scholarship of Teaching and Learning (SoTL) research projects as graduate students, this poster session will explore what types of SoTL projects graduate students are conducting, and graduate student perceptions of the effects of SoTL on time to degree and faculty job market outcomes.

Topic(s): Professional Development: Graduate Student Professional Development & Research and Innovation: Scholarship of Teaching and Learning
Intended Audience: Large colleges and universities

Window Box
3:00-5:00 PM**Promoting change for sustainability: Sustaining institutional programs beyond initial funding***Deborah Chang, Michigan State University*

In a time where fiscal challenges remain high, sustaining grant-funded programs beyond their initial funding period is of crucial concern for administrators and their constituents. This poster offers the preliminary findings from an in-progress multi-institutional study examining the common elements present and strategies generated at six liberal arts colleges in order to sustain foundation funded programs, created to support and enhance faculty careers, beyond the initial grant term.

Topic(s): Organizational and Institutional Development: Sustainability
Intended Audience: Small colleges

Window Box
3:00-5:00 PM**A Teaching Apprenticeship and Teaching Internship Approach to Adjunct Development***Theodore Scholz, The Chicago School of Professional Psychology*

This poster presentation outlines two effective adjunct faculty development programs used at The Chicago School of Professional Psychology for the past year: The Teaching Internship and Teaching Apprenticeship. New faculty developers who are looking to better support their adjunct faculty without raising departmental and institutional costs would benefit from this session. Efficacy for these two programs is supported by testimonials from former participants and institutional adjunct retention rates.

Topic(s): Professional Development: Adjunct/Part-Time Faculty Development & Graduate Student Professional Development
Intended Audience: New/recent faculty developers (5 years or less)

Window Box
3:00-5:00 PM**Honoring Exemplary Teaching: Teaching Awards Programs***Stacie Williams, Walden University*

A nationwide study was conducted to find the number of teaching awards programs that exist in mathematics departments of U.S. research institutions, as well as the

procedures, criteria, and indicators used in selecting the winners. A brief summary of the results and recommendations based on the findings and those from the literature will be presented. A brochure will be distributed which is intended to provide this information and to support and encourage such awards programs at the department, college, and university levels.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Improving Teaching
Intended Audience: Administrators

Window Box
3:00-5:00 PM

Promoting Active Learning by using Board Game

Ryoju Hamada, Tohoku University
Tomomi Kaneko, Hokkaido Automotive Engineering College

We have created a new educational board game named Tohoku Management Game (TMG) that is useful for college students to learn management and accounting sense. Even these skills are very important to work for any organizations, it is hard to teach only using conventional method. TMG can solve this problem, by promoting active learning drastically. The game is also very fun and useful tool for students seeking their jobs. Students will play a role as CEO or CFO in their firms and compete with other players. In this session, we will introduce board game to you, which you have never seen before.

Topic(s): Research and Innovation: Technology
Intended Audience: Large colleges and universities

Window Box
3:00-5:00 PM

Training a New Generation of Online Teachers via Online Courses

Greg Siering, Ball State University

Training faculty members to teach online is a growing need within many colleges and universities, but traditional faculty development methods may not always be the best way to accomplish this task. By developing an online course to meet these training needs, we not only can make the training available to a wider audience, but we can also model exemplary online teaching approaches and provide the participants with the experience of being an online student. This presentation will explore some of the key discoveries in our development of such an online course, including both logistical and pedagogical issues.

Topic(s): Professional Development: Improving Teaching & Research and Innovation: Technology
Intended Audience: Technology, technology integration specialists

Window Box
3:00-5:00 PM

Professional Portfolio Construction: Effectiveness of a 'Round Robin' Model Workshop

Nisha Gupta, Syracuse University
Derina Samuel, Syracuse University
Glenn Wright, Syracuse University

This session presents a comprehensive model for professional portfolio development. Our professional development program for graduate students provides assistance through a multi-level, 2.5 hour workshop with multiple "stations" for each

participant to visit in constructing their portfolios. Presenters will provide insights on the benefits and challenges of portfolio development workshops.

Topic(s): Professional Development: Graduate Student Professional Development & Supporting Faculty Development and Professional Growth
Intended Audience: Seasoned faculty developers

Window Box
3:00-5:00 PM

Research University STEM Professors' Motivations Concerning Teaching Professional Development

Jana Bouwma-Gearhart, University of Kentucky

While it is known that faculty who chose to participate in teaching professional development experience multiple benefits, little is known about why faculty from research universities bother to participate. This session shares research about STEM faculty members' motivation to engage in teaching professional development. Findings question the assumption that faculty motivation must be intrinsic and provide insight into how to best motivate other faculty members at research universities to engage in teaching professional development. Session participants will share their own experiences regarding motivation and teaching professional development and discuss implications for encouraging others to work at becoming better educators.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Faculty Developers
Intended Audience: Large colleges and universities

Window Box
3:00-5:00 PM

Whose technology is it and how do they use it?

Julie Fields, Western Kentucky University
Barbara Kacer, Western Kentucky University

This poster will present the findings of a 2009 survey "Use of Technology in Academia" given to Western Kentucky University faculty, staff and students. This survey focused on the use of technology, both the "teacher technology" and the "student technology", in academic settings as well as in their personal lives. The purpose of this survey was to determine the most commonly used technology inside and outside of the classroom, the attitudes of both faculty and students toward technology in an academic sense, and to determine who is using technology and how.

Topic(s): Research and Innovation: Technology
Intended Audience: New/recent faculty developers (5 years or less)

Window Box
3:00-5:00 PM

Welcoming Change: Boost Participation by Creating a Membership System

Eugenia Conway, New Mexico State University
Tara Gray, New Mexico State University

"Build it and they will come" is a truism that has not proved true for every teaching center. We had experienced a rather "dead" center ourselves. To regenerate it, we created a system in which participants can earn a membership in our center by participating in at least ten hours of events per year. Using this approach, participation doubled and we went from being a "forgotten unit" to being a central, vibrant part

of our campus. This interactive workshop shares what we learned about welcoming change by creating a membership system to boost participation.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & New Teaching and Learning Centers

Intended Audience: Seasoned faculty developers

Window Box

3:00-5:00 PM

Cross-Disciplinary Teaching - Hybrid Pedagogy connects Physics and Indian Music

S. Raj Chaudhury, Auburn University

Jonathan Hull, Christopher Newport University

While the teaching of Physics and Music seem very far apart, the hybrid pedagogy that emerged from one professor's attempt to teach both and bridge the academic cultural divide is instructive for all. In this session, the student perspective and the faculty perspective are presented during a unique teaching experience where a performance course on world music was taught by a physics faculty member. Ultimately, recognizing conceptual collisions and overcoming them was necessary ingredient to successful learning on the part of the music students - just as they might be in a physics course.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning & Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Window Box

3:00-5:00 PM

Embracing Challenges through Learning Technology Communities to Reinvigorate Professional Development

Cheelan Bo-Linn, University of Illinois at Urbana-Champaign

Leslie Hammersmith, University of Illinois at Urbana-Champaign

By examining a community-building model to meet the challenge of integrating technology into teaching and learning, participants will be asked to consider new professional development practices. The discussion will be facilitated by a faculty developer and an educational technologist with experience collaborating and jointly facilitating communities, taking into account new models of working together. We will discuss material selection, identification of intended outcomes, assessment of impact of new or renewed efforts, and review the discussion points that came out of several reading groups. Participants will have the chance to suggest enhancements and new efforts and take home examples to implement.

Topic(s): Research and Innovation: Technology & Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Window Box

3:00-5:00 PM

Midcourse Evaluations: We Built It and They Came

John Taylor, Brigham Young University

Jeffrey Fox, Brigham Young University

Midcourse evaluations provide valuable student feedback for professors to make

adjustments in courses during the current semester, but the administrative time and effort were major obstacles for widening the practice. We developed an on-line Midcourse Evaluation Tool, allowing professors to easily request and receive feedback from students at any time. During our most recent semester, evaluations were requested from 28,770 students in 908 classes, with a 40% return rate. With the enthusiastic support of the university administration and college deans, future directions include raising student response rates and targeted promotion of the tool within departments and among faculty.

