

TER

The Learning Educator: Fostering Our Own Development for Better Practice and Results

COLLABORATION
for the advancement of
THE college teaching & learning

2009



Kathleen McKinney
Author of *Enhancing Learning
Through the Scholarship
of Teaching and Learning*



Anthony Ciccone
The Carnegie Foundation for
the Advancement of Teaching



John Tagg
Author of *The Learning
Paradigm College*

FEBRUARY 13-14, 2009
FRIDAY-SATURDAY

SHERATON BLOOMINGTON HOTEL
Bloomington, Minnesota

ALSO:

*A rich assortment of nearly 30 preconference and concurrent sessions on using
assessment data, faculty learning communities, SoTL, scholarly teaching, and
other topics.*

PROFESSIONAL Development Conference

Greetings! In an environment marked by rapid change and increasing complexity, all of us in higher education are acutely aware of the need to build institutions that are flexible and productive and the need to foster our own continuous growth as educators. Keeping current in our content areas is critical, but far from sufficient. Increasing our understanding of what works to promote student learning; fostering creativity, shared vision, collaboration and teamwork; and translating new knowledge and skills into more effective teaching practice are what count. In three plenary sessions and almost 30 other sessions at The Collaboration's Winter 2009 Conference, you'll learn how our presenters have approached these challenges, what they've learned, and how they've used their findings to strengthen teaching and student learning. In active sessions on the Scholarship of Teaching and Learning (SoTL), using assessment data to improve teaching, course redesign, and so on, you'll further your own learning and take away valuable new professional connections and resource materials to support your efforts.

We're delighted to feature three exceptional teacher-scholars who will lead plenary sessions and facilitate other sessions: Kathleen McKinney and Tony Ciccone, known for their cutting-edge contributions on the Scholarship of Teaching and Learning and other forms of professional development, and John Tagg, whose challenges to assumptions about our work as educators continue to shift the higher education landscape. All three will be available to engage with you during the conference as they participate in our two-day learning community, an opportunity hard to find at most educational conferences.

The Collaboration's conferences have a long and distinguished history of engaging cutting-edge issues and modeling effective teaching and learning approaches that directly benefit you and your students. We're confident that our Winter 2009 Conference will provide yet more value and impact for you and your institution. We look forward to seeing you there!

Cordially,

Lesley K. Cafarelli



President & Chief Executive Officer

ROUNDTABLE RECEPTION FOR HBCUs, TRIBAL COLLEGES, AND HISPANIC-SERVING INSTITUTIONS

Thursday, 7:30-9:00 p.m. — Separate registration required. Free.

Participants from Historically Black, Tribal, and Hispanic-serving institutions are invited to attend this informal gathering to socialize, discuss issues of common concern to your institutions, and provide input for Collaboration planning. Please indicate on your registration form if you will attend.

PRECONFERENCE SESSIONS

Friday, 8:00-10:30 a.m. — Separate registration required.

A
LESSONS LEARNED:
Maximize the Potential
of a Collaborative
Team Experience

*Beth Donahue, Assistant Professor, Department of Nursing
Sally Fauchald, Associate Professor, Department of Nursing
The College of St. Scholastica*

*Karl Smith, Professor, Department of Civil Engineering
Purdue University and University of Minnesota-Twin Cities
Core Faculty Member, The Collaboration's Institute for Academic Innovation*

The aim of this workshop is to engage participants in reflection and dialogue around a team-based collaborative campus innovation or change project. The College of St. Scholastica's 2008 Institute for Academic Innovation project, "Integrating Emerging Technologies Across Nursing Curricula," will be used as a case example. The presenters invite participants to bring their own example of a campus project or idea that is stalled or not progressing rapidly enough. Participants will work together to help re-design collaborative campus-based teams. By the end of this workshop participants will have increased confidence in addressing a challenge and creating strategies for addressing barriers, a deeper understanding of and experience with Wiggins and McTighe's Backward Design Approach, and the ability to shift from faculty outcomes to outcomes for students.

