Annual Conference Program
Charting a Course for Teaching and Learning

Annual Conference
October 25 - 29, 1995

Sea Crest Resort & Conference Center
North Falmouth, Massachusetts

NETWORK
Professional and Organizational Development Network in Higher Education
Dear Friends and Colleagues:

Welcome to Cape Cod! And welcome to Charting a Course for Teaching and Learning, the 1995 conference of the Professional and Organizational Development Network in Higher Education (POD). We are pleased that you are joining us this year and we trust that you will be invigorated by the sea breezes, the conference content and the interaction with colleagues.

This year we are celebrating the 20th anniversary of the founding of POD. At this conference you will meet some of the POD founders who first convened in 1975. You will also meet brand new developers, academic administrators, instructional development center staff, teaching faculty and educational consultants. We know that you will find here, as we have, colleagues and new friends with whom to share your concerns, interests, challenges and successes. While the planned sessions of the conference are designed to share notable theory, research and practice, the opportunity for informal interactions and networking can provide some of your most valuable conference experiences.

Our membership has been growing and each conference planning committee is challenged to adapt to the increasingly diverse needs of participants while maintaining the quality and camaraderie that are characteristic of this organization. The wide range of activities described on the following pages are designed to be a menu from which each participant will make selections according to individual interests and purpose. You will find content sessions running parallel with opportunities to network at Sea Crest or off-site on one of the Educational Expeditions. You will find intensive concurrent sessions, less formal round table sessions, poster sessions and a resource fair, small processing groups, entertainment and fine music. Your challenge will be to select and balance your experience, choosing those things which meet your needs and expand your horizons. It is our hope that you will set sail from Sea Crest with new ideas, resources, contacts, and friendships... but most importantly, with a resolve to make a difference in the lives of your students and faculty through the implementation of new plans developed here.

On behalf of all those who have contributed to this conference, we welcome you to the Cape and to another POD conference experience. We are glad that you are here and look forward to our interactions.

L. K. Quinsland
Conference Chair

Lynn Sorenson
Program Coordinator

David L. Graf
Mgr. of Administrative Services
Beverley Amick  
Kean College Of New Jersey

Nancy Chism *(President, 1995-96)*  
The Ohio State University

Glenn Erickson  
University of Rhode Island

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

Linda Hilsen  
University of Minnesota-Duluth

Edward Jensen  
Brigham Young University-Hawaii

Eric Kristensen  
Berklee College of Music, MA

Marilyn Leach *(President-elect, 1996-97)*  
University of Nebraska at Omaha

Karron Lewis *(Past-president)*  
University of Texas, Austin

Jacqueline Mintz  
University of California, Berkeley

Edward Neal  
University of North Carolina

Joan North  
University of Wisconsin-Stevens Point

Larry Quinsland  
Rochester Institute of Technology

Steven Richardson  
Iowa State University

Laurie Richlin  
University of Pittsburgh

Rita Rodabaugh  
Ocean County College, NJ

Lynn Sorenson  
Brigham Young University

Christine Stanley  
The Ohio State University

Richard Tiberius  
University of Toronto
Nancy Chism, POD President
1995-96

Nancy is director of Faculty and TA Development at The Ohio State University, where she also teaches qualitative research and college teaching in the College of Education. She is the co-coordinator of the National Consortium on Preparing Graduate Students as College Teachers, funded by The Pew Charitable Trusts.

Marilyn Leach, POD President-elect

Marilyn Leach, Director of the Center for Faculty Development at the University of Nebraska - Omaha, has been an active member of POD since 1976. Prior to election to the position of President-Elect, she served two separate terms on the POD Core Committee. She also served on the Grants, Finance, Conference Site, and Publications Committees. Marilyn was Program Coordinator for the 1990 Annual Conference held in Granlibakken and has attended every POD conference since 1976.

David Graf, POD Manager of Administrative Services

David is an Instructional/Faculty Development Specialist and Assistant Professor at Iowa State University. He has assignments in the Media Resources Center, the Center for Teaching Excellence, and the Curriculum and Instruction Department. David has been managing the day-to-day operations of the POD Network since 1991.

Karron G. Lewis, Past-President

Karron has been a member of POD since 1979. She has written numerous articles and chapters on college teaching and TA training. She is editor of Face to Face and The TA Experience: Preparing for Multiple Roles. She is also the editor of two journals, The Journal of Staff, Program & Organizational Development and The Journal of Graduate Teaching Assistant Development.
<table>
<thead>
<tr>
<th>Executive Directors/Presidents</th>
<th>Year</th>
<th>Conference Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Chism</td>
<td>1995-96</td>
<td>Sea Crest, North Falmouth, MA</td>
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<tr>
<td>The Ohio State University</td>
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<tr>
<td>Karron Lewis</td>
<td>1994-95</td>
<td>Red Lion Columbia River, Portland, OR</td>
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<tr>
<td>University of Texas, Austin</td>
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<tr>
<td>Donald Wulff</td>
<td>1993-94</td>
<td>Kahler Resort, Rochester, MN</td>
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<tr>
<td>University of Washington</td>
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<tr>
<td>Daniel W. Wheeler</td>
<td>1992-93</td>
<td>Saddlebrook Resort, Wesley Chapel, FL</td>
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<tr>
<td>University of Nebraska-Lincoln</td>
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<tr>
<td>Ronald Smith</td>
<td>1991-92</td>
<td>Lakeview Resort, Morgantown, WV</td>
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<td>Concordia University (Montreal)</td>
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<tr>
<td>Emily (Rusty) Wadsworth</td>
<td>1989-90</td>
<td>Villas-by-the-Sea, Jekyll Island, GA</td>
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<tr>
<td>McHenry County College</td>
<td>1990-91</td>
<td>Granlibakkan Conference Center, Tahoe City, CA</td>
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<td>and Delivee Wright</td>
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<tr>
<td>University of Nebraska-Lincoln</td>
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<tr>
<td>Marilla Svinicki</td>
<td>1987-88</td>
<td>Inn of the Hills, Kerrville, TX</td>
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<tr>
<td>University of Texas-Austin</td>
<td>1988-89</td>
<td>Keystone Resort, Keystone, CO</td>
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<tr>
<td>Bette L. Erickson</td>
<td>1985-86</td>
<td>Lake Lawn Lodge, Delavan, WI</td>
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<tr>
<td>University of Rhode Island</td>
<td>1986-87</td>
<td>Hidden Valley Lodge, Somerset, PA</td>
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<tr>
<td>LuAnn Wilkerson</td>
<td>1984-85</td>
<td>Asilomar, Monterey, CA</td>
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<td>Harvard Medical School</td>
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<tr>
<td>Michele (Fisher) Marincovich</td>
<td>1983-84</td>
<td>Airlie House, Airlie, VA</td>
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<tr>
<td>Stanford University</td>
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<tr>
<td>Michael Davis</td>
<td>1981-82</td>
<td>Westin Hotel, Cincinnati, OH</td>
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<tr>
<td>University of the Pacific</td>
<td>1982-83</td>
<td>Montebello, Quebec, Canada</td>
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<tr>
<td>Lance Buhl</td>
<td>1980-81</td>
<td>Claremont Resort, Berkeley, CA</td>
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<td>Projects for Educational</td>
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<td>Development</td>
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<tr>
<td>Glenn Erickson</td>
<td>1978-79</td>
<td>Shangri-La State Park, OK</td>
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<tr>
<td>University of Rhode Island</td>
<td>1979-80</td>
<td>Fairfield Glade, TN</td>
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<td>Mary Lynn Crow</td>
<td>1977-78</td>
<td>Illinois Beach State Park, Zion, IL</td>
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<tr>
<td>University of Texas-Arlington</td>
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<tr>
<td>Joan North</td>
<td>1976-77</td>
<td>Airlie House, Airlie, VA</td>
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<tr>
<td>University of Wisconsin-Stevens Point</td>
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</table>
Acknowledgments

Conference Planning and Production
Nancy Chism, President (1995-96)
Ohio State University

L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology

David Graf, Manager of Administrative Services
Iowa State University

Lynn Sorenson, 1995 Program Coordinator
Brigham Young University

Program Planning Committee and Proposal Reviewers
Lynn Sorenson, 1995 Program Coordinator
Brigham Young University

Dorothy Frayer
Duquesne University, PA

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University of Maryland

Muriel Allen
Brigham Young University, UT

June Harris
East Texas State University

Ann Austin
Michigan State University

Carol Holder
Cal Poly Pomona University, CA

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Landsdowne, PA

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Jane Birch
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USAF Academy

James Rhem
National Teaching & Learning Forum

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Steven Richardson
Iowa State University

Mary Everley
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LeAnne Rutherford
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Ed Jensen, Preconference Program Chair
Brigham Young University-Hawaii

Andy Farquharson
University of Victoria

Edward Nuhfer
University of Colorado at Denver

L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology

Darlene Gubler
Salt Lake Community College

Christine Stanley
The Ohio State University

Lynn Sorenson, 1995 Program Coordinator
Brigham Young University

Mary Pat Mann
Ohio Univ Coll of Osteopathic Medicine

George Watson
Arizona State University

William Burke
University of Hawaii at Manoa

Barbara Millis
United States Air Force Academy

Bret Ellis
Brigham Young University-Hawaii

Edward Neal
University of North Carolina
Registration
Beth Teuscher, POD Administrative Assistant
Iowa State University
David Graf, Manager of Administrative Services
Iowa State University

