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Stretching

THE BOUNDARIES



POD 13th Annual
Conference

OCTOBER 13-16, 1988
KEYSTONE, COLORADO



NETWORK

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

October 12, 1988

Welcome! It gives us great pleasure to welcome you the thirteenth Professional and Organizational Development Network in Higher Education Conference.

The Conference Committee selected the theme **Stretching the Boundaries** as a way of focusing on the limitless possibilities of our work. We are pleased that the sessions address our theme in interesting ways and that so many of you are in attendance.

We are pleased to announce the two plenary sessions: one by Vice Chancellor for Academic Services, Kaye Howe, University of Colorado, Boulder and the other by Ray Rodrigues, Associate Academic Vice President, Colorado State University, Fort Collins.

Another special feature is the western buffet and in keeping with the POD tradition an evening of fun: folk dancing. A highlight of this year's Keystone conference is the showing of the film Stand and Deliver, to be followed by a discussion led by the Denver Post film critic and professor of film at the University of Colorado, Denver, Howard Movshovitz. In drawing your attention to Keystone, Colorado, we offer a session that includes a hike to examine "the ecology of our surroundings focusing on learning styles and methods of inquiry."

In essence we hope that the notion of professionalizing teaching is enhanced both explicitly and implicitly during the conference and that in some way you have been encouraged to stretch the boundaries of your profession in faculty development.

Enjoy the Conference!

The Colorado Conference Team

MATERIALS DISPLAY (Gold Camp Room)

A number of conference participants have brought publications, instructional development materials, and descriptions of teaching/learning center activities to Keystone to share with others. You are encouraged to visit the materials room as part of the information-gathering process of this conference. When you do, please do not remove literature which is for display or examination only. Sign-up sheets will be provided to request these items. Materials and POD publications are on display in the Gold Camp Room, which will be unattended and open from 9:30 a.m. to 6:00 p.m. on Friday and 9:00 a.m. to 6:00 p.m. on Saturday.

EVALUATION

Evaluation and feedback are very important elements for planning our future POD conferences, just as they are for other aspects of our professional life. Thus, conference participants will be requested to complete an evaluation form for pre-conference workshops attended and for the conference overall. In addition, five brief evaluation forms will be distributed at random in each concurrent session. They should be filled out right after the session and deposited in the evaluation boxes located in the conference registration area and in the hallway just outside the meeting rooms.

TRACKS FOR CONCURRENT SESSIONS

Concurrent sessions are designed to meet a broad spectrum of needs. Track acronyms appear directly before the title of each presentation as a guide to sessions for individuals of similar interests.

AC	Administrative Concerns
AD	Administrative Development
HB	Half-Baked Ideas
ID	Instructional Development
IS	Issues
ND	New Developers (for those new to POD)
OD	Organizational Development
OH	Old Hands (for experienced developers)
PD	Personal Development
TA	Teaching Assistant Development
TC	Technology in Development
TT	Teaching Techniques

THIRTEENTH POD CONFERENCE

October 13-16, 1988

PROGRAM

		<u>ROOM</u>
Wednesday, October 12		
1:30 - 5:30	Core Committee Meeting	Foxfire
6:00 - 7:30	DINNER	Lakeside
7:30 - 10:00	Core Committee Meeting	Foxfire
Thursday, October 13		
	Breakfast on your own	
9:00 - 12:00	Core Committee Meeting	Windwood
9:00 - 5:00	Pre-Conference Workshops	
	1. <i>Getting Started in Professional and Organizational Development</i>	Silverhawk/ Silverwood
	2. <i>Videotape Consultation</i>	Foxfire
	3. <i>Reflective Practice: Dealing with Difficult Problems in Teaching and Consulting</i>	Sundrift/ Sunburst
12:30 - 1:30	LUNCH for workshop participants	Garden
2:00 - 6:00	Registration	Gallery
	Dinner on your own	
7:30 -	COCKTAIL PARTY (Cash Bar) Welcome to Colorado; Welcome to POD	Arapahoe

FRIDAY

OCTOBER 14

BREAKFAST ON YOUR OWN

8:00 - 11:45

REGISTRATION

Gallery

8:30 - 9:30

Arapahoe Room

PLENARY SESSION-KEYNOTE ADDRESS

**Teaching and the Donatist Heresy:
How Humankind Stagers Forward**

**Kaye Howe, Vice Chancellor for Academic Services
University of Colorado, Boulder**

9:30 - 10:00

BREAK

Lakeside-Gallery

9:30 - 6:00

MATERIALS DISPLAY

Gold Camp

10:00 - 11:30

CONCURRENT SESSIONS

**ID FACULTY DEVELOPMENT: A THREE-
DIMENSIONAL MODEL**

Sunburst

**Kate Brinko, Appalachian State University
Bob Menges, Northwestern University**

Our model of faculty development examines three dimensions of program planning—organizational, temporal, and faculty role—and the kinds of resources or support that can be provided at each juncture.

Friday continued

**TD INTRODUCING TECHNOLOGY IN
TEACHING AND LEARNING**

Silverhawk

Larry L. Loehrer, UCLA

Media and computing technologies have both been promoted widely as fostering "revolutions" in teaching, yet faculty have been slow to adopt them in meaningful ways. Extensive institutional self-analysis can provide strategies which overcome faculty resistance and result in more effective teaching.