Topic(s): Professional Development: Improving Teaching & Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: Large colleges and universities

Window Box
3:00-5:00 PM

The use of blended learning approach in the faculty development project

Machi Sato, Aoyama Gakuin University, Human Innovation Research Center
Kiiko Matsumoto, Aoyama Gakuin University, Human Innovation Research Center

In this poster presentation, we intend to introduce the design of our faculty development project which specifically focused on the promotion of teaching with technologies. Based on the research and evaluation of previous activities, we decided to adopt blended learning approach, combining e-learning programs and face-to-face instruction, to solve shortcomings of each methods and issues related to faculty development activities in Japan. We will present one of the activities to help audience to understand how our project looks like, and to further discuss the potential of our approach.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Window Box
3:00-5:00 PM

Skills-based teaching development framework for career and vocational faculty

Ruth Reynard, Career Education Company
Trent Bartholomew, Career Education Corporation

With the allied health field's continuing growth, there exists an enormous need to have qualified health professionals as faculty. This means that these schools are faced with two overarching challenges: what is involved in the recruitment, training and retention of these faculty and as content-experts, how can they be adequately trained as teaching professionals? This presentation examines the Medical Assisting program which is offered in all twenty-four schools in our Health Division and represents the greatest number of faculty and student populations. The program provides an effective case study within which our teaching and development framework has been developed.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth
Intended Audience: Community colleges

Window Box
3:00-5:00 PM

**POD
Sponsored
Session**

WikiPODia - Web 2.0 comes to POD

Eli Collins-Brown, Methodist College of Nursing
Peter Felten, Elon University
David Garcia, Ithaca College
Ben McFayden, Elon University
Bonnie Mullinex, The TLT Group
Kathryn Plank, The Ohio State University
Cynthia Russell, University of Tennessee Health Science Center
David Sacks, University of Kentucky

This poster highlights the wiki pilot project led by POD's Electronic Communication and Resources Committee (ECRC) over the past year. This pilot uses wikis to support POD committees/interest groups, and also includes wikiPODia, a resource in the members-only section of the podnetwork.org web site. The poster outlines the project's goals and objectives, the wiki programs utilized, and our processes for managing/building the wikis. We raise questions that have emerged as we adapted wikis to the POD context. We hope these wikis will be helpful to POD members and will serve as models for using wikis in educational development.

Topic(s): Research and Innovation: Technology
Intended Audience: All

Window Box
3:00-5:00 PM

Women Blog the Academy

Victoria Bhavsar, California Polytechnic Pomona
Helen Bergland, Eastern Washington University
Mary McNaughton-Cassill, University of Texas San Antonio
Savina Schoenhofer, Alcorn State University

This poster will present preliminary results of a study exploring the process of "becoming faculty" for women in tenure-track or tenured positions. The topic is women's lives in academia, as presented through their personal "blogs." These online journals are rich, self-authored narratives. These stories are unfiltered by interview questions, survey instruments, or other researcher-created methods; these are women's stories in their own words, reflecting their priorities and concerns. Listening to what women have to say about themselves and their lives should inform support and faculty development activities for women faculty, who remain under-represented in many academic fields and positions.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Organizational and Institutional Development: Diversity and Retention
Intended Audience: Seasoned faculty developers

Window Box
3:00-5:00 PM

Ethics Across the Curriculum: Outcomes of a Faculty Learning Community

Jane Nelson, University of Wyoming
Cathy Gorbett, University of Wyoming

In this poster presentation, we describe the structure and outcomes of a three-year project designed to help faculty teach applied ethics in their disciplines and increase an institution-wide conversation about the nature of ethics teaching and learning. Our modest-sized land-grant university is a Ph.D. granting, research-

extensive institution. The project helped to regenerate the teaching of ethics in several disciplines, and it also highlighted some of the complexities of teaching ethics to this generation of students. The poster and accompanying handouts will provide specific details from the project.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth
Intended Audience: Large colleges and universities

Window Box
3:00-5:00 PM

The new syllabi preparation system; Learning process-outcomes visualizing system

Kiyoko Saito, National Institution for Academic Degree & University Evaluation

The objective of our study is to recommend a new information system that can show the public how effectively a university achieves its learning outcomes. Our system, "Learning process-outcome visualizing system (L-POV)," (1) provides the public access to information used by the college students and faculty; (2) along with class schedules, describes the knowledge, general skills, and workload required to achieve the learning outcomes each week, such that all stakeholders can understand it; and (3) includes cobweb charts that show, at a glance, how each class' education strategy and learning outcomes are linked to the curriculum policy.

Topic(s): Research and Innovation: Organizational Development & Assessment
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Window Box
3:00-5:00 PM

Student and Instructor Satisfaction with The First Day of Class

Sal Meyers, Simpson College
Brian Smith, Graceland University

What should instructors do on the first day of class? Previous research suggests that instructors should avoid teaching course content, avoid doing introductions and icebreakers, and let the students leave early. In contrast, the present set of three surveys provide evidence that teaching course content, doing introductions, and focusing on the how's and why's of the course are all good ways for instructors to use the first day of class. This poster will provide empirical evidence that faculty developers can use to persuade faculty to welcome changing the way they approach the first day of class.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning & Professional Development: Improving Teaching
Intended Audience: Small colleges

Window Box
3:00-5:00 PM

Harnessing the Power of Facebook for Teaching and Professional Development

Robert Crow, Western Carolina University

While many teachers want to use Facebook, the popular social networking site, they often hesitate to do so for fear of a collision between their personal and professional lives. Learn how to appropriately use Facebook both within and outside the classroom without alienating your students, your colleagues, or your friends. This poster

session will show viewers how to create groups and manage privacy settings so that they can still use the social aspects of Facebook for communication with their friends, yet can also use Facebook to communicate, network, and conduct course-related activities with students and colleagues in a professional manner.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Research and Innovation: Technology

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Window Box
3:00-5:00 PM

Benchmarking Study of U.S. Teaching and Learning Centers

Chutney Walton, University of Tennessee

Michelle Anderson, University of Tennessee

David Schumann, University of Tennessee

During the formation of the University of Tennessee's teaching and learning center, a benchmarking study was conducted involving other teaching and learning centers across the country. First, an analysis of forty-seven teaching and learning websites and programs was conducted to identify peer and aspirational institutions. Second, the directors of twenty centers were interviewed using open-ended questions from one interview protocol. The poster session will summarize the findings and offer discussion of center size, funding size and sources, types of services, best practices, and website features.

Topic(s): Organizational and Institutional Development: Sustainability & Maintaining and Growing Established Centers

Intended Audience: Seasoned faculty developers

Window Box
3:00-5:00 PM

The Impact of "Tipping" Sacred Cows: Regenerating TA Development Programs

Sandra Finley, University of Illinois at Urbana Champaign

Valeri Werpetski, University of Illinois at Urbana Champaign

"Sacred cows," those things perceived as immune to questioning, engender the status quo of organizations. Recently, we examined the sacred cows of our TA development program, and our reflective process led to "tipping" some of them. We replaced our traditional TA and ITA Orientations with two, newly conceived pre-semester programs and developed a comprehensive teaching certificate program to replace our one-size-fits-all certificate. This session reports on the impact of our integrated, developmental, and learner-centered approach to TA development on TAs, our use of staff and resources, campus ownership in these programs, and the revitalization of our established teaching center.

Topic(s): Professional Development: Graduate Student Professional Development & Organizational and Institutional Development: Maintaining and Growing Established Centers

Intended Audience: Seasoned faculty developers

Window Box
3:00-5:00 PM

Regeneration Services: Guiding Faculty Through a Successful Curriculum Revision

Joseph La Lopa, Purdue University

One of the regeneration services faculty developers are called upon to perform include guiding faculty through curriculum revision. In this session, developers will learn how faculty applied a human resource management technique known as work flow design to successfully complete a curriculum revision that had stalled for two years. The presenter will also explain the innovative tool that was developed to catalogue the instructional and assessment techniques used to teach the course objectives for all revised courses. The ten-step process and documents that were developed as a consequence of the curriculum revision will be shared with those attending this session.

Topic(s): Professional Development: Faculty Developers
Intended Audience: New/recent faculty developers (5 years or less)

Window Box
3:00-5:00 PM

A Graduate Program in Teaching and Learning of Anatomy

Andy Leger, Queen's University
Ron Easteal, Queen's University
Les MacKenzie, Queen's University

This poster presentation describes a Masters program in developing students to be University teachers in Anatomy. The program is 16 months long and covers the 3 basic 'pillars' of post-secondary education, (i) Content Competence, (ii) Intellectual Competence and (iii) Teaching Competence. Course work in Anatomy and an Inquiry-Based Thesis fulfill the first two components. The Teaching and Learning component is addressed by in-depth course work and a practicum involving all practical aspects of teaching in higher education. This program can serve as a model and can be adapted to produce teaching University Professor in all disciplines.