B
 INVESTIGATING AND
 ASSESSING STUDENT
 LEARNING IN YOUR
 CLASSROOM

Mary Walczak, Associate Professor and Chair, Department of Chemistry
 Interim Director of Evaluation and Assessment
 St. Olaf College

Have you ever wondered whether your efforts to improve student learning are effective? The Scholarship of Teaching and Learning is a systematic and thoughtful investigation of student learning for purposes of improving student success. This session will explore ways faculty members can investigate the impact of teaching strategies on student learning. Examples of research questions about and assessment strategies for measuring student learning in the presenter's general education chemistry class will illustrate what questions might be asked and how evidence might be gathered. Participants will have opportunities to reflect on and discuss research questions about their own students' learning and brainstorm assessment strategies that can address the questions.

C
 DESIGNING FOR DOUBLE-LOOP
 LEARNING: New Ways of
 Thinking about Change

John Tagg, Professor of English
 Palomar College, Author of The Learning Paradigm College

Why is it often so hard to change existing practices at colleges and universities? Why do change initiatives often end up reproducing the problems they were intended to address? Why are even apparently simple solutions to widely recognized problems so often embroiled in controversy? In this interactive workshop, participants will examine some of the factors that limit the ability to think "outside the box" of current practice. The presenter and the participants will identify some of the assumptions and values that constrain and limit the ability to make improvements. And they will identify strategies for opening up new possibilities and renewing the conversation about change.

This preconference session provides a sample of programming offered at the Collaboration's Institute for Academic Innovation.

D
 TAPPING THE POWER
 OF FACULTY LEARNING
 COMMUNITIES TO IMPROVE
 TEACHING

Kristin Bransford, Associate Professor, Department of Social and Behavioral Sciences
 Karen L. Moroz, Assistant Professor, Department of Teacher Education and Director of Curriculum and Instruction with Reading Emphasis Masters Program
 Angela Nippert, Assistant Professor, Department of Kinesiology and Health Sciences
 Concordia University-St. Paul

Faculty learning communities can have a profound influence on instructors' understanding of effective learning methods, leading to significant improvement in student learning. In this workshop, participants will learn how to form a faculty learning community focused on effective use of engaged learning strategies. By modeling the learning community approach, participants will experience the methodology. By reflecting on engaged learning practices and considering the fit of the learning strategies with their courses, participants will assess the applicability of learning communities' process to needs at their institution and leave with tools to establish learning communities at their own institutions. In addition, they will glean several engaged learning activities they can immediately begin using in their classrooms.

This preconference session is based on The Collaboration's Traveling Workshop, "Tapping the Power of Faculty Learning Communities to Improve Teaching."

E
 FOSTERING STUDENT
 RESEARCH IN THE CLASSROOM
 AND IN THE COMMUNITY

Christopher W. Wells, Assistant Professor, Department of Environmental Studies
 Macalester College

Interested in adding a research component to an undergraduate course? Attracted to the idea of having your students engage in action research, but not quite sure where to begin? Wrestling with problems related to an existing research component in one of your courses? This workshop aims to provide practical information and proven techniques for fostering undergraduate research both in the classroom and in the community, and to engage participants in dialogue and problem-solving around its problems and possibilities.

PROGRAM SCHEDULE

THURSDAY, FEBRUARY 12		3:30 - 4:45 p.m.	Plenary Session
7:30 - 9:00 p.m.	HBCU, TCU, HSI Roundtable	5:00 - 6:00 p.m.	Reception
FRIDAY, FEBRUARY 13		SATURDAY, FEBRUARY 14	
7:30 a.m.	Registration Opens	7:30 - 9:15 a.m.	Faculty Developers' Breakfast Session
8:00 - 10:30 a.m.	Preconference Workshops	7:30 - 9:45 a.m.	Continental Breakfast
9:45 - 10:30 a.m.	Mini-Consultations	8:00 - 9:15 a.m.	Concurrent Session II
10:45 a.m. - 12:15 p.m.	Opening Session	9:15 - 9:45 a.m.	Break
12:30 - 1:30 p.m.	Lunch	9:45 - 10:30 a.m.	Mini-Consultations
1:45 - 3:00 p.m.	Concurrent Session I	9:45 - 11:00 a.m.	Concurrent Session III
3:00 - 3:30 p.m.	Break	11:15 a.m. - 12:30 p.m.	Closing Session

OPENING SESSION

Friday, 10:45 a.m. - 12:15 p.m.

