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1993

## 18th Annual Conference Program

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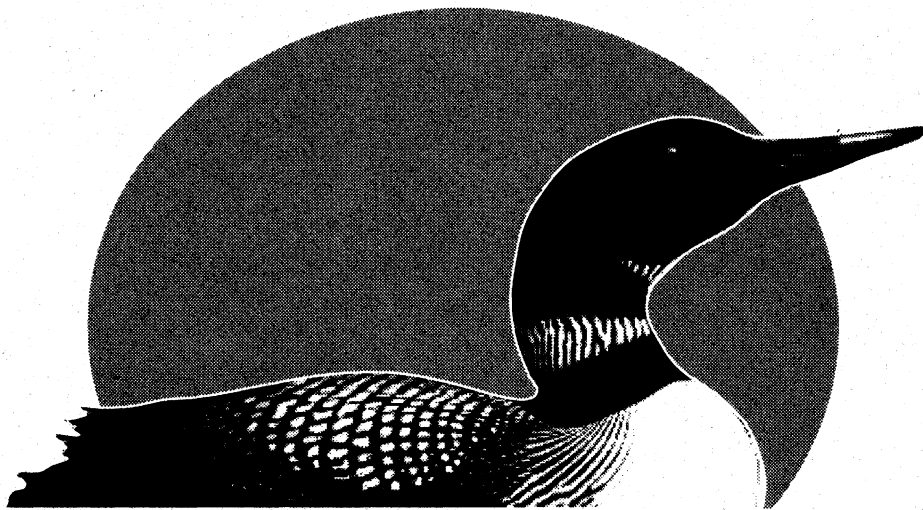
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# Conference Program

*Deliver Heights*

**UNVEILING INHERENT VALUES,  
INVIGORATING VALUES INQUIRY  
in classrooms, curricula,  
and campus life**



18th Annual Conference  
October 14 – 17, 1993  
Kahler Hotel  
Rochester, Minnesota

# POD NETWORK

October 14, 1993

Dear POD Colleagues:

We're glad you're here. Welcome to the 18th Annual Conference of the Professional and Organizational Development Network in Higher Education – POD. This year's conference theme invites us to reexamine and reevaluate a very basic issue – values. In addition, we focus on the general purpose of our organization – to explore the issues inherent in faculty, instructional, and organizational development.

The main speakers and concurrent sessions are outstanding, reflecting the hard work of our Program Committee. We have built into the schedule ample socializing and networking opportunities.

We hope this POD Conference will provoke innovative thoughts and stimulating discussions. We want you to return to your campus charged by the excitement which is generated when those dedicated to development, change, and excellence convene to share ideas, materials, and selves.

If you are new to this organization, we know you will find this conference different from many you may have attended; you will leave having become a member of a caring family. If you are a returning participant, may you grow as much as you have at past reunions.

In advance, please excuse any mistakes or omissions we may have made in preparing this conference program booklet. May you find the conference both professionally stimulating and personally satisfying. We've enjoyed putting it together for you and with you!

With highest regard,

Kay Herr and Linda Hilsen  
Conference Co-Chairs

# POD Executive Directors

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

# 1993-94 CORE Committee Members

Beverley Amick  
Kean College of New Jersey

Beverly Black  
University of Michigan

Kathleen Brinko  
Appalachian State University

Deborah DuNann Winter  
Whitman College

Peter Frederick  
Carleton College

Frank Gillespie  
University of Georgia

George Gordon  
University of Strathclyde

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

Madelyn Healy  
Kean College of New Jersey

Eric Kristensen  
Berklee College of Music

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

Jacqueline Mintz  
University of California at Berkeley

Edward Neal  
University of North Carolina

Martin Nemko  
Oakland, CA

Lynn Sorensen-Pierce  
Brigham Young University

Charles Spuches  
SUNY College of Environmental Science  
and Forestry

Diane vom Saal  
University of Missouri-Columbia

David Way  
Cornell University

B. J. Wheeler  
Mississippi University for Women

Daniel Wheeler (*Past-President*)  
University of Nebraska-Lincoln

Myra Wilhite  
University of Nebraska-Lincoln

Donald Wulff (*President, 1993-94*)  
University of Washington

Marie Wunsch  
University of Wisconsin System Administration

# Acknowledgements

We wish to thank the following people for their contributions in planning and hosting this conference. Without their work, our conference would not have been possible. Many other people have assisted in a variety of ways.

## Conference Co-Chairs

Kay Herr  
Linda Hilsen

Colorado State University  
University of Minnesota-  
Duluth

## Administrative Assistance

David Graf  
Manager of Administrative Services

Iowa State University

## Program Committee

Suzanne Brown, Chairperson

Pennsylvania State System  
of Higher Education  
University of Missouri at  
Columbia

P. Paul Heppner

University of Illinois at  
Chicago

Debrah Jefferson

Randolph-Macon Women's  
College

Thomas L. Pasternack

University of Wisconsin  
System

Susan Kahn

Raritan Valley Community  
College

Myrna Smith

University of Oklahoma  
University of Wisconsin  
System

L. Dee Fink  
Marie Ann Wunsch

Whitman College  
Berklee College of Music

Deborah DuNann Winter  
Eric W. Kristensen

## Bright Idea Award

James Greenberg

University of Maryland

## Audiovisual Coordinator

Frank Gillespie

University of Georgia

## Daily Newsletter

LeAne Rutherford

University of Minnesota-  
Duluth

## Materials and Resource Fair

B.J. Wheeler

Mississippi University for  
Women

## Roommate Assistance

Judy Greene

University of Delaware

## Evaluation Committee

Richard Nichols, Chairperson

Kean College of New  
Jersey

Beverly T. Amick

Kean College of New  
Jersey

Donald Amick

Kean College of New  
Jersey

Madelyn Healy

Kean College of New  
Jersey

## Pre-Conference Workshops

Linc. Fisch, Co-Chairperson

Lexington, KY

Judy Greene, Co-Chairperson

University of Delaware

## Registration

Judy Friedman

Bergen Community  
College

Lois Sullivan

Bergen Community  
College

## Educational Expeditions

Lion Gardiner

Rutgers University

Jean Replinger

Southwest State University

Paul Treuer

University of Minnesota-  
Duluth

## Video Fest Facilitators

Beverly Amick

Kean College of New  
Jersey

Madelyn Healy

Kean College of New  
Jersey

Richard Nichols

Kean College of New  
Jersey

# Conference Information and Resources

## **Registration Hours:**

Wednesday, October 14, 9:00-10:00pm  
Thursday, October 15, 7:30am - 9:00pm  
Friday, October 16, 7:30 - 11:30am and 1:30 - 2:30pm  
Saturday, October 17, 7:30 - 8:30am

A message center will be available at the registration area, and late-breaking conference information will be displayed at the message center.

## **Conference Meals:**

On-site meals together are an important part of the POD conference tradition. Your hotel fees cover both room and meals, and the conference organizers and hotel personnel have worked hard in planning these meals for you. You should have received a packet of meal tickets when you checked into the hotel. These meal tickets are very important. You must have a meal ticket for each meal.

If you are not staying at the hotel, please stop at the POD Registration Desk to purchase a meal ticket package. Only day-package tickets are available.

Please note that if you require special meals, you **MUST** let us know so we can pass this information on to the hotel. There is a sign-up sheet at the POD Registration Desk.

## **Evaluation:**

Evaluation is very important to the success of this and future conferences because it reflects your interests and concerns. Please be certain to fill out evaluation forms for the sessions you attend - and don't forget the overall conference evaluation form.

## **Materials and Resource Fair:**

The Materials and Resource Fair on Friday evening is an opportunity for conference participants to share their ideas and materials. Members will be present to talk with conference participants and may wish to share their materials for free or at a nominal cost. We can learn from each other and socialize at the same time! There will be a Cash Bar.

## **Bright Ideas:**

One of the finest things about our organization is our willingness to share. Be sure to fill out the Bright Idea form found in your registration packet. In order to qualify for the Bright Idea Award, your submission is due at lunch on Friday.

## **Special Interest Groups:**

Our special interest group sessions on Friday afternoon will provide an opportunity for networking among persons who have similar interests. This is a facilitated, yet informal discussion setting. Special interest group topics include:

- Regional Consortia or Multi-Campus Faculty Development Programs
- Diversity
- Organizational Development
- Issues for Administrators
- Teaching Assistant Development
- Research and Publication
- Faculty Development by Committee
- Issues at Research Universities

See inside for times and locations of special interest group meetings.