Academic Administrator Strand
Nancy Chism
The Ohio State University
Roger Sell
University of Northern Iowa

Conference Evaluation
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Middlesex Community College
Eric Kristensen
Berklee College of Music
L. K. Quinsland, 1995 Conference Chair
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Lynn Sorenson, 1995 Conference Coordinator
Brigham Young University

Audiovisual Planning and Support
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Rochester Institute of Technology
L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology

Accessibility
Keith X. Mousley
Rochester Institute of Technology
L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology

Diversity Initiative
Christine Stanley
The Ohio State University

Sign Language Interpreting
Miriam Nathan Learner, CSC
Rochester Institute of Technology

Resource Fair and Poster Sessions
Gary L. Long
Rochester Institute of Technology
Keith X. Mousley
Rochester Institute of Technology

PODumbaugs
Lynn Sorenson, 1995 Conference Coordinator
Brigham Young University
L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology

Roundtable Sessions
Gary L. Long
Rochester Institute of Technology
Keith X. Mousley
Rochester Institute of Technology

Transportation
Henry Maher, Transportation Coordinator
Educational Consultant, NY
L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology

Educational Expeditions
L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology
Lion Gardiner
Rutgers University
Eric Kristensen
Berklee School of Music
Henry Maher
Educational Consultant, NY

Roommate Referral Assistance
Vicki Robinson
Rochester Institute of Technology

Music & Entertainment
Eric Kristensen
Berklee School of Music
Henry Maher
Educational Consultant, NY
L. K. Quinsland, 1995 Conference Chair
Rochester Institute of Technology

Readers' Theatre
Line Fisch,
Lexington, KY
Rusty Wadsworth,
McHenry County College, IL
Patricia Hart
California State University System

Orientation to POD
Linda Hilsen
University of Minnesota-Duluth

Sea Crest Liaison
Wendall Cooke Director of Conference Planning
Sea Crest Conference Center
## TIME

### Wednesday
- **7:00 am - 5:30 pm**
- **9:00 am - 5:30 pm**
- **1:30 pm - 9:00 pm**
- **6:00 pm - 7:00 pm**
- **7:00 pm - 9:00 pm**

### Thursday
- **7:00 am - 8:00 am**
- **7:00 am - 8:30 am**
- **7:30 am - 9:30 pm**
- **8:30 am - 11:30 am**
- **8:30 am - 11:30 am**
- **9:45 am - 10:30 am**
- **12:00 pm - 1:00 pm**
- **12:00 pm - 6:00 pm**
- **1:30 pm - 4:30 pm**
- **1:30 pm - 5:00 pm**
- **3:00 pm - 3:30 pm**
- **5:30 pm - 6:30 pm**
- **6:30 pm - 9:30 pm**

### Friday
- **7:00 am - 8:00 am**
- **7:00 am - 8:15 am**
- **7:15 am - 8:15 am**
- **7:00 am - 11:30 am**
- **8:30 am - 9:30 am**
- **9:30 am - 10:00 am**
- **10:00 am - 11:30 am**
- **12:00 pm - 1:15 pm**
- **1:30 pm - 3:00 pm**
- **3:00 pm - 3:30 pm**
- **3:30 pm - 4:30 pm**
- **4:45 pm - 5:45 pm**
- **6:30 pm - 8:30 pm**
- **8:30 pm - 10:00 pm**
- **8:30 pm - 12:30 am**

### Saturday
- **7:00 am - 8:00 am**
- **7:00 am - 8:15 am**
- **7:15 am - 8:15 am**
- **8:00 am - 9:00 am**
- **8:30 am - 9:45 am**
- **9:45 am - 10:15 am**
- **10:15 am - 11:15 am**
- **11:30 am - 12:30 pm**
- **11:45 am - 6:00 pm**
- **12:45 pm - 6:00 pm**
- **1:30 pm - 3:00 pm**
- **3:15 pm - 6:00 pm**
- **3:30 pm - 4:30 pm**
- **6:45 pm - 8:45 pm**
- **9:00 pm - 1:00 am**

### Sunday
- **7:00 am - 8:00 am**
- **7:00 - 9:00 am**
- **8:30 am - 10:00 am**

## EVENTS

### 25 October 1995
- Educational Expedition 1
- Core Committee Meeting
- Pre-Conference Registration
- Reception and Orientation to POD (for individuals attending pre-conference activities)
- Dinner and Welcome Activities

### 26 October 1995
- Stretch and Walk
- Continental Breakfast
- Registration
- Core Committee Meeting
- Pre-Conference Workshops
- Pre-Conference Educational Expedition 2
- Refreshment Break
- Lunch
- Educational Expedition 5
- Pre-Conference Workshops
- Pre-Conference Educational Expeditions 3,4
- Refreshment Break
- Reception and Orientation to POD (for first-timers)
- Opening Dinner and Official Welcome Activities
- PODumbaugs (Initial meeting of conference process groups)

### 27 October 1995
- Stretch and Walk
- Continental Breakfast
- Round Table Sessions
- Registration
- Keynote Session (Brookfield)
- Refreshment Break
- Concurrent Sessions A
- Lunch and Business Meeting
- Concurrent Sessions B
- Refreshment Break
- Concurrent Sessions C
- PODumbaug
- Poster Sessions/Resource Fair and Dinner
- Special Event/Presentation
- Music and Entertainment

### 28 October 1995
- Stretch and Walk
- Continental Breakfast
- Round Table Sessions
- Registration
- Plenary Session (Menges, Pascarella, Svinicki)
- Refreshment Break
- Concurrent Sessions D
- Lunch with PODumbaug
- Educational Expedition 7
- Educational Expeditions 6,8,9
- Concurrent Sessions E
- Educational Expeditions 10,11
- Concurrent Sessions F
- Reception and Dinner
- Music and Dancing

### 29 October 1995
- Stretch and Walk
- Continental Breakfast
- Conference Summary and Evaluation
**Tuesday, October 24, 1995**

**6:00 - 7:00pm** Reception
Room 7187/7188
Core Committee and Expedition 1 Participants

**7:00 - 9:00pm** Dinner
Oceanfront
Core Committee and Expedition 1 Participants

**Wednesday, October 25, 1995**

**7:00 - 5:30pm** Pre-Conference Educational Expedition 1
Depart from lobby
Day Trip to Martha’s Vineyard
*Extra Fee: $8.50 for ferry; $15.00 for bike rental; $22 for van*

**8:30 - 9:00am** Continental Breakfast
Race Point
Core Committee

**9:00am - Noon** Core Committee Meeting
Race Point
Core Committee

**12:00 - 1:00pm** Lunch
Oceanfront
Core Committee and POD Conference Staff

**1:30 - 9:00pm** Pre-Conference Registration
Lobby

**2:00 - 5:30pm** Core Committee Meeting
Race Point
Core Committee

**3:00 - 5:30pm** Special Interest Groups (SIG) Meetings
POD Suites
(To be determined)

**6:00 - 7:00pm** Reception
Oceanfront

**6:00 - 7:00pm** Orientation to POD
Ballroom III
All first-timers

**7:00 - 9:00pm** Dinner and Welcome Activities
Oceanfront
Core Committee, Expedition Participants, Pre-Conference Workshop Participants
**Thursday, October 26, 1995**

**7:00 - 8:00am**
Stretch and Walk  
Lobby

**7:00 - 8:30am**
Continental Breakfast  
Oceanfront

**8:30am - 9:30pm**
Registration  
Lobby

**8:30 - 11:30am**
Core Committee Meeting  
Race Point

**8:30 - 11:30am**
SIG Meetings  
POD Suites

**8:30 - 4:30pm**
Pre-Conference (all-day) Workshops

**Ballroom I**

**Getting Started in Faculty Development**  
*L. Dee Fink, University of OK and Shirley Ronkowski, UC-Santa Barbara*  
This workshop is for persons who are new to instructional, professional or faculty development—faculty on committees, consultants, administrators. The morning session will provide participants an opportunity to learn about major approaches to faculty development and to hear from experienced practitioners in the field. In the afternoon session, participants will choose from two of three sessions: conducting workshops, publishing newsletters, and offering individual teaching consultations. All participants will receive two publications: *A Handbook for New Practitioners* and *Face to Face* (about individual consulting). (Extra fee: $50.00)

**Nauset III**

**Guiding the Ship: Survival Strategies for New Directors**  
*Facilitators: Judy A. Greene, University of Delaware; Marilyn Leach, University of Nebraska-Omaha; and Lavon Gappa, Florida State University*  
This workshop is for persons who have some experience as faculty developers, but who are now assuming roles as directors of their programs or facilities. It is practical, informative, and relevant to the needs of new directors. Part I will focus on skills and abilities in managing programs. Part II will focus on the general needs of those slightly more experienced in faculty development administration. Participant needs assessment was conducted after pre-registration in order to tailor this session to those attending. (Extra fee: $50.00)
8:30 - 11:30am  **Pre-Conference (morning-only) Workshops**

**Nauset II**

**The Problems in Problem-based Learning**  
*Barbara J. Duch and Hal White, University of Delaware*  
Problem-based learning (PBL) is an instructional method characterized by the use of “real world” problems as a context for students to learn critical thinking and life-long learning skills. This workshop will focus on the characteristics of effective problems, the timing of their use, and ways teachers can use them in various-sized classes. *(Extra fee: $25.00)*

