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Network in Higher Education

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1996

## Annual Conference Program

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*Deliver Wright*

# SCALING THE HEIGHTS

SCALING  
THE  
HEIGHTS...



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S N O W B I R D

## Annual Conference

October 17-20, 1996

Snowbird Resort & Conference Center

Salt Lake City, Utah

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**NETWORK**

Professional and Organizational Development Network in Higher Education

## **Professional and Organizational Development Network in Higher Education**

# ***Mission Statement***

*Approved by the Core Committee on March 24, 1991, Washington, D.C.*

The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development.

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

The three purposes of POD are:

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

Dear Friends and Colleagues,

Welcome to the beautiful Wasatch Mountains in the heart of the Rockies! And welcome to the annual international conference of the Professional and Organizational Development Network in Higher Education (POD). We are delighted you are joining us this year to *Scale the Heights*. We trust you will be invigorated by mountain breezes; stimulating conference content; and exciting interactivity with POD colleagues who value teaching/learning in higher education—faculty developers, academic administrators, teaching faculty, and educational consultants.

In its 21st year, POD membership has exceeded 1,000. The conference planning committee is challenged to meet the increasingly diverse needs of participants while maintaining the quality and camaraderie characteristic of this organization. The conference offers a wide range of activities from which participants will make selections according to their needs.

The 1996 POD conference promises optimal growth in three areas of focus:

- *FD* (Faculty Development)—Issues in teaching/learning; programs, research, and practice of faculty/instructional development
- *OD* (Organizational Development)—Improving the effectiveness of the organization in which teaching/learning takes place (department, college, campus, community, etc.)
- *IT* (Instructional Technology)—Innovative technology applications designed to enhance learning environments

You will find these areas of focus reflected in intensive concurrent sessions, informal roundtable sessions, small processing groups (*Newe*), poster sessions and a resource fair—plus fine food and entertainment. Content sessions will parallel opportunities to network at Snowbird and off-site through Educational Expeditions. Presented with a wide range of activities, you will have countless opportunities to choose selections that reflect your individual interests and purpose and which expand your horizons.

We promise you vistas of what can be; demonstrations of practice which are pinnacles of success; discussions of expeditions over seemingly insurmountable obstacles; and excursions that traverse the mountains and valleys of our experience. On behalf of all those who contribute to the success of the annual POD conference, welcome to Snowbird; we look forward to learning together!