# Conference Overview

## Thursday, October 14

8:30 - 11:30am	Preconference Workshops*	
12:15 - 4:15pm	Educational Expeditions	
1:00 - 4:00pm	Preconference Workshops*	
4:30 - 5:30pm	Orientation/Welcome for Conference Newcomers	Windsor I
5:30 - 6:30pm	Opening Reception (Cash Bar)	Heritage I, Heritage Foyer
6:30 - 8:00pm	Opening Dinner	Heritage II, Heritage III
8:00pm	Howard Mohr: "How to Speak Minnesotan"	Heritage II, Heritage III

## Friday, October 15

7:30 - 8:30am	Continental Breakfast	Courtyard
8:30 - 10:00am	Concurrent Sessions 1*	
10:00 - 10:15am	Refreshment Break	Courtyard, Heritage Foyer
10:15 - 11:15am	Plenary Session: Dr. William Berquist <b>The Unconscious Life in Contemporary Colleges and Universities: Institutional Values and the Four Cultures</b>	Plaza Ballroom I
11:15 - Noon	Concurrent Sessions 2*	
Noon - 1:30pm	Lunch	Heritage II, Heritage III
1:30 - 3:00pm	Concurrent Sessions 3*	
3:00 - 3:30pm	Refreshment Break	Courtyard, Heritage Foyer
3:30 - 4:45pm	Special Interest Groups*	
5:00 - 6:45pm	Materials and Resource Fair (Cash Bar)	Penthouse
7:00 - 8:30pm	Dinner	Heritage I, II, III
8:30pm	"Another Antigone"	Heritage I, II, III

## Saturday, October 16

7:30 - 8:30am	Continental Breakfast	Courtyard, Heritage Foyer
8:30 - 9:45am	Concurrent Sessions 4*	
9:45 - 10:00	Refreshment Break	Courtyard, Heritage Foyer
10:00 - 11:00am	Plenary Session: Dr. Johnnella Butler <b>Pedagogy and Revolution: Unveiling the Values Inherent in Curriculum Transformation</b>	Plaza Ballroom I
11:15 - Noon	Concurrent Sessions 5*	
Noon - 1:30pm	Lunch	Heritage II, Heritage III
1:30 - 3:00pm	Concurrent Sessions 6*	
3:00 - 3:30pm	Refreshment Break	Courtyard, Heritage Foyer
3:30 - 5:00pm	Concurrent Sessions 7*	
6:00 - 7:00pm	Reception/Networking (Cash Bar)	Heritage I
7:00 - 8:45pm	Conference Banquet	Heritage II, Heritage III
9:00 - 10:30pm	Video Fest	Windsor I
9:00 - Midnight	Minnesota Diversity Dance	Heritage I

## Sunday, October 17

7:30 - 8:30am	Breakfast	Heritage II, Heritage III
8:00 - 8:45am	Annual POD Network Business Meeting (over breakfast)	Heritage II, Heritage III
9:00 - 10:00am	Plenary Session: Dr. Kathleen McGrory <b>An Outsider's View of POD Values – and of POD's Value to the Academy</b>	Heritage I
10:00 - 10:30am	Refreshment Break	Heritage I, Heritage II
10:30 - 11:45am	Concurrent Sessions 8*	
11:45am	Lunch	Penthouse

\*See detailed program for information and rooms not included in this overview.



# Preconference Workshops

## 1. Getting Started in Faculty Development

Facilitator: L. Dee Fink, University of Oklahoma and Larry Quinsland, National Institute for the Deaf, Rochester Institute of Technology, with additional resource persons.  
Thursday, October 14, 8:30 - 11:30 am and 1:00 - 4:00 pm  
Cost: \$40.00  
**Centennial Room**

This workshop is for persons who are new to instructional, professional or faculty development – faculty on committees, consultants, administrators. The morning will provide participants an opportunity to learn about major approaches to faculty development and to discuss their interests with experienced practitioners in the field. In the afternoon, participants can choose two of the following hands-on sessions: conducting workshops, publishing newsletters, and offering individual teaching consultation. A copy of *Face to Face* (edited by Karron Lewis), a source book of individual consultation techniques for faculty/instructional developers, will be provided to participants.

## 2. Better Teaching, More Learning: A Workshop on Teaching Strategies

Facilitator: James Davis, University of Denver  
Thursday, October 14, 8:30 - 11:30 am and 1:00 - 4:00 pm  
Cost: \$40.00  
**Windsor III**

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

## 3. Beyond Tolerance: A "Welcoming Diversity" Model

Facilitators: Judy Greene, University of Delaware and Judith Gibson, University of Delaware  
Thursday, October 14, 8:30 - 11:30 am and 1:00 - 4:00 pm  
Cost: \$40.00 (enrollment limited to 25)  
**Hiawatha**

As we explore values, let's take a look inside ourselves. This experiential workshop, suitable for all, shows us how to identify the misinformation we carry about ourselves and others, how to heal the emotional wounds resulting from mistreatment, and how to reclaim the power to challenge all forms of discrimination. Specific objectives include identifying some of the information we have learned about other groups, identifying and expressing pride in the groups to which we belong, learning how groups other than our own experience mistreatment, learning the personal impact of specific incidents of discrimination, and learning ways to interpret prejudicial jokes, remarks, and slurs. The model is one that can be transferred and adapted to any campus.

## 4. Active Learning: Cooperation in the College Classroom

Facilitator: Karl Smith, University of Minnesota  
Thursday, October 14, 8:30 - 11:30 am and 1:00 - 4:00 pm  
Cost: \$40.00  
**Windsor I**

In this workshop, cooperative learning will be defined both conceptually and operationally. Its benefits and relevant research support will be reviewed. The basic elements of cooperative learning (positive interdependence, face-to-face interaction, individual accountability/personal responsibility, collaborative skills) will be presented through a combination of experiential exercises, discussion, and lecture. Cooperative learning strategies will be used to demonstrate informal, formal, and base cooperative groups. How to implement cooperative learning will be discussed, as well as considering how to overcome barriers to implementation. Teaching students cooperative skills will be examined, and participants will plan a cooperative lesson.

## 5. Cracks in the Ivory Tower: Conflict Management in Higher Education

Facilitator: Susan Holton, Bridgewater State College  
Thursday, October 14, 8:30 - 11:30 am  
Cost: \$20.00  
**Windsor II**

Conflict is a fact of life – even within the no-longer-ivory towers of academia. And yet it is something that is poorly understood and often desperately avoided, at the peril of the relationship, the department, or the institution. This workshop will focus on learning about conflict, how to detect it, how to deal with it head on when it happens, and how to use conflict in a positive way. After this session, participants will know some "early warning signs" of conflict, will know about conflict management styles, will determine their own style(s), and will understand levels of conflict and how to intervene at each level.

## 6. Course and Curriculum Development

Facilitator: Bob Diamond, Syracuse University  
Thursday, October 14, 8:30 - 11:30 am  
Cost: \$20.00  
**Ampitheater**

This practical, interactive workshop will introduce a successful model for course, curriculum and program design. It will describe the role of the developer in design, implementation, and evaluation. The politics of implementation, successful change, the skills needed to be an effective developer, and how to increase impact with limited resources also will be discussed. Participants will receive a copy of the presenter's "Designing and Improving Courses and Curricula in Higher Education."

## 7. Life Goes On – And On – And On: Effective Skills and Strategies for New and Experienced Faculty Development Directors

Facilitators: Marie Wunsch, University of Hawaii, Manoa and Marilla Svinicki, University of Texas, Austin  
Thursday, October 14, 1:00 - 4:00 pm  
Cost: \$20.00  
**Salon A**

Formal training in faculty development "directing" is rare. Most skills are learned on the job, often by individuals struggling in isolation. This workshop provides an opportunity for directors at all stages of their appointment to continue and enhance their skill development and networking in administering programs.

*Part 1 (2 hours) - Participants will choose one section:*

**Section A** (enrollment limited to 25)

New directors (0-2 years) and chairs/members of faculty development committees. The emphasis will be on identifying and developing perspectives, skills, and strategies to administer a program.

**Section B** (enrollment limited to 25)

Experienced directors (3 years or more) with mature or changing programs. The focus will be on addressing changing programs, developing strategies to meet new situations, and giving attention to the lifestyle and career issues of experienced directors.

*Part 2 (1 hour)*

Sections A and B will meet together to summarize issues and problems and to develop ongoing working networks of directors engaged in like interests.

## 8. Faculty Consultant as Counselor: Issues and Techniques

Facilitators: Larry Quinsland, National Technical Institute for the Deaf, Rochester Institute of Technology; Sally Atkins, Appalachian State University; Peter Frederick, Carleton College; Gary Long, National Technical Institute for the Deaf, Rochester Institute of Technology  
Thursday, October 14, 1:00 - 4:00 pm  
Cost: \$20.00  
**Salon B**

The purpose of this session is to share effective consultation techniques with colleagues who function as faculty development consultants. The focus will be on some of the non-classroom related issues that faculty bring to the conference table. Workshop presenters will demonstrate specific counseling techniques for assisting colleagues to deal with issues such as "mid-life" concerns, gender issues, family and relationship issues, career satisfaction issues, professional development decision-making, collegial conflict, and campus politics. The ethics of determining personal limits, boundaries, and appropriate referral will be considered.

