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1986

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POD NETWORK

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

THE POD NETWORK'S

ELEVENTH NATIONAL CONFERENCE

October 30th -- November 2nd, 1986
Hidden Valley Conference Center
Somerset, Pennsylvania

We hope you can join us for POD's 1986 Conference! From start to finish, the conference program promises variety, challenge, and excitement.

Highlights of the conference include the Opening Activities Thursday evening....a keynote address by K. Patricia Cross first thing Friday morning....more than 50 sessions by POD members....a side trip to Frank Lloyd Wright's "Fallingwater"....and dozens of opportunities for informal conversations with other members of the POD Network. That's not counting the Run-for-Fun, the talent show, or the Halloween Party. Yes, you may bring a costume.

Those who can arrive by 5:00 p.m. Wednesday may wish to register for the pre-conference workshop, "College Teaching and the Development of Reasoning," conducted by the ADAPT Project staff from the University of Nebraska at Lincoln. Please see the enclosed pre-conference workshop registration form for further details.

The Conference Center at Hidden Valley offers convenience and luxury in a rustic mountain resort setting located 60 miles from Pittsburgh. All accommodations include kitchens, fireplaces, and cable TV. Hiking trails, an indoor swimming pool, and racquetball courts are among the recreation facilities, but please consult the enclosed brochure for a complete listing.

Conference costs vary, depending on when and how you register. Registration fees are $75 for members, $105 for nonmembers, and $35 for students, but there are discounts if you register before July 15th. Room and board costs (per person, per night) range from $63.81 for a quadruple to $115.49 for a single. Thus, before you register, be sure to read the details on the next page. Then, if you have further questions, please contact:

Bob Dove
1986 POD Conference Chair
Duff's Business Institute
110 Ninth Street
Pittsburgh, PA 15222
Phone: 412/261-4530

1986 POD Conference

Registration and Reservation Information

Conference registration fees are:

	Super Saver (Paid by July 15th)	Regular (Paid after July 15th)
Member fees	$ 60.00	$ 75.00
Nonmember fees	90.00	105.00
Student fees	25.00	35.00

In order to register as a POD member, you must pay your 1986-1987 membership dues ($25 for an Individual Membership; $100 for an Institutional Membership; $15 for a Student Membership) when you register for the conference. Checks should be payable to the POD NETWORK (U.S. currency, please). A POD Conference Registration Form is enclosed.

Room and Board reservations will be handled by Hidden Valley Conference Center. The following "per person, per night" rates include lodging, two meals (lunch and dinner), two breaks, and sales tax:

Single	$ 115.49	Triple	$ 69.56
Double	81.04	Quadruple	63.81

Please note that Hidden Valley Conference staff will not assign roommates. If you wish to take advantage of lower rates for doubles, triples, or quads, you must list the names of all persons who will share lodging with you. If you need some help finding roommates, please call Bob Dove at 412/261-4530.

After you've identified your roommates, complete the enclosed Conference Center Reservation Form and send it with one night's deposit (or a credit card number) to Hidden Valley Conference Center. Deposits will be refunded for cancellations received before October 16th. Rooms at Hidden Valley cannot be guaranteed after October 16th.

Ground transportation between Pittsburgh's airport and the conference center will be provided by the Lincoln Coach Lines and arranged by the Conference Center. The fare is $9.00 each way ($18.00 round trip); you may enclose bus fares when you mail your Conference Center Reservation Form to Hidden Valley.

We have been advised to allow two hours for the trip to and from the airport, so please make your airline reservations with that in mind. On Thursday, busses will depart from the airport to Hidden Valley at 1 p.m., 3 p.m., and 5 p.m. On Sunday, the first bus will leave Hidden Valley at noon when the conference closes. <u>Please try to schedule your return flights after 2:30 p.m.</u> To make bus reservations or special arrangements, please call Susan Day at Hidden Valley:

In Pennsylvania: 1-800-452-0893
Outside Pennsylvania: 1-800-458-0175

A side trip to "Fallingwater" will be scheduled during the conference. "Fallingwater" was designed by Frank Lloyd Wright as a summer retreat for the Kaufmann's. If you wish to tour the estate, please include a $4.00 reservation fee when you send your Conference Center Reservation Form to Hidden Valley.

1986 POD CONFERENCE PRELIMINARY PROGRAM

POD Conference Opening Activities
Marilla Svinicki, University of Texas, Austin

KEYNOTE ADDRESS
K. Patricia Cross, Graduate School of Education, Harvard University

Accent on the Development of Abstract Processes of Thought: ADAPT Programs
ADAPT Program Staff, University of Nebraska, Lincoln

Administration: New Roles for Developers
Judith Aubrecht, University of Delaware

Developing the Developer: Mentoring, Modeling, and Fighting Back
Judith Bailey, University of Delaware

A Practical Program for Facilitating Scholarly Writing
Robert Boice, California State University, Long Beach

A System for Recognizing and Rewarding Faculty Contributions
Richard Bortz, Southern Illinois University

The Research Training Institute: A Model for Development
Denise Bourgeois, John Abbott College; Morna Consedine, Dawson College; Pat Cranton, McGill University; Fernand Serre, University of Sherbrooke

Active Learning: Does Being "Better" Matter?
Clark Bouton, Frederick, Maryland

GLCA Study of Faculty Vitality: Preliminary Findings
Lou Brakeman, Great Lakes Colleges Association

Implementing Supplemental Instruction on a University Campus
Pearl Briere, Kutztown University

Organizational Change with the Wolves at the Door
Larry Bright & Robert Falk, University of Minnesota, Duluth

