POD Asilomar Conference Program

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POD
Asilomar
Conference

9th National Conference
October 25-28, 1984

Professional & Organizational Development Network in Higher Education
## SCHEDULE OVERVIEW

<table>
<thead>
<tr>
<th>Thursday</th>
<th>2:00pm-6:00pm</th>
<th>Registration</th>
<th>Kiln</th>
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<tbody>
<tr>
<td></td>
<td>4:00pm-5:45pm</td>
<td>Opening:</td>
<td>Kiln</td>
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<td></td>
<td>Wine tasting, assessing expectations, getting acquainted</td>
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<tr>
<td></td>
<td>8:00pm-10:00pm</td>
<td>Cash Bar</td>
<td>Kiln</td>
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| Friday | 7:00am | Fun Run | Meet at Kiln |
|        | 7:30am-8:30am | Breakfast | Crocker Dining Hall |
|        | 8:45am-9:45am | Plenary Session | Firelight Forum |
|        | 9:45am | Coffee & Juice | Firelight Forum |
|        | 10:15am-11:45am | Concurrent Sessions | See session schedule |
|        | 12:00 | Luncheon and Luncheon Roundtables | Crocker Dining Hall |
|        | 1:30pm-4:45pm | Concurrent Sessions | Firelight Forum |
|        | 5:00pm | POD Business Meeting & Cash Bar | Crocker Dining Hall |
|        | 6:00pm | Dinner | Firelight Forum |
|        | 7:30pm-9:30pm | An Evening with Rick and Billie Barbara Masten | Firelight Forum |
|        | 9:30pm-11:00pm | Cash Bar | Firelight Forum |

| Saturday | 7:00am | Fun Run | Meet at Kiln |
|          | 7:30am-8:30am | Breakfast | Crocker Dining Hall |
|          | 8:45am-12:00 | Concurrent Sessions | See Session Schedule |
|          | 12:00 | Luncheon and Luncheon Roundtables | Crocker Dining Hall |
|          | 1:30pm-4:30pm | Concurrent Sessions | See Session Schedule |
|          | 4:30pm-5:30pm | Nature Walk with the Ranger | Meet on back steps of Registration Block |
|          | 5:00pm-6:00pm | Cash Bar & Juggling Lesson | Bar-B-Que Pit |
|          | 6:00pm | Bar-B-Que Dinner (Bring a sweater) | Bar-B-Que Pit |
|          | 7:30pm | Closing | Firelight Forum |
|          | 8:15pm-11:00pm | An Evening of Classical & Jazz Music/Cash Bar | Firelight Forum |

| Sunday | 7:00am | Fun Run | Meet at Kiln |
|        | 7:30am-9:00am | Breakfast | Crocker Dining Hall |

CHECK-OUT by NOON—GOODBYES as ARRANGED

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### Welcome to POD

**in California**

**at Asilomar**

You’re here. This is Asilomar. Welcome to the 1984 conference.

In setting out to make this conference an event worthy of its name, three of us started throwing ideas into the center of the room. We needed a great keynote speaker, some focus on typical California consciousness, new para-typical sessions, and a good deal of support. Sandy volunteered Bob Tannenbaum for the keynote address and then set out to contact him. Steve brought experience of past POD's and hopes for a new direction. Jan brought a native Californian's aesthetic and an enthusiasm for trying things that hadn't been done before. Together, with about two dozen more of you who gave us inspired suggestions, we're ready to see what we've wrought.

Drawing on California's resources for humanistic awareness and personal development, we hope the conference carries some of the mind- and heart-opening feeling that we want. To introduce the program, Bob Tennenbaum will be asking us to look at “The Internal Consultant: The Power of the Self as Consultant.” We will be urged to look more closely at ourselves and what we do as individuals that both facilitates and hinders our accomplishing our objectives and goals. The Saturday morning session with Susanne and David Whitcomb will ask us to look inward again, somewhat differently, through an exploration of “Kahuna Wisdom.” Not only can we not escape ourselves, there is much reward in learning who we are. This is something everyone can win.

Our tracks have varying boundaries, so we've omitted giving sessions certain designations. As persons who know who you are and what you need, you can best outline your own tracks. We have a “computer and hi-tech” group this year that’s different, and one for “alternative institutions.” The familiar tracks (with renewed approaches) are also here.

We got a phone call last week from the ‘85 prospective coordinator asking if we'd take on a job like this again. We can almost hear Sandy and Michele and Wini laughing now. But, without a doubt, our answer was yes. (We wouldn't want to be stuck without a coordinator next year.) And that's absolutely honest. People who were more help than we could say are Wini Anderson—who went through various stages of panic in getting you here; Michele Fisher—who's counseling attentiveness helped us keep a focus on the positive outcomes of the conference weekend; and Sandy Chedelin—who really came through as a friend and humanist. We also warmly thank the rest of you who are listed below, and those of you not listed but who are here to help us do this together. Thank you for the experience.

—Jan & Steve, 1984 Conference coordinators
CONFERENCE COMMITTEE

Many more people than those listed here helped make this conference possible, including those organizing sessions and volunteering for the dozens of odd jobs that make it work on site. And all of us are grateful, too, to our staffs at home, particularly our friends at John F. Kennedy University and the University of California, Davis, who talked, typed, copied, and followed-through. Thank you, everyone!

Coordinators
Jan Buckwald-Scholl
Steve Scholl-Buckwald

Registrar
Wini Anderson

Keynote
Sandy Cheldelin

Audio-visual
Ron McBeath

Recreation
David Whitcomb

Site
Michele Fisher

Evaluation
Joyce Povlacs

Organization Publicity
Dan Wheeler

Computer Network
Lynn Mortensen

Winetasting
Ron Boyer

Materials Resources
Helen Fink

General Assistance
Bobbi Helling

Conference Photography
George Helling

Executive Director
Marilla Svinicki

OPENING
4:00-5:45
Winetasting

For contemporary wine drinkers, the traditional ways of thinking about wines are both confusing and inadequate, so contend Bobbi and George Helling, who are not "wine connoisseurs" but social scientists interested in wine drinking as a social phenomenon. The rituals of selecting and serving fine wines go back to a time when vineyards were fewer and uncontrolled factors made it easily possible to get a mediocre or bad bottle. With wines made today under sinfully controlled conditions, one is about as likely to get a bad bottle of wine as a bad bottle of Coca Cola. On the other hand, the past two decades of rapid growth of wine production and wine drinking in America, and the accompanying mass merchandising has brought confusion. Several classifying and labeling schemes reflect attempts to bring order out of this chaos (appellation controlee in France, grades of qualitatswein in Germany and distinction between generics and varietals in California), but advertisers are using all their appeals not to clarify but to sell what they’ve got.

