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1994

19th Annual Conference Program

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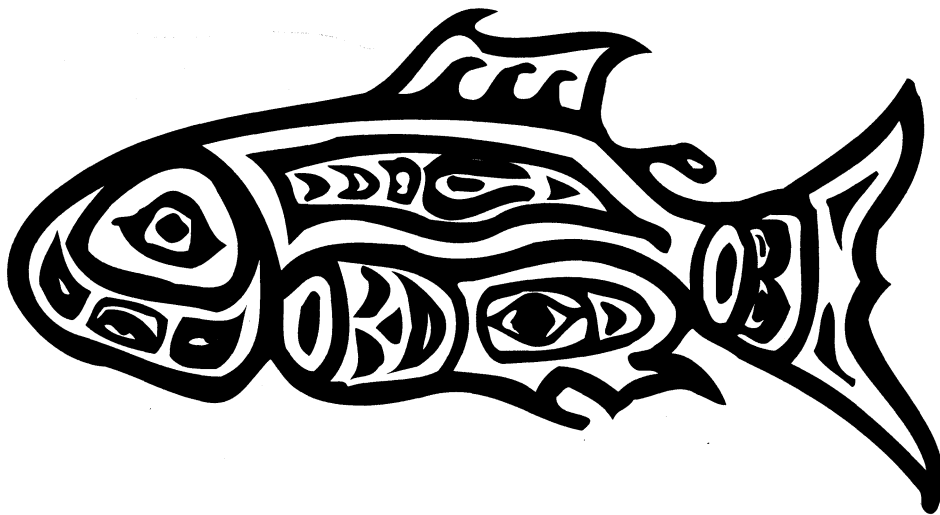
Nicholas Knight

VISION QUEST:

Dialogues on Dreams, Barriers
and Best Practice

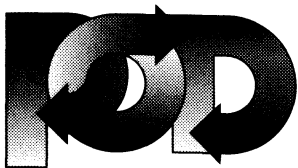
in

Professional and Organizational Development



19th Annual Conference

October 19 - 23, 1994



NETWORK

Professional and Organizational Development Network in Higher Education

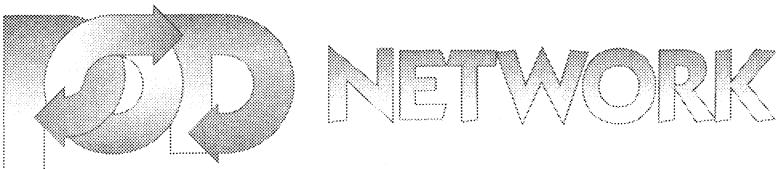
Red Lion Inn, Columbia River
Portland, Oregon

Exploring the Conference Theme:

Experienced professional developers return to the POD Conference each year with a thirst for dialogue around tough issues, a need to share processes and techniques that work, and a drive to return to their respective campuses, charged with new dreams and incentives to continue to create. Every year, new conference participants are welcomed and encouraged to join in the quest for excellence in professional and organizational development programming in higher education.

Conference sessions this year will focus on **Dreams, Barriers, and Exemplary Processes and Techniques**. Participants will be encouraged to **Dream**; to take pause to reflect collectively and individually as it relates to our unique roles and responsibilities on our home campuses, on professional and organizational development as it could be. Concurrently, we will be sharing real experiences; that is, identifying the **Barriers** that exist to effective programming, as well as, sharing effective **Processes and Techniques** that have potential for being transferable.

When meeting in wawsuk-la sessions, participants will contribute in the quest for identification of dreams, barriers, and exemplary processes and techniques. During summary activities, wawsuk-la are given the option of sharing their thoughts and lists. All contributions will be collated and shared with conference participants in a mailing after the conference



Dear Colleague:

Welcome to the 19th annual conference of the Professional and Organizational Development Network in Higher Education (POD). This year, the conference site and the program are designed to inspire interaction around the theme of Vision Quest: Dialogues on Dreams, Barriers and Best Practice in Professional and Organizational Development. Your fellow participants include administrators, teaching faculty, full-time professional developers and consultants, and others who share the common interest and responsibility of promoting professional and organizational development on their respective campuses. In the 1993 POD conference evaluation, participants indicated that they attended the conference with the expectation of being socially warmed, professionally stimulated, and personally rejuvenated. To this end, the Portland conference was designed with pre-conference workshops, large group plenary sessions, roundtable sessions, poster and concurrent interactive sessions, small working groups (*wawsuk-la*), and opportunities for one-on-one networking. In addition, a resource fair will provide opportunity to share program materials, educational options will provide for exploring the Portland region, recreational options will maintain the physical balance, and theatre and music will stimulate the soul and the senses. The schedule is designed to include something for everyone, respecting the unique backgrounds and diverse needs of the participants.

Two significant changes have been made in the conference schedule and program this year. We welcome your feedback on these changes. We are experimenting with a West Coast format. Since East Coast (EST) and Central states (CST) participants must often forfeit Sunday morning sessions due to flight schedules and the time differential, we decided to use the sun to an advantage by moving the conference back one-half day and omitting Sunday morning concurrent sessions. Sunday morning summary session conclusions will be collated and distributed to all conference participants after the conference.

You will note on the schedule the addition of *wawsuk-la* sessions. The processing groups are based on experiential learning theory and are called *wawsuk-la* from the spiritual leader Smohalla's spirit bird (a Bullock's oriole) that came to him during a vision quest. All conference participants have been randomly assigned to a *wawsuk-la*. Several times throughout the conference, twenty-five small groups will meet to process conference experiences and to consider the three conference themes. Each group has co-facilitators and a specific meeting location that are identified in your conference packet. The back of your name badge indicates your *wawsuk-la* affiliation.

On behalf of all those who have contributed to this conference, I welcome you to Portland and to another POD experience.

Larry K. Quinsland
Conference Coordinator

POD Executive Directors

Executive Director(s)	Year	Conference Site
Joan North University of Wisconsin-Stevens Point	1976-77	Airlie House, Airlie, VA
Mary Lynn Crow University of Texas-Arlington	1977-78	Illinois Beach State Park, Zion, IL
Glenn Erickson University of Rhode Island	1978-1979 1979-1980	Shangri-La State Park, OK Fairfield Glade, TN
Lance Buhl Projects for Educational Development	1980-81	Claremont Resort, Berkeley, CA
Michael Davis University of the Pacific	1981-82 1982-83	Westin Hotel, Cincinnati, OH Montebello, Quebec, Canada
Michele (Fisher) Marincovich Stanford University	1983-1984	Airlie House, Airlie, VA
LuAnn Wilkerson Harvard Medical School	1984-85	Asilomar, Monterey, CA
Bette L. Erickson University of Rhode Island	1985-86 1986-87	Lake Lawn Lodge, Delavan, WI Hidden Valley Lodge, Somerset, PA
Marilla Svinicki University of Texas-Austin	1987-88 1988-89	Inn of the Hills, Kerrville, TX Keystone Resort, Keystone, CO
Emily (Rusty) Wadsworth McHenry County College City, CA and Delivee Wright University of Nebraska-Lincoln	1989-90 1990-91	Villas-by-the-Sea, Jekyll Island, GA Granlibakkan Conference Center, Tahoe
Ronald Smith Concordia University (Canada)	1991-92	Lakeview Resort, Morgantown, WV
Daniel W. Wheeler University of Nebraska-Lincoln	1992-93	Saddlebrook Resort, Wesley Chapel, FL
Donald Wulff University of Washington	1993-94	Kahler Hotel, Rochester, MN
Karron Lewis University of Texas - Austin	1994-95	Red Lion Columbia River, Portland, OR

1994-95 CORE Committee Members

Beverley Amick
Kean College of New Jersey

Kathleen Brinko
Appalachian State University

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

Glenn Erickson
University of Rhode Island

Judy Friedman
Bergen Community College

George Gordon
University of Strathclyde

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

Madelyn Healy
Kean College of New Jersey

Linda Hilsen
University of Minnesota-Duluth

Eric Kristensen
Berklee College of Music

Karron Lewis (*President, 1994-95*)
University of Texas, Austin

Jacqueline Mintz
University of California at Berkeley

Edward Neal
University of North Carolina

Joan North
University of Wisconsin-Stevens Point

Laurie Richlin
University of Pittsburgh

Rita Rodabaugh
Ocean County College

Lynn Sorensen-Pierce
Brigham Young University

David Way
Cornell University

B. J. Wheeler
Lincoln, NE

Myra Wilhite
University of Nebraska-Lincoln

Donald Wulff (*Past-President*)
University of Washington

Acknowledgements

We wish to thank the following people for their valuable contributions:

Conference Planning and Production

David Graf <i>Manager of Administrative Services</i>	Iowa State University
Karron Lewis <i>President (1994-95)</i>	University of Texas-Austin
Larry K. Quinsland <i>Conference Coordinator</i>	Rochester Institute of Technology

Program Planning Committee and Proposal Reviewers

Gabrielle Bauer	University of Washington
Nancy Diamond	University of Illinois
Dee Fink	University of Oklahoma
De Gallow	University of California, Irvine
Barbara Hofer	University of Michigan
Carol Holder	Cal Poly - Pomona
Ed Jensen	Brigham Young University, Hawaii
Eric Kristensen	Berklee College of Music
Karron Lewis	University of Texas-Austin
Gary L. Long	Rochester Institute of Technology
Keith Mousley	Rochester Institute of Technology
Ed Neal	University of North Carolina
Larry K. Quinsland	Rochester Institute of Technology
Doug Robertson	Portland State University
David C. Templeton	Rochester Institute of Technology
David Way	Cornell University

Preconference Program

Jim Greenberg	University of Maryland
Judy Greene	University of Delaware
Barbara Millis	University of Maryland
Carol Weiss (Chair)	Phil College of Pharmacy & Science

Registration

David Graf	Iowa State University
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(and others not identified when this document went to press)

Conference Evaluation

Monica Clyde	Saint Mary's College of California
Nancy Diamond	University of Illinois
Judy Egelston Dodd	Rochester Institute of Technology
Glenn Erickson	University of Rhode Island
Judy Greene	University of Delaware
Li Ting (Chair)	Ohio State University
Dina Wills	Lehigh University

Audiovisual

David C. Templeton	Rochester Institute of Technology
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Accessibility

Keith Mousley	Rochester Institute of Technology
Larry K. Quinsland	Rochester Institute of Technology

More Acknowledgements

Interpreting

Miriam Lerner

Avon, New York

Resource Fair & Poster Sessions

Keith Mousley

Rochester Institute of Technology

David C. Templeton

Rochester Institute of Technology

wawsuk-la

Gary L. Long

Rochester Institute of Technology

Larry K. Quinsland

Rochester Institute of Technology

Round Table Sessions

Keith Mousley

Rochester Institute of Technology

Educational Expeditions

Gabriele Bauer

University of Washington

Gary L. Long

Rochester Institute of Technology

Larry K. Quinsland

Rochester Institute of Technology

David C. Templeton

Rochester Institute of Technology

Bright Idea Award

Glenn Erikson

University of Rhode Island

Daily Newsletter

LeAne Rutherford

University of Minnesota-Duluth

Logo

Anne Van Ginkel

Rochester Institute of Technology

Roommate Assistance

Vicki Robinson

Rochester Institute of Technology

Entertainment & Music

Larry K. Quinsland

Rochester Institute of Technology

Unique Contributions

Kate Brinko

Appalacian State University

Betty Morrow

Rochester Institute of Technology

Marty Nemko

Nemko & Associates

Deborah DuNann Winter

Whitman College

Don Wulff

University of Washington

Sage Assistance

Suzanne Brown

PA State System of Higher Education

Kay Herr Gillespie

Colorado State University

Frank Gillespie

University of Georgia

Linda Hilsen

University of Minnesota-Duluth

Red Lion Inn Liaison

Sonya Waddell

Conference Information and Resources

Registration Hours	Wednesday, October 19	11:00am - 2:30pm 5:00pm - 6:30pm 8:30pm - 9:30pm
	Thursday, October 20	8:00am - 6:00pm 8:00pm - 9:00pm
	Friday, October 21	8:00am - 9:00am 1:30pm - 2:30pm
	Saturday, October 22	8:00am - 9:00am

Conference Meals

On-site meals together are an important part of the POD conference tradition. One reason for selecting this hotel as our conference site was its excellent cuisine. Your daily hotel rate includes all conference meals beginning with dinner on your day of arrival and ending with the summary session breakfast on Sunday. Daily breaks, special events and all tips and gratuities are also included in the daily hotel rate.

