

2nd Annual
Lilly Conference on College & University Teaching - North
September 20 & 21, 2002 ☒ Big Rapids, Michigan

Program

NOTE: Lilly-North includes special presentations on the designs, results, and future development of **Preparing Future Faculty** programs. Highlights include a report of research on pre- and early career faculty by Ann Austin, *Principles of Best Practice for Preparing Future Faculty Programs* with Laura Border, and a “Town Meeting” conducted by Lee Seidel and Jerry Gaff that will focus on developing a taxonomy for successful PFF programs. These sessions are open to everyone and will be of great interest to faculty members from “hiring” (non-doctoral) institutions as well as to graduate educators. PFF sessions are noted in the Program with a “P” designation.

Friday ☒ September 20, 2002

**8:30am -
5:00pm**

Registration & Resource Fair Open

Pick up your conference materials and explore the information and resources available on college & university teaching. Participants are invited to display program materials to share with their colleagues. There also will be a table to place/find extra session handouts.

**9:00am -
10:15am**

1 ☒ Welcome & Keynote

University C/D

Welcome

International Alliance of Teacher Scholars
Miami University
Ferris State University

Keynote

Paradise Lost: How the Academy Converts Enthusiastic Recruits Into Early Career Doubters

Ann Austin, *Higher, Adult & Lifelong Learning*
Michigan State University

This keynote will discuss the impact of findings from recent studies of graduate students contemplating academic careers, faculty in new appointments, and early-career faculty. It will highlight concerns the new generation of faculty members have about an academic career, as well as their hopes and vision for change.

10:30am – 11:15am

Concurrent Sessions

Huron

2A ☒ *Adding Interactivity to Web-Based Instruction*

J. Michael Tyler, *Psychology*
Wayne State University

The World Wide Web has brought more promise and more chaos to education in recent years than any other factor. This presentation will offer a model of four co-existing types of interaction that need to be considered when developing web-based materials. These include student-student, student-faculty, student-content, and student-process interactions. Web materials will be reviewed and suggestions for increasing interactions in each area will be presented.

Michigan

2B ☒ *Capstone - A Tool for Program Assessment Not Just Classroom Assessment*

M. Michael Allen, *Business*
University of Cincinnati - Clermont College

This presentation will demonstrate how our institution uses the capstone project at the end of the student's course of study to assess whether or not the student has acquired the skills necessary to succeed in the labor force. Though we assess our classes individually, it is important also to assess the entire program to measure whether a student is able to apply all the skills used and blend them in with the tasks required on the job.

Boardroom 1

2C ☒ *Knowledge of Human Information Processing Factors Impacts Teaching Effectiveness*

Margo Bowman & Debra L. Frame, *Psychology*
Wayne State University

Psychological research has uncovered factors that affect the acquisition and retention of information. This session will demonstrate several factors that influence learning and retention through interactive lectures and audience participation and then show how these learning factors can be incorporated into an effective lecture format. We also will consider information processing issues pertaining to older adults. While attention to these issues may enhance student performance in general, these factors become even more important when instructing older adults.

Auditorium

2P ☒ *A Convergence Model for GTA Orientation: From Need to Want*

Hilary H. Ratner, *Graduate School*
Donna H. Green & Deborah L. Armstrong, *Office for Teaching and Learning*
Wayne State University

How can universities support convergence between what students need and want from a graduate teaching assistant orientation? Our convergence model focuses on the relationship between student perceptions of the need for teaching development and the desire to pursue teaching development. The model predicts that success in teaching increases as these two perceptions converge. Factors that influence this relationship include partnerships between

faculty development centers and other administrative units, faculty engagement, and student program participation.

11:30am – 12:15pm

Concurrent Sessions

Huron

3A ☒ *Matching Blackboard Courseware Tools to Differing Content, Class Sizes, and Students' Educational Level*

Albert D. Spalding, Jr., *Accounting*
Wayne State University

Which electronic “courseware” features (virtual classroom, discussion board, digital drop box, etc.) are most appropriate for a larger, lower-level undergraduate course? Which features make more sense for an advanced graduate course with a small class size? What about a one- or two- person directed study experience? Is there a way to “map” such courseware features to various types of classes, class sizes, level of courses, etc.? this session will explore the use of various features of the Blackboard system in the context of various types of courses, student populations, and teaching styles.