DOING SoTL:
THE JOY AND CHALLENGES
OF JUGGLING



Kathleen McKinney

*Professor of Sociology and K. Patricia Cross Endowed Chair in the Scholarship of Teaching and Learning
Illinois State University*

Conducting Scholarship of Teaching and Learning (SoTL) projects can seem overwhelming to faculty members in light of their many obligations. This interactive keynote presentation will focus on four areas of “juggling” often found in doing scholarship of teaching and learning work: Juggling SoTL with the demands of the rest of a professional workload; juggling skills and expertise to be able to do SoTL; juggling aspects of the research design of a SoTL project; and juggling how to apply and document SoTL work for various purposes and audiences. The presenter will discuss these juggling challenges and ways for keeping the balls in the air. Concrete examples from the presenter and audience will be noted.

Kathleen McKinney is Professor of Sociology and K. Patricia Cross Endowed Chair in the Scholarship of Teaching and Learning at Illinois State University. Her scholarly publications include several books and dozens of refereed articles in social psychology, relationships, and college teaching. Her most recent books are Enhancing Learning Through the Scholarship of Teaching and Learning and Sociology Through Active Learning. She is currently working on two SoTL studies of sociology majors. She is past editor of Teaching Sociology, a Carnegie Scholar, and has received several teaching awards at institutional and national levels. McKinney is also involved in the SoTL movement through the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) and as a founding member of the International Society for the Scholarship of Teaching and Learning.

PLENARY SESSION

Friday, February 13, 3:30-4:45 p.m.

FROM THE INDIVIDUAL
TO THE INSTITUTION:
How Does SoTL Work
Add Up?



*Anthony Ciccone, Senior Scholar and Director of the Carnegie Academy for the Scholarship of Teaching and Learning at The Carnegie Foundation for the Advancement of Teaching and Professor of French
University of Wisconsin-Milwaukee*

The Scholarship of Teaching and Learning attracts faculty from many different disciplines because it aligns with two of our most basic values as reflective professionals: the importance of improving student learning in our classrooms and the importance of systematic inquiry in determining how to bring it about. It also aligns with the goals of this conference; understanding the SoTL perspective (teaching as a source of interesting, consequential questions), the SoTL process (systematic inquiry), and the SoTL work of others is an important part of our professional development. SoTL work, however, is defined not only by its impact on individual faculty and students, but also by its impact on other colleagues and perhaps the wider higher education community. What could this impact look like at the institutional level? How can SoTL work advance institutional initiatives while keeping faithful to its roots in individual inquiry? Participants will be asked to consider programmatic initiatives on their campuses that could be advanced by the SoTL work of individuals.

Anthony Ciccone is Senior Scholar and Director of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) at The Carnegie Foundation for the Advancement of Teaching and Professor of French and Director of the Center for Instructional and Professional Development at the University of Wisconsin-Milwaukee. Ciccone has authored a book and several articles on Molière, and French language textbooks. He has presented on the Scholarship of Teaching and Learning nationally, provided chapters for Campus Progress and Creating a New Kind of University, and recently published his SoTL work in a special edition of Arts and Humanities in Higher Education. Ciccone is past Director of the Wisconsin Teaching Scholars program, recipient of a Hesburgh Certificate of Excellence in 2005. He has been recognized for his teaching and received the French Teacher of the Year Award from the Wisconsin Association of Foreign Language Teachers.

