満足できる FD に向けて
──第34回 POD 年次大会に出席して

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以下の報告は，11月25日㈬15時〜16時30分，文学研究科130会議室で行なったワークショップの原稿・テープ起こしを一部書き直し，またそこで語る時間のなかったことを追加したものである。

1．Just a spoonful of sugar helps the medicine go down

　最初に一言お断りしておきますと，タイトル「満足できる FD に向けて」は，これまでの文学研究科での FD が内容的に拙いものであったことを意味するわけでは断じてありません。むしろたとえ非常によい FD であっても，主観的に満足感を与えない要素が回りにはあった，そしてその要素を除いて FD を純粋に満足できるものに変えていくにはどうしたらよいのかということを，今回の POD 大会に出席して考えさせられました。そのことについてお話したいと思います。

　もしも副題をつけるなら，Just a spoonful of sugar helps the medicine go down … in a most delightful way になろうかと思います。みなさんはこの歌をご存知でしょうか？　「メリー・ポピンズ」の中で歌われる歌です。実は，ヒューストンでの大会期間中にこのミュージカルを見る機会がありました。といっても，POD 大会を怠けて抜け出したわけではありません。大会のプログラムをご覧いただければわかりますが，金曜日の夜，大会プログラムに組み込まれた expedition で観

にいく機会があったのです（本報告末尾のプログラム参照）。私にとってはこの大会それ自体は，最初は medicine であり，それに対して「メリー・ポピンズ」はひと匙のお砂糖でした。しかし，私が POD 大会に行く気になったのは，最初に「メリー・ポピンズ」があったからというわけではありません。そもそもこのミュージカルを観る機会があろうとは，プログラムを見るまで知りませんでした。また medicine としての POD 大会参加が苦痛であったわけでもありません。

　私がこの POD 大会に参加するようになったいきさつを，ここで振り返ってみたいと思います。昨年の今頃は，自分が POD 大会に出席することになるとは夢にも思っていませんでした。FD・SD コンソーシアム企画委員会委員長の夏目先生からの FD 海外研修（POD2009年次大会）参加教員募集の案内が，本年 5 月12日にメールで回ってきましたが，その時にもそれはまったく他人事でした。ところが，その後まもなく，研究科長から応募するようにとの電話があり，実際の参加に至るような白羽の矢までは当たらないであろうとの気楽な思いから応募したところ，面接の席で夏目先生から「行かれますか？」と尋ねられ，そうなると「今さら行きません」とも言えず，それはあたかも，開催地ヒューストンにある NASA スペース・センターでロケットに心の準備がないままに乗せられ，カウントダウンが始まったような具合でした。しかし，今，応募のために記した「参加動機」を読み返してみますと，私自身，どうも薬（medicine）の必要性を感じていたようでもあるのです。参加動機として記したところを読んでみます。

　昨年度，高等教育センター協力の連続研究会「哲学教育を考える」セミナーで発表する機会を得たが，研究会の全体を通して大きな問題として感じたの

は，本来エンパワーメントの源となるべき FD，授業アンケート等の施策が，逆に教師を萎縮させる方向に働きがちな日本の教育現場の実態であった。これと連動して，インセンティブが話題になる場合も，教育における充実感（プラトンの魂三部分説で言うなら最高の知的部分の満足）という本来の目的よりむしろ，下位の 2 つの部分，名誉欲や金銭的欲求をくすぐる方向に流れているきらいがあるように見受けられる。これは，教員と学生が相互に満足度を高め合う授業形態はいかなるものであるかという問題とも関係してくる。今回，POD 集会への参加を希望したのは，学生，教師，スタッフが個人的にもエンパワーメントを得，組織全体として生産性を高めうる施策とその実践を学びたいと願ってのことである。

実際，昔はもっと授業で教えるのが楽しかったと思います。ところがここ数年，授業で教えるのが以前ほど楽しくなくなってきました。皆さんには小さいことかもしれませんが，私はどうしてもあの「授業アンケート」なるものが嫌いなのです。一応，授業アンケートと銘打っており，授業評価ではないのですが，授業の満足度を聞く欄があると，どうしても満足度が低ければ負の評価，高ければ正の評価と私自身，受け取ることになり，「授業評価」のように見てしまいます。そしてその場合に目についてチクチクと苛立たしさ，落ち着きの無さを与えるのは，高い満足度を示す比較

的多数の学生よりも，低い満足度を示す少数の学生というトゲです。この授業アンケートの出現以来，学生といっしょに授業を作り上げていく協力という側面以外に，小姑から自分の教育を見張られ，そして姑からもサービスを高めるようにとがみがみ言われているような意識が自分の内に芽生えてきてしまったのです。FD についても，POD 大会に参加するまでの私自身の意識に植え付けられていたのは，社会への説明責任を果たす目的で，学生に対する顧客サービスの方策を教育されるという枠組みでした。実は，11 月 21 日，22 日と，放送大学の面接授業のため，中京大学に行って，1 コマ85分で午前中 2 コマ，午後 2 コマの授業を 2 日にわたってこなしてきました。そこでは本当に自由に学生の皆さんの前で話すことができ，講義に関するかぎり，名古屋大学文学部の授業よりも，ずっと楽しく話すことができたのです。名古屋大学文学部の講義の授業から，この最も重視されるべき楽しく語り，学生は楽しく聞くという要素が減少していったのは何故なのか，教える喜びを回復するにはどうしたらよいのか，ということがずっと，私にとって問題となっていました。この問題意識をもって私は POD 大会に参加したのです。そしてヒューストンで学んだことは，わたしにとっては自分なりの答えを見出すための本当によい経験となりました。まさしく，Just a spoonful of sugar helped the medicine go down and work to help me work, in a most delightful way! です。

　POD 大会に参加して学んだことの説明に入ります前に，メリー・ポピンズの Just a spoonful of sugar helps the medicine go down と，ヒューストンという都市について，皆さんが具体的イメージを抱くことができるように，簡単なパワーポイントでの紹介をさせてください。

（パワーポイントで示した写真の一部と Just a spoonful of sugar 歌詞の前半は次のとおり）

In ev'ry job that must be done
There is an element of fun
You find the fun and snap!　The job's a game

And ev'ry task you undertake
Becomes a piece of cake
A lark! A spree! It's very clear to see that
A Spoonful of sugar helps the medicine go down

The medicine go down

The medicine go down

Just a spoonful of sugar helps the medicine go down

In a most delightful way

A robin feathering his nest

Has very little time to rest

While gathering his bits of twine and twig

Though quite intent in his pursuit

He has a merry tune to toot

He knows a song will move the job along − for

A Spoonful of sugar helps the medicine go down

The medicine go down

The medicine go down

Just a spoonful of sugar helps the medicine go down

In a most delightful way（歌詞はなおも続く）

２．Productivity を高める Happiness

下の写真が会場のハイアット・リージャンシーホテル，この 2 階から 4 階部分で大会は行なわれました。

下段にお示しするのは，木曜夜のディナーの時の全体会合のワンシーン，また私が出席した Pre-conference Workshop の Susan Robison さんの発表の 1 コマです。

大会の各行事については，プログラムをご覧くださ

い。大会は木曜日の午後から実質的に始まりますが，その前に Pre-conference Workshop があります。その大半は29日㈭の午前から行なわれますが，ひとつだけ28日㈬の午後から行なわれるものがあります。昨年，周藤先生はそれに出られたようですが，私にはとてもそれに出るスタミナはありませんでしたので，水曜日はゆっくりさせてもらい，木曜日午前からの Pre-conference Workshop に出ることにしました。木曜日午

前から行なわれる 3 時間半の Workshop は全部で12ありました。そのうち，私を引き付けたのは，Drexel University の 2 人の方が発表される 'Sustaining Vitality in All Stages of Faculty Life'（教員生活のあらゆる段階において生命力を維持すること）と，College of Notre Dame の Susan Robison さんによる 'Peak Performance Practices of Highly Effective and Happy Faculty'（高度の能率と幸福感を維持する教員の最高の仕事）でした。どちらを選ぶか決定するに際しては，けっきょく発表者の名前をグーグル検索にかけて決めることにしました。私を引き付けたのは，Susan さんの方でした。Susan さんは Professor Destressor というウェブページ（http://www.professordestresser.com/sr_home.asp）を立ち上げておられますので，興味のある方はご覧ください。私が POD 大会で学んだことは，同ページの Newsletters からも一部学ぶことができます。私がこの人のセッションを選んだのも，その Newsletters を読んだからでした。そして実際，この Workshop 出席は私にとって正解でした。午後からの75-minute Interactive Session についても，私は最初出ようかと思っていた Dynamic Interactions: Using Social Intelligence in the Classroom（ダイナミックな相互作用——教室で Social Intelligence を用いること），Tamara Rosier, Grand Valley State University を止め，同じ Susan さんの Time Management: Why it doesn't work: what to do instead（時間の管理——なぜ上手く行かないのか，代わりに何をすべきか）に出席することにしたのです。

Susan さんは，自分は心理学の研究の先端を行く学者ではないが，それらをまとめあげる優れた synthesizer であると自負しておられましたが，まさしくそのとおりであると思いました。出席した人は口をそろえて fabulous と形容していました。また，例えば，左利きの人用にホチキスの位置の異なる資料を用意したり，また質問の折には最初に質問者に名前を言わせ，そのあとはその人の名前を覚えていて名前で語りかけるなど非常にきめ細かく配慮する教育者でもありました。実際，覚えにくいかもしれない私の名前も，午前中に質問した後，午後のセッションでもきちんと覚えていて私が手を挙げて意見を述べたときにも，名前を呼んで当てておられました。もちろん，2 つのセッションで重なりあう部分もありましたが，それは何度も聞くに値するポイントでした。