Significant others and single day "commuter" attendees may purchase meal tickets at the POD registration desk. Anyone NOT staying at the Red Lion Inn must purchase meal tickets.

Please assist the conference planners and the hotel staff in verifying meal counts by wearing your name badge at all meal functions.

Evaluation

Your assessment of this conference is important to us. This data is taken very seriously in the planning of future POD conferences. Please take the time to share your opinions by completing all evaluation forms.

Poster Sessions and Materials & Resource Fair

This year Poster Sessions and the Materials & Resource Fair will be held concurrently in the Willamette, Deschutes, and Umatilla Rooms on the lower level. Presenters and exhibitors should verify their pre-assigned table locations with registration personnel prior to the Saturday evening event.

Message and SIG Boards

Conference participants may contact each other by using the message board near the registration table in the lobby.

A second board will provide an opportunity for participants to designate a special interest and to "network" with others through use of the SIG board.

Special Meeting Space

Space is available for small group ad hoc meetings. Arrangements can be made at the POD Registration Desk.

Conference Information and Resources, continued

- Accessibility** A new elevator should be ready for use in the lobby by the time the conference begins. Other elevators are available to participants. Inquiries should be made at the hotel desk or the POD Registration Desk. TDDs, emergency strobes and other flashing devices may be checked out at the hotel desk. Conference participants may obtain a TDD from the hotel desk for use in contacting other participants via the house phone.
- Smoking** Smoking is not permitted in any of the conference meeting spaces.
- Refreshment Breaks** Refreshment breaks are designated on the program and will be located in the Columbia hallway (on the lower level) and on the West Landing (top of west staircase upper level). Restrooms are nearby on all levels.
- Copy/Fax Services** Participants may acquire copy and fax services at the hotel lobby desk.
- Recreational Resources** In addition to the hikes planned for Saturday afternoon (see Educational Expeditions), several opportunities exist for R&R on a daily basis during the conference:
- Morning Stretch & Walk (see Program)
 - Walking/Jogging route (description in registration packet)
 - Riverside Athletic Club (nominal fee - see Hotel desk)
 - Tennis (see Hotel desk)
 - Golf (see hotel desk)

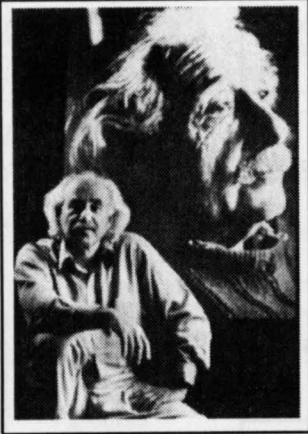
Conference Overview

TIME	EVENT(S)
WEDNESDAY October 19, 1994	
11:00am - 2:30pm	Pre-Conf. Registration
2:00pm - 5:00pm	PRE-CONFERENCE SESSIONS
5:00pm - 6:30pm	Pre-Conf. Registration
6:00pm - 8:30pm	DINNER & WELCOME ACTIVITY
8:30am - 9:30pm	Registration
THURSDAY October 20, 1994	
6:30am - 1:00pm	EDUCATIONAL EXPEDITION (Mount St. Helens)
7:00am - 8:00am	Stretch & Walk
7:30am - 8:45am	<i>CONTINENTAL BREAKFAST</i>
8:00am - 6:00pm	Registration
9:00am - 12noon	PRE-CONFERENCE SESSIONS
12noon - 2:00pm	Lunch & Readers' Theatre
2:00pm	OPENING SESSION
2:30pm - 4:00pm	CONCURRENT SESSIONS A
4:00pm - 4:30pm	Refreshment Break
4:30pm - 5:30pm	CONCURRENT SESSIONS B
6:00pm - 7:00pm	OPENING RECEPTION
7:00pm - 8:00pm	<i>OPENING DINNER</i>
8:00pm - 9:30pm	wawsuk-la (Initial meeting)
FRIDAY October 21, 1994	
7:00am - 8:00am	Stretch & Walk
7:00am - 8:15am	<i>CONTINENTAL BREAKFAST</i>
7:15am - 8:15am	ROUND TABLE SESSIONS
8:30am - 9:30am	PRESENTATION (Plater)
9:30am - 10:00am	<i>Refreshment Break</i>
10:00am - 11:30am	CONCURRENT SESSIONS C
11:45am - 12:25pm	wawsuk-la
12:30pm - 1:30pm	LUNCH and BUSINESS MEETING
1:45pm - 3:15pm	CONCURRENT SESSIONS D
3:15pm - 3:45pm	<i>Refreshment Break</i>
3:45pm - 4:45pm	CONCURRENT SESSIONS E
5:00pm - 6:00pm	wawsuk-la
6:15pm - 7:00pm	RECEPTION
7:00pm - 8:00pm	DINNER
8:15pm - 9:45pm	PERFORMANCE & DISCUSSION (Barron)
9:45pm - 1:00am	MUSIC & EDUCATIONAL ENTERTAINMENT (Houck/Jean-Pierre)
SATURDAY October 22, 1994	
7:00am - 8:00am	Stretch & Walk
7:00am - 8:15am	<i>CONTINENTAL BREAKFAST</i>
7:15am - 8:15am	ROUND TABLE SESSIONS
8:00am - 9:00am	Registration
8:30am - 9:45am	DIALOGUE & DISCUSSION (Nemko/North/Seldin)
9:45am - 10:15am	<i>Refreshment BREAK</i>
10:15am - 11:45am	CONCURRENT SESSIONS F
noon - 1:00pm	LUNCH with wawsuk-la
1:30pm - 6:00pm	EDUCATIONAL EXPEDITIONS (River Gorge & Portland/Powell's)
1:30pm - 3:00pm	CONCURRENT SESSIONS G
3:15pm - 6:00pm	EDUCATIONAL EXPEDITION (Powell's)
6:15pm - 7:45pm	RESOURCE FAIR/SOCIAL
8:00pm - 8:45pm	DINNER
9:00pm - 10:00pm	EVENING PERFORMANCE (Barron)
9:00pm - 1:00am	MUSIC (Moe Dixon)
SUNDAY October 23, 1994	
7:00am - 8:00am	Stretch & Walk
7:00am - 9:00am	<i>CONTINENTAL BREAKFAST</i>
9:00am - 10:00am	CONFERENCE SUMMARY
10:00am - 10:30am	CLOSING ACTIVITIES/ADJOURNMENT
10:30am - noon	Post-conference Meetings

Conference At-a-Glance

		Wed 10/19	Thu 10/20	Fri 10/21	Sat 10/22	Sun 10/23	
7am	:15		Mount St. Helens				
	:30				Roundtable Sessions		Roundtable Sessions
	:45						
8am	:15					Conference Summary Activities	
	:30				William Plater		Dreams, Barriers & Best Practice
	:45						
9am	:15		Pre-Conference Workshops				
	:30						
	:45				Concurrent Sessions Block C		Concurrent Sessions Block F
10am	:15						
	:30						
	:45				wawsuk-la		
11am	:15						
	:30						
	:45						
12	:15						
	:30						
	:45						
1pm	:15	Pre-Conference Workshops					
	:30			Opening Session	Concurrent Sessions Block D		Concurrent Sessions Block G
	:45			Concurrent Sessions Block A			
2pm	:15						
	:30						
	:45				Concurrent Sessions Block E		
3pm	:15		Concurrent Sessions Block A				
	:30						
	:45						
4pm	:15						
	:30						
	:45				wawsuk-la		
5pm	:15						
	:30						
	:45						
6pm	:15	Dinner					
	:30			Opening Reception	Reception		
	:45						
7pm	:15		wawsuk-la				
	:30						
	:45						
8pm	:15						
	:30						
	:45						
9pm	:15						
	:30						
	:45				Len Barron		Dinner
10pm	:15						
	:30						
	:45						
11pm	:15						
	:30						
	:45						
12am	:15						
	:30						
	:45				Gene Houck & Jean-Pierre		Moe Dixon

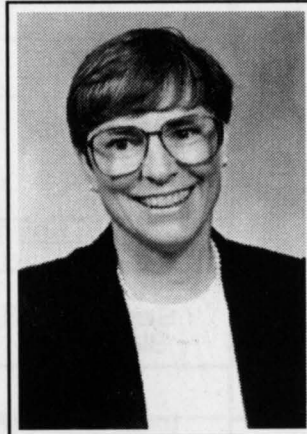
Special Events & Speakers



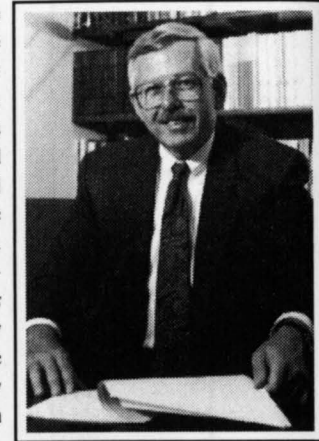
Len Barron will be joining us, weaving several roles throughout the conference. In "Walking Lightly...A Portrait of Einstein," Barron creates a portrait of the genius by recounting stories about him and demonstrating that Einstein's thoughts and writings on education are as elegant as his work in physics. His workshop "Thoughtfulness and Fun" will borrow ideas from the theatre piece and share other ideas of Einstein on education. In the second theatre piece "On the Pleasure of Growing Older", Barron celebrates the concept through song, dance and stories. The Boulder, Colorado resident of many years finds inspiration in walks along the Boulder Creek.

celebrates the concept through song, dance and stories. The Boulder, Colorado resident of many years finds inspiration in walks along the Boulder Creek.

Joan DeGuire North, founding Executive Director of POD in 1976, has plowed the fields of academic administration for the past 13 years. As Dean of the College of Professional Studies at the University of Wisconsin-Stevens Point, she has been self-examining College commitments to teaching and rethinking concepts of faculty roles. She has presented and written on faculty vitality and stress, women in administration, technology in K-12 schools, and systemic change. In past career lives, she served as Director of the Teaching-Learning Center and Venture Fund at the University of Alabama and Trainer for the Washington-based Small College Consortium in faculty development and organizational change.

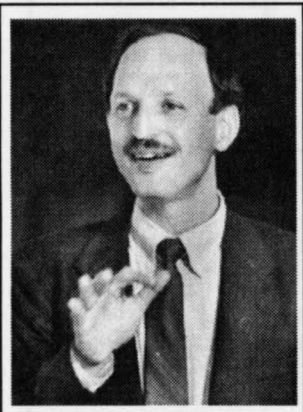


William Plater is the Executive Vice Chancellor and Dean of the Faculties at Indiana University Purdue University at Indianapolis. Prior to assuming this role, he was Dean of the Faculties and also served as Dean of the School of Liberal Arts at IUPUI. A member of the Modern Language Association, Dr. Plater has authored *The Grim Phoenix: Reconstructing Thomas Pynchon* and numerous scholarly articles and monographs. He will be sharing with us his view of faculty work and faculty development in the 21st Century.