Promoting Inquiry on Teaching Practice
Nancy Chism, Ohio State University

Assessing Needs and Marketing Development Services
Kathleen Davey, Ohio State University

Motivation: Strategies for Use With Students and Faculty
Diane Davis, Mercy Hospital, Pittsburgh, PA

Faculty Cooperative Education
Donna Dentler, Messiah College

Helping Faculty Work Effectively With Teaching Assistants
Nancy Diamond, University of Illinois, Urbana

The Use of Data in Instructional Improvement
Robert Diamond, Syracuse University

Individualizing Faculty Development Programs
Marion Dougan, Saint Francis College

Strategies to Encourage Creative Thinking
Joanne Velan Dunn, Pittsburgh, Pennsylvania

Moral Dilemmas in Instructional Development
Terri Duncan Egan, University of California, Irvine

Putting Quality Back into Conference Presentations
E. Curtis Fawson, Laie, Hawaii

Teaching for Content Coverage and Critical Thinking
Dee Fink, University of Oklahoma

Letting Students in on the Secrets
Michele Fisher, Stanford University

The Challenge of Minority Students/Faculty for Faculty Development
Peter Frederick, Wabash College

Enhancing Teaching Accountability Through Instructional Improvement
Frank Gillespie & Judith Chandler, University of Georgia

Teaching Assistant Training: Can It Help??
Libby Gardner, Texas A&M University

Making Faculty Development Central to the Institution
Dorothy Gish, Messiah College

Large Class Instruction: Learning Styles and Teaching Strategies
Marne Helgesen, University of Illinois, Urbana-Champagne

Quality and Accountability in Televised Instruction
Kay Herr, Colorado State University

Being All Things to All People: Learning Styles and the MBTI
Susan Holton, Bridgewater State College

Balancing Professional Careers and Personal Lives
Sheryl Riechmann Hruska, University of Massachusetts, Amherst

Testing and the Design of Instruction
W. Lee Humphreys, University of Tennessee, Knoxville

Systematic Instruction
Glenn Ross Johnson, Texas A&M University

Teaching Controversial Topics
Stephen Kneeshaw & Phillip Carman, The School of the Ozarks

Communicating in the Classroom
Leonard Kogut, Pennsylvania State University, Beaver Campus

Academic Advising and Organizational Culture
Howard Kramer, Cornell University

Thinking Across the Curriculum
Joanne Kurfiss, Weber State College

Maximizing Impact of Academic Chair Training: Follow-Up Work in Departments
Ann Lucas, Fairleigh Dickinson University

Increasing Institutional Vitality Through Faculty/Staff Development
Paul McKenna & Peter Halvorson, University of Connecticut

Using a Cybernetic Model to Guide Teaching Improvement Consultations
Robert Menges & Kathleen Brinko, Northwestern University

The Birth and Growth of a Regional Faculty Development Organization
Glen Nelson, University of Pittsburgh

Retraining Faculty for Meaningful and Utilitarian Purposes
Richard Nichols & Beverley Amick, Kean College of New Jersey

Building Accountability into a Summer Research Program
Norma Noonan, Augsburg College, & Alberta Huber, College of St. Catherine

Faculty Development Consulting as a Research Process
Jody Nyquist, University of Washington

The Case of the Inexperienced and Reluctant Faculty
Robert Pierleoni, Rush-Presbyterian--St. Luke's Medical Center

Personalizing the Learning Climate: Faculty/Staff Development Workshop
Dayton Roberts, Texas Tech University

Dealing with Faculty Stress: What Really Works?
Peter Seldin, Pace University

The Potential and Problems of Peer Review/Assistance Programs
G. Roger Sell, Ohio State University

Colleague Evaluation of Classroom Teaching
Mary Deane Sorcinelli, Indiana University

Principles of Organizational and Personal Change
Walter Sikes, Center for Creative Change, Yellow Springs, Ohio

Consensus Building: Designing (or Redesigning) Development Programs
Jean Silvernail, Pittsburgh, Pennsylvania

Helping the Perplexed Professor: A Case Study Revisited
Ronald Smith, Concordia University

International Teaching Assistants: Comparative Policies
Richard Smock & Luisette Behmer, University of Illinois, Urbana

"Exchanges": A Model for Faculty Conferences
Melinda Sullivan & Martha Herbert, Greenville Technical College

Establishing a Faculty Network to Encourage Innovation
Richard Tiberius, University of Toronto

Combating Functional Illiteracy: Writing Across the Curriculum
Sandra Tomlinson, Del Mar College

Starting at the Beginning: The Concerns and Needs of New Faculty
Jim Turner, California State University, Long Beach

Determining a Department's Instructional and Developmental Concerns
Priscilla Visek, University of Illinois, Urbana

"The Case of the Frazzled New Faculty Member": An Orientation Activity
Rusty Wadsworth, Northeastern Illinois University

Student Evaluation Forms: Ideology and Critique
Tom Wilson, University of California, Irvine

Fostering Research and Improving Teaching
Fancher Wolfe, Metropolitan State University

Mid-life Transition and Mid-career Faculty
I. Eugene White & Marvin Tossey, Salisbury State College

Students' Perceptions of Large Classes
Donald Wulff, University of Washington

Faculty Development Where it Belongs: The Dean's and President's Office
Robert Young, University of North Dakota; John Noonan, Iona College; Jack Lindquist, Goddard College; David Outcalt, University of Alaska

Writing for the Professions: Keeping Writing Courses Current
Susan Zabowski, Carnegie-Mellon University

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professional and organizational development network

