1990

15th Annual Conference Program

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POD Network

15th Annual Conference
November 1-4, 1990
Granlibakken at Lake Tahoe, California

Developing Our Profession and Ourselves:
Faculty, Instructional and Institutional Development in the Education Decade
Developing Our Profession and Ourselves
Faculty, Instructional and Institutional Development
in the Education Decade

15th Annual Conference
Professional and Organizational Development
Network in Higher Education (POD)

November 1-4, 1990
Granlibakken Conference Center
Tahoe City, California
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Dear Conference Participant:

Welcome to the 15th annual conference of the Professional and Organizational Development Network in Higher Education -- affectionately known as "POD." We look forward to a stimulating conference and to some enjoyable leisure time together.

When we first visited Granlibakken we sensed that it offered an ideal setting for reflection and renewal of several kinds. First, we wanted to raise questions about our development as a profession and our readiness to enter a decade that promises greater attention to teaching, faculty development, and institutional change than any period in the history of higher education. Second, many of our colleagues urged us to recognize and attend to our own support needs as participants in a profession devoted to supporting others. Third, we wanted a highly interactive, welcoming conference, one where newcomers as well as "veterans" would feel free to express their views.

So we selected speakers, planned pre-conference workshops and organized special activities in accord with these concerns. We then designed our call for proposals to challenge members and newcomers to reflect on three aspects of our theme: Developing Our Profession, Developing Ourselves, and Viewing the Profession in Context. We also challenged proposal authors to be inventive in designing sessions to foster participant dialogue and active learning.

Many responded to our challenges. The Program Committee members, listed in the Acknowledgements, carefully screened all concurrent session proposals under a blind review system developed by Marilyn Leach. As always, we have also accepted outstanding proposals that do not necessarily fit any of the primary conference theme areas.

We encourage you to read (or reread) the thematic descriptions on the next page. Use them as a stimulus for your own thinking, questioning, and dialogue with conference presenters and participants. Perhaps your conversations during the conference will stimulate you to address one or more of these issues in a paper for To Improve the Academy.

We also encourage you to make this a time for growth and discovery, of openness to new learning and friendships, and of personal and professional renewal. If we can do anything to enhance your conference experience, please let us know.

Our POD friends and colleagues have challenged and nurtured us for many years. We are grateful for the opportunity to plan this conference in the service of POD, the higher education community, and the educational ideals and optimism our profession represents. Finally, we are grateful to all our speakers and to the many people, listed in the Acknowledgements, who helped make this conference possible.

We wish for you a satisfying and rejuvenating stay at Granlibakken and a joyful experience of learning and community.

With deep respect and affection,

Joanne Gainen Kurfiss  
Conference Coordinator

Marilyn Leach  
Program Chair

Wini Anderson  
Registration Chair
Conference Theme

Developing Our Profession and Ourselves as Professionals:
Faculty, Instructional, and Institutional Development
in the Education Decade

POD has a 15-year history of supporting faculty, staff, and administrators committed to strengthening the quality of teaching and academic life. Our conference theme this year invites us to examine our profession, reflect on our practice, and renew ourselves as we enter a decade of promise and challenge in higher education.

Theme-related sessions will address issues such as these:

*Developing Our Profession. (DP)

Sessions in this category reflect upon the field itself, perhaps critically analyzing its foundational assumptions and implicit metaphors, or exploring its contributions to the understanding and advancement of educational quality. Knowledge needs, trends, and ethical dilemmas of our profession may be explored, or relationships between theory, research, and practice. New perspectives from many disciplines, as well as wisdom derived from practitioner experience, are offered to enrich our understanding of the field and its evolution.

*Developing Ourselves as Professionals. (DO)

Sessions in this category satisfy our insatiable thirst for new knowledge and skills, including those that help us take care of ourselves when multiple roles collide. Topics include becoming more reflective about day-to-day practice; leading, managing, and collaborating: disseminating innovations; building important new coalitions; moderating stress; understanding career transitions.

*Viewing the Profession in Context. (VP)

Sessions in this category view our profession in light of changes in the higher education community. Sessions might address changing student and faculty characteristics, increased expectations for faculty scholarship, anticipated faculty shortages, and pressures for accountability. What do these trends mean for our work with faculty? How are we responding to them now?
Conference Information and Resources

In the Cedar House:
- Registration Desk
- Networking
- Message Center
- Local Area Information

Registration Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>4:00 P.M.-9:00 P.M.</td>
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<tr>
<td>Thursday</td>
<td>8:00 A.M.-7:00 P.M.</td>
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<tr>
<td>Friday</td>
<td>8:00 A.M.-12:00 Noon</td>
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</table>

During Registration hours, conference personnel will be available in the Cedar House to provide assistance and information. At other times, look for individuals wearing red stickers on their badges to obtain assistance.

Networking
The Cedar House has been designated "Networking Headquarters." Coffee, tea and cocoa will be available continuously at this location. We encourage you to use the Cedar House and the conference generally to get to know other conference participants. POD represents a cross-section of higher education, and you are sure to find other attendees who share your problems. If you would like to get a group together to discuss a particular concern or project (for example, newsletter publication), please post a notice on the message board and make an announcement at lunchtime.

Message Center
A message center and display of information about the area will be set up in the Cedar House throughout the conference.

Exhibits and Dessert Buffet
Thursday Evening
Networking, exchanging program resources, and sampling tempting dessert delicacies are all on the agenda for Thursday evening's Resource Exhibits, organized by Tom Angelo. The event will begin at 7:30 P.M. If you have requested display space, be sure to reserve time to set up your materials prior to 7:30.

Conference Meals
On-site meals together are an important part of the POD conference tradition. Your Granlibakken room registration or daily fee includes all meals. You must present your Granlibakken registration badge to attend meals.