**Nauset IV**

**Course and Curriculum Design**  
*Robert M. Diamond, Syracuse University*  
This practical, interactive workshop will introduce a successful model for course, curriculum, and program design and will describe the role of the developer in design, implementation, and evaluation. Discussion will focus on the politics of implementation, successful change strategies, the skills needed to be an effective developer, and increasing impact with limited resources. Participants will receive a copy of *Designing and Improving Courses and Curricula in Higher Education: A Systematic Approach*. *(Extra fee: $25.00)*

**Nauset V**

**The Teaching Portfolio: Important New Lessons Learned**  
*Peter Selin, Pace University and Linda Anns, Ball State University*  
The teaching portfolio is an especially promising way for professors to document and improve what they do in the classroom. Yet some institutions use the approach effectively while others do not. This interactive workshop will discuss important new lessons learned about what works and what doesn’t, key strategies, tough decisions, latest research results, the critical role of faculty developers. *(Extra fee: $25.00)*

**Nauset I**

**Charting the Way to Effective Teaching at a Distance**  
*Sharon E. Smaldino, University of Northern Iowa and Mary Herring, Iowa State University*  
As more opportunities arise, faculty are being asked to assume responsibilities for teaching at a distance. The lack of understanding about the parameters for teaching these courses often frustrates faculty. This practical, interactive workshop focuses on planning for successful teaching at a distance. *(Extra fee: $25.00)*

**8:30 - 11:30am**  **Educational Expedition 2**  
Depart from lobby  
Falmouth/Woods Hole Biking and Hiking  
*(Extra Fee: $10.00 for transportation + $14 bike rental)*

**10:00 - 10:45am**  **Refreshment Break Period**

**12:00 - 1:00pm**  **Lunch**  
Oceanfront  
Core Committee, Pre-Conference Workshop Participants, Expedition Participants
Thursday Preconference Workshops

12:00 noon
Depart from Lobby

**Educational Expedition 5**
Monomoy National Wildlife Refuge
*(Extra Fee: $55.00)*

1:30 - 4:30pm

**Pre-Conference (afternoon-only) Workshops**

**Nauset I**

**Using the Internet for Teaching and Learning**
Gina Logan and Susan Swords-Steffen, Northwestern University

It's been said that the Internet is the world's largest library without a catalogue. How can faculty make the Internet's vast amounts of information available to their students? And how can faculty developers assist teachers in their efforts to make sense of this incredibly abundant, yet sometimes formidable, resource? This workshop, facilitated by a faculty developer and a university librarian, will present ways faculty can use the information on the Internet in their classes and create their own home pages. We will also discuss the design of effective programs for teaching Internet skills to faculty. Although you do not need to be an experienced Internet surfer to attend this workshop, you will need to have some familiarity with Usenet newsgroups, gopher resources, and the Worldwide Web. *(Extra fee: $25.00)*

**Nauset IV**

**Improving an Evaluation-of-Teaching System**
Brenda Manning and Laurie Richlin, University of Pittsburgh

All academic units have systems for evaluating teaching, although important elements of these systems may not be explicit. Individual faculty and administrators also have personal criteria for what is good teaching, although these also are seldom defined explicitly. In this workshop, participants will use newly-developed instruments to outline templates of their academic units' current evaluation-of-teaching systems and will begin to make explicit their own personal criteria for excellence in teaching. *(Extra fee: $25.00)*

**Nauset V**

**Cracks in the Ivory Tower: Conflict Management in Higher Education**
Susan A. Holton, Bridgewater State College

Conflict is a fact of life—even within the ivory tower. Yet it is something that is poorly understood and desperately avoided, at the peril of the relationship, the department or the institution. This workshop will focus on conflict—how to detect it, how to deal with it head-on when it happens, and how to use conflict in a positive way. *(Extra fee: $25.00)*

**Nauset II**

**Making Case Studies Work for You**
William M. Welty and Rita Silverman, Pace University

This workshop is intended to help participants understand how to use case studies effectively in faculty development activities. Participants will engage in a case discussion and debrief the discussion followed by an exercise in which they begin to practice preparing a case for discussion and developing questioning strategies. *(Extra fee: $25.00)*
### Thursday Afternoon/Evening

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1:30 - 5:00pm</td>
<td><strong>Core Committee Working Groups</strong></td>
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<tr>
<td>1:30 - 5:00pm</td>
<td><strong>Educational Expeditions 3, 4</strong></td>
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<td>Depart from Lobby</td>
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<td></td>
<td>Falmouth/Woods Hole Biking and Hiking</td>
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<td><em>(Extra Fee: $10.00 for transportation + $14 bike rental)</em></td>
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<td>Woods Hole Marine Research Institutions</td>
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<td><em>(Extra Fee: $10.00 + $1 museum admission fee)</em></td>
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<td>3:00 - 3:45pm</td>
<td><strong>Refreshment Break Period</strong></td>
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<td>5:30 - 6:30pm</td>
<td><strong>Reception</strong></td>
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<td>Oceanfront</td>
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<tr>
<td>5:30 - 6:30pm</td>
<td><strong>Orientation to POD</strong></td>
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<td>Ballroom III</td>
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<td>All first-timers <em>(repeat of Wednesday evening session)</em></td>
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<td>6:30 - 9:00pm</td>
<td><strong>Conference Opening: Dinner, Welcome Activities and Readers’ Theatre</strong></td>
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<td>Oceanfront and Ballroom III</td>
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<tr>
<td>8:00 - 9:30pm</td>
<td><strong>PODumbaugs (initial meetings)</strong></td>
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Last year in Portland, POD conference participants applauded the "wawsuk-la." Based on experiential learning theory, these processing groups allowed individuals to meet with others several times throughout the conference for the purpose of exploring the conference theme (Vision Quest) and to learn vicariously from the conference experiences of others. Conference Chair L. K. Quinsland named the '95 processing groups "wawsuk-la" after the spiritual leader Smohalla’s spirit bird (a Bullock’s oriole) that came to him during a vision quest on the Columbia River.

This year the small processing groups reappear in their east coast incarnation as "PODumbaugs." Returning once again to the Native American theme, "PODumbaug" is the Wampanoag word for “whale,” while a family of whales is known as a “pod.” The Cape was once a Wampanoag community with whaling at the core of its culture. It is fortuitous that our search for a name for our processing groups this year resulted in a term that pre-dated our identity as an organization. The term incorporates our network’s name, the historical roots of our meeting site, and the small group cohesiveness for which POD has always been known.

The PODumbaugs are scheduled to meet a total of 3 times: Thursday evening after the welcoming dinner, Friday afternoon, and at lunch on Saturday. Each conference participant has been randomly assigned to a PODumbaug. **Meeting locations are identified in your conference packet, while the back of your name badge indicates your PODumbaug affiliation.** Experience has validated that each PODumbaug will take on a life of its own. Consider your initial meeting as a point of departure with co-facilitators serving primarily as conveners with a set of directions but flexible agenda. At our final session on Sunday morning we will have an opportunity to share our PODumbaug experiences and insights.
Friday Morning Roundtables

Friday, October 27, 1995

7:00 - 8:00am  Stretch and Walk
Lobby

7:00 - 8:15am  Continental Breakfast
Oceanfront

7:00 - 8:15am  Special Strand for Academic Administrators (Session 1)
Surf Lounge

7:00 - 8:30am  Registration Desk Open
Lobby

Please Note: Presenters have indicated the audience(s) who they perceive would benefit from their respective sessions. The following icons appear in the margins next to the session descriptions.

= Novice Developer  = Relatively Experienced Developer  = Experienced Developer

7:15 - 8:15am  Roundtable Discussions
Ballroom I - III

Charting the Course for Consultation with Sister Schools
The arrangement of multiple campuses into a state system often places established faculty development centers in the role of providing consultation for emerging centers at “sister schools”. Issues that arise from established centers are (1) expanding staff obligations; (2) defining the role of established centers; (3) compensating financial costs for travel between campuses; (4) compensating time costs for preparation of workshops for emerging centers; (5) providing needs’ assessments; (6) adaptation of established centers’ programs; (7) determining consultation exchange over time; and perhaps most importantly, (8) developing a reciprocating consultation process among peers. Join this roundtable and share your experiences with those of the panel.

Erin Porter, University of Texas at Austin; Christine Stanley, Ohio State University; Delivee Wright, University of Nebraska, Lincoln; Edward Neal, University of North Carolina

Cooperative Learning Across the Curriculum and the Campus
This roundtable will describe a three-year campus-wide implementation of a faculty development program in cooperative education at a small university, and the strategies for implementing such a program on similar campuses. The presenters will provide four different perspectives on the program and its implementation: director, implementer, teacher, and evaluator. They will emphasize how faculty accept change and the change process. Implications and strategies for faculty development will be discussed.

Richard G. Landry and Carla W. Hess, University of North Dakota
Creating a New World of Learning Possibilities through Instructional Technology

Instructional technology (IT) offers new possibilities for learning, but is used by few “mainstream” faculty. This session will provide faculty developers with a conceptualization of IT uses, examples of IT applications, a draft of a survey to identify obstacles to use of IT, and strategies for overcoming these obstacles.

