23rd Annual Conference Program
23rd Annual Conference
The Professional and Organizational Development Network in Higher Education

October 15-18, 1998
Snowbird Resort and Conference Center
Snowbird, Utah

Collaborations, Connections, and Community
On behalf of the Core Committee and all those who contributed to the planning, we extend a warm welcome to the 23rd annual conference of the POD Network. You will find a rich diversity of experiences, disciplines, and institutions represented by conference participants in roles such as faculty and instructional developers, organizational developers, teaching assistant developers, faculty, administrators, professional staff, and consultants. Participants registered for the conference come from every region of the U.S. as well as Canada and several other countries. We believe that this conference, and the POD Network, offers a unique opportunity to be involved with others committed to leading and supporting change for the improvement of higher education. Our conference theme, “Collaborations, Connections, and Community,” is at the heart of these commitments.

In addition to the fine selection of approximately 100 concurrent and roundtable sessions, many of which reflect our conference theme, several additional conference opportunities are available to meet your interests:

- Eight pre-conference workshops, including one for new developers in higher education.
- Five plenary sessions featuring the POD President’s perspective on the conference (Wednesday dinner), Pat Hutchings’ report of a new national project at the Carnegie Foundation (Thursday lunch), a panel addressing the challenges of diversity and unity in colleges and universities (Thursday dinner), a panel discussing the summative purposes of teaching evaluations and the roles developers can play (Friday lunch), and a keynote address by Margaret Wheatley (Saturday morning).
- The Materials and Resource Fair and Diversity Commission welcome, both of which will be held Thursday evening just before dinner.
- A variety of educational expeditions, for which you will need to register, on Wednesday afternoon, Thursday morning, Saturday afternoon, and Sunday morning.
- The banquet and celebration on Saturday evening.
- The summary and closing session on Sunday morning.

A conference of this magnitude requires the talents, time, and collaboration of many contributors. In addition to those contributors mentioned in the conference program, we wish to recognize the fine lodging, food, meeting rooms, and services provided by the staff and management of the Snowbird Resort and Conference Center.

We hope you enjoy this conference as much as we have enjoyed preparing it for you!

Kay Herr Gillespie  G. Roger Sell  Joyce Weinsheimer
President, POD Network  Conference Coordinator  Program Chairperson
Beverley Amick  
*Kean College of New Jersey*

Laura L. B. Border  
*University of Colorado at Boulder*

Lesley Cafarelli  
*Collaboration for the Advancement of College Teaching & Learning*

Arthur Crawley  
*Louisiana State University*

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*University of South Florida*

Kay Herr Gillespie *(President, 1998-99)*  
*The University of Georgia*

David Graf *(Manager of Administrative Services)*  
*Valdosta State University*

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Michael Hester  
*Guilford Technical Community College*

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*Berklee College of Music*

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*Portland State University*

Liz Miller  
*Texas A&M University*

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*Yale Graduate School*

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*University of Alberta*

Karin Sandell  
*Ohio University*

G. Roger Sell  
*University of Northern Iowa*

Jan Smith  
*University of Minnesota*

Catherine Wehlburg  
*Stephens College*

Joyce Weinsheimer  
*University of Minnesota*
<table>
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<tr>
<th>POD Executive Directors/Presidents</th>
<th>Year</th>
<th>Conference Site</th>
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<tr>
<td>Kay Herr Gillespie, The University of Georgia</td>
<td>1998-99</td>
<td>Snowbird Resort, Salt Lake City, UT</td>
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<tr>
<td>Eric Kristensen, Berklee College of Music</td>
<td>1997-98</td>
<td>Grenlefe Golf &amp; Tennis Resort, Haines City, FL</td>
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<tr>
<td>Marilyn Leach, University of Nebraska-Omaha</td>
<td>1996-97</td>
<td>Snowbird Resort, Salt Lake City, UT</td>
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<td>Nancy Chism, The Ohio State University</td>
<td>1995-96</td>
<td>Sea Crest Resort, North Falmouth, MA</td>
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<td>Karron Lewis, University of Texas, Austin</td>
<td>1994-95</td>
<td>Red Lion Columbia River, Portland, OR</td>
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<tr>
<td>Donald Wulff, University of Washington</td>
<td>1993-94</td>
<td>Kahler Resort, Rochester, MN</td>
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<td>Daniel W. Wheeler, University of Nebraska-Lincoln</td>
<td>1992-93</td>
<td>Saddlebrook Resort, Wesley Chapel, FL</td>
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<td>Ronald Smith, Concordia University (Montreal)</td>
<td>1991-92</td>
<td>Lakeview Resort, Morgantown, WV</td>
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<tr>
<td>Emily (Rusty) Wadsworth, McHenry County College and Delivee Wright, University of Nebraska-Lincoln</td>
<td>1989-90</td>
<td>Villas-by-the-Sea, Jekyll Island, GA</td>
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<tr>
<td>Marilla Svinicki, University of Texas-Austin</td>
<td>1988-89</td>
<td>Granlibakkan Center, Tahoe City, CA</td>
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<td>Bette L. Erickson, University of Rhode Island</td>
<td>1985-86</td>
<td>Inn of the Hills, Kerrville, TX</td>
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<td>LuAnn Wilkerson, Harvard Medical School</td>
<td>1984-85</td>
<td>Airlie House, Airlie, VA</td>
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<td>Michele (Fisher) Marincovich, Stanford University</td>
<td>1983-84</td>
<td>Westin Hotel, Cincinnati, OH</td>
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<td>Michael Davis, University of the Pacific</td>
<td>1981-82</td>
<td>Montebello, Quebec, Canada</td>
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<td>Lance Buhl, Projects for Educational Development</td>
<td>1980-81</td>
<td>Claremont Resort, Berkeley, CA</td>
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<td>Glenn Erickson, University of Rhode Island</td>
<td>1978-79</td>
<td>Shangri-La State Park, OK</td>
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<td>Mary Lynn Crow, University of Texas-Arlington</td>
<td>1977-78</td>
<td>Fairfield Glade, TN</td>
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<td>Joan North, University of Wisconsin-Stevens Point</td>
<td>1976-77</td>
<td>Illinois Beach State Park, Zion, IL</td>
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<td>1975-76</td>
<td>Airlie House, Airlie, VA</td>
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We wish to thank the following people for their specific contributions in planning and hosting this conference:

**Conference Planning Committee**
Roger Sell, Conference Coordinator  
University of Northern Iowa
Joyce Weinheimer,  
Program Chairperson  
University of Minnesota
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Workshop Chairperson  
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Diana Kardia  
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Donald Wulf  
University of Washington

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St. Cloud State University

**Diversity Commission**
Christine Stanley  
The Ohio State University

**Educational**

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**Entertainment Coordination**
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Donald Wulf  
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**Hospitality**
Art Crawley  
Louisiana State University

**Meal Selection and Coordination**
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Administrative Assistant  
Valdosta State University
Beverley Amick  
Kean College of New Jersey

**Resource and Materials**

**Fair Coordination**
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Jane Birch  
Brigham Young University

**Roommate Assistance**
Kathleen Smith  
University of Georgia

**Proposal Reviewers for**
**Concurrent Sessions and Pre-Conference Workshops**
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Beverley Amick  
Kean College of New Jersey
James Berg  
Collaboration for the Advancement of College Teaching & Learning

**Conference Evaluation Roommate Assistance**
Susan Pasquale  
Harvard Medical School

**Conference Workshops**
International Alliance of Teacher Scholars, Inc.

**Conference Newsletter**
James Berg  
University of Washington

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International Alliance of Teacher Scholars, Inc.
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Peter Frederick  
Wabash College
Tara Gray  
New Mexico State University
George Gordon  
University of Strathclyde
Joel Haack  
University of Northern Iowa

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University of Strathclyde
Joel Haack  
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Humboldt State University
Karen Thoms  
St. Cloud State University
Myra Wilhite  
University of Nebraska-Lincoln
Donald Wulf  
University of Washington
Tuesday, October 13, 1998
2:00-5:00 p.m. Core Committee check-in (Atrium Lobby)
6:00-10:00 p.m. Core Committee dinner and meeting (Aerie Private Dining Room)

Wednesday, October 14, 1998
8:00 a.m.-noon Core Committee meeting (Boardroom)
10:00 a.m.-6:00 p.m. Packet pickup for early arrivals (Atrium Lobby)
noon-1:00 p.m. Lunch (Golden Cliff)
1:15-5:00 p.m. Core committee meeting (Boardroom)
1:15-5:15 p.m. Educational Expedition 3 ($25.00)—Park City: Olympic Gold and Victorian Silver (Depart from Cliff Bell Desk)
2:00-5:00 p.m. Pre-Conference Workshops
   W1. Getting Started in Faculty Development (Maybird) (continues Thursday, 8:30 a.m.-noon)
   W2. Collaborating to Assess Courses and Programs (Magpie A) (continues Thursday, 9:00 a.m.-noon)
   W3. Reconnecting with the Heart of Service: Integrating Professional Calling, Community, and the Inner Life (Magpie B) (continues Thursday, 9:00 a.m.-noon)
   W4. Using and Creating Cooperative Learning Structures (Superior A)
   W5. How to Facilitate a Collaborative Writing Program that Helps Scholars Flourish (Superior B)
3:15-3:45 p.m. Refreshment break (Ballroom Lobby)
5:15-6:15 p.m. Pre-conference welcoming reception (Golden Cliff)
6:30-8:30 p.m. Dinner and “President’s Perspective on the Conference” (Ballrooms 1 and 2)
8:30-10:00 p.m. Conference registration (Atrium Lobby)

Thursday, October 15, 1998
7:00-8:30 a.m. Continental breakfast (Golden Cliff)
8:00 a.m.-noon Core Committee meeting (Boardroom)
8:00 a.m.-1:15 p.m. Educational Expedition 4 ($30.00)—Red Butte Garden & Arboretum and “This is the Place” State Park (Depart from Cliff Bell Desk)
8:00 a.m.-5:00 p.m. Conference registration (Atrium Lobby)
9:00 a.m.-noon Pre-Conference Workshops
   W6. TECHNO-CATS: Ways to Use Technology as Classroom Assessment Techniques (Superior A)
   W7. Problems with Learning Groups: An Ounce of Prevention (Superior B)
   W8. Using Guiding Principles to Inform Practice in Faculty and Instructional Development: A Program for New Developers (Wasatch B)
10:15-10:45 a.m. Refreshment Break (Ballroom Lobby)
12:15-1:15 p.m. Lunch and “Fostering a Scholarship of Teaching and Learning: A New National Project (Golden Cliff and Eagle’s Nest)
1:30-2:30 p.m. Roundtables I & Concurrent Sessions I
2:45-3:45 p.m. Roundtables II & Concurrent Sessions II
4:00-5:00 p.m. Concurrent Sessions III
5:15-6:00 p.m. Newcomers’ Welcome and Orientation (Maybird)
6:00-7:00 p.m. Opening Reception and Materials/Resource Fair (Golden Cliff, Eagle’s Nest, Superior Lobby)
6:00-7:00 p.m. Diversity Commission Welcome (Superior A)
7:30-9:15 p.m. Dinner and Diversity Panel (Ballrooms 1, 2, 3)

Friday, October 16, 1998
7:00-8:30 a.m. Continental breakfast and POD Business Meeting (Ballrooms 1, 2, 3)
8:00 a.m.-5:00 p.m. Conference registration (Atrium Lobby)
8:45-10:15 a.m. Concurrent Sessions IV
10:15-10:30 a.m. Refreshment Break (Ballroom Lobby)
10:30 a.m.-noon Concurrent Sessions V
12:15-1:45 p.m. Lunch and “Student Evaluation of Teaching for Summative Purposes: What Collaborative Roles Can Developers Play?” (Ballrooms 1, 2, 3)
2:00-3:30 p.m. Concurrent Sessions VI
3:30-4:35 p.m. Refreshment Break (Ballroom Lobby)
3:45-5:15 p.m. Roundtables III & Concurrent Sessions VII
5:30-6:30 p.m. Reception (Golden Cliff, Eagle’s Nest)
6:30-10:30 p.m. Dinner and Entertainment (Ballrooms 1, 2, 3)
8:30-10:30 p.m. Screening of “Shattering the Silences” video (Superior A)

Saturday, October 17, 1998
7:00-8:30 a.m. Continental breakfast and POD Committee Meetings (Ballroom Lobby and meeting rooms)
8:00-10:00 a.m. Conference registration (Atrium Lobby)
8:45-9:45 a.m. Keynote Address: “Bringing Life to Our Work” (Ballrooms 1, 2, 3)
9:45-10:15 a.m. Refreshment Break (Ballroom Lobby and Superior Terrance)
10:15-11:45 a.m. Concurrent sessions VIII
12:00-1:00 p.m. Lunch (Ballrooms 1, 2, 3)
12:00-5:15 p.m. Educational Expedition 6 ($40.00)—Big Cottonwood Canyon (Depart from Cliff Bell Desk)
12:00-5:15 p.m. Educational Expedition 7 (30.00)—Great Salt Lake and Antelope Island Nature Trip
   (Depart from Cliff Bell Desk)
1:15-5:15 p.m. Educational Expedition 5 ($30.00)—Red Butte Garden & Arboretum and “This is the Place” State Park
   (Depart from Cliff Bell Desk)
1:15-2:15 p.m. Concurrent Sessions IX
2:30-5:15 p.m. Educational Expedition 8 ($25.00)—Snowbird Adventure Park (Depart from Cliff Bell Desk)
2:30-3:30 p.m. Concurrent Sessions X
3:45-5:15 p.m. Concurrent Sessions XI
6:00-7:00 p.m. Final Reception (Ballroom Lobby)
7:00 p.m.-midnight Banquet and Celebratory Events (Ballroom 1, 2, 3)

Sunday, October 18, 1998
7:15-8:30 a.m. Continental breakfast (Ballrooms 1, 2)
8:30 a.m. Educational Expedition 9 ($15.00/$17.00)—Mormon Tabernacle Choir
   (Depart from Cliff Bell Desk)
8:30-9:30 a.m. Conference closing and summary (Ballrooms 1, 2)
11:00 a.m.-5:00 p.m. Core Committee meeting (Boardroom)
Tuesday, October 13

Atrium Lobby
2:00-5:00 p.m.

Core Committee Check-in

Aerie Private Dining Room
6:00-10:00 p.m.

Core Committee Dinner & Meeting

Wednesday, October 14

Boardroom
8:00 a.m.-noon

Core Committee Meeting

Atrium Lobby
10:00 a.m.-6:00 p.m.

Packet Pickup for Early Arrivals

Golden Cliff
noon-1:00 p.m.

Lunch

Boardroom
1:15-5:00 p.m.

Core Committee Meeting

Depart from Cliff Bell Desk
1:15-5:15 p.m.

Educational Expedition 3
Park City: Olympic Gold and Victorian Silver
Explore Bear Hollow, Utah’s state-of-the-art Winter Sports Park. Bear Hollow will host 2002 Winter Olympics events, including bobsled, luge, and ski jump. After Bear Hollow, guests stroll through historic Park City. This once-rowdy, mining boomtown is now a bustling ski and summer resort. The old establishments on Main Street now house museums, art galleries, and charming boutiques. Take this opportunity for shopping or arts-perusing before the bus ride back to Snowbird in time for the reception/dinner.
Fee: $25.00

Pre-Conference Workshops

Maybird
2:00-5:00 p.m.