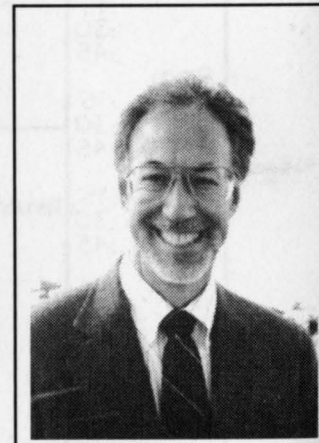


In addition to working in faculty development for many years, **Marty Nemko** has been a consultant to higher education administrators, including fifteen presidents. Currently, he is assisting the Western Association of Schools and Colleges in its efforts to reinvent accreditation and in helping the Bush Collaborative in developing its long range plan. He has authored two books and 200 articles which have appeared in such publications as Change Magazine, The Chronicle of Higher Education, and The New York Times. He is also producer and host

of "School Talk" heard weekly on a National Public Radio affiliate in San Francisco.



Involved in faculty development since 1974, **Peter Seldin** has been a consultant to more than two hundred colleges and universities throughout the USA and twenty countries around the world. He is the author of nine well-received books including Successful Use of Teaching Portfolios (1993), How Administrators Can Improve Teaching (1990), and Changing Practices in Faculty Evaluation (1990), and Changing Practices in Faculty Evaluation (1984). Peter has also contributed numerous articles on the teaching profession, student ratings, and academic culture to such publications as The New York Times, The Chronicle of Higher Education, and Change Magazine. He has won awards both as an educator and as a grower of cherry tomatoes.



Conference Program

Wednesday, October 19



11:00am - 2:30pm POD Registration Desk Open
Lobby

2:00pm - 6:00pm CORE Committee Meeting

2:00pm - 5:00pm Pre-Conference Workshops

Klamath Getting Started in Faculty Development
(extra fee)

This workshop is for persons who are new to instructional, professional or faculty development – faculty on committees, consultants, administrators. The first half-day will provide participants an opportunity to learn about major approaches to faculty development and to hear from experienced practitioners in the field. In the second half-day, 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). (Continued Thursday morning).

L. Dee Fink, University of Oklahoma

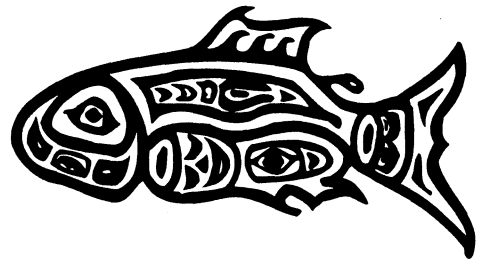
Yakima Better Teaching, More Learning:
A Workshop on Teaching Strategies
(extra fee)

This workshop is for professionals in faculty development and faculty, new or experienced, who want to reflect more deeply on what really takes place in classrooms where students are learning. The workshop is divided into sub-sessions to explore four teaching strategies, each based on a different paradigm of how people learn. The strategies are "Training & Coaching," "Lecturing and Explaining," "Inquiry & Discovery," and "Groups & Teams." Each strategy is modeled as well as explained as participants are actively engaged in experiencing the strategy. Better Teaching, More Learning, authored by the facilitator and recently published by the American Council on Education and The Oryx Press, will be provided to workshop participants for follow-up reading. (Continued Thursday morning).

James Davis, University of Denver

Santiam	<p>Identifying and Removing Barriers to Quality: Using TQM in Higher Education (extra fee)</p> <p>Total Quality Management philosophy is being widely discussed and will be increasingly used in higher education as a systemic means of addressing serious issues of educational quality. Participants will apply to their own institutions the vision of quality TQM fosters and use specific TQM methods to develop skill in identifying and removing barriers to quality.</p> <p><i>Lion F. Gardiner, Rutgers University</i></p>
Clackamas	<p>Inner Vision: Tapping the Power of the Imagination (extra fee)</p> <p>Is the imagination a mystery or an accessible tool? This highly experiential and interactive workshop will help faculty and faculty developers alike to access the imagination and use it in their personal and professional work. We will discover surprisingly simple ways to discard fears, tap into creative abilities, manifest positive outcomes and solve difficult problems. Faculty will be introduced to many practical classroom applications and faculty developers will find the imagination to be an invaluable resource in our visionary search for excellence.</p> <p><i>Elisa Carbone, University of Maryland University College</i></p>
Nehalem	<p>Mentoring Instructional Colleagues: A Training Seminar (extra fee)</p> <p>A training seminar used to develop and enhance the mentoring skills of faculty will be presented. The session will benefit faculty developers seeking a mentor training model and individuals seeking to enhance their own mentoring skills. Participants will take part in learning experiences utilized in the seminar.</p> <p><i>Richard Nichols, Professor of Education (Retired) & Beverley Amick, Kean College of New Jersey.</i></p>
3:00pm - 4:00pm West Landing	Break (anytime during this period)
5:00pm - 6:30pm Lobby	POD Registration Desk Open
6:00pm - 7:00pm Riverview	Social Hour
7:00pm - 8:30pm Riverview	Dinner & Welcome Activities
8:30pm - 9:30pm Lobby	POD Registration Desk Open

Thursday October 20



6:30am - 1:30pm
Lobby

Mount St. Helens Chaos Theory Extravaganza
The bus will depart at exactly 6:30am!

7:00am - 8:00am
Lobby

Stretch & Walk

7:30am - 8:45am
Riverview

Continental Breakfast

8:00am - 6:00pm
Lobby

POD Registration Desk Open

8:00am - 2:00pm
Deschutes

CORE Committee Meeting

9:00am - 12:00pm

Pre-Conference Workshops

Klamath

8:30-9:30 ✓

Getting Started in Faculty Development
(continued)

Yakima

Better Teaching, More Learning:
A Workshop on Teaching Strategies (continued)

Umatilla

The Teaching Portfolio:
Important New Lessons Learned (extra fee)

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.

Peter Seldin, Pace University & Linda Annis, Ball State University

Santiam

Advanced Cooperative Learning: An Eclectic Approach (extra fee)

Because cooperative learning is becoming better known and more widely used in higher education classrooms, practitioners seek ways to hone their implementation skills, deepen their understandings of group processes, and expand their repertoire of classroom activities. Besides these topics, the workshop focuses on lesser known, but highly effective advanced structures such as "Pass-a-Problem," "Reciprocal Peer Questioning," "Responsive Written Exchanges," and "Cooperative Case Studies." Participants will receive a book on cooperative learning co-authored by the presenters and other relevant handouts.

Barbara Millis, University of Maryland University College & Phillip J. Cottell, Miami University

Clackamas

Cracking the System: Strengthening Your Talents and Skills as a Faculty Development Director (extra fee)

This practical and interactive workshop is provided for faculty development directors who often receive minimal training in how to effectively administer a campus program. The focus will range from the skills, abilities and expertise required of a director who is the sole faculty developer to those needed by directors who administer programs employing several staff members. Additionally, participants will have an opportunity to initiate networks to help them continue the dialogue beyond the POD conference.

Marilyn Leach, University of Nebraska at Omaha

12:00pm - 2:00pm
Riverview

Lunch & Readers' Theatre

Teachers, students, and administrators are all fair game when the Famous Readers' Theatre gives its irreverent portrayal of the foibles and fables of higher education. This could be a truly didactic experience for you – that is, instructional as well as entertaining. Or at least entertaining. Heaven forbid that it be merely instructional!

2:00pm - 2:30pm
Riverview

Opening Session

Thursday Concurrent Sessions:
BLOCK A 2:30pm -4:00pm)



Umatilla

Culturally Responsive Teaching: A Transformative Motivational Framework

This session acquaints participants with a transformative motivational framework which offers a comprehensive perspective and rationale for the equitable and creative evolution of learning in post-secondary settings. This model bridges principles of intrinsic motivation, equity, and cultural pluralism, providing norms, procedures, and structures to create the community and experiences which respect all students and engender relevant learning for those students.

Raymond Wlodkowski, Boulder, CO; Margery Ginsberg, Denver, CO

McKensie

Cancelled

CYBERSPACE

Using our certified passport, we will take a journey to see how the electronic network can enhance teaching. We will make the first leg of our trip from the classroom to make connections with our students. Then we will embark on a journey to various national and international ports where we will join with authorities throughout CYBERSPACE as we conduct research and see the sights on our quest for knowledge.

Connie Batten, Ft. Hays State University

Yakima

Strategic Teaching: A Process of Accomplishing the Possible Dream

By identifying our strengths and talents and applying them to institutional and societal needs, we can become the very best teachers and developers we can be. Workshop participants will learn this process by actively engaging in the reflecting, planning, acting, and growing that moves us toward fulfilling both our personal dreams and the promise of living.

Linc. Fisch, Lexington, KY

Clackamas

In Search of a New Paradigm For Faculty Development

The goal of this workshop will be to encourage participants to think about a new faculty development paradigm. The story of one college in one university as faculty and administration searched for and experienced a paradigm shift will be shared and examined. Target audience: Faculty; faculty development personnel, and administrators.

Janet Malone & Joan North, University of Wisconsin-Stevens Point

Santiam

Brown New N

Pipeline Issues: Are We Reproducing Ourselves or Inviting Others to the Faculty Development Profession

top 2

In hiring new faculty/instructional developers, do we tend to choose people like ourselves? If so, we jeopardize our capacity as a profession to expand our vision, limit our ways of operating, and constrain our relationships with a changing faculty population. This session will talk about the advantages and challenges of recruiting and working with colleagues from different cultural backgrounds.

Nancy Chism, Ohio State University; Diane vom Saal, University of Missouri-Columbia; Debrah Jefferson, University of Illinois

Christine Stanley

Klamath

From Portfolios to Performance: A Panel Discussion of Dreams and Barriers of Doing Faculty Development

Developing a portfolio for faculty developers can be a time consuming and limitless process, from building a list of accomplishments and references to developing a personal philosophy of faculty development. This session will feature a panel of faculty developers from four major institutions, with varying positions, who will reflect on their relatively new positions. The panel will interact with participants in sharing their dreams, barriers encountered, and lessons learned from building a portfolio to doing faculty development.

Christine A. Stanley, Ohio State University; Erin Porter, University of Texas; Carol Weiss, Philadelphia College of Pharmacy; Eric Kristensen, Berklee College of Music

Deschutes

Mentoring in Scholarly Publishing

Through activities designed especially for faculty who have "done the writing" but now need to "get the publication" this session provides participants with:

1) a concrete, informed understanding of the demands of scholarly publishing; 2) essential tools to enhance successful and time-efficient placement of work; and, 3) an effective model for both personal practice and mentoring within the profession. *Terri Fronqia, University of California-Riverside; Alida Allison, San Diego University*

Tualatin

Discipline-Based Patterns of Faculty Participation in Development Activities, or "Going Where No One Has Gone Before".

Faculty developers often note that certain disciplines are underrepresented in their clientele. In this session, we will determine if discipline-based patterns of participation exist across institutions, generate hypotheses about the patterns and the context in which they occur, and share strategies for making "inroads" into a broader range of departments.

Rea Freeland, Carnegie Mellon University; Susan A. Ambrose, Carnegie Mellon University

Nehalem

Are We Leaving Them Out? Issues Related to the Professional Development of the "Unfaculty"

An employee group important to our institutional missions is that of administrative/ professional/ technical employees (or a similar term). They are not tenure-track, academic faculty. (Indeed, you might be one!) What do we know about their status, their roles, rights, and responsibilities? What professional development needs might they have? What are we offering them... if anything? Are there barriers here that do not serve us well? These and other issues will be considered through presentation of data and facts, plenary and small group discussion.