Topic(s): Professional Development: Improving Teaching & Graduate Student Professional Development
Intended Audience: Large colleges and universities

Window Box
3:00-5:00 PM

Creating a Database System to Facilitate Curricular Change

Lauren Sanders, The Ohio State University
Teresa Johnson, The Ohio State University
Kathryn Plank, The Ohio State University

Revising a curriculum is a complex task. To be done properly, faculty in the department or program need to work through a process of articulating goals, determining how those goals will be assessed, and planning how they will be distributed across courses. Without a system for organizing and recording this process, however, many of the details of these efforts can be lost. To support time-pressed faculty with this task, we have created a relational database system that helps facilitate the revision process and also creates a record that can be used to develop assessment plans and track assessment data.

Topic(s): Research and Innovation: Assessment & Organizational Development
Intended Audience: Seasoned faculty developers

Window Box
3:00-5:00 PM

How to design and operate faculty workshops online

Moon-Heum Cho, Kent State University-Stark

Gail Rathbun, Indiana University - Purdue University Fort Wayne (IPFW)

Three online workshops were designed and developed to solve faculty members' diverse time conflicts and provide them with professional development opportunities. A problem-based approach was used to design each workshop and Blackboard Vista was the main technology resource used to develop the workshops. In the poster session, the interface for the workshops and information for each activity was highlighted. Survey and individual interviews were conducted to investigate faculty participants' satisfaction with the workshops. Based on the data analysis, lessons learned were presented for the design and development and operation of faculty online workshops.

Topic(s): Professional Development: Improving Teaching & Faculty Developers
Intended Audience: Seasoned faculty developers

Break, Friday 3:15 PM

75-minute Roundtable Discussions, Friday 3:30-4:45 PM

Arboretum I
03:30-4:45 PM

Counting Change: Sustaining and Nurturing Faculty In Lean Economic Times

Janet Fleetwood, Drexel University

Faculty development programs are struggling against the fiscal realities of our national economic crisis. While welcoming new initiatives and opportunities, faculty development programs must now pinch pennies and count the change. Designed to assist faculty developers at all levels, this interactive roundtable will share strategies for sustaining and nurturing faculty using successful no-cost/low-cost initiative including "Speed Strategizing" - a catalyst for interdisciplinary faculty collaboration, and an "Equity Assessment Template" - a mechanism to foster faculty diversity and equity across the career trajectory. Participants will explore new ideas, discuss implementation and assessment, and develop a list of innovative "best practices."

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: New or seasoned, full or part-time, faculty developers

Arboretum III
03:30-4:45 PM

Developing Efficacious Grant Programs in Teaching and Learning Centers

Kurt Ellenberger, Grand Valley State University

Grant offerings in teaching and learning centers, particularly in difficult economic times, must demonstrate and maintain the highest levels of efficiency, ease of use, transparency, and accountability. This is best facilitated by the use of an online application system. This session will present a "green" (paperless) online grant system developed at the Teaching and Learning Center at Grand Valley State University, a "normed" rubric for three competitive grant categories, a multi-year grant assessment plan, and a brief overview of the findings of a formal study of grant outcomes for the competitive grants awarded during the Center's first decade.

Topic(s): Organizational and Institutional Development: Development Programs and Budgeting & Professional Development: Improving Teaching
Intended Audience: Faculty Development Staff, Grant Administrators & Grant Staff, Financial Development & Assessment Officers, Deans & Chief Academic Officers

Arboretum IV
03:30-4:45 PM

Veterans as Students in our Classrooms: Regeneration at Work
Catherine Ross, University of Connecticut

With strengthened GI Bill benefits, veterans are turning up in greater numbers in classrooms across all types of institutions of higher education. Increasingly, faculty and academic administrators are turning to their centers for teaching and learning and faculty developers for advice and ideas on working with this relatively new group of students. Join us in this roundtable discussion to share information and practices that help ensure success for our institutions and our veteran students.

Topic(s): Organizational and Institutional Development: Diversity and Retention & Professional Development: Improving Teaching
Intended Audience: All with veterans on their campus

Arboretum V
03:30-4:45 PM

A National Database of Teaching Center Information: Beginning the Dialog
Wesley Dotson, University of Kansas
Daniel J. Bernstein, University of Kansas

The goal of this round table discussion is to begin the dialog about the potential need for and uses of a comprehensive database of information about teaching centers of all sizes and within various institutions. The focus of the discussion will be on the form of the database, the types of information that might be shared, and how such a database might be created and maintained.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & New Teaching and Learning Centers
Intended Audience: Administrators

Cedar
03:30-4:45 PM

Creating Extended Orientation Programs for the Next Generation of Faculty
Linda Beane-Katner, St. Norbert College

This roundtable session will offer participants the opportunity to reflect on and discuss designing extended orientation programs for the next generation of faculty. New faculty profiles, interests, and needs are evolving and our new faculty orientation programs should evolve along 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 extended new faculty orientation program can help respond to the diverse needs of the next generation of faculty. Participants will explore potential best practices for designing the most effective new faculty orientation programs possible.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Faculty Developers
Intended Audience: Seasoned faculty developers

Cottonwood
03:30-4:45 PM

Social Capital and Faculty Commons: Redirecting Change for Regeneration
Susanne Morgan, Ithaca College

The two-year planning process to move from half-time faculty release to fully staffed faculty development center at our midsize comprehensive was halted for budgetary reasons. Instead, we are implementing an innovative model that coordinates existing resources and extends face-to-face activities with a robust virtual presence. This

conversation will analyze conceptual frameworks and consider strategies for:

- Creating a model linking existing grants, services, and resources
- Building a virtual faculty commons among our 450 faculty in five schools
- Enhancing the social capital held by individuals and within the community

Topic(s): Organizational and Institutional Development: New Teaching and Learning Centers & Maintaining and Growing Established Centers

Intended Audience: Small colleges

Dogwood

03:30-4:45 PM

“Generating” Multidisciplinary and Multicultural Dialogue on the Science of Learning

Crisca Bierwert, University of Michigan

Christopher Groscurth, University of Michigan

Research has advanced our understanding of the cognitive, social, and affective dimensions of student learning. This session reports the findings from a faculty colloquium, funded by a grant from the Teagle Foundation. The colloquium brought together two groups of faculty: faculty teaching multicultural content and STEM faculty working on retention of underrepresented students. The group read articles, engaged with experts in learning, and discussed applications to teaching. The poster presents a model for engaging faculty and graduate students in sustained dialogue with the science of learning. In addition, we present questions raised through the project and lessons learned.

Topic(s): Organizational and Institutional Development: Diversity and Retention & Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Ebony

03:30-4:45 PM

Sustainable Assessment: How Do We Finish What We Started?

Don Havigand, California State University-Long Beach

Karol Dean, Mount St. Mary

Assessment typically takes place out of compliance and survives with only a light layer of faculty participation and support. The initial stage of implementing an assessment program is often the easiest part when one considers the challenges of sustaining assessment. Much of the assessment literature focuses on the mechanics of how to implement a program, not how to use an organizational change perspective to ensure sustainability. This interactive session will draw on literature related to assessment, leadership, and organizational change/innovation, as well as the participants' own experiences, to facilitate a conversation about how to implement and sustain faculty-owned assessment systems.

Topic(s): Research and Innovation: Assessment & Organizational and Institutional Development: Sustainability

Intended Audience: Administrators

Holly
3:30-4:45 PM

Faculty Development as a Hazardous Occupation

Edward Nuhfer, California State University at Channel Islands
Bonnie Mullinix, Teaching, Learning and Technology Group
Linda Nilson, Clemson University
Patti Thorn, St. Joseph

Faculty development has distinctive qualities that pose hazards to both faculty development offices and the professional lives of developers themselves. To avoid damage, one must know how to optimize success on one's own campus while realizing that situations can unexpectedly shift when conditions or administrations change. Developers need to stay one step ahead of potential changes and be prepared to land on their feet if the worst occurs. This roundtable brings together seasoned developers who are both success stories and survivors of such changes. We seek additional case experiences to enrich a future publication.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Professional Development: Faculty Developers
Intended Audience: Seasoned faculty developers

Live Oak
3:30-4:45 PM

A Change of Venue: Smoothly Transitioning to a New Institution

Christine Rener, Grand Valley State University

A faculty developer faces unique challenges in moving to a new institution, whether joining to create a faculty development program or to associate with an established Center. As with any welcomed change, a smooth transition takes careful planning. This session is intended for those assuming a faculty development or instructional development position at a new institution as well as those contemplating such a change. Participants will brainstorm transitional issues to consider, discuss prioritization of acclimatization activities, and share their own experiences, where possible. Participants will leave the session with an outline of an action plan for their own transition.