Michigan

3B ☒ *Multicultural Classrooms and Developmental Education in the 21st Century*

Victoria Cliett, *Academic Success Center*
Wayne State University

This presentation will identify areas where the learning theory and culture intersect and the ways the learning patterns of non-traditional age students, women, and minorities contrast traditional teaching practices. I will introduce learning theory along with a discussion of relevant research and classroom practices that demonstrate how the academic community makes cultural assumptions in the classroom. The session will end with recommendations for enhancing developmental teaching practices in a multicultural classroom.

Boardroom 1

3C ☒ *Using Concept Pictures and Concept Mapping to Engage Students in Critical Thinking Skills*

Helen E. Woodman, *Developmental Programs & Curriculum,*
University College, Reading
Ferris State University

Using Mike Rose’s *Lives on the Boundary* we will see how Concept Pictures invite the students into the dialogue, give them possession of their education/educational system, move them beyond being just average, allow them to see themselves as more than marginal, encourages discussion of the politics of remediation, helps the to reclaim the classroom and helps them cross the boundaries. In the end, students see the classroom as a place of empowerment, a place where mistakes were allowed, because they mark the place where real learning education begins. Come share the discussion, share the surprises, and then share these successful strategies in your own classroom!

Auditorium

3P ☒ *Preparing Future Faculty: The Graduate Forum Model*

Catherine M. Barrette & Kate Paesani, *Romance Languages & Literature*
Wayne State University

This presentation outlines the Graduate Forum in Romance Languages at Wayne State University, which addresses multiple levels of professional development. After outlining its goals and organization, we discuss the workshop “Documenting Your Teaching” in detail. Finally, we discuss the implicit and explicit benefits of such a workshop to the overall

mentoring of future faculty enrolled in graduate programs. Participants will work in small groups to apply the Graduate Forum model to specific topics.

12:15pm Lunch ☒ Tables by Discipline University C/D

Sit at the table of your choice. Choose from among:

1. Accounting, Business, Management, Marketing
2. Lab Sciences, Biology
3. Computer Science/Computer Information Systems
4. Economics
5. Education
6. Engineering
7. English/Writing, Journalism, Communication
8. Fine & Performing Arts
9. Humanities/Languages/Philosophy/Interdisciplinary Studies
10. Mathematics/Statistics
11. Medical, Nursing, Health-Related
12. Political Science, Psychology, Sociology, Social Work
13. Faculty/Instructional Development/Preparing Future Faculty

1:30pm – 3:00pm

Concurrent Workshops

Huron

4A ☒ *The Experience and Application of "Studio-Based" Learning*

John Poros, *School of Architecture*
Mississippi State University

Studio-based learning, a variant of problem-based learning (PBL), is a shared learning environment in which ambiguous problems are addressed interactively through multi-model analysis, proposition, and critique. Evolved from apprenticeship, studio is the teaching paradigm best suited for educational content that can be defined as a “design” problem. This workshop will actively engage a studio problem, explore its pedagogy, and provide guidance for classroom application in each participants’ discipline.

Michigan

4B ☒ *Grading Systems - Choosing the One That Fits Your Learning Goals*

Terry Doyle, *Center for Teaching, Learning, & Faculty Development*
Ferris State University

Grading students’ work fairly, competently and in a way that reflects the learning goals of the course is certainly one of the most difficult aspect of teaching. This workshop will explore the current research on grading systems. Learn how to develop a grading system that fits the individual needs of your course and your students. Find out how to use grading systems that promote active learning, motivate your students and even reduce your grading load.

Boardroom 1

4C ☒ ***Enhancing the Quality of Collaborative Relationships***

Hannah Nissen, *Early Childhood Education*

Mary Ann Goetz, *Nursing*

Ohio University – Zanesville

Interdisciplinary collaborations among faculty provide rich possibilities for enhancing teaching, learning, and scholarship. The formation of collaborative relationships, however, can often be obstructed by unforeseen barriers. Participants will examine both the benefits and barriers associated with collaboration in institutions of higher education. Guidelines for creating more effective collaborative relationships among faculty will be presented. Participants will explore ways of utilizing these guidelines to formulate collaborations in their own settings. A successful collaboration will be discussed.

Auditorium

4P ☒ ***Training Future Faculty: Easing Transitions from Graduate Student to Instructor***

Mary Klamo & Patty Bonesteel, *Mathematics*

Wayne State University

From a bank of classroom experience and supervision, two Wayne State University educators have used inspiration to enhance teaching practice. This workshop describes the rationale and models the strategies used in developing a course that fosters teaching excellence for graduate student instructors. The workshop focuses on the major syllabus components of the course, introducing the elements required for successful teaching. The format of the workshop models them in an active and enjoyable way.