Kay U. Herr Gillespie, Colorado State University

Rogue

Course & Curriculum Design

The practical, interactive workshop will introduce a successful model for course, curriculum, and program design. It will describe the role of the developer in design, implementation, and evaluation. The politics of implementation, successful change, the skills needed to be an effective developer, and how to increase impact with limited resources also will be discussed.

Bob Diamond, Syracuse University

Willamette

Faculty Consultations Forum I

Participants in a 1993 POD Conference session on faculty consultations expressed an interest in sharing cases and exploring alternative consultation approaches. During the three **Faculty Consultations Fora** (Thursday, Friday & Saturday) presenters will describe a diverse set of consultation interactions. Participants will have an opportunity to react to cases and compare alternative approaches to those actually taken by the presenters. These sessions should be of interest to both the experienced practitioner and the participant who is new to consulting with faculty. *Gabriele Bauer, University of Washington; Keith Mousley & Larry K. Quinsland, Rochester Institute of Technology*

4:00pm - 4:30pm
Columbia Hallway
& West Landing

Break

Thursday Concurrent Sessions

Block B (4:30-5:30pm)



Tualatin

Are Support Teams in Your Future

Wouldn't it be great if a personnel evaluation system could be designed to support, motivate, and develop faculty and staff? Based on a pilot project, the presenter will share elements of a program and personnel support system that has changed faculty attitudes about evaluation. He will challenge those involved in personnel appraisal to develop further the key components so they can be applied at the participant's institution.

Louis S. Fourman, Ohio State University

Umatilla

In the Spirit of the Americans with Disabilities Act

The Americans with Disabilities Act (ADA) was designed to ensure access without undue financial hardship. However, the minimums outlined in ADA are not a guarantee nor do they provide completely for the reasonable access intended. This session features discussion of a variety of barriers encountered in constructing an educational system consistent with the spirit of the ADA.

F. Greg Emerton, Laurie Brewer & Eileen Biser, Rochester Institute of Technology

Rogue

Quality in Large Classes. Is It Possible?

Quality and continuous quality improvement represent major trends in higher education. This session will explore the application of quality improvement techniques and tools to large class teaching situations. Participants will have the opportunity to employ quality improvement techniques in their exploration. A summary of activities and recommendations of a group using quality techniques to investigate large classes will be provided.

Frank Gillespie, University of Georgia

Clackamas

Can We Have Our Cake and Eat it Too? (Teaching portfolios for Improvement and Evaluation)

Teaching portfolios are accepted as effective tools for promoting reflection and dialogue about teaching. As demands for "accountability" in higher education grow louder, some administrators are considering teaching portfolios as a means of gathering evidence of effective (or ineffective) teaching. Session participants will identify barriers to successfully using teaching portfolios for both improvement and evaluation of teaching.

Nancy J. Simpson, Texas A&M University

Deschutes

Encouraging Faculty to Transform Teaching Insights and Experiences in Scholarly Publications

Lessons from the classroom and reflections upon the teaching/learning process provide faculty fertile though often overlooked ground for scholarly writing. This interactive session will explore ways to help faculty connect their teaching activities with their scholarly writing by examining strategies for designing and conducting writing workshops by identifying writing strategies that lead to the successful preparation and publication of pedagogic articles. In addition, insights from the facilitators efforts to implement one such program will be shared.

Jim Eison & Ellen Stevens, University of South Florida

Klamath

Implementing Successful Teaching Improvement Practices

This session will explore the barriers to a wide range of effective teaching improvement practices as identified in our recent international study. Instructional developers, faculty, and administrators will find an opportunity to set priorities for action and to devise strategies for overcoming barriers to effective institutional teaching enhancement policies and programs.

Carol O'Neil & W. Alan Wright, Dalhousie University

Yakima

Making Dreams Come True About Teaching in the 21st Century

The coming of a new century provides an opportunity to inspire faculty to consider new and different approaches to teaching. As faculty, administrators and faculty developers, we will explore emerging teaching trends and ways to involve our colleagues in these new approaches to teaching.

Milton D. Cox, Miami University

Santiam

The Cognitive Revolution Comes to Campus: Situated Cognition, Cognitive Apprenticeship and Faculty Development

This session will explore how new models of teaching and learning reflected in terms like "situated cognition" and "cognitive apprenticeship" can lead to new visions of faculty development. How do these models affect how we advise faculty on teaching students: How do they affect how we work with faculty learners?

Mary Pat Mann, Ohio State University College of Osteopathic Medicine

Willamette

But What If It's a Disaster? Allaying Apprehensions About New Teaching Strategies

How will I cover the material? How do I control what's being learned? What will my students think of me? We must help our faculty colleagues deal with the apprehensions underlying such questions; otherwise, new learner-centered teaching methods may be abandoned for the security of past practice. This session, for new and experienced developers, will identify common faculty concerns. Participants will then explore strategies for providing instructors with both individual and institutional support.

Carol A. Weiss & Raymond Orzechowski, Philadelphia College of Pharmacy & Science

McKenzie

Culture Shock or Culture Shift? Adapting a Successful Teaching Improvement Program from the Community College System to The Research University

A college and a university faculty development coordinator describe how they collaborated to adapt a teaching improvement program already heavily used by the community college system to meet the needs of faculty and T.A.s in a large traditional research university. Key elements for success and strategies for adapting to different sites and target audiences will be discussed.

Diane Morrison & Gail Riddell, University of British Columbia

Nehalem

Using E-Mail as an Instructional Strategy: Benefits, Barriers, and the Role of the Faculty Developer

The use of electronic mail is extending into the traditional classroom creating new opportunities and challenges for faculty, students, academic computing professionals and faculty developers. While there is tremendous potential in the use of electronic mail as an instructional strategy, there exist several barriers to quick and easy incorporation. Through presentation and participation we will explore the use of electronic mail in teaching and examine the role of the faculty developer as active participant in this process.

Myra Wilhite & Laurie Bellows, University of Nebraska-Lincoln

6:00pm - 7:00pm
Riverview

Opening Social

7:00pm - 8:00pm
Riverview

Dinner

8:00pm - 9:00pm
Lobby

POD Registration Desk Open

8:00pm - 9:30pm

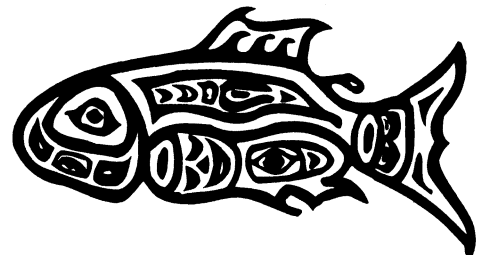
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See separate sheet in your conference packet for meeting locations.

9:30 -

*Tualatin
Directors Mtg*

Friday, October 20



7:00am - 8:00am
Lobby

Stretch & Walk

7:00am - 8:15am
Riverview

Continental Breakfast

Friday Roundtable Sessions

7:15am - 8:15am



Riverview

Consulting with Faculty on the Development of Interdisciplinary, Team-Taught Courses

This session is for professionals in faculty development who want to explore how they can become more effective as consultants to teams of faculty in developing interdisciplinary, team-taught courses. After some brief introductions provided by the leader to establish working definitions and a conceptual structure, participants will focus on a case that traces the course development process through its ups and downs. At critical points throughout the case, participants will be asked: What role could you play now to facilitate the development of this course?

James R. Davis, University of Denver

Riverview

A Vision of Student Learning Outcomes Assessment: Barriers to Successful Implementation

“Student Learning Outcomes Assessment” is a phrase that can put fear and anxiety into any educator’s heart. This session will address the vision(s) of student learning outcomes assessment and ways to recognize some of the barriers that exist to successful implementation. Most importantly, we will discuss ways to overcome these barriers. Target audience: Faculty and administrative members involved with assessment.

Catherine W. Hickman, Stephens College

Riverview

An Exercise in Defining Development

A crucial step in implementing successful faculty development is establishing a local definition of development, a definition of excellence, and a definition of standards for evaluation. Boyer and others have suggested some basic criteria for defining development. We suggest that the definitions must emerge locally if the campus community is going to buy into the program. The goals of this session are to demonstrate both variety and consensus in defining development; i.e., to reveal the complexity of the defining process, to show methods for obtaining consensus and to gain and appreciate the value of the definition process.

Sean C. Madden, Harry Langley & Marc Sylvester, California University of Pennsylvania

Riverview

Value Systems in the Liberal Education Curriculum

Consideration of the questions of whether it is ethical to omit from, or to what degree to consider in, the official program a serious consideration of a system of values for students. Intended for those interested in redefining the liberal education program, the session will evaluate the needs of society and the obligation of the institution to adequately prepare the student for life.

Robert Jerome, James Madison University

Riverview

Preparing Faculty for the Multicultural Classroom: A Cooperative Approach

Preparing faculty to meet the challenges of multicultural classrooms calls for cooperation, creativity, and a spirit of community. This interactive session identifies ways in which the offices of cultural diversity and faculty development can work together to promote faculty awareness and understanding through a broad spectrum of programs ranging from new faculty orientation to annual faculty development conferences.

Kenneth J. Zahorski, St. Norbert College

Riverview

Brown Bags, Tea Bags, Pizza and Side Dishes

Is this a grocery shopping list? Not exactly, but it is a creative advertising menu of programs offered by our teaching center and it is working! Forming small groups, participants will discuss possible campaign strategies and techniques for creative program advertising. Using planning tools groups will design a year long campaign.

Jeanne Ballantine, Laurie Palmetier & Shanda Nugent, Wright State University

Riverview

A Journey Towards Pluralism: From AA to Cultural Diversity and Beyond

This session is designed as a case study of an Affirmative Action/Multicultural Education program at a unique college, The National Technical Institute for the Deaf, a part of a career-oriented university, The Rochester Institute of Technology. This session will describe how these institutions responded to major challenges and barriers over six years in beginning to create more pluralistic environment and organization for more than 1000 faculty and staff. Intended goals and outcomes focus on three phases: Understanding and using lawful employment practices, developing a multicultural education program and the need for individual changes for a "learning organization".

Morton Nace & Marilyn Enders, Rochester Institute of Technology

Riverview

The "Super Information Highway" and the Changing Role of Faculty in Higher Education

As we enter the age of the "Super Information Highway" (a.k.a., "The Global Village" and "interactive computer technology"), institutions of higher education are being challenged to rethink traditional ways of doing business. This interactive session is designed to engage participants in thought and discussion related to the rapidly changing role of faculty in higher education. A simulation will be followed by a discussion of issues (e.g. faculty role identity, methods of evaluating learning) and implications (e.g. primary skills needed for faculty effectiveness).

Dominique M. Lepoutre, Rochester Institute of Technology

Riverview

Practitioner to Professor: A Collaborative, Reflective Vision

Health Services are one of the fastest growing areas in our economy. Unlike many disciplines, health professionals train to practice not to teach. How can we help our best practitioners become our best faculty? This presentation traces the rational and collaborative process that led to a pilot program for helping practicing Physical Therapists become the Physical Therapy Assistant faculty at Endicott College. Discussion and feedback from this session will be used to refine and reshape the vision of practitioner to professor.

Donna M. Qualters, Joyce Peters & Kathleen Barnes, Endicott College

CANCELLED

8:30am - 9:30am
Klamath/McKenzie

Keynote Address:

Faculty Work in the 21st Century: Time, Tools & Talent

William Plater, Executive Vice Chancellor and Dean of the Faculties, Indiana University Purdue University of Indianapolis

9:30am - 10:00am
Columbia Hallway
& West Landing

Break

Friday Concurrent Sessions

Block C (10:00am - 11:30am)



Umatilla

ADA In The Classroom: A Future Chaos?

