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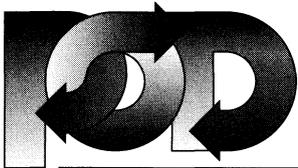
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NETWORK

Professional and Organizational Development Network in Higher Education

UNVEILING INHERENT VALUES, INVIGORATING VALUES INQUIRY **in Classrooms, Curricula, and Campus Life**

CALL FOR PROPOSALS **18TH ANNUAL CONFERENCE**

Kahler Hotel
Rochester, Minnesota
October 14-17, 1993

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POD

The Professional and Organizational Development Network in Higher Education

POD is committed to improving higher education through faculty, instructional, and organizational development. The conference theme this year, ***UNVEILING INHERENT VALUES, INVIGORATING VALUES INQUIRY--in Classrooms, Curricula, and Campus Life***, invites us to explore the values conveyed in what and how we teach, examine the values embedded in our institutional cultures, express the values we hold as educators and faculty development professionals, and learn how to promote the process of values inquiry in the classroom, in campus interactions, and in institutional decision-making.

Preconference Workshop Proposal Deadline: MARCH 12, 1993
Conference Session Proposal Deadline: APRIL 15, 1993

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EXPLORING THE CONFERENCE THEME

In *Teaching Values in College* (1980), Richard Morrill defines values as "standards and patterns of choice that guide persons and groups toward satisfaction, fulfillment and meaning." The term "values" encompasses "ethics," which refers to theory and standards of conduct and moral judgment, and "morality," which is usually associated with personal or professional behavior. But "values" implies a broader range of preference and choice, including the political, economic, social, and aesthetic dimensions of human experience--indeed, any area of experience in which we assign greater value to one position, approach, or action than to others.

Although there are those who maintain that we cannot or should not "teach" values in our colleges and universities, this broad definition makes it clear that we cannot, in fact, avoid doing so. "Objectivity," presumably the antidote to teaching values, is, itself, a value inherent in many academic disciplines and, some would argue, in the higher education enterprise as a whole. Hence, as Russell Edgerton has observed, values are both "taught and caught" on college campuses. Consciously or unconsciously, as faculty and administrators, we convey values; our institutions reflect myriad, often deeply-rooted values, and most college students, whatever their age, are deeply involved in absorbing, developing, refining, reformulating, and committing to values that will shape their future.

UNVEILING INHERENT VALUES, then, refers to the process of making explicit what too often remains implicit. Values are inherent in what we teach and how we teach. The campus environment conveys values. Each academic discipline and professional field is rich in values--and sometimes rent by conflicting values. Our institutional missions, policies, processes, and reward systems are value-laden. We communicate values in the ways we interact with colleagues, with students, and with those who differ in some significant way from the majority of people on campus. Only by unveiling, making explicit, these inherent values can we examine and evaluate what we are "teaching"--in the broadest sense of that term. Only by unveiling and confronting these inherent values can we pave the way for change in our classrooms, curricula, campus life, and institutional cultures.

INVIGORATING VALUES INQUIRY is a call for professional dialogue about the values embedded in our disciplines, our teaching, and our institutional life. POD members are often well-situated to take the lead in initiating such dialogues and pursuing ideas that emerge from them. It is also a call for more fully and frequently involving students in substantive discussions of values. If we are to prepare our students adequately for the plethora of personal choices they will have to make and the professional and societal issues they will have to address in our ever more complex world, we must prepare them to recognize, analyze, and evaluate the values at stake. "Values inquiry" is the application of critical thinking--and perhaps of "different voices"--to values issues. Like critical thinking and communication skills, the methods of values inquiry must be taught and practiced, preferably "across-the-curriculum." Faculty developers can play a key role in helping faculty recognize this need and identify strategies for addressing it.

POSSIBLE TOPICS FOR CONFERENCE OR PRE-CONFERENCE SESSIONS

The values focus is intended to be provocative--to generate some new topics for exploration at the POD conference, to elicit some new perspectives on traditional conference topics, and to inspire a deeper exploration of what we do and why we do it--as teachers, administrators, and faculty developers. The following list, including topics suggested by participants in the 1992 POD conference, is intended to be suggestive, but neither prescriptive nor exhaustive. **Moreover, we do not expect all pre-conference or conference sessions to incorporate the values theme.**

Values Dimensions of Academic Leadership
Learning Communities as Environments for Teaching Values
Incorporating Values Inquiry into the Humanities (or the Social Sciences or the Natural Sciences)
Values Inquiry Applied to Diversity Issues
Institutional Approaches to Valuing Teaching
Unveiling the Values Inherent in the Campus Environment
Faculty Developers and Student Developers: A Partnership to Promote Values Education
Moral Development in College Students
Designing Courses Incorporating the Principles of "Service-Learning"
Values Inquiry: A Critical Form of Critical Thinking
Unveiling the Values Inherent in Various Instructional Strategies
Cooperation vs. Competition as Guiding Principles for Teaching and Learning
Helping Academic Departments Uncover the Values They "Teach"
The "Values Audit" as an Organizational Development Strategy
The Role of Administrators in Conveying Institutional Values
Research Methodologies and Findings Related to Values Development
Assessing Values Outcomes
Incorporating Ethical Dimensions into Professional Education
Values Evoked by Different Voices on Today's Campuses
Implications for Teaching of Various Ethnic Traditions and Values
Values Education: An Antidote to Racism, Sexism, and Homophobia?
Dealing with Discordant Values in Classroom Discussions
Exploring the Values Embodied in the Academic Reward System
Professional Ethics for Faculty Developers
A Dialogue on the Values of POD
Use and Abuse of Power in the Classroom
Dislodging Deeply Embedded Values: The Role of the Change Agent
How and Why to Teach Academic Integrity
Redefining Scholarship: A Matter of Values
Values Implications of "Total Quality Management"
"Transforming the Curriculum"--Changing Underlying Values?
Values Implicit in Different Approaches to Performance Evaluation
Adding Social Consciousness to the College Curriculum