**ID IMPLEMENTING THE INSTRUCTIONAL
SKILLS PROGRAM IN CALIFORNIA,
A STATE-WIDE PROJECT**

Sundrift

**Charles R. Miller, Santa Rosa Junior College
Diane Morrison, Center for Curriculum and Professional
Development, Victoria, B.C.**

This session will provide a description of the Instructional Skills Workshop (ISW), a laboratory approach to faculty development currently utilized by more than 20 colleges in California. The participants will be involved in a model of the ISW experience. Local and state-wide implementation issues will be discussed.

**ND GETTING INTO THEIR SHOES:
OR MODELING AN INSTRUCTIONAL
DEVELOPMENT WORKSHOP**

Foxfire

**Robert G. Pierleoni, American Academy of Neurology
Linc Fisch, Lexington, KY**

In this "workshop-within-a-workshop," participants role play faculty members in a simulation entitled "Teaching Effectiveness: An Overview of Process." Periodically, participants set aside the simulation, assume the role of faculty developers, and process model components—asking questions, exploring variations and considering individual campus or program needs.

Friday continued

10:00 - 11:30

OD DESIGNING A HIGH-IMPACT LOW-BUDGET PERSONALIZED FACULTY/STAFF DEVELOPMENT PROGRAM Starslide

David C. Templeton, National Technical Institute for the Deaf at Rochester Institute of Technology

Larry K. Quinsland, National Institute for the Deaf at Rochester Institute of Technology

This interactive session will provide participants with a brief overview of a successful high-impact/low-budget personalized faculty/staff development program. Participants will have an opportunity to experience the planning component in a hands-on, first-hand way. The approach illustrated is based on a needs assessment process and allows for programming to meet the needs of faculty and staff at several levels: the individual, the department, the school/division, and the institution.

IS "SUPERFICIAL" INTERDISCIPLINARY TEACHING OR "IRRELEVANT" DEPARTMENTAL COURSES: MUST WE CHOOSE? Silverwood

Barbara B. Helling, St. Olaf College
George C. Helling, St. Olaf College

Teachers want to engage students in serious analysis of contemporary problems. A conventional approach can provide theory and orderly sequence, but forces the issues into disciplinary categories. A problem-focused approach can bring all appropriate research and theory to bear, but the mixture of perspectives confuses students and encourages a shallow eclecticism. We will examine causes and discuss practical teaching strategies.

10:00 - 10:45

ID FACULTY-STUDENT DEVELOPMENT SEMINARS: TEACHING-LEARNING SYSTEM Windwood

Nathan S. Washton, Queens College, City University of New York

A workshop for faculty development emphasizes instructional procedures related to objectives, content and evaluation for effective student learning. A non-threatening process of faculty observations in classroom teaching is provided. A separate seminar for student study techniques regarding lecture notes, questions, reading assignments, studying for tests and stress reduction are given.

Friday continued

10:45 - 11:30

ID OPEN-ENDED PROBLEMS AS A METHOD OF INSTRUCTION Windwood

Donald L. Grigsby, University of Alabama-Birmingham

After a brief explanation of the nature of open-ended problems, there will be a hands-on problem solving session using different types of open-ended problems. There will be problems that are applicable to different subjects and different levels of ability. The instructional applications will be stressed.

11:45 - 1:15

LUNCH
ROUND TABLES

Arapahoe-Divide

Choose from one of 10 topics. A chance for a great deal of interaction and exchange of ideas.

ID NCRIPAL COURSE PLANNING SURVEY #1

Jody Nyquist, University of Washington
Mary Ellen Weimer, Penn State University
Marilla D. Svinicki, University of Texas-Austin

NCRIPAL is collecting data to explore how college faculty plan courses. Current data focus on only a subset of the college population. The purpose of this roundtable is to solicit reactions to the survey from a wider range of institutional types and to consider administering the instrument at research institutions.

PD LEARN FROM SUCCESS: A MODEL FOR POD? #2

Michael J. Offerman, University of Wisconsin-Stevens Point
Sandra K. Holmes, University of Wisconsin-Stevens Point

A model for low-cost, small-group (POD members) visits to successful faculty development centers will be presented, discussed and considered for incorporation by POD. The Learn from Success Program (NUCEA) is designed for 7-15 people to visit exemplary sites for intense, two-day, hands-on orientations. Should POD develop such a program?

Friday continued

11:45 - 1:15

TT DEVELOPING SMALL GROUP DISCUSSIONS IN LARGE LECTURE SESSIONS #3

Charles E. Beck, *University of Colorado-Denver*

Professors can overcome the limitation of the lecture (information passing from the notes of the teacher to the notes of the student without entering the mind of either) by adapting material to small group discussions. By designing quizzes and exercises on diverse points to be covered, the professor can build on student knowledge and develop controlled discussions to meet class objectives.

OH BACK TO THE FUTURE: EVALUATIVE FEEDBACK TO ENHANCE RELATIONSHIPS #4

Richard G. Tiberius, *University of Toronto*

Current methods of using feedback for improving teaching, which are based on a "performance" model of teaching, will be contrasted with a proposed method, based on a model of teaching and learning as cooperative interaction. The new technique can enhance the teacher-student relationship as well as correct performance.

PD ENRICHING THE EXPERIENCE OF JUNIOR FACULTY #5

Mary Deane Sorcinelli, *University of Massachusetts*
W. Lee Humphreys, *University of Tennessee-Knoxville*

As we prepare for a marked increase in turnover in the professorate, it is vital that we enrich and make more humane the experience of our junior faculty. We will explore professional and personal aspects of the junior faculty experience, based on extensive interviews with faculty during their first and third years at a large university.