This session is designed for general audience members interested in information on the ADA (Americans with Disabilities Act) and working with students who are deaf and hard of hearing through the use of a classroom interpreter. Present cases and possible future litigation will be discussed. A vision of "barrier free" communication will be brainstormed by participants. This topic is perfect for faculty involved in a "multi-interest" classroom.

Keith Mousley, Kathleen Darrach Nyerges & Mary Victoria, Rochester Institute of Technology

Deschutes

Resisting the Resistance: How to Inspire the Uninspired

The interactive session targets barriers to program planning. During the session we will analyze and discuss case studies focusing on faculty development in small groups. The group problem solving will generate positive solutions to sensitive issues and enable the exchange of information to produce an informal network and support system.

Uma Y. Shama, Barbara J. Bautz & Terry Ann Vigil, Bridgewater State College

Nehalem

Out of the Closet and Into the Classroom: Lesbian and Gay Faculty and Faculty Development

Designed to raise the consciousness of faculty developers and campus administrators alike, this session will be a forum for issues related to lesbian and gay faculty members. Presenters will invite participants to ask questions about the experiences of lesbian and gay faculty members, to share experiences and practices from their own lives and campuses, and to engage in discussion of current issues.

William C. Rando, Hollywood, FL; Eric Kristensen, Berklee College of Music

Rogue

Working on Diversity through Case Studies

By uncovering embedded issues and viewpoints, effective use of cases can encourage better discussion about teaching and enhance awareness of diverse perspectives. While demonstrating how to work a case, we will discuss a lively one which addresses cultural and interpersonal conflict. The session will be useful for all interested in diversity.

Dwight Oberholtzer, Pacific Lutheran University; Rochelle dela Cruz, Seattle Central Community College

Klamath

Team Learning: A Potential Solution to the Problem of Large Classes

This session will feature a simulation of a small-group based instructional process, Team Learning, that has consistently resulted in high performance, attendance, and student satisfaction in large classes (120+ students) in a wide variety of disciplines. Issues covered will include 1) establishing peer groups as a source of motivation for high performance and attendance; 2) adapting group assignments and activities for use in large classes; and 3) coping with the mechanics (e.g. materials, exams, classroom procedures, etc.).

Larry Michaelsen & L. Dee Fink, University of Oklahoma

Clackamas

The Impossible Dream? A Comprehensive, Fully-Integrated Teaching and Learning Center

Is it possible to have a fully-integrated teaching and learning center in the "best of all possible worlds?" What should be the goals and functions of such a center? What obstacles must be resolved? What can be done to overcome the barriers? On many campuses, educational enhancement programs are scattered and uncoordinated. In this session we will dream together to design the "ultimate" teaching and learning center.

Joseph Burke, Ken Grosse, Jeff Johnston & Rolf Enger, USAF Academy

Santiam

Enhancing Thinking, Writing, and Publishing About Teaching

This is a hands-on workshop for faculty development professionals who are interested in turning their (and their colleagues') teaching/learning experiences into publishable writing. The workshop will focus on sorting out what one has to say about teaching. It will consider questions of venue and audience: "Where should I publish what I have to say?" "What are these readers looking for?" "What will speak to them?" The presenters will share their insights as journal and newsletter editors and writers on the criteria and process of writing and publishing about teaching, as well as strategies for working with colleagues. Attendees are encouraged to bring any notes, proposals, drafts, or good ideas they have to work with during the session.

Laurie Richlin, University of Pittsburgh; James Rhem, National Teaching & Learning Forum

Tualatin

Learning Communities: Powerful Vehicles for Faculty & Organizational Development

Learning Communities (where courses are clustered around a common theme and often team-taught) are powerful vehicles for both faculty development and student involvement. In this introductory workshop on learning communities, participants will brainstorm interdisciplinary themes, compare several curricular models, and discuss opportunities and barriers to learning community implementation.

Jean MacGregor & Kathe Taylor, Evergreen State College

Yakima

Brave New U

Conceived of as a school without walls, credits, grades, levels sections or any particular organizational structure, Brave New U is posed to lead the charge in radically rethinking higher education. You are part of Subcommittee F, charged with defining the role of faculty, qualities to be sought in candidates for faculty roles, and how faculty development should be approached. What will you decide?

Daniel Wheeler & Joyce Povlacs-Lunde, University of Nebraska-Lincoln; Nancy Chism, Ohio State University

to 15

McKenzie

Field-Testing of a Storage, Filing, & Retrieval System for a Library of Faculty Development, Instructional Development, and Organizational Development Materials

Centers often have small libraries with idiosyncratic filing systems, and it's difficult to locate articles and materials people want. Recognizing this problem, POD has funded a grant to develop a storage, filing, and retrieval system. In this session we will describe the project. The audience, primarily faculty developers, will work in small groups to field test the proposed content identifier system using a variety of articles and materials. The full group will then reconvene to analyze the field test and make recommendations for refining the system.

Ruth Federman Stein, Syracuse University; Glenn Erickson, University of Rhode Island; Robert Diamond, Syracuse University; Mary Deane Sorcinelli, University of Massachusetts-Amherst; Charles Spuches, SUNY College of Environmental Science and Forestry.

Willamette

Faculty Consultations Forum II

Participants in a 1993 POD Conference session on faculty consultations expressed an interest in sharing cases and exploring alternative consultation approaches. During the three **Faculty Consultations Fora** (Thursday, Friday & Saturday) presenters will describe a diverse set of consultation interactions. Participants will have an opportunity to react to cases and compare alternative approaches to those actually taken by the presenters. These sessions should be of interest to both the experienced practitioner and the participant who is new to consulting with faculty. *Joan Middendorf, Indiana University; David Way, Cornell University; Gabriele Bauer, University of Washington; Keith Mousley & Larry K. Quinsland, Rochester Institute of Technology*

11:45am - 12:25pm

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See separate sheet in your conference packet for meeting locations.

12:30 - 1:30
Riverview

Lunch & Business Meeting

Friday Concurrent Sessions
Block D (1:45pm - 3:15pm)



Clackamas

Challenges to the Vision: Changing Environments of Urban Institutions

Many urban-based campuses have experienced unique changes because of the evolution of their cities, the societal challenges facing higher education and public concern about the nature and quality of instruction. The goal for participants is to learn about the changes institutions make as they mature, and how these changes, when they occur within an urban environment, affect faculty development. Activities include lectures, brainstorming, small group idea exchange, plus a case study to design a faculty development program integrating an institution's urban environment and its life cycle characteristics.

Debrah Jefferson & Susan L. Pevely, University of Illinois at Chicago

Klamath

"When Pigs Fly: Metaphors That Can Liberate"

Participants will create a "Development Utopia" through the exploration of a series of metaphors, dreams, images, signs, and archetypes. By using drawing, scripting, gaming, and music, participants will generate a list of potential development ideas, including plans for their own continuing professional enhancement.

De Gallow & Lori Ann Miller, University of California-Irvine

Santiam

Most Effective and Efficient Ways to Provide Written Client Feedback

Preparing a written report on classroom observations, summarizing students' evaluations, or preparing a file letter for faculty clients can be a stressful, time consuming process for faculty developers. Does the time and effort to write the report involved provide faculty clients with necessary and useful information? How do we know that faculty clients take time to review and use these materials? What alternative approaches achieve effective developer to client responses? How can the use of written faculty reports be made more effective and efficient? Session participants will review and evaluate anonymous client written reports that demonstrate information typically included. Break-out groups will discuss responses, questions, and suggestions about written reports to help formulate written report guidelines for faculty developers.

Erin Porter & Karen Lewis, University of Texas at Austin; Nancy Diamond, University of Illinois, Eric Kristensen, Berklee College of Music; Dina Wills, Lehigh College; Connie Tzenis, University of Minnesota; Gabriele Bauer, University of Washington

Willamette

Giving Feedback Effectively: From Principles to Practice

Giving feedback to teachers is an integral component of the instructional consultation process. Research on feedback suggests a number of principles that improve the efficacy of feedback in producing desired change in instructor skill and behavior. The purpose of this session is to assist new and experienced faculty developers learn and apply these principles.

Kathleen T. Brinko, Appalachian State University

Umatilla

You Don't Have to Be Sick to Get Better: Improving and Celebrating Teaching at a Faculty Retreat

This workshop will involve faculty and staff developers in the proven techniques of a Teaching Celebration Retreat. Experienced (200+ seminar) facilitators will use a varied format to demonstrate and lead participants in faculty activities which provide new teaching techniques and solutions to instructional "challenges" through the ultimate faculty development activity — well facilitated "shop talk". We will use handouts to guide the session and outline the retreat formats. Overheads and a video will be used to supplement our lectures. Participants will be involved in several retreat activities in both large and small groups. Those activities include sharing effective teaching techniques and challenges as well as discussing important books and other instructional resources.

Helen Burnstad, Jonhson County Community College; Mike McHargue, Foothill College

Deschutes

Peer Assessments: Using Classroom Observations to Enhance a Teaching Portfolio

Peer assessment in academia is becoming more widely accepted and more professionally conducted. Participants in this interactive workshop will explore, through cooperative learning strategies, the mutually related topics of teaching portfolios and peer classroom observations. Portfolio topics will include its use, contents, value and implementation. Workshop participants will then look at the power of peer classroom observations to engender collegial dialogues and to document and positively affect teaching effectiveness. Both faculty and administrators will enlarge their knowledge of "best practice" in both of these critically important areas. They will receive an extensive packet of materials.

Barbara J. Millis, University of Maryland, University College.

Yakima

Conflict Management: The POD Staffer as Third Party Facilitator

If not managed well, conflict can interfere with effective functioning of a department. Participants will learn a process that enables them to manage conflict as a third-party facilitator. This skill can be used to resolve conflict in the POD office or when you serve as consultant to academic departments struggling with conflict between two faculty members. The process can also be taught to other individuals in a workshop format as a method for managing their conflict.

Anne F. Lucas, Fairleigh Dickinson University

Nehalem

Lecturing as Public Speaking

This session will offer techniques to administrative personnel who want to help faculty improve their lecturing skills. The session goals are to identify the problems caused by poor organization and fear of public speaking, offer specific techniques to deal with these problems, and finally, inspire participants to make use of these techniques.

Stephanie Waxman, Hebrew Union College

Rogue

Self Motivation for Chronically Challenging Staff Development Situations (Invited session)

Faculty consultants describe feelings of doubt, frustration, anger, and sometimes apathy which result from constant challenges and infrequent validation of success. Using concepts from flow theory (Csikzentmihalyi) self regulation theory (McCombs), psychology of the mind (Mills), systems theory (Molnar and Lindquist), and the expertise of the assembled group, we will explore this dilemma to find pragmatic ways to deal with it and maintain our personal motivation and enthusiasm.

Raymond J. Wlodkowski, Boulder, CO

McKenzie

Creating Editing: A Workshop for Newsletter Editors

The editors of POD's *MUSE* conduct this annual sharing workshop for new and experienced newsletter editors. Attend and learn (among other things) how to apply imaginative approaches to persistent problems, how to regain control when your operation runs amok, and how to survive as an editor without actually becoming sane.

