

1035-S1-1379

Bradley A Warner and **Jadonna Brewton*** (jadonna.brewton@usafa.edu), 2354 Fairchild Drive, Suite 6D172, USAF Academy, CO 80840, and **Christopher Nelson**. *Practice What You Preach: The Use of Problem Solving and Literature Review in Faculty Development*.

At our institution we have several educational outcomes we want our instructors to foster in our students. The only outcomes we will address in this paper are intellectual curiosity, independent learning, and the ability to successfully frame and resolve ill-defined problems. We focus on these outcomes because they are most directly addressed in a problem-solving curriculum and the most difficult for new faculty to facilitate in a classroom.

In general, the maturation process of a faculty member can take a decade or more. Most of our new faculty will only spend 4 years at the institution and thus must develop at a faster rate. We will discuss how we prepare our faculty for a problem solving-based curriculum through a four pronged approach. First, we will discuss how we have our new faculty members solve problems and reflect on their problem solving experiences. Second, we strongly emphasize the idea of conceptual understanding by deep exploration of one of the problems they solved. Third, we require independent research of literature for a pedagogical topic of interest related to math education. Finally, we maintain their development through a sustained training program that continues during their entire stay as a faculty member. (Received September 19, 2007)