OD FACULTY DEVELOPMENT ON A SHOESTRING #6

Patricia T. Whitfield, *Idaho State University*

Strategies for implementing a meaningful, responsive faculty development program, even with limited financial resources will be explained. Participants will break into small groups to brainstorm strategies appropriate to their own institutions and to develop action plans. The presenter will help identify possible pitfalls to the proposed action plans.

Friday continued

PD RECLAIMING THE NOBILITY OF TEACHING: PERSONALIZING THE DEVELOPMENT OF EDUCATORS #7

Art Cross, *Appalachian State University*
Sally Atkins, *Appalachian State University*
Ed Harrill, *Appalachian State University*
Tom Pace, *Appalachian State University*

A grass-roots effort at faculty development was begun within the College of Education at Appalachian State University. Departing from more traditional instructional development practices, a faculty committee designed a number of unique development practices and events aimed at the personal development of faculty members and at improving the interpersonal climate of self-image of the college.

PD WHAT WE MAY BE: A PSYCHOSYNTHESIS SAMPLER #8

Loren Ekroth, *University of Hawaii*

This experiential session will explain and demonstrate the major maps and themes of psychosynthesis, the holistic "height psychology" of Roberto Assagioli. Among them: assessing the superconscious and intuition, recognizing and coordinating sub-personalities, developing the will. The session will demonstrate several techniques for spiritual and psychological growth.

OD AN ASSESSMENT MODEL FOR FACULTY AND PROGRAM CONSOLIDATION AT SMALL COLLEGES AND UNIVERSITIES #9

Judith Ghetti Ommen, *Trenton State College*

The assessment model proposed in this session seeks to answer the following questions: What factors cause a program to be considered for reduction or reorganization? What steps are taken in consolidation of offerings? What administrative options are available to faculty if their program is reorganized?

Friday continued

11:45 - 1:15

TT ESTABLISHING AND MAINTAINING A POSITIVE CLASSROOM CLIMATE #10

Linda Hilsen, *University of Minnesota-Duluth*
LeAne Rutherford, *University of Minnesota-Duluth*
Emily (Rusty) Wadsworth, *Northeastern Illinois University*

Recognizing that students march to different drummers, a medley of Kolb's Experiential Learning Cycle and Maslow's Hierarchy will lead the pedagogical parade. A "Visualization Exercise," a helpful handout with a wide-ranging repertoire of classroom hits, a practice design exercise of interactive group ensembles, and a discipline-specific application of how to hand the baton to students will come strutting by.

1:15 - 5:00 REGISTRATION Gallery

1:30 - 3:00 CONCURRENT SESSIONS

HB EFFECTIVE TEACHING FOR THE RETENTION OF BLACK STUDENTS Silverhawk

Nancy Chism, *Ohio State University*

During the fall, we'll be planning a program for faculty on effective teaching for the retention of black students. We'd like to try our ideas with with you and ask you to make some recommendations on the directions the program should take.

TT USING EMOTION IN THE CLASSROOM (AND WORKSHOPS) Sundrift

Peter J. Frederick, *Wabash College*

Affective experiences lead to cognitive insights and memories, which in turn stimulate emotions, etc... Participants in this session, will experience and explore the (potentially) powerful (and dangerous) uses of emotion in learning through the use of music, slides, role-playing, autobiographical guided imagery, and even writing.

Friday continued

AC

ALL ABOUT MENTORING

Foxfire

Three 30-minute presentations focusing on an important support system for "new" faculty.

1:30 - 2:00 NEW FACULTY MENTORING AT FERRIS STATE UNIVERSITY: FIRST YEAR REVIEW

Edward Griffin, *Ferris State University*

This presentation will review the procedures used to initiate and conduct a formal mentoring program. Discussion will be directed toward the organization, program, and evaluation components of the initial year (1987) and extension into the second year.

2:00 - 2:30 DESIGNING AND IMPLEMENTING A NEW FACULTY ORIENTATION AND MENTOR PROGRAM

Kenneth J. Zahorski, *St. Norbert College*

Participants in this session will be given a detailed look at a comprehensive orientation program for both full and part-time faculty, featuring a two-day acclimation session (which includes a tour of the residence halls), a mentor program, and a series of fall workshops exploring topics of special interest to new faculty.

2:30 - 3:00 A MENTORING PROGRAM FOR NEW FACULTY (THE CSULB-FIPSE PROJECT)

Bob Boice, *California State University-Long Beach*
Jim Turner, *California State University-Long Beach*

We plan to share lessons learned in our FIPSE-funded project, to share advice (including that offered by people attending the session) on the mechanics and problems of setting up such programs, to exchange ideas about evaluating and finding mentoring projects, and to encourage collaborative efforts between campuses that help new faculty members survive and thrive.

Friday continued

1:30 - 2:15

ID **PROJECT LEARN: FACULTY DEVELOPMENT THROUGH CLASSROOM RESEARCH** Sunburst

Kate Brooks, *Los Medanos College*
Nancy Nihazy, *Los Medanos College*

A learning specialist and staff developer/astronomy instructor will present results from POD-funded classroom research on learning factors, such as learning styles, and the effectiveness of strategies redesigned to accommodate them. Presenters will highlight the growth such research offers to faculty through increased awareness of learning and interdisciplinary teamwork.

OD **STARTING A STATE/REGIONAL FACULTY/INSTRUCTIONAL/ ORGANIZATIONAL DEVELOPMENT CONSORTIUM** Starslide

Susan A. Holton, *Bridgewater State College*
Howard Altman, *University of Louisville*
Art Crawley, *University of Georgia*
Delivee Wright, *University of Nebraska-Lincoln*
Neil Wylie, *Great Lakes College Association*

Leaders of different state/regional organizations will share their experiences in starting, and working to maintain, such programs. Their triumphs and tribulations will be shared! If you have a program, we invite you to bring your questions and ideas!