Topic(s): Professional Development: Faculty Developers & Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: Seasoned faculty developers

Pecan
03:30-4:45 PM

Reinvigorating and Restructuring Future Faculty Programs

Derina Samuel, Cornell University

Change is in the air. After two decades of initiating future faculty programs across the country, has there been any impact on higher education? Preliminary findings from a longitudinal study of alumni interviews will be shared to show the long-term impact of the Future Professoriate Program at Syracuse University. Session participants will have the opportunity to discuss and compare the various models of institutional programs that exist across the country. Attendees will also identify and discuss successful strategies that may be used to initiate, reinvigorate or restructure future faculty programs in the face of a changing landscape for higher education.

Topic(s): Professional Development: Graduate Student Professional Development & Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: Administrators

Ponderosa
03:30-4:45 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.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Raintree
03:30-4:45 PM

Emerging Technologies and Faculty Development

Tom LoGuidice, University of Wisconsin Platteville

Shawon Rahman, University of Wisconsin Platteville

Adopting Emerging Technologies and Tools in the classroom (e.g. Snagit, Camtasia, Student Response Systems, and Podcasts) and providing training to our faculty and staff in our campus. This training in the context of Scholarship of Teaching and Learning (SoTL). In our presentation we will cover rationale of applying these tools and technologies in the classrooms, best practices, recent research findings, some tips and tricks, and discuss how to apply effectively these technologies to engage/connect our students in active learning and provide more feeds so that students can be equipped to overcome 21st century's challenges.

Topic(s): Research and Innovation: Technology & Professional Development: Improving Teaching

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Regency
03:30-4:45 PM

Transitioning Professionals: Challenges of Second Career Faculty

Patricia Lawler, Widener University

Betsy Crane, Widener University

Brenda O'Hern, Widener University

Faculty developers who provide orientation programs for new faculty tailor their activities to individuals recently out of graduate school with limited experience. This approach overlooks a significant population of new faculty: those entering the academy after successful careers in other professions. Their different needs and expectations require a different approach. This session presents the results of research by two faculty who had previous careers and a senior professor of faculty development. Participants will receive strategies and recommendations, have an opportunity to contribute their own experiences and participate in an affiliate small group activity to develop strategies for their institutions.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Regency
3:30-4:45 PM

Web Site Development: Meeting the Demands of This Historical Moment
Amanda McKendree, University of Notre Dame

Participants will explore conventional uses of Web sites that include communicating a center's mission, articulating a center's philosophy of teaching, and serving as a cost-effective integrated marketing communication strategy. These conventional Web site practices will be discussed in the context of saving costs related to printing, manpower, mailing, and marketing collateral. The session will be guided by three significant questions:

1. What are the demands placed upon teaching centers in the current historical moment?
2. How can a Web site meet these demands?
3. What assessment tools can determine whether a center's Web site is effectively meeting these demands?

Topic(s): Research and Innovation: Technology

Intended Audience: Technology, technology integration specialists

Regency
3:30-4:45 PM

Instructional Grants: Change Agents for Both Teaching Enhancement and Accountability

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

Interested in both encouraging teaching innovation and documenting the value of your faculty development efforts? In these changing times of calls for assessment and accountability, instructional grants serve as an effective means to document instructional innovation, assessment, and the impact of faculty development efforts. Starting with samples of grant calls for proposals to stimulate discussion, participants will exchange ideas and experiences with instructional grants. We will generate criteria and features of a grant program tailored to participants' home institutions, including purpose, funding, selection/approval processes, and accountability and impact measures. Challenges will be discussed, and suggestions offered for addressing them.

Topic(s): Professional Development: Faculty Developers & Organizational and Institutional Development: Maintaining and Growing Established Centers

Intended Audience: New/recent faculty developers (5 years or less) & Seasoned faculty developers

Sandalwood A
3:30-4:45 PM

Should Research and Evaluation be Part of Teaching Center Missions?

Denise Drane, Northwestern University
Susanna Calkins, Northwestern University

University Teaching Centers typically evaluate their own programs for the purpose of quality improvement. However, as agencies such as the National Science Foundation call for rigorous evaluation of educational programs, there are new opportunities for Teaching Centers to engage in research and evaluation. In this round-table session participants will discuss whether research and evaluation should be a part of the mission of University Teaching Centers. What are the overall costs and benefits? Can engaging in research and evaluation really improve instructional quality? Are Teaching Centers obligated to conducting research and thereby drive the field forward.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Sustainability
 Intended Audience: Seasoned faculty developers

Sandalwood B
 3:30-4:45 PM

Developing a Cooperative Faculty Network

Andrea Precht, Universidad de Talca
Tatiana Canales, Universidad de Talca

This presentation shows the experience of a Cooperative Faculty Network at the University of Talca. The purpose of the network is to enhance good faculty practice through teaching innovation. Its goals are to build expert knowledge in higher educational teaching at the University of Talca and to improve the teaching career at the university. During this session, we will explore teaching networks as a democratic, reflexive, and cooperative way to exchange pedagogical knowledge and as a contribution to a better status of the teaching career among our faculty.

Topic(s): Organizational and Institutional Development: New Teaching and Learning Centers & Professional Development: Improving Teaching
 Intended Audience: New/recent faculty developers (5 years or less)

Educational Expeditions, Friday 6:00PM

Hotel Lobby
 6:00-9:00 PM

E4: Elder POD Dinner

Meet near the convenience store/cafe in the lobby.

Hotel Lobby
 6:00-11:00 PM

E5: Mary Poppins (Dinner on your own followed by the show at 8:00 PM)

Meet near the convenience store/cafe in the lobby.

6:00 PM

Dinner on Your Own (Check restaurant suggestions and join a group on a sign-up sheet at the registration area.)

Saturday, At-a-glance

7:00 am–8:30 am	Continental Breakfast, Committee Meetings and Graduate & Professional Student Developers Breakfast
7:00 am–6:00 pm	Conference registration
7:30 am–10:30 am	Vendor Exhibit Open
9:00 am–10:15 am	75-minute Roundtable Discussions
10:15 am–10:30 am	Break
10:30 am–11:45 am	Plenary Session – Neil Howe
12:00 pm–1:45 pm	Lunch on Your Own/Committee Meetings
12:00 pm–6:30 pm	Vendor Exhibit Open
12:30 pm–5:30 pm	Expedition 6 – Museum Tour
2:00 pm–3:15 pm	75-minute Interactive Sessions
3:15 pm–3:30 pm	Beverage Break
3:30 pm–4:45 pm	75-minute Interactive Sessions
3:30 pm–4:45 pm	Job Fair
5:00 pm–6:30 pm	Resource Fair
6:45 pm–8:30 pm	Awards Banquet
8:30 pm–11:30 pm	Live Music with The Stringbenders

Conference Events, Saturday 7:00-10:30 AM

Imperial West
7:00-8:30 AM

Continental Breakfast

Arboretum V
7:00-8:30 AM

Graduate & Professional Student Developers Breakfast

Magnolia
8:00-10:30 AM

Vendor Exhibit Open

Committee Meetings, Saturday 7:00-8:30 AM

Arboretum I
7:00-8:30 AM

Small Colleges Committee
Carolyn Oxford

Arboretum II
7:00-8:30 AM

Great Plains POD
Peggy Cohen

Arboretum III
7:00-8:30 AM

Research Committee
Catherine Wehlburg

Arboretum IV
7:00-8:30 AM

Awards and Recognition Committee
Virginia Lee

Pecan
7:00-8:30 AM

Finance and Audit Committee
Niki Young

Sandlewood A
7:00-8:30 AM

Electronic Communications and Resources Committee (ECRC)
Kathryn Plank

75-minute Roundtable Discussions, Saturday 9:00-10:15 AM**Arboretum I**
9:00-10:15 AM**Building Networks to Support Underrepresented Students***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 peoples and perspectives. Recruiting more people from minority groups is the focus for many organizations trying to increase diversity. Successful campuses go beyond this approach and provide collaborative means to gather and discuss different perspectives and restructure the organization to promote broader changes to the culture. This session highlights a program established by one faculty development center that blossomed into a thriving network of professional staff and faculty offering opportunities for learning and discussion about ways to improve the support infrastructure for students from underrepresented populations.