_Dorothy A. Frayer and Lynda Barner West; Duquesne University_

Development Programs that Encourage Collaboration

This session will focus on key elements leading to successful faculty development within a large university system. It is intended to stimulate discussion by highlighting three current models: (1) a science, engineering and mathematics initiative incorporating electronic conversations; (2) a project involving part-time faculty on the assessment of language abilities; and (3) a system-wide model using a competitive RFP process. Benefits and obstacles to faculty development and collaboration will be explored.

_Dympna Bowles, The City University of New York (CUNY); Rebecca Mlynarczyk, Kingsborough Community College (CUNY); Frank Scalza, Queensborough Community College (CUNY)_

Enabling Faculty Dialogue with Faculty Support Groups

Small, interdisciplinary faculty support groups allow faculty, with facilitation by a faculty developer, to set and explore their own agenda relating to teaching and learning. The implementation of such groups over several years and at two universities will be explained and factors of success and replication analyzed in this roundtable discussion.

_Frank Gillespie, University of Georgia; Kay Herr Gillespie, Colorado State University_

Facilitating Instructional Collaboration Between Science and Education Faculty

This session will describe a project to increase instructional collaboration between diverse faculty. This project increased inter-faculty communication on education, enhanced the status of teaching, and empowered faculty to face their teaching challenges in a manner that would help their careers and their classes.

_Sally L. Kuhlenschmidt, Terry Wilson, Martin Houston, and Carl Martray, Western Kentucky University_

Faculty Development and Human Resource Development on a Shoestring

A discussion of how to design, market and implement intensive and sustained professional development for new college teachers through a collaborative committee-based approach in a medium-sized public state university without release time or budget.

_Mary Hopkins-Best, University of Wisconsin-Stout_
Faculty Development Through Expression and Experimental Activities
This session will look at faculty retreats as events that can help faculty maintain a sense of identity and continuity. Participants will engage in symbolic activities used by the presenters at retreats in order to show how such experiences can create order, cohesiveness, and smooth transitions in times of change.

Patty H. Phelps, Margaret M. Morgan, and Joan Pritchard, University of Central Arkansas

Faculty Fellows
Each quarter this center selects a faculty fellow to help carry out a special project. The purpose of this roundtable discussion will be to: 1) explain this faculty fellows program; 2) discuss how others might organize similar programs; and 3) discuss projects faculty fellows might do. Participants will apply ideas to their own institutions.

Jeanne Ballantine and Kim Vogel, Wright State University

Fostering Teaching Partnerships for Development and Renewal
A teaching partnership program underway at Brigham Young University allows a senior and junior faculty member to collaborate with a doctoral student on a joint teaching/mentoring experience. This program has provided significant returns to those involved. The discussion will focus on a brief description of the program, the issues and problems that need to be addressed and how this program might prove beneficial to other institutions looking for ways of fostering teaching communities.

J. B. Ritchie and Louise M. Illes, Brigham Young University

Helping Faculty Cope with Resource Reallocation and Program Elimination
Resource reallocation and program elimination, as part of a part of a strategic planning process, are occurring on many college campuses today. This session will focus on the individual faculty members who are affected by these programmatic decisions. Procedures and strategies for advocating for displaced faculty during this time of stress and change will be shared, and participants will be asked to respond from their own experience to specific case histories.

Gary Long, Rochester Institute of Technology

How to Lead Two Lives (or maybe 3!) and Get Everything Done
Many POD members lead dual lives, as faculty developers and as teachers or administrators. Two half-time jobs usually add up to more work than a single full-time job. Serving two masters can be difficult, too. This roundtable discussion will be a collaborative learning exercise in how to juggle our professional lives.

Steven M. Richardson, Iowa State University
Metaphors and Realities of Graduate Student Life
Faculty development begins with graduate students when they receive their first teaching appointment. Yet, ability of graduate students to receive and benefit from institutional support services, including preparation for teaching, depends directly on the institution’s image of the graduate student population and its needs. More than with faculty or undergraduates, the implicit and explicit paradigms governing graduate student life often hinder the student’s ability to receive and developer’s ability to extend the optimal service. A case study from the University of California, Berkeley.
Jacqueline Mintz, University of California, Berkeley

“My Students Just Don’t Like Me!” How Can We Help This Professor?
There are those teachers who are simply unable to “relate” to their students because of their (the teacher’s) lack of interpersonal skills. This session will focus on recognizing when these skills are lacking and, more importantly, will provide the instructional consultant with specific strategies aimed at improving interpersonal skills.
Arletta Bauman Knight and L. Dee Fink, University of Oklahoma

Supporting Each Other: Overcoming the Isolation of the Faculty Developer
Faculty development’s mission is to serve others, but for continued effectiveness we also need support. Not fitting comfortably with academic departments or non-academic staff causes feelings of alienation and isolation, often exacerbated by low levels of recognition and reward. This roundtable will invite participants to share stories and survival strategies.
Mary Ann Bowman, Western Michigan University

The Voice of Experience Project
Experienced faculty were invited to share their voice of experience by describing an error they made early in their teaching career and what they learned. I will describe my results and their uses, and we will discuss adapting this approach and sharing our findings.
Mary J. Allen, California State University, Bakersfield

Tuning In to Teaching on ITV
Suddenly faculty who may be averse to programming their own VCRs are being catapulted into teaching in unaccustomed and intimidating ways—often without much warning or preparation. Interactive television (ITV) is a case in point. Before tuning in to teaching on ITV, instructors need some guidance. This roundtable will discuss how technologically uninitiated faculty can be prepared for ITV teaching.
LeAnne Rutherford, University of Minnesota, Duluth

= Novice Developer  = Relatively Experienced Developer  = Experienced Developer
Using Focus Groups in the Consulting Process: Considerations for Faculty Developers
How can faculty developers most effectively use focus groups in their consulting? This interactive session helps them design a framework for this purposive interview process. Participants discuss issues and challenges related to this method and articulate strategies for response. Participants also receive resource materials on focus groups.
Gabriele Bauer, Landsdowne, PA

8:30 - 9:30am
Nauset III-IV

Keynote Session
The Other Side of the Mirror: Understanding Faculty as Adult Learners
Stephen Brookfield draws upon interviews with teachers which explore how teachers learn about teaching. He outlines the categories of learning in which faculty most frequently engage (i.e., practical, political, emotional, ontological, epistemological). He argues that instructor experiences as teachers are not much different from students’ experiences as learners. These are the major themes of his forthcoming book, Becoming a Critically Reflective Teacher. In addition, Brookfield will explore from the students’ viewpoint the issues outlined in The Skillful Teacher—impostorship, lost innocence, and cultural suicide. These issues also surface as organizing themes in how faculty talk about their lives as teachers. Finally, Brookfield will draw upon his own teaching/learning experience which has helped him frame his current views on teaching.

9:30 - 10:00am
Refreshment Break

9:45 - 10:45am
Academic Administrators Strand (Session 3)
Race Point

10:00 - 11:30am
Registration Desk Open
Lobby

10:00 - 11:30am
Concurrent Sessions, Block A

Discussion with Stephen Brookfield
In this follow-up session, Steven Brookfield will be available to elaborate on the themes presented in the Keynote Session and moderate a discussion between conference participants.

Teaching Active Learning Basics
Faculty offer many reasons to justify lecture-based teaching; many of these reasons have genuine merit and thus challenge the instructional/consulting skills of faculty developers. This session will critically examine sources of faculty resistance and identify strategies faculty developers can successfully use to address these concerns.
Jim Eison and Diane Vomsaal Williams, University of South Florida; Chuck Bonwell, Saint Louis College of Pharmacy
Learning Through Discussion
“Learning Through Discussion” enables students to read actively and to use both individual and group work-speculative writing and structured discussion to develop deep understanding of assigned texts—even challenging, complex ones. In this session, we will try LTD (an abbreviated version) and plan modifications to share the approach with faculty.

Carol Holder, California State Polytechnic University, Pomona

Training Faculty for Formative Peer Observation
The POD audience will participate in a model training session used to train faculty in a peer observation program. The session includes a pre-observation conference, a mini-lecture, and a post-observation conference. We will then share recommendations for constructive feedback in peer observation based on our experience with over 15% of our faculty.

Jamie L. Webb and Kathleen McEnerney, California State University at Dominguez Hills

Service Learning
Service Learning (SL), a direct-experience approach to teaching, can be incorporated into virtually any course. After learning the defining criteria, you will examine strategies for redesigning courses to incorporate SL. You will also consider ways to encourage and support faculty in designing and revising courses to incorporate SL.

Robin Eanes, St. Edward’s University, Austin, Texas

Enhancing the Teaching-Learning Connection Through E-Mail and the Internet
Presents an overview of developing and supporting e-mail and Internet applications in the classroom, based on enhancing the teaching-learning connection. Topics include: administering e-mail classes; technological issues; student attitudes and learning; mentoring faculty; and building/using a home-page syllabus. Features home page developed for the session.

Karin L. Sandell and Robert Stewart, Ohio University

Charting the Course to Becoming a Multicultural Organization
Many of us feel we are struggling to stay afloat in the uncharted territory of multicultural education. This interactive session will explore a framework for helping organizations progress in ways that are inclusive and pluralistic. Participants will assess themselves and their organization and develop methods for creating common agendas for advancing the organization toward inclusionary goals. We will visualize organizational potential and develop action plans for implementing these vision of excellence.