Low-cholesterol alternatives will be available at each meal. If you have additional special dietary needs, please be sure to notify the staff of Granlibakken.
### Conference Information and Resources (continued)

**Breaks**  
Breaks with beverages and fruit or light snacks will be provided mid-morning and mid-afternoon each day, including Saturday during the Lakeshore Excursion.

Breaks will be held in the Cedar House/Cedar Deck area, weather permitting. In case of inclement weather, breaks will be in the Cedar House and the hallway near the Solarium.

Coffee, tea and cocoa will be available continuously in the Cedar House. Please make yourself at home!

**Bar Service**  
Granlibakken does not have an in-house bar or cocktail lounge. We have contracted for bar service during evening hours. A ticket that can be exchanged for one free drink is enclosed in your conference packet.

**Conference Evaluation**  
Members of the Program Committee will collect evaluations at the end of each session. Feedback to individual presenters is a valuable part of the conference evaluation; we appreciate your cooperation in providing this information.

We also ask that you make a special effort to complete an overall conference evaluation (in your packet) before you leave the site. We have introduced several changes in the conference, and this is also our first visit to Granlibakken. Your assessment of these changes, the site, and the conference as a whole will be taken very seriously in planning future POD conferences. Return the form to the registration desk or place in any box marked "Evaluation."

**Copying/FAX**  
Copying on-site costs $0.15/page. Outgoing FAX service is $5.00 for the first page, $2.00 for each subsequent page; incoming FAX costs $2.00/$1.00. Please go to the Granlibakken Information Counter to arrange copying or FAX services.

**Smoking**  
Smoking is not permitted indoors. Please use the Cedar Deck or other outside areas.
**Acknowledgements**

Our heartfelt thanks to the following people for their assistance in planning the conference.

<table>
<thead>
<tr>
<th>Program Committee Membership</th>
<th>University of Nebraska at Omaha</th>
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</thead>
<tbody>
<tr>
<td>Marilyn Leach, Chair</td>
<td>Howard Altman</td>
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<td>Howard Altman</td>
<td>Beverly Amick</td>
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<td>Laura Border</td>
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<td>Laura Border</td>
<td>Kathleen Brinko</td>
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<td>Kathleen Brinko</td>
<td>Suzanne Brown</td>
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<td>Suzanne Brown</td>
<td>Nancy Chism</td>
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<td>James Eison</td>
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<td>Peter Frederick</td>
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<td>Lion Gardiner</td>
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<td>Sheryl Hruska</td>
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<td>Sheryl Hruska</td>
<td>Karron Lewis</td>
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<td>Karron Lewis</td>
<td>Joyce Polvacs-Lunde</td>
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<td>Joyce Polvacs-Lunde</td>
<td>Michelle Marincovich</td>
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<td>Edward Neal</td>
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<td>Ronald Smith</td>
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<td>Mary Deane Sorcinelli</td>
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<td>Robert Sorensen</td>
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<td>Diane vom Saal</td>
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<td>B.J. Wheeler</td>
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<td>Daniel Wheeler</td>
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<td>Myra Wilhite</td>
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<td>Myra Wilhite</td>
<td>Wini Anderson, Chair</td>
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<td>Wini Anderson, Chair</td>
<td>Keith Prior</td>
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<tr>
<th>Registration Committee</th>
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<tr>
<td>Wini Anderson, Chair</td>
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<td>Keith Prior</td>
<td>The University of Texas at Austin</td>
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<th>Conference Publications and Signs</th>
<th>Karron Lewis</th>
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<tr>
<td>Karron Lewis</td>
<td>The University of Texas at Austin</td>
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<tr>
<th>Lakeshore Excursion and Information on the Lake Tahoe Area</th>
<th>Galveston College</th>
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<tbody>
<tr>
<td>Sandy Tomlinson</td>
<td>Rutgers, The State University</td>
</tr>
<tr>
<td>Lion Gardiner</td>
<td>California State University-Long Beach</td>
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<tr>
<th>Resource Fair</th>
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<td>California State University-Long Beach</td>
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<tr>
<th>Early Arrivals Welcome and Social Hour Networking Activities</th>
<th>Colorado State University</th>
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<tr>
<td>Kay Herr</td>
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<th>Bright Idea Selection and Awards</th>
<th>National Technical Institute for the Deaf</th>
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<tr>
<td>Larry Quinsland</td>
<td>Rochester Institute of Technology</td>
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A special THANK YOU to the folks at Granlibakken:

Mary Brown
Annie Page
Lynn Dutweiler
Henke Parsons
Bill Parsons
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<tr>
<th>Date</th>
<th>Conference Site</th>
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<tbody>
<tr>
<td>1976-77</td>
<td>Airlie House, Airlie, VA</td>
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<td>1977-78</td>
<td>Illinois Beach State Park, Zion, IL</td>
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<td>1978-79</td>
<td>Shangri-La State Park, Shangri-La, OK</td>
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<td>1979-80</td>
<td>Fairfield Glade, TN</td>
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<td>1980-81</td>
<td>Claremont Resort, Berkeley, CA</td>
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<td>1981-82</td>
<td>Westin Hotel, Cincinnati, OH</td>
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<td>1982-83</td>
<td>Montebello, Quebec, Canada</td>
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<td>1983-84</td>
<td>Airlie House, Airlie, VA</td>
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<td>1984-85</td>
<td>Asilomar, Monterey, CA</td>
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<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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<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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<td>1989-90</td>
<td>Villas-by-the-Sea, Jekyll Island, GA</td>
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<td>1990-91</td>
<td>Granlibakkan Conference Center</td>
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<td></td>
<td>Tahoe City, CA</td>
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</tbody>
</table>
Theme Index to Conference Sessions

This index may help you find sessions that match your interests. Since there are only three major themes, of course, a number of sessions relating to each theme will be offered in the same time slot. Please read the detailed descriptions of the sessions and consult the Conference-at-a-Glance to plan your schedule.