RECEPTION

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

Join us at our gala reception featuring delicious appetizers, live music, and a cash bar. Connect with friends and colleagues in this relaxed and enjoyable setting.

REGIONAL MEMBERS
as of November 17, 2008

- designates Charter Members
- Augsburg College
- Augustana College
- Bethany Lutheran College
- Bethel University
- Bismarck State College
- Black Hills State University
- Briar Cliff University
- Cankdeska Cikana Community College
- Carleton College
- Central Lakes College
- Century College
- Chippewa Valley Technical College
- College of Menominee Nation
- College of Saint Benedict
- College of St. Scholastica
- College of Visual Arts
- Concordia College-Moorhead
- Concordia University-St. Paul
- Dakota County Technical College
- Dakota State University
- Des Moines Area Community College
- Dickinson State University
- Hawkeye Community College
- Hennepin Technical College
- Inver Hills Community College
- Jamestown College
- Kirkwood Community College
- Lake Superior College
- Leech Lake Tribal College
- Macalester College
- Martin Luther College
- Minnesota State University, Mankato
- Morningside College
- Mount Marty College
- Normandale Community College
- North Dakota State College of Science
- North Dakota State University
- North Hennepin Community College
- Northeast Higher Education District:
 - Hibbing Community College
 - Itasca Community College
 - Mesabi Range Community & Technical College
 - Rainy River Community College

Members, continued on page 6

CONCURRENT SESSIONS

For more information, see session abstracts at www.collab.org.

Concurrent Sessions I

- An Ounce of Prevention: Protecting the Self from Burnout
- Professional Learning Communities: A Collaborative Process for Faculty Development
- A Conversation with Kathleen McKinney, Anthony Ciccone, and John Tagg
- An In-Depth Study of Highly Successful Professional Programs
- Another Tool in the Toolbox: Using Process-Oriented Guided Inquiry Learning (POGIL) in the Classroom
- Reflecting on Critical Student Learning Experiences That Leverage Your Strengths
- Promoting and Experiencing Collaborative Learning
- Applying Science to Teaching Scientific Writing

Concurrent Sessions II

- The Scottish Storyline Approach to Curriculum Design
- Collaboration Across Disciplines Using the Lesson Study Method
- SoTL and the Humanities: Studying How Students Move Toward More Complex Thinking in a Course on Comedy and Laughter
- Use of the Kreber/Cranton Model of the Scholarship of Teaching— Part I
- Faculty Development: A Curricular Approach
- Fostering Success in Developmental Learning Communities
- A Case for High Context Science Instruction: Inviting Culture into Your Classes

Concurrent Sessions III

- So You Think You Can Teach . . . But What Do Students Say?
- Faculty Development, Morningside Style
- Student Perspectives on Learning a Discipline: Implications for Practice
- Use of the Kreber/Cranton Model of the Scholarship of Teaching— Part II
- To Blog or Not to Blog? Strategies for Assessing and Implementing
- Jump-Start Your Learners' Brains: Multi-Sensory Whole-Brained Teaching
- Inspiration and Intellect: Applying Fink's Theories of Integrated Course Design
- Fostering Professional Development: Paths to Renewal at Mid-Career and Beyond

CLOSING PLENARY SESSION

Saturday, 11:15 a.m. - 12:30 p.m

John Tagg, Professor of English

Palomar College

Core Faculty Member, The Collaboration's Institute for Academic Innovation

Does your job get in the way of your work? Are educators' and students' goals and expectations so different that there can be no meeting of the minds? Before we can answer these questions we have to ask whether we, as educators, are "walking the walk." How can we model the kinds of learning that we want our students to achieve? And how can we model academic behavior and habits of thought in a way that students will emulate? In this session, we will consider our goals and our students' goals. We will explore what we hope to achieve for our students and what those goals mean for us as teachers, administrators, and educators. We will consider cases where our roles in our institutions and our goals for our students conflict. And we will examine the sources of our students' motivation to find points of real leverage.