Susan さんの発表は，午前の部，午後の部，合わせると 4 時間45分になります。しかしそれでもまだ学び足りないところはたくさんあります。しかしとにか

く，そこで教わったこと，また帰国後，Susan さんの Webpage から，またその後のメールのやりとりを通して学んだこと，そして文献案内に導かれて学んだこと等を，自分なりにまとめて紹介したいと思います。

まず確認しておかねばならないのは，われわれ教員は，他の職種と比べてより多くの free time をもっているわけではないということです。discretionary time（自由裁量になる時間）は他の職種より多いかもしれません。しかし仕事場を離れれば仕事をしなくてもよい職種とは異なり，われわれは自分たちの一日をうまく用いる責任を委ねられています。第二に，われわれの仕事量は21世紀に入って確実に増加しました。技術が発達し便利にはなりましたが，しかし e メールでわれわれが体験するとおり，便利さは逆に仕事量を増しています。教員の仕事は，第一に「教えること」，第二に「研究すること」，第三に「所属機関へのサービス」，第四に「社会的貢献や家庭での仕事」を含みます。そしてそれぞれがさらに細かい仕事を含み，例えば「教えること」であれば，授業の準備，実際の授業，テストと成績をつけること，学生指導，推薦状などの作成を含み，また「授業の準備」は準備で，目標の設定，授業の組立，授業方法の確定と実行，勉強および資料調べ，学生からのフィードバックとそれによる軌道修正等々，数限りないステップを包摂しています。その上それらを毎週，4 コマ，5 コマ，悪くすると 6 コマとこなしていかねばならず，それも 1 学期（15週）を通して休みなく行なわねばならないのです。

そのようななかでの FD の役割は，現状の仕事にさらに仕事を上乗せし，もっと多くのエネルギーと労力を「授業改善」のために費やすよう鞭打つことにあるのではありません。そのような時間は見つけようと思ってもないのです。むしろ際限なく押し寄せてくる仕事の重みでつぶされそうな教員を助け，教員がストレスを上手く処理し，そして限られた時間のなかで自分も学生も満足できる授業を行なっていけるように助けていくところにあるはずです。

このような視点に立つとき，そしてこの視点を見失わないとき，平成20年度 4 月からの FD の義務化「大学設置基準（教育内容等の改善のための組織的な研修）第25条の 3 ：大学は，当該大学の授業の内容及び方法の改善を図るための組織的な研修及び研究を実施するものとする」も，これまでの見方とはまったく別の様相を示すことになります。POD 大会に出席する前に私が感じていたのは，FD をやらなければ何か怖いことが起こる，というある種の恐れでした。その

ためますます FD が嫌になりました。しかし FD が，際限なく押し寄せる仕事の重みでつぶされそうな教員を助ける役割を果たすものであるとすれば，FD 義務化は教員に負担を強いて，教育能力を向上させるよう鞭打つものではなく，むしろ大学に対して，ストレスに押しつぶされそうな教員を助けるよう命じるものとなります。すなわち，大学の上に立つものは，授業の内容及び方法の改善を図るための組織的な研修及び研究を実施することによって，効果的な授業，教員自身が充実感を覚える授業ができるように，教員を助けよ，という意味をもってくるのです。

このように考えることに対しては，「それでは甘い」というお叱りを受けるかもしれません。「授業改善」による学生への顧客サービス，社会への説明と還元を求められているのが現状であるとすれば，そうした圧力を現実として認めて努力するのが，教員に課せられた至上命令であると考える人もいるでしょう。しかし POD 大会から学んだ次の 2 点をここで指摘しておきたいと思います。POD 大会は色々な人に出会う機会でもありました。お話しできてよかった人は，この Susan さん，また日本にも来られた Mathew（Matt）Ouellett さん，そしてだれよりも名古屋から参加した FD・SD コンソーシアムの皆さん――この方々は私にとって本当に素晴らしい spoonful of sugar でした――，また大学評価・学位授与機構，評価研究部の齋藤聖子さん，そして朝食のときにお話しすることのできた University of Dayton, Student Learning Support, Director の Elizabeth G. Harrison さんでした。最後のお二人から学んだことを簡単に紹介したいと思います。齋藤さんの Mission が教員の負担を減らすシステム開発にあるということは，そのお話しから明らかでした――ところが，評価研究部がそうしたシステムを開発し，こういうのもありますよと提案しても，大学の側ではしばしば警戒感をもって強制として捉え，最初から拒絶の態度を示されることがある，というのです。Elizabeth さんも，FD は，教員にとって強制であってはならず，サポートとして提供されるものであるべきことを，具体的実践のいくつかとともに説明して下さいました。こういう話を聞いていると，日本の中央の方では，一人一人の教員のためになる施策を考えてくれているのに，それが大学においては，学生や納税者に対するサービスの強調やその他の事情で，いつの間にか教員の負担増加に変質してしまっているような気がします。

これと関連して第二に，仮に FD が負担を増すもの

であるにしても，問題はむしろ，それをわれわれがどう受け取るか，ということにあるのです。Susan さんは，その後，Pre-conference Workshop に出席した人たちに complementary session と Webinar（オンライン・セミナー）の案内を送ってくださいましたが，同時に送ってくださった Newsletter には，新年度にあたり，不況の影響で負担を強いられるようになった教員が取りうるパラダイム・シフトによる問題解決が示されています。大学で変化が不可避的に生じてくるとき，それについてはどうしようもなくても，それを扱うパラダイムに対してはわれわれは影響力を行使しうるのです。もしも Grumpy Professor（不機嫌な教員）のパラダイムを採用するなら，踏みつけられていると感じるわれわれは，煩いの中でベストの仕事をなしえなくなります。変化に抗い，それを嫌う Grumpy Professor となるか，それとも変化を受け入れ，それに順応し，その主人となる Resilient Professor（柔軟な教員）となるか，その選択をわれわれは迫られているのです。どちらが生産性を高め，人生における満足感を増すかということは，個人の経験としても明らかですし，近年の心理学の研究もそれを実証しています。肯定的パラダイムが，気持ちよく仕事し，技術と才能を活かし，研究者・教員としての能力発展につながることを疑う人に対しては，Susan さんは次のような実験を試みるように言います――まず一日，不機嫌なパラダイムを採用し，不満の種をみつけ，不平を言い続けて一日を過ごし，その日の自分の生産性，および他の人たちとの関係について自己評価してみなさい。次の日には，困難をチャンスとして見る柔軟なパラダイムを採用し，これについても自己反省的に評価してみなさい。皆さんも，実験してみたらいかがでしょうか？

FD の義務化についても，それを押し付けとみなす不機嫌パラダイムであれば，内容ある FD でもその効果は半減するでしょう。他方，その義務化を，自分たちのケアのチャンスと受け取るなら，私たちは，それ

What faculty want:
Living well while doing good
- Productive
- Happy
- Happy + productive = peak performing faculty
- Happy → productive
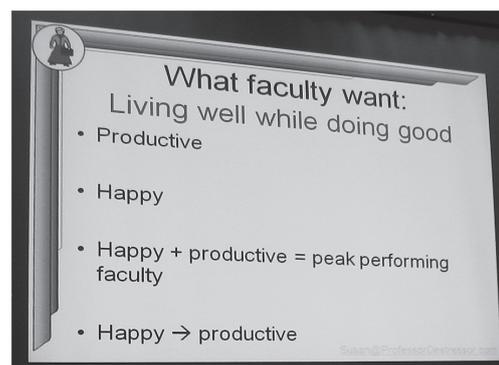
それの FD から，自分の創造性を活かして何かを掴みとることができるはずです。Susan さんの写真にあったパワーポイント映像を拡大してお見せしましょう。

昨今の大学では「成果主義」が横行していますが，しかし大多数の大学教員は，金儲けを目指してはいないはずです。よい研究をし，学生の能力の発展を助けることを望んでおり，他人から「それを努力目標に掲げよ」と言われなくても，いつだってそれを目指してきたはずです。そしてその方向での生産性を高めるのは，鞭でも飴でもなく，教員自身が抱く幸福感，満足感です。ここで言う幸福感とは，おいしいものを食べたときに感じるような一時的快楽ではありません。むしろわれわれが日々出くわす障害を乗り越えていくときに味わいうるような，鍛え上げていくことのできる，長続きする幸福感です。Susan さんは，自分の言う happiness とは，仕事や生活での障害，悩みがないということではない，色々な問題を上手く処理し，自分の最終目標に向けて進んでいくときに感じる充実感である，ということを強調しておられました。柔軟性パラダイムによってチャレンジをチャンスとして受け止めて仕事をこなしていくときに感じる幸福感，また同僚と協力して仕事をやっていくとき，学生と協力して授業を作り上げていくときに感じることのできる幸福感です。Susan さんの handout の文献表に挙げられていた Martin Seligman, *Authentic Happiness*, Free Press, 2002には興味深い例が紹介されています。Ruth という名の，夫に去られたシングルマザーは，女手一つで2人の息子を育て，毎週，5ドルの宝くじを買ってはハズレ続きであったものの，軽い憂鬱状態に負けることなく生活していました。ところがある日，2,200万ドル当たったのです。彼女はデパートでラッピングをする仕事を辞め，部屋数18の家を購入し，ヴェルサーチの衣装ダンス，緑がかった明るい青のジャガー製高級車を買い，息子たちもプライベートスクールに行かせました。しかし時間が経つにつれ，彼女の気分は沈んでいき，慢性のうつ状態になったそうです。セリグマンは，人間にはそれぞれ生まれ持った幸福感のレベルがあり，普段はわれわれの内の感情的サーモスタットが有効に働き，それを上向きに維持しているが，あまりにも大きな幸運が訪れると，そのもとのベースラインの幸福レベルに戻ってしまう，と述べています。継続的な幸福は，乗り越えうるチャレンジをチャンスとして受け止めていくところに成立するのです。