Topic(s): Organizational and Institutional Development: Diversity and Retention & Research and Innovation: Organizational Development
Intended Audience: Small colleges

Arboretum II
9:00-10:15 AM**Establishing, Maximizing, and Refining Your Faculty Development Advisory Board***Allyn Shaw, Michigan State University*
Patricia Payette, University of Louisville

An advisory board serves an important role for faculty development programs; they are key campus allies who provide leadership, visibility and advice for your work. This roundtable engages participants in examining function, creation, implementation and refinement of advisory boards. Usually consisting of campus leaders and advocates, an advisory board is an important "think tank" and source of ideas, expertise, and advice. We will discuss "do's" and "don'ts" in creating, recruiting, and supporting board members and participants will share insights and experiences. Participants will leave with ideas and strategies for creating an advisory board or refining and re-energizing an existing group.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Professional Development: Faculty Developers
Intended Audience: New/recent faculty developers (5 years or less)

Arboretum III
9:00-10:15 AM**Conceptualizing a Comprehensive Teaching Support Program in a Research-Intensive University***Mariela Tovar, McGill University-Teaching and Learning Services*
Cynthia Weston, McGill University Teaching and Learning Services

In this session we will describe the process of conceptualizing a user-focused comprehensive teaching support program in a research-intensive university. The process involved extensive discussions among members of our unit as well as consultations with other teaching support units. We will propose the notion of zones of teaching thinking and action (McAlpine et al., 2006) as a useful framework for conceptualizing comprehensive teaching support services.

We plan to provide opportunities for participants to consider how a similar process

may be useful at their institutions and to share the guiding principles and frameworks that they use for organizing their teaching support programs.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Professional Development: Improving Teaching
Intended Audience: Seasoned faculty developers

Arboretum V
9:00-10:15 AM

Structures to support the work of Educational Development Centres

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

Budget constraints can have serious impact on the work of Educational Development (ED) Centres. This discussion will focus on structures that enable ED Centres to progress. Participants will share ED structures from a decision and rationale perspective and thereby provide ideas and solutions for others in similar situations.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: Large colleges and universities

Ebony
9:00-10:15 AM

A Model for Instructional Technology in Graduate Student Development

Hugh Crumley, Duke University
Anne O'Neil-Henry, Duke University

Instructional technology training for graduate and professional students is a necessary part of our work in helping develop new generations of faculty. This presentation describes a model we developed at Duke University to address this need. Based on a university-wide needs assessment, we developed a regular, semester-long course in which students explore a range of technologies and develop an online teaching portfolio; many former students identify this as extremely helpful in the job search process. The presentation will be facilitated by two presenters: the current instructor of the course and former student of the course.

Topic(s): Professional Development: Graduate Student Professional Development & Research and Innovation: Technology
Intended Audience: Technology, technology integration specialists

Holly
9:00-10:15 AM

Professional Conversations: An Open Source Framework for Individuals and Colleagues

Peter Shaw, Monterey Institute of International Studies
Bob Cole, Monterey Institute of International Studies

There is no single perfect professional development scheme, only perfect professional developments. This means a need for open, flexible structures and procedures which small peer groups (pairs, trios) can adapt for their own use. The system presented in this interactive session exploits the welcome change in higher education whereby a new generation of faculty is increasingly willing to engage in collegial interaction over issues and challenges in instruction as opposed to those in research projects. Participants will experiment with a co-operative development framework for engaging in intentional professional conversations through discussion, observation, and small team activities.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Research and Innovation: Scholarship of Teaching and Learning
Intended Audience: Seasoned faculty developers

Ponderosa
9:00-10:15 AM

Designing An Integrated Approach to Welcoming a New Generation of Faculty

Claire Lamonica, Illinois State University

When the faculty development center at our university was regenerated, we were able to step back and take a look at the programs, resources, and services we were offering new faculty. What we found was a hodge-podge of disconnected elements that didn't quite add up to a coherent whole. In the three years since, we have broadened our definition of "new" faculty, re-vamped some existing programs, and created a web of new offerings that function as an integrated approach to supporting the recruitment, development, and retention of high-quality faculty. In this session, we'll recount our own experience and help you design an integrated program of your own.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth
Intended Audience: New/recent faculty developers (5 years or less)

Raintree
9:00-10:15 AM

Preparing for Faculty Roles in a Time of Change

Linda von Hoene, University of California-Berkeley
Gabriele Bauer, University of Delaware
Sabrina Soracco, University of California-Berkeley

Participants will learn about the goals and curricula of two academic career preparation programs that have been explicitly designed to address a range of professional competencies needed by future faculty given the changing nature and demands of the professoriate and trends in undergraduate education. Participants will consider ways to generate or regenerate programs at their respective institutions so that they can be responsive to changes in higher education and take into account the full range of faculty responsibilities. Participants will leave the session with a broader understanding of the steps research universities can take to prepare future faculty more thoroughly for their responsibilities in changing times.

Topic(s): Professional Development: Graduate Student Professional Development
Intended Audience: All

Sandalwood A
9:00-10:15 AM

Reaching Out to the Community with Service Learning

Julie Lester, Southeastern Louisiana University

This session introduces a service-learning project that brings university students into the community to work with disadvantaged young children and their parents. Home Literacy Tool Kits are designed by university students and contain an appropriate level children's book with activities designed for families to enjoy together. The activities are demonstrated during a Family Literacy Night at a local public school, and each participating family receives a Tool Kit to take home. The project was funded through the university's Center for Faculty Excellence and exemplifies how the university can reach out to help build community partnerships.

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth

Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Break, Saturday 10:15

Imperial Ballroom

10:30-11:45 AM

Plenary Session, 10:30 - 11:45 AM



Millennials Go To College

Neil Howe, author of *Millennials Go to College: Strategies for a New Generation on Campus* and *Millennials Rising: The Next Great Generation*

Who are the Millennials? Why are these young people so new and special? And what can educators do to make their institutions of higher education best serve their needs? Neil Howe explains it all. He draws the big picture by locating Millennials in the context of other youth generations (G.I.s, Silent, Boomers, Xers) over the last century. He describes what has happened in families, schools, and politics to shape this generation so differently from Xers or Boomers. And he focuses on the concrete steps schools can take to best leverage their distinct collective personality--including how to get Boomer and Xer educators to work together. His presentation will cover the hottest emerging issues, from helicopter moms to the new focus on teamwork and protection, from the new research on "small learning communities" and more rigorous "standards" to continuous academic feedback. He will also focus on the rising number of Gen-X parents of today's college freshmen, and on what you need to know about Xers to successfully engage their kids.

Get ready for a fascinating journey through the life stories of older generations and for an inspiring message about today's rising generation and the implications for teaching and learning in higher education.

Conference Events, Saturday 12:00-6:30 PM

Magnolia
12:00-6:30 PM

Vendor Exhibit Open

Committee/Group Meetings, Saturday 12:00-1:45 PM

Arboretum I
12:00-1:45 PM

Small Colleges Committee
Carolyn Oxford

Arboretum III
12:00-1:45 PM

Diversity Committee
Michael Jennings

Arboretum IV
12:00-1:45 PM

Professional Development Committee
Peggy Cohen

Arboretum V
12:00-1:45 PM

Grants Committee
Laurel Willingham-McLain

Cottonwood
12:00-1:45 PM

Committee on Institutional Cooperation Meeting
Jean Florman

Dogwood
12:00-1:45 PM

Texas Faculty Development Network Meeting
Suzanne Tapp

Ebony
12:00-1:45 PM

Discussion Group – Controversy and Cuisine: Beyond the POD Listserv "Hot Buttons"
Connie Schroeder

Pecan
12:00-1:45 PM

Dee Fink & Associates Consulting
Dee Fink

Cedar
12:00-1:45 PM

TLT Group
Rebecca Kurtz

Holly
12:00-1:45 PM

Virginia Faculty Developers Group
Carol Hurney

Educational Expedition, Saturday 12:30-5:30 PM

Hotel Lobby
12:30-5:30 PM

E6: Museum Tour
Meet near the convenience store/cafe in the lobby.