ND **THE POWER OF POSITIVE DEVELOPMENT** Windwood

Dean Esslinger, *Towson State University*

Different programs for different types of faculty are identified and advice offered on how to create a stimulating and supportive environment. What works and what does not work in faculty development will be examined, including administrative structure and personnel, and specific programs for grants, teaching support, and recognition for achievement.

Friday continued

HB **CLASSROOM ENGLISH EFFECTIVENESS OF FOREIGN TA'S: FINDING THE PREDICTORS** Silverwood

John D. W. Andrews, *University of California-San Diego*

Language screening of foreign TAs is becoming increasingly widespread, yet there is little evidence that tells us what are the critical variables for predicting classroom effectiveness—either within language usage per se or in the realm of compensatory interpersonal/instructional skills. We have begun to research this topic, and would like to report preliminary results, compare notes with others, and plan a multi-campus research project.

2:15 - 3:00

OH **ORGANIZING A STATE-WIDE FACULTY DEVELOPMENT CONFERENCE: LESSONS LEARNED** Starslide

Kit Price, *DePauw University*
Mary Deane Sorcinelli, *Indiana University*

In this workshop we will describe the evolution of a state-wide faculty development conference in Indiana. We will explore a number of strategies that faculty developers and administrators can use to plan such conferences and to foster state-wide faculty development networks.

ID **MAKING CLASSROOM RESEARCH WORK: PRACTICAL RESPONSES TO REASONABLE DOUBTS** Sunburst

Thomas A. Angelo, *Harvard University*

In 1986, K. Patricia Cross outlined her concept of Classroom Research at the POD conference. Since then, Cross, Angelo, and colleagues have refined the concept, outlined approaches and developed "tools." This session will report on these developments in relation to the challenges inherent in implementing classroom research.

Friday continued

2:15 - 3:00

ID PARTNERS IN TEACHING IMPROVEMENT: Silverwood
POD GRANT PROJECT

Linda F. Annis, *Ball State University*

This project utilized pairs of faculty colleagues who observed each other's classes regularly and met weekly to devise strategies for teaching improvement. Data were gathered at the beginning and end of the term to determine effectiveness of the partners approach and to provide information useful to the wider educational community.

ND NEW DEVELOPMENT PERSONNEL: Windwood
INSTRUCTIONAL FEEDBACK FOR
FACULTY AND TA'S

Glenn Ross Johnson, *Texas A&M University*

Goldhammer's "Clinical Supervision Cycle" will be presented. Next, an instructional package and model will be shared. Finally, small groups will be formed to interact and to identify the strengths and limitations of the instructional development package, and each small group's conclusions will be shared.

3:00 - 3:30 BREAK Lakeside-Gallery

3:30 - 5:00 CONCURRENT SESSIONS

TT PARTICIPATORY EDUCATION, PAULO Silverwood
FRIERE, AND UNIVERSITY TEACHING

Tom Wilson, *University of California-Irvine*

As a result of several workshops and seminars, some ten or so faculty and TA's have formed a Participatory Teaching and Research Group which meets monthly. The session will detail the kinds of changes faculty and TA's are making in their teaching to promote student empowerment and pedagogical change. Illustrations will come from disciplines of compositions, sociology, anthropology, philosophy, and education. Additionally, participants will be exposed to a manual which describes a concrete methodology by which Freirian pedagogy can be applied to higher education contexts.

Friday continued

ID TRAINING IN CRITICAL THINKING: Starslide
IMPLICATIONS AND APPLICATIONS

Lee Kolzow, *William Rainey Harper College*

The session will be conducted as a "hands-on" workshop with many opportunities to practice what is taught. After a brief introduction to the critical thinking movement, parties will explore the implications of presenting a program in critical thinking to faculty. In addition, they will be given several activities that apply critical thinking to classroom teaching practices.

PD DUAL CAREER RELATIONSHIPS IN Sundrift
ACADEMIA: DETERMINING AND
NEGOTIATING YOUR PRIORITIES

Marilyn Leach, *University of Nebraska-Omaha*
Edwin Leach, *Pan American University*
B.J. Wheeler, *University of Nebraska-Lincoln*
Daniel W. Wheeler, *University of Nebraska-Lincoln*

Two couples will raise issues and discuss their experiences; participants will have an opportunity to utilize guidelines for establishing personal and professional priorities in making career decisions.

AC FACULTY AS A KEY TEACHING RESOURCE Windwood

Jan H. Lawrence, *University of Michigan*
Robert T. Blackburn, *University of Michigan*

Researchers in the National Center for Improvement of Postsecondary Teaching and Learning (NCRIPTAL) are studying factors that result in different levels of interest and effort in teaching among faculty members. In this presentation, key findings from various research activities in the past three years will be highlighted. An instrument for assessing faculty receptivity and response to institutional teaching incentives and initiatives is being developed. The preliminary thoughts about its components will be shared with participants.

Friday continued

3:30 - 4:15

IS THE MINORITY EXPERIENCE ON CAMPUS Silverhawk

Lucille Tunstall, *Clark College*
Karlene Ferrante, *University of Texas-Austin*

Guided visualization will be used to "walk" participants through a minority experience on campus. Then participants will discuss what it felt like to be a minority. We will discuss the implications for scholastic achievement and student and faculty retention, as well as policy approaches and institutional racism. A bibliography will be provided.