Bobbi and George, and Helen Fink, have designed an opening event based on criteria for consumer self defense. On the one hand, they say, wines that function as part of any occasion—champagne at a wedding for example—should not attract attention to themselves but are most important if they play their parts invisibly. On the other hand, in the case of distinctive wines (whether of a region or a grape variety) the wine itself is the focus of attention. To fully appreciate these one needs to be able to identify them.

So, for our opening we have a blind wine tasting in which you will have a chance to test your ability to make both kinds of discriminations. Participants will be awarded B.A.s if they can identify by taste wine that suits particular occasions, M.A.s and Ph.D.s if they can identify a collection of distinctive wines. To participate you’ll need a glass ($4.00 for the first one, $2.00 for an extra to take home and use in sharing your new skills with someone else).

Assessment

What are your expectations for learning at this conference? Will being here make a difference for you and for others? Will the conference “work”? Joyce Povlacs and Dan Wheeler have designed a process to break the ice and help you attend to the “here and now” of the conference during the opening. In a second stage of the process, on Friday, they will help surface any problems which may be corrected on site and increase one-to-one and small group interaction. Saturday evening they will help us give closure, and throughout they will be getting your help to give participants, the Core Committee, and future conference planners appropriate information.

Things You Can Get Up Front

At the front desk, for the asking, are an iron, a volleyball, and a medical kit. Pay phones are nearby, as well as in most buildings. There is a laundry service, a forest ranger, extra maps and history books of the area.

Asilomar and The Neighborhood

Northern California and Asilomar are, for a few days, your “asylum by the sea.” During the 1960’s the area sheltered another group which reacted to the social and cultural upheaval of their time by working to “probe the boundaries of human potential”—Esalen.

Esalen’s roots go back to the San Francisco Renaissance of the 1950’s, which was nurtured by Beat Generation artists Henry Miller, (who made his home in the Big Sur area just south of Asilomar) and Jack Kerouac and Allen Ginsberg (of the North Beach area of San Francisco). In 1962, the Esalen Institute was founded in Big Sur to “explore any approach that will expand the abilities of [humanity].” It began to offer seminars, encounter groups, sensitivity training, and drew upon the artistic and intellectual gifts of such 60’s luminaries as Fritz Perls, Alan Watts, Abraham Maslow, Buckminster Fuller, and B. F. Skinner. Esalen moved into the areas of “body work” with Ida Rolf and mind altering drugs with Aldous Huxley. Though they didn’t invent hot tubs, L.S.D., and t-groups, the members of Esalen certainly gave these consciousness raising experiences a home—and an identity that was uniquely Californian.

Asilomar itself began about 1913 as a YWCA camp. Its physical structures were designed by Berkeley architect Julia Morgan. As a conference site it has become well-known around the world. Here the National Historical Preservation act was discussed and California’s “Coastline Initiative” was produced. Peace groups, church groups and academics are among the thousands of people who preceded us here. Their spirit is a reminder that a refuge is also a place to launch new movements.
Health & Fitness & Getting Outdoors

For the tennis players among us, we apologize that we've still not tracked down a single tennis court on the grounds. David Whitcomb, our conference recreation coordinator, has other plans in store, among them a group juggling lesson to warm up for the Saturday barbecue, so bring your tennis balls anyway. Jogging maps are included within and the beach is all around us.

A Nature Walk with the Ranger is planned for Saturday (from 4:30-5:30). A relaxing and energizing introduction to Monterey flora and fauna. You're bound to meet the raccoons or the deer.

The pool is right on the Asilomar grounds map. The “only short-course Pacific Grove municipal golf course” is just down the road, $9/18 holes, $6/9 holes. And the volleyball net is on the path to the beach. See David for the team volleyball.

Monarchs Only

Probably not the major reason—but a good reason!—for having POD at Asilomar this year is the annual return of the Monarch butterflies. Within these pages is a map of their arrival destination and time. You can get there from here.

Business First

Core Committee will have met for an exhaustive/intensive two sessions by the time conferences see this program. They'll be more than briefed and ready for the general POD business meeting (and cocktail hour) Friday evening from 5-6pm. Everyone invited.

Everyperson’s Computer Resource Room

If computer networking or computer applications to professional and organizational development are among your interests, stop by for the opening session Friday morning in the computer resource room located in the Forest Livingroom. There will also be a tele-conferencing session Friday afternoon to help round out our “high-tech” track. Computers will be available for our use Friday and Saturday. See schedule for details and times.

A Clean Well-Lighted Space To Read

Displays of recent publications in professional and organizational development will be in Acorn Living Room. If you've got something you think others should read (who here doesn’t) bring it in and we'll find a place for it.

Spontaneously Generated Meetings

Woodside Living Room is available for whomever has a reason to use it, from private consultations to gestalt therapy sessions. Feel free. You can advertise on the “Connections” bulletin board in Kiln.

Connections

If all goes well, your picture will be on the wall (in Kiln) by the time you read this print. Our polaroid camera will be framing your face for easy identification among conference participants. Adjacent to the photos will be various information boards. Anyone wanting to connect with others for any reason—clandestine meetings, consultations, midnight swim, a ride to San Francisco—is encouraged to make good use of the resources here.

Survival Notes

Asilomar does not sell alcoholic beverages. But, as of now, POD does! A bar will be open, usually in Kiln, before dinner and in the later evening. You may purchase bottles of wine there, as well, for dinner. Glasses will be available in the dining hall upon request. And, if you want to brush up or learn new skills, interpersonal or career, we need volunteer bar tenders. See someone at the bar to sign up.