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11th

NETWORK Annual

Conference

NETWORK

Oct. 30th—Nov. 2nd, 1986

NETWORK

Hidden Valley Conference Center
Somerset, Pennsylvania

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WELCOME

We welcome you to the 11th Annual POD Network Conference. We're impressed by the diversity and apparent depth of this year's program and believe you'll find much of value and interest. We think that there are several excellent sessions for those who are planning or just beginning faculty or instructional development programs at their schools; there are also some intriguing offerings for those who feel at times as if they have been in the business forever. Moreover, we know from past conferences that POD folks are eager to share reactions and experiences in sessions, during breaks, over drinks, during meals, while walking or jogging. So, read the session descriptions and talk to people who have been here before to pick sessions you want to attend, work out your schedule on the Conference Planning Guide on the next page, consult the map to see where the rooms are, be sure you have something to write with and on, and dive in. PODers are an interactive bunch. We hope that you will have an active, fun, learning, and sharing conference.

Conference Planning Committee: Bob Dove, Duff's Business Institute, Chair; John Anderson, Bucknell University; Glenn Erickson, University of Rhode Island; Julie Jeffrey, Goucher College; Toni McIltrot, Duff's Business Institute, Registrar.

Some Notes

Materials exchange: Resource materials provided by conferees for sharing are on display in the Break-off rooms on the Lower Level. Please add what you have to the collection and take time to browse through or collect what's of interest.

Food: Room rates include all meals except breakfast. Thursday night's dinner will be served in Conference Rooms 1 & 2; **all other lunches and dinners will be in the Alpine Room in the Lodge, a ten-minute walk from the Conference Center.** There will be free coffee, juice, and rolls in the Alpine Room Friday morning, and in the Conference Rooms' Hall Saturday and Sunday mornings; otherwise, you are on your own for breakfast. There are kitchen facilities in your rooms and Linc. Fisch will be making grocery runs if you sign up at the Registration Table.

Recreation: There is no charge for the indoor pool and sauna in the Racquet Club, nor for tennis (sign up at the facility registration desk). Call 383 for boat rentals and 252 for racquetball (there is a court fee). Ask at the desk for equipment for volleyball, basketball, or horseshoes. There are 30 miles of groomed cross country trails for hiking and jogging in the adjoining state forest, and an 18-station fitness trail around the lake. And, of course, don't forget the Halloween Party on Friday and the Talent Show on Saturday night. **Please sign up at the Registration Table before Saturday noon if you have a talent you are willing to share.**

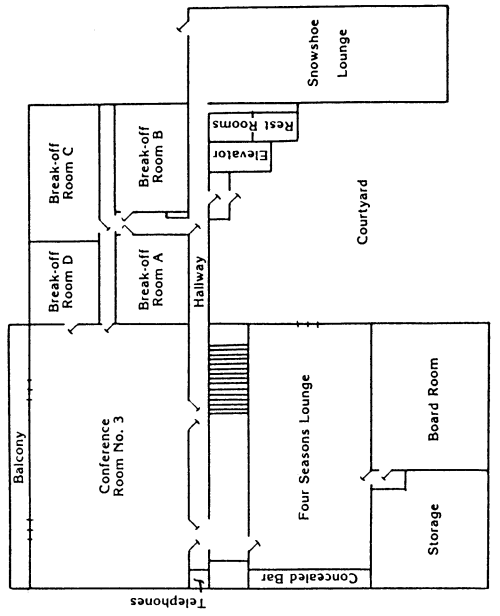
Conference evaluation: Karron Lewis, University of Texas, Austin; Marilyn Leach, University of Nebraska, Omaha; Mary Ann Shea, University of Colorado, Boulder

A CONFERENCE PLANNING GUIDE

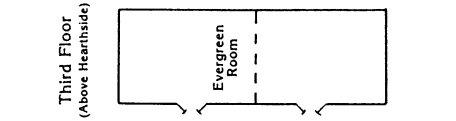
Thursday		
5:00-6:00	Cash Bar	Conference Room 3
6:00-9:00	Dinner; Wallace; Svinicki	Conference Rooms 1-2
Friday		
7:45-8:30	Coffee, juice, and rolls	Alpine Room
8:30-9:30	**Classroom Research**	Slopeside Room
9:30-10:00	Coffee Break	Alpine Room
10:00-11:30	_____	_____
11:40-12:10	_____	_____
12:15-1:30	Lunch	Alpine Room
1:30-2:30	_____	_____
2:30-2:45	Coffee Break	Conference Rooms' Hall
2:45-5:45	_____	_____
or		
2:45-4:10	_____	_____
&		
4:20-5:45	_____	_____
6:30-8:00	Dinner	Alpine Room
8:00-	Halloween Party	Slopeside Room
Saturday		
8:15-8:30	Coffee, juice, and rolls	Conference Rooms' Hall
8:30-9:30	_____	_____
9:30-10:00	Coffee Break	Conference Rooms' Hall
10:00-11:30	_____	_____
11:45-1:15	Lunch	Alpine Room
1:15-3:15	_____	_____
3:15-3:30	Coffee Break	Conference Rooms' Hall
3:30-4:30	_____	_____
4:45-5:45	_____	_____
6:00-6:30	POD Business Meeting	Slopeside Room
6:30-8:00	Dinner	Alpine Room
8:00-	Talent Show	Slopeside Room
Sunday		
8:15-8:30	Coffee, juice, and rolls	Conference Rooms' Hall
8:30-10:00	_____	_____
10:00-10:15	Coffee Break	Conference Rooms' Hall
10:15-11:15	_____	_____
11:30-12:00	**The Mysteries Resolved...**	Conference Room 1-2

Note: pick up box lunch in Conference Rooms' Hall after 11:15.

