1-1-1990

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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## Concurrent Sessions

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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
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; and 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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</tbody>
</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.

Program Committee Membership
Marilyn Leach, Chair
Howard Altman
Beverly Amick
Laura Border
Kathleen Brinko
Suzanne Brown
Nancy Chism
James Eison
Peter Frederick
Lion Gardiner
Charles M. ("Mel") Gray
Karron Lewis
Sheryl Hruska
Karron Lewis
Joyce Povlacs-Lunde
Michelle Marincovich
Edward Neal
Ronald Smith
Mary Deane Sorcinelli
Robert Sorensen
Diane vom Saal
B.J. Wheeler
Daniel Wheeler
Myra Wilhite

University of Nebraska at Omaha
University of Louisville
Kean College of New Jersey
University of Colorado-Boulder
Appalachian State University
Penn. State System of Higher Ed.
The Ohio State University
University of Southern Florida
Wabash College
Rutgers, The State University
College of St. Thomas
Lyndon State College
The University of Texas at Austin
University of Nebraska-Lincoln
Stanford University
University of North Carolina
Concordia University, Canada
University of Massachusetts
University of Nebraska-Lincoln
University of Missouri-Columbia
University of Nebraska-Lincoln
University of Nebraska-Lincoln
University of Nebraska-Lincoln

Registration Committee
Wini Anderson, Chair
Keith Prior

University of California-Davis
University of California-Davis

Conference Publications and Signs
Karron Lewis

The University of Texas at Austin

Lakeshore Excursion and Information on the Lake Tahoe Area
Sandy Tomlinson
Lion Gardiner

Galveston College
Rutgers, The State University

Resource Fair
Tom Angelo

California State University-Long Beach

Early Arrivals Welcome and Social Hour Networking Activities
Kay Herr

Colorado State University

Conference Evaluation
Ed Neal
Beverly Amick
Charles M. ("Mel") Gray
Richard Nichols

University of North Carolina
Kean College of New Jersey
College of St. Thomas
Kean College of New Jersey

Bright Idea Selection and Awards
Larry Quinsland

National Technical Institute for the Deaf
Rochester Institute of Technology
A special THANK YOU to the folks at Granlibakken:

Mary Brown
Annie Page
Lynn Dutweiler
Henke Parsons
Bill Parsons
### POD Executive Directors: Fifteen Years of Service

<table>
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<th>Date</th>
<th>Conference Site</th>
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<td>Airlie House, Airlie, VA</td>
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<td>1978-79</td>
<td>Shangri-La State Park, Shangri-La, OK</td>
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<td>Fairfield Glade, TN</td>
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<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>Tahoe City, CA</td>
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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

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<td>7:00 A.M. - 9:00 A.M.</td>
<td>Granhall Breakfast</td>
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<td>8:00 A.M. - 11:45 A.M.</td>
<td>Core Committee Meeting</td>
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<td>11:45 A.M. - 1:00 P.M.</td>
<td>Granhall Lunch</td>
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<td>Alumni Core Committee Meeting</td>
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<td>4:00 P.M. - 9:00 P.M.</td>
<td>Cedar House Conference Registration</td>
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<td>4:45 P.M. - 6:00 P.M.</td>
<td>Lake Room Social Hour and Cash Bar</td>
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<td>6:00 P.M. - 8:00 P.M.</td>
<td>Granhall Dinner</td>
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<td>Pre-Conference Workshop A Dialogue on Values and Ethics in College Teaching: Focus on Testing, Grading and Evaluation</td>
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<td>8:00 P.M. - ???</td>
<td>Networking</td>
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**NOTE:** Coffee, tea and cocoa will be available continuously in the Cedar House throughout the Conference. Serve yourself.
<table>
<thead>
<tr>
<th>Thursday</th>
<th>7:00 A.M. - 12:00 noon</th>
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<td>November 1, 1990</td>
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**Granhall**

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

- 8:00 A.M. - 7:00 P.M
  - Conference Registration

**Cedar House**

- 8:00 A.M. - 11:45 A.M.
  - Core Committee and/or Sub-Committee Meetings

**Alumni & Other Locations**

**Courtview**

- Linc. Fisch, et al

**Squaw Peak**

- Bob Boice
  - SUNY Stony Brook

**Crystal & Emerald Bay**

- Joyce Povlacs Lunde
- Myra Wilhite
- Coordinators
  - Univ. of Nebraska-Lincoln

**Pre-Conference Workshops**

- 9:00 A.M. - 12:00 noon
  - A Dialogue on Values and Ethics in College Teaching: Focus on Testing, Grading and Evaluation (Continued from Thursday evening)

- 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

- 11:45 A.M. - 1:00 P.M.
  - Lunch

**Granhall**

**Pre-Conference Workshops**

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

**Courtview**

**Alumni**

- Dan Wheeler
- Jean Aigner
  - Univ. of Nebraska-Lincoln

**Squaw Peak**

- Robert Diamond
  - Syracuse University

- A Dialogue on Values and Ethics in College Teaching: Focus on Testing, Grading and Evaluation (Continued from A.M.)