Steven Elones and Elisa Carbone, University of Maryland at College Park
Preparing Future Faculty
Preparing Future Faculty is a national program that is developing new models of preparing graduate students seeking academic careers. Seventeen doctoral universities are working with 68 diverse partner institutions to offer new programs that prepare students in research, teaching, and service. The implications for faculty development will be explored.
Jerry G. Gaff, Association of American Colleges and Universities; Lavon Gappa-Levi, Florida State University; Robert Menges, Northwestern University; Jody Nyquist, University of Washington; Jan Smith, University of Minnesota

Student Ratings: What Faculty Developers Should Know
Student ratings are an ongoing controversy: Ratings seem to be valid, but how deans and chairs interpret and use ratings can be problematic. In this session, we will look at ratings in a system-wide context, and consider their impact on teaching and learning, on faculty careers, and on faculty development.
Mary Pat Mann, Ohio University; Mister Franklin, University of Arizona; Mary Deane Sorcinelli, University of Massachusetts at Amherst

Becoming More Professional About Professional Development
What standards of professionalism do we think can and should be applied to professional development practices? Two possible sets, the British “Professional Qualifications for Staff and Educational Developers,” and Boyer’s principles for the assessment of scholarly work, will be applied to case studies of faculty development practice; their benefits and problems discussed.
Ronald Smith, Concordia University; Gail Riddell, University of British Columbia; Richard Tiberius, University of Toronto; Dan Wheeler, University of Nebraska-Lincoln

11:00 - 12:00
Academic Administrators Strand - Session 4
(open to all participants)

Teaching Chairs How to Motivate Mid-Career Faculty
The professorial career ladder usually has only three rungs. Since other kinds of institutional recognition is often extremely limited, it is not surprising that department chairs complain about difficulty in motivating mid-career faculty. This workshop focuses on annual goal-setting and performance review as a revitalizing process for enhancing professional development.
Ann F. Lucas, Fairleigh Dickinson University
Academic Administrators: How Can They Help Make Teaching More Visible?

We often hear the cry to reexamine our campus commitment to teaching; faculty and the public hurl accusations that only lip service is paid to this core function of the university. Agreeing with the rally cry, academic administrators seem puzzled when faculty question their commitment. Academic administrators are responsible for enhancing the reputation of their units, so they encourage and applaud those faculty activities which contribute to the unit's reputation. But since teaching is a "private activity," it is not often used to enhance a unit's reputation; unknowingly, academic administrators may not actually encourage and applaud teaching. What are some ways to raise the visibility of teaching, to use it to enhance a unit's reputation? After an introduction, the facilitator will share ideas from interviews with deans and then work with the audience (of administrators and others) to seek ideas which address these issues.

Joan North, University of Wisconsin-Stevens Point

Lunch and POD Business Meeting

Oceanfront and Ballroom III

Concurrent Sessions, Block B

Ballroom I

Added Benefits: Institutional Assessment Programs Provide Opportunities For Faculty Development

With accrediting agencies and state legislatures focusing on accountability, assessment programs have become a factor on virtually all campuses. While these initiatives are generally intended to address student outcomes, this program will show that they can also create a potent vehicle for faculty development. Through hands-on experience with assessment data, participants will experience the potential for faculty development through involvement in institutional assessment projects.

Tracey E. Sutherland and James M. Guffey, Northeast Missouri State University

Ballroom II

Teaching Development for Senior Faculty: Searching for Fresh Solutions in a Salty Sea

We will share with participants our experiences with leading a teaching faculty development program for senior faculty, now in place for five years. In small groups mixing experienced and inexperienced PODers we will explore case studies involving stormy voyages in the program and explore fresh solutions proposed by the groups.

Milton D. Cox and Muriel Blaisdell, Miami University

= Novice Developer  = Relatively Experienced Developer  = Experienced Developer
Faculty Developer-Client Relationships: Results of a Survey

The faculty developer-client relationship is extremely important. Developing this type of relationship with faculty requires that the faculty developer possess a repertoire of attributes, skills, knowledge, experience, and expertise. Further, defining this relationship is even more difficult as no one faculty developer-client relationship displays the same characteristics. This interactive session will share the results of a survey of two faculty development specialists’ clients to ascertain common characteristics that contribute to developing an effective client relationship. This session should be of interest and benefit to faculty developers and to faculty and administrators who are interested in developing and enhancing the faculty developer-client relationship.

Christine A. Stanley, Ohio State University; Erin Porter, University of Texas at Austin

Assisting Faculty in Preparing for Promotion and Tenure Review

As definitions of scholarly and professional work expand and the priorities of institutions and departments change, practices and policies for promotion and tenure review are being reexamined. Assisting candidates as they prepare for review and develop documentation is a crucial service that faculty developers are in the position to provide. This session will discuss evolving promotion and tenure practices and will provide guidelines for assistance.

Robert M. Diamond and Bronwyn Adam; Syracuse University

What Do New Faculty Know About Teaching? Implications for Faculty Development

This session, intended for faculty developers, interactively shares the findings of a 1994 POD research grant. We will examine several questions: What is the nature of new faculty members’ pedagogical knowledge, and how is it influenced by academic discipline? And, what difference do studies of faculty’s discipline-specific pedagogical knowledge make in faculty development?

Lisa Firing Lenze, Northwestern University

Listening in the Classroom: A Two-Way Street

A college student’s typical level of listening comprehension is only about 25%. You’ve seen it—students who react to lectures with blank stares, those who tune out even during office visits. What makes a student quit listening and commence daydreaming? What keeps a student interested and open? In this interactive session we will consider the research on both listening and oral presentation and look at both sides of the classroom communication process to find answers.

Elisa Carbone, University of Maryland University College
Games and Cases in Faculty Development
Five low-cost, creative "events" will be shared and simulated, enabling participants to replicate proven interactive ideas for TA training, new faculty orientations, "joyous" teaching-oriented workshops with cooperative games and prizes, and specialized feedback coaching for faculty or faculty developers. Handouts with the cases, game sheets, and instructions will supplement, but not replace, the workshop activities.
Barbara J. Millis, United States Air Force Academy

In Search of the "Perfect Ten" Teaching Improvement Practices
The presenters conducted extensive international research to find the "perfect ten" teaching improvement policies/practices according to 1) 330 faculty developers around the world as compared to the views of 2) over 1000 professors from selected North American colleges and universities. This interactive session examines the data and raises the question: How could this ranking be used to determine instructional development priorities to "chart a course" at the institutional level? Improvement practices assessed include mentoring programs, workshops, grants, formative evaluation, employment policies, the teaching portfolio, and the role of deans and heads.
Alan Wright and Carol O'Neil, Dalhousie University

Who Are We? What Do We Do? How Are We Involved? Findings From the 1995 POD Network Membership Survey
This session will present a "first look" at the results of the membership survey conducted earlier this year. The presenters will use preliminary research results to answer the questions listed in the title and will provide opportunities for attendees to help formulate the final research report.
David Graf, Iowa State University and Daniel Wheeler, University of Nebraska-Lincoln

1:30 - 3:00pm Academic Administrators Strand - Session 6
(Open to all participants)

Transforming Our Organizations: From Principles to Practice
Increasingly, faculty and instructional developers are recognizing the negative impact that unhealthy organizations have on faculty teaching performance and student learning. The purpose of this session is to explore Peter Senge's theory of organizational development and its applicability to an academic context. Combining theory and application, the session will provide opportunity to apply Senge's principles to one's campus and/or faculty development center.
Kate Brinko and Sally Atkins, Appalachian State University; Ron Smith, Concordia University
Does Higher Education Need What Technology Can Deliver?
During the recent past, higher education administration has been attracted to the potential benefits offered by information technology for the improvement of teaching and learning. This panel discussion will provide the opportunity to explore the promises of information technology and its relationship to traditional faculty and instructional development activities.
Ed Neal, University of North Carolina at Chapel Hill; Michael Albright, Iowa State University; Frank Gillespie, University of Georgia; Chuck Spuches, SUNY College of Environmental Science and Forestry

Curriculum Development: The Missing Link
Curriculum development is often not emphasized as a major strategy for POD members associated with teaching centers and programs. This session will discuss why, how, and under which conditions curriculum development support can become part of the strategies that complement instructional development, faculty development, and organizational development for instructional improvement.
G. Roger Sell and Barbara Lounsberry, University of Northern Iowa; Robert Diamond, Syracuse University; Jerry Gaff, Association of American Colleges and Universities; Joan North, University of Wisconsin-Stevens Point

3:00 - 3:30pm
Refreshment Break

3:30 - 4:30pm
Concurrent Sessions, Block C

Delivering Faculty Development Through Listserv: Two Programs—a Faculty Discussion Group and a New Faculty Initiative
This session examines the possibilities of electronic delivery of faculty development programming through review of two experiments of this past year. The first was a faculty discussion group based upon Joseph Campbell’s “Power of Myth,” and the second was the reformation of what we frequently call the New Faculty Seminar.
Kay Herr Gillespie, Colorado State University