Please: NO SMOKING IN CONFERENCE SESSIONS OR IN CONFERENCE ROOMS. Weather permitting, there are out-of-doors areas by every room. Thanks!

Finally, to insure smooth operation and facilitate connections, wear your nametag throughout the conference and always bring your meal ticket to Crocker Dining Hall.

Saturday Evening—Classical & Jazz

Carmel musicians Carmen Martin and Michael Culver will provide California ambience on cello and vibraphone. Every dinner should close this way. After-dinner drinks, firelight, fugues and friends...You will enjoy being a part of this.
The process, values, and practices of the Kahunas of old Hawaii have striking relevance and power for professional and organizational development in higher education. The Kahunas were committed to the development of professionals, and although they came from another culture and another time, the universal principles carry their power to us in direct ways. Their wisdom will be explored in a session that combines information, application, experiential learning, and a question and answer period.

**Teaching Improvement Programs Based Upon the University of Massachusetts Model: An Update**

Glenn Erickson, University of Rhode Island
Michael Kerwin, University of Kentucky Community College System
Joyce Powlac, University of Nebraska, Lincoln

In the early 1970's the "Clinic to Improve University Teaching," a program at the University of Massachusetts, provided a model for other colleges and universities. Although the Clinic no longer exists, this panel represents programs based upon that model. They will discuss adaptations of the model, including the results of program evaluations and an overview of recent research on a key part of the process, the Teaching Analysis by Students (TABS) system.

**Instructional Effectiveness: "Matching What I Say with What I Do" Part I**

Ron Smith, Concordia University
Tom C. Wilson, University of California, Irvine

A workshop in two parts, these sessions enable participants to examine instructional improvement from a theory of action perspective. The lasting betterment of learning and teaching cannot occur without changing the basic values, policies, and practices. To understand this requires a deep analysis of contradictions between what individuals espouse and how they act. During the Friday morning meeting participants will generate information about their existing espoused theories through "script dialogue." During the Saturday afternoon (1:30-4:30) meeting, they will examine these scripts for contradictions, inconsistencies, and amazement.

**Conducting Discussions**

Ron J. McBeath, California State University, San Jose

What types of questions do you ask? Which ones get answers and lead to interaction? What types of discussions are suitable for students at different levels of experience? How do you start up, keep going and evaluate discussions? In this workshop you will learn how you can give professional help to your colleagues in leading discussion with self-instructional modules from the San Jose State University Self Appraisal and Development Program, now used in more than 50 countries.

**It's the Institution That Teaches**

Bobbi and George Helling, St. Olaf College

It is Harvard or North Branch Community College, not professors, which teach or fail to do so, just as it is hospitals, not doctors, not shoemakers, which make shoes these days. Such a conception of the teaching institution has implications for deans, department chairs, and faculty serving on policy making committees. We will elaborate this idea, suggest some ways to cope with its reality, and provide opportunity for session participants to share others.

**Stable, Mobile or Uncertain? University Administrators' Career Management Process—Control, Balance and Satisfaction**

Sandra Morgan, Illinois Institute of Technology

This workshop presents a model of career management used by lower and mid-level non-faculty administrators at three large private universities. Based on empirical research, the model includes career stages, work values, male-female differences, and the relationship between attitude and actual career behaviors. In an interactive format, participants will focus on implications for human resource management and staff development in their own organizations.

**Luncheon Roundtables**

FRIDAY, 12:00 NOON Crocker Dining Hall

Tables will be marked for the following "Roundtable" discussions:

**How Faculty Learn Best: The Challenge of Retraining**

Dorothy P. Miller, California State University

I have been gathering information from each of the nineteen campuses of the California State University system in regard to their approaches to faculty retraining. I would like to share my findings and discuss the matter of retraining with other persons interested in the topic. The focus will be on retraining to teach a new course within one's own discipline.
AN INQUIRY INTO INTERACTIVE TELEVISION
Glenn Ross Johnson, Texas A & M University
Libby Gardner, Texas A & M University
Let's share our experiences with interactive television. What success stories do you have? What problems have you encountered? Do you believe interactive television will succeed where regular closed circuit television failed? Are there "nuts and bolts" suggestions you want to share with the group, or have you done any relevant research? The roundtable is open to old hands and curious laypeople alike.

DEVELOPMENT AT RESEARCH UNIVERSITIES
Michele Fisher, Stanford University
Open discussion about the special issues in professional and organizational development faced by those who work at research universities.

Ocean, Beach, Tidepool Walk

DIRECTIONS: ... From Asilomar Main Gate, walk left on ASILOMAR BLVD to PICO ST (.3 miles). Left on PICO to OCEANVIEW BLVD (.3). Right on OCEANVIEW indefinitely or (1.0 miles) to fog horn and lighthouse look for sea otters ... (2.4 miles) to LOVERS POINT BEACH. Restaurants, waterfront park, swimming, surfing, beaches, near downtown Pacific Grove. TIDEPOOLS are present at low tide at most points along shoreline. Sea life in this area is plentiful and protected by State and local laws. For long-walkers, continue on OCEANVIEW to Cannery Row (4.0 miles from PICO AND OCEANVIEW)... or return same route or alternate routes on pages 4 and 5 via downtown Pacific Grove.

LOANING MONEY TO FACULTY—HOW COULD YOU?
Dean Osterman, Oregon State University
A presentation and discussion of the Faculty Productivity Award—loans to faculty to increase classroom productivity—which has been established at Oregon State under a FIPSE grant. The FPA is a self-help approach to the problem of declining resources, and permits more efficient use of funds by applying increases with productivity back into the system. Discussion of how such a program might work at the participants' home campuses.

AGAINST THEIR WILLS: DEVELOPING THOSE WHO "DON'T NEED IT"
Tom Pasternack, Randolph-Macon Woman's College
An informal sharing session in which successful, though sometimes sly, slick, sneaky, and/or somewhat seductive strategies for surreptitiously developing "satisfied" faculty members will be discussed. Participants are encouraged to share ideas and materials which they have found helpful in getting skeptical faculty members involved in professional development.