TA NURTURING TA'S Sunburst

Jon S. Kwiatkowski, *Illinois Institute of Technology*

Participants examine a technique of TA training that guides a group of TAs working in a single course. Specific issues addressed include building pride and esprit de corps, preparing TAs for the classroom, providing course structural support, socializing TAs, and developing TA survival skills.

PD HOLISTIC SELF-MANAGEMENT FOR FACULTY: PREVENTING BURNOUT AND PROMOTING SELF-RENEWAL Foxfire

Edward J. O'Keefe, *Marist College*
Donna Berger, *Marist College*

A holistic conceptualization of faculty burnout and self-renewal, based on Lazarus' Multimodal Model, will serve as the integrating theme for this session. Techniques for assessing and changing dysfunctional thoughts (cognitive), disruptive emotions (affective), and debilitating habits (behaviorial) will be discussed, and through exercises, practiced by the participants.

Friday continued

4:15 - 5:00

IS MINORITIES IN THE COLLEGE CLASSROOM Silverhawk

Madelyn M. Healy, *Kean College of New Jersey*
AnaMaria Schuhmann, *Kean College of New Jersey*

A demonstration of a videotape and discussion activity highlight various situations and interactions between faculty and minority students in the classroom.

TA DESCRIPTION OF A TWELVE-SESSION TEACHING SKILLS COURSE FOR GRADUATE TEACHING ASSISTANTS Sunburst

John H. Kleffner, *University of Texas Health Science Center-San Antonio*

Skills include: Teaching-Learning; Clinical Teaching; Small Group Teaching; Lecturing; Developing AV Materials; Assessing Student Achievement. The second part of the session will be a demonstration of one of the sessions the graduate students experience in the course. The third part of the session will describe the management and administrative aspects of the course.

HB BRAINSTORMING ABOUT TEAM BUILDING AMONG FACULTY COLLEAGUES Foxfire

Alvin White, *Harvey Mudd College*

A brainstorming discussion about team building among faculty interested in effective teaching, etc. will be undertaken. Some ideas will be shared with the audience and we will learn from each other.

5:00 - 6:00 MEET THE EDITORS Lakeside
An informal gathering with
Jim Eison, Susan Kahn, Mary Ellen Weimer

5:00 - 6:00 FREE TIME/NETWORKING

6:00 - 7:30 DINNER Arapahoe-Divide
WESTERN BUFFET

Friday continued

8:00 - 10:30 INTERNATIONAL FOLKDANCING Ten Mile
with James Graham

SATURDAY **OCTOBER 15**

BREAKFAST ON YOUR OWN

8:00 - 10:30

ID OF MOUNTAINS AND MOLEHILLS: Gallery
CONSIDERING HOW STUDENTS LEARN
IN INTRODUCTORY CLASSES

Eric Kristensen, *Harvard University*

Whistle while you work! This session will focus on learning styles and methods of inquiry and how these affect the design of intellectual experiences for students new to a field of study. Exercises and discussions will broaden our perspectives as we *hike up a local mountain*, examining the ecology of our surroundings. No previous knowledge necessary, but some stamina is required because we will be hiking a fair piece at high altitude.

9:00 - 6:00 MATERIALS DISPLAY Gold Camp

Saturday continued

9:00 - 10:30 CONCURRENT SESSIONS

ID PROMOTING CRITICAL THINKING Sunburst
AMONG FACULTY ABOUT GRADES

Jim Eison, *Southeast Missouri State University*
W. Lee Humphreys, *University of Tennessee-Knoxville*
William M. Welty, *Pace University*

One challenge facing faculty developers is to help colleagues think critically about the things they do in the classroom. With few exceptions, all faculty assign course grades, yet the grading of students typically escapes careful scrutiny. This session will describe and demonstrate three approaches to addressing this problem.

ND WHAT IF...? FACULTY CONTROL OF Foxfire
FACULTY DEVELOPMENT

Jeanne Emmons, *Briar Cliff College*
Mary Elsbernd, *Briar Cliff College*
Phillip Hey, *Briar Cliff College*
Judith Welu, *Briar Cliff College*

If faculty really owned and controlled the faculty development program, what would be the implication for its underlying values, structure, programming, on-going evolution, and effect on the institution? Presenters describe one successful program and invite participation in activities for generating ideas suited to other colleges as well.

Saturday continued

9:00 - 10:30

OH REACHING MORE FACULTY BY TEACHING ACADEMIC CHAIRS TO BE INSTRUCTIONAL DEVELOPERS Silverwood

Ann F. Lucas, *Fairleigh Dickinson University*

A sample module for teaching academic chairs how departmental goals can be achieved through faculty development will be presented. Topics covered are: (1) chairs as academic leaders, (2) how chairs can motivate faculty, (3) strategies for getting faculty to talk about teaching, and (4) achieving a departmental norm that quality teaching is valued. This will be followed by a second sample module on teaching academic chairs to be effective faculty developers. The session will focus on developing the skill of department chairs so that they can use student evaluations as another approach in achieving quality teaching in the department.

ID UNDERSTANDING STUDENTS CHARACTERISTICS - AN INTEGRAL PART OF FACULTY DEVELOPMENT Silverhawk

Ray Shackelford, *Ball State University*
Richard Henak, *Ball State University*

Those in attendance will participate in a simulated faculty development session designed to enhance teaching effectiveness through developing an awareness and understanding of student characteristics. The session will demonstrate how relevant information about student characteristics can be easily collected, interpreted, and applied by teachers in their instructional decision making.

