22nd Annual Conference Program
22nd Annual Conference
The Professional and Organizational Development Network in Higher Education
October 16-19, 1997

Grenelefe Golf & Tennis Resort
Haines City, Florida

Professional and Organizational Development Network in Higher Education
The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development.

POD believes that people have value, as individuals and as members of groups. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD’s philosophy is lifelong, holistic, personal and professional learning growth, and change for the higher education community.

The three purposes of POD are:

• To provide support and services for its members through publications, conferences, consulting, and networking;

• To offer services and resources to others interested in faculty development; and

• To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.
Welcome

Dear Colleagues,

We welcome you to the 1997 conference of the POD Network, the 22nd such conference we have enjoyed as an organization. Many people have been at work to plan a wonderful conference for you. We’re excited and hope you are, too! A particular welcome is extended to our international attendees and participants from the Native American Tribal Colleges and Historically Black Colleges and Universities.

The POD Network is an organization of over 1,000 members in the U.S. and Canada and nations beyond. This conference provides us an opportunity to interact with each other and enjoy our rich diversity of backgrounds, disciplines, and experiences. The wide range of sessions and activities will provide you with many choices.

The 1997 theme is “Our Voices and Our Visions: Their Past, Present, and Future”, and we have opportunity to discuss the ideas evoked by this theme in pre-conference workshops, concurrent and plenary sessions, roundtable and poster discussions, and informally as we network with each other. Where have we, as individuals and as members of our professional collective, been? Where are we now, and where might we go as we move towards the next century? What has spoken and speaks to us as we seek to foster growth and development in the academy?

Over more than two decades the POD Network has given national focus to faculty, organizational, and instructional development efforts undertaken by many persons at a rich variety of institutions. Much has been learned in this time period through research and practice. This growing body of knowledge and these experiences infuse our present practice and provide a framework to think about the future. Building upon the metaphors of voices and visions, let us listen to one another and dream with one another as we find our unity within our diversity. The focus of the conference is on three areas, and they are as follows.

Faculty development: Sessions feature innovative programs bringing new light to important issues in teaching and learning as well as to the full spectrum of issues in faculty development, potentially inclusive of faculty development consultation, diversity matters, advising skills, relations with students, research issues, career development matters, the building and nurturing of intellectual and learning communities, evaluation issues, administrator development efforts, etc.

Instructional development: Sessions include such topics as curriculum and/or course modification and design; program and/or course evaluation; and a whole host of issues relating to applications of the instructional technologies within the context of the POD mission.

Organizational development: These sessions address the larger issues of faculty and instructional development within the context of an organization and its units — organizational culture and structure, the concept of change at organizational levels, the effective functioning of the organization, assessment matters, etc.

Let’s enjoy this event!

Sincerely,

Eric Kristensen
President

Kay Herr Gillespie
Conference Coordinator

Myra Wilhite
Program Chairperson
Laura L. B. Border
*University of Colorado at Boulder*

Lesley Cafarelli
*Collaboration for the Advancement of College Teaching & Learning*

Arthur Crawley
*Louisiana State University*

Kay Herr Gillespie *(President Elect, 1997-98)*
*The University of Georgia*

David Graf *(ex-officio)*
*Manager of Administrative Services*
*Valdosta State University*

Michael Hester
*St. Augustine’s College*

Edward Jensen
*Brigham Young University-Hawaii*

Eric Kristensen *(President, 1997-98)*
*Berklee College of Music*

Marilyn Leach *(Past President, 1997-98)*
*University of Nebraska at Omaha*

Erin Porter
*University of Texas, Austin*

Larry Quinsland
*Rochester Institute of Technology*

William Rando
*Florida International University*

Steven Richardson
*Bowling Green State University*

Karin Sandell
*Ohio University*

Roger Sell
*University of Northern Iowa*

Jan Smith
*University of Minnesota*

Christine Stanley
*The Ohio State University*

Richard Tiberius
*University of Toronto*

Joyce Weinsheimer
*University of Minnesota*
<table>
<thead>
<tr>
<th>POD Executive Directors/Presidents</th>
<th>Year</th>
<th>Conference Site</th>
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<tbody>
<tr>
<td>Eric Kristensen&lt;br&gt;University of Nebraska at Omaha</td>
<td>1997-98</td>
<td>Grenlefe Golf &amp; Tennis Resort, Haines City, FL</td>
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<tr>
<td>Marilyn Leach&lt;br&gt;University of Nebraska at Omaha</td>
<td>1996-97</td>
<td>Snowbird Resort, Salt Lake City, UT</td>
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<tr>
<td>Nancy Chism&lt;br&gt;The Ohio State University</td>
<td>1995-96</td>
<td>Sea Crest Resort, North Falmouth, MA</td>
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<tr>
<td>Karron Lewis&lt;br&gt;University of Texas, Austin</td>
<td>1994-95</td>
<td>Red Lion Columbia River, Portland, OR</td>
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<tr>
<td>Donald Wulff&lt;br&gt;University of Washington</td>
<td>1993-94</td>
<td>Kahler Resort, Rochester, MN</td>
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<tr>
<td>Daniel W. Wheeler&lt;br&gt;University of Nebraska-Lincoln</td>
<td>1992-93</td>
<td>Saddlebrook Resort, Wesley Chapel, FL</td>
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<tr>
<td>Ronald Smith&lt;br&gt;Concordia University (Montreal)</td>
<td>1991-92</td>
<td>Lakeview Resort, Morgantown, WV</td>
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<tr>
<td>Emily (Rusty) Wadsworth&lt;br&gt;McHenry County College&lt;br&gt;and&lt;br&gt;Delivee Wright&lt;br&gt;University of Nebraska-Lincoln</td>
<td>1989-90</td>
<td>Villas-by-the-Sea, Jekyll Island, GA</td>
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<td>1990-91</td>
<td>Granlibakkan Center, Tahoe City, CA</td>
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<tr>
<td>Marilla Svinicki&lt;br&gt;University of Texas-Austin</td>
<td>1987-88</td>
<td>Inn of the Hills, Kerrville, TX</td>
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<td>1988-89</td>
<td>Keystone Resort, Keystone, CO</td>
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<tr>
<td>Bette L. Erickson&lt;br&gt;University of Rhode Island</td>
<td>1985-86</td>
<td>Lake Lawn Lodge, Delavan, WI</td>
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<td>1986-87</td>
<td>Hidden Valley Lodge, Somerset, PA</td>
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<tr>
<td>LuAnn Wilkerson&lt;br&gt;Harvard Medical School</td>
<td>1984-85</td>
<td>Asilomar, Monterey, CA</td>
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<tr>
<td>Michele (Fisher) Marincovich&lt;br&gt;Stanford University</td>
<td>1983-84</td>
<td>Airlie House, Airlie, VA</td>
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<tr>
<td>Michael Davis&lt;br&gt;University of the Pacific</td>
<td>1981-82</td>
<td>Westin Hotel, Cincinnati, OH</td>
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<td></td>
<td>1982-83</td>
<td>Montebello, Quebec, Canada</td>
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<tr>
<td>Lance Buhl&lt;br&gt;Projects for Educational Development</td>
<td>1980-81</td>
<td>Claremont Resort, Berkeley, CA</td>
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<tr>
<td>Glenn Erickson&lt;br&gt;University of Rhode Island</td>
<td>1978-79</td>
<td>Shangri-La State Park, OK</td>
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<td>1979-80</td>
<td>Fairfield Glade, TN</td>
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<tr>
<td>Mary Lynn Crow&lt;br&gt;University of Texas-Arlington</td>
<td>1977-78</td>
<td>Illinois Beach State Park, Zion, IL</td>
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<tr>
<td>Joan North&lt;br&gt;University of Wisconsin-Stevens Point</td>
<td>1976-77</td>
<td>Airlie House, Airlie, VA</td>
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</tbody>
</table>
Conference Planning Committee
Kay Herr Gillespie, Conference Coordinator
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Myra Wilhite, Program Chairperson
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L. Dee Fink
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Special thanks to the University of Nebraska Teaching & Learning Center Staff:
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Evaluation Coordinator
Kathryn McKay
Weber State University

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Florida International University
Lion Gardiner
Rutgers University
Sandra Chadwick
Rollins College

Entertainment
Diane Vomsaal Williams
University of South Florida

Diversity Initiative
Christine Stanley
The Ohio State University

Newcomers' Welcome and Orientation
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Rusty Wadsworth
McHenry County College

Hospitality Coordinator
Frank Gillespie
The University of Georgia

Conference Newsletter
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Roommate Assistance
Kathleen Smith
The University of Georgia

Stretch and Walk Coordinator
Judy Greene
University of Delaware

Oklit Wun Dit Coordinator
Tracey Sutherland
American Association of Accounting

Resource Fair and Poster Sessions Coordinator
Jane Birch
Brigham Young University

Grenelefe Coordinator
Kim Cooper
Tuesday, October 14
6:30 p.m. Core Committee meeting and dinner

Wednesday, October 15
9:00-5:00 p.m. Core Committee meeting
6:00-7:00 p.m. Pre-conference welcoming reception
7:00-9:00 p.m. Dinner and "President's Fireside Chat"

Thursday, October 16
7:30-8:30 a.m. Breakfast
8:30-11:30 a.m. Core Committee meeting
8:30-11:30 a.m. Pre-conference workshops
11:45-12:45 p.m. Lunch
1:00-4:00 p.m. Pre-conference workshops
4:30-5:30 p.m. Newcomer's welcome and orientation
5:45-6:30 p.m. Opening reception
6:30-8:30 p.m. Dinner, plenary presentation
8:45-9:45 p.m. Oklit Wun Dit

Friday, October 17
7:00 a.m. Stretch and walk
7:15-8:45 a.m. Breakfast and committee meetings
9:00-10:30 a.m. Concurrent sessions I
10:45-11:45 a.m. Concurrent sessions II
12:00-1:30 p.m Lunch and plenary presentation
2:00-3:30 p.m. Concurrent sessions III
3:45-5:15 p.m. Concurrent sessions IV
5:15-6:00 p.m. Set up for resource fair and poster sessions
6:00-7:00 p.m. Reception
7:00-10:00 p.m. Dinner followed by resource fair/poster sessions