FRIDAY, 1:30-3:00 P.M.

Oak Shelter

FACULTY CAREER SUPPORT GROUPS—Self Help for the Academy
Daniel Wheeler, University of Nebraska, Lincoln
Because so many of the old support systems (e.g., churches, social groups and sometime family) are perceived as not useful, or even existent, faculty at University of Nebraska have participated in a support group to examine a range of career issues and to share resources. They've found the sessions useful for clarifying ideas and exploring alternatives. Session includes a participant simulation of a support group.

Hearth

A HEART-RENDING BUT FULFILLING SAGA OF FACULTY DEVELOPMENT
Donald Brodeur, Sacred Heart University
Charles Eby, Sacred Heart University
Michelle Loris, Sacred Heart University
Carol Schofield, Sacred Heart University
From one to many... the trials, tribulations and successes of a faculty development program beginning with one faculty member and evolving into a multifaceted program impacting institutional policies. The personal growth of the directors, projects on campus and administrative involvement will be discussed, along with focus on critical thinking activities, videotaping of teaching and faculty computer literacy programs which became examples of faculty ownership of a program at a small college with limited funds.

Forest Living Room

STRENGTHENING POD LINKAGES WITH AUDIO CONFERENCES
James L. Ratcliff, Iowa State University
You can tap external resources quickly, construct a program development sequence that effects change, and can strengthen ties within the POD Network through audio conferencing. In this session, Jim will demonstrate the strategizing, development and use of audio conferences for faculty, staff, program and organizational development. The group will brainstorm ways in which the POD Network can be enhanced by this telecommunications medium.
TEACHING COLLEGE COURSES TO MILITARY CLIENTELE  
John L.V. Bobell, Southern Illinois University
This session will provide information about the uniqueness of active military personnel in the classroom, including the students' expectations of teachers. Materials will also be provided for discussion about existing higher education programs for the active military on military installations.

EDUCATIONAL MEDIOCRITY: A HUMAN PROBLEM  
Patsy Kollen, Independent Educator, New Buffalo, Michigan
Does education as it currently exists make creative thinking impossible? An introduction to, and participatory exploration of educational mediocrity utilizing my understanding of the Krishnamurti/Bohm approach to understanding human problems.

TA TRAINING: THE STATE OF THE ART  
Wini Anderson, University of California, Davis
John Andrews, University of California, San Diego
Michele Fisher, Stanford University
Robert Menges, Northwestern University
Richard Smock, University of Illinois, Urbana
Tom Wilson, University of California, Irvine
The panel members will sketch key themes and future directions in TA development. Some of the questions to be addressed are, "How can we link such training more solidly to the core of graduate study?" , "How is TA training being affected by broad trends in higher education?" and "What teaching innovations can be brought to bear in preparing the next generation of college instructors?". The format will include active discussion, and the panel will consult on specific TA training problems presented from the audience.

FRIDAY, 1:30-4:30 P.M.

IMPROVING PRESENTATION SKILLS THROUGH MICROTEACHING  
LuAnn Wilkerson, Harvard Medical School
As professional development practitioners and faculty members, we make numerous presentations each year. This workshop will provide an opportunity for us to use one another's expertise to improve our skills in making exciting presentations and leading stimulating discussions. At the conclusion of the session, we will consider the role of microteaching as a faculty development tool.

GRAMMAR ACROSS THE CURRICULUM: LINGUISTIC INQUIRY FOR HUMAN BEINGS  
Francis A. Hubbard, University of Wisconsin, Milwaukee
This workshop will present a brief overview of current linguistic research, including especially functional grammar as developed by the London University linguists Quirk, Greenbaum, and others. Then it will present a method for generating classroom exercises employing this grammar in a variety of fields—for the teaching of writing and other subjects, particularly at the introductory level. Participants will write and present their own exercises, adapted to their field.

FRIDAY, 3:15-4:45 P.M.

PAULO FRIERE, CRITICAL CONSCIOUSNESS, AND ORGANIZATIONAL CHANGE  
Tom C. Wilson, University of California, Irvine
The session will examine the relevance of Paulo Friere's pedagogy to organizational change. Participants will have the opportunity to "uncover" their individual orientations to change through a case study of their own choosing along the dimensions of magical, naive, and critical consciousness. They will then engage in dialogue concerning these orientations and their possibilities. The activities include small group work, general discussion and individual reflection.

SUCCESSFULLY MANAGING ACADEMIC STRESS  
Peter Seldin, Pace University
In managing academic stress, it is helpful to be aware of both causes and successful practices used by other faculty and administrators to cope with it. Through simulation exercise and group discussion, participants will explore and contrast their own perceptions of the causes and management of academic stress and then compare those with survey results of the relative importance that academics place on such factors as outside support systems, a "healthy life style," exercise, and meditation.

WHY TA TRAINING NEEDS INSTRUCTIONAL INNOVATION  
John D. W. Andrews, University of California, San Diego
The TA role includes many functions that require fresh teaching approaches; the standard formats of lecture and recitation are simply too narrow. In this session I will present via videotape an array of innovative teaching formats, all "field tested" by TA's on our campus. We will also discuss in terms of learning objectives how these methods are useful in helping TA's to do their jobs in more exciting ways.

MAXIMIZING EFFECTIVENESS OF THE UNIVERSITY COMMUNITY DURING AND AFTER A PERIOD OF RETRENCHMENT  
Ann F. Lucas, Fairleigh Dickinson University
A guided discussion and exploration, the following topics will be included: identifying and dealing with the impact of termination on faculty who leave; providing support, coping strategies and bridges to alternative employment for terminated faculty; critiquing commercially available outplacement techniques and services; directing energy generated by retrenchment into productive channels; enhancing morale and effectiveness of the remaining university community; and maximizing internal resources through planned involvement and in-service education.