Linc. Fisch, Lexington, KY; Laura L. B. Border, University of Colorado; Le Anne Rutherford, University of Minnesota; Ken Zahorski, St. Norbert College

3:15pm - 3:45pm
Columbia Hallway
& West Landing

Break

Friday Concurrent Sessions

Block E (3:45pm - 4:45pm)



Deschutes

The Teaching Portfolio: From Impossible Dream to C-R-E-D-I-B-L-E S-C-R-I-P-T

This session for instructional developers and teaching faculty builds on the facilitators' extensive experience introducing the teaching portfolio to both Canadian and American University and College teachers. Participants will engage in an exercise designed to collectively construct practical guidelines to help transform the promise of the portfolio to reality. The session leaders will present their sessions for successful teaching portfolio development.

Alan Wright - Dalhousie University; Jim Eison, University of South Florida

Clackamas

The Controversy of Student Participation: The Responsibility of Students Is to Learn; the Obligation of Faculty Is to Know their Subjects

Session participants will participate in a structured controversy (Johnson, Johnson, and Smith) that surfaces faculty and administrative perspectives on the debate about professional responsibility to "teach" students as opposed to "telling" students the knowledge they come to the university to acquire.

Stewart Bellman, Black Hills State University

Klamath

Safe but Sorry: Reexamining the Classroom "Safe for Learning"

Feminist research applied to teaching has reordered priorities, rescripted the players and refashioned the learning environment. As traditional teachers have become facilitators and "nurturers" working to be inclusive, supportive and egalitarian, boundaries have become blurred or dislocated, academic conflicts suppressed, and standards difficult to define. The new-found strengths of the safe classroom threaten to become its undermining weaknesses. In this session, together we will consider two cases highlighting this complex problem. Then, in small groups, we will share our own examples and alternatives for making the "safe" classrooms more open and honest.

Jacqueline A. Mintz, University of California at Berkeley

Nehalem

Teaching the Whole Student: Affective and Psychomotor Domains

Exemplary teaching involves not only cognitive elements but also affective and psychomotor elements. This workshop will discuss ways faculty can include affective and psychomotor strategies into their teaching practices while promoting critical thinking, creativity, divergent thinking and problem solving skills. These strategies encourage students to examine the rationality, logic and reasoning behind their currently held attitudes and behaviors. Strategies will include concepts which can be incorporated into lectures, classroom activities, papers, projects, field experiences and cooperative learning assignments.

Rita C. Rodabaugh, Ocean County College

Santiam

Faculty Mid-Career Development and Retirement Pattern: What is the Message?

In this session, some findings of the original research conducted by the presenter on faculty retirement patterns at a large, doctoral-granting, public university will be shared. Studies by others on related issues, such as the changing academe, senior faculty development and scholarly vitality, will also be discussed. It is hoped that through interactive discussions among faculty members, faculty developers, and administrators, various suggestions can be obtained about the appropriate programs to be offered to the faculty concerned.

Li Tang, Ohio State University

Willamette

The Sounds of Technological Change

This session provides an opportunity for conference participants to interact with the musicians who will be providing entertainment later this evening. Technological innovations in the past two decades currently make it possible for three musicians to produce the sound of a much larger band. Presenters will demonstrate and discuss the instruments and techniques that will be experienced later in the evening.

Gene Houck & Jean Pierre, Portland, OR

Tualatin

Systems Approach: Training Faculty to Teach via Two-way Interactive Television

Participants (faculty or development directors) will have a systematic guide to training faculty to use an interactive television system. The systemic model will address communications, interpersonal communication, instructional design, and psychology concepts incorporated in ITV usage. A ready-to-use set of procedures and content is included, with emphasis on interdisciplinary applications and disciplines.

Karen Jarrett Thoms, St. Cloud State University

Rogue

The Crux of Leadership in Faculty Development

Credibility, which encompasses how leaders earn the trust and confidence of their constituents, underlies effective leadership. Drawing upon the work of Kouzes and Posner (1993), this session examines ways in which faculty developers can exhibit credibility. Participants will engage in several interactive activities to explore the meaning and implications of this critical variable.

Joan Pritchard & Patty Phelps, University of Central Arkansas

Yakima

Preparing the Faculty of the Future: Dream or Reality?

Faculty and TA development programs at doctoral-granting institutions are uniquely positioned to join a national movement to prepare the future professoriate for effective teaching and success in carrying out the faculty role. Participants will explore dreams of such programs and compare their dreams to future professoriate programs already in existence.

Jan Smith, University of Minnesota

Umatilla

Critical Incidents; A Video Resource for Teaching Improvement

This session will be of interest to professional developers and consultants. Participants will view and discuss several videotaped teaching incidents and will become familiar with ways to use these ten vignettes and a discussion guide to promote teaching improvement.

Andy Farquharson, University of Victoria

McKenzie

Academic Administrators: The Missing Link in the Focus on Teaching

Session goal is to share and generate ideas about how to help academic administrators focus more on teaching. The session will utilize a) a case study of one Academic Dean's realization that unconsciously she had abandoned her commitment to teaching, and b) an inventory for academic administrators to use to gauge their own commitments to teaching. General audience.

Joan North, University of Wisconsin-Stevens Point

5:00pm - 6:00pm

wawsuk-la

See separate sheet in your conference packet for meeting locations.

6:15pm - 7:00pm
Riverview

Reception

7:00pm - 8:00pm
Riverview

Dinner

8:15pm - 9:45pm
Willamete/
Deschutes/Umatilla

Walking Lightly...A Portrain of Einstein

A theatre piece that gives attention to Einstein the ordinary man: The dutiful son, the sailor who loved to be out in rough weather, and the good-humored fellow who enjoyed the company of children and a good cigar. And the tireless worker for non-violence, peace and education.

Len Barron, Boulder, CO

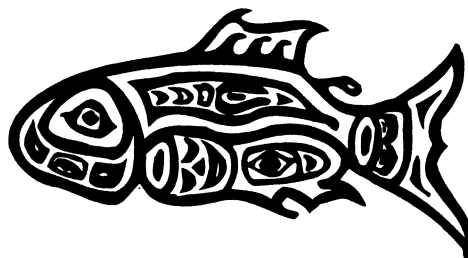
9:45pm - 1:00am
Willamette/
Deschutes/
Umatilla

Music/Entertainment: Gene Houck & Jean-Pierre

Music has been an integral part of the POD Conference experience. In years past our tastes have ranged from our own ...to Zydeco. This year we have planned some diversity by incorporating some of the new technology (synthesizer/MIDI) with some of the familiar (acoustic - tomorrow)

Gene Houck and Jean-Pierre, both now living in Portland, will share some of the current technology of music-making with us both in a "pre-gig" concurrent session on Friday afternoon (see Block E) and tonight's session.

Gene's unique voice has led him into a career as a successful session singer. He has many commercials to his credit including Quantas, NIKE, Budweiser, Milk and Dole Fruit 'n Juice bars. In addition, he has appeared on "Star Search" and won the Yamaha Soundcheck "Outstanding Vocalist" ward. Jean-Pierre is active as a studio session player and arranger. He will demonstrate the technology of MIDI (musical instrument digital interface) sequencing. Using their extensive song list and versatility of sound they (and their colleague on the sax) will demonstrate how only three musicians can make the music of many.



Saturday, October 22

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

7:00am - 8:15am Continental Breakfast
Riverview



Saturday Roundtable Sessions 7:15am - 8:15am

Riverview

Teaching and Learning in the Diverse Classroom: A Professional Development Model for Faculty and Teaching Assistants

Faculty and teaching assistants face new instructional challenges in undergraduate classrooms that contain an increasingly more vocal and visibly more diverse student population. How can faculty developers help equip the current and emerging professorate to make classrooms inclusive and effective learning environments for all students? In this session, designers of a multi-phased diversity program for faculty and teaching assistants will share strategies used and lessons learned from the implementation of their program.

Mary Deane Sorcinelli & Ann Driscoll, University of Massachusetts at Amherst.

Riverview

Tapping the Career Development Needs of Faculty Through Focus Group Interviews

Organizational structure in higher education institutions frequently insulates faculty developers and other administrators from accurately reading faculty career needs. Written survey may provide baseline data, but accurate assessment of development needs may more effectively be gained through face-to-face contacts with faculty. This session is devoted to sharing the successes and disappointments of a faculty development staff in conducting focus group interviews.

Ed Simpson & Carole W. Minor, Northern Illinois University

Riverview

Professional Development: Realigning the Power and Defining the Barriers

The goal of the session is to explore the multitude of models used to structure professional development and to define the power realignment when funding and leadership for such activities are moved to the grass-roots level from a central office. The development of an exemplary program of shared leadership between our respective centers and our college-wide program will be described. Highlights for discussion include how to resolve ownership, how to reduce competition and promote collaboration, how to budget headcount resources for programming, how to elect the center coordinators for professional development and their respective advisory committees, and how to compensate and appraise the grass-roots leader-

ship.

Judy Egelston-Dodd, NTID at Rochester Institute of Technology

Riverview

Building the Staff Development Program at *Mino College - *Money is No Object

Well, they said “Dream!” Recently, some of us brainstormed the “Ultimate Staff Development Program” — what we’d do if we had no budgetary constraints. Come see what we came up with and prepare to work on one for your institution. It’s a useful exercise and you’ll be pleased to learn that some of the best ideas aren’t expensive!

Mike McHargue, Foothill College

Riverview

What Keeps White Faculty from Teaching Multiculturally? Faculty Becoming Self-Directed and Lifelong Learners

Multiple environmental factors are urging faculty to teach from a multicultural perspective. Euro-American faculty often find it difficult to translate concept into action. Results of a research project undertaken with faculty participating in a multicultural teaching workshop will initiate a discussion of faculty experiences as teachers and learners in a multicultural context. Strategies to assist white faculty in directing their own learning will be discussed.

Jeanine L. Elliott & Michelle Gilliard, Great Lakes Colleges Association

Riverview

A Reformed Education Program Shifts Focus from Contempt to Processes: Visions for Future Nursing Graduates

Preparing nursing graduates to function in tomorrow’s health care system requires a changed relationship to information on the part of faculty, student, and health care consumer. A reformed nursing education shifts from one of content to processes such as critical thinking. Presenters will use critical incidents experienced by students while caring for acutely ill hospitalized patients to enhance critical thinking techniques. Participants will examine shifts from content to processes focused education in general and implications for other disciplines in particular.

Kay Thornhill & Melissa Wafer, Southeastern Louisiana University-Baton Rouge

Riverview

Small Instructional Development Grants: Are they Effective?

In this session we will share with participants the process, including the survey instrument, used to evaluate the effectiveness of a small faculty/instructional development grant program. Participants will have an opportunity to generate benefits to such a program as well as to create adaptations for use on their own campuses. The authors perceive that faculty and administrators who are considering a similar evaluation for a small grants program may be interested in attending.

Carl E. Nordahl, Marilyn M. Leach, Susan Pedersen & Henry D’Souza, University of Nebraska-Omaha

Riverview

An Exploration of the Teacher-Student Relationship: Toward the Development of Programs for Relationship Enhancement

This workshop is open to anyone who likes to think deeply about the dynamics of relationship in teaching. Why is the teacher/student relationship so important? What are the influencing factors? How do you measure qualities such as caring? Most importantly, as faculty developers how can we help enhance this powerful

force in learning?

Richard G. Tiberius & H. David Sackin, University of Toronto

Generating Faculty Buy In: Generic Principles for Successful Faculty Development

Successful faculty development efforts are contingent on many factors. Support from faculty is a critical prerequisite for any faculty development initiative. Common barriers that detract from faculty supporting professional development will be identified. General guidelines (i.e., principles) will then be suggested that overcome the common barriers identified.

James Jay Browne, University of Southern Colorado

Riverview

8:00am - 9:00am
Lobby

POD Registration Desk Open

8:30am - 9:45am
Klamath/McKenzie

Dreams, Barriers & Best Practice in Professional & Organizational Development

Using the format of a McNeill/Lehrer Newshour, Joan North will moderate an unrehearsed dialogue between Marty Nemko and Peter Seldin on the conference theme. The dialogue will be followed by an open discussion.