このように生産性と幸福とが合体した Faculty に向けての方法として，すでに触れた論点も含めて4つのポイントが重要になってきます。

1．Power（活力）：「なぜ（Why）」この仕事を行なうのか，その意味をしっかり捉えて，活力をもって事に当たること
2．Align（目的達成に向けての位置づけ）：限られた時間，資金，注意力，エネルギーを，高度の成功に向けて適切に割り振ること。「何（What）」をなすのか？
3．Connect（繋がり）：助け合いとフィードバックによってお互いに益を受けるような関係を開始し，築くこと。「誰（Who）？」（と／のために）。
4．Build（構築）：チャレンジに対処するための柔軟性（resilience）を増し加える手段。「いかにして（How）？」への答え。

このうち，Susan さんのセッションで直接に取り上げられたのは，1と2でした。まず1「活力（Power）」について。われわれは，われわれの価値観に合致していることであれば，少々苦しくても活力をもって向っていくことができますし，意味を認められないことに対しては，金銭に最高の価値を認めている人なら別でしょうが，教育と研究を自分の使命とみなす大学の教員であるかぎり，いくらお金を積まれても生産性を高めていくことはできません。（余談ですが，次のような実験結果があるそうです。2つのグループに同じゲームをさせる。ただし一方のグループにはゲームを行なうことに対して報酬を与える。他方には与えない。しばらくゲームをさせたのち，休憩時間をとる。すると報酬をもらってゲームをする方は，さっさと休みをとるのですが，報酬をもらわない方は休憩時間にもゲームを続けるそうです。）

3．Pyramid of Power

では仕事に価値を認めて活力を高める方法は何なのか？ セッションでは，Pyramid of Power が示されました。これは4つの層からなり，一番下に Purpose（全体的目的），次に Mission（ミッション，使命），その上に Vision（ビジョン，未来像），そして最後に Goals（個別的目的，諸到達点）が来るものです。大切なのは，この三角形が底辺の目的がもっとも広く，そして Goals が狭い三角形であることです。われわれは例えば，中期目標，中期計画を策定するときにも，まずは Goals（個別的目的，諸到達点）を列挙するこ

```
        Goals
       Vision
      Mission
     Purpose
```

とから始め，そこに矛盾するものを盛り込んだり，ま
た自分の能力の限界を超えた数量のものを列挙して，
自分で自分の首を絞めているということはないでしょ
うか？　Goals が増えすぎると，上部が大きすぎる構
造物は倒壊してしまわざるをえません。

　では具体的にはどのようにしてこのピラミッドを組
み立てていくべきでしょうか？

　４つの層を下から

Purpose: 私の人生の Purpose は何か？
Mission: 私の Purpose をどのような仕方で生きるべ
　　きか？
Vision: 私の Mission を生きていくとき何が結果する
　　のか？
Goals: 私の Vision に到達するため何をするのか？

という仕方で積み上げていくのです。

　より具体的には Purpose は，どうして自分は今ここ
にいるのか？（Why am I here?）という問いへの答え
になるものであり，通常，短く，抽象的であって，い
ったん明確化されると人生を通してほとんど変わるこ
とのないものです。Susan さんは，ご自分の担当され
た人たちの目的から，

「私はより大きな善のために諸々の考え方と人々を
　結びつけるかけ橋である」
「私は神がその民に示した神の愛を表わす」
「私は，醜く無秩序な世界に秩序と美をもたらす」

のような例を紹介しておられました。

　それに対して Mission は，その Purpose に即して，
どのようにして私の人生を生きていくのか？（How
shall I live out my life?）という生き方を示すもので，

私の Purpose を生きていくべきであるとすれば，私は
何をすることになるのだろうか？　という問いに答え
るものでもあります。これは，３年〜５年間，あるい
はもっと長く，そして短い場合でも少なくとも半年程
度，行為の指針になりつづけるものです。これを明確
化するために，セッションでは次のような手段が紹介
されていました。自分が上手くできる行為を動詞とし
て３つ，自分が大切にする価値を３つから８つ，自分
が関わる人間グループを２つから３つ選び，次の
format に入れてみる。

I _____, _____, and _____(verbs)
（または My mission is to _____, _____,
and _____(verbs)）
for/to/with _____ and _____ (people)
who want _____, _____, and
_____ (values).

そうすると，例えば

My mission is to research, inspire, and empower (verbs)
for/to/with colleagues, students and family (people)
who want truth, understanding, justice, and love (values)

のようなものができます。ミッションとしては職場と
家庭などの日常生活の２本柱が考えられますが，しか
し，そこでは関わる人やグループには違いが出てくる
ものの（教授，同僚，学生，家族，友人），他の面は
通常，重なり合い，最終的にそれらを１つにまとめあ
げることは可能なはずです。

　ひょっとして関わる人々が，自分と同じ価値を共有
するのか，という疑問が生じるかもしれません。それ
に対して Susan さんは，「価値というのは言葉に出し
て教えられるようなものではなく，むしろ，あなたが
あなたのミッションを生きていくとき，あなた関わる
人たち（同僚，学生，家族）は，あなたが言葉に出し
てはっきり表明しなくても，あなたの価値によって影
響され，真のあなたをその価値と力とともに受け取
り，理解するはずである」と語っておられました。

　そして第３に，Vision（ビジョン，未来像）が来る
のですが，これは各自が自分のミッションを追求しつ
づけていくとき，例えば５年後に，私自身に，また私
を取り巻く世界に何が結果しているか？　という問い
の答えになるものです。５年という数字は，大学にお
ける中期目標の６年を思い起こさせます。先の

Mission が，名古屋大学のミッションのレベルに相当するとすれば，それに従った名古屋大学の中期目標は Vision に対応するわけです。

Vision は，諸言明のリストのかたちで提示されていても構いませんし，あるいは，その結果を述べる詩や歌でも，あるいは，Vision のさまざまの側面を示す写真の寄せ集めであっても構いません。ただし次のことは絶対に必要です。

⑴ Vision は，Mission を生き抜いていったときにその結果として生じることであり，したがってそれは Mission とずれてはならない。

⑵ Vision はできるだけヴィヴィッドでなければならず，そのため現在形で記す必要がある。なぜなら，現在形で記すと脳の網様態賦活（ふかつ）系が活性化し，ゴール実現に向けての意識レベルが高まり，われわれは何とかして現実と Vision のギャップを埋めようとするからです。

Vision は，研究，教育，仕事，家庭，コミュニティ等々，さまざまの領域において考えられます。例えば，

自分自身について「私は私の健康を非常に上手く自己管理している」

家庭について「私の家は清潔で整っていて，私自身と私の精神，また私の仕事を助けてくれる」

趣味「私は，緊張から解放され，新たな仕事の活力を得るために，フルートを練習し，上手に演奏する」

研究「私は新たな発見をし，1年に論文を3篇，査読付雑誌に投稿し，5年に1つは本を単著，編著，あるいは共著の形で表わす」

などが考えられます。実際にはまだ論文を書いていなくてもかまいません。そこにいたるための Goals をこれから追求していくのですから。

Vision を構成する方法の1つとして，

何年か後に電話が鳴る。この電話をあなたはずっと待っていた。それは誰からの電話であり，どんな内容の依頼をあなたは期待しているのか？

と自問し，それに対する答えを考えてみるという方法もあります。

最後にピラミッドの天辺に Goals が来ます。われわれは，たくさんの Goals を持ちがちです。確かにたくさんの Goals があってもいいのですが，ただしどの Goals も，空中に浮いていてはならず，すべてピラミッドの下の部分にしっかりと錨を下ろしていなければなりません。なぜなら，Goals は Mission に伴う Vision を実現するためのものだからです。

例えば，先に「家庭について」の Vision を挙げましたが，それを実現するための Goal としては，「あの椅子の修理をしてもらわなければならない」なども入ってきますし，また先の「研究」の Vision 実現のための Goal であれば，例えば，「○○の解釈を批判する論文を書き上げること」なども考えられます。

ここまで示したのは，下から積み上げていって Goals に至る方法でしたが，Mission を作り上げたのち，Goals を書き出し，それらを Visions にまとめていく方法もあります。すなわち，小さなゴールも大きなゴールも，また現在のものも未来のものも，頑張ろうと思うものもそうでないものも，すべてのゴールを小さなスティッカーに1つずつ書き記し，次にそれらをグループ分けし，各グループを1つのビジョンとみなし，ビジョン表明の文を，より大きなスティッカーに書きとどめるのです。その際，ビジョンごとに色を変えることもできます。この場合も，たとえまだ実現していなくても，実現しているかのように，現在形で書き記すことは同様です。未来に向けて前向きに少々プッシュし，イマジネーションを発揮し，大きく夢見ることが必要です。

こうして Vision と関係する Goals が三角形の天辺に種々設定され，それらの Goals 実現に向けて，細かい Sub-goals（tasks）を並べた Tracking System（後に紹介）を作成し，限られた時間，資金，注意力，エネルギーを適切に割り振っていくのです（alignment）。その際，最も重要なことは，Purpose, Mission, Vision と背反する Goals, Sub-goals は入れない，あるいは賢く・創造的に先延ばしする，また上から仕事を指示され，それが短期的に見て他のゴールを阻害するように見えるときには，ピラミッドに立ち返り，長期的視野に立ってゴール到達に役立つか否かを（仕事の受入・拒否がもたらす結果をも含めて）検討し，目的を推進するものであれば受け入れる，他方，阻害するものでしかなければ No と言い，そして話し合い，説明することです。その際，上司に対する代替案として，他の人はやろうとしないが自分ならうまくこなせる仕事を代わりに申し出ることも可能です。私の POD 大会行きも，