ON A CLEAR DAY I CAN SEE HOW TO IMPROVE MY TEACHING  
Elizabeth Gaines, Personnel Department, City of Omaha
Marilyn Leach, University of Nebraska at Omaha
Richard Wikoff, University of Nebraska at Omaha
An effective procedure in improving one's teaching is modeling. However, rarely does one have the opportunity to see the class room behavior of colleagues who have been recognized for their outstanding teaching. Personal characteristics of 88 outstanding teachers were studied. Implications for younger and less-experienced faculty will be discussed. Additional information, as it relates to career development for faculty, will be presented.
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All instructional consultants experience clients with challenges that aren’t sometimes not. This consultants. "Participants Lynn Mortensen and Joyce ty head. We’ll examine our own underlying assumptions and improve skills as which incorporate heart and mind to the betterment of the human community. Role play, visualization, intellectual/emotional techniques will be war, I’d like to share knowledge and expertise with others in the liberal arts As institutions of higher education and included. intellectual and vital way to the great issue of our times, the threat of nuclear r

HUMAN CONNECTIONS—HOW TO THE THREAT OF NUCLEAR WAR AND THE HUMAN CONNECTIONS—HOW TO TEACH ABOUT IT BY REACHING OUT TO HEARTS AND MINDS

Louis Silverstein, Columbia College, Chicago

As institutions of higher education and faculty ponder how to respond in an intellectual and vital way to the great issue of our times, the threat of nuclear war, I’d like to share knowledge and expertise with others in the liberal arts who wish to include the study of the nuclear threat in their curriculm in ways which incorporate heart and mind to the betterment of the human community. Role play, visualization, intellectual/emotional techniques will be included.

HARD CASES

Lynn Mortensen and Joyce Povlacs, University of Nebraska, Lincoln

All instructional consultants experience clients with challenges that aren’t easy to manage. Sometimes the individual stories have happy endings, sometimes not. This “nitty gritty” session will discuss some of those “hard cases.” Participants are expected to share an example of a “hard case” faculty member they have had to deal with in the role of consultant or department head. We’ll examine our own underlying assumptions and improve skills as consultants.

SATURDAY 8:45 A.M.-11:45 A.M.

CRITICAL THINKING, WRITING AND COLLABORATIVE LEARNING: CREATING ENVIRONMENTS FOR INTELLECTUAL DEVELOPMENT IN COLLEGE

Janice Hays, University of Colorado, Colorado Springs
Joanne Kurfiss, Weber State College

Professors who work at developing students’ discipline-related thinking and inquiry skills know the value—and frustration—of using writing to achieve their goals. This value is increased, and frustrations reduced, when students experience themselves in a learning community with their peers in the college classroom. In this session we address challenges of collaborative learning and suggest strategies for establishing the kind of community that facilitates development of students’ critical thinking and writing skills. Part one is an experiential introduction to the issues; part two provides guidelines for applications. Participants may attend either or both parts of the workshop.
SATURDAY, 10:30 AM-12:00 NOON
Hearth

WORKSHOP WITH RIC AND BILLIE
BARBARA MASTEN
A chance for a more intimate workshop and exchange of ideas. They'll be looking to explore issues that came up for participants in Friday night’s event.

Runners Route

A. PACIFIC GROVE HIGH SCHOOL TRACK... From Asilomar Main Gate, run or walk right on ASILOMAR BLVD to SUNSET BLVD. Left on SUNSET to CONGRESS AVE (.6 miles). Track is visible (with reasonably good eyesight and low density fog) across the intersection.

B. SHORELINE RUN—See Map (3.5 miles from beginning to end).

C. FOREST RUN—See Map (.8 miles to forest paths then distance varies).

Thank you to Bruce Scott Productions for map information. More maps are available in the book of their source for sale at the registration building desk.

SATURDAY, 10:30 A.M.-12:00 NOON
Afterglow

THE BEGINNING TEACHER
Lawrence T. McGill and James M. Shaeffer, Northwestern University
This presentation concentrates on an interview study with graduate teaching assistants at Northwestern University. We asked GTAs what programs the university offered them and what others they felt they needed; how they perceived their roles as teachers; and how their lives compared with those of their supervising professors. By role-playing interviews and distributing selected responses, we will demonstrate how the interview can be implemented with other programs for beginning teachers as an intervention and assessment tool.

Embers

A PROVINCE-WIDE FACULTY DEVELOPMENT PROGRAM (BRITISH COLUMBIA)
Diane Morrison, Ministry of Education, British Columbia
Rod Mitchell; Judy Wilbee and Jim Wright, Cariboo College
Over the last five years, we have built an experiential-based instructor development program using minimal resources by fostering campus leadership and promoting interinstitutional cooperation. Participants will have an opportunity to discuss ideas on the growth and development of the program, the training and development of instructors as program heads and ways we have coped with restraints. We will outline why the program has succeeded in British Columbia, and identify how it can be implemented in other systems.

Oak Shelter

EVALUATING A FACULTY DEVELOPMENT PROGRAM
Michele Fisher and David Halliburton, Stanford University
Bob Menges, Northwestern University
The Program for Faculty Renewal is a nine-year old regional faculty development program at Stanford recently evaluated by Bob Menges and Claude Mathis. After a description of the evaluation and its most important results, the panelists and participants will discuss general issues in the design of development programs, the methodology of evaluation for such efforts, and the significance of the outcomes. We hope participants will include program designers, directors, evaluators, and policymakers in the faculty development field.

Evergreen

PACKAGING AND MARKETING YOUR CONSULTING
Elizabeth A. Kaspar, Western Illinois University
Belle Marvin Zimmerly, Columbus College
Wanna make a bet? You’re more creative than you would believe! The discussants will outline for you the theory of a good marketing plan. Then they will help you to exercise some of your own creativity that will make this a practical application of the theory to the practice that will help you to do a superb promotional job for yourself, to know what to look for in a person you may hire to work with you on your promotion, and how to package your whole consulting offering.