DP - Developing our Profession
DO - Developing Ourselves as Professionals
VP - Viewing the Profession in Context

<table>
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<th>Friday</th>
<th>DP</th>
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10
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>7:00 A.M. - 9:00 P.M.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:00 A.M. - 11:45 A.M.</td>
<td>Core Committee Meeting</td>
</tr>
<tr>
<td>11:45 A.M. - 1:00 P.M.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 P.M. - 4:30 P.M.</td>
<td>Core Committee Meeting</td>
</tr>
<tr>
<td>4:00 P.M. - 9:00 P.M.</td>
<td>Conference Registration</td>
</tr>
<tr>
<td>4:45 P.M. - 6:00 P.M.</td>
<td>Social Hour and Cash Bar</td>
</tr>
<tr>
<td>6:00 P.M. - 8:00 P.M.</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:30 P.M. - ???</td>
<td>Pre-Conference Workshop</td>
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<tr>
<td>A Dialogue on Values and Ethics in College Teaching: Focus on Testing, Grading and Evaluation</td>
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<tr>
<td>Participants will seek clarification of ethical questions and issues that faculty members commonly encounter in evaluating students and will work toward developing principles for both resolving and precluding ethical problems. The workshop plan will be developed by participants. Advance reading and preparation will be expected. (This workshop will continue on Thursday.)</td>
<td></td>
</tr>
<tr>
<td>8:00 P.M. - ???</td>
<td>Networking</td>
</tr>
<tr>
<td>NOTE: Coffee, tea and cocoa will be available continuously in the Cedar House throughout the Conference. Serve yourself.</td>
<td></td>
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</tbody>
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Thursday  
November 1, 1990

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>7:00 A.M. - 12:00 noon</td>
<td>Granhall</td>
</tr>
<tr>
<td>1:00 P.M. - 4:00 P.M.</td>
<td>Cedar House</td>
</tr>
<tr>
<td>7:00 A.M. - 9:00 A.M.</td>
<td>Breakfast **</td>
</tr>
<tr>
<td>8:00 A.M. - 7:00 P.M.</td>
<td>Conference Registration</td>
</tr>
<tr>
<td>8:00 A.M. - 11:45 A.M.</td>
<td>Core Committee and/or Sub-Committee Meetings</td>
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### Pre-Conference Workshops

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00 A.M. - 12:00 noon</td>
<td>A Dialogue on Values and Ethics in College Teaching: Focus on Testing, Grading and Evaluation (Continued from Thursday evening)</td>
</tr>
</tbody>
</table>

**Faculty Developers as Writers**  
This workshop will help active faculty development practitioners help themselves find the time, ideas, discipline, confidence, and skills to communicate what they have learned in writing.

**Getting Started in Faculty Development**  
This workshop will introduce you to the field of professional, instructional, and organizational development in higher education. The various aspects of the field will be addressed by the following people:

- **Dee Fink**  
  University of Oklahoma

- **Edwina Hertzberg**  
  Augsburg College, MN

- **Mike Kerwin**  
  Community College System-Univ. of KY

- **Mary Pat Mann**  
  Ohio University College of Osteopathic Medicine

- **Judith Rhoads**  
  Madisonville Community College, KY

- **LeAn Rutherford**  
  University of Minnesota-Duluth

- **Marilla Svinicki**  
  The University of Texas at Austin

- **Diane vom Saal**  
  University of Missouri-Columbia

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11:45 A.M. - 1:00 P.M.</td>
<td>Lunch **</td>
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### Pre-Conference Workshops

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<th>Time</th>
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<tbody>
<tr>
<td>1:00 P.M. - 4:00 P.M.</td>
<td>A Dialogue on Values and Ethics in College Teaching: Focus on Testing, Grading and Evaluation (Continued from A.M.)</td>
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</table>

**Building an Effective Partnership with Department Chairs**  
This workshop will focus on developing effective relationships with department chairs, working with chairs in specific areas of faculty development (new faculty, teaching and research issues, helping faculty refocus careers, and personal issues), and coaching chairs on a process for working effectively with faculty.

**Working With Faculty on Course and Curriculum Development**  
This practical, interactive workshop will introduce a successful model for course, curriculum, and program design, then describe the role of the developer in design, implementation, and evaluation. The politics of implementation, successful change, the skills needed to be an effective developer, and how to increase impact with limited resources will also be discussed.
Thursday
November 1, 1990

1:00 P.M. - 4:00 P.M.
4:45 P.M. - 9:00 P.M.

Pre-Conference Workshops - continued

1:00 P.M. - 4:00 P.M.

Agate, Crystal & Emerald Bay

Getting Started in Faculty Development (Continued from A.M.)

4:45 P.M. - 5:45 P.M.

Lake Room

Social Hour and Cash Bar $ Y

Kay Herr
Colorado State University

POD Mystery Game - Round 2

5:45 P.M. - 7:30 P.M.

Granhall

Dinner  E

Welcome
Joanne Kurfiss, Conference Coordinator
Marilyn Leach, Program Chairperson
Wini Anderson, Registration Chairperson

Mountain and Lake Rooms
Tom Angelo, Coordinator
California State University-Long Beach

7:30 P.M. - 9:00 P.M.

Exhibits & Dessert Buffet O

Cedar House

9:00 P.M. - ???

Networking  *

Notes:
Friday
November 2, 1990

7:00 A.M. - 9:15 A.M.

7:00 A.M. - 8:00 A.M.
Breakfast

8:00 A.M. - 12:00 noon
Conference Registration

Keynote Address

8:15 A.M. - 9:15 A.M.