Saturday, October 18
7:00 Stretch and walk
7:30-9:00 a.m. Breakfast
8:30-9:30 a.m. Roundtables
9:45-10:45 a.m. Concurrent session V
11:00-12:00 p.m. Concurrent session VI
12:15-1:15 p.m. Lunch and plenary presentation
1:45-3:15 Concurrent session VII
3:45-4:45 p.m. Concurrent session VIII
6:00-7:00 p.m. Reception
7:00- Banquet and celebratory events, movie and dance

Sunday, October 19
7:00-8:00 a.m. Breakfast
8:00-9:00 a.m. POD Town and Business meeting
9:15-10:15 a.m. Concurrent session IX
10:30-11:30 a.m. Concurrent session Block X
11:45-12:30 p.m. Conference wrap-up
1:00-5:00 p.m. Core Committee meeting
## Tuesday, October 14

**Top of the Lefe**  
6:30 p.m.  
Core Committee Meeting and Dinner

## Wednesday, October 15

**Top of the Lefe**  
9:00-12:00 p.m.  
Core Committee Meeting and Breakfast

**Dover I**  
12:00-1:00 p.m.  
Core Committee Lunch

**Top of the Lefe**  
1:00-5:00 p.m.  
Core Committee Meeting

**Grenelefe Foyer**  
5:30-6:30 p.m.  
Registration

**Marina**  
6:00-7:00 p.m.  
Pre-conference Welcoming Reception and Florida Fun  
Meet at the lobby entrance for shuttle transport, beginning at 5:45

**Marina**  
7:00-9:00 p.m.  
Dinner and “President’s Fireside Chat”  
Eric Kristensen, President, The POD Network  
This will include a Florida bonfire!  
(Latecomers can join the group by requesting shuttle transport at lobby shuttle office.)

**Grenelefe Foyer**  
9:00-10:00 p.m.  
Registration

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**N.B. Grenelefe offers a variety of areas for informal get-togethers or meetings. In addition, the Top of the Lefe Room (see hotel map) is reserved throughout the conference and may be used for meetings of committees or groups of persons. Please let registration personnel know if you would like to schedule a meeting in this room so that we have full information about all conference events in case of questions. A message board is also available in the Grenelefe Foyer.**
Thursday, October 15, 1997

**Grenelefe IV**  
6:30-8:30 a.m.  
Continental Breakfast

**Grand Portico**  
7:00 a.m.  
Educational Expedition E1  
*Three Lakes Wildlife Management Area, Lake Kissimmee (Return at 11:30 a.m.)*

**Grenelefe Foyer**  
7:00 a.m.-5:45 p.m.  
Conference Registration

**Saxon II**  
8:30-11:30 a.m.  
Core Committee Meeting

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**Pre-Conference Workshops**

**Blackthorn I**  
8:30-11:30 a.m. and 1:00-4:00 p.m.  
**W1 - Getting Started in Faculty Development (6 hrs.)**  
*L. Dee Fink, University of Oklahoma and Mary Deane Sorcinelli, University of Massachusetts*  
This workshop is for persons who are new to instructional, professional, or faculty development, i.e., those who are consultants, administrators, or members of faculty committees. The first portion will provide participants an opportunity (a) to learn about major approaches to faculty development and about basic faculty development activities and (b) to hear from experienced practitioners. In the second portion, participants will examine programs and activities for a variety of particular purposes and audiences. All participants will receive a copy of the POD publication entitled *A Handbook for New Practitioners.* Fee: $50 Special materials fee: $25

**Grenelefe V**  
8:30-11:30 a.m. and 1:00-4:00 p.m.  
**W2 - Hearing Multiple Voices Through Cooperative Learning (6 hrs.)**  
*Barbara J. Mills, United States Air Force Academy and Philip G. Cottell, Miami University of Ohio*  
Higher education practitioners and researchers now recognize that well-structured cooperative learning promotes deep, not surface, learning as students who share the responsibility for academic success engage in meaningful interactions. In the process self-esteem rises, multiethnic friendships develop, and students acquire skills such as critical thinking and cooperation needed for workers and citizens in a global society. Fee: $50

**Blackthorn II**  
8:30-11:30 a.m. and 1:00-4:00 p.m.  
**W3 - Effective Use of the Web for Education: Design Principles and Pedagogy (6 hrs.)**  
*Rick Ells, University of Washington*  
This workshop explores the use of the World Wide Web in education with the goal of identifying elements and contexts that promote its effective use. A series of hands-on and team exercises will demonstrate methods for developing effective web pages. Fee: $50
<table>
<thead>
<tr>
<th>Time</th>
<th>Location/Session</th>
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<tbody>
<tr>
<td>8:30-11:30</td>
<td>Trent - Teaching Consultants' Workshop (6 hrs.)</td>
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<tr>
<td></td>
<td>Kate Brinko, Appalachian State University; Susan Edington, Madisonville Community</td>
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<td>College; Linda Hilsen, University of Minnesota-Duluth; Cathy Hunt, Henderson</td>
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<td>Community College; Michael A. Kerwin, University of Kentucky; and Karron Lewis,</td>
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<td>University of Texas-Austin</td>
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<td></td>
<td>Participants will be introduced to the four phases of instructional consultation</td>
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<td>and will practice the skills used in each phase. Workshop facilitators will use</td>
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<td>role playing, case studies, group activities, and small and large group discussion</td>
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<td>to prepare participants to serve as instructional consultants at their home</td>
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<td>institutions. Participants will receive a copy of the Teaching Consultation</td>
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<td>Process Source Book. Fee: $50 Special materials fee: $25</td>
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<td>1:00-4:00</td>
<td>W5 - A Reflective Approach to Creating and Facilitating Workshops (3 hrs.)</td>
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<tr>
<td></td>
<td>Beverly Black, Matthew Kaplan, &amp; Diana Kardia, The University of Michigan</td>
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<td>What makes a workshop work? How do we design short-term learning experiences that</td>
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<td>make a difference? How can we get workshop participants actively involved and also</td>
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<td>encourage reflection? Participants will work collaboratively to better understand</td>
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<td>workshop design, reflect on current practices, exchange ideas and resources, and</td>
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<td>develop plans for future workshops. The structure of the workshop will rely</td>
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<td>heavily on the experiences of the participants as well as the presenters. Fee: $25</td>
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<td>8:30-11:30</td>
<td>W6 - Learning From Our Past: A Reflective Practicum for Faculty Developers</td>
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<td></td>
<td>(3 hrs.)</td>
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<td>Laura Border, University of Colorado-Boulder; Jackie Mintz, University of</td>
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<td>California-Berkeley; Ronald Smith, Concordia University; Lee Warren, Harvard</td>
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<td>University; David Way, Cornell University</td>
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<td>Faculty/instructional developers will participate in a &quot;reflective practicum&quot;</td>
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<td>based on Schoen, designed to help each of us become more effective through</td>
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<td>discovering how we think and act in difficult practical situations and sharing</td>
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<td>the wisdom of our experience. We will also consider our work in the context of</td>
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<td>the professional qualifications developed by the Staff and Educational</td>
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<td>Development Association in England. Participants will be invited to write up</td>
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<td>personal case studies prior to the session. Fee: $25</td>
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<td>8:30-11:30</td>
<td>W7 - The Teaching Portfolio: Important New Lessons Learned (3 hrs.)</td>
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<td>Peter Seldin, Pace University</td>
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<td>The teaching portfolio is an especially promising way for professors to document</td>
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<td>and improve what they do in the classroom. Yet some institutions use the approach</td>
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<td>effectively while others do not. This interactive workshop will discuss important</td>
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<td>new lessons learned about what works and what doesn't, key strategies, tough</td>
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<td>decisions, latest research results, and the critical role of faculty developers.</td>
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<td>Participants will receive a copy of The Teaching Portfolio. Fee: $25 Special</td>
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<td>materials fee: $25</td>
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<tr>
<td>8:30-11:30</td>
<td>W8 - Course and Curriculum Design (3 hrs.)</td>
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<td>Robert Diamond, Syracuse University</td>
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<td>This practical, interactive workshop introduces a successful model for course,</td>
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<td>curriculum, and program design and describes the role of the developer in design,</td>
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<td>implementation, and evaluation. Discussion focuses on the politics of</td>
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<td>implementation, successful change strategies, the skills needed to be an effective</td>
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<td>developer, and increasing impact with limited resources. Participants receive a</td>
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<td></td>
<td>copy of Designing and Improving Courses and Curricula in Higher Education: A</td>
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<td>Systematic Approach. Fee: $25 Special materials fee: $25</td>
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</tbody>
</table>
**Pre-Conference Workshops Thursday Afternoon**

**Blackthorn I**
1:00-4:00 p.m.

W1 - Getting Started in Faculty Development (continuation)

**Greenelefe V**
1:00-4:00 p.m.

W2 - Hearing Multiple Voices ... (continuation)

**Blackthorn II**
1:00-4:00 p.m.

W3 - Effective Use of the Web for Education ... (continuation)

**Trent**
1:00-4:00 p.m.

W4 - Teaching Consultants' Workshop (continuation)

**Greenelefe VII**
1:00-4:00 p.m.

W10 - Managing [Instructional] T[Technology] Effectively (3 hrs.)
Anita Gandalfio, United States Military Academy and Frank Gillespie, The University of Georgia
This workshop will familiarize faculty developers with strategies for using technology as an asset to instructional development. Experienced facilitators will help participants identify challenges to the faculty developer in the area of technology and instruction. Facilitators will seek to empower participants to be pro-active in the area of instructional technology by helping them to create a specific plan for use on their own campuses. Fee: $25
Thursday afternoon

**Grenelefe I**
1:00-4:00 p.m.

**W11 - Teaching at a Distance with the Merging Technologies (3 hrs.)**
*Thomas E. Cyrs & Jean Conway, New Mexico State University*
Teaching at a distance requires that traditional courses be modified. High levels of visualization and interaction are desirable as well as special handouts for students to use and interact with during any short presentations. This session will provide a set of course modification guidelines and 150+ exercises and activities for students. It will explore the opportunities and limitations of voice, video, computer, and print as well as how they can be merged for a more powerful delivery medium. Fee: $25