W1: Getting Started in Faculty Development
(continues Thursday, 8:30 a.m.-noon)
L. Dee Fink, University of Oklahoma & Mary Deane Sorcinelli, University of Massachusetts at Amherst
This workshop is for persons who are new to instructional, professional, or faculty development. It is applicable for a variety of audiences: people who are starting (or considering starting) a new program at their institution, people who are joining existing programs as professional staff, and members of faculty advisory committees. This workshop will (a) provide an overview of the field of instructional and faculty development, (b) look at possible program activities, (c) address organizational, financial, and political issues in program operation, and (d) identify resources for additional learning on this topic. All participants will receive a copy of the POD publication, A Handbook for New Practitioners. Fee: $60. Materials: $15.
W2: Collaborating to Assess Courses and Programs  
(continues Thursday, 9:00 a.m.-noon)  
Barbara J. Millis, U.S. Air Force Academy & Jim Greenburg, University of Maryland-College Park  
Assessment is becoming increasingly important on university campuses. All faculty developers must develop a broad repertoire of consultation tools to serve individuals, departments, and institutions. This session focuses on collaborative, qualitative assessment models including classroom observations, videotaping, SGIDs, and interactive focus groups. This session is especially useful for faculty developers new to colleague-assisted assessment. Experienced individuals also will gain new insights, particularly ones related to the interactive focus group model. Participants will experience each model through structured, interactive activities emphasizing a three-stage process of working with faculty members and/or course directors. The emphasis will be on learning practical “how-to” strategies for gathering and analyzing information and providing constructive feedback. Fee: $60.

W3: Reconnecting with the Heart of Service: Integrating Professional Calling, Community, and the Inner Life  
(continues Thursday, 9:00 a.m.-noon)  
Cheryl & Jim Keen, Antioch College  
This workshop offers new and experienced faculty developers, administrators, and anyone who seeks to nourish the common good in ourselves and others, an opportunity to reconnect with those commitments. The presenters’ co-authored book, Common Fire: Leading lives of Commitment in a Complex World, which is based on more than 100 in-depth interviews, includes the finding that dialogues and collaboration are crucial for professionals who sustain commitments to social and institutional transformation. This workshop provides an opportunity to reflect on the roots of our commitments, to clarify what we struggle with in the face of those commitments, and to reaffirm what sustains us. The format and video of the workshop can be replicated for faculty development. Fee: $60. Materials: $5.

W4: Using and Creating Cooperative Learning Structures  
Susan Ledlow, Arizona State University & Neil Davidson, University of Maryland-College Park  
This workshop, targeting faculty and faculty developers, offers an easy way to get started with active learning in the classroom by incorporating simple cooperative-learning structures within the format of an interactive or “bookends” lecture. Participants will learn to select pre-designed cooperative learning structures of their own design based on their instructional objectives. By the end of the day, participants will be able to: explain how cooperative learning is different from traditional groupwork; design an interactive lecture; use or adapt at least two cooperative learning structures; and create their own cooperative learning structures. Fee: $30. Materials: $2.

W5: How to Facilitate a Collaborative Writing Program that Helps Scholars Flourish  
Tara Gray & Sami Halbert, New Mexico State University  
Faculty perceive that they need to publish more and faculty developers can respond to this felt need. This workshop features a collaborative program designed to help writers flourish and a study of its effectiveness. The semester-long program provided a place and a system for getting extensive feedback from others on research; it also helped participants establish a sense of connection and community. The program drew twice as many participants as expected (63), and preliminary study results suggest that it struck a nerve. Those who attend this pre-conference workshop will learn how to facilitate a collaborative writing program on their home campus. Fee: $30. Materials: $5.

Refreshment Break
Late Wednesday evening/Thursday morning

Golden Cliff
5:15-6:15 p.m.

Pre-Conference Welcoming Reception

Ballroom 1 & 2
6:30-8:30 p.m.

Dinner and President’s Perspective on the Conference:
“Embodyment of Our Values
Kay Herr Gillespie, The University of Georgia
The conference theme, “Collaborations, Connections, and Community,” reflects ideas deeply embedded in the history and mission of POD. Kay Herr Gillespie, POD President, will offer her perspective on the importance of the conference theme to the emergence of POD, its current activities, and its future direction. By beginning a process of making our POD values explicit, our president invites us to examine and reflect upon these values and the reality of their actualization.

Atrium Lobby
8:30-10:00 p.m.

Conference Registration

Thursday, October 15

Golden Cliff
7:00-8:30 a.m.

Continental Breakfast

Depart from
Cliff Bell Desk
8:00 a.m.-1:15 p.m.

Expedition 4: Red Butte Garden & Arboretum
and “This Is The Place” State Park
(boxed lunches provided for registered Snowbird guests; expedition returns to Snowbird in time for Thursday afternoon [1:30] concurrent sessions)
An hour from Snowbird, beautiful Red Butte Arboretum offers 20 acres of gardens and 4 miles of nature trails in gorgeous foothills. As PODders tour with their botanist-guide, they’ll see native flora of this area maintained by nearby University of Utah. It features medicinal, herb, and fragrance gardens and endangered plants. “This Is The Place” State Park, where pioneers entered the Great Salt Lake Valley in 1847 “is the best Utah locale to enjoy both history and nature,” says Lynn Sorenson, POD conference expedition chair. The park offers a view of the entire valley; a visitors’ center; heroic statues of early peoples of Utah (Native Americans, Spanish Franciscan fathers, French trappers, Mormon pioneers); and Old Deseret Village. Fully costumed “pioneer-hosts” provide historical background of actual pioneer structures and authentic reproductions there—all open to the public. Near the pioneer village (circa 1850) are acres of open land to hike or stroll. Fee: $30.00

Atrium Lobby
8:00 a.m.-5:00 p.m.

Conference Registration

Pre-Conference Workshops

Maybird
8:30 a.m.-noon

W1: Getting Started in Faculty Development (continued)

Magpie A
9:00 a.m.-noon

W2: Collaborating to Assess Courses and Programs (continued)

Magpie B
9:00 a.m.-noon

W3: Reconnecting with the Heart of Service: Integrating Professional Calling, Community, and the Inner Life (continued)
W6: TECHNO-CATS: Ways to Use Technology as Classroom Assessment Techniques
Deborah Lieberman, Portland State University; Thomas Angelo, University of Miami; & Tom Creed, Saint John's University
“TECHNO-CATS” is the concept that a technological tool can be used effectively as a classroom assessment technique in order to communicate information to the professor about student learning while giving students feedback about their own learning as well. This workshop focuses on the following: understanding the concept of Classroom Assessment Techniques (CATs); demonstrating several technological tools that have been used as CATs at two specific campuses (TECHNO-CATS); discussing technologies that participants employ on their respective campuses; and sharing information about ways to engage and teach faculty in the use of CATs and TECHNO-CATS. The workshop target-audiences includes new developers, experienced developers, faculty, and information technology professionals. Fee: $30. Materials: $5.

W7: Problems with Learning Groups: An Ounce of Prevention
Larry Michaelson, University of Oklahoma
When you (or faculty who come to you for advice) use learning groups, do students complain about such things as: Having to do more than their share of the work? Not being able to keep their group working on the task? One or two members dominating the group? If so, students are not the problem; it’s the way in which the groups are being used. In this workshop, designed for anyone who uses group activities in their classes or workshops (or consults with those who do), participants learn why and what to do about such problems as those above. Fee: $30.

W8: Using Guiding Principles to Inform Practice in Faculty and Instructional Development: A Program for New Developers
Deborah DeZure, Eastern Michigan University
This workshop will assist new developers to explore ways in which theory and guiding principles for faculty and instructional development can be used to shape and inform decision-making about programs and practices. Although participants will be exposed to a wide array of key principles and productive practices, the workshop is not intended to promote any one set of guidelines or models of instructional development. Rather, it is intended to enable participants to develop their skills in identifying and relating guiding principles to their practices in the context of their institutions and program goals. The session will engage participants in a case study of instructional development at a comprehensive public university (with an extensive program of workshops and services). Participants will examine the program’s explicitly-stated guiding principles of practice, the full array of program dimensions, and ways in which the program does and does not exemplify those principles. Fee: $30. Materials: $10.

Refreshment Break

Lunch and “Fostering a Scholarship of Teaching and Learning: A New National Project”
Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching
Since the 1990 publication of Ernest Boyer’s Scholarship Reconsidered, many faculty and campuses have been exploring what it might mean to take seriously Boyer’s argument that teaching is a form of scholarly work. A new project of the Carnegie Foundation aims to assist in this exploration. A three-part, five-year effort—The Carnegie Teaching Academy—is designed to support individual faculty, campuses, and the scholarly societies to develop and advance a scholarship of teaching and learning. Pat Hutchings, director of the project, will describe the Teaching Academy’s rationale, aims, and activities . . . and how the POD community can connect with this unfolding work.
### Roundtables I & Concurrent Sessions I, 1:30-2:30 p.m.

<table>
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<tr>
<th>Ballroom</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Description</th>
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<td>3</td>
<td><strong>Shaping Presentation Software to Fit the Collaborative Classroom</strong></td>
<td>Diane Vomsaal Williams &amp; William Patterson, University of South Florida</td>
<td>An increasing number of faculty are incorporating the use of presentation software, such as PowerPoint, into their classes. This software can be enhanced through instructional strategies that incorporate active learning. Participants attending this session will leave with a repertoire of ideas for making classes using presentation software more active and collaborative. Faculty developers, faculty, teaching assistants, and course designers will benefit from this presentation. Administrators also will benefit if they are interested in ways that technology can be used to enhance teaching.</td>
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<td>3</td>
<td><strong>Library and Faculty Development Center Collaboration Empowers Faculty</strong></td>
<td>Tamsey K. Andrews &amp; Clay Williams, Ferris State University</td>
<td>At Ferris State University, faculty face new demands for professional development, including increased self-support through grant solicitation. The Faculty Development Center and the Ferris State librarians have collaborated to inform faculty how to locate grants on the Internet through advanced keyword searching and content evaluation. These workshops are based on constructivist principles of learner-centered adult education and have implications for the professional development of faculty, librarians, administrators, and adult educators. Participants will be invited to discuss similar issues and collaborations at their own institutions.</td>
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<td>3</td>
<td><strong>A Faculty Development Committee’s Collaboration Across Campus</strong></td>
<td>Susan R. Cockrell, Texas A&amp;M University-Commerce</td>
<td>This session will provide information regarding the activities of Texas A&amp;M University’s Faculty Development Committee during the academic year. It will focus on how the Committee, in an effort to promote collegiality at the University, collaborated with several other campus organizations to present workshops, receptions, and faculty grants.</td>
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<td>3</td>
<td><strong>Networking: Courses in Post Secondary Teaching</strong></td>
<td>Joyce Povlacs Lunde, University of Nebraska-Lincoln</td>
<td>Are you a faculty developer who offers—or helps others prepare to offer—a course on college teaching for graduate students, faculty, or adult learners from other settings? Let’s gather around our table to compare notes on topics such as learners, approaches, formats, course contents, resources and texts, modes of delivery, evaluation, and critical issues. Come prepared with questions to ask others about teaching such courses and to talk about your own experiences.</td>
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<td>3</td>
<td><strong>The Nature and Nurture of Multi-Disciplinary Collaboration</strong></td>
<td>Linda Worley &amp; Bill Burke, University of Kentucky</td>
<td>This session examines establishing and nurturing special interest groups composed of faculty from diverse disciplines. We specifically will discuss and critique examples of groups which addressed teaching large classes and defining good teaching (both involving faculty across campus) as well as a special interest group examining creativity (composed of engineers, artists, architects, and interior designers). Dialogue with participants will focus on issues of creating groups, planning activities, and fostering ongoing participation. The session will be of interest to those working with multi-disciplinary faculty groups.</td>
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Gender in the Classroom  
Carolyn Lieberg, University of Iowa  
Women who teach have begun to consult our Center about gender problems, such as classroom  
dynamics, discussion dominance, and respect. Publicity of specific scenarios brought forth both  
additional stories and outraged commentary accusing the Center of indulging in political and biased  
teaching advice. While we don’t have all the answers, we have begun gathering articles and essays on  
gender issues; we are interested in learning more from others. This roundtable is an invitation to  
bring stories, suggestions, and statistics for an open discussion of gender in the classroom.

Promoting Collaboration among Faculty about Teaching  
Matt Kaplan & Diana Kardia, University of Michigan  
This session draws on the expertise in POD to help us design a new program at our institution  
focusing on the development of a community of scholars with a focus on teaching. This program  
utilizes national and institutional research on faculty experiences with students to draw faculty together  
in a discussion of the data and their own experiences. These gatherings will be used as the basis for  
the development of an ongoing community of scholars. This session is intended to solicit feedback  
on this program and promote discussion of the challenges associated with pedagogical  
collaborations among faculty.

The Writers’ Group: Providing Cross-Disciplinary Feedback to Faculty Authors  
Susan MacLaury, Beverley Amick, & Francine Glazer, Kean University  
College faculty, faculty developers and administrators will learn about the writers’ group, a cross­  
disciplinary, collaborative approach which provides support and feedback to prospective authors. In  
this demonstration session, attendees will learn what the group is theoretically and, then will  
participate actively by reading and giving feedback on an actual article submitted to an ongoing group  
at Kean University. They also will have the opportunity to compare their analyses with the final,  
published version of the article.

New Faculty Development  
Jane Birch, Brigham Young University  
This session will help participants clarify the central needs of new faculty and explore multiple ways in  
which those needs can best be supported. Participants will be introduced to a successful campus­  
wide new faculty program and will compare and contrast this model with other models or  
approaches. After assessing the needs of new faculty at their own institutions, participants will begin  
plans for implementing and/or improving services for their new faculty.

Mandatory Faculty Development: A Model for Its Success  
Mona Kreaden & Christine Kelly, New York University; Stephanie Nickerson,  
The New School  
It is conventional wisdom that requiring faculty to participate in development efforts is ineffective. Yet  
the business school at a large urban research institution mandated that all its full-time faculty  
participate in a pilot which required meeting with a faculty consultant at least once over a two-year  
period. This initiative received 98% approval ratings. As the end of the pilot draws near, plans are  
underway to institutionalize this process and make it an on-going requirement. This session will  
examine the components of the program’s success and discuss pitfalls to avoid.
A Successful Within-University Collaboration to Design, Deliver, and Evaluate a Faculty Technology Training Program
Brenda Sugrue, Tom Rocklin, Karen Litwin, & Karen Zimmerman, University of Iowa
This session will describe a successful collaborative model used by a large Midwestern university to design and implement its faculty technology training program. The program is a collaboration between the university’s Center for Teaching, Information Technology Services, and Libraries. Faculty are also involved in the design and delivery of the program. In this session, representatives of each of the four collaborating groups will share their perspectives on the experience. A variety of media will be used to demonstrate aspects of the program. Participants also will discuss pertinent issues in small groups.

Faculty Design Teams Create a Learning Community
Jacalyn DiMartino, David Hosman, Ivy Johnson, Ann Puyana, Patrick Nellis, & Emily Hooker, Valencia Community College
Session participants will be involved in activities that teach them how to construct performance-based objectives for faculty development and design an effective organizational structure. The primary target audience for the session is the community college faculty and administration. Instructors who teach remedial courses may be most interested. Attendees will participate in two collaborative activities and will receive information on specific resources that are available.