A-1
Faculty Development in the New Millennium -- and What to Do About it Now

By the end of the decade, the faculty in higher education will have been reconfigured in important ways by a changing labor market and possibly, as well, by new roles attributable to the "New Scholarship." What are the implications of these (and other) trends for professional development programs both now and in the proximate future?

Notes:
Friday  
November 2, 1990

Cedar House/Cedar Deck

9:15 A.M. - 10:30 A.M.

9:15 A.M. - 9:45 A.M.

Break

Concurrent Sessions

9:45 A.M. - 10:30 A.M.

Courtview

B-1

Conversation with Jack Shuster

Alumni

William Welty  
 Pace University

J. Ghetti Ommen  
 Trenton State College

B-2 (VP)

Achieving Institutional Goals through Initiation of a Faculty Development Program

This interactive session is designed for administrators who want to achieve institutional goals through initiation of a faculty development program and utilizes a case study method approach to facilitate dialogue about the steps, program formats, and potential pitfalls.

Diamond Peak

Jonathan Collett  
 SUNY-College at Old Westbury

B-3 (VP)

White Teachers/Black Students: Crossing Cultural Barriers in the Classroom

This session will consider ways to orient African American students and European American faculty, particularly males, to each other's often conflicting life styles and world views, academic and classroom behavior.

Scott Peak

Linc. Fisch  
 Lexington, KY

B-4 (DO)

Strategic Teaching: The Possible Dream

By discovering our personal strengths and resources and employing them toward attainable goals that reflect institutional and societal needs, we can become the best teacher that we really can be.

Squaw Peak

George Gordon  
 Univer. of Strathclyde  Scotland

B-5 (DO)

Can Staff Appraisal Support Staff Development?

This session will use the British experience to examine how appraisal systems to support staff development might be constructed and implemented.

Agate Bay

William Pine  
 Richard Durham  
 US Air Force Academy

B-6 (DP)

Do We Have an IDEA for You!

Interdisciplinary Education at the Academy (IDEA) improves learning, increases motivation, and -- you can make it happen on your own campus!

Crystal Bay

Michele Marincovich  
 Stanford University

B-7 (DP)

Teaching at Research Universities: The Possibility of a Renaissance?

One major research university president recently proposed putting teaching back as the first priority. Is this the beginning of a trend that we faculty developers at research universities can help to lead? This session will be very interactive, with a high premium on brainstorming.

Emerald Bay

Mary Deane Sorcinelli  
 Univ. of Massachusettes at Amherset

B-8 (DP)

Dealing with Troublesome Behavior in the Classroom

Participants will identify troublesome student behaviors that have concerned them in their consultations with faculty or teaching and will develop strategies for encouraging a constructive classroom environment.
Friday
November 2, 1990

10:45 A.M. - 12:15 P.M.

Concurrent Sessions

10:45 A.M. - 12:15 P.M.

C-1  (VP)
An Organizational Perspective on the Training and Support of Department Chairs
The presenters and participants will consider how the orientation, training and support of department chairs should be influenced by the organizational context of a campus.

C-2  (DO)
Application of Student Development Theory to Curriculum, Instruction and Advising
The participants will experience the practical use of Perry’s and related descriptions of student development in higher education; they will receive useful handouts.

C-3  (DO)
Curriculum and Communication in the Multicultural Classroom: Theory to Practice
The presenters will discuss ways to integrate materials regarding minorities into the curriculum and also present a new approach to multi-cultural communication for developers to use in faculty development workshops.

C-4  (DO)
Storytelling and Storymaking
Participants will hear an old story (myth, fairytale, folktale), explore personal responses using clay and paint, and connect aspects of the story to inner knowing and outer sharing.

C-5  (OTHER)
An Objective and Effective Approach to Teaching Personal Ethics
This session deals with how personal ethics courses (as opposed to classical philosophical ethics) can be structured to be both practical and effective while avoiding the imposition of subjective moral beliefs.

C-6  (DO)
Developing Case Studies for Studying Alternative Individual Consultation Strategies
This will be a working/sharing session to determine what information would be most useful in writing case studies for the development of individual consultation strategies.

C-7  (DP)
Teaching for Black Student Retention: The Seminar
In this session, you’ll see our latest videotape and you’ll hear about our experiences in implementing the seminar you helped plan in the “half-baked ideas” session at POD two years ago. It will focus on implementation strategies involved in talking with faculty and TAs about black student retention.
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Mountain Ball Room

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<td>Getting Started in Faculty Development</td>
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Social Hour
POD Mystery Game
Exhibits & Dessert Buffet
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<tr>
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<tr>
<td>8:00</td>
<td>Breakfast</td>
<td>A.1 Keynote: Jack Schuster - Faculty Development in the New Millennium and What to Do about It Now</td>
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<td>Break - Cedar House/Cedar Deck</td>
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<td>Conversation with Jack Schuster</td>
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<td>B-1 Achieving Institutional Goals through Initiation of a Faculty Dev. Program</td>
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<td>B-2 White Teachers, Black Students: Crossing Cultural Barriers...</td>
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<td>B-3 Strategic Teaching: The Possible Dream</td>
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<td>B-4 Can Staff Appraisal Support Staff Development?</td>
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<td>B-5 DO White Teachers, Black Students: Crossing Cultural Barriers...</td>
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<td>B-6 DP Do We Have an IDEA for You!</td>
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<td>D-1 Renewed Personal and Professional Creativity: Exploring Our Masculine/Feminine Natures</td>
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<td>D-2 The Power of the Story for Teaching, Learning and Development</td>
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<td>D-3 DO Releasing Creativity and Preventing Burnout through Cognitive and Behavioral Strategies</td>
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<td>D-4 DO Stereotyping: Its Impact on Our Work</td>
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<td>D-5 Do Women in Higher Education</td>
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<td>D-6 DO Learning about Comprehensive Faculty Evaluation Using &quot;Mom...</td>
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<td>D-7 DO Freire, Perry and Bloom: Developing Ourselves and Our Students</td>
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<td>D-8 DP Faculty Development: Your Lifelong Career?</td>
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<td>D-9 DP &quot;Donahue Show&quot; Comes to POD...</td>
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<td>D-10 DP Growing Our Own: Developing and Recruiting New Faculty Developers</td>
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## Conference-at-a-Glance