仕事に追われている私にとって，短期的にはいくつかのゴールの障害でしかありませんでしたが，しかし長期的には私の無意識的ピラミッドに合致するものでした。だから私は，POD 大会への参加に応募したのです。Susan さんはピラミッドに基づいて自分の Dream Book を作る方法についても教えてくださいました。これは，自分が Purpose, Mission, Vision から外れた生き方をしていないかどうかを点検し，それらの実現に向けて方向づけをする助けとなるノートです。

Dream Book の構成は次のとおりです。

⑴　カバーには好みで art を入れる。

⑵　1 頁目には，大きなフォントで Purpose を記す。My purpose is …。

⑶　次の紙には Mission。My mission is to _____, _____, _____, with/to/for _____, _____, _____, who want _____, _____, _____, _____ …

⑷　そして 3 枚目の紙には Vision を記しますが，この時，各 Vision は各章に相当し，したがってこの頁は，Dream Book 全体のいわば目次に相当します。

　　Vision Statement 1:

　　Vision Statement 2:

　　Vision Statement 3:

　　　　……

⑸　そして本の残りの部分においては，章ごとに Goals が示され，それと関わる種々の情報，またパンフレットを入れるポケット付きの頁も準備されます。もしもスティッカーを使うなら，そこに各 Goal が記されているわけですが，遂行された Goal はその都度，前の頁，すなわち，本を広げた際の左頁に，右頁から移されていきます。これによって，何が実現できたか，また何がまだ実現できていないかは，一目瞭然となります。

　　また Vision ごとに，例えば黄色は著作，緑は発表等々，色分けをします。どこに入れてよいか分からないスティッカーは，最初はどこでもいいから留めておけばそれで十分です。関係ありそうな資料（パンフレットなど）をどこかで見つけたとき，どちらかといえば fanciful で，本当に実行に移せるかどうかわからないものも，本のポケットに入れて構いません。ある Goal については自分がコミットするけれども，別の Goal についてはそうでないということがあるなら，あるいは不明であるなら，それらは別の頁に載せることで区別することもできます。

この Dream Book は全人生をいわば視覚化したものです。したがって，長期的な夢も含めて，いつか実行に移す・移さないに関わりなくすべて記入してまったく構いません。またこの Dream Book の Vision Statements は大体 6 か月ごとに見直す必要があります。それによってますます強くなっていく Vision もあれば，そうでなくなるものもあるでしょう。

以上のように，Pyramid に従って動機づけがしっかりとなされるなら，Alignment（ゴール達成に向けて何をなしていくべきかという Tasks, Sub-goals の位置づけ）は容易になります。

4．時間の使い方

その場合に問われるべきは次のような問いです。

・私にとって最優先の Goals は何か？

・これらの優先事項は，私のピラミッドとどのように適合しているのか？

・どのような時系列で Goals を達成する必要があるか？

・それらが達成されなければどんな問題が起こるのか？

・達成を妨げ，また逸らすものは何か？

・逸らすものの方が，考えていた Goals よりも優れた Goals であるということはないか？

・そうしたことがないとすれば，逸らすものから自分をいかにして防御するのか？

反省的にこれらをみずからに問うてみることによって，われわれは能力を超えた仕事を引き受けることなく，仕事を相互に関連づけて行なうための一歩を踏み出すことができるようになります。また新たな機会・

課題が眼の前に示されたときに，それを取捨選択する際には次のようなことが考慮に入れられます。

⑴　これは私の長期的 Goal に合致するか？

⑵　その機会・課題のために支払わなければならないコストは？　この課題や他の与えられた課題・機会によって失うものと得られるものは何か？

⑶　どのようにしてこのプロジェクトのための時間を確保するのか？　他の仕事を止めることによってか？　それとも新たな機会・課題に対しては "No" と言うのか？

⑷　私のビジョンとの関係で，これをするのはタイミング的に正しいことか？

われわれは，これがたまたま訪れた機会であるか，それとも自分が心の奥底で待ち望んでいた機会であるかを考え，バランスよく判断する必要があります。その際，productive で happy であるためには，自分の dream に対して真実であることが必要です。自分の dream について自分を偽ることがなければ，やっかいなことも進んで行なうことが可能になります。

　われわれはとかくあまりにも多くのことをしがちです。Susan さんは次のように言っておられました。ほとんどの専門家は，すでにたくさんのゴールを，1つの人生で実現できる以上のゴールをもっている。大学教員は，食べられる以上にお皿に盛ってお母さんから "Your eyes are bigger than your stomach" とたしなめられる子どもに似ている。先にも述べましたようにわれわれの時間は限られています。したがって，研究と執筆を含む専門的活動のための時間，エネルギー，余裕を作り出すため，あるいは時間を有効活用するためには，時間軸に沿って諸々の課題をきちんと位置づける試みを行なう必要があります。

　そのために有効なのが，次の表です。最終的時点を未来の1点に定めた上で，現在の時点まで後ろ向きにプランを立て，完成に至るまでになすべき事柄とその時点とをより正確に推定するのです。

Goals/Time	¼	½	¾	最終
Goal 1				
Goal 2				

　Goals は，授業や研究や家庭に関するものなどがありえ，例えば「論文執筆」，「学会」，「犬を買うこと」，「椅子の修理」等々がきます。またそれぞれの項目そ

Tracking Systems（追跡システム）

同時にいくつかのゴールのサブゴール（action steps, 課題）を書きならべ追跡する。縦のコラムを見れば，1週間になすべきことが分かる。できた課題はハイライトをつけ，未完成の課題は次のコマに移動する。各ゴールがスケジュールどおりに進行しているかどうかは一目瞭然。1週間が終われば，その週コラムは，ここから除き，別の所に保存，四半期あるいは1年のレビューに役立てる。表の右に新たな1週間を付け加える。

| Goals/Time	11月25日	12月2日	12月9日	12月16日	12月23日
Goal 1					
Goal 2					
Goal 3					
Goal ・・・					

れ自体が複数の Sub-goals を含むことも十分あります。それらを並べれば上の表のようになります。そしてこれを見れば，例えば，授業計画の場合にも，時間的に，最初から新たなものを作ったほうがよいか，かつてのものを加工したほうがいいか，などを考える大きな手助けとなるでしょう。

　複数の Goals 追求において無理がないかどうかを確認しながら，達成された課題は別の所に保存していくのです。保存されたものを，例えば1年まとめて見れば，自分がこの1年で何を達成したか，成果報告書作成の要請が来たとき，あわてて去年の今頃何をしていたか，書類をひっくり返して調べる必要はなくなります。

5．一日になすべきこと

　先にも言いましたように，Eyes are bigger than stomach というわれわれの習性は，一日の仕事についても当てはまります。われわれは現実的に実現可能なことに目を向けて仕事をしていく必要があります。そのために役立つのが Powerful To-do Lists（4×3, 4領域の頭文字をとって VAST）です。毎日，朝起きてからか，あるいは前日の夜に，4つの問いに対する答えを書いておきます。これによって，その日実現すべき9つの仕事と，3つの選択可能な仕事のリストができます。その質問とは，

1．Vision: 私の Goals を推進するため，仕事における生産性を高めるため，また満足できる生活構築のため，今日行なうことのできる3つのことは何か？（例，本の原稿のために1頁書くこと）

2．Avert: それをやらなければ問題が起きてきて，将来の幸福につながるゴールを妨げかねないもの
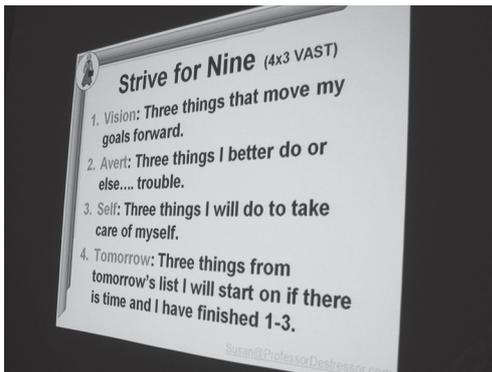
は何か？（例，電気代の支払い，重要な会議への
出席，締め切りまでに提出すべき書類作成）

3．Self: 健やかに仕事をし，充足感を保ち続けて
いくことができるように，自分の心身の健康のた
めに配慮すべき 3 つのことは何か？（例，○○時
までに布団に入ること，お昼ごはんのあとで15
分散歩すること，果物と野菜を 5 種類は食べるこ
と）

4．Tomorrow: 上記， 9 つの仕事を終えることがで
きたとき，今日やってもよく，しかし，明日はや
るべき仕事で，何を 3 つしはじめることができる
か？

ここで大切なことは，それぞれのなすべきことを，実
行しやすい15分程度の単位とすることです。もちろ
ん Dream Book には大きなゴールが記載されていてい
いのですが，それらはそのあとで小さな単位に分解さ
れなければなりません。
　またそれぞれのゴールは，自分の Mission と関連づ
けられていなければいけません。Mission に合わない
活動は避けるべきです。Mission にない活動をしたい
のであれば，Mission を書き直すべきです。
　Pyramid に適合しないゴールに対しては決然としか
し丁寧に No というべきです。自分の価値観にとって
中心的でない仕事の要請を受け入れてしまいがちな習
慣を断ち切りがたいときには，"That's not part of my
Mission" と言いなさい。

　最後に Susan さんが，理想的な生活のための覚書と
して記されたことをまとめておきます。

1．6 か月ごとに，あなたの Pyramid of Power を点
検・見直すこと。

2．あなたの Dream Book のなかの Goals を集めて
置きなおすこと。

3．毎週 1 〜 2 度，計画の Sub-goals がどの場所に
あるのがいいか，確認していくこと。

4．自分の行動を説明する相手となるだれかよい人
をもつこと。

5．自分を大切にすること。It's the only one you
have.