3:15pm – 5:00pm **Featured PFF Workshop** **Auditorium**

5P ☒ ***Principles of Best Practice for Preparing Future Faculty Programs***

Laura L.B. Border, *Graduate Teacher Program*

University of Colorado at Boulder

To provide effective PFF programs, postsecondary institutions must identify the basic components shared by successful programs. The PFF Inventory provided in the workshop can be used by administrators, faculty, graduate students, and PFF program managers to diagnose and improve the condition of their programs. In the workshop, participants discuss best practices in national and individual PFF projects, share diverse perspectives on preparing future faculty experiences, take the inventory, provide feedback, and receive handouts.

3:15pm – 4:00pm **Concurrent Sessions**

Huron

6A ☒ ***Faculty Learning Communities: An Implementation Overview from Six FIPSE Colleges and Universities***

Milton D. Cox, *Teaching Effectiveness Programs*

Miami University

If you are interested in exploring the initiation of faculty learning communities (FLCs) on your campus, this session will provide a brief guide to successful examples at six institutions supported by a grant from the US Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE). FLC definitions, components, activities, outcomes, and

implementation strategies will be discussed. Join the FLC Consortium to enhance your faculty and student learning.

Michigan

6B ☒ ***Let's Make a Deal: Learning to Negotiate Successfully***

Yvette Hachtel, *School of Occupational Therapy*
Belmont University

Regardless of our discipline, all of us rely on effective communication skills to interact and negotiate with our students, colleagues, administrators, etc. Attendees will participate in an active learning/negotiating activity that has been used to apply the principles developed by the Harvard Negotiation Project and described in Fisher & Brown's book, *Getting Together*. Participants are asked to bring an item of value that they are willing to barter with. While engaging in the activity, participants will be asked to be cognizant of applying the principles they have been introduced to in the first segment.

Boardroom 1

6C ☒ ***Application of Pocket PCs and Wireless Technology for Educational Enhancement***

Matt Jackson, *Immunology & Microbiology*
Wayne State Medical School
Anand Ganger, *CEO*
Campus Mobility

During this session, we will share our experiences using wireless Pocket PCs to deliver course content, conduct interactive teaching sessions, communicate, and collect evaluation data. Pocket PCs will be available so that session participants may gain insight into the capacity of these devices. A demonstration of the devices' graphic capabilities and application as interactive teaching tools will be provided.

4:15pm – 5:00pm

Concurrent Sessions

Huron

7A ☒ ***Best Practices in Online Courses: Building and Sustaining Learning Communities***

Linda F. Ellington, *School of Medicine*
Wayne State University

This presentation will discuss teaching and course design best practices, that have been identified in distance learning literature for their proven success in the formation of effective online learning communities. Discussion will begin with a descriptive model with its constituent parts that include the instructor, learner, and environment. The presenter will demonstrate how to construct meaningful online communities that promote synergy, individual and collaborative participation, discussion groups, learning, assessment, and learner feedback.

Michigan

7B ☒ ***Multiple Intelligences and the Innovative Use of Technology***

Jude A. Rathburn, *School of Business Administration*
University of Wisconsin – Milwaukee

This session will explore innovative ways to apply Howard Gardner's theory of Multiple Intelligences in the college classroom. The session will offer a brief description of MI theory, its relationship to other learning theories and how the eight intelligences are manifested in adult learners. The session will close with a discussion of how technology can help us use and enhance multiple intelligences in any college classroom. Extensive handouts will be provided to all participants.

Boardroom 1

7C ☒ ***Foreign Languages are Different: How to Learn to Love Repetition and Drills***

Carol Bueno-O'Donnell, Foreign Languages and ESL
Mott Community College

Paul O'Donnell, Foreign Languages
University of Michigan – Flint

This presentation is predicated on the theory that one can teach too much, but one cannot know too much about one's own teaching style, and one's students' learning styles. The tricks for "getting through" may be as modern as the latest telecommunication technology, or as old as the old 'shoe verb" tricks that Spanish students learned in the 1950's. Based on a common-sense approach (Supermarket Sweep's "Go-for-the-meat" selection process), and the assumption that Foreign Languages rank just behind Mathematics in anxiety creation (but above computer classes), our FLAD concept uses old and new concepts.

**5:00pm -
6:00pm**

Reception, Poster Session Conference Lobby

Join your colleagues for libation and snacks while you visit with poster session presenters.