Lynn Sorenson  
Conference Chair  
BYU-UT



Ed Jensen  
Program Coordinator  
BYU-HI



David Graf  
Mgr. of Administrative Services  
Iowa State University

Nancy Chism (*Past President, 1996-97*)  
The Ohio State University

Arthur Crawley  
Louisiana State University

Glenn Erickson  
University of Rhode Island

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

Linda Hilsen  
University of Minnesota-Duluth

Edward Jensen  
Brigham Young University-Hawaii

Eric Kristensen (*President Elect, 1997-98*)  
Berklee College of Music, MA

Marilyn Leach (*President, 1996-97*)  
University of Nebraska at Omaha

Joan North  
University of Wisconsin-Stevens Point

Erin Porter  
University of Texas, Austin

Larry Quinsland  
Rochester Institute of Technology

William Rando  
Florida International University

Steven Richardson  
Iowa State University

Laurie Richlin  
University of Pittsburgh

Jan Smith  
University of Minnesota

Christine Stanley  
The Ohio State University

Richard Tiberius  
University of Toronto

Joyce Weinsheimer  
University of Minnesota

<b>POD Executive Directors/Presidents</b>	<b>Year</b>	<b>Conference Site</b>
Marilyn Leach <i>University of Nebraska at Omaha</i>	1996-97	Snowbird Resort, Salt Lake City, UT
Nancy Chism <i>The Ohio State University</i>	1995-96	Sea Crest Resort, North Falmouth, MA
Karron Lewis <i>University of Texas, Austin</i>	1994-95	Red Lion Columbia River, Portland, OR
Donald Wulff <i>University of Washington</i>	1993-94	Kahler Resort, Rochester, MN
Daniel W. Wheeler <i>University of Nebraska-Lincoln</i>	1992-93	Saddlebrook Resort, Wesley Chapel, FL
Ronald Smith <i>Concordia University (Montreal)</i>	1991-92	Lakeview Resort, Morgantown, WV
Emily (Rusty) Wadsworth <i>McHenry County College</i> and Delivee Wright <i>University of Nebraska-Lincoln</i>	1989-90 1990-91	Villas-by-the-Sea, Jekyll Island, GA Granlibakkan Center, Tahoe City, CA
Marilla Svinicki <i>University of Texas-Austin</i>	1987-88 1988-89	Inn of the Hills, Kerrville, TX Keystone Resort, Keystone, CO
Bette L. Erickson <i>University of Rhode Island</i>	1985-86 1986-87	Lake Lawn Lodge, Delavan, WI Hidden Valley Lodge, Somerset, PA
LuAnn Wilkerson <i>Harvard Medical School</i>	1984-85	Asilomar, Monterey, CA
Michele (Fisher) Marincovich <i>Stanford University</i>	1983-84	Airlie House, Airlie, VA
Michael Davis <i>University of the Pacific</i>	1981-82 1982-83	Westin Hotel, Cincinnati, OH Montebello, Quebec, Canada
Lance Buhl <i>Projects for Educational Development</i>	1980-81	Claremont Resort, Berkeley, CA
Glenn Erickson <i>University of Rhode Island</i>	1978-79 1979-80	Shangri-La State Park, OK Fairfield Glade, TN
Mary Lynn Crow <i>University of Texas-Arlington</i>	1977-78	Illinois Beach State Park, Zion, IL
Joan North <i>University of Wisconsin-Stevens Point</i>	1976-77	Airlie House, Airlie, VA

**Conference Planning and Production**

Lynn Sorenson, Conference Chair  
*Brigham Young University*

David Graf, Manager of Administrative Services  
*Iowa State University*

Ed Jensen, Program Coordinator  
*Brigham Young University-Hawaii*

Marilyn Leach, President  
*University of Nebraska-Omaha*

**Program Planning Committee and Proposal Reviewers**

Ed Jensen, Program Coordinator  
*Brigham Young University-Hawaii*

Lynn Sorenson, Conference Chair  
*Brigham Young University, UT*

Mary Allen  
*California State Univ-Bakersfield*

Virginia Blasingame  
*Franklin University, OH*

Charles Bonwell  
*Saint Louis College Of Pharmacy*

Jeffrey Butts  
*Appalachian State University*

Beverly Cameron  
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Daniel Canete  
*University of Sioux Falls*

Louis Chin  
*Bentley College, MA*

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*St. John's University, MN*

Kay Diviney  
*University of Prince Edward Island*

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Valency Fox  
*Brigham Young University, UT*

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*University of Missouri-Columbia*

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Manitowoc*

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*Portland Community College, OR*

Renee M. Kilmer  
*University of Maryland, Asian Div*

Jessica Latshaw  
*University of Saskatchewan*

Joan D. McMahon  
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Larry Michaelsen  
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L. K. Quinsland  
*Rochester Institute of Technology*

Jonathan Rohrer  
*Michigan State University*

LeAne Rutherford  
*University of Minnesota-Duluth*

Larisa Schuman  
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Uma Shama  
*Bridgewater State College, MA*

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*University of Massachusetts-Amherst*

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*Purdue University*

Ruth Stein  
*Syracuse University*

Kathleen Taylor  
*Saint Mary's College of California*

David Templeton  
*Rochester Institute of Technology,  
NY*

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*Grand Valley State University*

Marshelle Thobaben  
*Humboldt State University*

Samuel Thompson  
*University of Maryland, Asian  
Division*

Jon Travis  
*East Texas State University*

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*Brigham Young University-Hawaii*

Judy Wilbee  
*Univ College of the Cariboo, B.C.*

Elaine Wong  
*Brandeis University, MA*

Linda K. Worley  
*University of Kentucky*

Delivee Wright  
*University of Nebraska-Lincoln*

Donald Wulff  
*University of Washington*

**Preconference Program Planning Committees and Proposal Reviewers**

Arletta Bauman Knight,  
Preconference Program Chair  
*University of Oklahoma*

Lynn Sorenson, Conference Chair  
*Brigham Young University*

Ed Jensen, Program Coordinator  
*Brigham Young University-Hawaii*

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William Burke  
*University of Kentucky*