6．Introduction to POD for first timers

　木曜 5 時からは newcomers の集まりがありました。
POD に関して実質的な説明が聞けるかもしれないと
思って行ってみましたところ，制度としての POD に
ついては何も聞くことができませんでした。しかし，
ある意味ではよりいっそう有益なことを聞くことがで
きました。Past President の Virginia S. Lee さん（Virginia
S. Lee & Associates. 写真左の方。向こうの壁に沿って
立っている人たちは POD の実行委員的な人たち）は
その挨拶で会場の新入会員に尋ねられました。POD
は何を表わしているか？　みんな一生懸命覚えてきた
のでしょう。'Professional and Organizational Develop-
ment!' と口を合わせて答えると，彼女の答えは意外に
も No でした。昔は同じ POD でも，別の名前の略で
あったのだろうか？　と思ったのですが，しかし彼女
の答えは 'Participate Or Die' だったのです。確かにそ
のとおりだと思います。POD の精神は，教育に携わ

る人たちが，参加することによって作り上げ，ともに助け合いつつ新たな生命の活動を生み出していくところにあるのだと思わせられました。

　newcomers の集まりは，実際，その精神を伝え，参加者にアット・ホームな雰囲気で参加してもらうことを目指すものでした。そのため，ice breaking の意味で，まずは隣の人（知らない人）と自己紹介をし，そして互いにこれまで参加したもっともひどい conference と，もっとも素晴らしい conference について話すように求められました。私の隣に座っていたのは，たまたま日本から参加したスティーブという人でした。彼は，ハワイから日本にやってきて，徳島大学で外国人教員として採用され，高等教育関係のことを担当しているということでした。私自身は，自分の専門は教育関係ではないが，ひょんなことからこの大会に出席することになった，ということを話していたところ，あっという間に時間が来てしまい，ひどい conference 等々について話す時間はなくなってしまいました。Virginia さんの，もっともひどい conference は？　という質問に対して，私と同じテーブルで向かいに座っていた人（前頁の写真の左の青い服の男性。朝の pre-Workshop でも一緒だった人で，どこかの大学の FD の責任者）は，昨年出席した会議が最悪で，非常に多数の出席者のためのトイレが 3 つしかなかったと言っていました。最も素晴らしい会議は？　という質問に対しては，会場の人たちはみんな「POD の会議！」と答えたのですが，それもあながち嘘ではないから，そう答えることができたと思います。President Elect の Peter Felten さん（Elon University）は，POD の generosity の精神を強調し，Don't feel shy と強く言っておられました。

　また実行委員の 1 人はさらに補足して次のように言いました——generous な姿勢でともに参加すると，そこに自ずからグループができるが，その際にそこから締め出されているように感じるかもしれない。しかし，どうかその傍らを通り過ぎないで，立ち止まって

ほしい。そうすれば，だれかが捕まえて，引っ張って hug するから。そして次回は，他の人に対しても同じようにしてほしい。

7．Publish & Flourish

　2 日目，金曜日の 1 回目の Interactive Session（9:00–10:15）に私が選んだのは，Publish & Flourish: Becoming—and Helping Others Become—Prolific Scholars (Tara Gray, New Mexico State University) でした。セッションで配られたハンドアウトでは，Publish & Flourish: Quadruple Your Productivity in Just 15–30 Minutes a Day となっていましたが，まさに一日（ただし毎日）少なくとも15分書くことによって論文などの執筆を今の 4 倍にできる，というのがセッションの主旨でした。4 倍という数字はある writing のクラスの講師が調べた実際の結果に基づくものです。(1)毎日書くわけでない，しかし書くときには長時間書く人たち，(2)毎日書いて，書いた時間を記録する人たち，(3)毎日書いて，書いた時間を記録し，さらに記録した時間を他の人に報告することにしている人たちについて，彼らが 1 年間で産出した頁数を比較したところ，グループ(1)は平均17頁，(2)は64頁，(3)は157頁であったというのです。

　大切なことは，毎日少なくとも15分，できることなら朝早く，まだ思考が明晰なうちに書くことです。例えば毎日，朝30分書くことによって，年間に想像できないほどたくさんのものを生み出すことができるはずです。それに朝やっておけば明るい気持ちで他の仕事に向えます。朝書くことを決まりにし，自分の計画に組み入れ，他の仕事が入ろうとしても，約束（自分との約束）があるから駄目だと言うのです。

　また研究初日から書くことが大切です。われわれはとかく文献を十分に調べてから書こうとします。しかしすべての文献を読みつくすことは不可能です。その
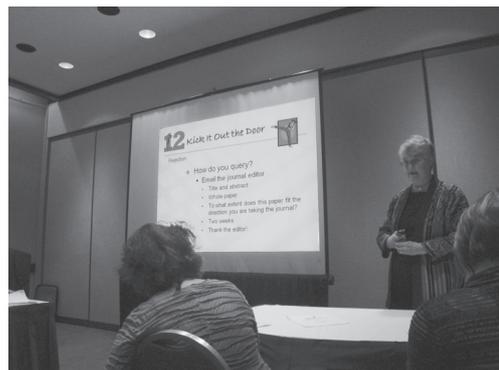
**Publish and Flourish: Quadruple Your Productivity
in Just 15-30 Minutes a Day
The Twelve Steps**

Managing Time
1. Differentiate between the urgent and the important.

2. Write daily for 15-30 minutes.

3. Record your time spent writing daily; share your records weekly.

Writing
4. Write from the first day of your research project.

5. Post your thesis on the wall and write to it.

Revising
6. Organize around key sentences.

7. Use your key sentences as an after-the-fact outline.

Getting Help
8. Share early drafts with non-experts and later drafts with experts.

9. Learn how to listen.

10. Respond to each specific comment.

Polishing and Publishing
11. Read your prose out loud.

12. Kick it out the door and make 'em say "No."

ような試みをするよりは，まず自分が感じ，知っていることから出発し，書き，そしてそれから読むことです。また書く過程で「穴」があいていても，「この引用箇所を調べること_____」などの形で，後に埋めるべきものとしてそのままにしておくことです。とにかく書けば，それによって思考結果が保存され，検討・見直しの可能性が開かれます。

　次に大切なのは，書いた上で，各パラグラフにキーセンテンスが必ず1つあるように書き直すことです。キーセンテンスを決定できれば，それらをそのまま抜き出すことによって論文全体の要旨を簡単に作成することができます。

　現在私は，ここで学んだことを実行しようと思ってがんばっているところです。またここで習った方法は，学生たちにいつか紹介したいと思っています。

8．講義はつらい！

　同日の2回目の Interactive Session（10:30−11:45）に選んだのは，Regeneration of the Lecture as an Instructional Technique（Kathryn Cunningham, University of Kentucky）でした。ところが待てど暮らせど，その講師の先生は現われません。受講生はどんどん集まってきて，椅子は足りなくなってしまい，追加されましたがそれでも足りないほどで，アメリカでもみんな講義
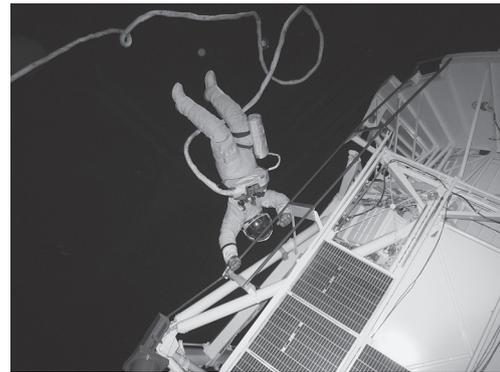
には苦労しているのだと感じました。時間はとっくの昔に過ぎたのですが，依然として講師の人は現われず，隣の人と，突然どこからともなく現われ，講義で学生を惹きつける1つの手を示そうとでもするのだろうか？　などと話していましたところ，若い女の人が現われ，講師は今 MIT にいるとの連絡を受けた，このセッションはキャンセルになりましたから，別の部屋に移ってください，とアナウンスしました。みんながっかりした思いで席をたちはじめたところ，1人の人が手を挙げ，われわれはみんな講義に関する経験をもっているのだから，知恵を出し合って自分たちでこのセッションを作り上げたらどうか，と提案しました。そしてその人が司会をして，意見をまとめるという形でこのセッションが行なわれました。