Joan DeGuire North, University of Wisconsin-Stevens Point, Marty Nemko, Oakland, CA, & Peter Seldin, Pace University

9:45am - 10:15am
Columbia Hallway
& West Landing

Break



Saturday Concurrent Sessions Block F (10:15am - 11:45am)

Umatilla

Improving Teaching Effectiveness and The Tenure & Promotion System

Major changes are underway in the Tenure & Promotion Process as attempts are made to relate the faculty reward system to the priorities of the institution. This session will describe some of these changes and focus on ways faculty developer, chairs, and faculty mentors, 1. can assist faculty in preparing for review; and, 2. can help improve the fairness of the process at their institutions. A process for documenting faculty work will be introduced and utilized. For faculty instructional developers and administration and faculty who are involved in the tenure and promotion process on their campuses.

Robert M. Diamond & Bronwyn Adam, Syracuse University

Santiam

Getting Medical School Faculty to Participate in Teaching Improvement Activities: An Experiential Learning Approach Using Qualitative Methods

In this session we will model an experiential learning approach that demonstrates how qualitative research methods (open ended interviews, focus groups, observation) can be used to encourage medical school faculty to participate in teaching improvement activities, to reflect on current teaching practices, and to support each other in effecting specific changes with the context of their teaching.

Arline Edmonds & Isabella Knox, University of Connecticut School of Medicine

Deschutes

Holistic Envisioning of Faculty Development

In this Vision Quest, we'll use Kolb's learning styles to visualize faculty development programs. We'll engage in group ritual to dream the faculty development dream from each of the four learning styles, then celebrate each vision with the great circle known as the Experiential Learning Cycle. Participants will leave with a holistic vision of faculty development.

Leslie Hickcox, Marylhurst College; Shirley Ronkowski, University of California-Santa Barbara

Yakima

Faculty Development Program Assessment by Visiting Committee: An Experiment

How do we evaluate our faculty development programs? What is our responsibility as a profession for assessing them? The presenters will describe using a visiting team approach to assess the effectiveness of a faculty development program and comment on issues raised by this model. Participants will have ample opportunity to discuss these issues and consider the applicability of this model to their home campuses. We will also consider the role POD might take in encouraging assessment of programs.

Eric Kristensen, Berklee College of Music; Bob Menges, Northwestern University Marilla Svinicki, University of Texas at Austin

Klamath

Addressing Active Learning Concerns Through Active Learning Techniques: Practicing What We Preach

This session engages participants (faculty developers who conduct workshops) in teaching strategies in an active learning exercise involving case study, role playing, and cooperative learning (a modified jigsaw method). The goal is to experience a model which can assist faculty in identifying potential barriers to using active learning (or other strategies) in their classrooms and problem solving ways to mitigate these concerns.

Bill Burke, University of Hawaii at Manoa

Rogue

A Systems Approach to Implementing Teaching Initiatives Portfolios at Lakeview College

This session will engage participants in a lively, hands-on simulation exercise designed 1) to stimulate recognition of structural and political barriers that can impede implementation of new campus teaching improvement initiatives such as the teaching portfolio, 2) to suggest strategies for successful implementation, and 3) to promote reflective practice through a case discussion and role playing. All participants interested in processes of success for implementation and improving their own effectiveness should gain insights of value.

Lesley K. Cafarelli, St. Paul, Minnesota; Marie McNeff, Augsburg College

Tualatin

The Reflective Practicum: A Model for On-going Professional Development

"Learning from Experience" is often the only route professors and professional developers have to develop our skills. But exactly what and how do we learn, and how do we learn to act more effectively? Through analyzing a difficult instructional development case study using Argyris and Schon's concepts of theories-of action and reflection-in-action, this session will model using reflection and improve practice as a development strategy.

Ronald Smith, Concordia University

Clackamas

**"Such Stuff as Dreams are Made on"
Examining the Assumptions of Teaching &
Learning Support Programs**

In this simulation, participants will work as advisors to a teaching support program at Topia University" to define the purpose and scope of that program. Based on a reorganization effort at the Center for Teaching and Learning at a large research university, this session will enable participants to explore fundamental questions regarding constituencies, goals, and principles that guide the development of an administrative structure and lead to a particular array of services.

Rick Palmer & Matt Kaplan, University of North Carolina-Chapel Hill

Nehalem

Alliances for Change: A procedure for Improving Teaching through Conversations with Learners and Partnerships with Colleagues.

This workshop is for anyone interested in learning how to conduct the Alliance for Change procedure. This procedure is aimed at improving teaching and learning by promoting constructive dialogue between teachers and their students and between teachers. It is carried out, not by professional consultants, but by pairs of colleagues voluntarily helping out one another.

Richard G. Tiberius, University of Toronto; Mary Preece, Centennial College

McKenzie

Thoughtfulness and Fun

The workshop will draw from the thought and manner of Einstein and give attention to those qualities that are elemental in the education process: Being fair, doing things beautifully, and playfulness.

Len Barron, Boulder, Colorado

Willamette

Faculty Consultations Forum III

Participants in a 1993 POD Conference session on faculty consultations expressed an interest in sharing cases and exploring alternative consultation approaches. During the three **Faculty Consultations Fora** (Thursday, Friday & Saturday) presenters will describe a diverse set of consultation interactions. Participants will have an opportunity to react to cases and compare alternative approaches to those actually taken by the presenters. These sessions should be of interest to both the experienced practitioner and the participant who is new to consulting with faculty. *Barbara Hofer, University of Michigan; Lynn Sorenson, Brigham Young University; Gabriele Bauer, University of Washington; Keith Mousley & Larry K. Quinsland, Rochester Institute of Technology*

12:00pm - 1:00pm
Riverview

Lunch with wawsuk-la (final meeting)

1:30pm - 6:00pm

Educational Expedition: Nchi-Wana (Columbia River Gorge)

The bus will leave at 1:30pm sharp!

Educational Expedition: Walking Tour of Downtown Portland & Powell's City of Books

The bus will leave at 1:30pm sharp!

Saturday Concurrent Sessions

Block G (1:30pm - 3:00pm)



Klamath

Creating A "Diversity Friendly" Classroom

Imagine a classroom in which all gender and cultural learning differences are respected and accommodated. This workshop is for faculty and faculty developers who would like to explore teaching and feedback methods that work well to help each student reach his or her highest potential in learning. Practical models will be presented as part of a program in which the discovery of new methods, ideas and models will be explored.

Elisa Carbone, University of Maryland, University College

Deschutes

Discipline-specific Pedagogical Inquiry: An Exemplary Technique for Investigating and Developing Faculty's Practical Knowledge of Teaching

Based on Shulman's conceptions of pedagogical content knowledge, this session, intended for faculty developers, introduces an exemplary method of inquiry that focuses on faculty's understandings about teaching their academic disciplines. We will outline this method of inquiry, examine materials from faculty interviews in which this method was used, and discuss the implications for faculty development activities.

Lisa Firing Lenze, Northwestern University

Willamette

Teaching and Technology: Charting the Connection

Many faculty development offices have organized programs on training on teaching and technology. Because of the rapid and constant change in technologies, however, many of us have had to play a continual game of catch-up in order to stay current. This session is an opportunity to step back and assess the role of faculty development in shaping the future of teaching and technology.

Michele Marincovich, Jack Prostko, Heather Gordon & David Halliburton, Stanford University

Umatilla

But What Do I Do with This Stuff? How Qualitative Researchers Work with Data

In this workshop, we will explore different approaches to analyzing qualitative data using actual works in progress. This session is designed for people who already are committed to qualitative research. We are not going to discuss why to do it, but how. We also hope to link people willing to share work-in-progress after the conference.

Mary Pat Mann, Ohio University College of Osteopathic Medicine; Bill Rando, Communication Counseling Associates

McKenzie

Realities of Distance Teleteaching: Preparing for Tomorrow

This seminar will introduce generic skills for teaching at a distance through voice, video, and data. Emphasis will be placed on television teaching, both live and videotaped. Topics to be covered include: * Modifying (reconfiguring) courses for distance delivery; * Constructing a tele-lesson plan; * Thinking visually for a visual medium with work pictures; * Maximizing student interaction at field sites; and * Improving student note-taking skills with interactive study guides.

Thomas E. Cyr & Frank A. Smith, New Mexico State University

Rogue

New Faculty: Support Strategies to Help Them Thrive

Many teaching institutions throughout the country are hiring new faculty for the first time in decades. Faculty developers are faced, therefore, with a new problem: How do we involve new faculty in the culture of our institutions? We need to give them support strategies in all areas, ranging from essential information on how to get their syllabi duplicated to how to plan for tenure. In this workshop presenters will share ideas from programs they have administered. We will begin with how to get administrative support and get new (and experienced) faculty to attend? And conclude with what content should be included and how should it be delivered?
Myna Smith, Raritan Valley Community College; Enid Friedman, Essex County College

Yakima

Evaluating Teaching Portfolios: "It's Not Just for Formative Anymore"

This session will be a forum for structured exploration of possible ways to use teaching portfolios for summative evaluation. Participants will work in small groups to complete a summative evaluation exercise, using a summative evaluation instrument prototype. Session goals: 1) to identify participants' "levels of comfort" with using teaching portfolios for summative evaluation on their campuses, and 2) to practice summative evaluation of portfolio materials. Intended outcomes: 1) participants will recall current issues, beliefs and practices regarding using teaching portfolios for summative evaluation, and 2) participants will be able to identify key issues which could impact summative use of teaching portfolios on their campuses.

Brenda Manning & Laurie Richlin, University of Pittsburgh

3:15pm - 6:00pm
Lobby

Educational Expedition: Powell's City of Books

The bus will depart at 3:15pm sharp!

3:15pm - 6:00pm
Yakima/Deschutes

Ad hoc meetings

Saturday Poster Sessions,
Resource Fair & Social
(6:15pm - 7:45pm)



Willamette

Appraisal of Instructional Strategies Using Student Focus Groups

This workshop for experienced faculty developers will demonstrate the use of a focused interview with students to informally appraise a course. After viewing a videotape of a student focus group, the participants will discuss giving feedback to the instructor and will analyze the interviewers' questions.

Beverley T. Amick, Madelyn Healy & Richard J. Nichols, Kean College of New Jersey

Willamette

Design an Interdisciplinary Diversity Course for an Undiverse College Population

For a university with a homogeneous student population, a faculty team designed an interdisciplinary course to study race, class, gender, sexism, ethnicity, disabilities, and sexual orientation, in a framework of interpersonal communication, in a format that encouraged critical thinking. This session includes exercises and video used, syllabus, readings list. If a course like this one is a tough sell at your institution, come hear how we did it!

Dina Wills, Lehigh University

Willamette

Practice What You Preach: The evolution of the Gannon University Freshman Focus Program

If you have experienced an institutional barrier and are not sure how to overcome it, this session is for you. You will experience creative problem solving techniques and apply them to your own barrier. Sharing the results with others will help anticipate pitfalls, improve ideas through piggybacking and solidify a plan or process for use on your own campus.

Bill Doan, Marie Bargielski, Sr. Ann Stephanie Stano & Marianne Bock, Gannon University

Willamette

The Interconnectedness of Knowledge: Promoting Leadership in Female Undergraduates Through Internship Opportunities

Much research has been done indicating the importance of providing strong mentoring programs for woman striving to become successful in the professional world. Until recently, academic mentoring has been primarily associated with graduate programs. This information-sharing presentation will introduce administrators, faculty, professional faculty developers, and consultants to an undergraduate model internship program. Included will be a brief description of two qualitative research projects developed from the experience, relating to possible gender-bias in newspaper articles about faculty as well as a literature search focusing on possible gender-bias in teacher evaluations. Attendees will become aware of exemplary and innovative techniques in mentoring which provide rewards for all persons involved.