Virgie Chattergy  
*University of Hawaii-Manoa*

Victoria Clegg  
*Kansas State University*

L. Dee Fink  
*University of Oklahoma*

Rhona Free  
*Eastern Connecticut State Univ*

Lisa Firing Lenze  
*National Education Association*

Michele Marincovich  
*Stanford University*

Diane Williams  
*University of South Florida*

Dina Wills  
*Lehigh University*

**Registration**

David Graf, Manager of Admin  
Services  
*Iowa State University*

Beth Teuscher, Administrative  
Assistant  
*Iowa State University*

**Conference Evaluation**

Kathryn MacKay, Conference  
Evaluation  
Coordinator  
*Weber State University, UT*

**Conference Website**

Matthew Nickerson  
*Southern Utah University*

Steven Richardson  
*Iowa State University*

**Audiovisual Planning and  
Support**

Ed Jensen, Program Coordinator  
*Brigham Young University-Hawaii*

David Templeton  
*Rochester Institute of Technology*

L. K. Quinsland  
*Rochester Institute of Technology*

**Diversity Initiative**

Christine Stanley  
*The Ohio State University*

**Poster Sessions and  
Materials & Resource Fair**

Jane Birch  
*Brigham Young University, UT*

Randall Thacker  
*Brigham Young University, UT*

**Newes**

Lynn Sorenson, Conference Chair  
*Brigham Young University, UT*

Tracey Sutherland  
*Truman State University, MO*

L. K. Quinsland  
*Rochester Institute of Technology*

**Roundtable Sessions**

Myra Wilhite  
*University of Nebraska-Lincoln*

**Educational Expeditions**

Lynn Sorenson, Conference Chair  
*Brigham Young University, UT*

Lion Gardiner  
*Rutgers University*

Valency Fox  
*Brigham Young University, UT*

**Music and Entertainment**

Lynn Sorenson, Conference Chair  
*Brigham Young University, UT*

**Newcomers' Welcome and  
Orientation**

Linda Hilsen  
*University of Minnesota-Duluth*

**Recognition Award**

Nancy Chism  
*The Ohio State University*

Jerry Gaff  
*Association of American Colleges  
and Universities*

**Snowbird Liaison**

Diana Marsh, Conference Service  
Manager  
*Snowbird Resort and Conference  
Center*



**Wednesday, 16 October 1996**

7:00 a.m. - 5:15 p.m.	Expedition 1
8:00 a.m. - 5:00 p.m.	Core Committee Meeting
8:30 a.m. - 5:15 p.m.	Expedition 2
8:30 a.m. - 1:00 p.m.	Expeditions 3, 4
11:00 a.m. - 2:30 p.m.	Packet pickup for early arrivals
1:15 p.m. - 5:15 p.m.	Expedition 5
2:00 p.m. - 5:00 p.m.	Pre-Conference Workshops
5:00 p.m. - 6:30 p.m.	Conference Registration
6:00 p.m. - 6:45 p.m.	Newcomers' Welcome
6:30 p.m. - 10:00 p.m.	Reception, Dinner (7:30 p.m.), and Conference Registration

**Thursday, 17 October 1996**

7:00 a.m. - 8:00 a.m.	Stretch & Walk* (* "Stretch and Walk" repeats daily at 7:00 a.m.)
7:00 a.m. - 12:00 p.m.	Expedition 6
7:00 a.m. - 8:45 a.m.	Continental Breakfast
8:00 a.m. - 12:00 p.m.	Expeditions 7, 8
8:00 a.m. - 7:30 p.m.	Conference Registration
9:00 a.m. - 12:00 p.m.	Pre-Conference Workshops
12:15 p.m. - 1:30 p.m.	Lunch
2:00 p.m. - 3:00 p.m.	<b>Conference begins</b> with Concurrent Sessions A
3:30 p.m. - 4:30 p.m.	Concurrent Sessions B
4:45 p.m. - 5:45 p.m.	<i>Newe</i> (Initial meeting of conference process groups)
6:15 p.m. -	Opening Reception; Dinner (7:15 pm) and Rhem Film Presentation