- 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.
<table>
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<th>Time</th>
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<tbody>
<tr>
<td>1:00 P.M. - 4:00 P.M.</td>
<td>Pre-Conference Workshops - continued</td>
</tr>
<tr>
<td>4:45 P.M. - 9:00 P.M.</td>
<td>Getting Started in Faculty Development  (Continued from A.M.)</td>
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**Agate, Crystal & Emerald Bay**

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<th>Time</th>
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<tr>
<td>4:45 P.M. - 5:45 P.M.</td>
<td>Social Hour and Cash Bar  $  ¥</td>
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**Lake Room**

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<tr>
<td>5:45 P.M. - 7:30 P.M.</td>
<td>Dinner  ♓</td>
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**Granhall**

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<tr>
<td>7:30 P.M. - 9:00 P.M.</td>
<td>Exhibits &amp; Dessert Buffet  🍪</td>
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**Mountain and Lake Rooms**

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<tbody>
<tr>
<td>9:00 P.M. - ???</td>
<td>Networking  ⚽</td>
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**Cedar House**

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:

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14
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

Conversaion with Jack Shuster

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

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

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

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

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

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

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.

16
## Conference-at-a-Glance

### Thursday, November 1, 1990

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<th>Time</th>
<th>Courtview</th>
<th>Cedar House</th>
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<td>PRE-CONFERENCE WORKSHOP</td>
<td>A Dialogue on Values and Ethics in College Teaching; Focus on Testing, Grading &amp; Evaluation</td>
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<td>Core Committee Meeting</td>
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<td>PRE-CONFERENCE WORKSHOP</td>
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<td>Working with Faculty on Course and Curriculum Development</td>
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# Conference-at-a-Glance

**Saturday, November 3, 1990**

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<td>The Teaching Portfolio: An Important New Role for Faculty Development</td>
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<td>A Conversation with Joan North</td>
<td>The Profession in Context: Dealing with the 'New Majority'?</td>
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<td>Motivated Strategies for Learning Questionnaire</td>
<td>Using Professional Development Plans Throughout the Faculty Career</td>
<td>Creating and Growing a Center for Teaching Effectiveness</td>
<td>An Evolving Professional Development Network: Developing Others by Dev. Ourselves</td>
<td>Using Videotapes to Enhance Workshops, Staff Development and...</td>
<td>Mini Poster Sessions (see p. 23 for topics)</td>
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<td>Cooperative Learning Techniques for Faculty in Postsecondary Education</td>
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<td>Recognition of past Executive Directors and &quot;Bright Idea&quot; Awards</td>
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## Conference-at-a-Glance

**Sunday, November 4, 1990**

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

**Granhall**

Lunch

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

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**Courtview**

Laura Border
University of Colorado-Boulder

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

Scott Peak
Beverly Amick
Mary Dean Dumais
Richard Nichols
Ana Maria Schuhmann
Kean College of New Jersey

Squaw Peak
Ann Britt Waling
Merle Larracey
Keene State College, NH

Agate Bay
Richard Lewis
University of Windsor
Canada

Cedar House/Cedar Deck

Scott Peak
Debra Olsen
Indiana University - Bloomington
Mary Deane Soricelli
University of Massachusetts at Amherst
Donald Jarvis
Brigham Young University
Loree Bykerk
University of Nebraska-Omaha

Squaw Peak
Lee Warren
Harvard-Danforth Center
Hilda Hernandez-Gravel
Harvard College
Cynthia Gray
Black Hills State University, SD
Justine Lewis
Harvard Law School

Agate Bay
Nancy Chism
Roger Sell
The Ohio State University
Judy Bailey
University of Delaware

1:30 P.M. - 3:00 P.M.
3:30 P.M. - 5:00 P.M.
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

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

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.
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<thead>
<tr>
<th>Location</th>
<th>Time</th>
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<tbody>
<tr>
<td>Mountain &amp; Lake Rooms</td>
<td>5:30 P.M. - 6:30 P.M.</td>
<td>Social Hour and Cash Bar $¹</td>
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<td>Granhall</td>
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<td>Mountain &amp; Lake Rooms</td>
<td>8:00 P.M. - 9:00 P.M.</td>
<td>&quot;Donahue Show&quot; Comes to POD</td>
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<td>Cedar House</td>
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**Entertainment**

"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*

**Notes:**

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

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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Saturday
November 3, 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.

G-1 (DP)
The Teaching Portfolio: An Important New Role for Faculty Development
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?
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
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
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'
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
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
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.
10:45 A.M. - 12:00 noon

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

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

Lake Room

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

Concurrent Sessions - continued

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

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

Barbara Plakans
Iowa State University

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.

Clara Jennings
Arkansas College
Dianne Barlar
Univ. of West Florida

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.

Linda Hilsen
University of Minnesota - Duluth
Rusty Wadsworth
McHenry College

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.

Delivee Wright
University of Nebraska-Lincoln

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.

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

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.
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<td>A guided tour of the natural wonders of Lake Tahoe.</td>
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<td>Mountain Ballroom Appreciation Dinner</td>
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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

Granhall

Sunday
November 4, 1990

10:30 A.M. - 11:00 A.M.

Concurrent Sessions - continued

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

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.

10:30 A.M. - 11:00 A.M.

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

11:30 A.M. - 1:00 P.M.

Lunch
## Session Presenters

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