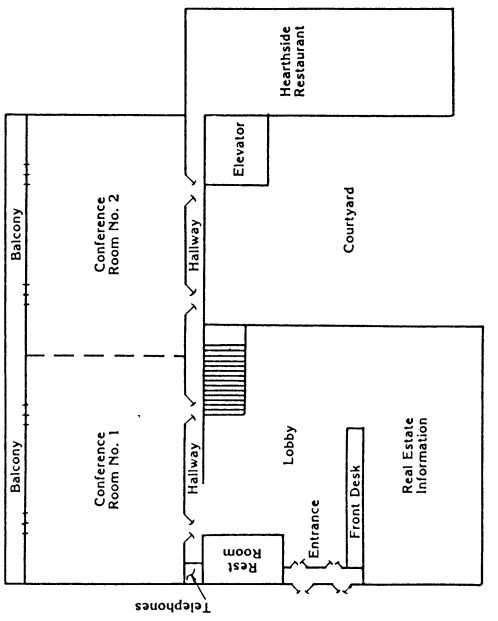
Lower Level



Third Floor (Above Hearthside)



Main Level



Thursday Evening

Thursday, 5:00-6:00 **CASH BAR** Conference Room 3

Thursday, 6:00-9:00 **DINNER** Conference Rooms 1-2

Tomorrow's College Students
Richard C. Wallace, Pittsburgh Public Schools

Probing the Mysteries of a POD Conference: Who is Going to Do What to Whom When and How or Why?
Marilla Svinicki, University of Texas, Austin

Friday, 8:30-9:30

Friday, 8:30-9:30 Slopeside Room
Classroom Research
K. Patricia Cross, Harvard University

Friday, 9:30-10:00 **COFFEE BREAK** Alpine Room

Friday, 10:00-11:30

Friday, 10:00-11:30 Conference Room 1
Classroom Research: Tactics for Getting Started
C. B. Peters, University of Rhode Island; Nancy Chism, Ohio State University; Robert Menges, Northwestern University

There are a lot of good ideas that are difficult to get started. We think Pat Cross's idea of classroom research is one of them. At this session, we'll try to give you some ideas about things you can do on your own campuses to get some classroom research under way. We'll cover both quantitative and qualitative approaches and even some from the strange world of ethnography.

Friday, 10:00-11:30 Conference Room 3
Individualizing Your Faculty Development Program
Marion Dougan, Saint Francis College

Following an opening review of the literature and selected assessment inventories in adult/faculty development, I'll ask you to use these findings to plan an "ideal" faculty development program. We'll use reports from your planning groups to identify ways to individualize such programs.

Friday, 10:00-11:30 Evergreen (Right)
The Use of Data in Instructional Improvement
Robert Diamond, Syracuse University

In this practical session, I'll describe the roles that data can play in the design and improvement of instruction. At the Center for Instructional Development, we collect data from students, faculty, alumni, and professionals in the field; we use those data in designing courses and curricula. I'll use several case studies during the presentation.

Friday, 10:00-11:30 4 Seasons
Moral Dilemmas in Instructional Development: A Case Study and Discussion
Terri Duncan Egan & Tom Wilson, University of California, Irvine

Myths about objectivity, promises of confidentiality, expectations from multiple constituencies, uses of information gathered, responsibilties of consultants...moral dilemmas in the making. We'll present a case study and a framework for considering ethical quandaries. You'll discuss the case in small groups and formulate strategies for addressing such moral predicaments.

Friday, 10:00-11:30 Conference Room 3
Improving the Effectiveness of the Academic Institution: A Team Building Approach
Marilyn M. Leach, University of Nebraska, Omaha

Faculty and academic administrators are facing new challenges and stresses. I'm going to focus on the importance of building effective working relationships among academic leaders and managers to improve institutional quality. You'll learn about my work in assessing the personal characteristics of a college dean and his chairs in order to blend their strengths and needs.

Friday, 10:00-11:30 Evergreen (Left)
Developing College Students' Reasoning: The ADAPT Program
Lynn Mortensen & Vernon Williams, University of Nebraska, Lincoln

This multidisciplinary curriculum for college freshmen has been operating successfully for over ten years. Using Piagetian theory, the faculty design experientially based courses to move students toward more abstract levels of thought. You'll try out sample learning experiences and discuss both the faculty and student development that occurs in the ADAPT program.

Friday, 11:40-12:10

Friday, 11:40-12:10 Evergreen (Right)
Starting at the Beginning: Concerns and Needs of New Faculty
Jim L. Turner, California State University, Long Beach

I'll present the results of interviews with the 70 new faculty at a large state university. The topics covered included collegiality, work load, mentoring, job satisfaction, and modes of coping with the demands of scholarship and teaching. We'll consider the role of faculty development programs in promoting a more positive and productive first year experience.

Friday, 11:40-12:10 Evergreen (Left)
Teaching Assistant Training: Can It Help?
Libby S. Gardner, Texas A&M University

To address the need to train TAs effectively, we conducted an experimental program with Engineering TAs to find out whether or not a diagnostic "workup" entailing student ratings, self evaluations, and audio tapes followed by individual consultations would result in improved evaluations. I'll share our results and the ideas we generated for training TAs.