Assisting Faculty in Implementation of Peer Instruction Strategies in Large Science and Engineering Lectures
Martha Gach, David Ametrano, & George Williams, University of Michigan
Participants will analyze case studies which document the efforts of faculty members in engineering and physics who are introducing similar peer instruction techniques in large lecture classes that have been traditionally taught. Different personalities, objectives, and approaches will stimulate discussion on how instructional developers can collaborate with faculty, how to get faculty to collaborate with each other, and how to achieve effective implementation of an innovation in different disciplines.

Student Collaboration in Faculty Development: Connecting Directly to the Learning Revolution
Milton D. Cox & Philip Cottell Jr., Miami University
Now that attention to student learning is increasing, we need to explore whether students should and in what ways students could collaborate directly with faculty developers to achieve the goals of our programs. Session participants will examine issues connected with involving students directly in faculty development efforts. The presenters will report on pilot programs involving student consultants in both junior and senior faculty development programs and a successful seminar titled “Sharing Student and Faculty Views of Teaching and Learning.”

Advising as a Collaborative Teaching Model: Driving the Curriculum and Integrating Learning
Ned Laff & Marian Claffey, Loyola University
Regardless of how we try to improve teaching, students are often disconnected from their learning and do not complete their undergraduate studies. The recent ACT survey confirms that almost 50% do not graduate within five years. This roundtable will highlight how faculty advising can be a powerful means to help students make sense of the “intellectual fragmentation and segmentation” of the curriculum and can help students discover and engage in learning communities.
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<tr>
<th>Ballroom 1 (T2)</th>
<th>Collaboration with Graduate Students through Mentoring</th>
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<td>2:45-3:45 p.m.</td>
<td>Stephen E. Williams, D'Youville College</td>
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<td>This session will discuss the mentoring program used in the graduate program of D'Youville College's Department of Education. The purpose of the program is to provide students with the opportunity to develop and refine pedagogical skills needed for the profession through a Mentor-Protege relationship with faculty. Students and faculty collaborate on a number of different projects such as writing research papers, delivering papers at conferences, and orchestrating a variety of scholarly activities of both an intramural and extra-mural nature. The roundtable leader will report on levels of goal acquisition and satisfaction with the mentor program.</td>
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<th>Ballroom 1 (T3)</th>
<th>What Can Faculty Developers Learn from Business and Industry?</th>
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<td>2:45-3:45 p.m.</td>
<td>James O. Hammons &amp; Peggy Catron-ping, University of Arkansas</td>
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<td>Imagine that your development center suddenly found itself competing for development dollars with other independent centers across campus. In this environment, staying in business depends on your ability to offer attractive, cost-effective programs that deliver immediate results. Could your center survive? Lessons learned by industry trainers working in just such an environment will be presented during this roundtable, and participants will discuss how to adapt these lessons to faculty development.</td>
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<th>Ballroom 1 (T4)</th>
<th>More than Scholars: Easing the Transition for New Faculty</th>
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<td>2:45-3:45 p.m.</td>
<td>Mary Everley, University of Minnesota</td>
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<td>Faculty members are more than scholars. They are also mothers, sons, partners, activists, and opera aficionados. Their involvement and satisfaction in these extracurricular roles is key to their performance and happiness in their official university capacities. This roundtable will discuss how to collaborate with other offices across campus and in the community to ease the transition to new jobs and lives for faculty and their families. Topics for discussion will include, but not be limited to, partner employment, establishing personal networks for new faculty, and community and university resource referrals and partnerships.</td>
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<th>Ballroom 1 (T5)</th>
<th>Talking about Teaching: Collaborations to Stimulate Discussion within and among Departments</th>
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<td>2:45-3:45 p.m.</td>
<td>Lillian Tong &amp; David L. Nelson, University of Wisconsin-Madison</td>
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<td>In large research universities, the prevailing culture generally favors research over undergraduate teaching. Conversations are rarely held within departments about methodology or philosophy of teaching. We will share our experiences in developing a brownbag series, &quot;Innovation in Teaching: Novel Approaches to Knotty Problems, Spotlight on Departments,&quot; which involves collaboration among a cross-college, teaching/learning center, a college instructional improvement committee, and individual departments to recognize innovators and promote sharing within and between departments. Results suggest that the design of this program stimulates conversations in departments that have not occurred before.</td>
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<th>Ballroom 1 (T6)</th>
<th>Innovative Approaches to the Assessment of Teaching</th>
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<td>2:45-3:45 p.m.</td>
<td>Nancy A. Diamond &amp; Eric Nelson, University of Illinois at Urbana-Champaign</td>
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<td>Many campuses, large and small, are in the process of exploring comprehensive systems to assess teaching. Participants in this roundtable will identify issues related to teaching assessment and how “POD” staff can collaborate with departments and faculty to address these issues. The organizers will draw on their experiences with a campus-wide grant program to develop innovative assessments of teaching.</td>
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TA Mentoring in Academic Departments: Cross-Campus Collaboration  
*Kathleen Smith, University of Georgia*

This roundtable will detail one institution's administrative structure for the developmental support of graduate teaching and laboratory assistants. The successful collaboration between a graduate school, an instructional development office and academic departments has provided a cost-effective, efficient mechanism to expand professional development opportunities for graduate students. This collaboration has had a dramatic effect on the teaching culture of many departments and the graduate preparation of future faculty. Participants will discuss the rationale for a collaborative structure in graduate professional development activities, the academic values reflected in a cross-campus perspective, and the benefits for graduate students, departments, and institutions.

A Collaborative Faculty Development Model for Science, Mathematics, Engineering and Technology (SMET)  
*Rebecca Brent, North Carolina State University*

This interactive presentation will outline effective strategies for conducting SMET faculty development programs and will describe a comprehensive program currently being implemented by a coalition of eight engineering colleges. At the conclusion of the presentation, the participants will be able to highlight the forces currently impelling engineering education to move toward a process-oriented, student-centered instructional model, the obstacles to change, and conditions necessary for change to be sustained. Participants will be encouraged to identify elements of the model program that might be transferable to their own campuses.

Connecting Academic and Local Community: A Case Discussion of a Collaborative Instructional Program Centered around Service-Learning  
*Karin L. Sandell, Terry Hogan & Merle S. Graybill, Ohio University*

This session explores collaboration, designed to grow a service-learning program, among university and community constituencies. In brief presentations, the collaborators (faculty, staff, and community) reflect on issues they encountered—ranging from philosophical to pedagogical to practical—in setting up the project. Five obstacles that were encountered are presented as a series of small case studies for analysis and discussion among participants. Drawing upon conclusions reached in these small group sessions, the presenters and participants together will achieve a greater understanding of the dynamics of collaborations between these two communities, including rationales for undertaking, obstacles, successes, and key issues to consider.

Practically Speaking: A Collaborative Approach  
*Lynda Milne & Deborah Armstrong, Wayne State University*

Professional development is both an acute need for faculty developers and an opportunity for intellectual and practical collaboration. Many faculty development centers are staffed by professionals from a number of disciplinary backgrounds that have variably prepared them for the wide-ranging demands of instructional consulting. This session will describe how the Office for Teaching and Learning added a seminar to its weekly staff meeting in order to provide a practical introduction to the literature and a chance to discuss its applications to our own consultations with faculty. The 1998 seminar has focused on the book *Practically speaking: A sourcebook for instructional consultants in higher education.*

The Instructional Map: Facilitating Teaching and Collaboration  
*William M. Timpson, Colorado State University*

Teachers make countless decisions in every class: which is an evolving, complex, dynamic intersection of multiple variables and forces. The Instructional Map is a way to think about teaching across three continua: (1) from teacher-directed to student-centered; (2) from product to process; and (3) from an individual to a group context. Allowing teachers to step back and reassess their place in the larger picture of possibilities has proven useful. This interactive session I will introduce teachers and faculty developers to this mechanism for observing and discussing instruction across the various disciplines, thereby promoting a more cohesive academic community.
Promoting Interdisciplinary and Cross-Institutional Collaboration in Higher Education
Tom Cunningham, Matt Nickerson, & Craig Morrison, Southern Utah University
The presenters will discuss approaches and experiences at their university with promoting collaboration at many levels. These collaborations include faculty from different institutions and different academic disciplines working together to share each other’s forms of knowledge and scholarship. Examples of development programs and events, internal grant programs, interdisciplinary teaching in an honors program, interdisciplinary research, and undergraduate research will be discussed.

Transforming a Center for Instructional Development into a Center for Support of Teaching and Learning
Franklin P. Wilbur & Peter J. Gray, Syracuse University
The change in mission, structure, and activities that will transform the Syracuse University Center for Instructional Development (CID) into the Center for Support of Teaching and Learning (CSTL) will be this session’s focus. Particular emphasis will be placed on collaborative efforts with various faculty groups undertaken to support faculty-led assessment and improvement of teaching and learning at SU. The many POD members who are familiar with CID and the excellent support provided under Bob Diamond’s 25 years of leadership will be interested to learn about the new CSTL, which builds on this tradition of excellence.

Concurrent Sessions III, 4:00-5:00 p.m.

Boardroom
4:00-5:00 p.m.
Conversation Group on “Fostering a Scholarship of Teaching and Learning: A New National Project”
Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching
This session offers an opportunity for participants to meet with the luncheon speaker and discuss ideas and issues related to the Carnegie Foundation’s new project for advancing the scholarship of teaching and learning. The style of the session will be conversational.

Magpie A
4:00-5:00 p.m.
Sailing the Seven C’s: Commitment, Coordination, Connection, Collaboration, Clustering, College, Community
Joan Pritchard, Sally Roden, & Margaret Morgan, University of Central Arkansas
Learning communities provide a wonderful opportunity for collaboration within and between units in colleges and universities. This session will illustrate two examples of learning communities that have been successful in lower division classes. These projects have been recognized by a national award for exemplary programs affecting freshmen. The models that have been used by this university can be replicated by other universities interested in improving the freshman experience and, in the process, improving retention and performance.

Magpie B
4:00-5:00 p.m.
A Strategic Approach to Working Collaboratively with Nine Faculties across a Large UK University: The “Sharing Excellence” Project
Brenda Smith & Martin Reynolds, Nottingham Trent University
This case study will be used to illustrate one model of organizational change for teaching and learning. This cross-faculty project (managed by a central unit) will demonstrate how it supported a variety of sub-cultures, based around flexibility of local actions within a broader framework. The session will illustrate how collaboration was achieved, demonstrate the value of collaboration in terms of efficiency, effectiveness and enablement, and highlight the importance of a strategic approach to managing change in learning and teaching.
Communities of Learning: A Bridge To The Future
Daniel W. Wheeler, James W. King, & Darla R. Hansen,
University of Nebraska-Lincoln
In an effort to prepare for the future, many universities are engaged in futuring. Yet, the transformation of the vision to the college and community learning environment remains elusive. One attempt to bridge this gap is called “communities of learning.” This process helps faculty, administrators and community members discuss the future of learning and roles of participants. Communities of learning is an interactive series of exercises which develop from a video tape depicting different ways of conceptualizing such communities. This demonstration explores how instructional and faculty developers can use communities of learning to engage change on their campus.

A Collaborative Approach to Self-Directed Faculty Development
Susan Wilcox, Queen’s University
Are you looking for approaches to faculty development that invite and support self-directed learning among the faculty and TAs with whom you work? This session will demonstrate a faculty development practice that encourages teachers to take responsibility for their own development, and that structures the learning environment in a way that makes it easy for them to do so. Through a carefully-structured series of activities, faculty developers can help teachers construct a personal development plan that suits their teaching “ideals.” The practice may be adapted to a wide range of situations and purposes.

Learning Together, Sharing Ideas, Networking: WebCT Applied to a Statewide Faculty Development Program
Patricia Kaliuoda, The University of Georgia
The target audience for this session includes faculty and instructional development practitioners, as well as faculty who are searching for effective methods of encouraging and training others in the use of emerging instructional technologies. The session will include a PowerPoint description of a WebCT environment. In small groups, participants will address three broad questions: (1) How do faculty find time to learn new instructional technologies? (2) What is the best way for faculty to learn new instructional technologies? (3) What responsibility do faculty developers have to be current in instructional technologies themselves?

Best Practices: Building A Community of Teaching Scholars
George Drops, Marsha Leeman-Conley, & Beverly Neu, National University
Believing that full-time faculty have a responsibility for training, supporting, coaching and mentoring adjunct faculty and that adjunct faculty have a need for clear guidance, specific standards, and appropriate strategies to use in teaching adult learners, the president of our university commissioned a team of the best instructors to develop a program for adjunct faculty. This session presents the results of the program’s first year. It currently involves 800 adjunct faculty, 200 core adjunct faculty, 100 associate faculty, and 100 full-time faculty in three geographical regions.

Troubleshooting Group Processes in the Classroom
Barbara J. Millis, United States Air Force Academy & Philip G. Cottell, Jr., Miami University
Cooperative and collaborative learning approaches have been endorsed by a number of organizations in a number of disciplines. Simply putting students into groups, however, will not guarantee the positive academic and affective results cited in the literature. A cooperative classroom must be well structured and well managed. The authors of Cooperative Learning for Higher Education Faculty (Oryx Press) will help faculty and faculty developers head off potential problems. They will discuss issues such as group formation and duration, grading, roles for students and teachers, and how to handle challenging students. They will also make available tip sheets, assessment instruments, and encouraging advice.
Promoting Faculty Discussions about the Educational Benefits of Educational Technology
Melissa M. Bachman, Georgia Institute of Technology
Faculty need opportunities to share with others their own experiences with educational technologies and to learn from the experiences of other faculty. Such discussions will be more beneficial if we encourage discussion of the educational benefits, the “why” questions, and not just the “how to” questions. Why should a certain technology be used? Not simply because it’s easy to implement, but because it increases student learning in specific ways. Faculty developers can take an active role in encouraging faculty to share their experiences with technology and also encourage discussion focused on the potential benefits.

Building Collaboration, Communication and Community With Adjunct Faculty
Carol S. Browne, Barbara Harding, Jack Buckland, & Sharon Corder, Indiana University East
Goals, activities and results of a two-year program designed to improve the involvement, status and support (teaching, service, professional development) for adjunct faculty will be presented. This program focuses on ways in which adjunct faculty can help institutions meet their instructional missions effectively while continuing to improve the status of part-timers as a valuable part of the faculty. Participants will be asked to respond with ideas and suggestions for continued improvement of the program. Written materials that have been developed as a result of this program will be shared.

Newcomer’s Welcome and Orientation
Ronald Smith, Concordia University & Daniel Wheeler, University of Nebraska-Lincoln
The POD Network welcomes conference newcomers! Attending this session, you will learn more about POD and what to expect at this annual conference. Orientation facilitators Ron Smith and Dan Wheeler are past-presidents of the POD Network and will provide new folks with both interesting insights into the organization and an awareness of resources it offers. This also is an opportunity to meet other newcomers and to raise questions you may have. This session will flow into the opening reception and materials/resource fair, so participants will not miss any of the other scheduled activities.

Opening Reception and Materials/Resource Fair
In addition to meeting others attending the conference, participants will display and distribute information about their programs, projects, publications, and services. Don’t this opportunity to share materials and practices from your institution as well as to gather new ideas from colleagues at other colleges and universities.