### Saturday, November 3, 1990

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### Program Highlights

- **Breakfast**
- **F-1 Keynote -- Faculty Vitality: 1990 and Beyond**
- **G-5 A Conversation with Joan North**
- **G-6 The Profession in Context: Dealing with the 'New Majority'**
- **G-7 Common Errors**
- **G-8 The Mind, Body and Learning: More Than Meets the Eye**
- **H-1 Motivated Strategies for Learning Questionnaire**
- **H-2 Using Professional Development Plans Throughout the Faculty Career**
- **H-3 Creating and Growing a Center for Teaching Effectiveness**
- **H-4 An Evolving Professional Development Network: Developing Others by Devoting Ourselves**
- **H-5 Using Videotapes to Enhance Workshops, Staff Development and...**
- **H-6a-d Mini Poster Sessions**
- **H-7a What Does Student Diversity Mean for Faculty Development Work?**
- **H-8 DO Cooperative Learning Techniques for Faculty in Postsecondary Education**
- **H-9 DO Having an Impact: A Discussion of Options**
- **I-1 Nurturing the Soul**
- **I-2 Diving Beneath the Surface: Exploring the Fascinating Depths of Initial Entry into One-to-One Cons...**
- **I-3 Perspectives on Expertise: Implications for Developing Professional Competence**
- **I-4 Conducting a Workshop on Syllabus Design: A Practical Guide**
- **I-5 Critical Events: What Do Our Careers Look Like?**
- **I-6 Building Leadership Skills in Department Chairs**
- **I-7 DO Goals, Priorities and Pressures in Instructional Development Worklife**

### Special Events

- **Appreciation Dinner**
- **Music & Dancing**
- **Recognition of past Executive Directors and "Bright Idea" Awards**

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Busses will load just adjacent to Unit 15.
## Conference-at-a-Glance

### Sunday, November 4, 1990

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<td>J-1 Have We Put the Cart Before the Horse?: Where Do We Get the Models Which Drive Our Practice?</td>
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<td>K-1 DP Cases for Faculty and Developers</td>
<td>K-2 DP Workshops on Writing Blocks Can Help Faculty Write Grants</td>
<td>K-3 DO Research on Innovation Applied to Faculty Development</td>
<td>K-4 DO Mentoring: The Development of the Professional</td>
<td>K-5 DP Creating a Graduate Teaching Assistant Program</td>
<td>K-6 DP A Service Quality Framework for Assessing Teaching Effectiveness</td>
<td>K-7 DP A Comprehensive Human Resource Development Plan for All Univ. Employees</td>
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### Farewell & A Look Ahead

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### Lunch

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Friday
November 2, 1990

10:45 A.M. - 12:15 P.M.
1:30 P.M. - 5:00 P.M.

Concurrent Sessions - continued

10:45 A.M. - 12:15 P.M.

C-8 (DP)
"Giving Away Our Skills": A method for passing on the techniques to novice or peer consultants

Participants will engage in a condensed version of a consulting process designed to train the novice or peer consultant.

12:15 P.M. - 1:15 P.M.

Lunch

Business Meeting
(Bring your completed "Bright Idea" entry)

Concurrent Workshops

1:30 P.M. - 5:00 P.M.

D-1 (DO)
Renewed Personal and Professional Creativity: Exploring Our Masculine/Feminine Natures

Explore your masculine and feminine selves: a workshop for the faculty developer who enjoys self-exploration through guided imagery, group processing and individual journaling.

D-2 (DO)
The Power of the Story for Teaching, Learning and Development

By the deceptively simple act of telling autobiographical stories, we can raise significant issues about teaching and learning and about who we are professionally and personally.

D-3 (DO)
Releasing Creativity and Preventing Burnout through Cognitive and Behavioral Strategies

Survival skill strategies for functioning effectively in an environment with periodic high stress and little reinforcement for work well done -- the environment in which POD professionals often find themselves -- is the focus of this session.

D-7 (DP)
Freire, Perry and Bloom: Developing Ourselves and Our Students

Participants will learn ways to foster active learning through experiencing the pedagogical approaches that emanate from the theories of Paolo Freire, William Perry and Benjamin Bloom.

D-8 (DO)
Faculty Development -- Your Lifelong Career?

In this session, faculty developers will be encouraged to take the time to reflect upon their careers and to determine what actions they need to take to maintain vital careers.
Friday
November 2, 1990

Concurrent Sessions

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

D-4 (DO)
Stereotyping: Its Impact on Our Work

In this session participants will identify stereotypes commonly held (re: groups they work with) examine the impact of these stereotypes on their work, and explore means and methods for dealing with the impacts of stereotyping.

D-5 (VP)
Women In Higher Education

This will be an active workshop where participants use the ACE report entitled "The New Agenda of Women for Higher Education" to assess the status of women at their institutions and prepare a plan for continuing to advance women’s issues.

D-6 (DP)
Learning About Comprehensive Faculty Evaluation Using 'Mom' as the Metaphor

Participants will learn how to define and weigh roles, specify activities and design evaluation measures for professors by practising on Mom -- because we all have them and know about them.

3:00 P.M. - 3:30 P.M.

Break

Concurrent Sessions

3:30 P.M. - 5:00 P.M.

E-1 (DP)
Enriching the Experience of New and Junior Faculty

In this session we will identify junior faculty stresses and satisfactions -- from initial appointment to tenure -- and explore ideas for planning enrichment programs for new and junior faculty.