Effect of Collaborative Testing on the Retention of Acquired Knowledge

Stephen E. DiCarlo

Wayne State University School of Medicine

How well do students retain acquired knowledge and does collaborative testing increase retention of acquired knowledge? This poster session will show that collaborative testing enhances learning. Results document that students who completed an exam collaboratively scored higher and had a higher level of retention.

Development of a Graduate Certificate in College Teaching

Kathleen Poindexter

University of Maine/Ferris State University

This poster will describe how the University of Maine is planning a certificate program in college teaching as part of the Partnership for Academic programs in College Teaching (PACT). The certificate in teaching will consist of core and elective courses.

Miami University's Learning Community for PFF: Institutionalizing a PFF4 Program

Cecilia Shore, *Psychology*

Miami University

Miami University first received a departmental PFF grant and institutionalized the program "upward," in the form of a learning community open to students from all doctoral departments. This poster will describe how the university decided to make PFF broadly available, why we selected a learning community approach, the design of the program, and how it complements the departmental program, some preliminary results, and longer-term evaluation plans.

Do Good Researchers Make Good Teachers?

Steven Stack, *Criminal Justice*

Wayne State University

This poster will present results from a review of 29 studies on the debate over teaching vs. research. No previous study has corrected for the problem of skewness over faculty research productivity. This study of 167 classes in the social sciences finds a significant relationship between research productivity and teaching quality.

Successes and Frustrations in a Program for First-Year Business Students

Carol S. Steinhaus, *College of Business*

Northern Michigan University

This poster session will provide information on the problems and successes a group of business faculty has experienced in developing and offering a focused program of coursework and guided experiences to help first-year business students adjust successfully to college work. Other faculty involved were Bruce Sherony, Margaret Sklar, and Steve Spector.

A Model of Graduate Student Run Preparing Future Faculty Program

Mary Stock & Patricia Lewis, *Graduate School*

Marquette University

This poster will describe a student-run PFF Program that uses a committee of student volunteers from a variety of disciplines and utilizes Blackboard as a tool for communication, distribution of resources, an archive of presentation materials, and marketing and assessment of the program.

Teaching Portfolios

Stacey Lane Tice & Ken Sagendorf, *The Graduate School*

Syracuse University

The teaching portfolio is used as the capstone requirement in our Future Faculty Development Programs in order to receive a Certificate in University Teaching. This collection of materials provides a space and some of the necessary components for reflective practice and even a template for developing a professional portfolio. Both teaching and professional portfolios will be displayed.

Best Practices of a Future Faculty Development Program

Stacey Lane Tice & Ken Sagendorf, *The Graduate School*

Syracuse University

The Faculty Development Programs incorporate seven institutions and 30 different academic units. This session will present some of the materials used by programs to promote development of future faculty and create interaction between institutions. It also will feature feedback from former participants.

Sequential Criterion-Based On-line Self-Assessment

J. Randall Vance & James R. Miller,

Michigan College of Optometry

Ferris State University

This session will present information on how a series of quizzes was delivered using the WebCT Course Management system to assist students in assessing and improving their understanding of key concepts and techniques. The system encouraged students to be self-directed learners, enhanced the teacher' ability to

adjust to individual student learning styles and rates, and increased learning and teaching efficiency for challenging course materia.

6:15pm

Dinner

University A/B

**7:30pm-
9:00pm**

9 ☒ Plenary Workshop

University A/B

Discovering Your Teaching Self

Tony Grasha, *Psychology*

University of Cincinnati

Improvement in teaching follows from our answer to a very basic question - Why do I teach the way that I do? Our response begins the process of identifying and analyzing the conceptual base that underlies current practices. Included in the conceptual underpinnings of our teaching are personal assumptions and empirically derived principles about how people learn and the role of the teacher. The compatibility of our teaching styles with the learning styles of students also are important components of this personal philosophy of teaching. This highly interactive session will help participants to explore their conceptual base for teaching and the role that it plays guiding and directing classroom activity. Throughout the workshop, a variety of active learning processes will help the transition of ideas to the redesign of specific class sessions and courses. A variety of self-assessment processes, case studies, video examples, small group discussion, and personal planning processes will be employed to illustrate concepts and to facilitate their application. Participants also will find the information useful in developing teaching portfolios for promotion, reappointment, and tenure, the syllabi they construct, and when discussing their teaching with colleagues.