Friday, 11:40-12:10 4 Seasons
"Exchanges": An In-House Faculty Development Morale Booster
Melinda Sullivan & Martha Herbert, Greenville Technical College

"Exchanges" is a day-long, intersession program during which faculty both attend and present concurrent sessions on instructional and non-instructional topics. It includes an exhibit area, refreshments, and a luncheon with a guest speaker. We'll describe how we have organized and coordinated ours and how faculty have reacted. We'll also share ideas for enhancing such programs.

Friday, 11:40-12:10 Conference Room 3
Faculty Development: Central and Accountable
Dorothy Gish, Messiah College

I'll relate the history of a faculty development program at Messiah College which was built upon the assumptions that development and evaluation belong together and that faculty development must be a vital part of the institution. I will also provide some details of our program, including its unique approach to merit.

Friday, 11:40-12:10 Board Room
Faculty Development Needs for the Academy
Sandra Powell Barber, Henderson Community College, University of Kentucky

I've recently concluded a survey of faculty development needs at four different types of institutions in Kentucky. I will describe that survey for you and discuss what we discovered about the relationships between professional rank and faculty development interests. We will consider possible responses to these findings as well.

Friday, 12:15-1:30 **LUNCH** Alpine Room

Friday, 1:30-2:30

Friday, 1:30-2:30 Board Room
Helping Faculty Work Effectively With Teaching Assistants
Nancy A. Diamond & Richard Smock, University of Illinois

Teaching assistants are used in the classroom in a variety of ways at large universities. We will focus in this session upon some practices which faculty and TAs have identified as contributing to the successful performance of the assignments of TAs.

Friday, 1:30-2:30 Conference Room 2
Encouraging Faculty Inquiry on Teaching: Some Ideas for Developers
Nancy Chism, Ohio State University

I'll share some ideas for helping faculty to inquire actively into the puzzles, surprises, and problems that arise in their teaching. We'll also consider several key questions that arise in thinking about incorporating this approach into the work of a faculty development office.

Friday, 1:30-2:30 4 Seasons
Writing for the Professions: Keeping it Current
Susan Zabowski, Carnegie-Mellon University

This session will include demonstrations of methods designed to enrich technical writing courses, ranging from computer software to real-life simulations. I'll demonstrate graphics, electronic editing software, and dictionary and thesaurus packets, with hands-on instructions in their use. We'll also discuss a "case book" approach and I'll provide you with a "case" sampler.

Friday, 1:30-2:30 Conference Room 3
Testing and the Design of Instruction
W. Lee Humphreys, University of Tennessee, Knoxville

"Teaching to the test" can be constructive if the test is designed to balance skills and knowledge. Our experience with the ACT COMP test in general education suggests that it can be a focus for creative course design and student-oriented modes of instruction. I'll share our experience with the test and we can discuss its potential for faculty and course development.

Friday, 1:30-2:30 Evergreen (Right)
The Research Training Institute: A Model for Professional Development
Denise Bourgeois, John Abbott College; Ron Smith, Concordia University

Five institutions created a joint professional development program called the Research Training Institute. This action research program helps faculty change the focus of their professional development activity from the purely individual to organizational development. We are eager to share what we've learned in the first year and to hear your reactions and suggestions.

Friday, 2:45-4:10 Evergreen (Left)
Issues of Accountability and Quality in Televised Instruction
Kay U. Herr, Colorado State University

Production techniques have become more sophisticated as instructional TV has become a more frequently used delivery system, but issues of quality, accountability, and faculty development must also be addressed. We will consider issues like the validity and lasting relevancy of material, success of such instruction, humanization, and student expectations.

Friday, 2:45-4:10 4 Seasons
Making Faculty Development Newletters Work
Linc. Fisch, Lexington Community College, University of Kentucky; Bob Flagler, University of Minnesota, Duluth; Libby Gardner, Texas A & M University; Delivee Wright, University of Nebraska, Lincoln

The editors of successful newsletters on several campuses will present ideas on initiating, designing, funding and improving communications with faculty. We'll provide opportunities for individual consultation with panelists as well.

Friday, 4:20-5:45

Friday, 4:20-5:45 Board Room
Helping the Perplexed Professor: A Case Study Revisited
Ronald Smith, Concordia University; Tom Wilson, University of California, Irvine

We'll ask you to write up a dialogue you might have with the perplexed professor introduced last year. We'll use Argyris' theory-of-action perspective to examine the dialogues for your implicit theory-in-use for helping others, your underlying reasoning processes, and any counterproductive features. We'll try to invent ways to improve our consulting effectiveness too.

Friday, 4:20-5:45 Evergreen (Left)
Tracking Innovations on a Computer
Richard G. Tiberius, University of Toronto

We've found a computer generated "record" to publicize educational innovations useful in both disseminating and rewarding good ideas. But how can we increase the probability that such innovations will take root in the harsh environment of fiscal constraint and lack of faculty attention due to competing priorities? We will take time to discuss that question.

Friday, 4:20-5:45 Evergreen (Right)
Identifying Your Jungian Psychological Traits
Dayton Roberts, Texas Tech University

We'll begin by "typing" our personalities with the instrument "Identifying Your Jungian Psychological Traits (i.e. Your Personality)." We'll devote the rest of our time to dealing with our self-concepts and psychological traits as they relate to our preferred teaching, learning, leadership and management styles.

Friday, 4:20-5:45 4 Seasons
Balancing Professional Work and Personal Life
Sheryl Riechmann Hruska, University of Massachusetts, Amherst; Mary Deane Sorcinelli, Indiana University

The tensions between academic careers and responsibilities away from work seem great but little discussed in academe. We'd like to explore the difficulties of managing the demands of work with the complex demands of spouses, relationships, dual careers, childrearing, leisure, and civic life. We'll look at ways to address these problems at individual and institutional levels.