9:00 - 9:45

TT CLUSTERING: AN INTERACTIVE CLASSROOM TECHNIQUE TO ENHANCE LEARNING Windwood

Joanna T. Ambron, *Queensborough Community College*

Clustering, an innovative pre-writing technique developed by G. Rico will be the focus of the session. The discussion will include practical and theoretical aspects of the technique as well as clusters generated by biology students, which will be examined and evaluated. Finally, some reflection on the use of clusters vis-a-vis recent information on cognition will be presented.

Saturday continued

OD PERSONAL CONSEQUENCES OF STRATEGIC PLANNING Starslide

Howard C. Kramer, *Cornell University*

A description and assessment of an organic model of strategic planning will be presented. Efforts to orient, support and assist organization planning staff in using the model create consistent consequences. Implications for planning group participants are noted and discussed.

AD MANAGEMENT DEVELOPMENT FOR WOMEN Sundrift

Brangwyn Foote, *University of Colorado-Boulder*
Theo Kalikow, *Plymouth State College*

Presenters will outline the goals, format, activities, and outcomes of an on-going, state-wide program to help more women enter top level positions in higher education via an Academic Management Institute. Presenters will lead participants in discussion of what could be done on their own campuses.

9:45 - 10:30

TT LOCAL CLASSROOM RESEARCH: ACTIVE LEARNING AND STUDENT STUDY TIME Windwood

Dee Fink, *University of Oklahoma-Norman*

Prompted in part by Pat Cross' conference address, POD has begun funding local classroom research. One of these research projects tested the question of whether students in "active learning" situations also study more out of class. The results of this research will be presented and discussed.

Saturday continued

9:45 - 10:30

AC COSTS, BENEFITS AND MORAL LEGITIMACY Sundrift
OF MERIT PAY IN ACADEMIA

Richard M. Jacobs, *University of Iowa*

Faculty tend to thrive when organizational climate provides them with a sense of achievement, personal worth and work satisfaction. This is why efforts to gain control over faculty behavior through extrinsic motivation can be counter-productive, especially when exercised through an arbitrary application of differential rewards.

PD YOUR LEARNING AND DEVELOPMENT: Starslide
GETTING THERE AND ENJOYING THE JOURNEY

C. Stephen Scheneman, *Virginia Polytechnic Institute and State University*

With the demands of job and family responsibilities, faculty members find it increasingly difficult to devote the time and energy to their own self-development. Session presents a 5 step systematic approach to focusing and directing one's personal development, and strategies (traditional and non-traditional) for making learning an integral and enriching part of one's life. Personal learning styles will be emphasized as a major factor in the selection of strategies for increasing one's learning effectiveness.

10:30 - 11:00

BREAK

Lakeside-Gallery

11:00 - 11:45

Arapahoe Room

PLENARY SESSION-KEYNOTE ADDRESS

Playing God in Academe

Ray Rodrigues, Associate Academic Vice President
Colorado State University, Fort Collins

Saturday continued

12:00 - 1:15

LUNCH

Ten Mile-Divide

1:30 - 3:00

CONCURRENT SESSIONS

PD COMMUNICATION WORKSHOP FOR
FACULTY AND ADMINISTRATORS

Foxfire

Charles E. Beck, *University of Colorado-Denver*

In a workshop setting, faculty and administrators learn how their patterns set up either supportive or defensive communication. In their roles as experts or managers, speakers unintentionally set up defensiveness. By identifying patterns and learning alternatives, faculty and administrators can improve their communication with colleagues, students, and administrators.

AD HAVING IMPACT - A SYSTEMATIC APPROACH Sundrift
TO COURSE, CURRICULUM AND PROGRAM
DESIGN

Robert M. Diamond, *Syracuse University*

A model for course, curriculum and program design will be described using case studies that range from workshops and orientations to course and curriculum design. The use of data and the relationship between state institutional goals and in-course student evaluation will be discussed, as well as the politics of change. An exercise will be used to demonstrate the design of course evaluation.

OD A NEW APPROACH TO STATE-WIDE
ASSESSMENT OF UNDERGRADUATE
PROGRAMS

Silverwood

Milton D. Cox, *Miami University*

A FIPSE grant awarded to the Ohio Board of Regents has provided a study of four years of data obtained from Ohio's state-wide "Program Excellence" competition in order to develop quality indicators which are generalizable over disciplines and types of institutions. The participants will develop their indicators, then compare and react. The participants will suggest implementation strategies.

Saturday continued

1:30 - 3:00

TA TA DEVELOPMENT AND TRAINING: Silverhawk
A FLEXIBLE APPROACH

Priscilla Visek, *University of Illinois-Champaign-Urbana*
Nancy Diamond, *University of Illinois-Champaign-Urbana*

The session will include a list of program components, a description of four possible structures, and a list of the possible roles the developer plays in initiating, implementing, and assessing TA programs.

TT THE IMAGERY CONNECTION: CREATIVELY Sunburst
LINKING PAST-EXPERIENCE WITH NEW
CONCEPTS

Carol G. Weatherford, *Clemson University*

This workshop will demonstrate guided imagery exercises that enable the learner to explore his/her self-awareness, acceptance, and understanding. Participants will be able to experience at least one exercise that facilitates the linkage of past experience to new concepts or knowledge. Participants will also share and compare perceptions. Evaluative research results will be briefly reviewed.