Saturday ☒ September 21, 2002

**8:30am -
3:00pm**

Registration & Resource Fair Open

**9:00am -
10:30am**

10 ☒ PFF *Town Meeting*

University C/D

How Should We Prepare the Faculty of the Future?

Lee Seidel, *Teaching Excellence Program*

University of New Hampshire

Jerry Gaff, *Preparing Future Faculty Program*

Association of American Colleges & Universities

The preparation of the faculty of the future is of interest to everyone involved in research, service, teaching, and administration at all types of higher education institutions. What do you want the future faculty – your “colleagues of the future” - to know and be able to do? This session, conducted by two leaders in the PFF movement, will focus on developing a typology of program elements necessary to prepare faculty members for

the 21st century. Your input will make a difference in how PFF programs will be designed and supported.

10:45am – 11:30am

Concurrent Sessions

Huron

11A ☒ *Experience with Web-Based Discussion Groups in a Large Lecture Setting*

Janet Kula Harden, *Nursing*

Wayne State University

While research has shown that discussion groups are more effective for developing skills in application, analysis, and synthesis of content, they are difficult to implement in a large lecture setting. This session will discuss how computer discussion groups were incorporated to facilitate active learning in a class of 117 students to encourage interaction between students, facilitate a better understanding of content and provide feedback to the instructor on student understanding. Results exceeded faculty expectation.

Michigan

11B ☒ *Connecting with University Services: Theory Application for Students' Career Self-Management*

Beverly J. DeMarr, *Management*

Ferris State University

This presentation demonstrates how an Organizational Behavior course assignment is used to get students to apply management theories to the management of their own lives while acquainting them with university support services such as the Educational and Career Counseling Center and Career Services. A holistic approach to career planning is used, which encourages students to examine aspects of their lives such as career, education, family, and social activities to prepare them to proactively pursue work-life balance.

Auditorium

11P ☒ *A Longitudinal Assessment Project of a Future Faculty Development Program*

Stacey Lane Tice & Ken Sagendorf, *The Graduate School*

Syracuse University

The Future Professoriate Project (FPP) was initiated in 1991 and designed to prepare graduate students for college and university faculty positions. Since 1995, over 200 interviews have been conducted with past participants. These interviews focused on career paths, job-preparedness, academic preparation, and socialization into the academy. In 2002, interviews were conducted with the first cohort of participants who have been on the job market for seven years. This session will discuss our assessment efforts, the results, and their impact upon FPP.

11:45am – 12:30pm

Concurrent Sessions

Huron

12A ☒ *How to Team Teach a Social Studies Methods Course*

Emily Long & Kenneth Vogler

The University of Tennessee at Martin, Educational Studies

A summary of the literature on team teaching will be presented first to establish a common understanding. Then steps to establishing a collaborative team teaching relationship will be presented. Finally, suggestions for maintaining the collegial relationship necessary for a successful teaching team will be offered. Time permitting, there will be a question and answer period.

Michigan

12B ☒ ***How Students Learn: What Researchers Know About The Human Mind***

Todd Zakrajsek, *Faculty Center for Academic Excellence*

Central Michigan University

In developing a class that is maximally conducive to student learning, it is important to understand the vast body of literature pertaining to human learning. Given time constraints, this is difficult. In this workshop we will explore the basics regarding what cognitive psychologists know about how the human mind learns (and forgets) new material. This workshop will involve a discussion of research, some collaborative learning, short video clips, and a bit of fun.

Auditorium

12P ☒ ***Using the Faculty Learning Community Model for Preparing Future Faculty***

Laurie Richlin, *Preparing Future Faculty Programs*

Claremont Graduate University

This session will describe the development and results of a PFF program based on the Miami University Faculty Learning Community model. Graduate students participate in faculty learning communities either as a Preparing Future Faculty cohort (graduate students only) or with full-time faculty members in topic-based communities for year-long programs that include seminars, workshops, teaching conferences, and other community-building activities. The 2002-2003 topic-based communities are *Teaching Writing-Enriched Courses*, *The Psychology of Learning*, and *Using Technology to Improve Teaching Effectiveness*.