Friday Evening

Friday, 6:30-8:00 **DINNER** Alpine Room

Friday, 8:00- **HALLOWEEN PARTY** Slopeside Room

SATURDAY, 8:30-9:30

Saturday, 8:30-9:30 Conference Room 2
Working with Chairs and Administrators: Broadening our Impact
Judith Aubrecht, Newark, Delaware; Judith Bailey, University of Delaware

Although working with chairs and college administrators can yield opportunities for faculty development that are best handled at the department or college level, chairperson development is a poorly supported activity in most institutions. We'll share our experiences and invite you to discuss ours and yours.

Saturday, 8:30-9:30 Conference Room 1
Using a Cybernetic Model to Guide Teaching Improvement Consultations
Robert J. Menges & Kathleen Brinko, Northwestern University

Most consultations include feedback to faculty about their teaching. Concepts from cybernetics and control theory can inform consultants' decisions about the content, the form, and the timing of feedback messages. We're going to present a cybernetic model and try out a role playing exercise to illustrate its usefulness.

Saturday, 8:30-9:30 Conference Room 3
A Practical Program for Facilitating Scholarly Writing
Robert Boice, California State University, Long Beach

We'll look at one way to establish workable programs for facilitating scholarly writing by faculty. Emphases will include encouraging writing in ways complementary to teaching, self-esteem, and collegiality; helping writers make writing spontaneous, productive, creative, and comfortable; managing such programs and enlisting needy faculty without large budgets or special expertise.

Saturday, 8:30-9:30 Evergreen (Right)
Putting Quality Back Into Conference Presentations
E. Curtis Fawson, Brigham Young University

Conference presentations are often dull and uninteresting; fortunately, they do not need to be. We'll consider ways to improve the quality of conference sessions so that audience members can get more information for the time they spend and have a lot of fun as well.

Saturday, 8:30-9:30 Evergreen (Left)
"The Case of the Frazzled New Faculty Member": A New Faculty Orientation Tool
Rusty Wadsworth, Northeastern Illinois University

I've written a short case study about common problems and issues which were identified through interviews with new faculty at Northeastern. We're going to go through that case as if we were first year faculty, and then we will attempt to brainstorm useful applications for your schools.

Saturday, 8:30-9:30 4 Seasons
Students' Perceptions of Large Classes
Donald H. Wulff, University of Washington

We're going to take a look at some recent research on students' perceptions of large classes at the University of Washington. Our discussion will consider how their views of large and small classes differed and the contrasts between their reactions to their best and worst large classes.

Saturday, 8:30-9:30 Board Room
Career Counseling Skills: The Role of the Faculty Advisor
Kay L. Weese, West Liberty State College

Faculty members do more career counseling than anyone else in the college system. We'll use a combination of roleplaying and discussion to learn how to work more effectively with students as advisors and informants about current career trends. We'll also look at the challenges of advising older students who may want to change professions.

Saturday, 9:30-10:00 **COFFEE BREAK** Conference Rooms' Hall

Saturday, 10:00-11:30

Saturday, 10:00-11:30 Evergreen (Left)
Organizational Change With the Wolves at the Door
Larry Bright & Robert Falk, University of Minnesota, Duluth

Organizational development principles are put to an acid test in university academic administration during periods of retrenchment. We'll introduce you to some of what we learned and used while engaged in changing a traditional College of Education into a broader and more interdependent unit.

Saturday, 10:00-11:30 Evergreen (Right)
Faculty Training in Times of Retrenchment
Richard Nichols & Beverly Amick, Kean College of New Jersey

One way for an institution to address professional resource imbalances is by training senior faculty in areas of decline to teach specific introductory courses in growth areas. We'll discuss the fiscal support provided, the training delivered, and the "mentoring" after training at Kean College. We'll also consider the issues of contract, accountability, and evaluation.

Saturday, 10:00-11:30 Conference Room 3
Maximizing the Impact of Academic Chair Training: Following-up in Departments
Ann F. Lucas, Fairleigh Dickinson University

I'll describe a chair training program that's intense enough to let chairs develop trust in the facilitator, the group, and the process. It also allows them to develop and practice leadership skills. Departmental follow-up strategies to stabilize changes included team building, hip-pocketing the academic dean, process consultation at meetings, etc. I'll demonstrate one or two.

Saturday, 10:00-11:30 Conference Room 2
A Systematic Instruction Model
Glenn Ross Johnson, Texas A&M University

I'll summarize the components of a model of systematic instruction and the results of six research studies of its use. Two of those studies used microcomputer programs. You will be able to check out such model features as advance organizers, objectives, cues, content, instructor's questions, students' responses to questions, instructor's feedback, and the interaction cycle.

Saturday, 10:00-11:30 4 Seasons
Dealing with Faculty Stress: What Really Works?
Peter Seldin, Pace University

You will get to compare your perceptions of the effectiveness of various stress coping mechanisms with the perceptions of others. Your views will be considered in light of the results of a just-completed survey of the relative success in managing stress that faculty experience when relying upon such things as planning quiet time, exercise, and the support of friends/family.

Saturday, 10:00-11:30 Conference Room 1
Beginners' Luck! What's Worked for Us Might Work for You
Linda Hilsen, U of Minnesota, Duluth; Linc. Fisch, Lexington Community College, U of Kentucky; Rusty Wadsworth, Northeastern Illinois U; Judy Wilbee, Cariboo College

We'll briefly describe our programs and then focus on topics appropriate for those new to instructional development. Where does one begin? When funds are limited, what can be done? We will consider strategies for doing effective workshops, newsletters, individual and group approaches to instructional improvement. We'll even have some "how-to" handouts for you.