John Tagg is co-author, with Robert Barr, of "From Teaching to Learning: A New Paradigm for Higher Education," which sparked a nationwide discussion of the mission of higher education. As author of The Learning Paradigm College, Tagg describes a research-based approach to redesigning higher education in the service of student learning and provides examples of schools that exemplify aspects of the Learning Paradigm. His 2007 article in Change on "Double-Loop Learning in Higher Education" was inspired by interactions with Collaboration conference participants in 2006. Over the past decade, Tagg has made presentations and conducted workshops for dozens of campuses and organizations. Recently, he worked with the Pew Forum on Undergraduate Learning and the American Association of State Colleges and Universities. He serves on the Editorial Review Board of the International Journal for the Scholarship of Teaching and Learning and the Journal on Centers for Teaching and Learning.

THE GOLDEN RULE: TEACHERS AS LEARNERS?



Members, continued from page 5

- Vermillion Community College
- North Iowa Area Community College
- Northern State University
- Northland Community & Technical College
- Northwestern Health Sciences University
- Oglala Lakota College
- Presentation College
- St. Cloud State University
- Saint John's University
- Saint Mary's University of Minnesota
- St. Olaf College
- Saint Paul College
- Simpson College
- Sinte Gleska University
- Sitting Bull College
- South Central College
- South Dakota School of Mines & Technology
- South Dakota State University
- Turtle Mountain Community College
- United Tribes Technical College
- University of Mary
- University of Minnesota-Crookston
- University of North Dakota-Grand Forks
- University of South Dakota
- Wartburg College
- Wisconsin Lutheran College

ASSOCIATE MEMBERS

(System offices and other nonprofit organizations)

- The Bush Foundation
- Minnesota State Colleges & Universities

AFFILIATE MEMBERS

HBCUs, Tribal Colleges, and Hispanic-Serving Institutions

- Albany State University
- Bay Mills Community College
- Blackfeet Community College
- Claffin University
- Clark Atlanta University
- Cochise College
- Dillard University
- Diné College
- Huston-Tillotson University
- Jarvis Christian College
- Johnson C. Smith University
- Morris College
- Northwest Indian College
- Phoenix College
- Prairie View A&M University
- Rust College
- Saint Augustine's College
- San Jacinto College
- Valencia Community College
- Xavier University of Louisiana

Other Affiliate Members

- College of Mount St. Joseph
- Eastern Connecticut State University
- Loyola University New Orleans
- Luzerne County Community College
- Maryville University of St. Louis
- Michigan State University
- Mississippi Valley State University
- North Central Michigan College
- Principia College
- Saint Joseph's College-New York
- Sullivan University
- Wagner College
- Wayne State University

FREE MINI-CONSULTATIONS ON CAMPUS INITIATIVES TO IMPROVE TEACHING, LEARNING, AND ASSESSMENT

Various times (see page 7). Registration required. Free.

Meet representatives of The Collaboration's consulting corps and get tips on how to make your campus initiatives in teaching, learning, and assessment more successful. Sign up on the registration form to request a time slot, and be ready to describe your program's needs and pose your questions. You can register on site, if space is available. First come, first served! Offered in conjunction with the Institute for Academic Innovation and Program Consulting and Evaluation Services.

FACULTY DEVELOPERS' BREAKFAST SESSION

Saturday, 7:30-9:15 a.m. — Separate registration required

*Diane Pike, Professor of Sociology and Director for the Center for Teaching and Learning
Augsburg College*

2008 Recipient of the Collaboration's Bellman Award for Exemplary Leadership for the Advancement of Teaching and Learning

Many campuses find it a struggle to engage a broad array of colleagues in faculty development. Programs often attract the "usual suspects." The people who might benefit most are often the least likely to participate. The notion that effective teaching can't really be taught or measured persists. Who benefits from this situation? (Hint: not the students.) Starting from Stephen Brookfield's idea that "One of the hardest things teachers have to learn is that the sincerity of their intentions does not guarantee the purity of their practice," this participatory session will explore the strategies and limits of engaging a broader range of colleagues and of advocating for requisite, not optional, faculty development..