**Tamworth**
1:00-4:00 p.m.

**W12 - Problems with learning Groups: An Ounce of Prevention . . . (3 hrs.)**
*Larry Michaelsen, The University of Oklahoma*
When you (or faculty who come to you for advice) use learning groups, do students complain about such things as: Having to do more than their fair share of the work? Not being able to keep their group working on the assigned task? One or two members dominating the group? If so, students are probably not to blame. In this session you’ll learn why and what to do about it. Fee: $25

**Dover I**
1:00-4:00 p.m.

**W13 - Providing Strategic Leadership for Institutional Change (3 hrs.)**
*Lesley K. Cafarelli, The Collaboration for the Advancement of College Teaching & Learning; Daniel R. Rice, University of North Dakota-Grand Forks; Ronald A. Smith, Concordia University-Montreal*
Even carefully planned organizational development efforts can run aground if those affected view them with radically different assumptions. This workshop will develop participants’ leadership skills by helping them recognize and incorporate diverse perspectives. With grounding in two theoretical models, we will analyze an original case and develop strategies around participants’ concerns. Fee: $25

**Dover III**
1:00-4:00 p.m.

**W14 - Helping Faculty Improve Student Learning in Large Classes: Past Preoccupations and Future Strategies (3 hrs.)**
*Graham Gibbs, Open University, England*
This workshop will use research evidence about what goes wrong in large classes to justify an orientation towards changing student learning behavior rather than teacher performance. It will simulate a consultation with faculty and give participants the opportunity to undertake a simulated consultation themselves with a similar orientation and approach. Fee: $25

**Court Yard**
2:30-3:00 p.m.

**Refreshment break**

**Grand Portico**
4:15 p.m.

**Educational Expedition E3**
*Bok Tower Gardens (Return at 6:15 p.m.)*

**Tamworth**
4:30-5:30 p.m.

**Newcomers’ Welcome and Reception**

**Pavilion**
5:45-6:30 p.m.

**Opening Reception**
Grand Ballroom III, IV  Dinner and Plenary Presentation
6:30-8:30 p.m.

“International Trends in Preparing New Faculty as Teachers”

Presenter: Graham Gibbs, Open University, England
POD Respondent: Robert Menges, Northwestern University

On Thursday evening as we begin our conference, we will enjoy hearing the international perspectives of Graham Gibbs, who is the Convener of the International Consortium for Educational Development in Higher Education (ICED). He is the Co-Director of the Centre for Higher Education Practice at the Open University in England, and he is developing a range of distance learning programs for teachers in higher education.

The way new faculty are prepared as teachers in North America is strikingly different from that in many other countries. This plenary session will outline international trends and ask the questions others’ practices raise about the kinds of programs with which POD members are engaged and the possible directions of change.

Robert Menges, a long-time POD member and distinguished teacher, researcher, author, and leader in higher education will respond to these comments. In addition to his many other contributions and accomplishments, he is editor-in-chief of the Jossey-Bass quarterly, New Directions for Teaching and Learning; and in 1991 he received the W.J. McKeachie Career Achievement Award from the American Educational Research Association.

See list in packet for location
8:45-9:45 p.m.

Opportunity to make significant connections with colleagues is a hallmark of POD conferences. It is a tradition to begin the conference with a time for attendees, experienced and new, to meet each other and begin to build a context for the conference. These small groups provide a circle of colleagues, and the collective perspectives help us all benefit from the resources and experiences offered by the conference.

The words Oklit Wun Dit mean “our people” or “our community” in the Seminole language. The Seminole tribes came from the larger group of Muskogee people who inhabited the southeast until the early 1800s, when many of the Seminole Indians were moved by the federal government to lands in Oklahoma. There are at least three distinct groups of southern Florida Native Americans today: Hitchiti-Creek speaking Seminoles, Miccosukee-speaking Miccosukees, and Miccosukee-speaking Seminoles.

Each conference participant has been randomly assigned to an Oklit Wun Dit group. Your group is indicated by the sticker on the back of your nametag, and you will find a list of group numbers, facilitators, and locations in your conference packet.
Friday, October 17

**Lobby Entrance**
7:00 a.m.

**Grand Ballroom Foyer**
7:15-8:45 a.m.

7:30-8:45 a.m.
**Committee Meetings**
- Blackthorn I: Policy Task Force, Chairperson, Nancy Chism
- Blackthorn II: Membership Committee, Chairperson, Erin Porter
- Dover III: Diversity Commission, Chairperson, Christine Stanley
- Saxon II: Finance Committee, Chairperson, Steve Richardson
- Grenelefe I: Long Range Conference Planning Committee, Chairperson, Larry Quinsland
- Dover I: Outreach Committee, Chairperson, Karron Lewis
- Dover II: Grants, Chairperson, Bill Rando
- Tamworth: Professional Development Committee, Chairperson, Jacqueline Mintz
- Trent: Recognition and Awards Committee
  - Bright Idea Awards, Chairperson, Barbara Millis
  - Spirit of POD Awards, Chairperson, Line Fisch
  - Retirees Recognition Task Force, Chairperson, Joyce Lunde

**Grenelefe Foyer**
7:30-11:00 a.m.

**Registration**

**Concurrent Sessions I, 9:00-10:30 a.m.**

**Blackthorn 1**
9:00-10:30 a.m.

**Beyond Bullets: Let Students See What You Are Saying with Word Pictures and Visual Analogies**
*Thomas E. Cyrs & Jean Conway, New Mexico State University*

What is a word picture? How can they help increase students' understanding? In this interactive session, you'll learn how to develop word pictures to show a visuospatial relationship among ideas in a lecture. Word pictures will be demonstrated, and participants will construct examples from their disciplines.

**Blackthorn 2**
9:00-10:30 a.m.

**Institutional Priorities: Documenting the Impact of Faculty and Instructional Development Centers**
*Robert M. Diamond, Syracuse University*

Budget reductions and diminishing resources on many campuses have created a need for faculty and instructional development centers to focus on the priorities of their institution and document the impact their unit is having in helping the institution reach these goals. Participants will identify the priorities of their units and discuss how their impact can best be documented.

NOTE: Directors of faculty and instructional development centers are encouraged to bring with them administrators or members of their advisory committee who may be in attendance at the conference.
The Faculty Developer's Role in Promoting Interdisciplinary Teaching & Learning
Deborah DeZure, Eastern Michigan University
What role do faculty developers play in promoting interdisciplinary teaching and learning on their campuses? The presenter will chronicle the systematic and successful efforts to promote interdisciplinary teaching, learning, and research at a large public comprehensive university. The session will include some guiding principles for systematic change, key elements of the change model used in this case, and a review of all documents developed in the context of these activities.

Putting the "O" Back Into POD: Making Organizational Development a More Integral Part of Our Work
Daniel W. Wheeler, University of Nebraska-Lincoln
The "O" in the POD Network stands for "organizational development." In the past, some have questioned why "O" is part of our name. With the changes occurring today in higher education issues, such as renewal, restructuring, and addressing vision and mission, are key to what we do as faculty developers. This session explores the definition, use, and directions for organizational development — that is, putting the "O" back in POD.

Giving Feedback That Improves Learning
Ros Woodhouse, The Peters Academy
This session introduces an approach to evaluating student work that supports students' development as learners. It will introduce a diagnostic framework that allows rapid assessment of students' learning and identify strategies that can be suggested to help individual students progress. The approach can be used across disciplines and levels.

Discussion with Graham Gibbs
Graham Gibbs, Open University, England
In this follow-up session, Graham Gibbs will be available to elaborate on the themes presented in the Keynote Session and moderate a discussion between conference participants.

Creating a Culture of Formative Assessment: A Teaching Excellence Center & Assessment Office Partnership Project
Roseanna G. Ross, Anthony E. Schwaller, & Jenine B. Helmin, St. Cloud State University
The Assessment Office and the Faculty Center for Teaching Excellence at St. Cloud State University collaborated to create a faculty development program, with the intent of creating a university climate of formative assessment through the use of Classroom Assessment Techniques. Facilitators will share details of the model, describe impact of the project as measured by pre- and post-testing, and discuss future plans.

Ethical Issues in Faculty and Instructional Development
Linc. Fisch
Faculty consultants and developers are often uniquely positioned between other constituencies: teachers and administrators, students and teachers. These are situations which can produce ethical problems, particularly regarding confidentiality and interpersonal relations. We'll explore such issues, trying to generate ethical principles that may be applied to guide faculty and instructional development efforts.
Creating and Managing Budgets for Faculty Development
Lesley K. Cafarelli, Collaboration for the Advancement of College Teaching and Learning; Daniel R. Rice, University of North Dakota-Grand Forks; Phyllis Worthy Dawkins, Johnson C. Smith University
In today's climate, maximizing funds for faculty development is critical. But for new and experienced program coordinators, developing and managing budgets can be mysterious and frustrating. This session offers a practical overview of basic budgeting principles and practices (e.g., assumptions, record-keeping) and creative ways to use other people's money.

Change is a Process, Not an Event: Using Multiple Voices to Realize Our Visions
Sheila W. Chauvin & Bruce Bowdish, Tulane University School of Medicine
Participants will use a case simulation to explore key elements of the Stages of Concern (SoC) model for understanding individuals and groups' responses to innovation and change. They will practice identifying interventions that are appropriate for the various stages of concern.

Technology, Instruction, and Individual Differences
Shirley Ronkowski, University of California-Santa Barbara; Silvia Karayan, California Lutheran University; Richard Fox, Union College; Leslie Hickcox, Rogue Community College
The "glitz" of technology can distract us from rigorous attempts to match multi-media to multi-modalities and learning styles. Sensory Learning Modalities, Kolb Learning Styles, and the Experiential Learning Cycle can be used to make technological as well as face-to-face learning environments inclusive of individual learning styles. Exemplary multi-media will be demonstrated.

Case Based Instruction I
Brenda Manning, University of Pittsburgh; Laurie Richlin, International Alliance of Teacher Scholars
This session is the first part of the POD Research Block focusing on case-based instruction. Based on work by Bill Welty, Rita Silverman, the presenters, and others, participants will discuss the elements important in working with faculty who are interested in introducing cases into their courses.