Marilyn M. Leach & Catherine Farnsworth, University of Nebraska-Omaha

Willamette

Faculty can Finally Say, "Assessment" without Gagging

How can faculty developers help faculty overcome mistrust of and resistance to assessment of student learning? This workshop offers one solution and then helps participants work on their own, based on their campuses unique needs and problems. Key elements emphasized will be interdisciplinary approaches, humor and irreverence.

Cathy Cowan, Jean Replinger & Kenneth Connell, Southwest State University

Willamette

Dreams Into Nightmares: Video Samples of Social Interaction or Sexual Harassment

Fears of sexual harassment and fears of accusation of harassment now permeate academe. Education through discussion can help overcome these barriers to academic interaction. New videos done on a college campus for a faculty workshop will be used to stimulate our discussion about these issues.

Ronald Palosaari, Marie McNeff & Julie Bolton, Augsburg College

Willamette

Visual Quality Objectives: Needs Assessment for Organizational Development

Starting a Vision Quest? Begin with a needs assessment! Participants who are designing a dream, knocking down barriers, or living a dream will complete hands-on exercises for designing and implementing, a needs assessment for their organization.

Del Bachert, Appalachian State University

Willamette

Three Balls on a Staircase: Teaming Under graduate Tutoring, Graduate TA Training and Instructional Development

The vision of an integrated model of faculty development composed of undergraduate tutoring, graduate TA training and instructional development will be sketched. Many campuses have these three programs, but the interconnectedness of mission and activities is obscured by multiple barriers. Breaking through these barriers impacts quality teaching on a campus. Presenters will paint a clear picture of their vision and assist faculty in exploring ways to eliminate obstacles on their campuses. Windows to our vision will be opened as participants experience strategies used in our programs. Additional ways of teaming faculty, TAs, and undergraduates will be generated.

Linda Hilsen & Le Ane Rutherford, University of Minnesota-Duluth

Willamette

Evaluating Visuals for Instruction

Text readability has developed from a crude means to classify subjective judgment on text characteristics to a more theoretical position which compares these attributes with learner characteristics. Visual readability may be following a similar evolutionary path as text readability if we consider the linguistic quality of visual elements. With the aid of such a visual readability instrument instructional developers would be able to measure the success of an illustration as defined by the viewer's perception of the illustration's objective or caption.

Chris Lantz, Western Illinois University

8:00pm - 8:45pm
Riverview

Dinner

9:00pm - 10:00pm
Klamath

On the Pleasure of Growing Older

A theatre piece about the great inevitability in life. Growing older is not all "peaches and cream." It is, however, rich. This work is an expression of that richness presented through stories, songs and dance.

Len Barron, Boulder, CO

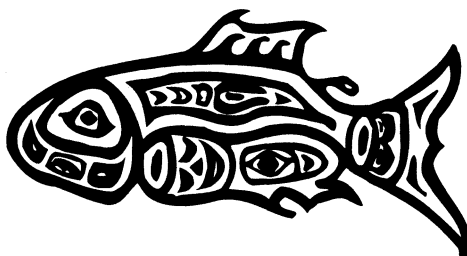
9:00pm - 1:00am
Columbia

Music/Entertainment: Moe Dixon

In a summer issue of SKI magazine, speaking about a recent concert, Moe Dixon stated, "I can't believe 500 people still go wild about a folksinger." A former racer and coach who grew up skiing at Mount Snow, VT, Dixon has made a living playing rock, "high energy" folk and R&B with people like Pete Seeger and putting out albums like his most recent one, *Hurricane* on the Swift River label.

After hearing him play last winter in Colorado at Copper Mountain, I introduced myself (LKQ) and told him I knew a group of people collectively named POD he just had to meet and would he consider sharing his talents with us at our conference in Portland? Without hesitation he said, "Fine." I said, "That's Portland...as in Oregon." He said, "No problem...it's just down the river." Ironically, he lives across from Hood River and spends some of his summer, between concerts, sailboarding on the Columbia Gorge. Moe will help us celebrate our dreams and good conferencing on this, our last night together in a way that is guaranteed to be memorable.

Sunday October 23



7:00am - 8:00am
Lobby

Stretch & Walk

7:00am - 9:00am
Riverview

Continental Breakfast

9:00am - 10:00am
Riverview

Conference Summary Activities

10:00am - 10:30am
Riverview

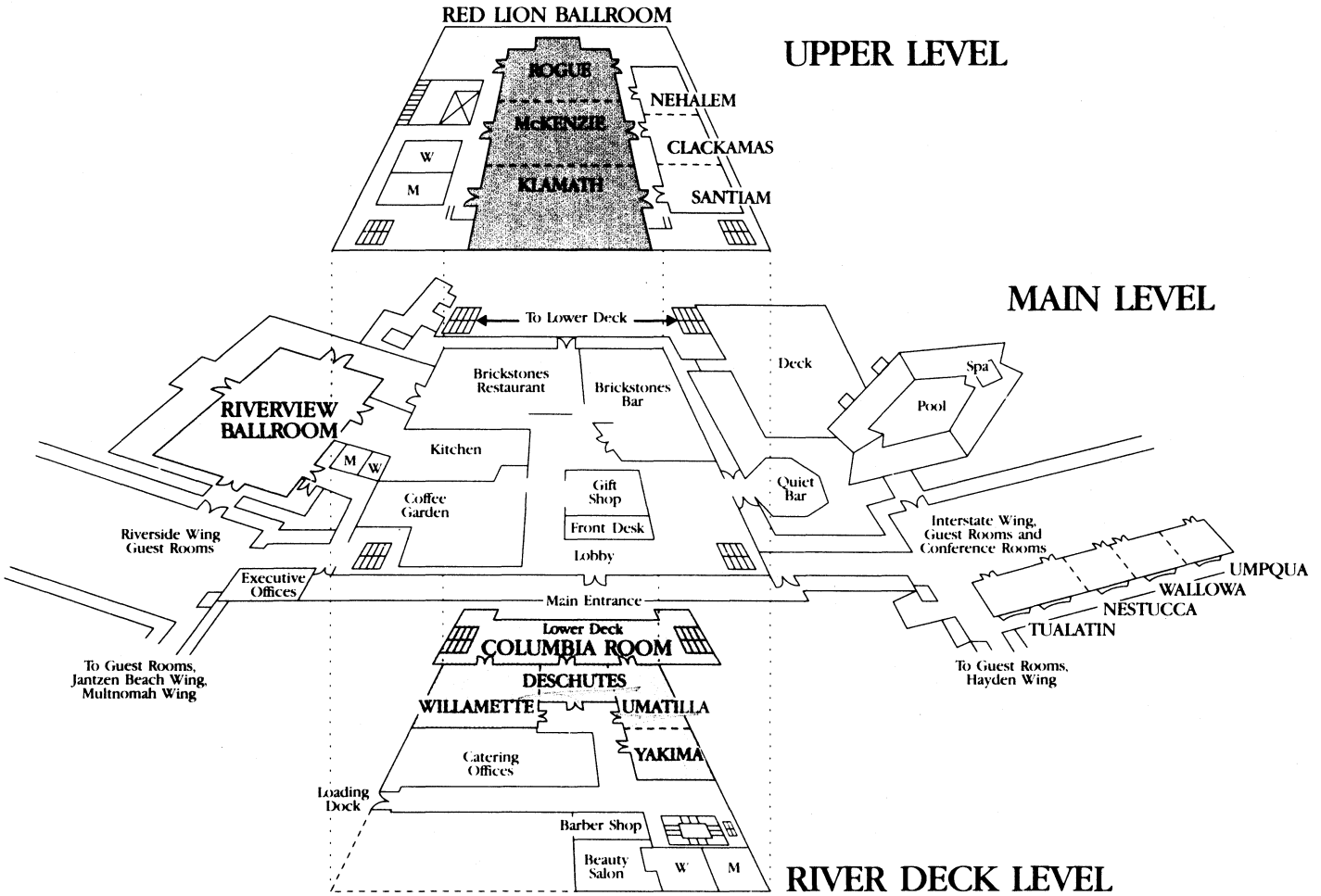
Closing Activities & Adjournment

9:00am - noon
Santiam
Clackamas
Nehalem

The rooms listed here are available for possible additional activities. Should you or a group wish to use one of the rooms, notify the POD Registration Desk during the conference.

MEETING FACILITIES

RED LION HOTEL COLUMBIA RIVER



The mid-Columbia Native American people called the Columbia the Nchi-Wana (the big river). They derived spiritual and physical sustenance from its presence. It is fitting that 1994 POD Conference participants convene on the banks of the Columbia for the purpose of embarking individually and collectively on a Vision Quest. The conference design and structure will facilitate dialogue and inquiry, with the ultimate goal of stimulating each participant to consider current practices, entertain alternatives, clarify objectives and formulate implementation plans that are tailored to the unique characteristics of the home campus.

*J. P. Adams, W. Lee U., Macomb (M-C Teaching)
Educ Foundations*

1995 Conference

October 25-29, 1995

Sea Crest Resort

North Falmouth, Massachusetts

Join us on Cape Cod!

PROGRAM MODIFICATIONS

THURSDAY Concurrent Sessions A - 2:30pm-4pm

Moved + Presenter Added

(Page 15) Chism, vom Saal, Jefferson, and Christine Stanley

"Pipeline Issues: Are we reproducing ourselves or inviting others to the faculty development profession" to Block C Friday 10am

Added :

(From Page 23) Wheeler, Povlacs-Lunde & Chism
"Brave New U"

Conceived of as a school without walls, credits, grades, levels sections or any particular organizational structure, Brave New U is posed to lead the charge in radically rethinking higher education. You are part of Subcommittee F, charged with defining the role of faculty, qualities to be sought in candidates for faculty roles, and how faculty development should be approached. What will you decide? **Santiam**

FRIDAY Concurrent Sessions C - 10-11:30am

Moved

(Page 23) Wheeler, Povlacs-Lunde & Chism

"Brave New U" To Block A - Thursday 2:30-4pm

Added

(From Page 15) Chism, vom Saal, Jefferson, and Christine Stanley

"Pipeline Issues: Are We Reproducing Ourselves or Inviting Others to the Faculty Development Profession"

In hiring new faculty/instructional developers, do we tend to choose people like ourselves? If so, we jeopardize our capacity as a profession to expand our vision, limit our ways of operating, and constrain our relationships with a changing faculty population. This session will talk about the advantages and challenges of recruiting and working with colleagues from different cultural backgrounds. **Yakima**

FRIDAY Concurrent Sessions D - 1:45-3:15pm

Canceled

(page 25) Gallow & Miller "When Pigs Fly: Metaphors..."

Added (Moved)

(from page 35) Lenze "Discipline-specific Pedagogical Inquiry: An Exemplary Technique for Investigating and Developing Faculty's Practical Knowledge of Teaching"

Based on Shulman's conceptions of pedagogical content knowledge, this session, intended for faculty developers, introduces an exemplary method of inquiry that focuses on faculty's understandings about teaching their academic disciplines. We will outline this method of inquiry, examine materials from faculty interviews in which this method was used, and discuss the implications for faculty development activities. **Klamath**

SATURDAY Concurrent Sessions G - 1:30-3pm

Moved

(Page 35) Lenze "Discipline-specific Pedagogical Inquiry..."

To Block D - Friday 1:45-3:15pm