12:30pm

Lunch ☒ Tables by Topic University A/B

Sit at the table of your choice. Choose from among:

1. Classroom Assessment/Research
2. Collaborative/Cooperative Learning
3. Creating Learning Communities
4. Evaluating Teaching
5. Ethics in the Classroom
6. Grading
7. Teaching in the Diverse Classroom
8. Teaching in Research –Intensive Universities
9. Technology Across the Curriculum
10. Writing Across the Curriculum
11. Problem-Based Learning

1:45pm – 2:30pm

Concurrent Workshops

Huron

13A ☒ "The Design Doctor": What Faculty Should Know About Designing Effective Visuals

Ray Shackelford & Jennifer Smith, *Industry & Technology*
Ball State University

If “a picture is worth a thousand words,” how are our pictures (visuals) affecting student learning? All of us have been in presentations where the presenters’ understanding of the subject was not matched by their ability to use the technology to design and produce an effective message. Boring, confusing, and sometimes ugly visuals distract from the teaching/learning process. What many of us need is a “Design Doctor” to provide established guidelines for selecting fonts, colors, clip art, font sizes, and basic design elements. Come see what the “doctor” can do for you.

Michigan

13B ☒ Metaphors of Teaching: Exploring the Images That Influence Classroom Practice

Suzanne M. Swiderski, *Educational Psychology*
The University of Iowa

Teachers play many roles in a classroom, yet often their choices of roles is limited by their ideas of teaching. Teachers are invited to explore various images that could guide their classroom practice. In this workshop, participants will engage in activities designed to help them create and critically reflect upon teaching metaphors. By doing so, they will be more capable of selecting the teaching metaphor(s) most compatible with their professional and personal identities.

Boardroom 1

13C ☒ Assigning and Grading Student Writing

Genevieve West & Ruth Mirtz, *Language & Literature*
Ferris State University

This presentation is a hands-on workshop for teachers who assign written work of any kind. Participants will evaluate sample student writing, work towards establishing and articulating their own grading standards, explore ways to improve assignments, and discuss strategies for manageable evaluation of student writing.

Auditorium

13P ☒ Establishing and Sustaining PFF Programs in Engineering and Computer Science

Carla Purdy & Sarah Coppock
Electrical & Computer Engineering & Computer Science
University of Cincinnati

James Hauser, *Mathematics & Computer Science*
Northern Kentucky University

Gary Lewandowski, *Mathematics & Computer Science*
Xavier University

In this session we will describe a sustainable PFF program which prepares students for life at a full range of academic institutions. Because our department emphasizes research, we designed our program with maximum flexibility. Over two years, participants progress from discussion and “practicing” teaching each other to extensive teaching and mentoring activities. Modularized program materials are easily exportable to other programs. Since the program began in Fall 1999, a high percentage of participants have gone on to faculty positions.

3:30pm – 4:15pm

Concurrent Sessions

Huron

14A ☒ *The Champions Project: A Two-Tiered Mentoring Approach to Clinical Faculty Development*

Linda M. Roth, *Family Medicine*
Wayne State University

In this session participants will be provided a matrix handout upon which the presenters will list resources and opportunities for faculty development in their own departments and/or regions. The presenters will discuss a case presentation demonstrating a two-year intradepartmental, site based clinical faculty development program, which employs internal “champions” who work with external expert mentors. Participants will have the opportunity to complete their matrices, and then discuss their findings.

Michigan

14B ☒ *Service Learning + Active Learning = Successful Learning*

Sandra Poindexter, *College of Business*
Brandy Lehto, *College of Business, Student*
Northern Michigan University

In traditional classes, experimentation and research have yielded successful learning, each year weeding our problems, collecting more data, and adding ideas. This presentation focuses on a fused service/active learning approach. Students are willing, with conditions, to accept the less structured, more dynamic environment that occurs with live projects in exchange for added learning potential and excitement. Participants will actively identify issues and take-home tips on where to focus their efforts to head-off problems.

Boardroom 1

14C ☒ *Using Student Portfolios as an Integrative Tool in Graduate Professional Education*

David P. Moxley, *School of Social Work*
Wayne State University

This session will be organized as a focus group to actively involve participants in evaluating the student portfolio model implemented by the faculty members of the Concentration on Community Practice and Social Action at the Wayne State University of Social Work. The session will build on the pedagogical expertise of participants by involving them in the process of improving the portfolio model and in recommending substantive changes to its theory and implementation as an integrative tool in graduate education.

**4:15pm-
4:45pm**

15 ☒ *Closing Session*

But what will I do on Monday?!

Laurie Richlin, *Director*

Lilly Conference on College & University Teaching - North
Great ideas? Wonderful networking with colleagues? It's been an exciting few days. But what can this mean for your institution? department? courses? And, most especially, for your students? Join your fellow participants for a chance to reflect on and plan for what you will do when you return to the “real world” on “Monday.”

Auditorium