Diversity Commission Welcome
The POD Diversity Commission would like to welcome members from historically black colleges and universities, native American tribal colleges, and Hispanic serving institutions to this year’s conference:

Fort Peck Community College, Montana
Howard University, District of Columbia
Little Big Horn College, Montana
Malloy College, New York
National Hispanic University, California
Oakwood College, Alabama
Pima Community College, Arizona
Prairie View A&M University, Texas
San Antonio College, Texas

Come and join in this welcoming reception!
Dinner and “Diversity and Unity in the Changing World of Higher Education”
Christine Stanley, The Ohio State University; Alphonse Keasley, University of Colorado-Boulder; Edith Lewis, University of Michigan; Devorah Lieberman, Portland State University; & Mathew Ouellett, University of Massachusetts at Amherst
A long-standing issue in higher education is whether institutions can practice both diversity and unity at the same time when diversity represents different individual, social, cultural, racial, and ideational identities and unity signals shared values, purposes, and goals. The panel for this session will address questions such as: In which ways are unity and diversity fundamental to higher education? Are diversity and unity conflicting concepts or do they complement one another in an institution’s efforts to achieve quality? Should institutions strive for diversity within unity, unity within diversity, both of these, or neither of these? How are diversity and unity related to change and renewal in higher education, and higher education’s role in the larger society? The panel members, who represent different roles and perspectives for addressing these questions, will draw implications for students, faculty, administrators, and educational developers.

Friday, October 16

Ballrooms 1, 2, 3
7:00-8:30 a.m.
Continental Breakfast and POD Business Meeting

Atrium Lobby
8:00 a.m.-5:00 p.m.
Conference Registration

Concurrent Sessions IV, 8:45-10:15 a.m.

Magpie A
8:45-10:15 a.m.
Help Faculty to Team Teach with Students: A Collaboration that Improves Teaching and Learning by Building Connection and Community
Tara Gray & Sami Halbert, New Mexico State University
Team teaching is a collaborative approach that improves teaching and learning by building connection and community. When resources are scarce, however, faculty teaching teams will be rare and faculty developers may want to encourage faculty-student teams, with “student teachers” who are either graduates or advanced undergraduates. These faculty-student teams provide some of the same benefits as faculty teams, such as improving teaching and learning, as well as some new benefits such as providing a more student-centered classroom. This session will help faculty developers learn more about the benefits and challenges of faculty-student team teaching, and how to facilitate it on campus.

Magpie B
8:45-10:15 a.m.
Faculty Development: Leading Change on Campus
Lion F. Gardiner, Rutgers University
Research on student development and teaching is largely unknown and unused on most campuses. Yet institutions are at increasing risk from public perceptions of low-quality outcomes, reduced support, and competition from for-profit and Web-based institutions. Profound changes will be necessary. Participants in this session will discuss (1) a vision of their potential role in leading change within their institutions; (2) specific actions they can take to lead change; (3) a conceptual framework for comprehensive organizational change; and (4) printed tools they can use to raise the urgency level on their campuses and focus thinking about change.
Student Evaluation of Instruction and Its Use in Collaborating with Faculty on Improvement
Nancy Chism, The Ohio State University; Jennifer Franklin, University of Arizona; Wilbert J. McKeachie, University of Michigan; & Michael Scriven, Claremont Graduate College

An important component of the diagnostic information that developers use in consulting with faculty on improvement is student evaluation: results of ratings forms, written comments, and group interview data. What special considerations and knowledge base should developers bring to this task? Panelists will focus on the question: what kinds of conclusions from what kinds of student ratings forms can be used to assess faculty's teaching performance? This session will address such issues as the appropriate use of style indicators and the cure for bipolar distributions in using student evaluations diagnostically. The discussion is intended to help developers use these data wisely and helpfully in working with faculty.

Department and Division Chairs as Instructional Leaders: A Model for Intra-Institutional Collaboration
James J. Berg, The Collaboration for the Advancement of Teaching & Learning, & Stewart Bellman, Spearfish, SD

In the Spring of 1997, a regional organization in higher education began designing "Mentor, Colleague, Boss: A Workshop for Department and Division Chairs as Instructional Leaders." The project was a collaborative effort involving a central planner, a coordinator, and eight representatives of member campuses; four regional workshops were offered in 1997-98. This session will share the model developed, model key parts of the workshop experience, review the outcomes and modifications, and consider ways to transfer the instructional leadership concepts and procedures to participants' campuses and associations.

The “NetAware” Workshop: A Model Workshop for Helping Students Evaluate and Validate WWW Resources
David Graf, Valdosta State University

As more faculty encourage or permit students to use WWW resources for reports and presentations, concern arises about the utility and validity of these resources. This session will demonstrate a model workshop called “NetAware,” which is intended to help faculty help their students evaluate and validate WWW resources. In addition to providing faculty with materials they can use with their students, faculty also will leave this session with the start of some evaluative tools. Materials developed for this workshop will be distributed and a WWW site created in support of the workshop will be identified.

Faculty Development: Who Needs it? Introducing ID-FD-OD
Lynn Sorenson, Brigham Young University

Many academics are unacquainted with development as a field of scholarly inquiry and practice in higher education. Often the uninitiated have decision power over the establishment, funding, or continuation of a faculty development unit. This session will explore ways to introduce the field—and highlight development activities that can enhance effectiveness—to administrators, trustees, newly appointed developers or committees (who, as chemists, psychologists, etc. may be bewildered by their responsibilities), and to faculty. Among the approaches explored in this session is a film (much of it shot at the ’96 POD conference), “Faculty Development: Who Needs It?”
Faculty Development Centers in Research Universities: A Study of Resources and Programs
Deluree L. Wright, University of Nebraska-Lincoln
Recent survey data from thirty-three faculty development centers at research universities reveal an interesting variety of ways these centers are organized and staffed as well as the kinds of resources and services they provide. Data includes institutional context, budget ranges and sources, titles, salary ranges, facilities, location, services, and other related information. In this session we will share results of the survey and participants will examine related variables as well as propose future needs for faculty development research.

Designing Effective Collaborative Group Activities: Lessons for Faculty Development and Classroom Teaching
Larry Michaelsen & Dee Fink, University of Oklahoma
In the session, we will use a series of group activities to: 1) identify the forces that foster social loafing (uneven participation) in learning groups, 2) outline three key variables that must be managed to create broad-based member participation and learning and, 3) provide a hands-on demonstration of how the three key variables can be managed effectively.

Finding the Foundations of Collaboration
Gail Goodyear & Sally Blake, University of Texas at El Paso
The social, psychological, political and religious foundations of collaboration and consensus decision-making will be identified and briefly discussed. A model of these processes and their relationships to non-Western cultures, the Quaker religion, feminist theory, ecofeminism, human ecology, Dewey's theory of education, and constructivist psychology will be presented. Participants will engage in a group decision-making process that demonstrates behaviors necessary to collaborate, to learn, and to reach consensus.

Managing Conflict Confidently: Insights for Collaboration and Creativity
Roseanna Ross, St. Cloud State University
Although conflict is a natural aspect of human interaction, we often find ourselves disempowered and reactive in conflict situations. How can we transform the elements of conflict so that collaboration can occur? This session will address (1) attitude toward conflict; (2) behavior in conflict, including styles of conflict management; and (3) choices which can be made during conflict to diffuse defensiveness.

Using Jungian Psychological Type to Enhance Collaboration
Patricia Cranton & Frank Graham, Psychological Type Press
The session introduces participants to an innovative process for enhancing collaboration among students, between faculty and students, and in faculty teams and committees. The Personal Empowerment through Type (P.E.T.) process, based on Carl Jung’s theory of psychological type, will be experienced as participants individually determine and interpret their own personal profiles, participate in small collaborative work groups, and consider applications in a full-group discussion.
### Implications of the New Science for Developers in Higher Education

**G. Roger Sell, Ira Simet, & Jerry Soneson, University of Northern Iowa**

In her book *Leadership and the New Science*, Margaret Wheatley discusses concepts from the "new science" and draws organizational implications for responses to uncertainty, connectedness, and dynamic systems. This session, designed for developers as well as faculty and administrators who have read the Wheatley book, will engage participants in both large-group and small-group activities that (1) compare and contrast the main concepts and methods of the old and new science, (2) identify practices in colleges and universities that reflect each form of science, and (3) draw implications of the new science for development practices in higher education.

### Visualizing Students as Collaborators in Educational and Faculty Professional Development: Cases from “Down Under”

**Chris Trevitt, The Australian National University**

Options for universities to do more with less include encouraging faculty to consider collaborating with instead of just catering to undergraduate students. This session will engage participants in discussions which: canvas participant experiences and ideas regarding faculty-student collaborations; identify strategies for going about and promoting such experimentation; and determine criteria to apply when selecting strategies to adopt. The session will begin with a presentation of case studies of past faculty-student collaborations in IT-based initiatives which fostered improved institution-community connections at the Australian National University.

### The Faculty Developer’s Portfolio: An Adaptation of the Teaching Portfolio

**Deborah DeZure, Eastern Michigan University & Peter Seldin, Pace University**

The purpose of this interactive session is to engage participants in how to develop an effective faculty developer’s portfolio and how to use it for purposes of improvement and/or personnel decisions. The presenters will introduce results of a national survey of what 202 faculty developers value in portfolios and explore how participants can adapt the portfolio approach to their own campuses.

### Strategies for Conducting a Needs Assessment

**Ann F. Lucas, Fairleigh Dickinson University**

Conducting a needs assessment with the academic department creates an opportunity to facilitate ongoing faculty development in teaching effectiveness, particularly that of poor and mediocre teachers who are usually difficult to reach. Strategies for gaining access to the department, getting empowerment from the dean, and increasing visibility for the Center for Teaching and Learning are discussed. Procedures for determining faculty development needs, conducting an interview with chairs, facilitating a group interview with faculty, developing faculty commitment, designing learning objectives, evaluating outcomes, and embedding responsibility for ongoing teaching effectiveness in the department are included.

### Beyond Academic Support: Exploring the Role of Student Affairs in Promoting and Influencing Learning on Campus

**J. Greg Merritt, George Athanas, Patricia Enos, & Cindy Helman, Michigan State University**

This session will discuss the findings of a study that investigated how student affairs professionals influence and promote the learning of students, faculty and colleagues. The presenters will discuss the results of their exploratory study, engage participants in a discussion of the role that students affairs staff can play in learning, and use data from the session to provide post-conference feedback to participants via e-mail.
Critical Connections: Linking the College to the K-12 Educational Community  
Karen Krupar, Olivia Harenstein, Nancy Prosenjak, Barbara Baker, & Mary Lou Van Voorhis, Metropolitan State University; & Starla Pearson, Flood Middle School, Englewood, CO (U.S. Dept. of Ed. Blue Ribbon School-1997)
Faculty often find it difficult to engage in collaborative activity outside the campus community, especially if they do not perceive that their specific disciplinary knowledge directly applies to community issues. This session will describe how a faculty development center can initiate, facilitate and document partnerships between college faculty and the K-12 educational system. We will propose procedures for faculty investment in the partnership, pose issues that must be addressed to link departments, schools and the institution with K-12 schools, and offer a model of accountability for documenting the participation and progress of that linkage with another community educational system.

Collaborative Partnerships and the Change Process  
Charles V. Jones & Beverley J. Pitts, Ball State University
A comprehensive, state university changed the learning culture of its campus by a combination of direct and decisive leadership and consensus building. Creating learning communities for students first required confronting faculty and staff with learning to collaborate and connect to each other. During this session, change will be explored as a process with general requisite conditions but imprecise predictions of what changes, and how. This session will be of particular interest to academic change agents comfortable with group discussions.

Lunch and “Student Evaluation of Teaching for Summative Purposes: What Collaborative Roles Can Developers Play?”
Nancy Chism, The Ohio State University; Jennifer Franklin, University of Arizona; Wilbert J. McKeachie, University of Michigan; & Michael Scriven, Claremont Graduate College
Teaching centers traditionally have focused on formative evaluation of teaching and have avoided extensive involvement with the summative purpose. Student evaluations of teachers and courses are primary vehicles for the practice of summative teaching evaluations. One of the key questions that invites POD involvement is: What are the roles that faculty, instructional, and organizational developers can perform in the development and use of student evaluation of teaching systems on their campuses? In responding to this question, the panel for this session will discuss at least two ways that developers might work with others on their campuses: reviewing and improving the quality of instruments and procedures used for student evaluation of teaching; and further developing faculty and administrator expertise in the summative use of ratings and comments from students. Panel members will highlight key findings from research that developers should consider in offering advice on instrument construction and interpretation. They also will comment on the controversy introduced by recent studies that connect grading leniency and positive ratings. This distinguished panel includes colleagues who are broadly respected internationally for their research and practice of student evaluation of teaching.
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<th>Room</th>
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<tr>
<td>Boardroom</td>
<td>The Leavening Force of Collaboration: Creating a Residential Learning Community</td>
<td>Mark Chidister &amp; Kurt Earnest, Iowa State University</td>
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<td>This session chronicles a year of collaboration between department of residence professionals, college faculty and staff, and students to create a residential learning community for new, undergraduate design students. The learning community’s intent and outcomes assessment strategy will be described. The focus of the session, however, will be on the collaboration required for the community’s creation and ongoing nurturance, a collaboration that allowed the intrinsic strengths of each member to change and temper the program. Participants will be involved in a series of dialogues designed to build a network of colleagues with experience in learning communities and similar collaborations.</td>
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<td>Magpie A</td>
<td>Collaborating with Departments to Bring Instructional Development Programs Home</td>
<td>Li Tang, The Ohio State University &amp; Mary-Ann Winkelmes, Harvard University</td>
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<td>This interactive session attempts to introduce some special, collaborative efforts made by the central faculty/TA development services and individual departments at two institutions to make training programs more discipline-specific. These include: the “Bring it Home” program, i.e., incorporating central with departmental TA training; dividing consultants’ responsibilities by departmental cluster rather than by faculty/TA cluster; department-based apprenticeship programs; and peer mentoring and microteaching. The nature and evolution of contributions by faculty developers and departments in such collaborations will be discussed. Some detailed examples will be shared. Participants will be invited to share their experiences, offer critiques, and exchange ideas.</td>
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<td>Magpie B</td>
<td>Why Faculty Participate (or not) in Faculty Development and What We Can Do About It</td>
<td>Peggy Catron-ping &amp; James O. Hammons, University of Arkansas</td>
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<td>An important criticism leveled against faculty development centers in recent years concerns our inability to reach the majority of faculty at our institutions. Data collected from faculty surveys at selected institutions will be presented in this session that will provide insight into 1) the percentage of faculty participating, 2) reasons for participating, and 3) reasons for non-participation. After a discussion of the implication of the data, session participants will work in small groups to develop strategies for involving non-participants at their institutions. A checklist designed to assist development personnel in evaluating the drawing power of their programs will be presented.</td>
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<td>Stress Management for Stressed (or even Semi-Stressed) Faculty Developers and College Teachers</td>
<td>Peter Seldin, Pace University</td>
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<td>Every faculty developer and college teacher experiences academic stress. Some people manage it well, but others do not. The purpose of this session is to help participants develop the knowledge and skill needed to successfully manage the academic stress in their lives. The session will discuss important new lessons learned about what works and what doesn’t, key strategies, and latest research results. Highly interactive, the program will include short presentations, small- and large-group discussion, and a simulation exercise.</td>
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Team Teaching: Problems and Solutions in Higher Education
Susan K. Wolcott, University of Denver & Cindy L. Lynch, New Concord, KY
This interactive session will focus on a series of structured discussions about team teaching in integrated curricula. Faculty, administrators, and curriculum developers will gain an expanded understanding of the problems and solutions associated with the collaborations that are part of team teaching. Our discussions will: (1) identify significant uncertainties about the usefulness and implementation of team teaching in an integrated curriculum; (2) explore the perspectives of administrators, developers, faculty, accrediting bodies, and students in a team-teaching environment; (3) introduce the status of and need for relevant research; and (4) consider alternative models for organizing and monitoring team teaching efforts.