75-minute Interactive Sessions, Saturday 2:00-3:15 PM

Arboretum I
2:00-3:15 PM

Fostering Community for Faculty Generations: mentoring and leadership development
Tine Reimers, University at Albany

In climates of strained finances resulting in larger classes, fewer resources, changing expectations and uncertainty about the future, faculty members find themselves burdened with more work, experiencing greater stress, needing to find ways to negotiate unexpected change and dealing with the emotional fallout change brings. This case-driven session explores the difficulties faculty face in initiating change, dealing with resistance to change and coming to effective decisions with regard to their professional relationships. The focus of the session is on building leadership skills that maximize effective decision-making, and developing communication strategies that create common interests out of conflict-laden situations.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Faculty, faculty developers and administrators from colleges or universities

Arboretum II
2:00-3:15 PM

What's Ahead: The Future of Teaching Centers--Prospects and Perils

Steven Mintz, Columbia University
Jan Allen, Columbia University

In a period of financial stringency, how promising – or unpromising – is the future of Teaching Centers? This session will examine:

- how firmly entrenched Teaching Centers are in the academy;
- how the centers fared during previous economic downturns;
- how their value and utility is measured by academic administrators;
- how Teaching Centers can better demonstrate their value; and
- what practical steps Teaching Centers can take to better ensure their viability.

The session will place particular emphasis on the innovative partnerships and collaborations that Teaching Centers might participate in and on external research funding opportunities.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & New Teaching and Learning Centers

Intended Audience: Seasoned faculty developers

Arboretum IV
2:00-3:15 PM

Supporting change: Facilitating a collaborative process for curriculum regeneration

Teresa Johnson, The Ohio State University
Alan Kalish, The Ohio State University
Laurie Maynell, The Ohio State University
Lauren Sanders, The Ohio State University

As institutions are asked to demonstrate accountability to stakeholders, many educational developers are asked to aid faculty in assessment planning and curriculum review.

We developed a technique for facilitating workshops in which teams of instructors explicitly articulate program goals, learning outcomes, course objectives, and learning evaluation tools. We employ a visual sorting process to align these across the program, making gaps and over-teaching apparent, and allowing revision to go forward based on analysis, rather than guesswork and intuition. Participants will be guided through this process using a sample curriculum, and will discuss how to adapt it for different institutions.

Topic(s): Research and Innovation: Assessment & Organizational Development

Intended Audience: Seasoned faculty developers

Cedar
2:00-3:15 PM

Lighting the Fire of Learning

Trav Johnson, Brigham Young University
Russell Osguthorpe, Brigham Young University

William Butler Yeats said "Education is not the filling of a pail, but the lighting of a fire." Based on student feedback and verified by campus research, the "Lighting the

Fire" framework is an approach to help faculty not only create well-designed courses but to also light the fire of learning in their students. Participants in this session will learn the components of the "Lighting the Fire" framework and explore ways this framework may be applied to improving teaching and learning in various settings.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Research and Innovation: Scholarship of Teaching and Learning
Intended Audience: Seasoned faculty developers

Cottonwood
2:00-3:15 PM

Welcoming Changes in Evaluating Teaching: A Regenerative Rubrics Approach

Phyllis Blumberg, University of the Sciences in Philadelphia

Participants will consider controversial issues and scenarios in evaluating teaching related to what is good teaching and how it is documented. We will assess components of teaching incorporated into teaching evaluation rubrics and consider: 1) how standards of teaching might change from novice to experienced teacher, 2) if consistent standards can be used in all types of teaching, 3) what is acceptable evidence, and 4) how the faculty use evidence from self analysis, reflections from students' evaluations, course materials, or student products to support their claims. These rubrics can be used for self-assessment, or in teaching dossiers.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Research and Innovation: Assessment
Intended Audience: Administrators

Dogwood
2:00-3:15 PM

Starting & Sustaining Faculty Development at Small Colleges: Theory & Practice

Michael Reder, Connecticut College
Paul Kuerbis, Colorado College
Kim Mooney, St. Lawrence University
Carolyn Oxenford, Marymount University

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 tailored specifically for small college teaching and learning programs.

Topic(s): Professional Development: Faculty Developers & Organizational and Institutional Development: New Teaching and Learning Centers
Intended Audience: New/recent faculty developers (5 years or less) & Small colleges

Ebony
2:00-3:15 PM

Shifting Focus: Relative Importance of In-class and Out-of-class Learning Activities

Lisa Kurz, Indiana University
Katherine Kearns, Indiana University

POD

**Sponsored
Session**

Saturday

Much of what students do, academically speaking, occurs outside of class and is largely invisible to faculty as well as to faculty developers. This session will describe results of a survey that examined what academic activities students engage in outside of class. We will specifically highlight the time-on-task activities for diverse populations according to gender, ethnicity, residency, and GPA. In addition, participants will share and/or develop tools for using this information in a strategic way to ensure that students' time is devoted to activities that will have a significant impact on learning.

Topic(s): Professional Development: Improving Teaching & Research and Innovation: Scholarship of Teaching and Learning
Intended Audience: Seasoned faculty developers

Holly
2:00-3:15 PM

Welcoming Faculty by Meeting Their Specific Disciplinary Needs

Debra Runshe, Indiana University Purdue University Indianapolis
Terri Tarr, Indiana University Purdue University Indianapolis
Pratibha Varma-Nelson, Indiana University Purdue University Indianapolis

In an effort to provide relevant professional development activities, IUPUI's teaching and learning center is purposefully reaching out to meet the discipline-specific needs of faculty from various schools and departments. Some faculty members contend that centralized centers for teaching and learning provide information that is too generalized to meet their specific needs. Working directly with faculty, department chairs, and deans, the teaching and learning center is moving in a direction that will address this concern. Participants will explore issues related to this approach and develop a plan to provide similar services at their institution. Resources will be provided.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: Seasoned faculty developers

Live Oak
2:00-3:15 PM

Faculty Development and Institutional Empowerment: A Special Session for Administrators

Dee Fink, Dee Fink & Associates Consulting
Mary Deane Sorcinelli, University of Massachusetts Amherst

This session is specifically designed to help university administrators (presidents, provosts, deans and chairs) better capitalize on the value of faculty development for their institution. The session's premise is that colleges and universities must view faculty members as a crucial resource for institutional effectiveness. If so, then opportunities that enable faculty to gain the diverse expertise on which the success of the educational enterprise rests are absolutely necessary for the institution to accomplish its goals and mission. After exploring the relationship between faculty development and institutional empowerment, we will examine the various forms that faculty development can take and the key role that administrators can play in supporting such programs.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Professional Development: Faculty Developers
Intended Audience: Administrators

**POD
Sponsored
Session**

Pecan
2:00-3:15 PM

Student Evaluation Data: The Faculty Developers New Best Friend

Pamela Milloy, Grand View University
Amy Gross, The IDEA Center
Ellen Strachota, Grand View University

Do your faculty development efforts align with your student evaluation process? Should they? At this session, you'll learn how one institution uses their student evaluation process as a framework for faculty development and teaching improvement. We'll examine the resistance in using student evaluations and why their diagnostic value often isn't realized. Participants will be introduced to a tool that instructors can use to uncover patterns and trends revealed in student evaluations and how this information can be utilized to create a development plan. As the session concludes, you may see student evaluation data as your new best friend!

Topic(s): Professional Development: Improving Teaching & Supporting Faculty Development and Professional Growth
Intended Audience: All faculty developers

Ponderosa
2:00-3:15 PM

Uncovering Students' Conceptions of the Academic Job Market: PFF Implications

Mary Wright, University of Michigan
Stiliana Milkova, University of Michigan

Preconceptions have a significant impact on what and how students learn, but for Preparing Future Faculty (PFF) programs, we have little systematic information on students' pre-existing understandings of the academic job market. This session uses an analysis of Chronicle of Higher Education job search narratives to discuss how aspiring future faculty make sense of academic hiring. It also explores how we assess these preconceptions in our PFF work and adjust programs accordingly.