Distance Education — Behind the Scenes and Away from the Wires
Karen Jarrett Thoms, St. Cloud State University
Teaching via distance education is much more than pushing buttons and using multimedia. Administrative, legal, and ethical issues abound. Session participants will explore issues related to distance education including: ownership, salary, videotapes, "royalties," institution profits, agreements, and library resources. Presenter will report findings of an informal study.
Preparing Tomorrow's Faculty: Aiming at a Moving Target
Donald H. Wulff, University of Washington, Nancy Chism, The Ohio State University, Michele Marincovich, Stanford University, Marilla Svinicki, University of Texas at Austin
This session will talk about a national project that focuses on the development of graduate students as college teachers, asking session participants to suggest ways in which the project should take account of future faculty work within the context of instructional technology, student diversity, career patterns, and other influences.

Administrative Internships: A Tool for Faculty and Organizational Development
Jeffrey A. Butts & Sally Atkins, Appalachian State University
Administrative internship opportunities for faculty members can be a tool for faculty development and organizational development by providing growth experiences for faculty members and increasing communication between faculty and administrators. This session will report on the development, initiation, and progress of one such program at a comprehensive public institution.

Faculty Development: A View from the Bottom Up
Steve Golin, Bloomfield College
How do we sound to the faculty we want to help? Has faculty development, as a national movement in search of recognition and funding, cast itself as a professional elite, above "amateur" faculty? This workshop will explore the tension between the needs of faculty developers and the needs of faculty.

Investing in People: An Integral Part of Organizational Development
George Gordon, University of Strathclyde
Investor in People is an external recognition award sponsored by the British government and designed to link faculty/staff and organizational development. The presentation will briefly capture the key points involved in assessment for the award and summarize the experience to date at the presenter's institution.

Post Tenure Review: A Developmental Approach
Joan North, University of Wisconsin-Stevens Point
Universities have dealt with mandatory post-tenure review for several years. This session will present an alternative, developmental approach which produces better results than one intended to "catch" poor performers. The group will explore specific departmental conditions which pave the way to creating a development approach, even under a mandatory punitive system.

Shaping the Future of Undergraduate Science, Mathematics, Engineering & Technology Education: A NSF Perspective
Robert Watson, National Science Foundation
The National Science Foundation has released a new report, "Shaping the Future: New Expectations for Undergraduate Science, Engineering, Mathematics, and Technology Education." The report calls for major reforms and identifies accomplishments, challenges, and needs for students, faculty, institutions, industry, the public, and other sectors concerned with undergraduate education. In this interactive session, the report will be discussed, and participants will be invited to suggest their own candidates for the most significant improvements in the past decade and the current greatest challenges to undergraduate education. A briefing on NSF plans and priorities in response to the report will be provided.

rwatson@nsf.gov
The Faculty Developer’s Role in Distance Education
Joyce Povlacs Lunde, University of Nebraska-Lincoln, Diane R. Williams, University of South Florida
What role should faculty developers play in helping faculty prepare and deliver their courses at a distance? What barriers must be overcome in offering services for distance education? Let’s exchange information and ideas about what we can do to help faculty teach via distance.

The Pedagogical Colloquium: The Role of Faculty Development in the Faculty Selection Process
Lee F. Seidel, University of New Hampshire
Increasingly, candidates for faculty positions participate in a formal meeting designed to assess the candidate’s teaching abilities. This session examines the pedagogical colloquium as a new development in the faculty hiring process, identifies methods and models to define the colloquium and assess the teaching abilities of faculty candidates.

A Marriage of Cultures: Using Presentation Software to Enhance Cooperative Learning
Philip G. Cottell, Jr., Miami University
Cooperative Learning is a pedagogy not normally associated with technology. Nevertheless, presentation software packages can enhance the learning environment in cooperative classrooms. Participants will work together in groups to explore ways to encourage faculty to use presentation software in ways which will improve student learning in cooperative classrooms.

Listening in the Classroom: A Two Way Street
Elisa Carbone, University of Maryland
Ineffective listening. You’ve seen it: students who react to the gems in your lectures with blank stares; those who tune out even during office visits. What makes a student quit listening and start daydreaming? How can faculty help students tune in rather than out? In this interactive session we’ll consider the perspectives of both listener and speaker and look at both sides of the classroom communication process to find answers.

Teaching, Learning & Technology: Virginia Tech’s Instructional Development Initiative
Tom Head, John Moore & Terry Wildman, Virginia Tech
We describe the effects on teaching and learning as Virginia Tech implements its Faculty Development Initiative, which involves all 1,500 faculty in instructional technology training on a 4-year rotating cycle. The discussion will focus on course transformations, student-faculty relationships, and organizational development issues involved in this $10 million dollar project.

Case Based Instruction II: Helping Faculty Write Their Own Cases
Brenda Manning, University of Pittsburgh; Laurie Richlin, International Alliance of Teacher Scholars
This session is the second part of the POD Research Block focusing on case-based instruction. Based on work by Bill Welty, Rita Silverman, the presenters, and others, participants will discuss the elements important in working with faculty who are interested in introducing cases into their courses.
Higher education is in the initial stages of a period of dynamic change. Changing external demands are forcing us to reconsider our priorities and the usage of our resources. After our lunch on Friday panelists will describe the changes they see in the future of higher education with a focus upon the three primary questions listed below. These panelists are distinguished and experienced POD members and national leaders and scholars in higher education.

- Ideally, what roles do you see for faculty and instructional development centers as institutions go through changes?
- What specific competencies should staff of centers have if they are going to provide the services needed?
- What can leaders of these units do to get their agencies involved?
### Concurrent Sessions III, 2:00-3:30 p.m.

**Blackthorn 1**
**2:00-3:30 p.m.**
**Changing Faculty Roles & Rewards Culture Through Intrinsic Rewards**
Joan D. McMahon, Towson State University
Institutional rewards structures are usually tied to the promotion and tenure process, an extrinsically based motivational system. This session focuses on changing the teaching culture and establishing new rewards using an intrinsic motivational system based on the voices and visions of the faculty.

**Blackthorn 2**
**2:00-3:30 p.m.**
**Challenges to Enhancing Multicultural Faculty and TA Development Initiatives at Three Major Research Institutions**
Christine A. Stanley, The Ohio State University; Mathew L. Oulett, University of Massachusetts at Amherst; Shari Saunders, University of Michigan at Ann Arbor
Faculty and TAs are increasingly challenged to examine traditional modes of teaching and learning to meet the needs of an increasingly diverse student population. Many universities are seeking support for these change efforts from faculty development centers. This session will engage participants in a facilitated dialogue to examine a range of challenges to enhancing multicultural faculty development initiatives-from teaching consultations to the implementation of multicultural teaching programs.

**Dover 1**
**2:00-3:30 p.m.**
**Encouraging Faculty Development Through the Pedagogy of Service-Learning**
Michele Marincovich, Stanford University; Tim Stanton, Haas Center for Public Service; Jeremy Cohen, Pennsylvania State University
This session focuses on how to develop faculty commitment and capacity to integrate public and community service with academic learning. Drawing on both public and private university experience, we offer suggestions and raise questions on the design and implementation of successful service-learning programs that attract a critical mass of faculty and emphasize new pedagogies.

**Dover 2**
**2:00-3:30 p.m.**
**Using Cognitive Behavioral Strategies to Increase Your Own Writing**
Ann F. Lucas, Fairleigh Dickinson University
POD staff may find their commitment to others leaves no energy to engage in their own scholarship. Yet successful strategies can overcome the inability to get started, or help master the paralysis often referred to as writer’s block. Such interventions will work for you and can be taught to faculty.

**Dover 3**
**2:00-3:30 p.m.**
**Building Belief in Teaching Portfolios at a Research Institution**
Marva A. Barnett & Judith Reagan, University of Virginia
This session will focus on strategies you can use to convey the advantages of teaching portfolios to faculty colleagues at your institution. Facilitators will briefly outline the steps they've taken to promote faculty members’ use of teaching portfolios. Participants will then be encouraged to identify and discuss the most appropriate strategies for promoting teaching portfolios in their contexts.

**Grenelefe 1 & 2**
**2:00-3:30 p.m.**
**Helping Faculty Transform Traditional Courses into Technology-Enhanced Classes**
James Eison & William Patterson, University of South Florida
Many faculty are seeking tips on using technology to enhance and/or deliver courses. This provides an ideal opportunity for faculty developers to guide instructors into reflective course redesign. This session will examine guiding assumptions on course planning, techniques for using technology skillfully, and strategies for course redesign consulting.
Peer Coaching: Teachers Helping Teachers
Tara Gray, New Mexico State University; Jon’a Meyer, Rutgers University; Tom Cyrs, New Mexico State University
Peer coaching is a process in which teachers visit each other’s classes and meet to pool their observations and expertise. In a recent survey of participants, peer coaching was judged by faculty as one of the most effective teaching improvement strategies. This session will describe this peer teaching program and examine ways faculty developers can improve the effectiveness of such programs.

Minimizing Measurement Error in Questionnaires
Terrie Nolinske
Questionnaires are often used to make important decisions about program efficacy without thinking about the reliability/validity of the instrument. Sources of measurement error (e.g., format, item wording, context, recall, nonresponse) in questionnaires will be identified and described. Strategies for minimizing measurement error will be applied during a hands-on exercise.

Facilitating Problem-Based Learning (PBL)
Susan J. Pasquale, Harvard Medical School
This session will introduce participants to Problem-Based Learning (PBL), the faculty role, various approaches to using PBL within courses, and pedagogical techniques which facilitate student-directed learning. Participants will have the opportunity to experience PBL and discuss its use in the context of their own situations.

Team Development in a Large Academic Medical Center
Evie Kosower, West Los Angeles VA Medical Center
Will a team development group work in your program? This session will describe the formation of a Team Development Group in a large academic medical center. The facilitator will focus on how it works and share some of the tools used in interventions. Participants will be encouraged to discuss their experiences with team development.

Designing Effective Group Activities: Lessons for Faculty Development and Classroom Teaching
Larry K. Michaelsen & L. Dee Fink, University of Oklahoma
In this session, we will use a series of group activities to: (1) identify the forces that foster social loafing (uneven participation) in learning groups, (2) outline four key variables that must be managed to create broad-based member participation and learning and, (3) provide participants with practice using a newly developed “Checklist for Designing Effective Group Activities” that was created to assist faculty developers and classroom teachers in designing effective group assignments.