## Wednesday, October 13

**10:00am - 5:00pm**      **CORE Committee Meeting**  
*Salon A & B*

**7:00 - 9:00pm**      **Dinner**  
*Penthouse*

**9:00pm - 10:00pm**      **POD Registration Desk Open**  
*Mezzanine Foyer*

## Thursday, October 14

**7:30am - 9:00pm**      **POD Registration Desk Open**  
*Mezzanine Foyer*      *Note: Registration personnel will be in the registration area for most of the day. There may be times when on-site registrations cannot be processed.*

**7:30 - 8:30am**      **Continental Breakfast**  
*Courtyard*

**8:30 - 11:30am**      **Pre-Conference Workshops**  
*See previous page for workshop times and locations.*

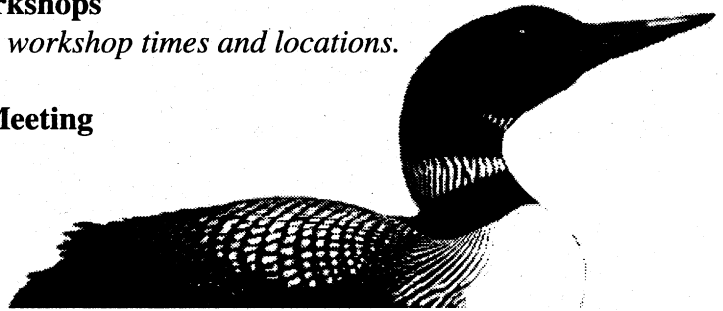
**8:30 - Noon**      **CORE Committee Meeting**  
*Salon A & B*

**Noon - 1:00pm**      **Lunch**  
*Courtyard*

**12:15 - 4:15pm**      **Educational Expeditions**  
*Note: Both expeditions will depart promptly at 12:15pm from the Kahler Hotel, West Lobby door.*

**4:30 - 5:30pm**      **Orientation/Welcome for Conference Newcomers**  
*Windsor I*      *After a welcome by Donald Wulff, POD President, the Conference Co-Chairs will provide an introduction to the conference. A presentation by the POD Reader's Theater and ice-breaking activities will follow.*

**5:30 - 6:30pm**      **Opening Reception (Cash Bar)**  
*Heritage I*      *Join other conference attendees in an informal social setting to catch up on what's happening where, see and greet established friends, and meet new friends.*



**6:30 - 8:00pm**

*Heritage II, III*

## **Opening Dinner**

**8:00pm**

**Heritage II, III**

## **Howard Mohr presenting "*How to Talk Minnesotan*"**

As a writer for public radio's "A Prairie Home Companion," Howard Mohr created over 200 scripts and spots, including "Raw Bits," "Worst Case Scenario," and "The College of Lo-Technology." He frequently appeared on the show in his own material as Howie Hunde, owner of the Walleye Phone Company; Herb of Herb's AcuAuto, the Midwest's only acupuncture garage; and Bob Hunde, inventor of The Cow Pie Key Hider.

The heart of his bestselling How to Talk Minnesotan was developed from his long-running spots for Minnesota Language Systems, "the simple cassette tape and study guide for visitors from out of state."

Howard's first book was How to Tell a Tornado, and his latest is A Minnesota Book of Days (And a Few Nights), a whole year of odd events and characters from the Gopher State.

In February of 1992, the half-hour video version of How To Talk Minnesotan premiered on Channel 2 in St. Paul. In October of 1992, the video won a regional Emmy in Chicago for the best single entertainment show.

After his presentation, Howard will sign books and speak Minnesotan with you!

## **Friday, October 15**

**7:30 - 11:30am**

*Mezzanine Foyer*

## **POD Registration Desk Open**

**7:30 - 8:30am**

*Courtyard*

## **Continental Breakfast**

**8:30 - 10:00am**

*Hiawatha*



## **Friday: Concurrent Sessions 1**

### **Collaborative Consultations with International Faculty: One Approach!**

*Erin Porter & Ghislaine Kozuh, University of Texas at Austin.*

In response to the increasing requests of international faculty clients and newly mandated requirements from our state legislature, our Center is now providing a unique collaborative consultation process. Each international client receives a totally personal, confidential, and specific evaluation before a plan of action is prepared. It is our philosophy that an international client be granted the same privilege as any faculty member and that their particular needs are best addressed by pooling the expertise of two consultants who evaluate teaching effectiveness, American classroom cultural differences, and English language proficiency. The presenters hope the audience will bring their suggestions to this session to share through group discussion of case studies.

*Salon A*

**Problem-based, Formative Student Feedback: What Values Are Inherent in Instructors' Questions?**

*Lisa Firing Lenze & Bill Rando, National Center on Postsecondary Teaching, Learning & Assessment, Northwestern University.*

This session introduces a problem-based, formative feedback process that faculty and faculty developers can use to collect student data in response to specific questions about teaching and learning. Presenters will quickly introduce problem-based feedback, and then participants will examine cases from a recently developed sourcebook on formative student feedback. Discussion will focus on values inherent in the cases and strategies for introducing problem-based feedback at participants' home institutions.

*Centennial*

**TQM in the Classroom: New or Traditional Values?**

*George Drops, National University*

The principles of total quality (TQM) - continuous improvement, quantitative measurement and feedback, focus on the customer, etc. - are applicable to classroom teaching. While it is questionable whether TQM should lead to giving each student an "A" for the course, adopting TQM does require a shift in focus from teaching and testing to learning and the measurement of outcomes - emphasizing what students accomplish in relation to the ultimate customers of education: business and government.

*Windsor I*

**Valuing Every Student: Improving Teaching in the Multicultural, Multi-learning-styled Classroom**

*Elisa Carbone, University of Maryland University College*

How can faculty best meet the needs of all students, including minorities, foreign students, women, and students with different learning styles? This workshop is designed for faculty developers who are interested in exploring the issue of diversity in the classroom. We will take a look at discriminatory classroom behavior and explore how teachers can take **practical** steps toward creating a learning environment where each student feels equally included and respected.

*Ampitheater*

**Equity in the College Classroom: Students' Perceptions of Fairness**

*Rita C. Rodabaugh, Academy for the Art of Teaching, Florida International University*

Information on college students' perceptions of fairness in the classroom will be presented. Extracted from original research, this presentation will include comparisons of interactional fairness, procedural fairness and distributive fairness, and how each relates to student satisfaction and learning. The relative importance of fairness compared to grade outcome, instructors' warmth toward students, and instructors' teaching technique are presented. Additional correlates of fairness are included. Participants will be able to develop a plan for increasing students' perceptions of fairness.

*Salon B*

**Assessment and Values: A New Religion**

*Anita Gandolfo, West Virginia University*

This presentation will highlight the way that the process of developing a comprehensive student learning outcomes assessment program can unveil inherent values and invigorate values inquiry. The presenter will offer a value-based model of student learning outcomes assessment, demonstrate viable methods of assessing values outcomes, and share some positive results from this process at WVU.

*Viking*

**Knowledge Into Wisdom: Transforming the University Through Values Inquiry and Critical Thinking**

*Susan M. Awbrey, Oakland University.*

Because of dramatic societal change, trust of the American population in institutions, including universities, is eroding. Instead of "patterned ways that we interrelate to form a community," institutions are seen as autonomous systems going on "over our heads." The presenter will argue that without a university environment that fosters the transformation of knowledge into wisdom, we are handing students "empty knowledge" and ill-preparing them for the most important tasks of the twenty-first century. Further, inquiry and critical thinking applied not only to knowledge, but also to values, will be presented as the process that allows us to discover meaning in our lives.

*Windsor II*

**Creating A Network For Small Faculty Development Programs**

*Geraldine T. Thomas, St. Mary's University*

We want to discover if other POD members are without a full-time Faculty Development Office, but with an interested committee or center, perhaps staffed by someone with release time to deal with issues of faculty development. The session will look at the work of our Quality of Teaching Committee, and then ask individuals present to describe their programs. If there is sufficient interest, we propose to begin the formation of a network for small faculty development centers within the wider POD organization.

*Windsor III*

**How to Diagnose and Change an Academic Culture**

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

This session will focus on: 1) how to diagnose the vital characteristics of academic culture (such as risk tolerance, communication patterns, sense of community, what the institution writes about itself), and 2) what can be done with this knowledge to renew or change the culture of a college or university. Through group discussion and an innovative interactive exercise (based on a just-completed national research study) the presenters will report on successful practices.

**10:00 - 10:15am Refreshment Break**

*Courtyard & Heritage Foyer*

**10:15 - 11:15am Plenary Session:**

***Plaza Ballroom 1 & 2* The Unconscious Life in Contemporary Colleges and Universities: Institutional Values and the Four Cultures**

*Dr. William Bergquist, The Professional School of Psychology*

Bill Bergquist, an early leader of the POD Network, is a man of many accomplishments. Currently serving as President of The Professional School of Psychology, an independent graduate school for human service professionals in California, Dr. Bergquist has taught both psychology and business at a number of institutions including the University of Oregon, the University of Idaho, the University of San Francisco, and the NTL Institute. He has consulted with hundreds of organizations – corporations, human service agencies, and educational associations, as well as colleges and universities. And he has published sixteen books and many articles on a broad range of topics. His most recent book, which will provide the focus for his conference presentation, is *The Four Cultures of the Academy* (Jossey-Bass, 1992).