Note: It's a lot easier to concoct titles than to come up with substantive sessions. Feel free to adopt, adapt, or distort any of the above!

CRITERIA FOR SELECTING CONFERENCE PROGRAMS

The program committee and the pre-conference workshop committee will review program proposals on the basis of the following criteria:

- * Relevance to the conference theme
- * Relevance and importance to POD members
- * Likelihood of offering new data, ideas, or insights
- * Likelihood of providing usable information
- * Likelihood of generating lively interaction
- * Significance in terms of major issues in contemporary higher education
- * Appropriateness of format to the topic.

In accord with a number of comments and recommendations from 1992 conference participants, we are requesting that no one submit more than one proposal (as session organizer) for a pre-conference workshop and one proposal for a concurrent program session. Further, we would encourage people not to plan to be a participating presenter in more than two sessions. It would violate the "value" of flexibility to make this an iron-clad rule, so please regard it as a request, recognizing that some exceptions may be made as we try to develop the best possible program for the 1993 conference.

As is the case in other professional associations, **session presenters are expected to register for the conference at their own expense (those presenting pre-conference workshops are not required to pay the additional workshop fee).**

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

Please submit **one copy** of the attached **Cover Sheet**, providing the Session Title; name, position, address, and phone number of the Session Organizer, and names, positions, and institutions of other participants. The Session Organizer will be responsible for all contact with other session participants.

Complete the **Program Session Proposal Form** without making any reference to names or institutions of presenters. Submit **five copies** of the Program Session Proposal Form. Be sure that the single Cover Sheet is enclosed and that it contains the same Session Title as the Program Session Proposal Forms. We are trying to insure that review of the proposals will be blind.

Send one copy of the Cover Sheet and five copies of the Program Session Proposal Form to

Dr. Suzanne Brown, POD Program Committee Chair
State System of Higher Education
301 Market Street, P.O. Box 809
Harrisburg, PA 17108.

Preconference Workshop Proposal Deadline - MARCH 12, 1993
Conference Session Proposal Deadline - APRIL 15, 1993

**PROGRAM PROPOSAL COVER SHEET
1993 POD National Conference**

Unveiling Inherent Values, Invigorating Values Inquiry
in Classrooms, Curricula and Campus Life

Proposal for (please check one or the other--not both)

___ Pre-conference workshop ___ Concurrent Conference Session

Program Title: _____

Session Organizer (please list name as it should appear in the conference program):

Name _____

Position _____

Institution _____

Address _____

Phone Number _____

E-Mail Address _____

Collaborating Presenters (please list names, positions, and institutions legibly as they should appear in the conference program):

Submit one copy of this sheet, along with five copies of the "blind" program session proposal form.

Note: The Pre-Conference Workshop Coordinator and Conference Program Chair will only contact the Session Organizer, who is responsible for all contact with collaborating presenters.

PROGRAM SESSION PROPOSAL FORM
1993 POD National Conference

*Unveiling Inherent Values, Invigorating Values Inquiry
in Classrooms, Curricula, and Campus Life*

DO NOT INCLUDE ANY PRESENTER'S NAMES OR INSTITUTIONS ON THIS FORM.

Proposal for (check one or the other)

Pre-conference Workshop Concurrent Conference Session

Preferred Time Allotment

3 hrs. 6 hrs. 90 min. 75 min. 45 min.
(Pre-Conference only)

Could you reduce the time if necessary? Yes No

Session Title: _____

Abstract: (about 50 words, appropriate for inclusion in the conference program, if the proposal is accepted; if the session targets any particular group, e.g., new faculty developers or academic administrators, please indicate this in the abstract):

Format (brief description of intended format, including plans for audience interaction):

Equipment needed (please check):

- overhead projector
- 1/2" VHS video tape player and monitor
- flip chart and pens
- carousel slide projector and screen
- audio cassette recorder/player
- other (specify, but may not be available at site):

Program Description Either on the bottom of this sheet or on a single attached sheet, please provide a more detailed description of the goals of the program you are proposing and how you intend to fulfill them. **Do not include the names of any institutions or individuals in the description.**

Proposal Submission - Submit one copy of the Cover Sheet and five copies of the Program Session Proposal Form including the detailed description to: Dr. Suzanne Brown, POD Program Committee Chair, State System of Higher Education, 301 Market Street, P.O. Box 809, Harrisburg, PA 17108.

Preconference Workshop Proposals **must be submitted no later than MARCH 12, 1993 because preconference workshops are listed in the conference registration materials.**

Conference Program Session Proposals **must be submitted no later than APRIL 15, 1993.**