Program Evaluation: Assessing Our Impact and Effectiveness
Kathleen T. Brinko, Appalachian State University
Most faculty development efforts focus on planning and implementing programs; few expend the same energy on evaluating their program. In response to national, state, and local calls for educational reform and accountability, this session will examine the purposes, kinds, and methodology of program evaluation and will consider one center’s efforts to evaluate its program over the past four years.

Refreshment Break
**Concurrent Sessions IV, 3:45-5:15 p.m.**

| Blackthorn 1 | 3:45-5:15 p.m. | A Faculty Workshop Model: Assessing Teaching as Scholarship  
Linda B. Nilson, Vanderbilt University  
This session outlines and models a three-hour workshop for engaging faculty members in developing their own standards and procedures for evaluating their colleagues’ teaching. By the end of this session, participants will be able to conduct the workshop with their own faculty. |
| Blackthorn 2 | 3:45-5:15 p.m. | The Next Wave: Negotiating the Boundaries Between Faculty Development and Institutional Assessment  
Mary Deane Sorcinelli & Martha L.A. Stassen, University of Massachusetts at Amherst; Marilla Svinicki, University of Texas at Austin; Jody Nyquist, University of Washington  
Using vignettes based on the actual experiences of faculty developers, participants will explore key issues creating tension between the traditional role of faculty development programs and the increasing pressure for assessment of faculty teaching effectiveness on the departmental, school/college, and campus level. Together we will develop a set of guidelines for addressing this new dynamic on our own campuses. |
| Dover 1 | 3:45-5:15 p.m. | Helping Faculty Respond to the Needs of Learning Disabled Students  
Catherine M. Wehlburg, Stephens College  
The numbers of students with a diagnosed learning disability are increasing at the college level. What training and information do most college faculty have to effectively work with these students? In this session, participants will learn how to help faculty work more effectively with learning disabled students. |
| Dover 3 | 3:45-5:15 p.m. | Learning Styles Across the College: Students, Faculty and Staff  
Diane D. Cheatwood, Community College of Aurora  
Why do some people shine in our environments, yet others struggle desperately? In this session, you’ll briefly explore the 4MAT learning styles system, examine how one college has used it in curriculum development, staff team building, faculty workshops, conferences, and credit classes, and then determine how you could adapt these ideas to your institution. |
| Grenelefe 1 & 2 | 3:45-5:15 p.m. | Using Peer Review to Strengthen Community and the Scholarship of Teaching  
Chuck Claxton, Kathleen T. Brinko & Glenda Hubbard, Appalachian State University  
Public demands for accountability have increased the use of peer review as a means of evaluating teaching effectiveness. This session describes one institution’s efforts to make the peer review process a vehicle for institutional change via a project linking Hutching’s exploration of peer review, Boyer’s idea of the scholarship of teaching, and Senge’s notion of systems thinking, grounded in a strong sense of community. |
| Grenelefe 3 | 3:45-5:15 p.m. | Class in the Classroom: Meeting the Invisible Dimension of Diversity  
Lee Warren, Harvard University  
Social class, often invisible, has been the diversity issue least examined. Using their own histories, participants will explore the advantages and disadvantages each class brings to the classroom, think about how learning—what we learn, how we learn—is affected by class, and begin to identify how we might approach teaching diverse class populations. |
| Grenelefe 5 | 3:45-5:15 p.m. | Preparing A Learning-Centered Course Syllabus  
Judith Grunert, Syracuse University  
This session focuses on the reflective process of developing a course syllabus that leads to course improvement. The broader and long-range considerations surrounding the development of the guide and how professional/organizational developers might use the guide as an instructional intervention will also be discussed. |
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<th>Time</th>
<th>Location</th>
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<td>3:45-5:15 p.m.</td>
<td>Grenelefe 6</td>
<td>POD Committees: Role, Importance and Suggestions for Success</td>
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<td>Daniel Wheeler, University of Nebraska-Lincoln</td>
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<td>POD Committees are crucial to doing the work of POD. This session describes</td>
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<td>how committees fit in the overall structure, defines how the leadership,</td>
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<td>both assigned and unassigned, of the committee can be transformational and</td>
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<td>transactional, and encourages an exchange of ideas for making committees</td>
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<td>more effective.</td>
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<td>Grenelefe 7</td>
<td>Implementing the Vision: Faculty Developers as Change Agents</td>
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<td>developers can utilize to more effectively promote a change they will</td>
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<td>implement. Participants will plan strategies for drawing people through the</td>
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<td>stages of change, identify key leaders whose assistance will make</td>
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<td>acceptance more likely, and assess their own change agent skills.</td>
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<td>Saxon 2</td>
<td>Organizational and Faculty Development in the Light of New Challenges to</td>
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<td>Higher Education: An International Perspective</td>
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<td>What are the major challenges to higher education? How can we as practitioners</td>
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<td>of these challenges and consider ways POD professionals might address these</td>
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<td>Laurie Richlin, International Alliance of Teacher Scholars; Milton D. Cox,</td>
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<td>for overcoming initial resistance to the authors’ ideas. The presenters have</td>
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<td>and our own experiences, we will construct a continuum of professional</td>
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<td>practice from the ideal to malpractice.</td>
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<td>5:15-6:00 p.m.</td>
<td>Grenelefe 4</td>
<td>Set-up for Resource Fair and Poster Sessions</td>
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<tr>
<td>6:00-7:00 p.m.</td>
<td>Grand Ballroom Foyer</td>
<td>Reception</td>
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<td>7:00-10:00</td>
<td>Grand Ballroom III &amp; IV</td>
<td>Dinner followed by Resource Fair and Poster Sessions</td>
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<td>8:30-10:00 p.m.</td>
<td>Grenelefe 4</td>
<td>Resource Fair and Poster Sessions</td>
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Saturday, October 18

**Lobby Entrance**
7:00 a.m.

**Grenelefe Foyer**
7:15-9:00 a.m.

**Pavilion**
7:30-9:00 a.m.

**Grand Ballroom III & IV**
8:30-9:30 a.m.

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**Stretch and Walk**

**Registration**

**Continental Breakfast**

**Breakfast Roundtable Sessions**

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**Faculty Driven Faculty Development: Our Visions, Our Voices**
_Amparo Coddin, Corinne Kallman, & Judi Rae Davis, Bergen Community College_

Presenters will describe one institution’s transition from a hierarchical model of faculty development to one which is faculty-driven. The program has several components, but at its core is the philosophy that the faculty member must be the agent of his or her own development and the program must be holistic in addressing faculty needs at various stages of development.

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**Student Learning, Costs, And The Teacher-Scholar Myth at Liberal Arts Colleges**
_John W. Hall & Henry H. Crimmel, St. Lawrence University_

Does professional scholarship benefit teaching effectiveness? What evidence exists to support the contention that learning environments and student learning are enhanced by scholarship? Should colleges have two avenues for promotion and tenure—one based on student learning (teacher effectiveness) and another on scholarship? In this session, presenters will share evidence supporting their views and guide participants in a discussion about the teacher-scholar controversy.

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**Enhancing the Performance Aspects of Teaching**
_Robert Domaingue_

What are the performance aspects of teaching? How can stand-up comedy or improvisational techniques be used to enhance the delivery of course material? This roundtable discussion will focus on performance theory and how it can be applied to classroom instruction.

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**Designing an Extended Syllabus for Distance Education**
_John Ziegler, University of Nevada Reno_

From our evaluations over the last four years, it’s clear that an extended syllabus is a vital component of our distance education program. This roundtable will discuss our current syllabus development program, faculty development procedures, and similar programs at other institutions.

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**Alternative Data Sources for Peer Evaluation in the Practice Disciplines**
_Barbara S. Moffett, Southeastern Louisiana University_

This session focuses on the use of a broad definition of “peer” for purposes of peer evaluation in professional disciplines. Presenters will discuss potential contributions of a variety of participants in the faculty evaluation process and describe a proposed model of peer review which incorporates field-based colleagues as peer evaluators of teaching.
Century’s End: Memory, Nostalgia, Anticipation  
Joan Pritchard & Margaret Morgan, University of Central Arkansas

Our roundtable will introduce an overview of a three-year campus-wide project called “Century’s End: Memory, Nostalgia, Anticipation,” involving ongoing activities related to the Millennium. Other centers looking to foster the building of intellectual community might wish to adapt this project to their campuses.

Providing Feedback on Teaching to Individual Instructors: How Can We Best Help Them?  
Li Tang, The Ohio State University; Shirley Ronkowski, University of California-Santa Barbara

This roundtable session, intended for both new and experienced instructional development specialists, will focus on major issues related to providing one-on-one feedback on teaching to individual faculty members and TA’s, such as administering a consultation, collecting data, time management, and providing constructive feedback. Extensive first-hand-experience sharing is anticipated.

Helping Students Learn  
Linda Ruth Ferrill, Ball State University

Many of today’s college students need assistance in how to learn. And the professor teaching the course is best qualified to provide it. A generic model for improving student learning in such areas as motivation and test-wiseness will be presented followed by an opportunity for individual questions and assistance.

Front Loading Success at the Beginning of the Semester: Helping Faculty Weave Content and Learning Skills  
Charlynn Ross, University of North Carolina - Charlotte

Faculty must be informed about the various student populations of our colleges and universities in order to respond appropriately to their needs. Appropriate responses do not mean lowering standards! The focus of this roundtable will be to discuss successful faculty development strategies in the areas of student success and retention of underrepresented groups on campus.

Put Me In, Coach ...  
Alan B. Kirsh, Lakeland Community College

“I’m ready to play!” For decades students with disabilities (SWD) have had to “sit on the bench” as nondisabled peers execute the hit and run. Recently, they have been asked to field their position in the game of life. This session will examine how team play can assist SWD to independently step up to the plate.

Undergraduate Education to Meet Societal Needs in the 21st Century  
Robert Watson, National Science Foundation

A follow-up discussion and briefing of NSF’s Directorate for Education and Human Resources’ report, “Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.” Participants will have an opportunity to discuss the implications of the report and assist NSF in setting priorities in response to it.