　その結果の一部を次頁に，写真で示しておきます。その時には，みんな積極的に参加していろいろ意見を出し，そしてそれはそれで非常に面白いものでした。しかし，何かしっかりとしたものが根付いて残ったか，といいますと，充実感には乏しいものがあります。アイデアはいろいろ出されたけれども，それらを結びつけるものがなかったためであろうと思われます。とくに私の側で，アメリカの method, jargon に関する理解が欠けていたことが大きいと思います。例えば，お示しする写真のうちの最後の1枚に書かれている BOPPPS というのは何か，皆さんご存知でしょう
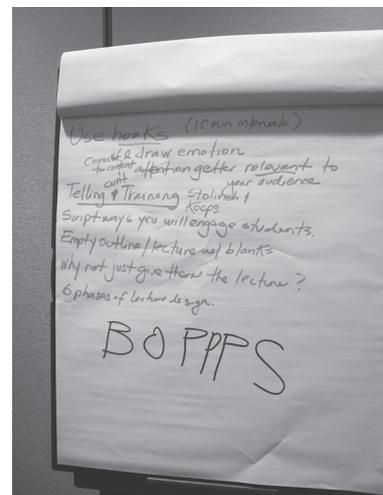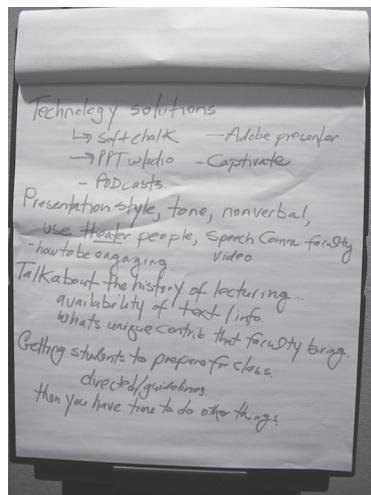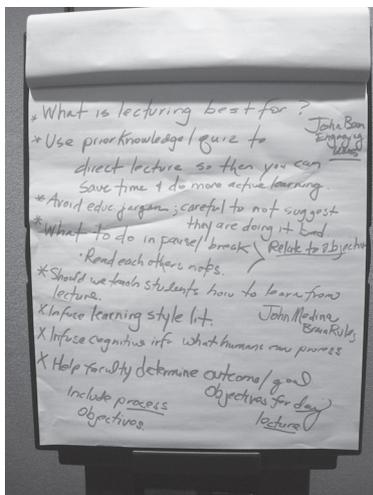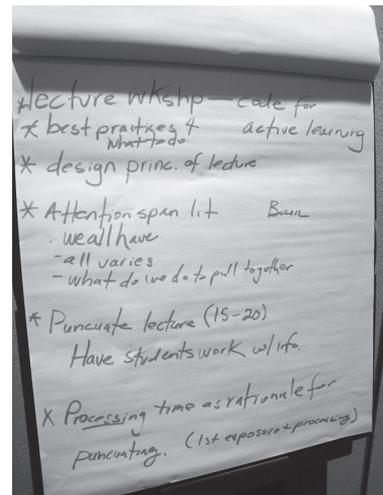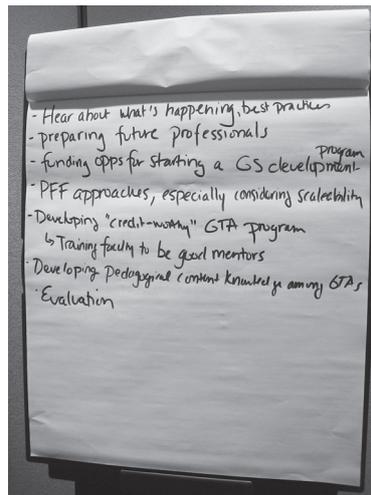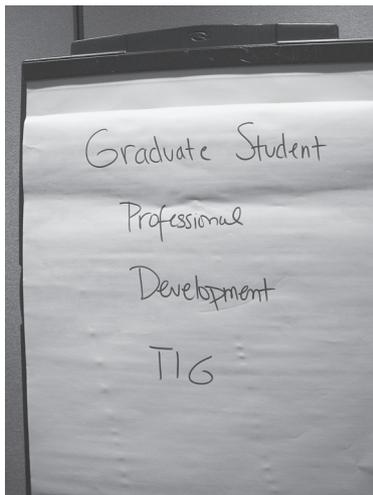
か？　私は分からなかったので，後から調べてみましたところ，

　　　Bridge-in
　　　Outcomes
　　　Pre-assesment
　　　Particpatory Learning
　　　Post-assessment
　　　Summary/Closure

ということでした。すなわち，

　　B: 学生の興味を引き，モチベーションを高める，
　　O: 学習の結果として，学習者が得られるものを
　　　示す，
　　P: 学習者が学習前に何を知っているかの確認，
　　P: 学習者が積極的に関わる学習，
　　P: 学習者が目的を達成したかどうかの確認，
　　S: 学習者に要約的に振り返らせ締めくくる

ということです。これらをすべてこなせたら最高なのでしょうが，しかしそうしたいけれども，いろいろな学生を前にしてうまくできず，悩み，努力していると

いうことが，出席者のみなさんの発言を通して実感とともに見てとれました。講師不在のためにテクニック的には学ぶものが少なかったとしても，しかし同じ悩みを共有できたことは貴重な経験であったと思います。教育方法に詳しい方は，写真を見れば何が書かれているか分かるでしょう。解読し，参考になさってください。また最後の写真に Stolovitch & Keeps, *Telling Ain't Training* (2002) という書名が挙がっていますが，面白そうな本なので購入してみました。読んで勉強するとともに BOPPPS についても，いつか FD で学べたらと思っています。

9．あるべき FD の姿

　そもそも FD とは悩める教員にとって何なのでしょうか？　先にも述べましたが，悩みの上にさらに重石を置くことではないはずです。例えば，授業改善についても Susan さんのセッションで面白い（と私が思う）やりとりがありました。このセッションの出席者は，

実際に授業を担当する教員が半分くらい，FD 主体の人が半分くらいだったでしょうか？　予算の縮小傾向のなかで授業改善のために何ができるかということが話題になったとき，FD 関係の担当の若い人が，「授業を撮影してそれを専門家に見てもらう予算がない」場合にどうしたらよいのか，という問題を提起しました。その際，Susan さんは，自分は自分の授業を録音してあとから聞いて授業改善に役立てると言われました。はっきりとは言われませんでしたが，その発言の背後に，学校の方から各教員の授業に授業参観という形で介入して撮影し，それを専門家に見てもらうという方法と発想には賛成できないというニュアンスが感じられました。

　この問題を考える上で，Elizabeth G. Harrison さん（University of Dayton, Student Learning Support, Director）と 31 日の朝食の席で話したことは非常に参考になることでした。POD 大会は，たんに正規のセッションだけでなく，このような個人的な話からもたくさん学べる機会です。実際，この日の朝食には，いろいろな人と話すなかでまるまる 2 時間使ってしまいました。Elizabeth さんは日本でも学んだことのある方で（水子供養のことを学ばれたようです），日本的発想のこともよく知っておられましたが，私が日本における FD においては，出席しなければ罰を与えられるようなプレッシャーを感じる，また出席をとってどれだけの人が出席したか調べようとする，そして FD をやりましたということの証拠作りで余計な仕事を増やされている，と言いましたところ，その発想（いかにも日本的な発想）は間違っている，と言われました。Elizabeth さんの大学では，週のこの日に集まれる人は集まってくださいという風にアナウンスし，そこで例えば，good writing について少数の人たちが話し合いの機会をもつ，あるいは，よりよい授業にしていくための何か参考になるものをいっしょに読む機会をもつというような形で FD を行なっているそうです。たとえ少ない人数でもよい，それだけで十分 FD になる，と言っておられました。例えば，先の Stolovitch & Keeps, *Telling Ain't Training* (2002) を一緒に読むような読書会を開けば，それで十分 FD になるということだと思います。「FD はあくまでも，教師が悩みをもっていて，その解決のために自主的にやるものである。すなわち，Director という自分の役割として大切なのは，教える際に何か問題はありませんか，問題があれば解決に力を貸しますよ，という ask の姿勢である。そこでは教員との 1 対 1 の姿勢が基本

である。自分は学生と教員とが learning amusingly の場をもてるように教員をサポートしていくのである。そして罰がないとすれば，ありうるのは，FD を主催している人に対して，多くて 500 ドル，あるいは 200 ドル程度の援助を何からの形で行なう程度のことにすぎない」とも言っておられました。また，他の学校でやられた試みで，Elizabeth さんご自身，試みてみたいこととして，「自分の教育改善のために何かしたいと思っている人たちを募る。スケジュールに合わせて，集まる時間を分け，スモールグループに分ける。その場にセンターからも行くが，しかし何も言わず，教員たちに問題を話させ，何について話してもらいたいかを発見させる。求めているものが見つかれば，適切な人を探して講師として探すという仕方でアレンジする」という計画について話しておられました。

　こうした Elizabeth さんの役割は，基本的に医者のようなものではありませんか？　とお尋ねしたところ，そうだと言っておられました。教師が，悩みをかかえ，そしてその解決を求めているのに対して手を差し出し，その効果的な解決を示すことが自分の役割であり，例えば，授業参観についても，授業をする教員から要請があれば，行って見学し，改善の方法をいっしょに考えるようなシステムにはなっているが，しかし各教員の要求の有無にかかわらず，一律に授業参観を行なうことはしない，とのことでした。しかしまた，悩みを抱えながら努力する教員がいる半面，学生から不満が出て当然の授業をしてお構いなしの教員がいるのも事実であるとも言って，そうした場合の対処の困難についても語っておられました。しかしとにかく，そうした教員の場合でも，同意なしに介入することはせず，授業を参観させてもらうのがその人のプラスになることを説得し，何とかして同意を得ようとする，ということでした。

10. 評価のための報告書はクリアーに

　正規のセッション以外でお話を伺えて，とても楽しくまた非常に勉強になったのは，この Elizabeth さんと，大学評価・学位授与機構，評価研究部の齋藤聖子さんでした。同評価研究部の基本的立場が，教員の負担を減らすシステム開発にあるということはすでに述べました。そのことと関連して，齋藤さんに次の質問をぶつけてみました。私は，数値に表わしにくいものまでも数値化しようとする定量的な評価法——とくに，1 か 0 かという物差しで測る方法——が好きでな

い。文学部・文学研究科には定性的な評価法がなじむと思われる場合がしばしばあるけれど，どう思われますか？　すると，齋藤さんは，数値化しない定性的な評価法が優れている場合があることを認め，そうした場合にそれを採用するのは一向に構わないと言われました。授業アンケートも，マークシートによらねばならないというものではないし，また最近話題になっている GPA の採用も強制ではない。評価研究部門では，その使命として新たな方法の開発があり，その結果を，これはよいものだから検討してみてはいかがですか？　という仕方で大学に提案するのである。ところが，大学の側では最初から警戒感を抱き，拒絶反応を示す場合や，また深読みして，あたかも採用しなければ評価が下がる強制であるかのように，提案にすぎないものを受け取ってしまう場合がある。

評価というのも，目標があった場合，全部実現しなければならないというものではない。何パーセントできたら，そのことを明確に，これとこれはできた，と書けばよい。ところが，大学の人たちは，まだできていない部分に目が行ってしまい，そこを曖昧にし，何を達成できたかという肝腎の部分までも曖昧に書いてしまう。そうすると，そのような曖昧な成果報告に対する評価はどうしても下がることになるのである。