11:30am - 12:15pm



Friday: Concurrent Sessions 2

Plaza Ballroom  
1 & 2

**A Conversation with Dr. William Bergquist**  
*Kay Herr, Moderator*

Windsor I

**Unveiling the Organizational Culture, Climate, and Values of a School: An Internal Approach**

*Michael Theall, Ann C. Shelly, Cecilia Pierce, Scott Snyder and Karen Shader, University of Alabama at Birmingham*

Investigations into the culture, climate, and values of organizations require careful planning, political sensitivity, clear definition, a mix of methods and processes, and the time to deal with the variety and depth of data provided by a qualitative/quantitative approach. Presenters will review the process and results of an internal study of culture, climate, and values and discuss all phases of the process with emphasis on techniques and procedures which can generalize to other situations.

Hiawatha

**The Case Against the Air Tight Case: Lowering Defenses Without Lowering Standards**

*Helen Bonner & Mark Christensen, Bemidji State University*

Trained to build air-tight cases, do we squeeze the life out of learning? For faculty developers and faculty, a discussion and collaborative workshop on how traditional teaching, itself defensive pedagogy, adds to student defensiveness. We will examine the effects of rigorous logic-based training on both professor and student, contrasted with post-structuralist thinking and teaching, which values multiple and simultaneous ideas. Lowering defensiveness can open the way for constructive and creative collaboration. Strategies for classroom or collegial collaboration.

Windsor II

**New Perspectives on the Value of Teaching Improvement Practices**

*Alan Wright, Dalhousie University*

POD members all value post-secondary teaching and commit a great deal of energy to making college teaching more effective. But what teaching improvement practices do they think have the greatest potential impact? This session examines the results of a 1993 survey of POD members regarding the potential of various teaching improvement practices and provides a forum for discussing the implications of the findings for institutional programs and policies.

Viking

**A Classroom Student Observer Program: An Alternate Manner for Gathering Feedback on Classroom Teaching.**

*Lynn Sorenson-Pierce, Brigham Young University; Peter Frederick & Frank Morral, Carleton College*

Faculty members who are reticent to participate in peer observation and/or lacking in skills to utilize classroom research may be open to inviting a trained student observer to provide them feedback. These student observers are not from their own classes and are therefore both more observant and more impartial. Faculty developers may find inspiration for starting such programs on their own campuses by learning how such programs function at both a large and a small university.

*Windsor III*

**Using Book Groups as a Faculty Development Strategy: Initiating Critical Dialogues on Multicultural Teaching**

*Christine Stanley & James Francisco Bonilla, The Ohio State University*

Faculty are increasingly time pressed and are posing new challenges to those interested in increasing attendance at faculty development activities on campus. This session will highlight a book group that drew large waiting lists of faculty over two quarters utilizing the book Teaching for Diversity. The objectives of this session include: 1) the presentation of the book group concept, design, implementation and evaluation, and 2) discussion of the implications for faculty development in general and multicultural teaching in particular.

*Salon A*

**Instructional Values: The Hidden Agenda of Teaching Effectiveness Workshops**

*Darlene Haffner Hoffman, Millikin University*

This session will explore values issues which emerged as 14 experienced faculty progressed through a 9-week teaching effectiveness workshop. As teachers planned teaching portfolios, discussed literature on teaching effectiveness, and presented micro-teaching lessons, it became obvious that our ways of teaching and learning reflect values which must be recognized in the process of improving instruction. Selected values-awareness techniques will be demonstrated.

*Salon B*

**Curriculum Change in Institutions with Deeply Cherished Values**

*Mary Anne Johnston, Yale University School of Medicine*

The purpose of this session is to provide an opportunity for participants to discuss strategies that might be helpful in supporting and guiding curriculum change in institutions with deeply cherished values. Using case studies and personal experiences, participants will explore a wide range of organizational and educational development techniques for effecting constructive change.

*Centennial*

**The Teacher As Actor: A Valuable Metaphor for the Classroom?**

*Alan C. Friedman, Belleville Area College*

Should teachers be actors in the classroom? Faculty developers should be captivated by both sides of this lively issue. The presenter explores reasons why many educators reject theatrical teaching, plus reasons why many, himself included, believe that the teacher as actor metaphor should be embraced and utilized in all classrooms. Practical exercises and audience involvement will be included as time permits.

**12:15 - 1:30pm**

*Heritage II & III*

**Lunch**

**1:30 - 2:30pm**

*Mezzanine Foyer*

**POD Registration Desk Open**

1:30 - 3:00pm



## Friday: Concurrent Sessions 3

*Windsor II*

### **Conceptual Mapping: A Strategy for Exploring Values (As Well as Other Things)**

*Janet Malone, University of Wisconsin at Stevens Point*

Conceptual mapping is a strategy that can be used to help us reflect critically upon concepts, relationships between concepts, and the underlying values and assumptions. In this workshop, the presenter will show and talk about an example of a conceptual map and participants will experience the process of constructing one. Emphasis will be upon using the strategy for purposes of values exploration, but other uses will be discussed.

*Salon B*

### **Native American Tradition and Modern Methodology: The Subordination of Teaching to Learning**

*Jim Green & Olivia Tiger, Sisseton Wahpeton Community College*

This session will challenge the common assumption that teaching and learning exist in a direct, one-to-one relationship, or "The more I teach, the more you learn." Using an active method call The Silent Way, as adapted for teaching Native American languages, the session will demonstrate how to make the learner independent of the teacher. Discussion will focus on creative ways to adapt the approach.

*Viking*

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

*Larry Michaelsen & L. Dee Fink, University of Oklahoma*

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

*Ampitheater*

### **Quality Improvement Initiatives in Higher Education: Values In or Out of Sync**

*Judith A. Gaston, University of Minnesota*

Quality improvement has swept the country, including most of higher education. We're jumping on board with both feet, buying in and trying it all out. Yet, as with all organizational interventions/transformations, quality improvement carries with it a set of underlying values — perhaps more than one set, depending upon the approach used in implementation. The purpose of this session will be to explore/expose some of the core assumptions underlying quality improvement initiatives and to evaluate their consistency with the values we live and work by. The session will be most meaningful for person who have at least a basic familiarity and slight experience with quality improvement at the post-secondary level. The presenter is an experienced organization development consultant working as a quality improvement specialist in higher education.

*Hiawatha*

### **Using Multicultural Vignettes to Foster Dialogues on Diversity**

*Ed Neal & Iola Peed-Neal, University of North Carolina at Chapel Hill*

Diversity issues have a major impact on teaching and learning in college, but it is often difficult to provide an appropriate format in which these issues can be safely discussed. In this session, we will demonstrate the use of a set of vignettes (mini-cases) to promote a healthy dialogue on diversity among students and teachers.



*Windsor I*

**Communicating Teaching Values, Practices, and Accomplishments Through a Teaching Portfolio**

*Ray Shackelford, Ball State University*

Teaching Portfolios are more than a tool to document teaching effectiveness. The process of introspection used in the development of a portfolio enables faculty to reflect upon and assess their teaching practices against their values and beliefs and communicate teaching accomplishments to others. This session will investigate a process that has helped hundreds of faculty to assess and communicate their teaching values, practices, and accomplishments.

*Salon A*

**An Inquiry into Values and Ethics in College Teaching: Problems, Issues, Guidelines, Principles.**

*Linc. Fisch, Lexington, KY*

Though we frequently emphasize preparing students for ethical decisions in their vocational fields, we seldom focus on ethics in our own teaching. The neglect is particularly unfortunate, since visible attention to our own ethical behavior presents models that speak more eloquently than any rhetoric. Our workshop discussions will be triggered by videos newly produced with support from The Lilly Endowment. We will seek better understanding of issues and try to identify principles to guide our actions.

*Centennial*

**Organizing and Conducting a Discussion-Leading Workshop**

*John Boehrer, Harvard University; Rita Silverman & William Welty, Pace University*

Class discussion is a highly adaptable active learning format and a particularly effective means of eliciting, comparing, and reflecting on values that underlie individual perspectives. Faculty often require assistance with developing discussion-leading skills, and faculty developers can promote active learning by providing it. This session will demonstrate a flexible model for organizing and conducting a discussion-leading workshop that participants can tailor to their own audiences.

*Windsor III*

**The Role of a Center for Faculty Development in Promoting Values Inquiry**

*Frank Birmingham, Suzanne Bunkers, Sheryl Dowling, and Jeff Pribyl, Mankato State University*

Mankato State University's Center for Faculty Development is staffed by university faculty members. The Center's mission is to help faculty identify and implement values inquiry strategies in three key areas: 1) general education, 2) critical thinking, and 3) cultural diversity. Our interactive session will emphasize implementation of values inquiry strategies in these three areas.