E-2 (DP)
Race in the Classroom: What’s Going On and What Do We Do About It?

This workshop is planned as a collaborative effort to develop methods to help us 1) learn about issues of race in the classroom and 2) know how to address them with teachers.

E-3 (DP)
Growing Our Own: Developing and Recruiting New Faculty Developers

This session will draw on the experience of those who have been recently involved in recruiting new faculty developers to talk about the process and issues it raises for our future.
Friday
November 2, 1990

Mountain & Lake Rooms

5:30 P.M. - 9:00 P.M.

Social Hour and Cash Bar $ Y

6:30 P.M. - 8:00 P.M.

Dinner [ ] [ ]

Granhall

Entertainment

Mountain & Lake Rooms

8:00 P.M. - 9:00 P.M.

"Donahue Show" Comes to POD
In this special evening plenary session, Marty "Donahue" Nemko will lead a discussion among panelists and audience on two perennial POD questions:
1. How effective are we?
2. How can we be more effective?

PANELISTS:
Joseph N. Crowley, President
University of Nevada-Reno
Joan North, Dean, Professional Studies
University of Wisconsin-Stevens Point
Marilla Svinicki, Director, Center for Teaching Effectiveness
The University of Texas at Austin
Denise A. Isom, Graduate Student in Education
University of California-Davis

HOST:
Martin Nemko, Education Consultant
Oakland, CA

Cedar House

9:00 P.M. - ???

Networking [ ]

Notes:

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Saturday
November 3, 1990
Granhall

Mountain & Lake Rooms
Joan North
University of Wisconsin-Stevens Point

7:00 A.M. - 8:00 A.M.
7:00 A.M. - 8:15 A.M.
Breakfast

Keynote Address

8:15 A.M. - 9:15 A.M.

F-1
Faculty Vitality: 1990 and Beyond

One of the early POD leaders reflects on changes in directions, needs, and audience for the services associated with professional development. Looking toward what Schuster and Wheeler call "enhanced faculty development," Joan North will also show how "wellness" programs fit into faculty development.

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20
Saturday
November 3, 1990
Cedar House/Cedar Deck

Concurrent Sessions

9:15 A.M. - 10:30 A.M.

9:15 A.M. - 9:45 A.M.

Break

Concurrent Sessions

9:45 A.M. - 10:30 A.M.

G-1 (DP) The Teaching Portfolio: An Important New Role for Faculty Development
Peter Seldin
Face University, NY
Linda Annis
Ball State University, IN

This session will explore the teaching portfolio (a summary of a professor's major teaching accomplishments) and will describe the experience of one university that is working to institutionalize the portfolio concept.

G-2 (VP) Mature and Aging Scholars: How Do They Stay Current?
B.J. Wheeler
University of Nebraska-Lincoln

We will discuss the cognitive and developmental issues surrounding the problems faced by senior faculty in maintaining their scholarly knowledge and the strategies used by some senior faculty who are successful.

G-3 (VP) Hypermedia as an Instructional Development Process
Frank Gillespie
University of Georgia

This session will enable POD participants to investigate their role in the dissemination of technological innovations by exploring the teaching and learning opportunities presented by hypermedia systems.

G-4 (DO) Find a Need, Fill It: A Workshop
Sue Ann Lonoff
Ellen Sarkisian
University-Danforth Center

Working collaboratively, participants will consider how to determine and respond to the needs of their clients. (From department chairs to workers in the trenches; they will be exploring practical approaches tailored to their own work and interest.)

G-5 Conversation with Joan North

G-6 (VP) The Profession in Context: Dealing with the 'New Majority'
Mary Ware
M.F. Stuck
SUNY-Cortland
SUNY-Oswego

The traditional-aged college student is becoming a minority; the "new majority" is more female, more black and Hispanic, and older than the "traditional" student; faculty developers need to focus upon these trends and assist faculty in adapting to them.

G-7 (DP) Common Errors
Barbara Duch
Harry Shipman
University of Delaware

This session will include a discussion of effective teaching techniques stimulated by vignettes from a new University of Delaware teaching video.

G-8 (VP) The Mind, Body and Learning: More Than Meets the Eye
Sheryl Hruska
Lyndon State College, UT

Demonstrations will be used to highlight the unseen powers we have to learn and communicate. Participants will acquire methods for helping students see the relationship between mind and learning.
Concurrent Sessions

10:45 A.M. - 12:00 noon

H-1
Motivated Strategies for Learning Questionnaire

This short workshop will provide information about the MSLQ, an instrument that faculty members can use to identify the learning styles of students; the authors will present examples of instructional strategies that could enhance the learning skills of students.

H-2 (DO)
Using Professional Development Plans Throughout the Faculty Career

In this session we will look at integrating the faculty professional development plan into the whole continuum of the academic career -- recruitment through retirement with case studies based on adult development theory and career cycles and model plans.

H-3 (VP)
Creating and Growing a Center for Teaching Effectiveness

Through discussion of pertinent ethical and strategic decisions involved in establishing a CTE, participants will: 1) share knowledge, nurturance and encouragement essential to healthy CTE growth; and 2) plan a national, electronic support system for new CTE directors and advisory board members via BITNET.

H-4 (DO)
An Evolving Professional Development Network: Developing Others by Developing Ourselves

This interactive session will provide new developers and practitioners-in-search-of-revalidation with knowledge and skills related to designing and implementing a faculty-driven campus-wide professional development network.

H-5 (DO)
Using Videotapes to Enhance Workshops, Staff Development and Departmental Training

In this session we will demonstrate and discuss the use of videotapes of actual classes to help instructors in TA, faculty, and staff development programs gain insights into various aspects and issues of teaching.

H-7 (DP)
What Does Student Diversity Mean for Faculty Development Work?