SATURDAY, 12:00 NOON
LUNCHEON ROUNDTABLES
Crocker Dining Hall

RESEARCH
Bob Menges, Northwestern University
Each year several POD members ask that more sessions address current research in faculty, instructional and organizational development. Bob Menges will facilitate identification by the roundtable group of areas where research has been taking place or is needed, and explore how POD might help its members learn about the latest developments.
SUPPORT SERVICES FOR GTA’S: WHAT WORKS AND WHAT DOESN’T
William K. Jackson, University of Georgia
Discussion of both successful and unsuccessful GTA support activities. This session will be primarily for institutions where graduate students serve as teaching assistants. The facilitator will describe the results of a survey of GTA support services at the 50 largest graduate universities in the US. Participants will be encouraged to share ideas concerning their experiences with GTA’s.

PUTTING YOUR MONEY WHERE YOUR MOUTH IS: SELECTION CRITERIA FOR OUTSTANDING TEACHER AWARDS
Ronald D. Simpson, University of Georgia
We will focus on the process of identifying and rewarding outstanding teachers. Should such awards go only to tenured faculty? What weight should be given to scholarly productivity? What kind of award, and to how many? Who should decide? What weight should be given to student ratings, colleague recommendations, administrator’s opinions? Lively discussion among the participants will be encouraged.

ETHICS IN PROFESSIONAL DEVELOPMENT
Marilla Svinicki and Karen Watkins, University of Texas at Austin
What are our ethical responsibilities as “developers”? To date we have made no concerted effort to establish ethics and standards of practice. This luncheon roundtable will discuss if such an effort is feasible, how competency in increasing professional ethics might be developed, and what roles POD might serve in these endeavors.

THE FORD SEMINARS AT THE UNIVERSITY OF MASSACHUSETTS, BOSTON: THEORY, PRAXIS AND HOPE
James Broderick, Howard Cohen, and Nancy Hoffman, University of Massachusetts, Boston
The Ford Seminars provide faculty with time for reflection about teaching and for focused discussions. In groups, they study theoretical and practical discourses on learning and teaching. In teams or pairs, they visit each other’s classes and share a common effort to improve what happens in those classes. The Roundtable will be a chance to examine how such a strategy works at a large urban institution.

IMPLEMENTING A REGIONAL UNIVERSITY
Irving R. Buchen, California State College, San Bernardino
A regional university is a mission commitment, and thus, even as a tax-supported institution, it has an ideological position. This roundtable will discuss the implications for fulfilling this mission within the region as they apply to faculty, instructional and organizational development, including establishment of advisory councils, satellite programs for outlying areas, cultural events and services and the networking of university and regional planners.

SATURDAY, 1:30 PM-4:30 PM
INSTRUCTIONAL EFFECTIVENESS: MATCHING WHAT I SAY WITH WHAT I DO PART II
Ron Smith, Concordia University
Tom C. Wilson, University of California, Irvine
Part II of the session which began Friday at 10:15. You must have attended Part I to profit from Part II. See description for Friday session.

THE ACADEMIC GAME: A SIMULATION ON RANK AND GENDER
Joanna B. Boehnert, University of Guelph
This experiential game focuses on problems of rank and sex in academia. The several cognitive and affective objectives involve recognition and discussion of the ways in which these problems influence decisions made in higher education as well as in other social institutions. Session includes the game itself, “Beginning of the Year Party,” at least three interaction rounds, committee meetings, a “Word Game” for junior faculty, and a debriefing session.

SATURDAY, 1:30 PM-3:00 PM
DESIGNING A COMPREHENSIVE EVALUATION OF A COLLEGE COURSE
Robert M. Diamond, Syracuse University
Often faculty assume that student feedback represents total course evaluation—obviously not the case. Participants will work in teams through a protocol which is designed to have them consider the wide range of questions that could be part of a course evaluation. Discussion will explore how much appropriate data can be easily collected if one plans ahead.

SHOESTRING INSTRUCTIONAL DEVELOPMENT
C. Lloyd Brown-John, University of Windsor
Here is a session for those who are committed to self-help (using on-campus faculty to assist and support the development of other faculty) as the basis for instructional development. We’ll share ideas and experiences in finding techniques for dealing with the issues that confront all of us who operate on budgetary shoestrings. Open to old pro’s and initiates alike.

ALTERNATIVE EDUCATION: WITHIN AND WITHOUT TRADITIONAL EDUCATION’S BOUNDARIES
Mildred M. Henry, New College of California
William (Mac) McCreary, Sonoma State University
Jack Lindquist, Goddard College
We see this session as an opportunity to re-examine what is meant by ideas and practices surrounding educational ventures describing themselves as “alternatives” to the status quo. What are the goals, purposes of such ventures? How many are truly “telic” ventures in the ways described by Grant and Reisman in their recent book, The Perpetual Dream? To what are these ventures in some sense “alternative?” There are sacred and profane aspects to moving beyond the traditional—what are they? Is it possible to talk about a “new logic” of education? Brief presentations and lots of discussion.

POD COMPUTER NETWORK
Ron Boyer, University of Cincinnati
Barbara Florini, Syracuse University
Et al.
Wrap-up session for those who have been helping to create a computerized network. Details to be announced.
SATURDAY, 1:30 PM-3:00 PM

Embers

MAKING ACADEMIC COUNSELING WORK
Robert G. Pierleoni, Rush-Presbyterian-St. Luke’s Medical Center
Is it true that Joe and Jane College not only cannot read, but also cannot write, think critically, formulate concepts, solve problems, or make decisions? If these charges apply to our students, what are the implications for us as college teachers? The purpose of this session is to take a fresh look at the real—or perceived—basic skills deficiencies of our students, focusing on the teacher and his/her role as an academic counselor.

SATURDAY, 3:15 PM-4:30 PM

Hearth

APPLICATION OF THE ACTION-RESEARCH MODEL TO CURRICULUM DEVELOPMENT IN AN ALTERNATIVE DEGREE PROGRAM
Stephen M. Brown and Kenneth W. Wadowski, Lesley College
Our objective is to demonstrate how the action-research model can be utilized in the process of curriculum development. Specific areas include: how information can be utilized in curriculum development; the importance of feedback; and the need to field test and modify curriculum changes. The session should be of particular interest to teachers and administrators in higher education for adults.