Teaching Critical Thinking
A major part of the challenge of teaching “critical thinking” is (a) specifying what it means; (b) knowing how to promote this kind of student learning; and (c) learning how to evaluate it. In this session we will share tentative answers from a faculty project on this topic, and hear what others have learned about teaching critical thinking.
Arletta Bauman Knight and L. Dee Fink, University of Oklahoma

GETTING PUBLISHED: Inside Information
This practical session examines the basics of the publishing process. A publishing professional and two experienced authors will discuss the nuts-and-bolts of successfully finding and working with a publisher. Topics will include: developing your idea, finding a publisher, presenting your project, the publisher’s decision-making process, and developing a successful working relationship.
James D. Anker, Anker Publishing Company, Inc.; Peter Seldin, Pace University; Marilla Svinicki, University of Texas at Austin
Faculty Consultant Case: Why Don't the Students Listen When I'm Trying So Hard?
Using videotapes and student evaluations, this case study will present a professor teaching a large, introductory physics course who has trouble getting the students to follow and understand what he is teaching. Participants will discuss the problem and suggest strategies for change. We will end with anecdotes of similar problems and solutions.
Joan Middendorf, Indiana University

Consulting on Teaching and Learning in Interdisciplinary, Team-Taught Courses
How to become more effective as a consultant to faculty in developing interdisciplinary, team-taught courses. The author of a just-published book entitled Interdisciplinary Courses and Team Teaching, will present useful concepts and key findings that speak to participants' interests. Topics include: types and levels of collaboration, structuring the ideal interdisciplinary course; dealing with teamwork problems; teaming in the classroom; enlarging the repertoire of student outputs; and creative examples. Bring questions and your own examples.
James R. Davis, University of Denver

Chris Beal: A Case About Lesbian and Gay Issues in Faculty Development
Faculty developers have questions about lesbian, gay and bisexual faculty members, and how they might be included in a faculty development program. A case will be presented about a faculty developer, "Chris Beal," who initiates some programming explicitly related to lesbian and gay faculty. Chris encounters varied responses from faculty members and administrators, both gay and straight. Participants will reflect on their own responses to the case, the inclusiveness of their faculty development program and their campus' responses to lesbian/gay/bisexual programming. Those planning to attend this session should pick up a copy of the case at the registration table Thursday or early Friday.
William C. Rando, Florida International University; Eric Kristensen, Berklee College of Music; and Jan Smith, University of Minnesota

Many Models for Success: Starting and Nurturing a Statewide/Regional Faculty Development Program
Regional and statewide faculty development networks, affectionately called "Mini-PODs," are found across the continent. Three successful (and vastly different) programs will be highlighted. Those in attendance will discuss program models and share insights on challenges. This session will be a learning experience for those who have long-running programs and for those who are just beginning to think about it.
Susan A. Holton, Bridgewater State College; Lesley Cafarelli, The Collaboration for the Advancement of College Teaching and Learning; Dee Fink, Great Plains Consortium
Friday Concurrent Sessions C/Poster Sessions & Resource Fair

3:30 - 4:30pm  Academic Administrators Strand - Session 7
(Open to all participants)

Nauset V  Teaching Academies: A New Way to Foster Excellence
Several institutions are inviting their most respected teachers to be members of teaching academies. In this session, the academic administrator responsible for one such academy will talk about various academy models and the challenges/advantages associated with teaching academies. The focus will be on the potential of such academies to foster teaching excellence.
Robert L. Arnold, Ohio State University

Highland  Constructing the Faculty Teaching Role: The Developmental Process of Learning to Teach
This interactive session will present research and invite discussion concerning the developmental process through which faculty members learn to teach. The session draws on a qualitative study of how faculty members construct the teaching role. Session participants will consider implications for faculty developers, administrators, and faculty members themselves.
Ann E. Austin, Joseph Brocato, J. Greg Merritt, Jonathan D. Rohrer, and Karen Timmons Wilson, Michigan State University

Race Point  Innovative Teaching at Research Universities
Knowing what innovative university faculty do, their sources of innovation, and their reflection on practice can help faculty developers improve their programs and services. In this session expect to collaboratively examine data (gathered via a POD grant) and to develop recommendations for promoting innovative teaching.
Joyce Povlacs Lunde, University of Nebraska-Lincoln

4:45 - 5:45pm  PODumbaugs

4:45 - 5:45pm  Academic Administrators Strand - Session 8

Oceanfront  Poster Sessions, Resource Fair and Dinner

6:30 - 8:30pm  Special Event - Woods Hole Oceanographic Institute Presentation

8:30 - 10:00pm  Music/Entertainment - Garrison Fewell
We are fortunate to have the Garrison Fewell Quartet join us tonight for an evening that promises to be both instructive and esthetically pleasing. Garrison has received high acclaim for his worldwide concert appearances and his recordings. A professor at the Berklee College of Music since 1977, he is the author of the book Jazz Improvisation. Garrison and his jazz guitar will share the moment with Laszlo Gardony on piano, Matt Wilson on drums, and Dave Clark on bass.
Saturday, October 28, 1995

7:00 - 8:00am
Stretch and Walk
Lobby

7:00 - 8:15am
Continental Breakfast
Oceanfront

7:15 - 8:15am
Roundtable Discussions
Ballroom I - III

Alternatives that Satisfy Faculty, Students, and Accreditation Boards
Standardized tests address institutional needs for comparative data but have limited benefit in suggesting specific changes in the curriculum. Participants in this roundtable will discuss ways to create and share alternative assessment methods that inform instruction. One goal will be the establishment of collaborative assessment among institutions.

Barbara Gordon and Russ Gill, Elon College

Applying the Theory of Cognitive Apprenticeship to Training Small-Group Teachers
We will briefly describe how the theory of “cognitive apprenticeship” has been useful in designing effective workshops for small-group teachers. We will share our experiences in conducting workshops on these ideas; we will invite participants to share related experiences, ask questions, or propose ideas.

Richard Tiberius and Jane Tipping, University of Toronto

Conducting Research on Teaching and Learning
Participants should bring ideas and/or questions concerning research on teaching techniques and practices for their discipline. We will look at ways to present the results of research on teaching in oral and written form, and the role of the faculty developer in promoting and assisting faculty in this process.

Rita Rodabaugh, Ocean County College

Creating “Life After Tenure”: The Post Tenure Review
The practice of American universities granting faculty members lifelong tenure has a long and almost sacred history in higher education. Some administrators are questioning this practice and are beginning to visit the idea of a formal or informal post-tenure review. This session provides several tools for the institution considering some form of review. In addition, this session provides examples of programs that can be used to support the tenured faculty in their review.

Bret R. Ellis and Edward Jensen, Brigham Young University-Hawaii

= Novice Developer  = Relatively Experienced Developer  = Experienced Developer
Disciplinary Differences: Implications for Faculty Development
Because teaching improvement centers are often slimly staffed, faculty developers are forced to be intellectual/instructional generalists. Increasingly however, research indicates the importance of disciplinary differences in teaching and learning. This session will first overview the most important issues in disciplinary differences and then engage participants in a discussion of their implications for faculty development.
Michele Marincovich, Stanford University; William Cashin, Kansas State University; Jennifer Franklin, University of Arizona; Mike Theall, University of Alabama at Birmingham

Faculty Development and Evaluation in the Visual and Performing Arts
This roundtable discussion is for those currently working with faculty members in the visual, creative, and performing arts and for those who might be called upon to do so. We will explore what we are learning in these areas, what instructional and assessment issues are particular to this domain, and what programs/strategies we have found effective.
Barbara K. Hofer and Matthew Kaplan, University of Michigan; Eric Kristensen and Ronald Bentley, Berklee College of Music; Karron G. Lewis; University of Texas, Austin; Jennifer Franklin, University of Arizona

Formative Assessment as a Mid-Course Navigation Aid
For purposes of this session, formative assessment means the systematic acquisition of, and response to, feedback from students during, rather than after, instruction. It is often a brief, informal, anonymous assessment of the collective learning process in a class rather than a specific evaluation of individual student performance for grades. We will share activities, methods and materials of formative assessment that participants may incorporate into their classrooms or use in faculty development workshops. Modeling our theme, participants will engage in formative assessment during the discussion, and the results will be used to “steer” the session toward maximum effectiveness.
Samuel B. Thompson and Renee M. Kilmer, University of Maryland-Asian Division

Helping New Faculty Develop New Conceptions of Teaching
This is a description of the approach taken to orientate new faculty to their teaching role at an Australian university. It challenges the traditional view of “training new staff,” and describes an approach which helps them to develop alternative conceptions of teaching to those they have developed as students.
Brian Fowler, University of Southern Queensland

Intercultural Pedagogues
The participants will be led into a discussion to explore the conflicts that culturally based learning styles create in the intercultural classroom, how these conflicts can be barriers to learning, and how we can implement strategies to mitigate them.
Pauline P. Yatrakis, Sacred Heart University; Betty Volpe and Jan Bowes-Marek, Norwalk Community-Technical College
Launching a Teaching Center
In order to fully appreciate the advantages that POD has to offer, most participants need to return to a campus where they can become involved in an existing faculty development center. This session is designed to help those who do not have a fully established center in existence and who wish to begin one. We will develop and share ways in which faculty development centers can be created and/or re-designed.