**Friday, 18 October 1996**

7:00 a.m. - 8:15 a.m.	Continental Breakfast
7:15 a.m. - 8:15 a.m.	Breakfast Roundtable Sessions
7:30 a.m. - 11:00 a.m.	Conference Registration
8:30 a.m. - 10:00 a.m.	Concurrent Sessions C
10:30 a.m. - 11:45 a.m.	Anderson Keynote Address
12:00 p.m. - 1:30 p.m.	Lunch and Business Meeting
1:45 p.m. - 3:15 p.m.	Concurrent Sessions D
3:45 p.m. - 4:45 p.m.	Concurrent Sessions E
5:00 p.m. - 6:00 p.m.	<i>Newe</i> (The '96 incarnation of PODumbaugh a.k.a. Wawsuk-la)
6:15 p.m. - 9:15 p.m.	Reception and Dinner; <i>Living Legends</i> Multi-Cultural Performance

**Saturday, 19 October 1996**

7:00 a.m. - 8:30 a.m.	Continental Breakfast
7:15 a.m. - 8:15 a.m.	Breakfast Roundtable Sessions
7:15 a.m. - 9:00 a.m.	Conference Registration
8:45 a.m. - 9:45 a.m.	Angelo Plenary Session
10:30 a.m. - 11:30 a.m.	Concurrent Sessions F
11:45 a.m. - 1:00 p.m.	Lunch with <i>Newe</i>
12:00 p.m. - 5:45 p.m.	Expedition 9
1:15 p.m. - 5:45 p.m.	Expedition 10
1:15 p.m. - 2:15 p.m.	Concurrent Sessions G
2:30 p.m. - 5:45 p.m.	Expedition 11
2:30 p.m. - 3:30 p.m.	Concurrent Sessions H
3:45 p.m. - 5:45 p.m.	Expedition 12
4:00 p.m. - 5:00 p.m.	Concurrent Sessions I ("eye")
5:30 p.m. - 6:30 p.m.	Setup for Poster Sessions and Materials & Resource Fair
6:30 p.m. - 7:30 p.m.	Poster Sessions and Materials & Resource Fair
8:00 p.m. -	Final Banquet and Awards; Music/Dancing

**Sunday, 20 October 1996**

7:15 a.m. - 8:45 a.m.	Continental Breakfast
8:00 a.m. - 1:15 p.m.	Expeditions 13, 14
8:30 a.m. - 9:30 a.m.	Conference Summary Activities and Closing
9:45 a.m. - 1:15 p.m.	Expedition 15
10:00 a.m. - 5:00 p.m.	Core Committee Meeting

**Tuesday, October 15, 1996**

**Atrium Lobby**  
2:00 pm - 5:00 pm

**Core Committee check-in**

**Aerie Private  
Dining Room  
(Level 10)**  
5:00 pm - 5:30 pm

**Core Committee Kickoff**

**Aerie Restaurant  
(Level 10)**  
5:30 pm - 7:30 pm

**Core Committee Dinner**

**Atrium Lobby**  
6:00 pm - 9:00 pm

**Packet pickup for early arrivals**

**Aerie Private  
Dining Room  
(Level 10)**  
7:30 pm - 10:00 pm

**Core Committee Meeting**

**Wednesday, October 16, 1996**

**Golden Cliff**  
8:00 am - 12:00 pm

**Core Committee Continental Breakfast and Meeting**

**Depart from  
Cliff Bell Desk**  
7:00 am - 5:15 pm

**Educational Expedition 1 (\$45.00)**  
*Super Field Trip for Serious Explorers*

**Depart from  
Cliff Bell Desk**  
8:30 am - 5:15 pm

**Educational Expedition 2 (\$33.00)**  
*Salt Lake City Downtown and Temple Square*

**Depart from  
Cliff Bell Desk**  
8:30 am - 1:00 pm

**Educational Expedition 3 (\$20.00)**  
*"This is the Place" State Park*

**Depart from  
Cliff Bell Desk**  
8:30 am - 1:00 pm

**Educational Expedition 4 (\$30.00)**  
*Red Butte Garden and Arboretum*

**Atrium Lobby**  
11:00 am - 2:30 pm

**Packet pickup for early arrivals**

**Aerie Private  
Dining Room  
(Level 10)**  
12:00 pm - 1:00 pm

**Core Committee Lunch**

**Golden Cliff**

1:00 pm - 5:00 pm

**Core Committee Meeting****Depart from  
Cliff Bell Desk**

1:15 pm - 5:15 pm

**Educational Expedition 5 (\$20.00)*****"This is the Place" State Park*****Pre-Conference Workshops****Wednesday afternoon****Magpie A & B**