Forest Living Room

“ELECTRONIC CARROTS” IN THE FACULTY DEVELOPMENT CENTER
Gerald G. Farr, Southwest Texas State University
If designing a “computer center for faculty” within your faculty development center interests you, come to this session. Come discuss the many spin-off activities such a center will provide your program and how it can draw faculty to you. Let us share each others’ successes and failures in encouraging faculty computer literacy through the use of microcomputers and mainframes.

Afterglow

THE EFFECT OF A DEVELOPMENTAL WRITING COURSE ON STUDENT PERSISTENCE AND ACHIEVEMENT
George R. Boggs, Butte College
A study of the persistence and achievement of freshman composition students over a five-year period clearly reveals the effectiveness of a previous developmental writing course. We will discuss the need for evaluation of such courses and the value of study of educational outcomes.

Embers

EVALUATING TEACHING EFFECTIVENESS OF TEACHING ASSISTANTS
Libby S. Gardner and Glenn Ross Johnson
Teaching assistants—those poor overworked, underpaid, untrained graduate students—teach 40-50% of the lower division credit hours at many universities. Programs to assist these fledgling instructors are often sporadic. A study involving over 150 TAs at Texas A & M identifies commonalities in and relationships between variables such as student evaluations, self-evaluations, attitudes toward teaching and patterns of interaction in class.

Walk with the Butterflies (Park/Forest Trek)

SATURDAY, 1:30 PM-3:00 PM

Embers

ALTERNATIVE LEADERSHIP STYLES: APPLICATIONS OF CURRENT RESEARCH
Michael Field and Russell Lee, Bemidji State University
Current research on leadership styles suggests that different kinds of leadership actions are most appropriate for different group situations, and that knowledgeable leaders learn to recognize which leadership styles are most appropriate at any given point in their group interactions. Our presentation will summarize current research in this area, including Fiedler’s and Hersey’s and Blanchard’s work on situational leadership. Participants will identify situations in their home institutions which we can discuss with regard to appropriate leadership behaviors.

Hearth

Very Interesting Paragraph Before Directions...
The MONARCH BUTTERFLY makes its winter home (October-March) in Pacific Grove—more specifically, in George Washington Park/Forest just minutes from Asilomar. The directions will lead you to the trees where millions of the orange and black winged butterflies “hang out” in clusters on the Spanish Moss high in the tree tops and on sunny days fill the sky and gardens as they flutter around the city. The Monarchs you’ll see have never been here before but are a new generation each year that simply “sense” coming here for the winter.

Directions: From Asilomar Main Gate, walk “up” SINEX AVE to 17 MILE DRIVE (3 miles). Continue on SINEX past 17 MILE DRIVE (about 50 yds) to Park/Forest on left. Take any path into forest be aware of some poison oak and “stroll” observing the tree tops for clusters Festoons of Monarchs. The Park is about one-half mile long and continues across PINE AVE to SHORT ST. (If you cannot find any butterflies, you are probably walking during the months of April-September and they are elsewhere. However, it is still a worthwhile esthetic experience.)

Afterglow

The Effect of a Developmental Writing Course on Student Persistence and Achievement
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FRIDAY

8:45-9:45  "Kahuna Ways" Whitcombs
(9:45: Coffee Break)

10:15-11:45

12:00-1:15  Luncheon Roundtables
            "Challenge of Retraining" Miller

1:30-3:00  "Improving Presentation Skills" Wilkerson
           (1:30-4:45)
           "Linguistic Inquiry" Hubbard
           (1:30-4:45)

3:15-4:45

5:00  POD Business
6:00  Dinner
7:30-9:30  Evening with Ric and Billie Barbara

SATURDAY

8:45-10:15  "Critical Thinking... Collaborative Learning" Kurfiss & Hayes
            Part I
            "Feedback Lecture" Osterman
            (8:45-11:45)

10:30-12:00

12:00-1:15  Luncheon Roundtables
            "Research" Menges

1:30-3:00  "The Academic Game" Boehnert
           (1:30-4:30)

3:15-4:30

4:30-5:30  Cash Bar/Nature Walk with Ranger
6:00-7:30  Bar-B-Que
7:30-11:00  Music and Firelight
Every year the POD Conference is based on a varied program of sessions which emphasize active learning: model workshops, lively discussions, reports on projects in process, and demonstrations of new learning strategies. The preliminary list of sessions below illustrates the range of options packed into two and one-half days of networking.

The keynote this year will be given by Robert Tannenbaum, one of the major figures in the development of organizational psychology. Other highlights include a joint presentation by Suzanne and David Whitcomb based on their current work in institutional values and personal development. There will be "roundtables" on ethics in professional development, research in the field, and special issues facing programs at community colleges, liberal arts colleges and research universities. We're working on a micro-computer track which will appeal to all levels. We even have a nature walk with the Forest Ranger.

Our conference site invites walks (and runs). Asilomar occupies a portion of the Monterey peninsula which includes both forest and beachfront. You may want to try bicycling through the Pebble Beach area minutes away. If water is your medium, you have the choice of a freshwater pool or the Pacific Ocean. And October is the beginning of the massing of monarch butterflies in Pacific Grove, well worth a stroll through the streets around the Center.

It's Northern California -- dress casually and be prepared for warm days and sometimes (very) cool evenings.

Above all, come prepared to meet new people and renew old connections. The Conference is more than sessions. It's an annual opportunity for personal growth, an introduction to faculty, organizational and instructional development for first-timers, and an update and stimulus for veterans. Join us!