Catherine W. Hickman, Stephens College

Making Diversity a Priority in Organization Development
Implementation of programming on issues of diversity in the classroom often creates new and different kinds of organization issues for faculty and TA developers. We will describe the experiences of two campuses and present two multicultural change models (organization and individual). Participants will set goals and develop strategies appropriate for their own campuses.
Matthew L. Ouellett and Mary Deane Soricinelli, University of Massachusetts Amherst; Christine Stanley, Ohio State University

Reengineering the Teaching Process
Basic information about process reengineering will be presented and explained. Examples of process reengineering that can be applied to select aspects of the teaching process will be presented. Roundtable participants will be involved in a brief exercise where ideas for reengineering the teaching process are developed.
James H. Browne, University of Southern Colorado

Student Affairs and Faculty Development
Faculty and student affairs staff can collaborate to strengthen curriculum and co-curriculum. Including staff in faculty development activities adds their expertise about student development, community service learning, using the arts as catalysts for learning, and diversity. The roundtable will begin with Bloomfield College's programs and processes and add the experience and suggestions of all participants.
Martha J. LaBare, Bloomfield College

Teaching and Learning Mathematics in Introductory Calculus Courses
We will discuss a newly developed program designed to help the Mathematics faculty and TAs (50-60 each year) at the University of Michigan who are being required to learn a dramatically different way of teaching. Participants will experience and discuss activities that help instructors to develop a collaborative learning environment in which students learn calculus through problem solving, reading, writing, and thinking.
Beverly Black and Pat Shure, University of Michigan
The Odd Couple: Enhancing Student Learning through Collaboration with Honors and Developmental Education

Teachers assume that gifted students are more efficient learners than developmental students who lack basic skills; we separate high from low achievers, but our premises are not always valid. This roundtable discussion addresses how educators may discover ways of bridging the gaps to enhance the learning of both groups.

*John Zubizaretta and Ann Fleshman, Columbia College*

The Urban Environment’s Effect on Faculty Development

This session’s goal is for participants to reflect on the role of faculty development in assisting faculty to meet the changing characteristics of urban institutions. Activities include identifying what the future holds for faculty development in the urban environment. The presenters will provide background information about the characteristics of urban institutions and current faculty development structure. Participants will build upon their current faculty development experiences and discuss how those experiences will change in the future.

*Debrah H. Jefferson and Susan Peverly, University of Illinois at Chicago*

Using Scenarios: Telling and Writing Stories for Understanding

We will discuss a model of faculty development that uses response to, and the writing of classroom scenarios to stimulate discussion. We will discuss how we have used this model in the past and will distribute materials that can help roundtable participants design and plan a similar faculty development model.

*Meg Morgan, Jay Jacoby, and Charlynn Ross, University of North Carolina at Charlotte*

The Scholars’ Mentoring Program: The Enculturation of First-Year Faculty

This roundtable will describe the Scholars’ Mentoring Program, a faculty development program for first-year faculty to enhance their enculturation into a university setting. The presenters will describe the program from the points of view of scholar, mentor, faculty developer, and evaluator. Participants will be provided the opportunity to interact in discussion of benefits and barriers to the development of similar programs.

*Daniel Rice, Vicki Downey, and Carla Hess, University of North Dakota*
Teaching and Learning: New Research With Students and Faculty

What do we really know about the interaction of teachers with student learning? About the growth of new faculty as teachers? About many of the core issues in faculty development? Why is so much of what we already know so regularly ignored? When we learn some answers to our questions, how can we prevent it from being brushed aside by special interests with different agendas? The purpose of this session is to share findings from recent research about student and faculty from the National Center on Postsecondary Teaching, Learning and Assessment and to explore the implications of those findings for teaching and learning centers. We will further the discussion of research for our field and how it can have a greater impact on our work and the faculty and students with whom we interact. Participants will be invited to design vehicles for data dissemination both to our colleagues and to the larger academic community in general.

Robert J. Menges is professor of education and social policy at Northwestern University and senior researcher with the National Center on Postsecondary Teaching, Learning, and Assessment. Projects he currently directs for the National Center include studies of the socialization of faculty and investigations into how improve their teaching.

His scores of publications include influential research reviews about student evaluation of teaching (Review of Educational Research, 1971) and effectiveness of faculty development programs (Review of Educational Research, 1981). Two books which he is coediting will appear this year, Better Teaching and Learning in College: Toward More Scholarly Practice and Instructional Consultation in Higher Education: Handbook of Principles and Practices. Since 1990, he has served as editor-in-chief of New Directions for Teaching and Learning.

In 1919 he received the W. K. McKeachie Career Achievement Award for his contributions to development and evaluation of faculty in postsecondary education, and in 1992 he received the Amoco Foundation Faculty Award from Northwestern University.

Bob is especially proud of being a member of POD since its formation and of attending nearly all of its annual conferences.

Marilla Svinicki received her Ph.D. in Experimental Psychology from the University of Colorado in 1972 after a BA and MA, also in Psychology, from Western Michigan University. During her graduate years she spent much of her time working on ways to apply the findings of psychological research to instructional design and the enhancement of learning, including one of the early efforts at courses based on the specification of instructional objectives and modularization. She is currently the Director of the Center for Teaching Effectiveness at the University of Texas-Austin. She has published three books and many articles translating the principles of psychology into the practical concerns of classroom instruction. She served as Executive Director of the POD Network and is the immediate past editor of Teaching Excellence, a newsletter service for faculty development centers nationwide. She serves as associate editor on the series New Directions for Teaching and Learning. In 1992 she received the "Spirit of POD" award. She teaches graduate and undergraduate courses in the Department of Educational Psychology at UT and intends to continue prodding the current and future generations of faculty developers to combine the best of research and practice for the enhancement of the field.

Ernie Pascarella is Panel Study Director of the National Center for Postsecondary Teaching, Learning, and Assessment and Professor of Higher Education at the University of Illinois at Chicago. He is co-author (w/P. T. Terenzini) of How College Affects Students, a Jossey-Bass best seller. He has also served as President of the Association for the Study of Higher Education.

Pascarella has authored over 100 journal articles on student persistence in higher education and the impact of college on students. He has received awards from the American Educational Research Association, the Association for Institutional Research, and the Association for the Study of Higher Education, among others.
Saturday Concurrent Sessions D

9:45 - 10:15am  Refreshment Break

10:15 - 11:15am  POD Network “Store” Open

10:15 - 11:15am  Concurrent Sessions, Block D

Chatham  Moving Forward by Looking Back
POD is now 20 years old. History can be viewed as a means of assessing ourselves. We clarify who we are by looking at what we have done. As an organization POD has played an important role in the lives of many faculty developers. In this session participants will examine their own history in this field as it intersects with the history of POD and the evolution of professional organizational development.
Diane Morrison, Camosun College and Ronald Smith, Concordia University

Nauset I  Faculty and Faculty Development in the 21st Century
All American institutions, including colleges and universities, are beginning to move into a more competitive, resource-scarce global economy. What will happen to faculty? How can faculty development programs become resources to help faculty and their institutions go through this demanding transformation process? This presentation is intended to stimulate future thinking for the POD Network and its members.
Frederick H. Gaige, Penn State University, Berks Campus

Nauset II  Faculty Consultation Session: Moving from Faculty Development to Organizational Development
This session is a part of the Faculty Consultations Fora, in which presenters lead discussions on faculty consultations in progress. In this session cases have been selected with implications for organizational development. Possible issues include recognizing when individual consultations raise larger institutional issues; perceived boundaries of our roles as faculty developers; when and how to intervene at an organizational level; and responding to requests at the organizational level.
Barbara Hofer, University of Michigan; Bill Rando, Florida International University

Ballroom II  Faculty/Instructional/Organizational Development and Higher Education Reform
FD-ID-OD people are often the most educationally knowledgeable professionals on campus. Participants will review research on our current educational processes. We will reflect on roles we can play in speeding change as higher education reform gathers steam and in ensuring that this change is effective in improving the quality of our educational processes.
Lion F. Gardiner, Rutgers University
**Making the Transition from Soft to Hard Funding: The Politics of Institutionalizing Instructional Development Programs**

Many instructional development programs that are initially funded by foundation grants fail to become institutionalized. Drawing upon institutional reports and the higher education literature, this session will synthesize and share the lessons learned by programs whose initiatives have both succeeded and failed to cross the soft-to-hard divide.

*Jan Smith and Mary Everley, University of Minnesota*

**Moving Instructional Development Closer to the Disciplines: A Collaborative Effort Between a Centralized Office of Instructional Development and Academic Departments**

This session focuses on the efforts of a large comprehensive university to move instructional development closer to the disciplines; it offers a collaboration model of a centralized office of instructional development with academic departments. The model is based on appointment of faculty departmental liaisons who receive .25 release time for 1-2 semesters to provide leadership in instructional development in their own departments. The model has been enormously successful, accounting for a sixfold increase in faculty participation. Participants will be asked to envision implementation of the model on their campuses, identifying modifications and challenges in their institutional contexts.

*Deborah DeZure, Eastern Michigan University*

**Stimulating Faculty to Think and Learn About Graduate Level Teaching**

Surprisingly little writing and research and few conference sessions have focused on techniques to help faculty become more reflective and skillful in teaching graduate level classes. This interactive session will synthesize the available literature, responses from a survey of POD members, work with faculty on our campus, and participants’ experiences.