Topic(s): Professional Development: Graduate Student Professional Development
Intended Audience: Large colleges and universities

Raintree
2:00-3:15 PM

Generating Improved Learning: Applying Learner-Centered Teaching to Distance Education

Anton Tolman, Utah Valley University
Phyllis Blumberg, University of the Sciences in Philadelphia
Cheryl Johnson, Utah Valley University

Learner-Centered Teaching (LCT) is a coherent and comprehensive approach to teaching that emphasizes five key dimensions designed to improve student learning and mastery of course content. The existing literature on LCT describes the use of LCT principles in face-to-face (FTF) classrooms. However, an increasing number of courses are being designed and delivered online or via other forms of distance education. These environments, facilitated by advances in technology, create unique obstacles to student learning. This workshop will engage participants in developing some strategies to overcome these obstacles using newly developed rubrics based in LCT.

Topic(s): Professional Development: Improving Teaching & Research and Innovation: Technology
Intended Audience: Seasoned faculty developers

Sandalwood A
2:00-3:15 PM

Education Action Research in Higher Education as Faculty Professional Development

Bilita Mattes, Harrisburg University of Science and Technology

This session will introduce participants to an applied, research project focused on a different approach to faculty development, and engage participants in exploring the potential application of a similar approach at their own institutions. A qualitative action research study experimented with an integrated, holistic, personalized, and more informal approach to faculty development. The research engaged untenured faculty in a teaching institution of higher education, and from disciplines outside of Education, as adult learners in education action research combined with peer-led discussions focused on the professional development of their individual teaching practice and toward an active learning paradigm.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth & Improving Teaching

Intended Audience: New/recent faculty developers (5 years or less)

Window Box
2:00-3:15 PM

Uncovering the Heart in Higher Education: Emerging Understanding and Practice

Virginia Lee, Virginia S. Lee & Associates

Peter Felten, Elon University

Mathew Ouellett, University of Massachusetts Amherst

Doug Robertson, Florida International University

What are the characteristics of an institution that takes seriously the integration of mind, body, and spirit, and that encourages a quest for a deeper sense of meaning, purpose and self? This session extends a conversation initiated at a small symposium cosponsored by POD, the California Institute of Integral Studies and the Fetzer Institute in October 2008. Using the symposium's Statement of Emerging Understanding, which we will summarize and distribute, participants will identify promising practices in their own institutions and develop strategies for extending those practices further. We hope to continue as a working group following the conference.

Topic(s): Research and Innovation: Organizational Development & Professional Development: Improving Teaching

Intended Audience: Seasoned faculty developers

**POD
Sponsored
Session**

Imperial Foyer
3:15 PM

Beverage Break

75-minute Interactive Sessions, Saturday 3:30-4:45 PM**Arboretum I**
3:30-4:45 PM**Design and Development Strategies for an Intergenerational Classroom***Kristina Petrocco-Napuli, New York Chiropractic College*
Judy Silvestrone, Palmer College of Chiropractic

This session will provide attendees with the most effective educational methods for multiple generations, based on current educational literature. The current population in higher education contains multiple generations with in a classroom and each has unique associated learning styles. In order to be effective within the classroom it is imperative educators have an understanding of learner characteristics and utilized best practices to develop and design their courses accordingly.

Topic(s): Professional Development: Improving Teaching
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Arboretum III
3:30-4:45 PM**Intersectionality and the Practice of Teaching and Learning***Susan Pliner, Hobart and William Smith Colleges*
Cerri A. Banks, Hobart and William Smith Colleges
Jonathan Iuzzini, Hobart and William Smith Colleges

The practice of teaching and learning is situated in ever evolving contexts including the experiences of teachers and students and their intersecting identities, as well as diverse political, economic, and social realities.

What does it mean to be an engaged and responsive teacher? How can we help students acquire knowledge and skills necessary to operate in our complex and interconnected world?

Through discussion, case studies and simulation, participants will explore theoretical concepts (e.g., critical pedagogy, feminist theory, and critical identity studies), and pedagogical strategies, that foster effective group work, expansive student participation and models for assessing their effectiveness.

Topic(s): Organizational and Institutional Development: Diversity and Retention & Professional Development: Improving Teaching
Intended Audience: Seasoned faculty developers

Arboretum IV
03:30-4:45 PM**Taking Stock: Contemplating North American GSPD Programs and Developers***Dieter Schönwetter, University of Manitoba*
Donna Ellis, University of Waterloo

What do graduate students need to know to be successful in academia and are we ready to teach them? This study highlights competencies that 34 graduate student development programs and services ascribe to across U.S. and Canada, and reveals knowledge about developers' confidence in and preparation for developing these competencies in their graduates. Results from our study will help guide graduate student development program design identify key areas for career development of POD members responsible for graduate student development.

Topic(s): Professional Development: Graduate Student Professional Development & Faculty Developers
Intended Audience: Seasoned faculty developers

MENGES
Award
Winner

Cedar
3:30-4:45 PM

Sharing a Target Audience – Collaborating, Communicating & Cross-Promoting

Sarah James, Wayne State University
Freda Giblin, Wayne State University

Faculty are expected to perform in the three tenets of teaching, research, and service. With awareness that faculty must focus their career development on all three tenets (with overlap among them), our University's Research Office has adopted a comprehensive approach to faculty development. We make an effort to connect with other units offering faculty programs, including the Office of Teaching and Learning, the University Libraries, the Technology Resource Center, the Provost's Office, the Graduate School, and the Development Office. This session will explore how and which units can communicate, collaborate, and cross-promote to create a unified university faculty development program.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Cottonwood
3:30-4:45 PM

Developing strategic collaborations to sustain and invigorate our center

Laurel Willingham-McLain, Duquesne University

As our center celebrates an anniversary, we have examined the impact of our work. In this session, we will focus on the strategic collaborations which cause people to value the center, even during an economic downturn. Following a description of how we have sought to embody the principles of collegiality, community and collaboration, participants will create a concept map of the partnerships they themselves have established. We will discuss ways to strengthen partnerships in order to promote teaching and learning over the long haul. Faculty developers and administrators with varied experience will enrich and benefit from this discussion.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers & Sustainability

Intended Audience: New/recent faculty developers (5 years or less)

Ebony
3:30-4:45 PM

New Faculty Mentoring: Shaping Institutional Culture By Cohort

Patrick O'Sullivan, Illinois State University
Timothy Fredstrom, Illinois State University

Mentoring for new faculty deserves priority for its individual benefits and potential for fostering positive institutional change. For faculty, an effective mentoring program can improve research and teaching productivity and boost morale. For the institution, it can strengthen recruitment and retention. In time, it can positively reshape a campus culture. In this session, participants will learn about a New Faculty Mentoring Program using a "learning community" approach that addresses shortcomings of traditional one-on-one mentoring. Results of data analyses assessing the program's effectiveness will be shared and participants will explore how similarly programming can foster institutional change.

Topic(s): Professional Development: Supporting Faculty Development and Professional Growth

Intended Audience: Seasoned faculty developers

Holly
3:30-4:45 PM

Contemplative Pedagogy: Fostering Attention for a New Generation

Katharine Baker, Vanderbilt University
Allison Pingree, Vanderbilt University

Research demonstrates that contemplation enhances cognitive performance, particularly the capacity to focus attention. "Contemplative pedagogy" involves teaching methods designed to cultivate deepened awareness, concentration, and insight. Such methods for learning through refined attention or "mindfulness" include journals, music, art, poetry, dialog, and guided meditation. Research confirms that these contemplative forms of inquiry can offset the constant distractions of our multi-tasking, multi-media culture. Thus, they provide an innovative means of meeting the particular needs of today's students. This session will provide an overview of research demonstrating the learning improvements fostered by this pedagogy, and include interactive activities that sample "best practices."

Topic(s): Professional Development: Improving Teaching
Intended Audience: Faculty (conference attendees who are faculty and also part-time developers)

Live Oak
3:30-4:45 PM

Anniversary Celebrations: an Advancement Strategy

Chandrika Rajagopal, Texas A&M University
Debra Fowler, Texas A&M University
Jean Layne, Texas A&M University
Prudence Merton, Texas A&M University

Milestones serve as important reminders about generations and regeneration, namely, acknowledging past achievements and welcoming change. As part of its advancement strategy, the teaching and learning center used its anniversary celebrations to strengthen existing relationships with its colleges, establish partnerships with campus organizations, increase participation at its events, and elevate its presence at the university. In the process, the center hoped to reinvigorate dialogues about teaching and learning on its campus alongside its long-term goal of creating a named center. Participants will create and leave with a plan for celebrating milestones.