For more information contact the Conference Coordinators, Steve Scholl-Buckwald or Jan Buckwald-Scholl at John F. Kennedy University, 12 Altarinda Road, Orinda, CA 94563, (415) 254-0200. Register early: Asilomar may not hold spaces for us after July 15 (though there are motels nearby, and you may register for the conference up to October 23).
DAVID B. ANDREWS, Keene State College, "Teaching Teachers About Learning and Teaching Students To Learn"

JOHN ANDREWS, University of California, San Diego, "Training Teaching Assistants"

JOHN LV. BOBELL, Southern Illinois University, "The Uniquenesses of Teaching Higher Education Curriculum Courses to Military Clientele on Military Installations"

JOANNA B. BOEHNERT, University of Guelph, "The Academic Game: A Simulation"

JOHN LV. BOB Bell, Southern Illinois University, "The Uniquenesses of Teaching Higher Education Curriculum Courses to Military Clientele on Military Installations"

LLOYD BROWN-JOHN, University of Windsor, "Self-Help Instructional Development"

STEPHEN M. BROWN and KENNETH W. WADOSKI, Lesley College/Programs in Management for Business and Industry, "Application of the Action-Research Model to Curriculum Development in an Alternative Degree Program"

IRVING H. BUCHEN, California State College, San Bernardino, "Implementing a Regional University"

RICHARD W. BUTCHKO, Christopher Newport College, "Organizing a Student Transition Project: A Program for Recruiting and Retaining Minority Students"

ROBERT DIAMOND, Syracuse University, "Designing Course Evaluations"

CHARLES EBY, DONALD BRODEUR, MICHELLE LORIS and CAROL SCHOFIELD, Sacred Heart University, "A Heart-Rending but Fulfilling Saga of Faculty Development"

GERALD FARR, Southwest Texas State University, "'Southwest Texas State University Electronic Carrots' in the Development Center"

MICHELE FISHER, DAVID HALLIBURTON, Stanford University, and BOB MENGES, CLAUDE MATHIS, Northwestern University, "Evaluating a Faculty Development Program"

BARBARA FLORINI, Syracuse University, "What Do You Mean -- Market My Support Agency!?!"

FRED GAIGE and CAROL PAUL, Fairleigh Dickinson University, "Planning a Liberal Arts Comeback"

LIBBY S. GARDNER and GLENN ROSS JOHNSON, Texas A & M University, "Evaluating Teaching Effectiveness of Teaching Assistants"

BOBBI AND GEORGE HELLING, St. Olaf College, "The Teaching Institution"
FRANCIS A. HUBBARD, The University of Wisconsin, Milwaukee, "Grammar Across the Curriculum: Linguistic Inquiry for Human Beings"

WILLIAM JACKSON, University of Georgia, "Selecting Outstanding Teachers"

GLENN ROSS JOHNSON and LIBBY GARDNER, Texas A & M University, "Interactive Television: An Inquiry Session"

ELIZABETH A. KASPAR, Western Illinois University, and BELLE MARVIN ZIMMERLY, Columbus College, "Marketing Your Faculty Development Program"

MIKE KERWIN, University of Kentucky, JOYCE POVLACS, University of Nebraska-Lincoln, MARY DEANE SORCINELLI, Indiana University-Bloomington, and GLENN ERICKSON, University of Rhode Island, "Teaching Improvement Programs Based Upon the University of Massachusetts' Model: An Update"

PATSY KOLLEN, "Educational Mediocrity: A Human Problem"

JOANNE KURFISS, Weber State College, and JAMES HAYES, "Techniques for Using Writing as an Instrument of Learning"

MARILYN LEACH, University of Nebraska, "Personal Characteristics of Outstanding Teachers"

RUSSELL LEE and MICHAEL FIELD, Bemidji State University, "Alternative Leadership Styles: Applications of Current Research"

RON J. McBEATH, San Jose State University, "Conducting Discussions"

DOROTHY P. MILLER, The California State University, Long Beach, "How Faculty Learn Best: The Challenge of Retraining"

WILLIAM S. MOORE and KATHE TAYLOR ALLEN, Longwood College, "Who's Making the Meaning in the Classroom?"


LYNN MORTENSON and JOYCE POVLACS, University of Nebraska, "Hard Cases"

DIANE MORRISON, Post-Secondary Department, Ministry of Education, B.C. Canada, and ROD MICHELL, Cariboo College, "The Instructional Skills Program - British Columbia"

MARILEE S. NIEHOFF, Kent State University, "A New Approach to Humanizing Learning Effectiveness"

DEAN N. OSTERMAN, Oregon State University, "Matching Learning Styles with the 'Feedback Lecture'"

DAVID PALMER, University of California, Los Angeles, "Reliance Misplaced: Caution Advised"
TOM PASTERNACK, Randolph-Macon Woman's College, "Against Their Wills: Developing Those Who 'Don't Need It''

ROBERT G. PIERLEONI, Rush-Presbyterian-St Luke's Medical Center, "Making Academic Counseling Work"

ELLEN SARKISIAN, Harvard University, "The Culture of the American Classroom"

PETER SELDIN, Pace University, "Interactive Session on Sources of Stress -- Academic Stress Management"

JAMES M. SHAEFFER and LAWRENCE T. McGILL, Northwestern University, "The Beginning Teacher"

LOUIS SILVERSTEIN, Columbia College Chicago, "The Threat of Nuclear War and the Human Connection -- How to Teach About it by Reaching Out to Hearts and Minds"

RON SIMPSON, University of Georgia, "Supporting Teaching Assistants"

PEGGY SMITH and DAVID WHITCOMB, California State University, Long Beach, "School-Level Faculty Development"

MARILLA SVINICKY, University of Texas, Austin, "Ethics in the Profession"

KAREN WEISSMAN, Lesley College/Programs in Management for Business and Industry, "Institutional Staffing Strategies: A Model for a Successful Assessment Center"

DANIEL WHEELER, University of Nebraska, "Faculty Career Support Groups"

SUZANNE and DAVID WHITCOMB, California State University, Long Beach, "Kuhuna Ways in Personal and Organizational Development"

LuANN WILKERSON, Michael Reese Hospital and Medical Center, "Improving Presentation Skills Through Microteaching"

TOM C. WILSON, University of California, Irvine, "Paulo Freire, Critical Consciousness and Instructional Change"

TOM C. WILSON, University of California, Irvine, and RON SMITH, Concordia University, "Instructional Effectiveness: 'Matching What I Say With What I Do'"

BELLE MARVIN ZIMMERLY, Columbus College, "The Marketing of Your Faculty Development Program"