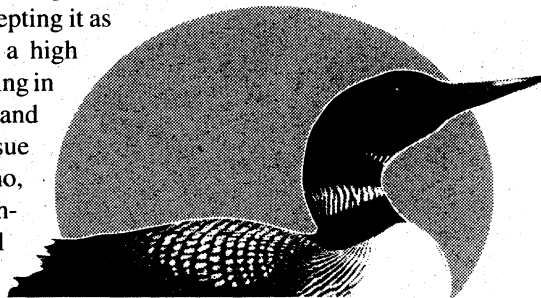
**3:00 - 3:30pm**

*Courtyard &  
Heritage Foyer*

**Refreshment Break**



- 3:30 - 4:45pm**      **Special Interest Groups (informal discussions)**
- Hiawatha*              **Regional Consortia or Multi-Campus Faculty Development Programs**  
*Facilitator: Susan Kahn, University of Wisconsin System*
- Salon A*                **Diversity**  
*Facilitator: Rusty Wadsworth, McHenry County College*
- Ampitheater*        **Organizational Development**  
*Facilitator: Richard Nichols, Kean College of New Jersey*
- Windsor III*         **Issues for Administrators**  
*Facilitator: Kay Herr, Colorado State University*
- Windsor I*            **Teaching Assistant Development**  
*Facilitator: Christine Stanley, The Ohio State University*
- Salon B*              **Research and Publication**  
*Facilitator: Marilla Svinicki, University of Texas at Austin*
- Viking*                **Faculty Development by Committee**  
*Facilitator: Joyce Povlacs-Lunde, University of Nebraska-Lincoln*
- Centennial*         **Issues at Research Universities**  
*Facilitator: Jody Nyquist, University of Washington*
- 5:00 - 6:45pm**      **Materials and Resource Fair (Cash Bar)**  
*Penthouse*
- 7:00 - 8:30pm**      **Dinner**  
*Heritage I, II, III*
- 8:30pm**              **"Another Antigone," by A. R. Gurney**
- This staged reading, directed by Pamela Nice, Associate Director of the Faculty Development Center at the University of St. Thomas, focuses on the conflict that arises between Henry Harper, Professor of Classics, and Judy Miller, a student in his class on Greek tragedy. Rather than writing the required term paper on Sophocles' *Antigone*, she has re-written the play, with a modern theme. Harper refuses to accept her effort; Judy insists not only on Harper accepting it as her term paper, but on receiving a high grade. The conflict escalates, bringing in the administration, other students, and alumni. The play centers on the issue of power in the classroom, and who, ultimately, controls the students' learning. Gurney, who has had several plays on Broadway, has taught literature at MIT for over 25 years.



**Saturday, October 16**

**7:30 - 8:30am**      **POD Registration Desk Open**

*Mezzanine Foyer*

**7:30 - 8:30am**      **Continental Breakfast**

*Courtyard*

**8:30 - 9:45am**



**Saturday: Concurrent Sessions 4**

*Ampitheater*

**Good Apple? A Hands-on Approach to Teaching Intelligent Valuing**

*David Pepi, University of Wisconsin at River Falls*

This workshop is designed for educators interested in exploring a hands-on approach to teaching students how to make objective value claims, but anyone interested in learning how to get the most out of his or her apple-eating experiences is welcome. We'll use Thoreau's method to appreciate fresh apples as we analyze the structure of value claims and argue that we can and ought to teach students how to tell good and bad apples apart.

*Windsor II*

**The Values Diversity Test: A Self-assessment Tool for Faculty and Faculty Developers**

*Marty Nemko, Nemko Associates, Oakland, CA*

Nearly everyone SAYS they value diversity. Yet, too often faculty and even faculty developers pay lip service to values other than their own. In this session, you'll take a look at yourself by taking the *Values Diversity Test*. We will then explore how this instrument can be used with faculty and administrators.

*Salon B*

**Faculty/TA Developers and Classroom Teaching: Replication and Creation of Value**

*Laura Border, University of Colorado at Boulder & Jacqueline Mintz, University of California at Berkeley*

This workshop is an invitation to examine values that drive our various faculty/TA development programs and classrooms. Participants and presenters will probe assumptions and presumptions that undergird their daily work. We will examine personal and institutional values and how developers and teachers can challenge, create and balance values in the classroom.

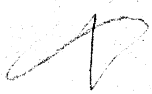
*Windsor I*

**The Value of Classroom Humor: A Case Study**

*Richard Nichols, Beverly Amick, and Madelyn Healy, Kean College of New Jersey*

This presentation will focus on the value of humor in the classroom. A case study on the use/misuse of humor in a college classroom will be presented and discussed. Emphasis will be on the consequences of using humor. Participants will have an opportunity to share their own experiences with the use of humor in their classrooms.

*Centennial*



**Academic Honesty in the College Classroom: Teaching Strategies**

*Susan Ambrose, Carnegie Mellon University & Mary Deane Sorcinelli, University of Massachusetts at Amherst*

Some students cheat — anywhere between 25% and 90% of them, depending on the study. What is a teacher's responsibility in handling situations such as copying off an exam or plagiarizing a paper, and in communicating the importance of integrity in the academic enterprise? In this session, participants will explore reasons why students cheat and identify concrete teaching strategies for preventing and dealing with academic dishonesty.

*Hiawatha*

**Infusing Values Inquiry Across the Curriculum in a College of Social Sciences**

*Bill Burke, University of Hawaii at Manoa*

This session examines a project to renew and revitalize a college academic climate. The project uses faculty focus groups to explore shared pedagogical values (e.g., active learning and critical thinking), similarities and differences in disciplinary values, and methods to infuse and model these values across the curriculum in a learning community setting. Session participants will discuss the project, consider its applicability to other academic settings, and engage in activities designed to make disciplinary values explicit.

*Windsor III*

**Is Faculty Development Anti-Faculty?**

*Steve Golin, Bloomfield College, New Jersey*

What are the values of faculty development? If we reflect upon our assumptions, is there a built-in bias against faculty in our whole orientation? Do we see ourselves as professionals, and faculty as amateurs? Do we talk about us and them? Do we blame faculty for blaming students? Are the values of faculty development, as a movement, unconsciously designed to raise us up and put faculty down?

*Salon A*

**Using a Multimedia Computer Presentation to Prepare Faculty for Evaluating Teaching**

*Diane R. vom Saal, University of Missouri at Columbia; Debrah H. Jefferson, University of Illinois at Chicago; and Karen K. Gustavson, University of Missouri at Columbia*

We will show a multimedia computer presentation with sound, text and video. The presentation was designed to prepare faculty to evaluate teaching. Conference participants will see a computer presentation with faculty members giving advice about reviewing colleagues' teaching materials, observing a colleague, and interpreting student rating results. We will discuss the development of the project, our faculty's response and the use of multimedia for faculty developers. Participants will then work in small groups to analyze the issue of implicit values in the development of material for the training of teaching evaluators.

*Viking*

**What is the "Spirit of POD?": An Examination of the Culture and Values of the Organization and the Faculty Development Movement**

*Marilla D. Svinicki, University of Texas at Austin*

POD is more than just a professional organization; it stands for a set of values which are reflected in its programs and its people. What are the values and are they changing? In this session we will explore what the "Spirit of POD" means to each of the participants and how that is translated into actions.

**9:45 - 10:00am**

**Refreshment Break**

*Courtyard & Heritage Foyer*

**10:00 - 11:00am Plenary Session:**

*Plaza Ballroom 1 & 2* **Pedagogy and Revolution: Unveiling the Values Inherent in Curriculum Transformation**

*Dr. Johnnella Butler, University of Washington*

Johnnella Butler is among the pioneers in the important work of transforming the curriculum to include the contributions and points of view of women and people of color. Dr. Butler has taught at Towson State College, chaired the Department of Afro-American Studies at Smith College, and served as co-director of the first major grant-funded project to bring together scholarship on Black Studies and Women's Studies (1981-83). Currently, she chairs the American Ethnic Studies Department at the University of Washington and is the co-principal investigator for a statewide curriculum infusion project funded by the Ford Foundation. Her publications include *Black Studies: Pedagogy and Revolution, A Study of Afro-American Literature in the Liberal Arts Curriculum* (1981) and *Transforming the Curriculum: Ethnic Studies and Women's Studies* (1991).

**11:15am - Noon**



**Saturday: Concurrent Sessions 5**

*Plaza Ballroom*

**A Conversation with Dr. Johnnella Butler**

*Don Wulff, Moderator*

*Viking*

**Adventure in Learning**

*Sheryl Hruska, Lyndon State College*

Adventure-based learning starts with activities that present intellectual, physical and emotional challenges of varying intensity. The activities and reflection upon them promotes problem solving skills, knowledge of group development and self-confidence. Low-risk activities will be introduced in this session to build a first-hand understanding of how and why these methods are such powerful learning tools across the disciplines.

*Hiawatha*

**Involving Students in Faculty Development: A Matter of Value and Values**

*Kenneth J. Zahorski, St. Norbert College*

Should we be involving students more in our faculty development programs? By not doing so are we neglecting one of our most important resources? Indeed, do we have an ethical obligation to involve students more actively? This interactive session will identify ways in which developers can bring students into the faculty development process, working closely with them to strengthen and enrich the faculty development enterprise.