Topic(s): Organizational and Institutional Development: Maintaining and Growing Established Centers
Intended Audience: Seasoned faculty developers

Pecan
3:30-4:45 PM

Using Scholarly Online Communities to Engage Students in Discipline-Specific Discourse

Dorothe Bach, University of Virginia

This workshop seeks to inspire humanities and social science faculty to explore ways of utilizing scholarly online communities as tools for getting students excited about the process of academic inquiry and for promoting disciplinary thinking. After learning about the presenter's experience with using a discipline-specific listserv in her literature course, participants will review successful assignments, student postings, and grading rubrics and work in groups to develop materials that reflect their particular course goals. This highly interactive, hands-on workshop will particularly appeal to faculty as well as faculty developers interested in supporting teachers with incorporating online learning tools into their courses.

Topic(s): Professional Development: Improving Teaching & Research and Innovation: Technology
 Intended Audience: Faculty Developers, Faculty, Technology/ technology integration specialists

Raintree
 3:30-4:45 PM

Embracing Learner Centered Curricular Design: Faculty Development and Integrated Assessment

Jo Galle, Georgia Gwinnett College

This presentation involves the development of an integrated assessment program as a set of faculty development opportunities that include (1) course redesign for faculty across the university, (2) collaboration on shared learning outcomes between general education faculty and faculty who teach courses in the major, and (3) extended participation in academic life of the university by all faculty through mutual development of shared learning outcomes and integration of them into courses from the general education program through the major.

Topic(s): Research and Innovation: Assessment & Professional Development: Supporting Faculty Development and Professional Growth
 Intended Audience: Seasoned faculty developers

Sandalwood A
 3:30-4:45 PM

Assessing Diversity in the Classroom with Student Ratings

Suzanne Weinstein, The Pennsylvania State University

Universities across the country want to make sure that all students feel welcome on their campuses and in their classrooms, including students who belong to minority groups. One way to assess the extent to which this goal is being met is through teacher evaluations. We recently conducted a validation study of a set of five student rating questions designed to address the instructor's ability to create a welcoming environment for all students. This interactive session will allow participants to explore these 5 questions and compare their own perceptions of the teacher behaviors associated with them with those of our students.

Topic(s): Research and Innovation: Scholarship of Teaching and Learning
 Intended Audience: Large colleges and universities

Sandalwood B
 03:30-4:45 PM

Real-time bookmarking of clicker feedback into video recording

Taira Nakajima, Tohoku University
Jeremy Sabol, Stanford University

This session proposes a new way of using clickers. Our new technology uses video cameras, clickers and a computer to bookmark an audience's clicker feedback into simultaneously recorded video. We have found that this system is effective in various situations for both teacher and learners, such as practice teaching for early career teachers, building teaching portfolios, developing discussion skills, and making e-learning materials.

In this session, participants learn how to use the technology by practically using it in practice scenarios. Then, the participants discuss and demonstrate how they can adapt this to their own institutions and settings.

Topic(s): Research and Innovation: Technology & Professional Development: Improving Teaching

Conference Events, Saturday 3:30-11:30 PM**Dogwood**

3:30-4:45 PM

Job Fair**Window Box**

5:00-6:30

Resource Fair (Cash Bar)**Window Box Foyer**

5:00-6:30

Mariachi Band**Imperial Ballroom****East**

6:45-8:30 PM

Awards Banquet**Imperial Ballroom****East**

8:30-11:30 PM

Live Entertainment with **The Stringbenders**, a 5-piece band playing the best of classic country/Cajun/Zydeco/TexMex styles including a bit of rock-n-roll to provide everyone with a great evening of entertainment.

Sunday, November 1**Sunday, At-a-glance**

7:00 am-8:15 am Breakfast (Imperial Ballroom West)

8:30 am-10:00 am POD Sponsored Anchor Sessions

10:00 am POD Conference Ends

10:30 am-3:30 pm IDEA Users Group Meeting (Separate Registration Required)

Sunday Events, Saturday 7:00 - 8:15 AM**Imperial West**

7:00-8:15 AM

Breakfast**POD Sponsored Anchor Sessions****Regency**

8:30 AM-10:00 AM

Re-Gen to Next-Gen: Going Forward Together*Phyllis Worthy Dawkins, Johnson C. Smith University**Michele DiPietro, Carnegie Mellon University**Michael Jennings, University of Texas, San Antonio**Virginia Lee, Virginia S. Lee & Associates**Mathew Ouellett, University of Massachusetts Amherst**Frank Tuitt, Morgridge College of Education, University of Denver***POD
Sponsored
Session**

Using POD as a common experience of a higher education organization, we propose to facilitate an intergenerational dialogue spanning issues related to both individual and organizational multicultural development. Our goal through such a process is to provide the opportunity to do some deeper thinking with a broader audience about the implications of such generational diversity in POD. We hope that our reflection and dialogue will contribute to the multicultural organizational development of POD and inform important aspects of our shared governance processes with specific guidance for the visioning and strategic planning process of POD's Diversity, Professional Development and Core Committees.

Topic(s): Professional Development: Faculty Developers

Intended Audience: All

Imperial Ballroom East **Sustaining and Championing Faculty Development – In Good Times or Bad**
8:30-10:00 AM

Leslie Ortquist-Ahrens, Otterbein College
Nancy Chism, Indiana University Purdue University Indianapolis
Peter Felten, Elon University
Jim Groccia, Auburn University
Therese Huston, Seattle University
Michael Reder, Connecticut College
Mary Deane Sorcinelli, University of Massachusetts Amherst
Christine Stanley, Texas A&M University

**POD
Sponsored
Session**

Making sure our work is recognized and valued is not a new challenge for faculty developers, but budget cuts drive home how important it is for us to demonstrate the value of what we contribute to our institutions. Mentors in the field can help us imagine how offices can strategically and proactively position themselves as invaluable assets and dependable resources. In this interactive forum, participants will dialogue with experienced faculty developers—many of whom have served as POD president—about leading in uncertainty, prioritizing in lean times, and becoming one's own champion on campus – skills for thriving in any climate.

Topic(s): Organizational and Institutional Development: Sustainability
 Intended Audience: All
 POD Conference Ends

POD Conference Ends, 10:00 AM

Arboretum I & II **IDEA Users Group Meeting (Separate Registration Required)**
 10:15 AM-4:00 PM Participants will explore and develop expertise in the use of Individual Development and Educational Assessment (IDEA) among faculty, administrators, and staff.

Registration form available here:
www.theideacenter.org/sites/default/files/POD%20Registration%20Form.pdf

POD / AAC&U

2nd Annual

Organizational Development Institute

Starting Out in Leadership Development: Developing Universities and Colleges by Developing Leaders

Wednesday, January 20, 2010

8:30 a.m. – 4:00 p.m.

(8:30 a.m. Registration; 9:00 a.m. Program Begins; Lunch Included)

In association with
AAC&U's Annual Meeting, January 20-23, 2010, Washington, DC
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Supporting Educational Innovation, Shaping our Global Futures

Full details here: www.podnetwork.org/conferences.htm



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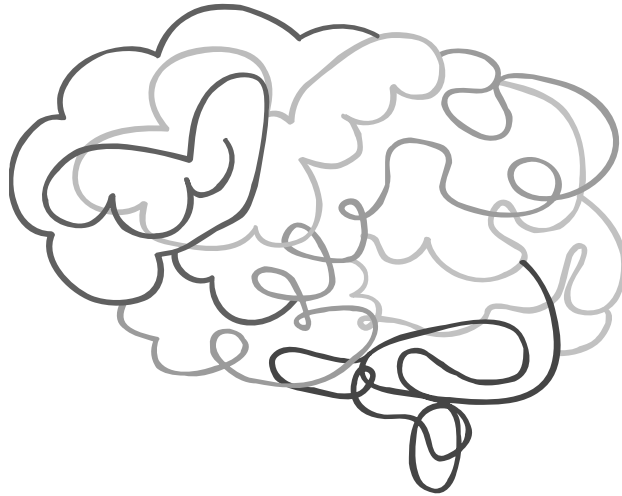
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