2:00 pm - 5:00 pm

(Continues Wednesday,  
9:00 am - 12:00 pm)**Getting Started in Faculty Development***L. Dee Fink, University of Oklahoma and Shirley Ronkowski, UC-Santa Barbara*

This workshop is for persons who are new to instructional, professional, or faculty development; i.e., people who are consultants, administrators, or members of faculty committees. The first portion will provide participants an opportunity (a) to learn about major approaches to faculty development and about basic faculty development activities, and (b) to hear from experienced practitioners. In the second portion, participants will examine programs and activities for a variety of particular purposes and audiences. All participants will receive two publications: A Handbook for New Practitioners, and a second book specifically about individual consulting.

(Fee: \$50.00)

**Superior B**

2:00 pm - 5:00 pm

(Continues Wednesday,  
9:00 am - 12:00 pm)**Problem-Based Learning: Bringing the Real World into Undergraduate Classrooms***Barbara J. Duch, Deborah Allen, and Harold B. White, University of Delaware*

Problem-based learning (PBL) is an instructional method characterized by the use of "real world" problems as a context for students to learn critical thinking and life-long learning skills. This workshop will focus on the characteristics of effective problems, the critical timing of their use, and ways that teachers can use them in all sizes of classes.

(Fee: \$45.00)

**Ballroom 1**

2:00 pm - 5:00 pm

(Continues Wednesday,  
9:00 am - 12:00 pm)**Effective Use of the World Wide Web in Education: Design Principles and Pedagogy (Limit 15 people)***Bernice Laden and Richard B. Eells, University of Washington*

The World Wide Web can be used to improve communication, increase collaboration, and promote active learning. This workshop explores the WWW as used in education, with the goal of identifying elements and contexts that promote its effective use. Hands-on exercises demonstrate one method for developing effective web pages.

(Fee: \$60.00)

**Wasatch A**

2:00 pm - 5:00 pm

**Workshop on Workshops***Kay Herr Gillespie, University of Georgia*

Faculty/instructional developers often engage in the presentation of workshops, which is an art in itself—quite different from other kinds of presentations. We will consider all elements of effective workshops—before, during, and after the "event." Participants are requested to bring a description of a workshop they either have already presented or are planning to present. Do not expect to sit back and do nothing—this will be a **workshop!**

(Fee: \$25.00)

**Ballroom 2**

2:00 pm - 5:00 pm

**Conducting Effective Classroom Observations with Focused Feedback***Barbara J. Millis, United States Air Force Academy*

Participants will explore, through interactive strategies and case studies, the power of classroom observations to engender collegial dialogues and to document and enhance teaching effectiveness. Using a three-tiered process emphasizing pre-observation discussions, effective observation practices, and constructive feedback, both faculty and administrators will enlarge their knowledge of "best practice."

*(Fee: \$25.00)***Board Room**

2:00 pm - 5:00 pm

**Comprehensive Institutional Assessment and an Unexpected By-product: Faculty Development***Tracey E. Sutherland, Truman State University and James Guffey, Northeast Missouri State University*

With accrediting agencies and state legislatures increasingly focusing on accountability, assessment programs have become a factor on virtually all campuses. While these initiatives are generally intended to address student outcomes, this workshop will demonstrate that they also create a potent vehicle for faculty development. Participants will get a hands-on introduction to assessment and its potential for faculty development.

*(Fee: \$35.00)***Ballroom 3**

2:00 pm - 5:00 pm

**Making Distance Education More Interactive***George Drops, National University, CA*

Distance education via compressed video is more than passive television viewing; it is two-way communication. This session will examine ways of helping faculty learn how to use this kind of technology more effectively. We will begin with new ideas of storyboarding, script writing, picture framing, and visual thinking. Learning is increased by using these tools to build student interaction and involvement with the technology, the material, the instructor and other students.

*(Fee: \$35.00)***Ballroom Lobby**

3:15 pm - 4:00 pm

**Refreshment Break****Atrium Lobby**

5:00 pm - 6:30 pm

**Conference Registration****Magpie A and B**

6:00 pm - 6:45 pm

**Newcomers' Welcome and Orientation**

The POD Network welcomes conference newcomers! Attending this session, you will learn more of what POD is all about and what to expect at this annual conference. Orientation facilitator Linda Hilsen (University of MN-Duluth) makes everyone feel welcome—from the greenest "newbie" to the seasoned veteran. Enjoy great activities, introductions, and prizes!