Saturday, 1:15-3:15 Evergreen (Left)
Consensus-building: Designing (or Redesigning) Faculty Development Programs
Jean M. Silvernail, Robert Morris College

Many decisions and subsequent actions are made more powerful if stakeholders are both identified and brought into the decision-making process. We will discuss consensus-building and work through two participative tasks which require a collective opinion. We will conclude by summarizing successful strategies and possible problems in consensus-building.

Saturday, 1:15-3:15 4 Seasons
Teaching Controversial Topics
Stephen Kneeshaw & Phillip Carman, The School of the Ozarks

With conservative groups currently setting themselves up as watchdogs over education, many faculty feel pressure to avoid controversial topics in their classrooms. After sharing our experiences, we expect others to talk about what goes on at their institutions and to share ideas and information about handling controversial topics in their teaching.

Saturday, 3:15-3:30 **COFFEE BREAK** Conference Rooms' Hall

Saturday, 3:30-4:30; 4:45-5:45
ROUNDTABLES

An explanation: "Presenters" have been asked to prepare brief papers or other handouts for you to browse through as you wander about looking for a topic that may engage your interest for a few minutes or an hour. There will be no formal presentations, but presenters will be at their tables for discussion or to respond to your questions for all of each hour-long block.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Rooms 1-2
Developing the Developer: Mentoring and Modeling
Judith Bailey, U of Delaware; Judith Aubrecht, Newark, Delaware

Most developers still work in not-so-splendid isolation, partly because there are so few of us and partly due to our confidential relationships with faculty. We'd like to share our experiences in working together, discover how other "developer shops" run, and consider the pros and cons of various skills, values, and experiences for developers who would be administrators.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Rooms 1-2
Challenges of Minority Students/Faculty for Faculty Development
Peter Frederick, Wabash College; Ken Addison, Northren Illinois

The POD Network has not generally addressed issues relating to minority students and faculty. We believe the challenges include: dealing with an absence of minorities in POD, the absolute decline in black faculty members, and the relative decline in the black student population. We'd like to brainstorm possible responses to these and related challenges.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Rooms 1-2
The Birth and Growth of a Regional Faculty Development Organization
Len Kogut, Penn State; Glenn Nelson, University of Pittsburgh

We'd like to discuss the growth of a unique regional faculty development group, the FDRA. We'll have information on its history since 1979, emphasizing operational and programming details. We'd like to hear about similar organizations from anyone contemplating creating a comparable faculty development group.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Rooms 1-2
Accountability and Summer Research
Norma C. Noonan, Augsburg College; Alberta Huber, College of St. Catherine

We'll share information about how our two colleges have built accountability into their summer research programs. For one, a popular Faculty Lecture Series has emerged as part of the reporting process; for the other, departmental seminars and brown-bag lunches are used to share research findings.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Rooms 1-2
A New Tutorial Model: Supplemental Instruction
Pearl M. Briere, Kutztown University

Our supplemental instruction (SI) program involves seeking out courses where students have difficulty and providing supplemental instruction on a voluntary basis to students in those courses. There are seven main areas of concern in implementing the program. I'll deal with those concerns and the problems and solutions encountered with SI at Kutztown University.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Rooms 1-2
Faculty Cooperative Education
Dorothy Gish, Messiah College

Faculty cooperative education is one aspect of a broader faculty development program at Messiah College. It's a three month summer work experience for faculty. I'll have descriptions of the program and we can discuss the benefits and problems. We can also talk about how to avoid some potential pitfalls.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Room 3
Assessing Critical Thinking and Related Reasoning Skills
Joanne Kurfiss, Weber State College

Many faculty and institutions believe that their programs enhance the intellectual skills of their students, but find it difficult to document these outcomes. Join me to exchange information on assessment methods and materials and to explore problems encountered in attempting to design valid, manageable assessments of intellectual skill development.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Room 3
Quality Circles in Education
Bob Dove & Esther Tremblay, Duff's Business Institute

The same techniques that were absolutely crucial to Japanese industry's rise from producing five-and-dime trinkets to becoming world standard setters in the automotive, steel, and numerous high-tech industries are available to our school administrators. Quality circles offer proven problem-solving techniques; we'll consider their uses and potential in higher education.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Room 3
Student Volunteer Leadership Program: University-Community Coalitions
Robert Falk, University of Minnesota, Duluth

The Student Volunteer Leadership Program is a program involving upper-level college students as managers who recruit younger college and high school students for volunteer services. We'll examine relationships among governmental, educational, social, and business organizations and look at the role of "mentors" working with student leaders of the program.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Room 3
Organizing and "Marketing" Instructional Development Services
Kathleen B. Davey, Ohio State University

A random sample of 200 OSU faculty were asked how important they considered 22 different activity areas to be in helping achieve instructional excellence and about their need for a related university-wide service. I'll share results and discuss their implications for organizing and "marketing" instructional development services within higher education.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Room 3
Increasing Institutional Vitality Through Faculty/Staff Development
Paul G. McKenna & Peter Halvorson, University of Connecticut

Faculty and professional staff development interest and needs were identified through a system-wide needs assessment sent to over 2,200 professional employees. Job satisfaction, career expectations, and interest in career redirection or retirement were addressed. We'd like to discuss the pros and cons of such assessments and the use of these data in program development.