Toward a Learning Community (Part 1): Assessing Faculty Quality of Life
Sally S. Atkins, Charles S. Claxton, Kathleen T. Brinko, Jeffrey A. Butts, & Glenda T. Hubbard, Appalachian State University
Faculty quality of life has a dramatic impact upon performance. We will share experiences and preliminary results in assessing campus culture and faculty quality of life via structured personal interviews informed by Senge's five disciplines. We will explore the value of the interview process as a 1) research methodology, 2) systems intervention, and 3) part of a broader pattern of interventions designed to increase collaboration among various campus groups (see Part 2 in a 3:45 - 5:15 session). The session will be of interest to those in both traditional faculty development and in organizational development roles.

Value Diversity: Making Connections for Inclusion
Terrie Nolinske, Lincoln Park Zoo (Oak Park, IL)
Differences—whether in gender, life experience, race, teaching style or academic major—enrich any culture. The objectives for this session are to model trust, respect, and effective communication in a classroom context; to identify attitudes and stereotypes that students and faculty bring into the classroom; to acknowledge diversity and develop strategies that promote an inclusive learning environment; and to share resources related to diversity. Participants will engage in multiple small-group exercises that can be adapted for use with students or other faculty to cultivate an appreciation of diversity and to develop strategies for inclusion.

The Art and Science of Faculty Development
Ronald Smith, Concordia University; Lee Warren, Harvard University; & Jacqueline Mintz, University of California-Berkeley
POD's membership includes developers from many different disciplines and with differing amounts and types of experience. As an emerging area of professional practice, we need to work together to share and to shape our common knowledge. This session is designed to allow us to examine the wisdom of our experience in dealing with difficult issues in our practice with a view to making more explicit some of the art and science of doing faculty development work. Using case studies from such areas as consulting and program development, we will discuss what might be done in each situation and why.

Scholarly Teaching and the Scholarship of Teaching:
Where Boyer Gets Muddled
Laurie Richlin, International Alliance of Teacher Scholars
Based on reading Scholarship Reconsidered and Scholarship Assessed, this session will address the differences between “scholarly teaching” and the “scholarship of teaching.” Through small-group discussion, participants will address the definitions and interrelationships between the two concepts. In addition, they will consider ways to encourage faculty members to engage in each activity and discuss various methods for assessing each one. This session will be of interest to faculty development professionals who want to encourage faculty to succeed in both activities.
You Say "Multicultural," I Say...
Diana Kardia, Constance Cook, Matt Kaplan, & Shari Saunders, University of Michigan
How do we define a multicultural approach to faculty development? In what ways do we feel committed to, ambivalent about, or adverse to a multicultural approach in our work? How is our approach to multicultural issues informed and constrained by our own life experiences and the role(s) we play in our institution? These questions will frame a dialogue among participants designed to strengthen our ability to work with diverse campuses about politicized topics by actively collaborating within our profession across our various assumptions, identities, and approaches to multicultural issues. POD participants with a variety of perspectives are encouraged to attend.

Refreshment Break

Changing the Face of an Island: A Teaching and Learning Center Network
Moises Orengo-Aviles, University of Puerto Rico & Barbara J. Millis, US Air Force Academy
This roundtable will offer a creative model for the establishment of a system-wide faculty development network. Highlighting how eleven institutions sent campus teams to a planning conference at the University of Puerto Rico at Mayaguez, the leaders will discuss the key features and conceptual framework of the network as well as its day-to-day activities. Participants will (1) reflect on a teaching-learning center model that features “Resource Faculty” from various departments; (2) understand and appreciate the cooperative planning needed to conduct a system-wide planning conference with tangible results; and (3) explore ways to institutionalize faculty development efforts on their own campuses and within their systems.

Mergers in the Business of Teaching: Writing Across the Curriculum as Organizational, Faculty, and Instructional Development
Philip G. Cottell, Jr., Katharine J. Ronald, & Serena Hansen, Miami University
This session will inform participants about a comprehensive approach to collaborative efforts between faculty developers, discipline specific faculty, and writing specialists. For the past year, our university’s School of Business Administration has supported a team of writing specialists, led by a faculty developer. This team has worked with business faculty to build a model of collaboration for using Writing-Across-the-Curriculum that addresses some of the shortcomings of earlier models. We believe that one of the reasons our program has been successful is that it works on all three levels of development—organizational, faculty, and instructional.

Working Collaboratively in Groups—“Nuts and Bolts” Tips
Karen Jarrett Thoms & Roseanna G. Ross, St. Cloud State University
The success of faculty development often depends on the ability to work together in small groups to accomplish established goals, tasks, and projects. This session will address issues and strategies for establishing a cohesive collaborative team, including: identification of goals and purpose of the group; selection of appropriate members; team building; agenda setting; distribution of responsibilities; and effective communication processes. Join the roundtable leaders to explore these topics and leave with tips for effective collaboration.
Ballroom 1 (T4) 3:45-5:15 p.m.

Promoting Teaching and Learning in Higher Education through Effective University and Community Collaboration
Francine M. Tompkins & Jackson Parker, University of Wisconsin-Green Bay; Tom Joynt, Green Bay Area Schools; Carolyn Jahns, Heritage School; Nancy Armbrust, Schreiber Foods Inc.; Jim Coles, CESA #7

The purpose of this session is to share the efforts of an innovative collaborative project occurring in Northeast Wisconsin. Working within an “Institute for Learning,” partners from higher education, local schools, business, and the general community will detail efforts associated with the (1) reform of teacher preparation (graduate and undergraduate), (2) development of a Professional Development certificate for experienced teachers, and (3) promotion of school-based research that will contribute to our current knowledge base regarding best practices for teaching and learning.

Ballroom 1 (T5) 3:45-5:15 p.m.

Promoting Institutional Collaboration Through Building Learning Communities
Corly Petersen Brooke & Mark Chidister, Iowa State University

The purpose of this presentation is to demonstrate how the process of developing diverse learning communities at our institution positioned the Center for Teaching Excellence at the center of a collaborative effort that has built bridges between academic affairs, the department of residence, the registrar’s office, faculty from varied disciplines, professional staff, students, and administrators from eight colleges across the university. Examples of successful cooperative efforts will be shared as we focus on the process we followed that encouraged university-wide participation and collaboration while focusing on the common goal of improving student learning.

Ballroom 1 (T6) 3:45-5:15 p.m.

A Feminist-Informed Framework for Collaboration in Higher Education
Miriam L. Freeman, University of South Carolina & Deborah Valentine, University of Wyoming

Principles of feminist pedagogy provide an instructive framework for understanding and practicing collaboration within the context of higher education. This roundtable is designed to stimulate participants’ thinking about feminist pedagogy and about its utility for informing and enhancing collaborative strategies in teaching and research. Participants will expand their understanding of the relevance of feminist pedagogy for informing collaboration; construct a theoretical framework for feminist-informed collaboration; generate an action plan for collaboration by applying this framework; and develop innovative collaborative strategies relevant to teaching and research.

Ballroom 1 (T7) 3:45-5:15 p.m.

Put Me In, Coach...
Alan B. Kirsh, Lakeland Community College

I’m ready to play!” For decades students with disabilities (SWD) have had to “sit on the bench” as nondisabled peers execute the hit and run. Now they are being asked to field their position in the game of life. This session will examine how team play can assist SWD to independently step up to the plate. Case studies will be presented and collaboration will be the game plan. Our goal is to achieve a win/win scenario: this “game” requires cooperation, not competition.

Ballroom 1 (T8) 3:45-5:15 p.m.

Learning Communities and Academic Renewal: New Experiments, Partners, and Possibilities
Terry M. Wildman, Ronald Daniel, Barbara Carlisle, & Marlene Preston, Virginia Tech

This interactive session invites participants to join an inside tour of a university-wide initiative that involves applying the concept of learning communities to broad academic renewal. The importance of this topic is evidenced by recent conferences oriented to learning communities, the growing affection for the term “community” in our academic literature and discourse, and a host of innovations aimed primarily at university and college curricula. Faculty developers, administrators, and faculty will work with roundtable leaders to expand current definitions of learning communities, to consider various treatments of existing barriers to community, and to define shared agendas for academic renewal.
Can You Teach Old Dogs New Tricks? An Exploration of New Faculty Teaching Insights and Corporate Values as the Two Collaborate
Leora Baron, Florida International University
In developing an innovative model for collaboration between a liberal arts college and a major manufacturer, it has become clear that both partners need to make a major shift in their traditional thinking: college faculty must adapt teaching approaches and techniques, while the corporation must incorporate learning into its value system. As this five-year project enters the second year of development, the pedagogical and philosophical underpinnings are beginning to emerge. This brainstorming session will provide participants with an opportunity to assess existing models, identify key elements of commonality, and consider new approaches to academic/corporate collaboration.

Project Advance: An Enduring Academic Partnership Between High Schools and Syracuse University
Ruth Federman Stein & Franklin P. Wilbur, Syracuse University
Now in its 25th year, Project Advance is recognized as a national model for collaboration and serves approximately 125 school districts in a five-state region with over 4,000 participating teachers. Seeking to integrate college-level instruction into the high school curriculum, it offers rich opportunities for strengthening academic standards, encouraging instructional innovation and professional development, strengthening links among faculty, and promoting resource sharing. We will focus on the Advance model, including program objectives and outcomes, administrative structures, academic standards and safeguards, on-going research and evaluation activities, cooperative curriculum development, and school and college faculty renewal. The session includes a videotape on professional development and sample materials.

Are Your Students Learning Something Significant?
L. Dee Fink, University of Oklahoma
Presumably everyone wants students in their courses to learn something significant (and not just to learn about something significant). But when we look at our own course (or the courses of faculty with whom we consult), how do we answer the question of whether this is a course that is likely to generate "significant learning”? This session will solicit the participants’ ideas on this topic, and present a tentative model for identifying different kinds of significant learning.

Voicing Ourselves: Whose Words We Use When We Talk About Books
Suellynn Duffey, University of Wisconsin-Eau Claire & Karin Sandell, Ohio University
Voicing Ourselves is an ethnographic study of an academically and ethnically diverse group of students who take charge of class discussions. This roundtable will use the study’s portrayal and analysis of student-led discussions to illustrate the transformation of the teacher’s role and examine the student interactions and the language that reveals them for "what is individual about voice—the voices that come from others and influence and shape who we are” (S. Warshauer Freedman). The session will (1) articulate the fault lines in students’ collaborative endeavors, (2) examine students’ processes of collaboration for tension and/or harmony between their individual voices and their social ones, and (3) extrapolate from experiences in this one classroom to collaborative processes we engage in at our own institutions.

Challenges in Fostering Cooperation and Collaboration among Departments and Teaching and Learning Centers in Preparing Graduate Students as Teachers
Virginia S. Lee, University of North Carolina-Chapel Hill
Despite the potential efficiencies and savings in resources resulting from coordination and collaboration among university units in preparing graduate students as teachers, the current organization and culture of most universities makes such collaboration difficult. In this session, we will explore our efforts to encourage such collaboration, solicit advice, and encourage participants to share comparable efforts at their own institutions.
Dance a While in My Shoes
David G. Way, Cornell University & Constance Stack, Minnesota State Colleges and Universities
Dance can be a metaphor for collaborating, connecting and contributing to community. It is a powerful way to address personal development issues which play significant roles in the practice of instructional, faculty and organizational development. This session will use dance to examine the teacher as learner, explore power and control in a constructive way, and discover how tolerance, tentativeness and playfulness can function in our professional lives. No previous dance experience or skill is necessary.

Teaching Both Course Content and Collaboration:
Ways Faculty Developers Can Assist Faculty
Jim Eison, University of South Florida
An increasing number of college and university faculty recognize the need to encourage and support collaboration among students. Many report feeling, however, that their efforts in this pursuit are continually constrained by the tyranny of course content. This session will explore ways faculty developers can help faculty (1) create the type of classroom environment that is conducive to positive forms of student collaboration, (2) design course-specific activities and assignments that promote effective collaboration, (3) teach collaborative skills in a time-efficient fashion, and (4) evaluate collaborative work.

Encouraging Peer Collaboration and Review of Teaching:
Ideas and Lessons from the AAHE National Project
Michele Marincovich, Stanford University; Constance Cook, University of Michigan; & Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching
Since 1994 the American Association for Higher Education has sponsored a national project on "Peer Collaboration and Review of Teaching," dedicated to the creation of new roles for faculty in improving and ensuring the quality of teaching and learning. Led by POD members who participated in the effort, this session will brief participants on the concepts, history, and promising prototypes developed thus far and will equip them through presentations and small-group work to begin similar projects themselves.

Inter-Organizational Cooperation—University and Medical Group Practice
Robert Blomberg & Claire E. Bender, Mayo Clinic
This presentation will describe a partnership venture undertaken by two institutions to develop, market and deliver an educational program for healthcare executives. One organization is a large integrated medical group practice; the other a top Midwestern business school. Participants will learn how needs were assessed, how curriculum was developed, program budgeting and marketing efforts, program outcomes (satisfaction and financial results), and future plans. Presenters will also share thoughts on problems encountered and things that would have been done differently.

Toward a Learning Community (Part 2): Sowing the Seeds of Change
Kathleen T. Brinko, Sally S. Atkins, Jeffrey A. Butts, Glenda T. Hubbard, & Charles S. Claxton, Appalachian State University
This session shows how the directors of a center for faculty and staff support, faculty development, organizational development, employee assistance, and a faculty member in higher education have used Senge's five disciplines to undergird our collaboration on several activities: faculty quality of life study (see Part 1 in a 2:00 - 3:30 session), organizational development committee, leadership development retreats, administrative internship, departmental consultations, and peer review project. While our university is only in the early stages of becoming a learning community, we have found that this long-term collaboration on important projects has had a powerful effect on us as persons, on our individual work, and on our center.
A Feast for the “Hungry Mind”: Creating a Community Dialogue on Undergraduate Education

Susan J. Koch, Joel Haack, & Scott Cawelti, University of Northern Iowa

In the proactive 1983 classic, Educating Rita, Professor Bryant advises Rita, his eager but “ignorant” student, that: “possessing a hungry mind is not in itself a guarantee of success!” Using film clips as triggers, this session will demonstrate a community-building dialogue for faculty and students which explores the purposes of undergraduate education and positive practices that lead to a satisfying undergraduate experience. Participants in this demonstration will acquire knowledge and resources for creating a similar dialogue on their own campuses.