CONFERENCE INFORMATION

REGISTRATION INSTRUCTIONS

The conference registration form can be found on page 7 of this brochure and on our website at www.collab.org. Please complete all sections of the form and return it with payment. If using the online registration form, complete, print, sign, and mail or fax it with your payment. To help with scheduling and planning, remember to indicate preferences for concurrent sessions. Save \$50 when you register by the Early Bird postmark deadline, January 28, 2009!

CONFERENCE REGISTRATION REFUND POLICY

Registration fees paid in advance are refundable (less a \$50 cancellation fee) if written notice is received by February 4, 2009. Refunds cannot be made after that date unless the request is accompanied by written notification from a licensed medical professional. All refunds will be issued after the conference.

CONFERENCE CANCELLATION POLICY

It is unlikely that the conference would be cancelled due to inclement weather. We are bound by hotel policies and are still billed for catering and room charges. We regret that we cannot reimburse registrants in the event of bad weather.

HOTEL ACCOMMODATIONS

Make your hotel reservations by contacting the Sheraton Bloomington Hotel, 7800 Normandale Boulevard, Bloomington, MN 55439, (866) 837-4278. To receive the discounted conference rate of \$109 for Standard Rooms (South Tower), \$139 for the Deluxe Rooms, or \$149 for Club Concierge Rooms; make your reservations by January 21, 2009, and identify yourself as a Collaboration conference participant. To guarantee your room for late arrival, the hotel requires payment for the first night or credit card confirmation. If you must cancel your reservation, do so prior to 6:00 p.m. on the scheduled day of arrival or you will forfeit the first night's room and tax deposit. If you plan to depart earlier than your check-out date, inform the hotel staff of your plans at or before check-in to avoid being charged a \$50 early departure fee.

VISIT THE CONFERENCE BOOKSTORE

Augsburg College will provide a bookstore, operated by Barnes & Noble, which will be open throughout the conference, with an assortment of books related to the conference theme and topics in higher education. This is an opportunity to stock up on resources to support improved teaching and learning. The bookstore accepts checks and major credit cards.



REGISTRATION

THE LEARNING EDUCATOR

INDIVIDUAL REGISTRATION FORM

EARLY BIRD POSTMARK
DEADLINE:

JANUARY 28, 2009
(Save \$50!)

Conference fee includes Friday lunch and reception; Saturday continental breakfast and breaks, and all programming and session materials. Separate registration required for preconference workshops and Faculty Developers' Breakfast Session.

Registration is complete on receipt of full payment; sorry, we cannot accept email registrations, purchase orders, or split registrations. Fax registrations accepted for credit card registrations only. Refer to page 6 for refund policies.

To register for the conference, please return this form with your check or money order **payable to The Collaboration** or with your credit card information.

Note:
*Other Affiliate Members are institutions outside the five-state region of Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin that are not HBCUs, tribal colleges, or Hispanic-Serving Institutions

The group discount applies to full conference faculty or staff registrations from member institutions only. (Note: One-day registrations do not qualify for this discount.) **To receive the discount, all registrations must be submitted together by the faculty development coordinator, along with the cover sheet listing all participants and full payment.**

Send to:
Collaboration Conference
2356 University Ave. W., Ste. 230
St. Paul, MN 55114
Fax: (651) 646-3162
For more information, contact The Collaboration at (651) 646-6166, or e-mail us at collab@collab.org

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TITLE _____ DEPARTMENT _____
INSTITUTION _____
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EMAIL ADDRESS _____

DISCIPLINARY AREA (check) Humanities STEM Arts Social Sciences
 Education Health Sciences Other _____

PLEASE NOTE ANY SPECIAL PHYSICAL OR DIETARY REQUIREMENTS _____

PLEASE SIGN HERE IF WE MAY USE YOUR IMAGE IN MARKETING OR PROMOTIONAL MATERIALS _____

To help with planning check to indicate your preference for concurrent sessions (titles on page 4):