1:30 - 2:15

ID IMPROVING INSTRUCTIONAL Windwood
PERFORMANCE THROUGH FEEDBACK

Judy Chandler, *University of Georgia*
Frank Gillespie, *University of Georgia*

Many POD members involved with instructional development have a responsibility for observing and evaluating others. One of the most difficult aspects of this task is providing appropriate feedback on what has been observed. Because effective feedback stimulates dialogue and interaction, there is a need to identify feedback characteristics that contribute to the improvement of performance.

Saturday continued

AC A FACULTY DEVELOPMENT PROGRAM THAT Starslide
HAS WORKED FOR 14 YEARS

Marilyn J. Fender, *University of Wisconsin-Oshkosh*

The University of Wisconsin-Oshkosh has provided over four million dollars in faculty development funds over the last 14 years. The program is administered by a faculty board. There are seven components to the program and a detailed manual that describes how faculty can apply. A unique and flexible calendar allows for diverse opportunities to conduct professional activities.

2:15 - 3:00

TT FOUR TASKS TO ACCOMPLISH IN THE Starslide
FIRST CLASS SESSION

Frank P. Bazeli, *Northern Illinois University*

In the first class session instructors need to establish their credibility, provide students with success strategies, initiate group membership and belonging, and present an advance organizer for the course. This session will focus on how this may be done.

ID EMBRACING TECHNICAL SUBJECTS: Windwood
A HUMANIST'S APPROACH TO
INSTRUCTIONAL DEVELOPMENT

Robert W. Jones, *Michigan Technological University*

This session will specify ways in which faculty in engineering respond to course and instructional development, specifically to integrating writing into their courses. Based on two years of research with professional engineers, changes were implemented in engineering courses from first-year to graduate levels.

3:00 - 3:30

BREAK

Lakeside-Gallery

Saturday continued

3:30 - 5:00 CONCURRENT SESSIONS

OH FACULTY DEVELOPMENT: THE WORK AS PSYCHOLOGICAL MINEFIELD Starslide

Judith D. Aubrecht, *Delaware State College*

Developers generally have little institutional support for their work and less emotional support. We are often amazed to find that our "change agency" threatens people, and even that people who are threatened may attack. Under the best organizational circumstances we may be swamped by the frustration and distress of our clients. What strategies can we generate to enhance our organizational and emotional support?

IS CAN CRITICAL THINKING BE TAUGHT TO ONLY A FEW UNDERGRADUATES? Sunburst

M. Neil Browne, *Bowling Green State University*
Nancy K. Kubasek, *Bowling Green State University*
Julie A. Harris, *Bowling Green State University*

Certain scholars touting the Meyer-Briggs Scale, Belenky's and Clinchy's work on women's ways of knowing, or research on the reflective judgement model have all contended that freshmen, sophomores, women, concrete learners, and passive learners should not be taught critical thinking. We disagree with these claims and want to provoke a conversation exploring their accuracy.

TT COGNITION AND COLLABORATION: FOSTERING "CRITICAL COMMUNITY" AMONG STUDENTS Windwood

Joanne Kurfiss, *University of Delaware*

An introduction and operational definition of the idea of the classroom as a "critical community," a social context for nurturing students' abilities and willingness to think critically will be presented. Several examples of teaching that treat critical thinking as a social enterprise rather than an individual cognitive process will be evaluated.

Saturday continued

OD INSTITUTIONAL DEVELOPMENT THROUGH GROUP PROBLEM SOLVING Foxfire

Merle Larracey, *Keene State College*

The session explores a problem that stretches the boundaries of faculty teaching style, academic affairs and student affairs cooperation, and entering students' experiences. Participants learn a group problem solving approach and address the problem in small groups. Each group shares its ideas and the presenter contributes her model.

ID ORGANIZING EFFECTIVE INSTITUTIONAL DEVELOPMENTAL PROGRAMS: FACULTY-STAFF-ADMINISTRATION PARTNERSHIPS Sundrift

Wendel Wickland, *State University of New York, College at Buffalo*
Neil Rudin, *State University of New York, College at Buffalo*
Robert Elmes, *State University of New York, College at Buffalo*

This session will describe establishment and operation of a successful faculty and staff development program organized to meet the needs of a diverse constituency. A comprehensive development program based on a successful collaboration between faculty, staff, and administration will be outlined from the perspective of each of these areas.

3:30 - 4:15

HB EVERYDAY GENDER EQUITY: HOW TO ACHIEVE IT? Silverhawk

Myra Wilhite, *University of Nebraska-Lincoln*
Joyce Povolacs Lunde, *University of Nebraska-Lincoln*

In spite of a general awareness of gender issues, we think there is a lot to be done to improve the everyday climate on our campuses. Come help us design a practical, acceptable, achievable process for testing our assumptions about the experience of faculty and administrative women on campus and for developing means to improve our environment.

Saturday continued

3:30 - 4:15

AD HOW TO DEVELOP AND USE ADVISORY BOARDS Silverwood

Gerald Silver, *Quinnipiac College*

Advisory boards, consisting of volunteers whose valuable insights might be otherwise unavailable at any price, strengthen every unit of a university. We will discuss the functions of boards, where to get members, why members serve, how to organize a board, when to meet, and what to do.

4:15 - 5:00

TD FACULTY CHANGE AND COMPUTERS: REMOVING BARRIERS Silverwood

Sandra K. Holmes, *University of Wisconsin-Stevens Point*

Many institutions are finding it difficult to get their faculty to develop computer skills and utilize them in their teaching. Accomplishing this rests largely on accessibility and networking. University of Wisconsin-Stevens Point solved the accessibility problem, and the networking naturally followed. A recent survey documented the transformation in faculty attitudes and performance.