Exploring Connections: White Identity and the Diverse Classroom

Mathew Ouellett, University of Massachusetts at Amherst & Lee Warren, Harvard University

Through exercises and group discussions, participants will examine whiteness. We will (1) explore personal and family histories to determine when we first discovered our own racial identity, what it means to us, how it has affected our personal and professional lives, and what roles are attached to it; (2) focus particularly on the white racial identity—what distinctions are made within that broad category and how is it defined in relation to other racial identities; (3) investigate strategies and methods for using this material to work more effectively toward diverse classrooms; and (4) provide a bibliography.

Crossing Cultures, Crossing Disciplines:

Creative Approaches to Liberal Arts Education

MaryAnn Janosik, Maria de la Camara, Paul Belanger, Suzanne Marshall, & Susan Cooper, Lake Erie College

This session highlights a curricular project developed by Lake Erie College faculty which combines interdisciplinary approaches to learning set in the College’s historic international tradition and mission. The project’s goal—to create an interactive learning environment, both on and off campus, in order to prepare graduates to become contributing members of a global society—focuses on student-centered pedagogies, incorporates smart classroom technologies and distance learning, and extends its activities to neighboring colleges and universities as well as community resources. The project can serve as a model for small liberal arts colleges with limited resources.

Teaming with the Faculty Senate for Teaching Excellence

Marva A. Barnett & Benjamin Ray, University of Virginia

This session will highlight a successful experience in engaging faculty throughout the University in a profound, progressive dialogue about promoting excellent teaching. Our year-long “Conversation about Teaching,” led in departments and schools by Faculty Senators, has resulted in a three-year “Teaching Initiative Fund” from the Provost: $100,000 per year to support individual and departmental projects to improve various aspects of teaching. Participants will be invited to discuss their relevant experiences, recommendations, cautions, and challenges in creating comparable collaborations.

Reception

Dinner and Entertainment

Screening of Shattering the Silences video
Saturday, October 17

Ballroom Lobby & Meeting Rooms
7:00-8:30 a.m.
Continental Breakfast and POD Committee Meetings

Atrium Lobby
8:00-10:00 a.m.
Conference Registration

Ballrooms 1, 2, 3
8:45-9:45 a.m.
Keynote Address: “Bringing Life to Our Work”
Margaret Wheatley

“Most of us yearn for organizations that engage our desire to contribute, to learn and to find meaning in the world. We want our institutions to grow and change. And, we want to participate in creating these institutions for those we serve. Yet, in spite of our hopes, many of us feel increasingly overwhelmed, cynical, and exhausted. What happened?”

“I believe that our current modes of organizing cannot succeed. And that the path to discovering meaning and creativity and liveliness in our work is to understand how life organizes so that we can work with life’s great energies. We humans share with all life the desire to be in relationships, to invent and contribute to a continuous life experience, and to bring more possibility into the world through our efforts.”

“But in our organizations, we’ve come to believe that people resist change, that people have to be taught to be creative, that people may be content to do meaningless work. We need to remember who we are. We need to reconnect with our great creative and generous capacities. We need to understand that we cannot live without connections, collaboration or community. As we do this, we will be able to create organizations worthy of our best intentions and efforts.”

Margaret (Meg) Wheatley is the author of the best-seller and widely acclaimed Leadership and the New Science: Learning About Organization from an Orderly Universe (San Francisco: Berrett-Koehler, 1992). This book is credited with establishing a fundamentally new approach to how we think about organizations. Wheatley focuses on new natural-science principles and applies them to organizations—how life and organizations change dynamically—much as natural organisms evolve. In her work she continues to experiment with new organizational paradigms to support the speed, flexibility, resiliency, and autonomy required in today’s environment.

Wheatley is president of the Berkana Institute and a principal of Kelner-Rogers & Wheatley, Inc. In more than twenty-five years of consulting and research, she has worked with a wide variety of Fortune 500 clients, educational institutions, non-profits, and health care organizations—from CEOs to assembly line workers. She is a frequent keynote speaker in the U. S. and internationally and also presents seminars to senior executive groups, organization redesign teams, community groups and professional associations.

Dr. Wheatley received her doctorate from Harvard University’s program in Administration, Planning, and Social Policy. She holds an M. A. in Communications and Systems Thinking from New York University and has been a professor at Brigham Young University and a research associate at Yale University. These academic perspectives enrich her unique insights into the organizational development (the “O” in POD) of higher education. Her most recent book, A Simpler Way (San Francisco: Berrett-Koehler, 1996), both extends and synthesizes a thoughtful co-evolutionary paradigm for organizations, including colleges and universities.

In part because Snowbird is in Wheatley’s “backyard,” we are able at this POD conference to engage one of the decade’s brightest, most creative thinkers about purposeful organizations and their renewal and change. Meg Wheatley’s keynote address and conversation group at the conference are ones you won’t want to miss.
Native American Precepts That Invite Collaboration:
The Learning Circle Project
Sandra W. Kuntz, Reeda Owens, & Stacey Sherwin, Salish Kootenae College
The Learning Circle Project is a collaborative teaching model that creates a learning environment which is interactive, inclusionary, creative, thought-provoking, and a medium for contagious curiosity. This presentation will demonstrate a method of organizing learning that supports educational and community partnerships and learning alliances, stimulates student inquiry, and incorporates Native American values. Participants will use the Learning Circle to investigate the cultural perspectives of collaboration.

Ethical Issues for Teaching Consultants and Developers: Dealing with Conflicts over Confidentiality and Collaboration
Line. Fisch, Lexington, KY & Anita Gandolfo, United States Military Academy
Faculty consultants/developers are often uniquely positioned between constituencies that hold different values. These situations can easily generate ethical problems. For example, responsibility to clients can conflict with colleagues’ and employers’ expectations for collaboration. We’ll examine several such issues, consider principles that may guide faculty and instructional development efforts, and identify policies that may help preclude ethical problems. This highly interactive session will model innovative techniques (such as staged readings and interpretive drama) that add dynamic dimensions to the study of cases on difficult or controversial issues.

A Conversation Group on “Bringing Life to Our Work”
Margaret Wheatley
This session, having an informal style, will feature a conversation with the keynote speaker on the topics of her address.

What Does the New Biology of the Brain Tell Us about Teaching?
James E. Zull, Case Western Reserve University
This session will focus on the question: How might our new knowledge of the brain alter our understanding and practice of teaching in higher education? We will address four points: (1) the mechanism of learning at the neurological level and what it implies for teaching; (2) the role of the emotional brain in both reasoning and in memory; (3) the role of the body and movement in brain function; and (4) the relationship of Kolb's learning cycle to the biology of learning. Following presentation of basic concepts, groups of four will be challenged to develop their own ideas and proposals on how this information may affect teaching.

Summative Peer Review: Try It on for Size
Nancy Chism, Christine Stanley, & Li Tang, The Ohio State University
How should we help departments as they struggle to devise sound procedures for peer review of teaching? This session will put us in the position of developing peer review procedures for our own peers so that we experience first-hand what kinds of skills a facilitator needs in order to be effective in this arena. Advantages and disadvantages of certain strategies, such as trying to get consensus on an instrument, will be discussed and resources will be shared.
Faculty Development Programs within and across Disciplines:
A Complementary and Collaborative Partnership
Katherine Sanders, Lillian Tong, Millard $usman, & Christopher Carlson-Dakes, University of Wisconsin-Madison
This session will describe a developing partnership between two established faculty development programs at a large research university. One of these is a cross-campus program which focuses on learning about learning in cross-disciplinary teams using the range of diverse content areas to enrich the participants’ experience. The other, which exists within the biological sciences division spanning five colleges/schools, uses a common discipline as a path to improving instruction with a menu of access points. We will discuss the attributes of the cross-disciplinary model, the discipline-specific model, and areas of commonality where our partnership has provided synergy to further the success of both programs.

Teaching and Leading with FIRE: Using the Full Range of Thinking
Constance Stack, Minnesota State Colleges and Universities
There’s more to good thinking than good logic. Effective thinking also requires thinking accurately about facts, thinking with imagination, and thinking clearly about values. In this interactive session you will be introduced to the four-part FIRE approach to teaching for thinking that not only gives structure to teaching critical thinking to diverse students but also offers a framework for a collaborative working environment. This fast-paced, fun session offers “Monday morning” tools for teaching faculty, administrators and faculty developers alike!

Dynamics That Impede Collaborative Classroom Approaches
Edmund J. Hansen & James Stephens, Emporia State University
Collaborative learning approaches seem to have taken on the stature of miracle drugs for too many ailments in higher education. At a time of ever increasing student diversity, classroom methods that embrace heterogeneity of learners almost seem too good to be true. We claim they are, in some cases, and describe the conditions under which they tend to become ineffective. We challenge participants to a debate in order to regain perspective for what teaching approaches—collaborative or not—can do and where their limitations are. Colleagues with exceptionally positive experiences with collaborative learning are especially invited.

Faculty with the Power and Influence to Help You
Joan K. Middendorf & Christine Reimers, Indiana University
To succeed in getting faculty to adopt innovative teaching techniques, we need the involvement of faculty members who have the departmental power and influence necessary to get the job done. In this interactive session, participants will learn how to identify and enlist these “opinion leaders” and how to employ their leadership wisely.

Lunch

Expedition 6: Big Cottonwood Canyon
(return in time for the final reception; boxed lunches provided for registered Snowbird guests)
Big Cottonwood Canyon features spectacular scenery and a unique ecological environment. This short bus trip and great hike features the diverse vegetation and wildlife of several “life zones.” PODer/zooologist Uon Gardiner promises one of his ever-popular, exciting, and educational adventures. Fee: $40.00
Depart from Cliff Bell Desk 12:00-5:15 p.m.

**Expedition 7: Great Salt Lake and Antelope Island Nature Trip**
(return in time for the final reception; boxed lunches provided for registered Snowbird guests)

Thirty by 70 miles in size, the Great Salt Lake has been designated a Western Hemisphere Shorebird Reserve. Its salinity is up to eight times that of sea water, allowing only tiny brine shrimp to live in it. A naturalist-guide will lead exploration of Antelope Island (seven miles offshore) where PODders will examine the lake’s unusual biota—Great Basin vegetation and abundant western wildlife. In an area normally off-limits, look for antelope, badgers, coyotes, and a herd of 700 American bison. Pass through the eastern shore wetlands, one of America’s most important migration stopovers for thousands of water birds. This trip is a great opportunity to snap memorable photos of abundant wildlife and the snow-capped Wasatch Mountains. Fee: $30.00

Depart from Cliff Bell Desk 1:15-5:15 p.m.

**Expedition 5: Red Butte Garden and Arboretum and “This is the Place” State Park**
(leave after lunch; return in time for the final reception) (See Expedition 4, above, for description) Fee: $30.00

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**Concurrent Sessions IX, 1:15-2:15 p.m.**

**Boardroom** 1:15-2:15 p.m.

**Implications of Leadership and the New Science for POD**
**POD Core Committee**

This session will involve Margaret Wheatley in a conversation with POD Core Committee members regarding implications of her work for future POD initiatives.

**Magpie B** 1:15-2:15 p.m.

**Student Observers/Consultants as Collaborators in Instructional Development**
**Lynn Sorenson, Brigham Young University**

Several colleges sponsor programs in which a student who is not a class member collaborates with the instructor on the teaching/learning of that class. Faculty invite trained student consultants to observe classes and to provide feedback. This collaboration may include interviews, reports, videos, and on-going conversations. Practitioners who are interested in involving students in instructional/faculty development will find this session particularly valuable. This session introduces several of these programs and participants will meet current student observers.

**Maybird** 1:15-2:15 p.m.

**Grading and Assessment: From Alienation to Collaboration**
**Barbara E. Walvoord, University of Notre Dame; Virginia Anderson, Towson State University; & Lesta Cooper-Freytag, Raymond Walters College of the University of Cincinnati**

The session discusses how faculty developers can help faculty to make grading collaborative rather than competitive and isolating, both in their classrooms and in the institution. The presentation is based on the presenter’s new Josey-Bass book, *Effective Grading: A Tool for Learning and Assessment*. An actual case history illustrates how one college used our methods to conduct collaborative departmental and general-education assessment that was grounded in healthy classroom grading processes.
Collaboration through Teaching Partnerships: Making Teaching a Public Domain
Louise Illes, Addie Fuhriman, Steven Bahr, & Jenny Chamberlain, Brigham Young University

Educators continue to bemoan the fact that teaching remains largely a private enterprise. This session, which will provide a collaborative model of creating teaching partnerships, has the express purpose of opening a dialogue about teaching practices and philosophy around a particular course or group of courses. Emphasis will be placed on the methods of collaboration and how collaboration serves as a tool for faculty mentoring, course development, department acculturation, and graduate student preparation.

Charlynn Ross, Meg Morgan, & Jay Jacoby, University of North Carolina-Charlotte

As universities grow larger and more research-oriented, it becomes increasingly difficult to bring faculty and administrators together to discuss teaching, a subject of considerable interest to both groups. In our session, we will describe and demonstrate a model that facilitates a way for administrators and faculty to engage in a collaborative effort to spotlight teaching practices and policies that cut across all disciplines. This model is one of the most expedient methods for faculty and administrators to share insights and implement positive pedagogical change in institutions where teaching sometimes takes a backseat to research and grant writing.

Expedition 8: Snowbird Adventure Park
Led by "Adventure Associates," this activity includes (very) beginning rock climbing and a ropes course (all equipment provided). The adventure happens "in our own back yard" (at Snowbird), allowing maximum time at concurrent sessions AND a close encounter of the fun kind—with no bus ride! Fee: $25.00

Concurrent Sessions X, 2:30-3:30 p.m.

Connect the Faculty Development Center with the Grants Office for an Increase in Faculty Energy
Sally Kuhlenschmidt, Western Kentucky University; Joan Pritchard & Deborah Walz, University of Central Arkansas

Representatives of two universities will present a model for an intensive summer grants-proposal writing workshop that is a collaborative effort between the faculty development center and the grants office. Both universities have had success with adaptations of the model appropriate for each campus. The model involves interdisciplinary teams of faculty members working on joint proposals. Participants will have an opportunity to see how the model functions in two different institutions and consider the issues involved for possible adaptation to their campuses.

Campus-Wide Collaboration to Enhance Productivity in Learning and Teaching
Scott G. McNall & Marilyn Winzenz, California State University-Chico

Faculty development coordinators, administrators, technology specialists, and interested faculty are invited to view and discuss a videotape of faculty who collaborated in a campus-wide classroom research program to enhance productivity in learning and teaching. This session will highlight examples of teaching materials, strategies, new technologies, and assessment procedures used to enhance productivity, which was defined and measured both by the number of students served and by specific measures of student learning. Participants will discuss key findings and recommendations on how to (1) set up a campus-wide program to enhance productivity, (2) help faculty collaborate with their colleagues, and (3) help faculty define and assess productivity in learning and teaching.
Improving Our Practice: Effective Approaches to Faculty Development Program Evaluation
Mary Deane Sorcinelli, Elizabeth Dale, & Martha Stassen, University of Massachusetts at Amherst
Although the need has been recognized for over two decades, the ongoing, formative and comprehensive evaluation of faculty development programs often does not occur in a systematic and thoughtful way. In this session, we will explore key studies and models of program evaluation in the faculty development literature over the past 20 years. Through an “evaluation audit,” we will examine key issues faced by one teaching center as it designed an assessment model, evaluated its efforts, and interpreted the findings. Together, we will develop guidelines for designing and conducting evaluations of our programs and for sharing successful evaluation practices among researchers and practitioners.