*Salon A*

**TA's Assessment of Self-Esteem Issues in the University Classroom**

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

The results of a survey addressing TAs' views of self-esteem in post secondary classrooms at a major research institution shed light on TAs' perceptions of levels and differences in self-esteem. The data demonstrate that effective TA training is correlated with TAs' and students' perceptions of higher self-esteem.

*Director's Room*

**Values Inquiry: Teaching Medical Ethics Through Cases and Discussion**

*Bill Bondeson, University of Missouri at Columbia*

A workshop/demonstration of some teaching and discussion techniques. Some cases in medical ethics will be analyzed along with the presentation of some techniques for presenting some life and death issues in a stimulating but non-threatening environment.

*Centennial*

**Cultural Diversity: Transformation in the Classroom**

*Kathleen O. Kane, University of Hawaii at Manoa.*

This roundtable discussion will center around the publication In Celebration of Students: Reflections on Learning at the University of Hawaii. The themes of that volume are derived directly from narrative of students. Cultural diversity in Hawaii dramatically illuminates what it means to be a teacher whose cultural values do not represent those of the student. Discussion will address the process as well as the meaning of those narratives within the context of cultural and educational diversity.

*Ampitheater*

**Discovering Implicit and Explicit Institutional Values: A Model**

*Ronald Palosaari, Jeanne Boeh, and Christopher Kimball, Augsburg College*

A model, used at a faculty retreat in February 1993, will be presented to discover explicit and implicit institutional values. Participants in the session will discuss the model and how it might be used on other campuses. Handouts will be available.

*Windsor III*

**Academic Leaders and Faculty Developers: Creating an Institutional Culture that Values Teaching**

*Norman Aitken & Mary Deane Sorcinelli, University of Massachusetts at Amherst*

Successful faculty development programs require strong administrative support and faculty involvement. How can academic administrators work with faculty members and faculty developers to positively influence the climate for undergraduate teaching? In this session, a deputy provost and a director of a university-wide teaching center share collaborative strategies for improving the regard and rewards for undergraduate teaching and learning.

*Windsor I*

**Ensuring the Continuation of Innovative Teaching Programs**

*Beverly Black & David Ametrano, The University of Michigan*

Innovative, successful teaching programs often fail to be maintained, especially when personnel change. Two initiatives that are helping to bring about changes in the values of teaching and learning in mathematics and engineering will be described and used as a trigger for participants to develop strategies to ensure the continuation over time of innovative and successful programs.

**Noon - 1:30pm**

*Heritage II & III*

**Lunch**

**1:30 - 3:00pm**

*Viking*

**The Cultural Awareness Hierarchy: A Model for Achieving Excellence in Culturally Diverse Campus Settings**

*Peter Muniz, Peter Muniz & Company*

This three hour session will present a comprehensive and practical six-level model covering the major factors - including values - that influence communications, understanding, and learning in culturally - and otherwise diverse - campus settings. Participants will be able to apply the model in all aspects of campus life - from curriculum development to relationships with both students and colleagues.



**Saturday: Concurrent Sessions 6**

*Windsor II*

**An Introduction to Grounded Theory**

*Mary Pat Mann, Ohio University College of Osteopathic Medicine*

Qualitative methods are increasingly important in education. Grounded theory is one approach to qualitative analysis that works well in applied settings and can be adapted for classroom research. This three-hour workshop, an expanded version of a session offered last year, will introduce you to this qualitative research tradition through examples, references, discussion and practice. The workshop also includes an opportunity for you to begin designing a study of your own using this approach.

*Windsor III*

**Conducting Effective Classroom Observations**

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

In this interactive session, participants will gain an overview of classroom observations, including: (1) pre-course materials; (2) good observation tactics, using effective classroom protocol and a focused narrative instrument; and (3) post-observation activities, including constructive feedback.

*Salon A*

**Using the Faculty Reward System to Facilitate Change**

*Robert M. Diamond, Syracuse University & Delivee Wright, University of Nebraska at Lincoln*

Major changes are underway in the faculty reward system, changes that will have direct impact on students, administrators, faculty, staff, and institutions. This session will have two elements: (1) a review of on-going efforts to change the promotion, tenure, and merit pay systems at the national, institutional, and disciplinary level; (2) a discussion of how faculty, administrators, and developers can build on these efforts.

*Salon B*

**Putting Empowerment to Work in the Classroom**

*Trudy Knowles & Cheryl Medearis, Sinte Gleska University*

At Sinte Gleska University, a tribal college on the Rosebud Sioux Reservation, we use traditional Lakota values in developing empowering curricular and instructional strategies. This workshop will explore the empowerment that comes to students from an educational environment that validates their culture and learning styles and allows them choices resulting in self-directed learning. What is empowerment? How can students be validated? What are the emotional, physical, and curricular blocks to empowerment? What are the solutions to these perceived problems? Using small-group activities and large-group processing, participants will develop an understanding of what empowerment means and will develop strategies to implement in their colleges and universities.

*Centennial*

**Active Learning Approaches to Integrating Values and Ethics into College Courses: Implications and Strategies for Faculty Development**

*James Eison & Marsha Vanderford, University of South Florida*

An increasing number of faculty are incorporating issues of values and ethics into university courses and curricula. To address this educational challenge skillfully, faculty must employ instructional strategies which effectively involve and engage students in the learning process. This session will explore and demonstrate several alternative ways that both new and experienced faculty developers can assist faculty in incorporating values inquiry into their courses.

*Hiawatha*

**Using the Theatre as a Process for Examining our Values Relating to Diversity**

*Marilyn Leach & Douglas Paterson, University of Nebraska at Omaha*

Higher education is currently examining volatile diversity issues. In this session the presenters will describe and use interactive theatre to examine our values related to minorities, women, the disabled, and gays and lesbians. Participants will have an opportunity to view a process for considering alternative strategies for dealing with difficult conversations or situations taking place on our campuses both in and out of the classroom.

*Ampitheater*

**Team Building as a Professional Development Tool**

*Ann Lucas, Fairleigh Dickinson University*

POD members constantly function as change agents in their own situations. But how much attention is paid to their own professional development, particularly as team members and team leaders? What are the characteristics of a highly effective team? How can a needs analysis identify training needs for your Faculty Development team? How do you keep your team developing rather than getting burned out? How do you manage conflict? How is the team motivated and rewarded? Team building interventions and assessment instruments will be shared. Useful for new and "old" faculty developers.

*Windsor I*

**The Newsletter Editors' Secret Notebook**

*Laura Border, University of Colorado at Boulder; Susan Cohen, York University; Linc. Fisch, Lexington, KY; LeAne Rutherford, University of Minnesota at Duluth; and Ken Zahorski, St. Norbert College*

All successful editors have a few secrets that help "make" their newsletters. At this session for both new and experienced editors, the co-editors of POD's Muse will reveal their own secrets for success. You, too, can share yours in this free-flowing exchange of ideas and solutions to persistent publication problems. (This session is a continuation and extension of the POD Newsletter Editors Network session at the 1992 conference.)

**3:00 - 3:30pm**

*Courtyard &  
Heritage Foyer*

**Refreshment Break**

**3:30 - 5:00pm**



**Saturday: Concurrent Sessions 7**

*Viking*

**The Cultural Awareness Hierarchy: A Model for Achieving Excellence in Culturally Diverse Campus Settings**

*Peter Muniz, Peter & Company*

Continuation of three-hour session.

*Windsor II*

**An Introduction to Grounded Theory**

*Mary Pat Mann, Ohio University College of Osteopathic Medicine*

Continuation of three-hour session.



*Amphitheater*

**Do You See What I See? - The Challenge of Visual Perception**

*Karin McGinnis & Kenneth Maeckelbergh, Lakewood Community College, White Bear Lake, MN*

Participants in this session will explore the role of visual perception as a value-laden learned behavior. Through small group projects, general discussion, demonstrations, and a brief historical survey, the relationship of cultural conventions and visual art will be considered. A method for critical inquiry will be developed. Materials provided include a checklist for critical analysis of visual art, projects for developing visual literacy, a multi-cultural survey of visual conventions, and a bibliography.

*Salon A*

**The Ethics of Teaching: Integrating Concepts, Methodology, and Example**

*J. B. Ritchie & Louise M. Illes, Brigham Young University*

There is a growing debate about the appropriateness and efficacy of the ethics of teaching and the teaching of ethics. One school of thought argues that ethics/values cannot be taught—only “clarified.” By contrast, our approach suggests that the academy has a mandate to organize a moral environment. The key points presented describe why ethics can be both modeled and taught. We will illustrate several elements of ethical conduct among faculty members and students. Methods and models will be demonstrated including a film project currently underway and sponsored by the Brigham Young University Faculty Center.

*Windsor III*

**How Do We Value Teaching: Voices of the Students**

*James Greenberg, University of Maryland at College Park*

This session details the 1992 Bright Idea Award Winner program and data produced by two years' video tapes of outstanding students talking about their most influential teachers. Results of research on the video tape data will be explored and session participants will be actively involved in critical analysis and response.