AC BETWEEN THE WORLDS OF WORK AND HOME Silverhawk

Joan S. Thomson, *Penn State University*

Based on a study which explored the relationship between county extension agents' work and their family lives, Penn State Extension carried out several initiatives supportive of an organizational climate committed to balanced work/family lives. Following an overview, participants will explore additional opportunities organizations have to improve the lives of their employees

5:00 - 6:00 FREE TIME / NETWORKING

6:00 - 7:30 DINNER Arapahoe-Divide

8:00 - 10:30 FILM: STAND AND DELIVER Ten Mile
With discussion led by Howie Movshovitz, *Denver Post Film Critic*
Film courtesy of Barry Reardon, Warner Brothers, Burbank, CA.

SUNDAY

OCTOBER 16

BREAKFAST ON YOUR OWN

9:00 - 10:30 CONCURRENT SESSIONS

OD SUBVERSIVE STRATEGIES FOR INSTITUTIONAL CHANGE: CREATING ACADEMIC COMMUNITY Sunburst

Sally Atkins, *Appalachian State University*
Charles M. Kreszock, *Appalachian State University*
Clinton Parker, *Appalachian State University*
Jon Hageseth, *Appalachian State University*

Session will examine the role of the faculty development specialist as an institutional change agent. Emphasis will be upon practical strategies for improving the quality of life of faculty members, enhancing institutional well-being, and creating academic community.

OD CONSTRUCTING A SUPPORT SYSTEM FOR "NEW" FACULTY: RESOURCES, ACTIVITIES, EVALUATION. Foxfire

William O. Hall, *James Madison University*
Jesse S. Liles, *James Madison University*
Carter Lyons, *James Madison University*

James Madison University will fill 50-75 faculty positions for 1988-89. Many "new" faculty will be experienced teachers; some will be novices. A support system including a 2-day orientation and other activities scheduled periodically throughout the Fall and Spring semesters has been planned. Fall semester activities will concentrate on teaching techniques and on current research about college teaching. Spring semester activities will concentrate on instructional development. During the session the presenters will describe the plans for the support system and solicit from the audience ideas related to its successful implementation.

Sunday continued

AC **FACULTY DEVELOPMENT: AN INNOVATIVE MODEL OF COMPREHENSIVE PLANNING — PROCESS AND PRODUCT** Sundrift

Clara Jennings, *Arkansas College*
Dianne Barlar, *University of West Florida*

A detailed description of the process used in the development of a comprehensive faculty development plan at a regional state university in the Southeast will be featured. Content will involve both the process and the plan.

ID **TEACHING VALUES — WHO GETS TO USE THE CHALK?** Starslide

W. Lee Humphreys, *University of Tennessee-Knoxville*

An instrument designed for use with faculty and students enables us to explore ways our classes can become living case studies in the articulation and appreciation of our own values and those of others, allowing instructors to ground their teaching strategies in their basic values and students to respond on the basis of theirs.

TT **IMPROVING DISCUSSION METHOD TEACHING SKILLS** Windwood

William M. Welty, *Pace University*

Participants will read a short case about a college teacher who has a teaching problem. The group will then discuss the case and offer solutions to the problem. After the case discussion, the group will discuss what took place in the discussion and the teaching techniques used by the discussion leader.

Sunday continued

9:00 - 9:45

AD **A FACULTY INFORMATION AND PLANNING SYSTEM AT MARSHALL UNIVERSITY** Silverwood

William E. Coffey, *Marshall University*

FIPS will assist Marshall University in projecting changes in its faculty profile. The system involves an exchange of information between central academic administration and academic departments. The projection will facilitate faculty planning and recruitment, faculty development, organizational development and affirmative action goals.

ID **PREPARATION PROGRAM FOR DOCTORAL CANDIDATES AS TEACHERS FOR INSTITUTIONS OF HIGHER EDUCATION.** Silverhawk

Gene Sheperd, *University of Oklahoma*
Anthony W. Romano, *University of Oklahoma*

This program is for improving the preparation of doctoral candidates bound for college teaching careers. The program involves the development of three sequenced courses which allow for the continuity of preparation of college teachers within the candidates degree program and the evaluation of degree candidates as teachers in higher education by respective doctoral committees.

9:45 - 10:00

OD **USING SURVEY RESULTS FOR PROGRAM DEVELOPMENT: RETIRED FACULTY PROGRAM** Silverwood

Robert J. Falk, *University of Minnesota-Duluth*

A POD sponsored survey was conducted to determine what programs exist involving retired faculty, especially with respect to development activities, and to elicit ideas for use of retired faculty. Survey results will be shared and information given of a development of a campus Center for Service and Leadership led by retired faculty.

Sunday continued

9:45 - 10:30

ID **WHAT COGNITIVE SCIENCE HAS TO SAY** Silverhawk
 ABOUT TEACHING AND LEARNING

B.J. Wheeler, *University of Nebraska-Lincoln*

Cleverly designed experiments have demonstrated the roles of attention, interference, emotion, repetition and advance organizers on memory, concept learning, and problem solving. These principles of cognitive science provide a rationale for using certain components in planning for instruction of college students.

10:45 - 11:45 **WRAP-UP:** Arapahoe
 Stretching the Boundaries

11:45 - 12:30 **PICK UP BOX LUNCH, if ordered** Gallery

Natl. Assc of Equal Ed Opport.
Wash, D.C.

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SPECIAL THANKS TO

Bridget Klauber
Betsy Munson
Lisa Olinger
Ellen Stevens
Lila Stirts
Peter Van Vorous
Julie Wren