この評価について齋藤さんから教わったこと（またメールを通してさらに確認したこと）を，心覚えとして書きとどめると次のようになります。

正当な・良質な評価を受けるためにはどのように報告書を書くべきか？
(1)　箇条書きでよいから，計画と，各過程における「成果」と，それに伴い見られる「結果」を，その過程がきちんと分かるように，エビデンスとともにクリアーに書く。
(2)　多くの報告書では「成果」＝「結果」として記載されているが，結果とはあくまでも「成果」に付随してみられる現象であるから，「成果」について明確に記載する方がよい。「成果」とは就職率などを指すものではなく，例えば学生が身に付けた能力やスキルなどを意味し，その「成果」を獲得した「結果」が，就職率，資格取得率なのである。大学教育活動においては，「成果」の方が「結果」よりも重要である。
(3)　できなかったことも曖昧にしないで，理由とともに発展的に（現在その問題の解決に向けて進んでいる事項を記載しながら），できたことを書く。

(4)　「成果」は 0（全く成果がでなかった）か 1（完璧にできた）ではない，という意識を常に持つ。

この(4)の意識をもたず，実現できなかったことを曖昧にしようとすると，結局全体がクリアーでない報告書となり，適正な評価が受けられないという結果につながるのです。

11. 最後のセッション：Going Forward Together

POD 大会は，不況のため昨年の700名より参加者は少なかったものの630名（登録者のリストを見ると649名）の出席を得て成功裏に終わりました。内38名が日本からの出席者であったことは大会のディナーでも特筆すべきこととして言及されていました。しかし国際化や文化的多様化（diversification）を重視するPOD メンバーがいる半面，それに批判的な人もいます。大会最終日，11月 1 日の POD Sponsored Anchor Sessions: Re-gen to Next-gen: Going Forward Together では，まさしくこの問題が取り上げられました。多様性を取り込みつつ，しかも異なる諸要素が調和をもってintegrate されていくためには何をなすべきかという重要な主題でしたが，大会最後の時間帯という事情もあって参加者は30名前後と少なく，また飛行機に間に合うように途中退席する人もたくさんいました。その折 1 人の参加者から，30名を超える日本人が出席するのはよいが，しかし彼らからいかなる貢献を期待できるのかという問題提起がなされました。これはPOD が大きくなり，国際化や多様化など様々の企画が立ち上がっていく中で，限られた予算をどう配分していくのかという POD の今後の方針と関係して問われた問題でした。その時は私は黙っていたのですが，しかし再び POD 中核委員の国際化傾向への批判に話

が及んだとき，手を挙げて言わせてもらいました。正確な言葉はともかく，語った内容は次のとおりです――I am one of those 30 Japanese people. But I am here not as a Japanese, but as a teacher who has common difficulties and agonies. Coming here, I am glad that I could learn a lot, including the real spirits of FD, and how mistaken Japanese conception of FD is. I could share agonies of teachers with lots of fellow teachers, and I am very grateful to POD for allowing me such a splendid opportunity of learning. この発言は，教育とは，それに関わる二者のどちらかが一方的に受益者ないし負担者であるというようなものではなく，双方が喜びと益をそこから受けるものであるはずだという思い（教育のmission）から語らせてもらったものですが，幸い出席者の多数が労苦を共有する仲間としてその意図を汲み取って下さいました。

しかしなお，経済的に予算削減の状況のなかで色々企画が出てくると限られた予算をどう使うかということは大きな問題になるようです。Virginia さんは，国際化に批判的な意見のため，President として使える旅行費用をアイルランドでの会合出席に使わせてもらえなかったという事実を挙げておられましたし，またフロアーの 1 人から "office politics" という言葉が出てきたときには，その言葉は使ってほしくなかったと言い，発言者が謝る一幕もありました。いろいろ白熱した議論が交わされ（実際，セッションが終わった後も

議論は続いていました），最後に Matt Ouellett さんが議論をまとめた上で「last word を述べたい人は？」と言われたとき，批判対象の国際化の恩恵を受けた者として，その事実と感謝の気持ちを一言伝えたいと思い，「自分は last word を述べるにふさわしい人間ではないが，しかしとにかくここに来ることができたのは，Matt さんが日本に来てくださったお蔭であり，その Matt さんとの出会いがこのような恵まれた機会につながったことを本当に Matt さんに感謝している」と言わせてもらいました。POD 大会参加という素晴らしい機会を得られたことに対しては，夏目先生にも和田先生にも心から感謝しています。

国際化，多様化のなかで異なる要素をばらばらのままにしてそのあいだで対立を生むのではなく，むしろ調和ある integration をどのように実現していくか，という問題については，折しも前日の31日，会場ホテルには，第 2 次大戦中，家族が収容所に入れられた中，アメリカ軍に加わった日本人二世からなる Japanese-American 442nd Regimental Combat Team と，彼らに救われたアメリカ軍の人たちが集まる記念の会がもたれていました。65年前，フランスのボージュ山脈でドイツ軍に包囲され壊滅寸前であった141st Regiment の 1st Battalion を，これら二世の人たちは，26日から30日にわたる勇敢な戦いの末に救い出したのです。退役軍人姿の日本人らしい人たちをホテルで見かけていたのですが，その意味を知ったのは，1 日夜のニュースを通してのことでした。分かっていれば話しかけてお話を聞けたのに，とちょっと残念な思いです。

以上，色々考えさせられ，学ぶところの多い POD大会でした。これをどう研究教育の場で活かしていくかということ，それが私のこれからの課題です。とにかく resilient な professor を目指し，メリー・ポピンズの practically perfect 状態に近づけるよう，spoon 片手に sugar をどんな所にも見出しつつ，私の Mission 達成に向けて前進していきたいと思っています。

司会：ありがとうございました。4 時半をめどにしておりますが，あと20分ぐらい意見交換の時間がありますので，最初のアニメーション，私は見ていませんけれど……

金山：またご覧になりたければいつでも見せてあげます（笑）。

司会：何かご質問等がありましたら自由に出していただいて有益な意見交換としたいと思いますがいかがでしょうか。

Q：ピラミッドパワーの図は，伺っていてすごくアメリカ人的だなという感じがある，ある種の自己啓発セミナーに近いところがある。ただ，これはアメリカの大学の教員はある意味で切実なところがあるはずで，つまり自分のやりたくないことをやらされていた

ら負けていく社会なんですよね。自分がこれをやりたい，ここで勝負する，ここで勝負させてもらえなかったら生き延びる術はない社会だから，purpose のところから始まって bottom-up でやっていくのだけれども，結局ある組織に対して自分が貢献できるのはこの組織でないと思ったら変わるわけです。そういう本当に bottom-up で組織をつくる人たちのスタンスだなとつくづく思ったんです。ある種の強さを要求する program の立て方なんですよね。

金山：いや，そうでもないように私は見ています。どういう意味かというと，アメリカでもそんなに職場を変えていくわけではない。もちろん変わっていく人もいますけれども，あそこに参加している人たちは，どんどん変えられるような人たちでもないと思います。私が非常に感じたのは，そこの現場でどうやっていくか，ということです。例えば Susan Robison さんの話の中で，いろいろ質問が出た中の 1 つに，自分としてはこのようにやりたい，自分の価値観としてはこのように行きたい，ところが上のほうから違ったことを強いられることがよくある，そういう場合どうすればいいのかというものがありました。それと同じことを，皆さん切実に感じていました。その時の答えが，もう一度，自分の vision，mission を見てみなさいと。目先のことを考えれば，そちらに貢献はしないかもしれない。そちらと抵触するかもしれない。しかし，長い目で見ると，トップから強制されてきたものであっても，もっと大きな perspective に立てば，やはりそこに意味を認めることができる，と。ですから，職場を変わる，というよりは，むしろいかにして現実の中で意味を見いだしてやっていくか，そちらを主に考えている気がするんです。

Q：折り合いをつけるのだけれども，折り合いの付け方が独特で，それは自分がやりたいからやるんだというかたちに書き替えないとやっていけないんですね。

金山：その通りです。

Q：我々はもう少し楽なところにいて，これは言われているからしょうがないからやるんだと，本当の自分は別のところに置いておけるのだけれども，そこまで全部参加しないといけないという発想ですね。

金山：本当の自分を別のところに置いていてやっていけるのか？　という問題があります。Susan さんの立場としては，やはりそれではやっていけないだろう，自分を偽っているのでは，生産性は絶対高まらない。自分を偽らないでやっていくためには，そこにや

ることの価値を見いだすということです。最近送られてきた newsletter の中で，アメリカも財政カットで非常に苦しくなってきていると。そういうところでどのようにやっていくのかということがいろいろ書いてあって面白いです。私が大会の最後に，私がここに来たのは日本人としてではなくて，悩みを共有している teacher として来たのだと言いましたのは，皆さんのそういうところ（現場の悩み）が会議に出ていて強く感じられたからでもあったのです。

司会：ほかにいかがでしょうか。

周藤：僕が去年参加したときに感じたことは，2 つあります。1 つは，参加者の多くは，基本的には夏目先生のような立場でいろいろな大学で教育開発的なことをやっている方なんですよね。哲学の professor である，それが金山先生の主の仕事ですよね。参加されて，そういうことを話して不思議がられませんでしたか（笑）。

金山：Susan さんとメールをやりとりして，教わったことを復習しているときに，自分がこれからやろうとしている研究（プラトン研究）について話したところ，POD の大会会場で立ち話で，Ancient Philosophy のことが好きだと私が語った発言について，その時は kidding，冗談を言っているのかと思っていた，メールをとおして本当だったと知ってびっくりした，という返事が返ってきました。あの session で面白かった経験として，Susan さんが最初に「この中でほかの人のために参加している人は？」と言ったら，半分ぐらいの人が手を挙げた。「ほかの人と自分のために参加している人は？」と言ったら，また半分ぐらい手を挙げた。「自分のために参加している人？」という質問に対して手を挙げたのは，私だけだった（笑）。これは私が教育開発的なことをやっているわけではなく，professor だからと思うのですが，しかし，結局は自分のために参加すべきものなんですね。私自身にとっては，参加してとてもよかったです。