Saturday, 3:30-4:30 & 4:45-5:45 Conference Room 3
Faculty Vitality: What is it? How Do We Achieve It?
Louis F. Brakeman, Great Lakes College Association

I've been conducting a study of faculty vitality at the GLCA colleges over the past year. I've asked some 200 men and women from all divisions and ranks to reflect on their careers, to identify high points, to mention some sources of satisfaction, vitality, and well being. I'll share preliminary findings and welcome comments and discussion from other perspectives.

Saturday, 3:30-4:30

Saturday, 3:30-4:30 4 Seasons
Growing a Teaching Quality Program
Jacquelyn Madry-Taylor & Susan Holton, Bridgewater State College

We'll focus on our experience with beginning a teaching quality program. We'll share our model, our joys, and our frustrations with the year-old program. Others who are "growing their own" are encouraged to join us and share their models and ideas.

Saturday Evening

Saturday, 6:00-6:30	**POD BUSINESS MEETING**	Slopeside Room
Saturday, 6:30-8:00	**DINNER**	Alpine Room
Saturday, 8:00-	**Talent Show**	Slopeside Room

SUNDAY, 8:30-10:00

Sunday, 8:30-10:00 Conference Room 2
The Potential and Problems of Peer Review/Assistance in Developing Teaching Excellence
G. Roger Sell, Ohio State University

We'll examine peer review and assistance from the perspective of the individual, the academic unit, and the whole institution. I'll provide examples of the potential of peers for contributing to teaching excellence, we'll consider the theoretical and practical problems which arise, and I'll propose a practice-centered approach to improving peer review and assistance.

Sunday, 8:30-10:00 Evergreen (Right)
Stimulating Instructional Innovation with an Internal Funding Program
Frank Gillespie, University of Georgia

We'll look at the effects of 60 instructional improvement projects conducted at the University of Georgia. They illustrate how an internal funding program can stimulate innovation and foster teacher accountability in a variety of instructional situations. I'll provide descriptions of needs addressed, innovations employed, and project results.

Sunday, 8:30-10:00 Evergreen (Left)
Student Evaluation Forms: Ideology and Critique
Tom Wilson, University of California, Irvine

I'm going to argue that the very success of student evaluation forms serves a conservative function; that is, in the long run, they impede rather than promote progressive change. As "texts", they serve to support and maintain a restrictive and non-dialogical pedagogy. We'll explore that claim in some depth, with special reference to the work of Paulo Freire and Chris Argyris.

Sunday, 8:30-10:00 4 Seasons
Communicating in the Classroom
Leonard S. Kogut, Penn State University, Beaver Campus

I'll present a model which considers factors that relate to the persons, the content, and process involved in communication. I will also describe strategies to improve communication and practical applications of recent developments in learning theory. We'll use cases to stimulate discussion of feedback methods.

Sunday, 8:30-10:00 Conference Room 3
The Consultant's Dilemma: A Problem-Solving Session
Marilla Svinicki & Karron Lewis, University of Texas, Austin

We'd like experienced consultants to join forces and engage in problem-solving about some specific types of client problems we have all encountered: The Undynamic Instructor; The Course With Little Content; The Instructor Who "Must Cover the Content." We'll provide case studies for each, but you are encouraged to bring your examples and share solutions or brainstorm ideas.

Sunday, 10:00-10:15 **COFFEE BREAK** Conference Rooms' Hall

Sunday, 10:15-11:15

Sunday, 10:15-11:15 Conference Room 1
A System for Planning, Organizing, Documenting, and Rewarding Faculty Activity
Richard F. Bortz, Southern Illinois University

The Faculty Recognition System provides faculty and chairs in colleges and universities a plan for recognizing faculty contributions. The dual purpose of the system is to help faculty to plan, organize, and document their professional activities, and to establish a basis for recognizing and rewarding their accomplishments. I'll describe the system in some detail.

Sunday, 10:15-11:15 Conference Room 3
Faculty Development Consulting as a Research Process
Jody D. Nyquist & Donald H. Wulff, University of Washington

We believe that consulting with faculty on their teaching requires a research approach with systematic data collection, data analysis, and interpretation and translation of findings. In this session, we'll emphasize the pragmatics of the interpretation and translation stages of the consulting process.

Sunday, 10:15-11:15 Conference Room 2
Mid-life Transition as it Relates to Mid-Career
I. Eugene White & Marvin Tossey, Salisbury State College

We'll present the classic theories of mid-life from Erikson, Levinson, Gould, Farrell, and Rosenberg, with generalization to professional women. We'll also include research on mid-career reassessment in higher education faculties and offer renewal suggestions.

Sunday, 10:15-11:15 Evergreen (Left)
Fostering Research and Improving Teaching
Fancher E. Wolfe, Metropolitan State University

We will consider two models. One is a faculty mentoring structure to support research and publication and to help faculty become more efficient as researchers. The other describes interdisciplinary faculty teaching seminars devoted to the improvement of university teaching. We'll focus especially on the tension between conflicting time demands of research and teaching.

Sunday, 11:30-12:00
Wrap Up

Sunday, 11:30-12:00 Conference Room 1-2
The Mysteries Resolved: Who Did What to Whom and How or Why
Marilla Svinicki, University of Texas, Austin

Don Wolff - U. of Wash. - Lg Class Study
1100 S's -

Factors than hinder
- lack of IA
- " " ?'s
- Context
- Distracting noise
- Physical space/equip.

Not enthusiastic
" caring
" know how to talk

Sugg for imp.

More IA	Professors
Quiz sects	TA's
Size	

Feldman Study - U-shaped distrib of preference.

Wilson - "Minute Paper"
- Name
- most import thing that happened in class.
- Questions for next time