*Hiawatha*

**The American Disabilities Act: Developing a Successful Workshop for Faculty**

*Charles Bonwell, Saint Louis College of Pharmacy & Christina Frazier, Southeast Missouri State University*

This interactive workshop is designed to inform and sensitize faculty and administrators about the American Disabilities Act and the classroom implications of teaching persons with disabilities. Specifically, the workshop will provide an overview of pertinent legislation, engage participants in simulations, and show students with disabilities interacting with faculty as they discuss their needs.

*Salon B*

**Moving Beyond the Basics: Cooperative Learning Strategies for Advanced Practitioners**

*Barbara J. Millis, University of Maryland University College & Philip G. Cottell, Jr., Miami University*

Cooperative learning advocates eager to fine-tune their team building and classroom management techniques will enjoy this interactive workshop, eclectively drawing on the work of many practitioners and researchers. The presenters will model more advanced structures such as “jigsaw,” “value line,” “send-a-problem,” and “dynamic essay confrontation” (DEC).

*Centennial*

**Evaluating College Teaching: Some New Approaches to Old Problems**

*L. Dee Fink, University of Oklahoma*

The task of evaluating college teaching is critical, but most institutions are still struggling to find a satisfactory method of doing this. This session will present some procedures for: (a) specifying the role of teaching in overall faculty evaluation, (b) department evaluations of the teaching of individual faculty members, and (c) self-evaluation by faculty members. (This is a repeat of the session offered at the 1992 POD Conference.)

*Windsor I*

**Faculty Consultant Forum: A Consideration of Cases**

*Larry K. Quinsland & Keith Mousley, Rochester Institute of Technology; Kate Brinko, Appalachian State University; David Way, Cornell University; and Gabriele Bauer, University of Washington*

Participants in a 1992 POD Conference session on faculty consultations expressed an interest in exploring alternative consultation strategies. Presenters will in sequence describe a diverse set of consultation interactions. Participants will have an opportunity to react to and compare alternative approaches to those actually taken by the presenters. This session should be of interest to the experienced practitioner as well as the participant who is new to faculty consulting.

**6:00 - 7:00pm**

*Heritage I*

**Reception/Networking (Cash Bar)**

***Co-sponsored by the Bush Regional Collaboration in Faculty Development.***

The Regional Collaboration in Faculty Development is a grassroots organization of faculty, faculty development coordinators, and academic administrators that works "to improve undergraduate learning by creating and sustaining an environment that promotes faculty vitality through inter-institutional collaboration." Serving 84 public, private, and Native American tribal colleges and universities in Minnesota, North Dakota, and South Dakota and 30 affiliated tribal and historically Black campuses outside the region, the Collaboration offers programs that explore and integrate diverse perspectives and that support and value constructive interaction, collaboration, and professional service. The Collaboration is funded by The Bush Foundation, the Minnesota Private College Research Foundation (representing Minnesota's 16 private colleges) and participant fees.

**7:00 - 8:45pm**

*Heritage II, III*

**Conference Banquet**

**9:00 - 10:30pm**

*Windsor I*

**Video Fest - Why Shoot the Teacher?**

*Video Fest Facilitators: Beverly Amick, Madelyn Healy, Richard Nichols, Kean College of New Jersey*

You think your first year faculty have it tough? They "ain't seen nothin'" compared to Max Brown, an awkward, shy, inexperienced young man who has taken the worst teaching job in the world in Blake, Saskatchewan. Here's a teacher who really needs all the support he can get, and none is available. In fact, his faculty developer (seen near the end of the film) turns out to be a faculty "squelcher."

This pleasant and quiet (despite the title there is no shooting, not even a gun), intimate and simple Canadian film starring Bud Cort and Samantha Eggar has been given three stars by Mick Martin and Marsha Porter in their 1993 Video Movie Guide wherein they comment, "Lean realism and dashes of humor give the picture some memorable moments..."

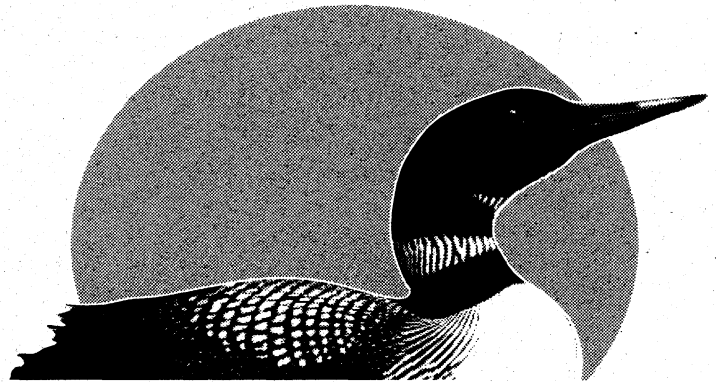
Come and enjoy!

**9:00 - Midnight**      **Minnesota Diversity Dance**

*Heritage I*

Tonight, we are in for a treat. Ray Ballard, of R & J Entertainment, is our DJ, dance instructor, and entertainer extraordinaire. A state competitive dancer, Ray will teach us line dances (The Buick, the Northern version of the Boot Scoot Boogie, the Cottoneyed Joe, to name a few). No partners are necessary. To help us meet a few new people, Ray will teach us the Country Polka and the Barn Dance. The Polish Polka, Chicken Dance, Butterfly, Hokie Pokie, Jitterbug, Twist, Bunny Hop, and Stroll are other dance opportunities. Wear dress shoes or boots, not tennis shoes.

Learn and practice the hottest dance around - country line dancing – interspersed with music to dance to from the 40's Big Band Swing to modern day Rock. Even if you don't like to dance, you will have to partake of this enjoyable evening of entertainment.!



**Sunday, October 17**

**7:30 - 8:45am**      **Breakfast**

*Heritage II & III*

**8:00 - 8:45am**      **Annual POD Network Business Meeting (over breakfast)**

*Heritage II & III*      *Donald Wulff, President*

**9:00 - 10:00am**      **Plenary Session**

*Heritage I*

**An Outsider's View of POD Values – and of POD's Value to the Academy**

*Dr. Kathleen McGrory, Society for Values in Higher Education*

Describing her as a "fund raiser, an impressive professional with a vision and integrity, and a warm and compassionate human being," the Society for Values in Higher Education selected Dr. Kathleen McGrory as its new Executive Director in the spring of 1992. A scholar in comparative literature, Dr. McGrory has taught at New York's City College and Western Connecticut State University. She has authored and edited works on medieval romance, on numerous modern Irish writers, and on contemporary educational and women's issues. Her administrative career includes positions of dean and academic vice president at Eastern Connecticut State University and the presidency of Hartford College for Women from 1985 to 1991, when the college merged with the University of Hartford.

**10:00 - 10:30am Refreshment Break**

*Heritage I & II*

**10:30 - 11:45am**



**Sunday: Concurrent Sessions 8**

*Heritage I*

**A Conversation with Dr. Kathleen McGrory**  
*Suzanne Brown, Moderator*

*Salon B*

**Dislodging Teaching Embedded Values: A Case Study Involving the Role of the Instructional Development Specialist as Change Agent**

*Christine A. Stanley, The Ohio State University*

When trying to improve the quality of instruction, instructional development specialists are often faced with the formidable task of “chipping away” at the instructional mind-set of instructors. Many faculty and TAs are so entrenched in their preferred teaching styles and values that the instructional consultation process becomes labor-intensive as we strive to dislodge these embedded values. How do we approach these professors and TAs and acknowledge these values? What are some of the steps and strategies that can be taken to promote change? This interactive session will present a consultation case study from The Ohio State University with the goal of sharing information and stimulating discussion of its implications for faculty development.

*Windsor III*

**Renewing a Culture of Learning in Three Large Introductory Courses**

*Dr. Joan Middendorf, Deborah Olsen and Raymond Smith, Indiana University at Bloomington*

This session describes a program designed to improve the “culture of learning” in high enrollment introductory classrooms at a large public university. The program is carried out under the auspices of a newly created Center for Learning and Teaching, a consortium of a broad range of instructionally-related services from across the campus. The session will discuss both instructional aspects of the program and the relatively novel organization of the Center.

*Centennial*

**Limits of the Case Method in Teaching and Faculty Development**

*J. B. Ritchie & Louise M. Illes, Brigham Young University*

The case method is an old and traditional pedagogy in professional schools and has recently become another hot topic in the areas of teaching and faculty development. While we feel that the use of cases can enhance general instructional and developmental programs, it is certainly not a panacea. In fact, long years of using cases suggest that it should only be used after a careful contingent analysis. This session will explore the strengths and weaknesses of the case method with a framework for analyzing when it would be an appropriate strategy.

*Salon A*

**Talking About What Matters: Using the Appreciative Inquiry Methodology to Uncover Group Values**

*Rick Peterson, Randolph-Macon Woman's College & Frank Barrett, The Naval Post-Graduate School*

Participants will be exposed to the philosophical underpinnings and practical steps of the Appreciative Inquiry research methodology. We will learn it by doing it! Participants will leave the session with background knowledge and practical “tools” to aid them in discovering, describing, and disclosing core values and competencies already alive in their particular academic setting.