Concurrent Sessions V, 9:45-10:45 a.m.

Dover 1 9:45-10:45 a.m.  
When a Quick Yet Thorough Program Review is Needed  
Marilyn Miller, James Groccia & Karen Gustavson, University of Missouri-Columbia

At times the political climate in a university or the larger community demands immediate review and revision of a program. The presenters will share the steps they followed in reviewing their international TA program under those conditions and lead a discussion of the applicability of that process to other review situations requiring immediate action.
Promoting a Teaching Culture Through a Faculty Luncheon Program
Ruth Stein & Judith Grunert, Syracuse University
The “Focus on Teaching” luncheon program fosters discussion on teaching and learning among faculty at a large university. In this session, presenters will describe the model used to start this program and demonstrate the POD library system used for locating resource materials. Facilitators will engage participants in a discussion about developing a teaching culture, selecting session topics, promoting such a program, and selecting resources.

An Advisory Committee: A Key Component to the Success of a Teaching and Learning Center
Roseanna G. Ross & Karen J. Thoms, St. Cloud State University
A teaching and learning center director and an advisory committee member will share insights into strategies for selecting and utilizing an advisory committee to create a successful center. Issues to be considered will be climate/culture of the institution, make-up of the committee, role of the committee, and role of the director.

Using Student Ratings to Improve Teaching Campus-wide
Constance E. Cook & Lisa A. Mets, University of Michigan
An effective student ratings system is one mechanism for evaluating and rewarding good teaching. Participants will share advice on ratings systems, including questions used on the forms and the data on instructor reports. This session explores the relationship between teaching improvement centers and student ratings offices, for both teaching enhancement and administrative decision-making.

When Faculty Take Over: The Hallelujah Effect in Teaching and Assessment Development
Marne G. Helgesen, University of Illinois - Urbana Champaign
This session describes an exciting newly established campus model for involving faculty and academic units at a Research I university in their own teaching, teaching assessment and improvement, while allowing for differences and similarities between disciplines. The important role(s) of the developer will be explored and discussed, specifically in regards to assessment and promotion and tenure issues.

Faculty Consultation Forum: The First Meeting and Where To Go From There...
L. K. Quinsland, D.C. Templeton, & Keith Mousley, Rochester Institute of Technology
In this session, presenters will, in sequence, describe a diverse set of consultation interactions. Presenters will also share a method of conducting the “first consultation meeting,” a critical session that provides the information upon which the consultant structures future interactions with the faculty member. Participants, experienced and new to faculty consultation, will have an opportunity to react to and compare alternative approaches to those actually taken by the presenters.

Faculty Development and the Campus Teaching, Learning & Technology Roundtable: Working Together to Promote Student Learning - Part 1
Tom Creed, St. John’s University; Stephen Ehrmann, Flashlight Project, AAHE; James Eison, University of South Florida; Steve Gilbert, Technology Projects, AAHE; Susan Kahn, University of Wisconsin
Faculty developers have an important role to play in assuring that what we know about student learning and effective pedagogy drives the use of instructional technology on our campuses. How can developers play this role most effectively, both in working with individual faculty and in providing guidance for campus-wide technology initiatives? POD has recently launched a collaboration with AAHE’s Teaching Learning and Technology Roundtable (TLTR) Program to explore these questions, which will be the focus of this two-part workshop. Part I of the workshop will focus on issues related to effective pedagogy and the use of technology at the level of the individual faculty member.
<table>
<thead>
<tr>
<th>Location</th>
<th>Session Title</th>
<th>Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td>Grenelefe 5 &amp; 6</td>
<td>From Teaching to Learning: Retooling for a Paradigm Shift</td>
<td>David G. Way, Cornell University</td>
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<td>9:45-10:45 a.m.</td>
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<td>The presenter will share a case study of how an instructional development unit and a learning skills center might productively merge to support academic development for teachers and students. After reviewing a model of academic development, participants will brainstorm how this model might be applied at their institution.</td>
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<td>Grenelefe 7</td>
<td>Turning Technology Into Child's Play with Fundamentals</td>
<td>LeAnh H. Rutherford, University of Minnesota-Duluth</td>
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<td>9:45-10:45 a.m.</td>
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<td>Always working on the brink of change, faculty developers help faculty to adapt to new strategies and platforms for instruction. They must find ways to touch the “fearful child” in faculty and make change more attractive. This session investigates three fundamental entry points to faculty attitudes which will help them accept the changes that technology presents and ways to adapt them for participants’ use.</td>
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<tr>
<td>Norman 1</td>
<td>Loud Voices and Blurred Visions ... Summer Camp for Adults???</td>
<td>Ro Di Brezzo, Tom McKinnon, &amp; Craig Beyrouty, University of Arkansas</td>
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<td>9:45-10:45 a.m.</td>
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<td>“Summer Camp” is a unique program for faculty which gives them an opportunity to “eat and sleep” teaching in a collegial environment. This session describes our center’s experiences in the development and success of the program. We will offer suggestions and support to those considering similar programs.</td>
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<td>Norman 2</td>
<td>Implications of Current Theory on the Nature of Expertise: Ideas That Can Transform Our Thinking About Faculty Development</td>
<td>Richard G. Tiberius, University of Toronto; Ronald A. Smith, Concordia University (Quebec)</td>
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<td>9:45-10:45 a.m.</td>
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<td>Current theory about the development of expertise has profound implications for faculty development. The purpose of this session is to introduce participants to some of these current ideas and to provide them with the opportunity to discuss applications of the ideas to their own work in helping teachers.</td>
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<td>Norman 3</td>
<td>Mentor Program: What We’ve Learned</td>
<td>Bente Roed, University of Alberta</td>
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<td>9:45-10:45 a.m.</td>
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<td>Our formal Mentor Program was initiated in fall 1994. A three-year survey of mentor pairs reveals valuable data on frequency and types of contacts, commitment to program’s intent, issues/topics discussed, and what mentor and mentee contributed, received, and valued the most. In this interactive session I will share the data and suggestions for improvement.</td>
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<td>Saxon 2</td>
<td>Dealing with Difficult Situations in the Digital Age</td>
<td>Rosslyn Smith &amp; Edward E. Anderson, Texas Tech University</td>
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<td>9:45-10:45 a.m.</td>
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<td>Information technologies are revolutionizing the manner in which many educators think about teaching and learning. The opportunities for access, quality, diversity, and innovation are often accompanied by corresponding abuses and problems. Participants in this discussion will explore some of these abuses and how to manage them.</td>
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<tr>
<td>Grand Ballroom Foyer</td>
<td>Refreshment Break</td>
<td>10:45-11:00 a.m.</td>
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</table>
Concurrent Sessions VI, 11:00-12:00 p.m.

**Dover 1**  
11:00-12:00 p.m.  
Opening the World to Your Students Without Feeling Like a Criminal: Legal Aspects of Creating Educational Multimedia  
*Douglas A. New & Ray C. Emett, Salt Lake Community College*  
This presentation will provide guidance on the application of fair use principles by those who develop multimedia projects using portions of copyrighted works under fair use rather than by seeking authorization for non-commercial educational uses. We will examine current common practices, recently adopted guidelines, and determine ways to avoid costly (and needless) legal battles while still meeting students' and teachers' needs.

**Dover 2**  
11:00-12:00 p.m.  
The Faculty Developer's Portfolio: An Adaptation of the Teaching Portfolio  
*Deborah DeZure, Eastern Michigan University; Peter Seldin, Pace University*  
The purpose of this interactive session is to engage participants in how to develop an effective faculty developer's portfolio and how to use it for purposes of improvement and/or personnel decisions. The presenters will introduce results of a national survey of what faculty developers value in portfolios and explore how participants can adapt the portfolio to their own campuses.

**Dover 3**  
11:00-12:00 p.m.  
Faculty Study Groups (Why 40+ Faculty Joined and What They Did ... )  
*Terry M. Wildman, Margaret Hable & Susan G. Magliaro, Virginia Tech*  
This session explores the stories of 6 multidisciplinary faculty study groups who meet twice monthly to study their own teaching problems, successes, and concerns. We examine aspects of organizing such groups, their identity and agenda development, group process, and effects on participants.

**Grenelefe 1**  
11:00-12:00 p.m.  
Singing in Harmony: Ten Ways to Balance Multiple Campus Priorities in Faculty Development  
*Keith R. Johnson & Rowena S. Santiago, California State University*  
Faculty development involves many aspects of professional growth including instructional quality, scholarly research, grant activity and publishing, among others. It is rare that all of these activities reside in one location on a campus. This session will focus on ten ways to develop a collaborative and effective faculty development organization at a time of limited resources.

**Grenelefe 2**  
11:00-12:00 p.m.  
Turning the Vision of Faculty Development Into Practice  
*Karyl Sabbath & Marlene Deringer, Otterbein College*  
In an interactive session, participants will experience a small group process for sharing ideas and envisioning the potential of faculty development within their own campus community. A model for goal development, planning, structural development, and implementation will be shared. Building community and enhancing professional development will be emphasized.

**Grenelefe 3**  
11:00-12:00 p.m.  
Improving Large Classes: Unpacking the Problem and Defining Solutions  
*James D. Greenberg & Elisa Carbone, University of Maryland*  
Teaching large classes well is a continuing challenge for many universities. This session will review one university's systematic approach to the problem, involving faculty and administrators from all over campus in a Continuous Quality Improvement (CQI) process, and the solutions which emerged. Participants will be actively involved in brainstorming.
Faculty Development and the Campus Teaching, Learning & Technology Roundtable: Working Together to Promote Student Learning - Part 2
Tom Creed, St. John's University; Stephen Ehrmann, Flashlight Project, AAHE; James Eison, University of South Florida; Steve Gilbert, Technology Projects, AAHE; Susan Kahn, University of Wisconsin
A continuation of the 9:45 session, Part II will explore the implications of these issues for faculty and organizational development initiatives, with a particular focus on the TLTR model and on how campus faculty development programs can work with their local TLTRs to promote effective teaching and learning with technology.