Bringing Teachers into the Twenty-First Century: A Collaboration Between a University and Its Surrounding School Systems
Virginia Eaton, A. Dale Magoun, Charlotte Owens, & Elizabeth Turner Smith, Northeast Louisiana University
Our program is a three-year, collaborative project between a university and surrounding school systems. This program provides comprehensive training for educators to stimulate the application of Internet resources in the classroom. A detailed description of our program, statistical data to support its success, and experiences gained through the implementation will be shared. A group discussion will promote questions about the program and how it might be adapted to the individual participant’s academic environment. This session targets faculty who seek to identify new ways to establish pedagogical principles and develop new curriculums through collaborative efforts.

Refreshment Break

Concurrent Sessions XI, 3:45-5:15 p.m.

Program Development in a Multi-Campus University: Challenges and Strategies
Eileen Bender, Indiana University; Susan Kahn, Indiana University-Purdue University at Indianapolis; & Barbara Walvoord, University of Notre Dame
We invite colleagues to share their ideas and experiences in designing and implementing faculty development programs in multi-campus university environments. What are the particular challenges posed by faculty with multiple responsibilities and demands, working in diverse settings? How do the campus-specific “parts” related to the university-wide “wholes”? What strategies best promote faculty exchange, collaboration, and engagement across campus and discipline lines? How are such programs supported, administratively and budgetarily? How can program effectiveness be assessed? Together, we will discuss such questions and review various multi-campus faculty development models and success stories.

Effective Practices for Making A Home for Term, Nonregular, Part-Time, and/or Adjunct Faculty in Your Institution
Linda Rae Hilsen, University of Minnesota-Duluth & Rusty Wadsworth, McHenry County College
Amidst increasing discussions of the longevity of tenure, more and more nonregular (term, part-time, adjunct) faculty are being hired to keep undergraduate education alive and well on our campuses. How do these faculty feel? Do they believe they are members of an academic community? What are their working conditions like? How do we as developers help them find a home in the academy? Summaries of two research studies and descriptions of activities at one two-year community college and one four-year comprehensive university will be used to demonstrate how these “fringe” faculty can and do become part of the fabric of higher education.
Collaboration: Learning a Process of “Being” Before Launching into “Doing”  
*Emily Decker & Jeanine Elliott, The Evergreen State College*

In this demonstration session, we will wrestle with a question posed by Robert Kegan: How do we collaborate in ways that leave each other’s cultural distinctiveness, integrity, wholeness, and dignity still standing? Participants will experience a process of honoring our multiple differences before turning to collaborative problem solving around campus-based issues. Together we will practice a collaborative process that is fully saturated with a rich way of being with each other. Our target audience includes those responsible for faculty development and institution-wide collaboration.

The Fruit of Collaboration: A Network and Innovative Resources for Assessing and Fostering Critical Thinking and Professional Problem-Solving Skills  
*Cindy L. Lynch, New Concord, KY & Susan K. Wolcott, University of Denver*

This session will capitalize on the unique opportunities the POD conference offers for establishing collaborative ties and sharing cutting-edge information. Any conference participant interested in assessing or fostering complex critical-thinking or problem-solving skills among students is likely to find this session useful and thought provoking. Participants will examine students’ responses to unstructured problems using a transdisciplinary, problem-solving model and systematic evaluation tools, and will take home ideas, examples, and detailed information on which they can build after the conference.

Final Reception  
Ballroom Lobby  
6:00-7:00 p.m.

Banquet and Celebratory Events  
Ballrooms 1, 2, 3  
7:00 p.m.-midnight

This is always a special evening during the conference—good food and conversation as well as time for recognizing and celebrating our POD community. The evening concludes with our traditional music and dancing, and all are invited to join in!

Sunday, October 18

Continental Breakfast  
Ballrooms 1 & 2  
7:15-8:30 a.m.

Expedition 9: Mormon Tabernacle Choir (early Sunday morning)  
*Visit historic Temple Square for the weekly, half-hour, live program, “Music and the Spoken Word” by the Mormon Tabernacle Choir. These performances are the longest continuing broadcasts in history. The world-famous Tabernacle acoustics are truly remarkable, as POD guests will note from reserved seating. The 350+ volunteer choir members are from all walks of life-physicians, homemakers, artisans, etc. Their choral recordings are the best-selling in the world. POD guests check out of Snowbird, eat an early breakfast, and load their luggage onto a bus leaving Snowbird before 8:00 a.m. Expedition participants will have the opportunity to adapt their time on this trip according to two options: (9a) Choir and On to the Airport (for those who need to go straight to the airport after the choir performance) Fee: $15.00 Immediately after the broadcast, the bus leaves Temple Square, arriving at the airport by 11:00 a.m.; or (9b) Choir, Downtown & Airport (for those with later flights, the bus leaves Temple Square at noon, arriving at the airport by 1:00 p.m.) Fee: $17.00*

Conference Closing and Summary  
Ballrooms 1 & 2  
8:30-9:30 a.m.

Come and share your ideas about this year’s conference and for making next year’s conference even better.

Core Committee Meeting  
Boardroom  
11:00 a.m.-5:00 p.m.
Adkins, Sally—Friday, 2:00-3:30, Superior A; Friday, 3:45-5:15, Superior A
Ametrano, David—Thursday, 1:30-2:30, Wasatch B
Amick, Beverley—Thursday, 1:30-2:30, Magpie A
Anderson, Virginia—Saturday, 1:15-2:15, Maybird
Andrews, Tamsey—Thursday, 1:30-2:30, Ballroom 1
Angelo, Thomas—Workshop #6 (Thursday, 9:00-noon, Superior A)
Armbrust, Nancy—Friday, 3:45-5:15, Ballroom 1
Armstrong, Deborah—Thursday, 2:45-3:45, Superior A
Athanas, George—Friday, 3:45-5:15, Ballroom 1
Baker, Barbara—Friday, 3:45-5:15, Ballroom 1
Barnett, Marva—Friday, 3:45-5:15, White Pine
Barnes, Virginia—Saturday, 9:00-noon, Superior A
Barnett, Marva—Friday, 3:45-5:15, White Pine
Baron, Leora—Friday, 3:45-5:15, Superior A
Belanger, Paul—Friday, 3:45-5:15, Wasatch B
Bellman, Stewart—Friday, 8:45-10:15, Red Pine
Bender, Claire—Friday, 3:45-5:15, Red Pine
Bender, Eileen—Saturday, 1:15-2:15, Maybird
Berg, James—Friday, 8:45-10:15, Red Pine
Birch, Jane—Thursday, 1:30-2:30, Magpie B
Blake, Sally—Friday, 8:45-10:15, White Pine
Blomberg, Robert—Friday, 3:45-5:15, Red Pine
Brent, Rebecca—Thursday, 2:45-3:45, Magpie B
Brinko, Kate—Friday, 2:00-3:30, Superior A; Friday, 3:45-5:15, Superior A
Brooke, Corly—Friday, 3:45-5:15, Ballroom 1
Brown, Carol—Thursday, 4:00-5:00, White Pine
Buckland, Jack—Thursday, 4:00-5:00, White Pine
Burke, Bill—Thursday, 1:30-2:30, Ballroom 1
Butts, Jeffrey—Friday, 2:00-3:30, Superior A; Friday, 3:45-5:15, Superior A
Carlise, Barbara—Friday, 3:45-5:15, Ballroom 1
Carlson-Dakes, Christopher—Saturday, 10:15-11:45, Superior B
Catron-ping, Peggy—Thursday, 2:45-3:45, Ballroom 1; Friday, 2:00-3:30, Magpie B
Cawelti, Scott—Friday, 3:45-5:15, Superior B
Chamberlain, Jenny—Saturday, 1:15-2:15, Superior A
Chidister, Mark—Friday, 2:00-3:30, Boardroom; Friday, 3:45-5:15, Ballroom 1
Chism, Nancy—Friday, 8:45-10:15, Maybird; Friday, Lunch, Ballrooms; Saturday, 10:15-11:45, Superior A
Claffey, Marian—Thursday, 2:45-3:45, Ballroom 1
Claxton, Charles—Friday, 2:00-3:30, Superior A; Friday, 3:45-5:15, Superior A
Cockrell, Susan—Thursday, 1:30-2:30, Ballroom 1
Coles, Jim—Friday, 3:45-5:15, Ballroom 1
Cook, Connie—Friday, 2:00-3:30, White Pine; Friday, 3:45-5:15, Maybird
Cooper, Susan—Friday, 3:45-5:15, Wasatch B
Cooper-Freytag, Lesta—Saturday, 1:15-2:15, Maybird
Corder, Sharon—Thursday, 4:00-5:00, White Pine
Cottrell, Philip—Thursday, 1:30-2:30, White Pine; Thursday, 4:00-5:00, Wasatch A; Friday, 3:45-5:15, Ballroom 1
Cox, Mill—Thursday, 1:30-2:30, White Pine
Cranton, Patricia—Friday, 10:30-noon, Magpie B
Creed, Tom—Workshop #6 (Thursday, 9:00-noon, Superior A)
Cunningham, Tom—Thursday, 2:45-3:45, Wasatch B
Dale, Elizabeth—Saturday, 2:30-3:30, Superior A
Daniel, Ronald—Friday, 3:45-5:15, Ballroom 1
Davidson, Neil—Workshop #4 (Wednesday, 2:00-5:00, Superior A)
Decker, Emily—Saturday, 3:45-5:15, Superior A
de la Camara, Maria—Friday, 3:45-5:15, Wasatch B
DeZure, Deborah—Workshop #8 (Thursday, 9:00-noon, Wasatch B); Friday, 10:30-noon, Superior A
Diamond, Nancy—Thursday, 2:45-3:45, Ballroom 1
DiMartino, Jacelyn—Thursday, 1:30-2:30, Superior B
Drops, George—Thursday, 4:00-5:00, Superior B
Duffey, Suelynn—Friday, 3:45-5:15, Ballroom 1
Earnest, Kurt—Friday, 2:00-3:30, Boardroom
Eaton, Virginia—Saturday, 2:30-3:30, Superior B
Eison, Jim—Friday, 3:45-5:15, Magpie B
Elliott, Jeanine—Saturday, 3:45-5:15, Superior A
Enos, Patricia—Friday, 10:30-noon, Wasatch A
Everley, Mary—Thursday, 2:45-3:45, Ballroom 1
Fink, Dee—Workshop #1 (Wednesday, 2:00-5:00 and Thursday, 8:45-10:15, Wasatch B; Friday, 3:45-5:15, Ballroom 1
Fisch, Linc—Saturday, 10:15-11:45, Magpie B
Franklin, Jennifer—Friday, 8:45-10:15, Maybird; Friday, Lunch, Ballrooms
Freeman, Miriam—Friday, 3:45-5:15, Ballroom 1
Fuhriman, Addie—Saturday, 1:15-2:15, Superior A
Gach, Martha—Thursday, 1:30-2:30, Wasatch B
Gandolfo, Anita—Saturday, 10:15-11:45, Magpie B
Gardiner, Lion—Friday, 8:45-10:15, Magpie B
Gillespie, Kay Herr—Wednesday, Dinner, Ballrooms
Glazer, Francine—Thursday, 1:30-2:30, Magpie A
Goodyear, Gail—Friday, 8:45-10:15, White Pine
Graf, David—Friday, 8:45-10:15, Superior A
Graham, Frank—Friday, 10:30-noon, Magpie B
Gray, Peter—Thursday, 2:45-3:45, White Pine
Gray, Tara—Workshop #5 (Wednesday, 2:00-5:00, Superior B); Friday, 8:45-10:15, Magpie A
Graybill, Merle—Thursday, 2:45-3:45, Maybird
Greenburg, Jim—Workshop #2 (Wednesday, 2:00-5:00 and Thursday, 9:00-noon, Magpie A)
Haack, Joel—Friday, 3:45-5:15, Superior B
Halbert, Sam—I—Workshop #5 (Wednesday, 2:00-5:00, Superior B); Friday, 8:45-10:15, Magpie A
Hammons, James—Thursday, 2:45-3:45, Ballroom 1; Friday, 2:00-3:30, Magpie B
Hansen, Darla—Thursday, 4:00-5:00, Maybird
Hansen, Edmund—Saturday, 10:15-11:45, Wasatch B
Hansen, Serena—Friday, 3:45-5:15, Ballroom 1
Harding, Barbara—Thursday, 4:00-5:00, White Pine
Harenstein, Olivia—Friday, 10:30-noon, Wasatch B
Helman, Cindy—Friday, 10:30-noon, Wasatch A
Hilsen, Linda—Saturday, 3:45-5:15, Maybird
Hogan, Terry—Thursday, 2:45-3:45, Maybird
Hooker, Emily—Thursday, 1:30-2:30, Superior B
Hosman, David—Thursday, 1:30-2:30, Superior B
Hubbard, Glenda—Friday, 2:00-3:30, Superior B
Illes, Louise—Saturday, 1:15-2:15, Superior A
Jacoley, Jay—Saturday, 1:15-2:15, Superior B
Kalivoda, Patricia—Thursday, 4:00-5:00, Superior A
Kaplan, Matt—Thursday, 1:30-2:30, Ballroom 1; Friday, 2:00-3:30, White Pine
Kahn, Susan—Saturday, 1:30-2:30, Magpie B
Kardia, Diana—Thursday, 1:30-2:30, Ballroom 1; Friday, 2:00-3:30, White Pine
Keasley, Alphonse—Thursday, Dinner, Ballrooms
Keen, Cheryl—Workshop #3 (Wednesday, 2:00-5:00 and Thursday, 9:00-noon, Magpie B)
Keen, Jim—Workshop #3 (Wednesday, 2:00-5:00 and Thursday, 9:00-noon, Magpie B)
Kelly, Christine—Thursday, 1:30-2:30, Maybird
King, James—Thursday, 4:00-5:00, Maybird
Kirsh, Alan—Friday, 3:45-5:15, Ballroom 1
Koch, Susan—Friday, 3:45-5:15, Superior B
Kreaden, Mona—Thursday, 1:30-2:30, Maybird
Krupar, Karen—Friday, 10:30-noon, Wasatch B
Kuhlenschmidt, Sally—Saturday, 2:30-3:30, Magpie B
Kuntz, Sandra—Saturday, 10:15-11:45, Magpie A
Laff, Ned—Thursday, 2:45-3:45, Ballroom 1
Ledlow, Susan—Workshop #4 (Wednesday, 2:00-5:00, Superior A)
Lee, Virginia—Friday, 3:45-5:15, Boardroom
Leeman-Conley, Marsha—Thursday, 4:00-5:00, Superior B
Lewis, Edith—Thursday, Dinner, Ballrooms
Lieberg, Carolyn—Thursday, 1:30-2:30, Ballroom 1
Lieberman, Devorah—Workshop #6 (Thursday, 9:00-noon, Superior A); Thursday, Dinner, Ballrooms
Litwin, Karen—Thursday, 1:30-2:30, Superior A
Lucas, Ann—Friday, 10:30-noon, Superior B
Lunde, Joyce Povacs—Thursday, 1:30-2:30, Ballroom 1
Lynch, Cindy—Friday, 2:00-3:30, Red Pine; Saturday, 3:45-5:15, Superior B
MacLaury, Susan—Thursday, 1:30-2:30, Magpie A
Magoun, Dale—Saturday, 2:30-3:30, Superior B
Marincovich, Michele—Friday, 3:45-5:15, Maybird
Marshall, Suzanne—Friday, 3:45-5:15, Wasatch B
McKeachie, Bill—Friday, 8:45-10:15, Maybird; Friday, Lunch, Ballrooms
McNall, Scott—Saturday, 2:30-3:30, Maybird
Merritt, Greg—Friday, 10:30-noon, Wasatch A
Michaelson, Larry—Workshop #7 (Thursday, 9:00-noon, Superior B); Friday, 8:45-10:15, Wasatch B
Middendorf, Joan—Saturday, 10:15-11:45, White Pine
Millis, Barbara—Workshop #2 (Wednesday, 2:00-5:00 and Thursday, 9:00-noon, Magpie A); Thursday, 4:00-5:00, Wasatch A; Friday, 3:45-5:15, Ballroom 1
Milne, Lynda—Thursday, 2:45-3:45, Superior A
Mintz, Jacqueline—Friday, 2:00-3:30, Wasatch A
Morgan, Margaret—Thursday, 4:00-5:00, Magpie A
Morgan, Meg—Saturday, 1:15-2:15, Superior B
Morrison, Craig—Thursday, 2:45-3:45, Wasatch B
Nelis, Patrick—Thursday, 1:30-2:30, Superior B
Nelson, David—Thursday, 2:45-3:45, Ballroom 1
Nelson, Eric—Thursday, 2:45-3:45, Ballroom 1
Nie, Beverly—Thursday, 4:00-5:00, Superior B
Nickerson, Matt—Thursday, 2:45-3:45, Wasatch B
Nickerson, Stephanie—Thursday, 1:30-2:30, Maybird
Nolinske, Terrie—Friday, 2:00-3:30, Superior B
Orengo-Aviles, Moises—Friday, 3:45-5:15, Ballroom 1
Ouellett, Mathew—Thursday, Dinner, Ballrooms; Friday, 3:45-5:15, Wasatch A
Owens, Charlotte—Saturday, 2:30-3:30, Superior B
Owens, Reeda—Saturday, 10:15-11:45, Magpie A
Parker, Jackson—Friday, 3:45-5:15, Ballroom 1
Patterson, William—Thursday, 1:30-2:30, Ballroom 1
Pearson, Starla—Friday, 10:30-noon, Wasatch B
Pitts, Beverley—Friday, 10:30-noon, White Pine
Preston, Marlene—Wednesday, 3:45-5:15, Ballroom 1
Pritchard, Joan—Thursday, 4:00-5:00, Magpie A; Saturday,
2:30-3:30, Magpie B
Prosenjak, Nancy—Friday, 10:30-noon, Wasatch B
Puyana, Ann—Thursday, 1:30-2:30, Superior B
Ray, Benjamin—Friday, 3:45-5:15, White Pine
Reimers, Christine—Saturday, 10:15-11:15, White Pine
Reynolds, Martin—Thursday, 4:00-5:00, Magpie B
Richlin, Laurie—Friday, 2:00-3:30, Wasatch B
Rocklin, Tom—Thursday, 1:30-2:30, Superior A
Richlin, Laurie—Friday, 2:00-3:30, Wasatch B
Ross, Charlynn—Saturday, 1:15-2:15, Superior B
Ross, Roseanna—Friday, 10:30-noon, Magpie A; Friday, 3:45-5:15,
Ballroom 1
Sandell, Karin—Thursday, 2:45-3:45, Maybird; Friday, 3:45-5:15,
Ballroom 1
Sanderson, Katherine—Wednesday, 10:15-11:45, Superior A
Scriven, Michael—Friday, 5:00-6:00, White Pine
Seldin, Peter—Friday, 10:30-noon, Superior A; Friday, 2:00-3:30,
Maybird
Sell, Roger—Friday, 10:30-noon, Maybird
Sherwin, Stacey—Saturday, 10:15-11:45, Magpie A
Simet, Ira—Friday, 10:30-noon, Maybird
Smith, Brenda—Thursday, 4:00-5:00, Magpie B
Smith, Elizabeth—Saturday, 2:30-3:30, Superior B
Smith, Kathleen—Thursday, 2:45-3:45, Ballroom 1
Smith, Ron—Thursday, 2:45-3:45, Maybird; Friday, 1:00-3:30,
Wasatch A
Soneson, Jerry—Friday, 10:30-noon, Maybird
Sorcinelli, Mary Deane—Workshop #1 (Wednesday,
2:00-5:00 and Thursday, 8:30-noon, Maybird); Saturday, 2:30-3:30, Superior A
Sorenson, Lynn—Friday, 8:45-10:15, Superior B; Saturday, 1:15-2:15, Magpie B
Stack, Connie—Friday, 3:45-5:15, Magpie A; Saturday, 10:15-11:45,
Wasatch A
Stanley, Christine—Thursday, Dinner, Ballrooms; Saturday, 10:15-11:45,
Superior A
Stassen, Martha—Saturday, 2:30-3:30, Superior A
Stein, Ruth—Friday, 3:45-5:15, Ballroom 1
Stephens, James—Saturday, 10:15-11:45, Wasatch B
Sugrue, Brenda—Thursday, 1:30-2:30, Superior A
Susman, Millard—Saturday, 10:15-11:45, Superior A
Tang, Li—Friday, 2:00-3:30, Magpie A; Saturday, 10:15-11:45,
Superior A
Thoms, Karen—Friday, 3:45-5:15, Ballroom 1
Timpson, William—Thursday, 2:45-3:45, Superior B
Tomkins, Francine—Friday, 3:45-5:15, Ballroom 1
Tong, Lillian—Thursday, 2:45-3:45, Ballroom 1; Saturday,
10:15-11:45, Superior B
Trevitt, Chris—Friday, 10:30-noon, Red Pine
Valentine, Deborah—Friday, 3:45-5:15, Ballroom 1
Van Voorhis, Mary Lou—Friday, 10:30-noon, Wasatch B
Wadsworth, Rusty—Saturday, 3:45-5:15, Maybird
Walvoord, Barbara—Saturday, 1:15-2:15, Maybird; Saturday,
3:45-5:15, Magpie B
Waltz, Deborah—Saturday, 2:30-3:30, Magpie B
Warren, Lee—Friday, 2:00-3:30, Wasatch A; Friday, 3:45-5:15,
Wasatch A
Way, David—Friday, 3:45-5:15, Magpie A
Wheatley, Margaret—Saturday, 8:45-9:45, Ballrooms; Saturday,
10:15-11:45, Maybird; Saturday, 1:15-2:15, Boardroom
Wheeler, Dan—Thursday, 4:00-5:00, Maybird;
Thursday, 5:15-6:00, Maybird
Wilbur, Franklin—Thursday, 2:45-3:45, White Pine; Friday,
3:45-5:15, Ballroom 1
Wilcox, Susan—Thursday, 4:00-5:00, Red Pine
Wildman, Terry—Friday, 3:45-5:15, Ballroom 1
Williams, Clay—Thursday, 1:30-2:30, Ballroom 1
Williams, Diane Vomsaal—Thursday, 1:30-2:30, Ballroom 1
Williams, George—Thursday, 1:30-2:30, Wasatch B
Williams, Stephen—Thursday, 2:45-3:45, Ballroom 1
Winkelmes, Mary Ann—Friday, 2:00-3:30, Magpie A
Winzenz, Marilyn—Saturday, 2:30-3:30, Maybird
Wolcott, Susan—Friday, 2:00-3:30, Red Pine; Saturday, 3:45-5:15,
Superior B
Worley, Linda—Thursday, 1:30-2:30, Ballroom 1
Wright, Del—Friday, 8:45-10:15, Wasatch A
Zimmerman, Karen—Thursday, 1:30-2:30, Superior A
Zull, James—Saturday, 10:15-11:45, Red Pine
The Professional and Organizational Development (POD) Network in Higher Education fosters human development in higher education through faculty, instructional, and organizational development.