周藤：僕は参加してすごく楽しかったし勉強にもなったのですけれども，少しほかの参加者とはズレがあるところを常に感じていて，それが 1 つと，もう 1 点は，報告書にも書いたのですけれども，POD に集まってきているいろいろな大学というのが，我々が名古屋大学で研究レベルで交流している大学と随分ズレがあるのですよね。

金山：そうですよね。しかし，いろいろ話していると，California/ Berkeley の人もいましたね。

周藤：ああ，いましたか。

金山：いましたね。それから朝ご飯を一緒に食べてお話した人，その人は日本にも龍谷大学にも来たことがあると言っていましたけれども，その人は，何という大学だったかなあ，結構いい大学で，カトリック系大学の向こうのトップテンに入ると言っていました［University of Dayton でした］。ですから，もちろん college レベルのところも多いけれども，しかし university としていい大学もあります。特にこれから財政的に厳しくなってくるので，そのような中でどうやっていくかということは，それぞれの大学の課題になってくるところがあるかもしれませんね。

司会：そのほかにいかがでしょうか。

金山：なかったら，さっきやらなかった論文の，prolific writer になるところを少しだけお見せしましょうか。

これは，そのうちの 1 ページですけれども，Publish & Flourish という session でした。自分でいつも無意識のうちにやっているようなことですが，urgent なものと important なものをまず分けて，15〜30 分は毎日書くように。これはその後で私が卒論を書く学生に「こういうのがあるよ」と言って渡したハンドアウトのなかの 1 頁です［本文中に示してあります］。そうしたら，彼が翻訳を書いてリテラボのホワイトボードに貼っていて，実際にそれをやった後，1 週間後ぐらいにその彼の哲学の発表を聞いたら随分よくなっていましたね。とにかく 15〜30 分は毎日，嫌でも書けということです。そして，Record your time spent. 何分使ったか書きなさい。ほかの人にもその使った時間を報告しなさい。Write from the first day. これは，実は我々はやらないですね，research の最初の日から書くことはやらないですね。たまってから書くのですが，そうではなくて，research の最初の日から 15 分は毎日書きなさいというのです。確かにその通りだと思います。朝 15 分書けば，とにかく一日中，頭の中に書いたことが残りますから。だから一日中考えざるをえない。主張を壁に貼ってそこに書き込むようにとも言います。また，段落ごとに key sentence を取り出せ。そして key sentence を並べよ。並べてみたらそこで 1 つの筋ができているかどうかを見ろ。それから，early drafts について，最初の draft は素人に見せよ。後からできてきたものは expert に見せよ。expert は最初から読み込んでくれますが，それは決していい方向には働きませんからね。それから，Learn how to listen，人の意見，コメントに耳を傾けることを学べ。Respond to each specific comment. コメントをもらった点にはすべて答えること。Read your prose out loud. 自分のものを声に出して言う。最後に，kick it out the door and make them say "No!". 書いたら，さらにその上に書き，書きすぎることのないようにドアから蹴り出して，make them というのは，編集者，に，No と言わせよ，と。編集者に拒絶させよ，というのです。査読性のあるところだと，我々はどうしても「これ，受け入れてもらえないんじゃないかな？」と，うまく行かない場合のことを恐れて尻込みしてしまいますね。そうではなくて，彼らは No という種族だから，つまり，ほとんどの場合 No と言うから，気にせずに No と言わせよということで，「出せ」ということでした。15 分毎日書くというのは確かにその通りです。Timetable (tracking system) のところでもとにかく 1 日に 15 分のことを 3 つは何か目的にかなったことをやるようにということですから，そうすべきなのですけれど，私はずっとこの 1 カ月やれていないです。しかし，何とか，今日から……か，なんとか明日からやろうと思います。

Q：いや，今日でないといけないんじゃないですか（笑）。

金山：そうしたら今日から頑張ります。約束します（笑）。もう 1 つ，例えば雑誌に送りますでしょ。その時に編集者に論文そのものを送るのではなくて，自分の key sentence を並べて書き上げた要旨を送るのも手だというのです。そうすると，編集者は，論文そのものを審査するわけではないから，自分の雑誌にこういう種類のものが載るかどうか，答えてくれると。アメリカの場合，そうすることが 1 つの方法として有効である，と言っていました。

Q 2：それは予測されるジャンルみたいな？　こういうタイプのものだったらこの雑誌に載せるよ，という返事が返ってくるわけですか。

金山：いや，編集者がそれを見て関心を示すか，示さないか。示さないところだったら送ってもしょうがないと。何の返事も来なかったらそこには送らない。論文であれば，一遍に 2 つ，3 つのジャーナルに同じものを投稿するというのは道義に反しますね。しかし，要旨であれば一遍にいろいろなところに送ったって構わない（笑）。その反応を見て論文そのものを送るかどうかを決めればいいと言うのです。

Q：なるほどね。見込みね。

金山：見込みですね。そういうこともいろいろ言っていましたね。

司会：いかがでしょうか？

Q：壁に貼るというのは KJ 法に少し似ていますね。

共同作業の，全部項目出して。

金山：ああ，そうですね。あの dream book をお示ししましたでしょう。あれにしても，壁に貼ってもいいと言っていましたね。これも確かに作ったらいいなと思うんですけどね。purpose と mission と vision。家で共有する分であれば，家で壁に貼っていてもいいわけです。奥さんに隠すべきものがあったら駄目ですけれどね（笑）。隠すべきものだってありうるから。共有するものであれば，こういうものを壁に貼っておいて，そして一緒に timetable，追跡システムを書いていって，全体として整合性があるかどうか一目瞭然になりますから。これはやってみてもいいかなと私自身，思っています。

Q：まだこれ，やられていないんですか。これから？

金山：これからやろうと思っています，dream book 作りをやります。

司会：そろそろ時間ですけれども，よろしいでしょうか。また成果を出せれば（笑）。皆さん，よろしくお願いいたします。

Q：来年はどなたに（笑）。

司会：今日は金山先生どうもありがとうございました。皆さん，どうもありがとうございました。

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:
  - o Re-Gen to Next Gen: Going Forward Together
  - o 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*

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Teaching and Learning
University of Illinois

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

Conference Overview   3

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 POD Core Meeting	
1:00 pm		1:00–4:30 Pre–conference workshop W-1 (Part 1)

Thursday, October 29

8:00 am		8:00–12:00 POD Core Committee meeting	8:00–5:00 Vendor Exhibit
8:30 am	8:30–12:00 Pre–conference workshops		
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 Expedition #3: Menil Collection	1:30–5:00 Vendor Exhibit
2:00 pm	2:00–3:15 Interactive/Roundtable Sessions		
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: · *Re-gen to Next-gen: Going Forward Together* & *Sustaining* · *Championing Faculty Development – In Good Times or Bad.*	
10:00 am	POD Conference Ends	
10:30 am	10:30–3:30 IDEA Users Group (Separate Registration Required)	

Previous POD Presidents and Conference Sites   6

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

Acknowledgements   7

Acknowledgements (continued)

Robert J. Menges Award for Outstanding Research in Educational Development

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   **Michigan State University**
Lerone Banks   **University of California-Davis**
Seiki Sumer   **University of California-Davis**
Valorie McAlpin   **University of North Carolina-Charlotte**
Mario Gonzales   **New Mexico Highlands University**
Nisha Gupta   **Syracuse University**
Ann Lampkin   **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.

Categories & Topics

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

Thursday

Conference Events, Thursday 8:00 AM - 5:00 PM

Magnolia

Vendor Exhibit Open

Pre-Conference Workshops 8:30 AM - 12:00 PM

Regency
8:30-12:00 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)

Raintree
8:30 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

Thursday

Thursday

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
8:30-12:00 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

Thursday

Thursday

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

POD Sponsored Session

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

"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 faulty 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/NCSPOD 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 gobbledygook: 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 develop¬ment 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 tech¬nology 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 deep-er 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 shore up 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 Pratish-thananda, Suranaree University of Technology
Wuttichai CHorngkomnungsil, 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
10:30-1145 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 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 though 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

POD Sponsored Session

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

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)

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

Imperial Ballroom
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

POD Sponsored Session

Advice on Getting Published in To Improve the Academy
Judith Miller, University of North Florida
James Groccia, Auburn University

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

MENGES Award Winner

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-

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

POD Sponsored Session

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

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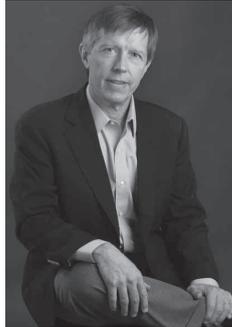
Millennials Go To College
Neil Howe, author of *Millennials Go to College: Strategies for a New Generation on Campus* and *Millennials Rising: The Next Great Generation*

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 and Innovation: Assessment
Intended Audience: Administrators

Dogwood
2:00-3:15 PM

POD Sponsored Session

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–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

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

POD Sponsored Session

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

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

Saturday

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

POD Sponsored Session

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

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

MENGES Award Winner

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

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

POD Sponsored Session

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

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
8:30-10:00 AM

POD Sponsored Session

Sustaining and Championing Faculty Development – In Good Times or Bad
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

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
10:15 AM-4:00 PM

IDEA Users Group Meeting (Separate Registration Required)
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
THE WIT, THE WILL ... AND THE WALLET:
Supporting Educational Innovation, Shaping our Global Futures

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

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