Teaching on the Web: Course Design and Delivery Through Collaboration
Bret R. Ellis, Dwight Miller, & Edward A. Jensen, Brigham Young University-Hawaii
Most universities now use the World Wide Web to help teach some courses. However, the use of proven approaches for achieving specific learning outcomes is not yet understood. This Internet demonstration/discussion proposes approaches for teaching with Internet tools.

An Integrated Approach to Creating Learner-Centered Environments
David Conde, Karen Krupar, & Steve Ernst, Metropolitan State College of Denver; Sharon Siverts, Northwest Regional Educational Laboratory
Change in higher education occurs reluctantly. Since institutions value content expertise over instructional competency, faculty graduating from these institutions have difficulty accepting new instructional technology and applying it to student learning. Using experiential exercises, this session identifies participants' responses to change, provides learning models for instructional adaptation, and discusses needed institutional supports.

Integrated Technology Strategies and Faculty Development
Harold Goldwhite, California State University; Marshelle Thobaben, Humboldt State University
A trainer of trainers model developed by a multi-campus system and designed to encourage faculty to infuse technology into the teaching and learning process will be presented. The content and methodology of several institutes developed for this model will be discussed, together with the lessons learned for future programs.

Pathway to the Future: A Comprehensive Program for 21st Century Educators
Rosemarie Schulz & Gail Gonzales, Pima Community College
What skills does the 21st Century educator need? This presentation will look at one newly-developed, 2-week professional development program and how it is encouraging innovative programs in teaching and learning and using technology as a tool for student success.

Evaluating Faculty Development Programs: Going Beyond Counting the Number of Workshop Attendees
Michael J. Hester & LaVerne Weldon, Saint Augustine's College
Faculty development programs and teaching centers are constantly trying to establish credibility, affordability, accountability, and any other "-ability," particularly when faced with skeptical legislators for public institutions and scarce-resource conscious administrators at private institutions. This interactive session explores best practices and lessons learned from applying an evaluative model to faculty development to determine its overall institutional impact upon teaching and learning.

Preparing Future Faculty: Issues and Models
Lee F. Seidel, University of New Hampshire
Traditional TA programs may be insufficient to prepare future faculty to teach. Additional preparation may be needed. Presenters will describe a model university-wide academic degree program in college teaching that can be added to a Ph.D. program. Participants assess the curricula content of these formal academic programs and define essential elements related to teaching readiness.
Concurrent Sessions VII, 1:45-3:15 p.m.

**Dover 1**
1:45-3:15 p.m.

Undergraduate Research as Course Work: Professors as Teachers and Colleagues
Ronald Teeples & Harvey Wichman, Claremont McKenna College
How can we design courses that more adequately meet the expectations and learning needs of our students? This session will focus on an alternative program at Claremont McKenna College that incorporates undergraduate research as course work. Implications of the CMC program for the development of junior faculty will be addressed.

**Dover 2**
1:45-3:15 p.m.

Walking the Walk Seven Years Later: Lessons in Creating More Multicultural Institutions of Higher Education in an Era of Backlash to Affirmative Action
Jim Bonilla, Hamline University
In an era of increasing hostility to affirmative action and diversity on campus, how do programs and campuses maintain a commitment to a racially and culturally diverse institution? Results of a study documenting what a multicultural organization in higher education "looks" like and how it might be developed will illustrate how one campus met this challenge.

**Dover 3**
1:45-3:15 p.m.

Evaluating Faculty Performance I
Michael Theall, University of Illinois at Springfield; Raoul Arreola, University of Tennessee
This is the first of two sessions designed to provide participants with a grounding in the research and practice of faculty evaluation. Discussion and presentations and activities will focus on the application of research findings to the processes of faculty evaluation and the direction of future research and practice. Major issues and current topics will dominate.

**Greenelefe 1**
1:45-3:15 p.m.

Some "How-to's" for Evaluating Faculty Development Programs
Martha L. A. Stassen, University of Massachusetts; Robert Seal, William Paterson College of New Jersey
Based on the experiences of the presenters in designing program evaluations, and the wisdom of participants, this session will provide practical tools and advice for faculty developers struggling with how to develop appropriate and meaningful evaluations of their programs. Together we will develop a comprehensive list of evaluation how-to's that we can implement on our own campuses.

**Greenelefe 2**
1:45-3:15 p.m.

Expanding Our Repertoire: Exploring Unfamiliar Territory
Ed Neal & Virginia Lee, University of North Carolina at Chapel Hill
What happens when we are called upon to work with someone in a discipline that is alien to our education and experience as consultants? Through analysis of a case study and discussion, participants will generate strategies that FD consultants can use to meet the needs of clients in unfamiliar fields.

**Greenelefe 4**
1:45-3:15 p.m.

The Integration of Instructional Technologies and Teaching: Implications for Instructional Development
Cheryl Amundsen, McGill University; Marcel L. Goldschmid, Swiss Federal Institute of Technology; Frank Gillespie, The University of Georgia
Opinions abound concerning the impact of instructional technologies on teaching in higher education. From an instructional development point of view, what are the opportunities and potential pitfalls involved? Join us for an issues-based discussion leading to the critique of three existing models for the integration of instructional technologies currently operating in universities in Canada, Europe and the United States.
Examining Faculty Roles and Rewards: Redefining What Faculty Do
Arthur L. Crawley, Louisiana State University
Initiatives are underway to redesign the academic reward system to reflect Boyer’s four forms of scholarship: discovery, integration, application and teaching. In this session participants will be provided (a) a summary of reports by disciplinary associations which have broadened the definition of scholarly or professional work, (b) examples of higher education institutions which have realigned their tenure and promotion systems, and (c) six guiding principles to assist institutions in changing their faculty reward structures.

Implementing and Continuing Mentoring Programs for Junior Faculty: Voices From Our Past Become Visions for Our Future
Milton D. Cox & Philip Cottell, Jr., Miami University
The focus of this session is a successful, 18-year mentoring program for junior faculty. Facilitators will share their experiences, outcomes, evidence, and recommendations to encourage the development and continuation of junior faculty mentoring programs. We'll look ahead to long-term mentoring trends and provide a guide to implementing a mentoring program.

Successful Collaboration Between a Teaching and Learning Center and an Office of Information Technologies
Devorah Lieberman, John Rueter, & Bruce Taggart, Portland State University
How can teaching and learning centers successfully collaborate with offices of information technologies? Facilitators offer strategies for: (1) collaborating with directors in the campus office of information technologies; (2) designing and delivering technology-pedagogy workshops in conjunction with staff from their office of information technologies; and (3) identifying multiple strategies for helping faculty incorporate technology into their classes.

Constructing Knowledge About Teaching: Faculty’s Stories and Their Implications for Faculty Development
Laurie Bellows, University of Nebraska-Lincoln
How do faculty “know” about teaching? How do they interpret their experiences and what are the implications for faculty development? Using faculty stories, this session will present a model for describing how faculty come to know about teaching. Participants will explore how this model can be applied to the teaching consultation process.

Optimizing Professional Problem Solving
Cindy L. Lynch; Susan Wolcott, University of Denver
A series of exercises will (a) familiarize participants with an integrated approach for assessing professional problem solving and fostering the development of a series of increasingly complex problem solving skills and (b) provoke thought about how the workshop tools could be used to address participants’ own concerns in institutional settings.

Grand Portico
2:00 p.m.
Educational Expedition E4
Lake Alfred Antiquing (Return at 5:00 p.m.)

Grand Portico
2:00 p.m.
Educational Expedition E5
Mystic Island Escape (Return at 6:00 p.m.)

Grand Portico
2:00 p.m.
Educational Expedition E6
Airboat Adventure (Return at 6:00 p.m.)

Grand Portico
2:00 p.m.
Educational Expedition E7
Lake Kissimmee State Park (Return at 6:00 p.m.)

Grand Ballroom Foyer
Refreshment Break
3:15-3:45 p.m.
Saturday afternoon

Concurrent Sessions VIII, 3:45-4:45 p.m.

**Dover 1**
3:45-4:45 p.m.

**Integrating Interactive Learning**
George Drops, National University

With the development of technology, some believe that the computer, CD-ROM and the Internet will replace faculty. In reality, faculty will become more valuable as they learn to use technology to improve teaching and increase learning. This session provides a framework for evaluating student outcomes and integrating technology to enhance the interaction between instructor and student.

**Dover 3**
3:45-4:45 p.m.

**Evaluating Faculty Performance II**
Michael Theall, University of Illinois at Springfield, Raoul Arreola, University of Tennessee, Laurie Richlin, International Alliance of Teacher Scholars; Brenda Manning, University of Pittsburgh

Following the general topics discussed in Session I, participants will be able to choose from three strands of in-depth discussion and activity. These will be:
1. developing a comprehensive system for faculty evaluation (Arreola)
2. developing peer review/portfolio process (Richlin/Manning)
3. looking at student ratings research in depth (Theall)

**Grenelefe 1**
3:45-4:45 p.m.

**Photography: A Tool for Critical Thinking**
Chris Eleser, Southeastern Louisiana University

Did you know that your camera can be used to develop students’ critical thinking? Through practical application, participants will explore how to use the camera as a tool to broaden perspectives, to evaluate sources, and to reason dialectically. A limited number of Polaroid cameras will be provided by the presenter for use during this workshop.

**Grenelefe 2**
3:45-4:45 p.m.

**The Student as Customer vs. The Student as Learner**
James Groccia & Marilyn Miller, University of Missouri-Columbia

The presenters will discuss the philosophical difference between the needs of customers and learners and illustrate how viewing students as customers interferes with the learning process. This will be followed by a discussion of how this distinction can inform our efforts to improve teaching, learning, and institutional practices.

**Grenelefe 3**
3:45-4:45 p.m.

**How Do We Get Faculty Interested in Improving Their Teaching?**
David W. Champagne & Glenn M. Nelson, University of Pittsburgh

Have you had problems getting faculty involved in teaching improvement efforts? In this session, we’ll describe the challenges we’ve faced in our attempts to improve teaching and enlist participants in a problem-solving discussion. Come prepared to share strategies you’ve used to motivate faculty and increase their participation in your faculty improvement programs.

**Grenelefe 4**
3:45-4:45 p.m.

**Developing a Typology of “Higher Level Learning”**
Dee Fink, University of Oklahoma

The new age of “learning-centered” higher education will need a new typology of learning, one that surpasses the limits of what has been helpful in the last half century. This session will present and solicit ideas on what a new typology might look like and on how it could be promulgated.