*Jim Eison, University of South Florida*

**Using Faculty Stories to Chart a Course for Teaching and Learning**

Participants will hear a summary of results of a qualitative analysis of stories written by experienced faculty about a time “when teaching worked”; identify implications in the data—both for teaching and learning and for instructional development practice; and discuss stories as a source of information to enhance teaching.

*Donald H. Wulff, University of Washington*

**Who Uses Faculty Development Services and How Do We Assess Impact?**

Do we preach to the converted? Are we clueless about our effectiveness? This session presents the results of a national survey on who uses faculty development services and how the impact of these services is assessed. The presenters will also pose critical measurement and recordkeeping questions for group discussion.

*Nancy Chism and Barbara Szabo, Ohio State University*
11:30 - 12:30pm  
Lunch with PODumbaugs
Oceanfront and Ballrooms I - III

11:45 - 6:00pm  
Educational Expedition 7
Depart from Lobby
Monomoy National Wildlife Refuge
Extra Fee: $55.00

12:45 - 6:00pm  
Educational Expeditions 6, 8, 9
Depart from Lobby
Historic Quaker Meetinghouses
Extra Fee: $13.00

\nMartha's Vineyard-at-a-Glance
Extra Fee: $10.00 + $8.50 for ferry

Falmouth/Woods Hole Biking and Hiking
Extra Fee: $10.00 for transportation + $14 bike rental

1:30 - 3:00pm  
Concurrent Sessions, Block E

Race Point

Can Nirvana Be a Constant? Using the Alignment Model to Analyze Teaching
Application of the Alignment Model will enable you to break the complex task of teaching into manageable parts. The four components of the model are a teachers' self-image, the chosen content, students' wants and needs, and the practices used in teaching. Attendees will have practice familiarizing themselves with the model by analyzing short case studies. Using the model as a framework, participants will examine parts of their own teaching. Participants will identify ways to capitalize on what is working and ways to improve things which may need to be changed to help students learn more readily. Participants will then role-play discussing teaching with a colleague. In small groups, participants will explore how it feels to converse about teaching using the Alignment Model as a guide. Does it become easier to broach "egg shell" issues? Can teaching highlights be more readily documented using the model as a framework?
Linda Hilsen, Hellen Rallis, and Deborah Peterson, University of Minnesota-Duluth

Nauset II

Developing Teacher Knowledge
This session will introduce approaches to faculty/graduate student development that prompt and probe teacher knowledge. A dramatic interpretation of a student-teacher exchange will be presented, followed by open-ended dialogue between participants and the characters. Through this interaction, participants will explore various responses to the situation. Then participants will be introduced to the use of reflective writing exercises as another means of drawing out teacher knowledge.
Wendy Luttrell and Michelle Silberman, Duke University
The Faculty Developer’s Role in Creating an “Agile Institution”
Faculty developers can play pivotal roles in the change process as tradition-bound educational institutions transform themselves into “agile” schools capable of thriving in a future filled with continuous change. The presenters will propose new role definitions and strategies for PODers from “agile” 2-year schools and universities.
Robert R. Dove, Pittsburgh Technical Institute; Dina Wills Lehigh University

Monitoring the Pulse of the Faculty: The Different Faces of Needs Assessment
The value of ongoing needs assessment to a faculty development program is certainly understood. Although practitioners may have perfected their own customized approach to polling faculty, an opportunity to share ideas is valuable. This session will seek a synthesis of processes and tools that are useful for faculty needs assessment.
Jon Travis, East Texas State University; Dan Hursh, West Virginia University; Gentry Lankewicz, Southeastern Louisiana University; Li Tang, Ohio State University

Navigating the Uncharted Waters of the Current Literature on Teacher Growth and Anchoring it to Practice in Faculty Development
Some of the ideas proposed in the current literature concerning teacher growth can have a powerful impact on our thinking about faculty development practices. This workshop will provide the opportunity to explore these ideas in the context of our shared experiences as faculty developers.
Cheryl Amundsen, Danielle Gryspeerdt, and Katherine Moxness, McGill University

3:00 - 3:30pm Refreshment Break

3:15 - 6:00pm Educational Expeditions 10 and 11
Depart from Lobby
Woods Hole-at-a-Glance
Extra Fee: $10.00 for transportation

Falmouth/Woods Hole Hiking and Biking
Extra Fee: $10.00 for transportation + $14 bike rental

3:30 - 4:30pm Concurrent Sessions, Block F
Chatham
Curriculum Infusion
Curriculum infusion is a major source of funding in various content areas. As experts on learning, faculty development specialists can play a significant role working with faculty across disciplines to help improve teaching/learning strategies.
Diane B. Ehrlich, Northeastern Illinois University
Race Point

Strengthening the Conversation about Teaching and Learning through Teaching Analysis by Students (TABS) Interpretation
In very different settings a university instructional development specialist and a community college associate dean use TABS in the teaching improvement process. Using discussion, case studies, and role plays this session will address administering, interpreting, and sharing the results of TABS.
*Rusty Wadsworth, McHenry County College; Linda Hilsen, University of Minnesota-Duluth

3:30 - 6:00pm  Ad Hoc Meetings
POD Suites

6:45 - 8:45pm  Reception, Dinner and Awards
Oceanfront & Ballroom III

9:00 - 1:00am  Music/Dancing
Surf Lounge

Sunday, October 29, 1995

7:00 - 8:00am  Stretch and Walk
Lobby

7:00 - 9:00am  Continental Breakfast
Oceanfront

8:30 - 10:00am  Conference Summary and Evaluation
Oceanfront
Sea Crest Resort & Conference Center

EXHIBIT ENTRANCE

RACE POINT

HIGHLAND

CHATHAM

NAUSET V

NAUSET IV

NAUSET III

SERVING PANTRY

NAUSET II

NAUSET I

MAIN ENTRANCE

SERVICE AREA

TO CONFERENCE ROOMS & REST ROOMS

THE OCEANFRONT DINING ROOM

SUN DECK

 SEA CREST BALLROOM III

 SEA CREST BALLROOM II

 SEA CREST BALLROOM I
POD Conference 1995

NOTES TO PRESENTERS

Room Set-up and AV Arrangements

**Concurrent Sessions:** These have been arranged according to the information returned on your confirmation forms. You can double check this information at the POD registration desk. Should you require assistance at the time of your presentation, please contact the conference planning office (on right at entrance to Nauset Center) and have a POD session monitor paged.

**Roundtables:** Reconfirm your time of presentation (either Friday am Por Saturday am) by looking at the conference program. Plan to arrive fifteen minutes early to identify your table location in Ballrooms 1, 2 or 3.

**Poster Sessions:** Locate your poster session location on the map at the POD registration table. Your AV request can also be confirmed in advance there.

**Materials & Resource Fair:** Locate your M&RF location on the map at the POD registration table. Monitors will also be able to direct you when you arrive to set up your table.

Storage of Materials

Note to presenters staying off site: Prior to your session, materials may be stored in the Monomoy Storage room off the lobby if you wish. Contact the POD or hotel registration desk to store materials.

Session Evaluations

Yellow session evaluation forms for **Concurrent and Roundtable sessions** will be available in in your room for you to distribute and collect if you wish at the conclusion of your session. These generic forms are exclusively for your use and need not be returned to the registration desk as in former years.
### Academic Administrators at POD
October 27, 1995

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-8:15</td>
<td>Surf Lounge</td>
<td>Breakfast, introductions, orientation, and overview of the day's activities</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Nauset III-IV</td>
<td>Theme Presentation: Stephen Brookfield, The Other Side of the Mirror: Understanding Faculty as Adult Learners</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>Race Point</td>
<td>Responses to the theme presentation and institutional sharing</td>
</tr>
</tbody>
</table>
| 11:00-12:00   | Nauset V       | Choice of concurrent sessions (descriptions on pp. 19-20 of program) Recommendations for administrators:  
|               | Race Point     | • Ann Lucas, Teaching Chairs How to Motivate Mid-career Faculty  
|               |                | • Joan North, Academic Administrators: How Can They Help Make Teaching More Visible?         |
| 12:00-1:15    | Oceanfront & Ballroom II | Lunch and Business Meeting                                                                 |
| 1:30-3:00     | Nauset V       | Choice of concurrent sessions (descriptions on pp. 22-23 of program) Recommendations for administrators:  
|               | Highland       | • Kate Brinko, Sally Atkins, Ron Smith, Transforming Our Organizations: From Principles to Practice  
|               | Race Point     | • Ed Neal, Michael Albright, Frank Gillespie, and Chuck Spuches, Does Higher Education Need What Technology Can Deliver?  
|               |                | • Roger Sell, Barbara Lounsberry, Robert Diamond, Jerry Gaff, and Joan North, Curriculum Development: The Missing Link |
| 3:30-4:30     | Nauset V       | Choice of concurrent sessions (descriptions on p. 25 of program) Recommendations for administrators:  
|               | Highland       | • Bob Arnold, Teaching Academies: A New Way to Foster Excellence  
|               | Race Point     | • Ann Austin, Joseph Brocato, J. Greg Merritt, Jonathan Rohrer, and Karen Timmons Wilson, Constructing the Faculty Teaching Role: The Developmental Process of Learning to Teach  
|               |                | • Joyce Povlacs Lunde, Innovative Teaching at Research Universities                           |
| 4:45-5:45     | Oceanfront     | Debriefing session: Feedback on Experiences and Suggestions for the Future                   |