*Viking*

**Using Focus Group Technique to Investigate Teaching and Learning  
in Large Classes**

*Frank Gillespie, The University of Georgia*





The Focus Group is a qualitative research method used to obtain information about human perceptions, feelings, opinions and thoughts. This session will provide a report of the activities of a focus group established to investigate the problems associated with teaching large classes at a University. A handout produced by the focus group will be provided during the session and focus group techniques will be used by session participants to examine the handout and response to it.

**11:45am**

*Penthouse*

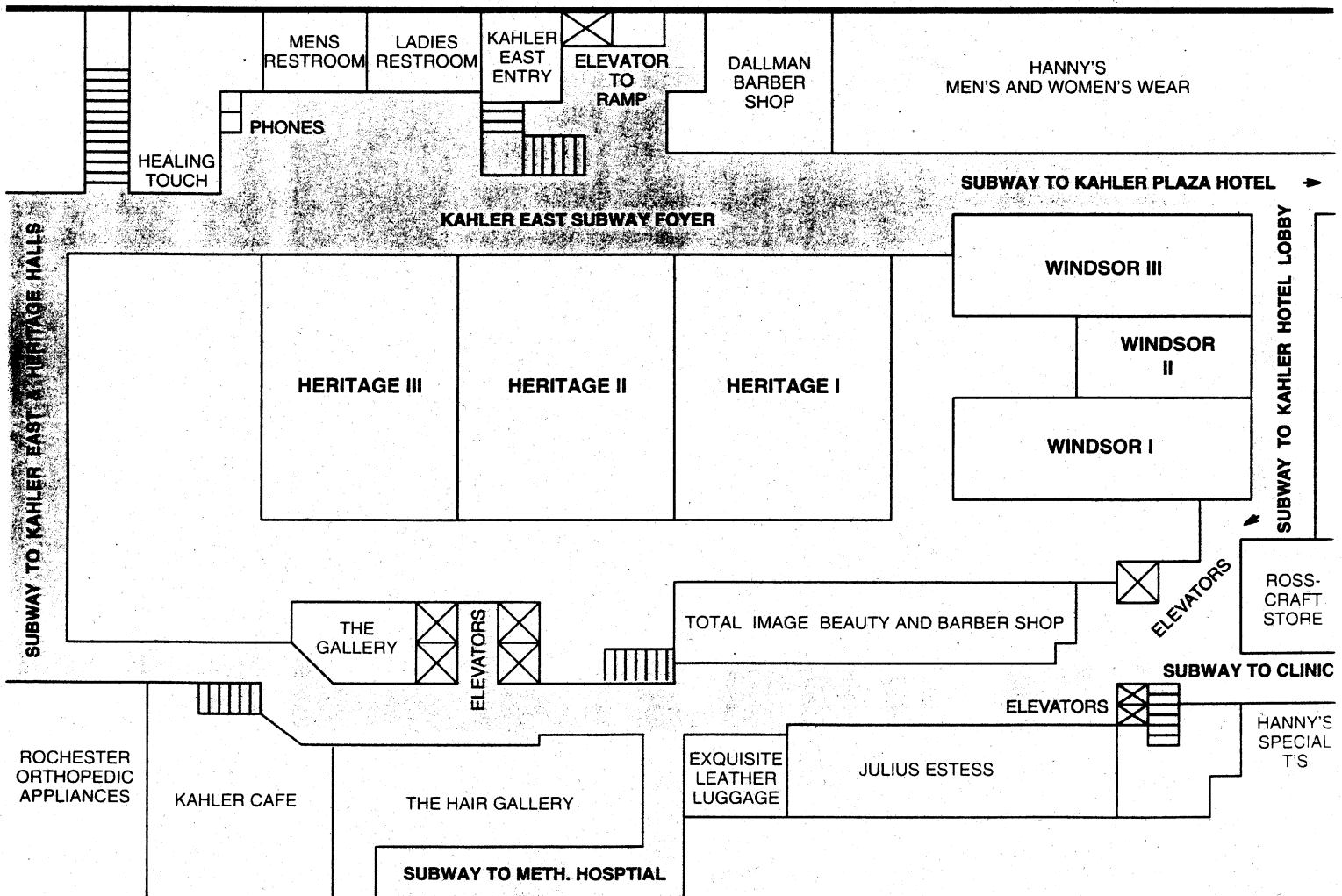
**Lunch**

# THE KAHLER HOTEL/KAHLER PLAZA HOTEL MEETING ROOM MAP

-  Kahler Hotel Mezzanine Level Meeting Rooms (other side of map)
-  Kahler Plaza Hotel Second Floor Meeting Rooms (other side of map)
-  Kahler Hotel Subway Level Meeting Rooms
-  Pedestrian Walkway

## THE KAHLER HOTEL Subway Level

North ←

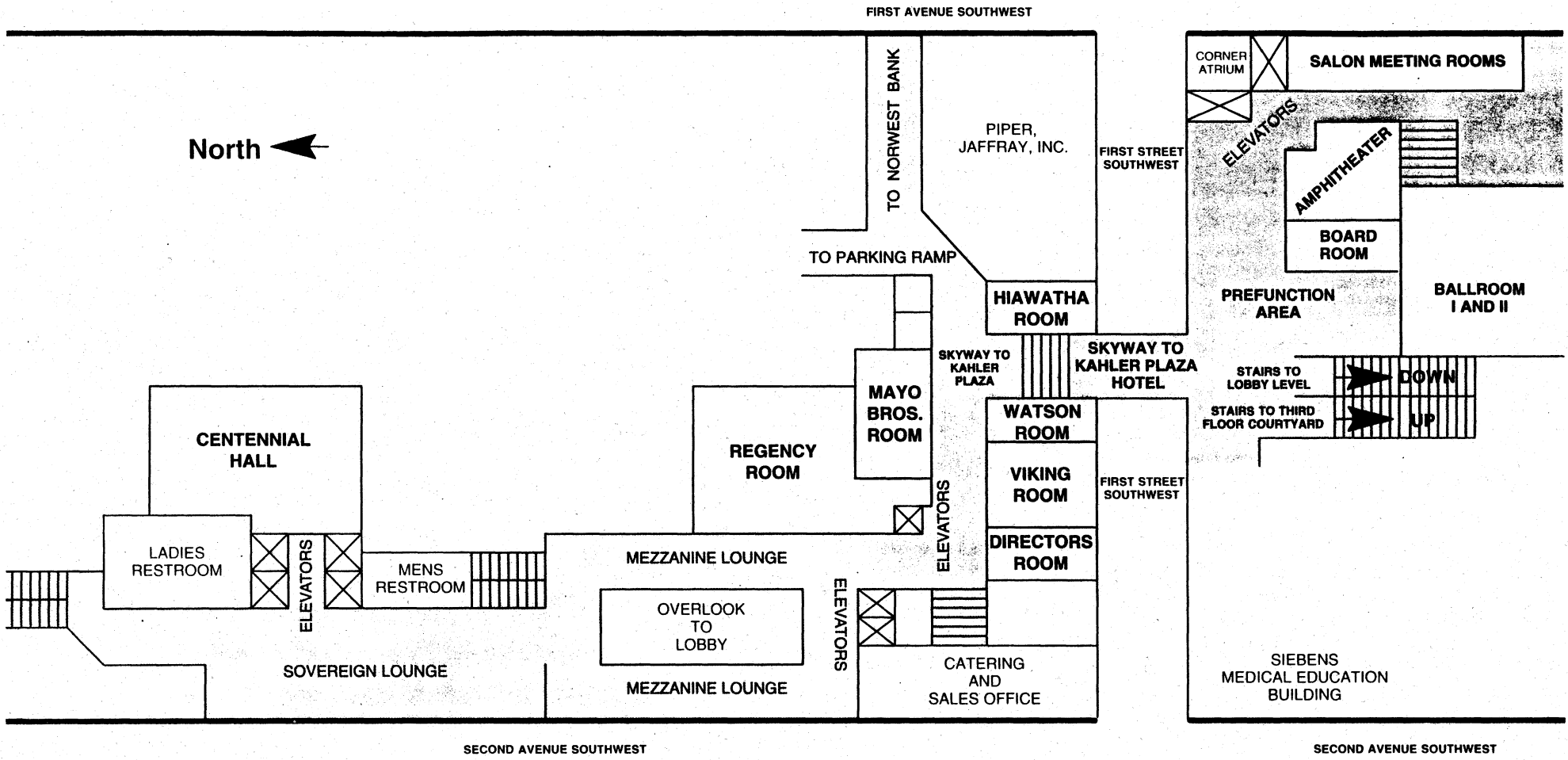


# THE KAHLER HOTEL

## Mezzanine Level

# KAHLER PLAZA HOTEL

## Second Floor



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**Make your plans now to attend the 1994  
POD Conference in Portland,  
Oregon, at the Red Lion Hotel,  
Columbia River, October 18-22, 1994**

**Mark your calendars now!**