We will look at the changing demographics of the student population, assess our own sensitivity and knowledge, and identify issues that pertain to faculty development in the coming years.

H-8 (DO)
Cooperative Learning Techniques for Faculty in Postsecondary Education

Participants will become familiar with the theory, research and practice of cooperative learning.
Emerald Bay

Lake Room
These presenters will be set up at tables around the room. Participants may visit with as many as they like during this time period.

Robert M. Diamond
Ruth Federman
Syracuse University

H-9 (DP)
Having an Impact: A Discussion of Options
Directors of Faculty and Instructional Development Centers have a number of services they can provide. In this session we will explore agency survival and the relative merits of different programming options.

Mini Poster Sessions

H-6a (VP)
Try the S-TAD (Survey of Teaching Assistants' Dilemmas)
This session will present the S-TAD, an instrument that uses descriptions of situations to assess how teaching assistants rank moral choices they may have to make in teaching and in dealing with faculty supervisors.

H-6b (VP)
Trends in Colleges' and Universities' Faculty Development Programs
A national study of the ways faculty development professionals perceive their institution's program activities and needs. Results indicate institution type, mission and size directly affect faculty development programs and priorities.

H-6c (OTHER)
Working with Faculty in Groups: Solidarity Breeds Success
Session attendees will hear, see, and experience how instructional and faculty developers can maximize consultant time by utilizing group consultation which produces rewards for group members such as enhanced respect for colleagues; better understanding of the institution; development of closer relationships with other group members; renewed interest in teaching, research, and/or service; greater motivation; overall increased satisfaction with work; and expanded interpersonal and group communication skills.

H-6d (DP) Mini-Poster
Recognition and Reward of Teaching: Strategies for Change
This session will highlight a FIPSE Project which has developed a process for working with departments to plan for improving the recognition and reward of teaching at the University of Nebraska-Lincoln.

Gran hall

Lunch
Concurrent Sessions

1:15 P.M. - 2:45 P.M.

I-1 (DO)
Nurturing the Soul
In this session participants will learn how to ensure that one's personal self doesn't get forgotten amid all of the professional responsibilities.

I-2 (DO)
Diving Beneath the Surface: Exploring the Fascinating Depths of Initial Entry into One-on-One Consultation
Two instructional development consultants will demonstrate in a simulation how they "connect" with a faculty member in an initial interview in order to establish the trust essential to effective cooperation for instructional improvement.

I-3 (DP)
Perspectives on Expertise: Implications for Developing Professional Competence
The way we view expertise determines how we teach and how we try to improve teaching. In this session, participants will develop an awareness of and an appreciation for the impact of their views of expertise on their practice as teachers and as faculty developers.

I-4 (DO)
Conducting a Workshop on Syllabus Design: A Practical Guide
This simulation of a workshop on syllabus design will help prepare faculty developers to conduct similar workshops in their own institutions.

I-5 (DO)
Critical Events: What Do Our Careers Look Like?
In this session, we will become familiar with critical event methods as a tool for understanding career patterns through an exploration of our own careers.

I-6 (DP)
Building Leadership Skills in Department Chairs
In this session, we will present an overall model and some skill building exercises on problem solving from a training program for department chairs.

I-7 (VP)
Goals, Priorities and Pressures in Instructional Development Worklife
In this session we will explore the dynamics of establishing goals, setting priorities, and responding to pressures in the design and daily management of the instructional development program.
Saturday
November 3, 1990

2:50 P.M. - 7:00 P.M.
7:00 P.M. - Midnight

2:50 P.M. - 7:00 P.M.

Lakeshore Excursion

A guided tour of the natural wonders of Lake Tahoe.

Busses will load just adjacent to Unit 15.

Mountain Ballroom
Appreciation Dinner
RECOGNITION of past Executive Directors
and "Bright Idea" Awards

9:00 P.M. - Midnight

Mountain Ballroom
Music and Dancing

Cash Bar

9:00 P.M. - ???

Cedar House
Networking

Notes:

25
Sunday
November 4, 1990

Granhall
Marilla Svinicki
The University of Texas at Austin
Wilbert McKeachie
University of Michigan

7:00 A.M. - 9:40 A.M.
9:50 A.M. - 10:20 A.M.

7:00 A.M. - 8:15 A.M.
Breakfast •
8:30 A.M. - 9:40 A.M.

J-1
Have We Put the Cart Before the Horse?: Where Do We Get the Models Which Drive Our Practice?

People in faculty and instructional development come from all sorts of backgrounds and base their practice on theories from many disciplines. What are these theories which form the foundations of our field and how do they relate to our practice? Where will our next theories come from and how will we learn about them? We will discuss these topics in detail with one of the founders of the field, Bill McKeachie.

Concurrent Sessions

9:50 A.M. - 10:20 A.M.

K-1 (DP)
Cases for Faculty and Developers

Cases generate strong involvement and active discussion, enabling us to practice what we preach with faculty groups. They also offer us, both experienced and beginning faculty developers, an exciting way to explore our own issues. We will talk about using and writing cases and invite you to participate in creating a case book on faculty development.

K-2 (DP)
Workshops on Writing Blocks Can Help Faculty Write Grants

This session explores results of a series of workshops on scholarly writing for faculty that had a dramatic and unexpected impact on grant writing.

K-3 (DO)
Research on Innovation Applied to Faculty Development

A small but growing body of research has begun to explore why and how individuals become innovators; this interactive session will explore ways to apply these findings to faculty development.

K-4 (DO)
Mentoring: The Development of the Professional

In developing professionals via the mentoring process it is necessary to recognize those qualities key to the development and facilitation of the mentoring relationship to identify strategies which will enhance those essential qualities.

K-5 (DP)
Creating a Graduate Teaching Assistant Program

In this session we will look at the factors to consider in the design of a Graduate Teaching Assistant Program.