SESSION I: (choose one) A B C D E F G H
SESSION II: (choose one) A B C D E F G FD Session
SESSION III: (choose one) A B C D E F G H

CONFERENCE REGISTRATION FEES

(see pages 4-5 for member institutions; see note* in the left column of this page for explanation of types of members)

	REGIONAL, ASSOCIATE, & HBCU, TRIBAL COLLEGE, HSI AFFIL. MEMBER	OTHER AFFILIATE MEMBER*	NONMEMBER
FULL CONFERENCE REGISTRATION			
Faculty or Staff	<input type="checkbox"/> \$285	<input type="checkbox"/> \$295	<input type="checkbox"/> \$375
Graduate or Undergraduate Student	<input type="checkbox"/> \$135	<input type="checkbox"/> \$145	<input type="checkbox"/> \$195
Undergraduate Student Presenter	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> \$195
ONE-DAY REGISTRATION			
<input type="checkbox"/> Friday Only <input type="checkbox"/> Saturday Only	<input type="checkbox"/> \$235	<input type="checkbox"/> \$245	<input type="checkbox"/> \$310
PRECONFERENCE REGISTRATION (includes continental breakfast)	<input type="checkbox"/> \$75	<input type="checkbox"/> \$75	<input type="checkbox"/> \$95
<i>Please check which preconference session you plan to attend.</i>			
<input type="checkbox"/> [A] Maximize the Potential of a Collaborative Team Experience			
<input type="checkbox"/> [B] Investigations and Assessing Student Learning			
<input type="checkbox"/> [C] Designing for Double-Loop Learning			
<input type="checkbox"/> [D] Tapping the Power of Faculty Learning Communities			
<input type="checkbox"/> [E] Fostering Student Research			
HBCU, TCU, HSI ROUNDTABLE	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> Free
FACULTY DEVELOPERS' BREAKFAST SESSION REGISTRATION	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> \$35
GROUP DISCOUNTS (full conference, member faculty/staff only)**			
-6 to 10 people	<input type="checkbox"/> -\$15	<input type="checkbox"/> -\$15	<input type="checkbox"/> N/A
-more than 10 people	<input type="checkbox"/> -\$25	<input type="checkbox"/> -\$25	<input type="checkbox"/> N/A
MINI-CONSULTATIONS ON CAMPUS INITIATIVES	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> Free
<input type="checkbox"/> Friday, 9:45-10:30 a.m.			
<input type="checkbox"/> Saturday, 9:45-10:30 a.m.			

SUBTOTAL: _____
If postmarked after January 28, 2009, add \$50 \$50 \$50 \$50

TOTAL PAYMENT ENCLOSED: _____

CHECK ENCLOSED CREDIT CARD PAYMENT AMEX VISA MASTERCARD

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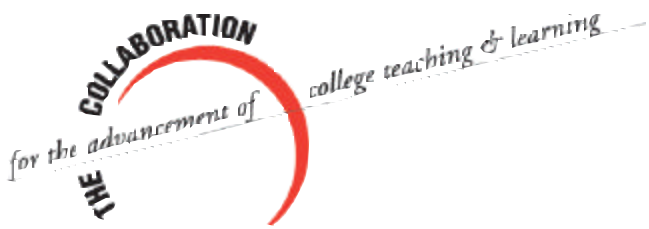
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PROFESSIONAL Development Conference

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Turtle Mountain Community College

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Morningside College

The Learning Educator:

**Fostering Our Own Development
for Better Practice and Results**

February 13-14, 2009

***Register by the January 28, 2009,
Early Bird Deadline and save!***

THE COLLABORATION for the Advancement of College Teaching & Learning is an institutional membership organization that supports and promotes outstanding college teaching and learning. Accredited nonprofit colleges and universities in Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin are eligible for Regional Membership; those outside the five-state region for Affiliate Membership; and higher education system offices and other nonprofit educational organizations for Associate Membership. For more information on membership and programming, contact The Collaboration.