POD believes that people have value, as individuals and as members of groups. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal and professional learning growth, and change for the higher education community.

As envisioned by POD, faculty development encompasses activities that focus on individual faculty members, first as teachers—as professionals engaged in fostering student development. A second theme in faculty development focuses on faculty members as scholars and professionals, and involves such tasks as career planning and development of various scholarly skills. A third area of faculty development addresses faculty members as persons, and involves activities that enhance a person’s well-being such as wellness management, interpersonal skills, stress and time management, and assertiveness training.

Instructional development strives to enhance individual faculty members’ and their institutions’ effectiveness by focusing on courses, the curriculum, and student learning. Instructors serve as members of a design or redesign team, working with instructional design and evaluation specialists, to identify course or curriculum strategies or processes appropriate to achieving stated outcome goals.

Organizational development focuses on the organizational structure and processes of an institution and its subunits. Organizational development seeks to help the organization function in an effective and efficient way to support the work of teachers and students. Leadership training for department chairpersons; effective use of group processes; review, revision, and active use of the mission statement; implementing organizational change processes; and institutional governance are representative topics that fall within the purview of organizational development.

The three purposes of POD are:

- To provide support and services for its members through publications, conferences, consulting, and networking;
- To offer services and resources to others interested in faculty development; and
- To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.

POD provides a number of programs, products, and activities for members. Some of these include:

- an annual conference designed to satisfy professional and personal needs; to nurture growth, innovation and change; and to enable people to exchange ideas and broaden their professional network.
- an annual membership directory and networking guide that identifies those who share others’ experiences, needs, and interests.
- a newsletter from that communicates POD business and informs members of other professional development opportunities.
- To Improve the Academy, an annual sourcebook which offers a range of materials on teaching and learning written by POD members.
- A Handbook for New Practitioners that provides concrete, practical, “how to” information on the gamut of faculty, instructional and organizational development activities.
- Teaching Excellence, an annual series of eight essays written by scholar-practitioners on topics of interest to college teachers. A subscription provides the subscriber with rights to unlimited reproduction and distribution at the subscribing institution. Teaching Excellence aims to inform, stimulate, and inspire its readers to strive for the very best in the noble—and ennobling—profession of college teaching.
- Special projects and services aimed at improving higher education.
Mark your calendars and plan to join us for the 24th annual POD Conference in the Poconos at

The Resort at Split Rock
Lake Harmony, PA

October 13-17, 1999
Current registrations—490 persons registered

SESSION CANCELLATIONS:

Friday 2:00 - 3:30 . . . . Stress Management for Stressed (or Even Semi-Stressed) Faculty Developers and College Teachers
2:00 - 3:30 . . . . Why Faculty Participate (or not) in Faculty Development
3:45 - 5:15 . . . . Voicing Ourselves: Whose Words We Use When We Talk About Books

Saturday 1:15 - 2:15 . . . Collaboration through Teaching Partnerships: Making Teaching a Public Domain

EXCURSION UPDATES: (see Lyn today 5:00 - 5:30 p.m. at POD Registration Desk for information)

Filled: Sat.: #7: Great Salt Lake & Antelope Island Nature Trip
Open: Sat.: #5: Red Butte Garden & Arboretum "This is Place" State Park (departs 1:15)
Sun.: #9a/b: Mormon Tabernacle Choir (departs 8:00)

Sat.: #6: Big Cottonwood Canyon has only 2 spaces left
#8: Snowbird Adventure Park—canceled
#9a, 9b: Mormon Tabernacle Choir, Sunday, Oct. 18—time change: departs at 8:00 a.m. (rather than 8:30 listed.

ANNOUNCEMENTS:

All Roundtables moved to Ballroom 3

Tables have been set up around the corner from the POD Registration Desk for anyone interested in layout out materials for conference participants to pick up. Materials left over from the Materials and Resources Fair are especially welcomed here.

Do you need a meeting room? POD Committee Chairs are encouraged to use the available resources at Snowbird for committee meetings on Saturday morning. A sign-up sheet has been placed at the POD Registration Desk listing available times and rooms. Please sign up for a room and time and let your committee members know about your selection.

If your spouse or significant other has accompanied you to Snowbird and that person is not on our package plan, you can purchase a meal ticket for tonight’s dinner or Saturday’s dinner. Just stop at the POD Registration Desk.

Fri., 8:30 p.m. (Magpie A Room) National Teaching & Learning Forum Site License Meeting
Janice Smith (UMN); James Rhem (NTLF); Randy Steckler (Oryx Press)

Frid., 8:30 p.m. (Room TBA) Directors of Large Teaching Centers meeting (contact Joan Middendorf (room 522) or Mary Deane Sorcinelli) Will begin after the dinner

Sat., 7:30-8:30 a.m. (White Pine) Grants Committee Meeting

Diversity Issues—Last night’s panel and discussion prompted the suggestion that conversation groups will meet throughout the rest of the conference. These meetings will be announced and dates/times will be posted on the bulletin board near POD Registration Desk or you may create your own discussion groups at will. If you are interested in possibly a listserv addressing diversity issues, contact Christine Stanley at Stanley.5@osu.edu.

Special Dietary Needs? People must see Lyn Sorenson if they have requested a special dietary meal—you need to pick up a special meal ticket. See her at the POD Registration Desk between 5:00-5:30.

Let's wish a Happy Birthday to Dr. Joy Mighty of the University of New Brunswick, Canada. She's a first-time PODder, and this conference is a great way to celebrate a birthday—rebirth and renewal.
Preregistrations—424 persons; current registration updates to follow

POD is pleased with its long association with our North American members. At this time POD extends a hearty welcome to our non-North American conference participants:

Waleed Abulfaraj       Jeddah, Saudi Arabia
Herman Van Ede         Doornfontein Gauteng, South Africa
Mike Laycock           Essex, England
Simon S. Maimela       Pretoria, South Africa
Judy Priest            Oxford, United Kingdom
Ezena Reynke           Doornfontein Gauteng, South Africa
Martin Reynolds        Nottingham, United Kingdom
Paul J. N. Steyn       Pretoria, South Africa
Chris Trevitt          Canberaa, Australia
Brenda Smith           Nottingham, United Kingdom

ANNOUNCEMENT—Excursion Time Change
Expedition 9, both (a) and (b): Mormon Tabernacle Choir on Sunday, Oct. 18—departs at 8:00 a.m. (rather than 8:30).

SESSION CANCELLATIONS:

Thursday
   ▼ 2:45-3:45  Collaboration with Graduate Students Through Mentoring
   ▼ 4:00 - 5:00 Promoting Faculty Discussions about the Educational Benefits of Educational Technology

Friday
   ▼ 2:00 - 3:30 Stress Management for Stressed (or Even Semi-Stressed) Faculty Developers and College Teachers
   3:45 - 5:15 Voicing Ourselves: Whose Words We Use When We Talk About Books

Saturday
   1:15-2:15  Collaboration through Teaching Partnerships: Making Teaching a Public Domain

OTHER ANNOUNCEMENTS:

All Roundtables changed to Ballroom 3 from Ballroom 1
Materials and Resource Fair extended to 7:15 p.m., with dinner starting at 7:30 p.m.
Welcome and Orientation for POD newcomers from 5:15 - 6:00 in Maybird
Diversity Commission Welcome in Superior A during Materials and Resource Fair