K-6 (DP)
A Service Quality Framework for Assessing Teaching Effectiveness

In this session we will present and validate a model -- based on service quality concepts -- of how individuals form impressions about their own teaching effectiveness.
Emerald Bay
Tom Franklin
University of Wisconsin - Stout

Mountain & Lake Rooms

K-7 (DP)
A Comprehensive Human Resource Development Plan for All University Employees

In this session we will look at a three-step process, including an original 160-item needs assessment questionnaire, used to create a comprehensive Human Resource Development plan for all employees at a state university.

Farewell and a Look Ahead

Joanne Kurfiss
Santa Clara University
Marilyn M. Leach
University of Nebraska at Omaha
Nancy Chism
The Ohio State University
Christine Stanley
The Ohio State University
Wini Anderson
University of California-Davis

Granhall

Lunch
| A | Aigner, Jean | 12 |
| B | Bailey, Judy | 18, 24 |
| B | Barlar, Dianne | 23 |
| B | Black, Beverly | 22 |
| B | Bloom, Arvid | 26 |
| B | Bohrer, John | 26 |
| B | Boice, Bob | 12 |
| B | Border, Laura | 17, 22 |
| B | Bykerk, Loree | 18 |
| C | Chism, Nancy | 16, 18, 22 |
| C | Coffey, William | 16 |
| C | Collett, Jonathan | 15 |
| C | Copes, Larry | 17 |
| C | Crowley, Joseph | 19 |
| D | Diamond, Robert | 12, 23 |
| D | Drury, Susanne | 24 |
| D | Duch, Barbara | 21 |
| D | Dumais, Mary Dean | 18 |
| D | Durham, Richard | 15 |
| E | Eison, Jim | 26 |
| F | Federman, Ruth | 23 |
| F | Fink, Dee | 12 |
| F | Fisch, Linc. | 11, 12, 15 |
| F | Franklin, Tom | 27 |
| F | Frederick, Peter | 17 |
| G | Gappa, Lavon | 26 |
| G | Gardiner, Lion | 16, 25 |
| G | Gillespie, Frank | 21 |
| G | Goings, Judy | 22 |
| G | Gordon, George | 15 |
| G | Gray, Cynthi | 18 |
| H | Hernandez-Gravel, Hilda | 18 |
| H | Herr, Kay | 11, 13 |
| H | Hertzberg, Edwina | 12, 17 |
| H | Hilsen, Linda | 23, 24 |
| H | Hofer, Barbara | 22 |
| H | Hruska, Sheryl | 21 |
| I | Isom, Deinse A. | 19 |
| J | Jarvis, Donald | 18 |
| J | Jennings, Clara | 23 |
| J | Johnson, Glenn Ross | 22 |
| K | Kerwin, Mike | 12 |
| K | King, Nancy | 16 |
| K | Kurfiss, Joanne | 13, 27 |
| L | Larracey, Merle | 18 |
| L | Leach, Marilyn | 13, 27 |
| L | Lewis, Justine | 18 |
| L | Lewis, Karron | 16 |
| L | Lewis, Richard | 18 |
| L | Lonoff, Sue Ann | 21 |
| L | Lucas, Ann | 17 |
| L | Lucas, Bob | 26 |
| L | Lunde, Joyce Povlacs | 12 |
| M | Mahistedt, Deborah | 26 |
| M | Mann, Mary Pat | 12, 24 |
| M | Marincoovich, Michele | 15 |
| M | McKeechie, Wilbert | 22, 26 |
| M | Millis, Barbara | 11, 22 |
| M | Moore, William E. | 22 |
| M | Morrison, K.C. | 16 |
| M | Morrow, B. | 22 |
| N | Nemko, Martin | 19, 24 |
| N | Nichols, Richard | 18 |
| N | North, Joan | 19, 20, 21 |
| O | Oleson, Kathleen Brockman | 26 |
| O | Olsen, Debra | 18 |
| O | Ommen, J. Ghetti | 15 |
| P | Plakans, Barbara | 23 |
| P | Pine, William | 15 |
| Q | Quinsland, Larry | 22 |
| R | Radich, Carol | 22 |
| R | Ray, Terry | 11, 16 |
| R | Rhoads, Judith | 12 |
| R | Robinson, Vicki | 22 |
| R | Rutherford, LeAne | 12, 24 |
| S | Sarkisian, Ellen | 21 |
| S | Schuhmann, Ana Maria | 18 |
| S | Schuster, Jack | 14, 15 |
| S | Seldin, Peter | 21 |
| S | Sell, Roger | 18 |
| S | Shea, Mary Ann | 17 |
| S | Shipman, Harry | 21 |
| S | Smith, Ronald | 24 |
| S | Soricelli, Mary Deane | 15, 18 |
| S | Stanley, Christine | 16, 27 |
| S | Stevens, Ellen | 11, 26 |
| S | Stuck, M.F. | 21 |
| S | Svinicki, Marilla | 12, 19, 26 |
| T | Templeton, David | 22 |
| T | Tiberius, Richard | 17 |
| T | Tomlinson, Sandra | 25 |
| T | Toscano, Tony | 22 |
| V | vom Saal, Diane | 12, 16 |
| W | Wadsworth, Rusty | 23 |
| W | Waling, Ann Brit | 18 |
| W | Ware, Mary | 21 |
| W | Warren, Lee | 18 |
| W | Welty, William | 15 |
| W | Wheeler, B.J. | 21 |
| W | Wheeler, Dan | 12, 16, 17 |
| W | Wilhite, Myra | 12 |
| W | Winchester, Kent | 22 |
| W | Wright, Delvree | 23 |
| W | Wright, W. Alan | 24 |
| W | Wunsch, Marie | 22 |
| Z | Zahorski, Kenneth | 24 |