**Grenelefe 5 & 6**
3:45-4:45 p.m.

**Blending Many Voices to Conduct a Program Review of a Teaching and Learning Center**
Virginia Blasingame, Franklin University

If you have a program review scheduled soon, plan on attending this session. The presenter will explain a program review model in understandable terms which make the task seem more manageable. Discussion will focus on ways to ensure that all voices are heard and used. The attributes of a good final report will also be examined.
The Structured Learning Assistance Project
Henryk Marcinkiewicz, Judy Hooper, Terry Doyle, & Barry Mehler, Ferris State University
The Structured Learning Assistance (SLA) Project has created the single most significant and positive change in the way students are taught on our campus in the past 20 years. In its third year of operation, the program includes mandatory, highly-structured, academic support workshops for at-risk students in gateway, high-risk-for-failure courses. In the first two years, there was a 10% improvement in the “C- or better” pass rate.

Critical Incidents Videos IV (1997) “SENSE and SENSITIVITIES”
Andy Farquharson, University of Victoria
This interactive session will be based on ten NEW (June 1997) video vignettes on teaching and learning issues. Selected trigger tapes will be used to explore different applications for these materials.

The Implications of Sir John Daniel’s Mega Universities and Knowledge Media for Faculty Development
William Rando, Florida International University; Karin Sandell, Ohio University
The purpose of this session is to increase the sophistication and power with which we advocate excellence in teaching on our campuses, by engaging ourselves in critical reflection of an important new text on technology and education. The chosen text, Mega-Universities and Knowledge Media by Sir John Daniel, was featured at the AAHE meeting in Washington, DC.

Educational Expedition E8
Bok Tower Gardens (Return at 6:00 p.m.)

Reception

Banquet and Celebratory Events
Florida Fun with a “Swamp Buffet”

“A Night at the Movies” (with popcorn!)
The movie “Educating Rita” raises many important issues about teaching and learning, the relationships between teacher and student, and growth and development within the context of education. Come enjoy this movie with POD colleagues followed by an informal discussion facilitated by Line Fisch.

The POD Dance!
Florida Fun “tripping the light fantastic”
Saturday evening dancing to a wide variety of music has become a tradition at the POD conference, and this year will be no exception. One extra-added attraction will be the Latin dance lesson at the beginning of the evening’s dance festivities.
Sunday, October 20

Pavilion
7:00-8:00 a.m.
Continental Breakfast

Grenelefe IV
8:00-9:00 a.m.
POD Town and Business Meeting

Concurrent Sessions IX, 9:15-10:15

Dover 1
9:15-10:15 a.m.
Research Conducted by Faculty Development Centers: A Cost Effective Strategy for Enhancing Teaching & Learning?
Virginia S. Lee, University of North Carolina Chapel Hill
After reviewing the survey instruments and findings of a recent study of large classes, session participants will develop a variety of strategies for using the study to enhance teaching and learning, evaluate its cost effectiveness, and consider the feasibility of conducting comparable studies themselves at their own institutions.

Dover 2
9:15-10:15 a.m.
Disability Support on Campus: What We’ve Accomplished, What’s Next for Faculty Development
Vicki Roth, University of Rochester
Disability support isn’t just a matter for the Disabled Students office; the most essential elements of this support happen in the classroom. So faculty members need ongoing education about disability issues. This session will offer real-life scenarios about campus disability issues; historical, legal, and pedagogical information, and the opportunity to write an action plan for faculty development in this area.

Dover 3
9:15-10:15 a.m.
Critical Thinking Requires Critical Questioning
Karen Jarrett Thoms, St. Cloud State University
Educators talk a good story — they want to include critical thinking in the classroom but frequently they don’t. The faculty development center can teach faculty to ask the right questions. Come learn about this component of critical thinking and how it can be incorporated into the classroom.

Grenelefe 2
9:15-10:15 a.m.
The Missing Link: Uniting the Visions of Faculty Development, Staff Development, and Institutional Mission
Susan Nickens; Barbara Kaplan, University of Maryland
Faculty developers are rarely involved in institutional planning. Yet for an institution to achieve its mission, there must be an integrated vision for faculty and staff development. In this workshop, participants will examine a model for creating a coordinated plan that links faculty and staff development to institutional mission.

Grenelefe 3
9:15-10:15 a.m.
Assessing Courses Through Interactive Focus Groups
Barbara J. Millis, United States Air Force Academy
Focus groups, used frequently in the corporate world to gather data for decisions, can also provide powerful qualitative assessment data for course evaluation and improvement. This session will model some structured, interactive activities used to garner constructive feedback from students. It will also offer practical “how-to” strategies for recording, transcribing, and analyzing the information.
**Grenelefe 5 & 6**  
9:15-10:15 a.m.  
The Worldwide Web as an Organizational Development Tool  
*Kathryn M. Plank, The Pennsylvania State University*  
Whether or not you ever write any HTML, your center's Web Site requires your knowledge, experience, and vision. In this workshop, we'll discuss the Web's potential (especially for small units), explore your role in designing/maintaining a site, and map out the possibilities for your own virtual center.

**Grenelefe 7**  
9:15-10:15 a.m.  
Building Learning Communities: Organizational Development on a Shoestring  
*Sally Atkins, Jeff Butts, & Chuck Claxton, Appalachian State University*  
As efforts to improve the climate for teaching and learning expand nationally, it is important to address organizational issues affecting learning. This presentation will describe a number of strategies which can be employed by faculty development centers to create a component of organizational development with few additional resources.

**Norman 1**  
9:15-10:15 a.m.  
MUIIT: Using Educational Technology to Shape Learning and Teaching Curriculum  
*Anne Waters Martin & James E. Groccia, University of Missouri-Columbia*  
MUIIT is a grassroots effort to help faculty at a research university use educational technology in the curriculum. MUIIT adapts research on collaborative learning, active learning, and student participation to new educational technologies. This presentation focuses on how faculty can utilize technology and shape the future for higher education.

**Norman 3**  
9:15-10:15 a.m.  
Taking the Mystery Out of Designing Ability-Based Instruction  
*Gloria A. Holland, Towson State University*  
This session is designed to take the mystery (and misery) out of designing effective ability-based instruction and matching assessments. Participants will create examples of ability statements from subjects they teach, then convert these statements into ability-based formal objectives. From these examples, participants will learn how to develop matching assessments.

**Saxon 2**  
9:15-10:15 a.m.  
Turning Visions Into Reality: Establishing a Learning Community  
*Zoe Irvin & Henry Linck, Howard Community College*  
After illustrating how we are developing a learning community at our institution, we will provide a hands-on experience with two innovative courses offered by our institution via the Internet. We will discuss how to bring the principles of best practice to bear while using the latest in technology.

**Grenelefe Foyer**  
10:15-10:30 a.m.  
Refreshment Break

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**Concurrent Sessions X, 10:30-11:30 p.m.**

**Dover 1**  
10:30-11:30 a.m.  
The Role of Faculty Development in Fostering Institutional Effectiveness  
*David E. Gullatt & Sue Wells Weaver, Northwestern State University*  
This presentation summarizes faculty development initiatives presently addressing institutional effectiveness and faculty productivity in U.S. institutions of higher education. The number, type, organization, and funding of faculty development efforts are analyzed. Research data is categorized by accreditation region, institutional enrollment, operating budget, academic division, and method of funding.
**Let’s Put on a Conference: Putting on a Teaching Excellence Conference on Your Campus/In Your Region**

Brenda Manning, University of Pittsburgh; Laurie Richlin, International Alliance of Teacher Scholars; Milton D. Cox, Miami University

This presentation will share processes and products for putting on both campus-wide and regional teaching excellence conferences, including: Preparing the call for presentations, setting up and facilitating the review process, programming sessions, facilitating presentations, and conducting evaluations. The presenters have directed a combined total of over 40 conferences.

**Identifying Irrational Beliefs of Faculty with Regard to Teaching: Implications for Burnout and Change**

Sally Kuhlenschmidt, Western Kentucky University

The presence of irrational or illogical teaching belief systems of faculty will be explored. The group will evaluate implications for effective teaching, peer feedback and faculty development initiatives. Participants will acquire ideas for identifying and changing potentially destructive belief systems.

**When New Teachers Ask for Something on Power, Control & Authority: Constructing the Classroom Presence Workshop**

Virleen M. Carlson, Cornell University

What “script” do you play out in the college classroom? What are the “power positions” around a table group? Explore these issues with a seasoned workshop presenter who developed systematic proactive and reactive strategies in response to teaching assistants’ pleas. Those working with International TAs are welcome.

**Faculty Development Through Community-Based Learning: Expanding the Classroom, Exploring the Community**

Marcia A. McDonald & Ellen Sims, Belmont University

Faculty development and community-based learning can be linked effectively through projects that bring faculty and students together to confront community issues. This session will outline successful projects initiated by a faculty group and will offer strategies for developing similar projects that extend the opportunities for faculty development and reflection on teaching by extending the classroom boundaries.

**Helping Faculty to Use E-mail in Teaching**

Nancy Chism, Roger Wilkens, & Barbara L. Szabo, The Ohio State University

How can faculty use electronic mail in teaching to enhance student learning? This session will report the results of a study that used multiple methods to arrive at an understanding of how faculty use e-mail in teaching, what teaching decisions the use of e-mail entails, and what practices effective faculty have developed to maximize e-mail in facilitating student learning.

**Creating a Learning Community for Organizational Development: A Case Study**

Karin L. Sandell & Suelynn Duffey, Ohio University

This session focuses on organizational development for the future and offers as a case study the development of a learning community. Questions such as “Who should be included?” “Who should convene the group?” and “How should the community develop?” will be explored. Session facilitators will share successes and failures they faced in effecting this learning-centered model for institutional development. Participants will take away from the discussion ideas for shaping the future of their institution.
Top of the Lefe  
11:45-12:30 p.m.  
Conference Wrap-up, Goodbyes

Top of the Lefe  
1:00-5:00 p.m.  
Core Committee Meeting

Have a safe trip, and see you next year at Snowbird!