**Atrium**

6:30 pm - 7:30 pm

**Reception****Ballrooms 1& 2**

7:30 pm - 9:15 pm

**Dinner****Atrium Lobby**

9:15 pm - 10:00 pm

**Conference Registration**

**Thursday, October 17, 1996****Meet in Atrium**

7:00 am - 8:00 am

**Stretch and Walk****Golden Cliff**

7:00 am - 8:45 am

**Continental Breakfast****Atrium Lobby**

8:00 am - 7:30 pm

**Conference Registration****Depart from  
Cliff Bell Desk**

7:00 am - 12:00 pm

**Educational Expedition 6 (\$35.00)  
Big Cottonwood Canyon Trip****Depart from  
Cliff Bell Desk**

8:00 am - 12:00 pm

**Educational Expedition 7 (\$25.00)  
"This is the Place" State Park and  
Red Butte Garden & Arboretum****Depart from  
Cliff Bell Desk**

8:00 am - 12:00 pm

**Educational Expedition 8 (\$20.00)  
Attention Genealogists: Family History Bonanza!****Pre-Conference Workshops****Thursday morning****Magpie A & B**

9:00 am - 12:00 pm

**Getting Started in Faculty Development***(Continued from Wednesday afternoon)***Superior B**

9:00 am - 12:00 pm

**Problem-Based Learning: Bringing the Real World into  
Undergraduate Classrooms***(Continued from Wednesday afternoon)***Ballroom 1**

9:00 am - 12:00 pm

**Effective Use of the World Wide Web in Education: Design  
Principles and Pedagogy***(Continued from Wednesday afternoon)***Superior A**

9:00 am - 12:00 pm

**Course and Curriculum Design***Robert M. Diamond, Syracuse University*

This practical, interactive workshop introduces a successful model for course, curriculum, and program design and describes the role of the developer in design, implementation, and evaluation. Discussion focuses on the politics of implementation, successful change strategies, the skills needed to be an effective developer, and increasing impact with limited resources. Participants receive a copy of *Designing and Improving Courses and Curricula in Higher Education: A Systematic Approach*.  
(Fee: \$25.00)

**Cottonwood 1 & 2 Classroom Research: Making Real the Scholarship of Teaching**  
 9:00 am - 12:00 pm  
*Thomas A. Angelo, University of Miami (FL)*  
 Since the publication of *Scholarship Reconsidered* in 1990, many campuses have encouraged a “scholarship of teaching” to parallel the “scholarship of discovery.” Classroom research (CR) is a promising approach. This workshop reviews the purposes of CR, provide several examples, and offers practical guidelines for conducting teacher-directed, applied inquiry.  
 (Fee: \$25.00)

**Ballroom 2 The Teaching Portfolio: Important New Lessons Learned**  
 9:00 am - 12:00 pm  
*Peter Seldin, Pace University (NY) and Linda Annis, Ball State University (IN)*  
 The teaching portfolio is a promising way for professors to document and improve what they do in class. Some institutions use the approach effectively, and others do not. This interactive workshop discusses important new lessons about what works and what doesn't, key strategies, tough decisions, recent research, and the critical role of faculty developers.  
 (Fee: \$35.00)

**Wasatch A Problems with Learning Groups: An Ounce of Prevention . . .**  
 9:00 am - 12:00 pm  
*Larry Michaelsen, University of Oklahoma*  
 When you (or faculty who come to you for advice) use learning groups, do students complain about such things as:  
 • Having to do more than their fair share of the work?  
 • Not being able to keep their group on task?  
 • One or two members dominating the group?  
 If so, students are probably not to blame. Learn why and what to do about it.  
 (Fee: \$25.00)

**Wasatch B Faculty Developer's Reflective Practicum**  
 9:00 am - 12:00 pm  
*Ronald Smith, Concordia University (Quebec); Jacqueline Mintz, UC Berkeley; Lee Warren, Harvard University (MA); and David Way, Cornell University (NY)*  
 This session provides developers with a “reflective practicum,” following the work of Schon, and an opportunity to examine their professional experience. Using case studies, the goal is to become more effective through discovering how we think and act in difficult situations, and by sharing the wisdom of our experience.  
 (Fee: \$25.00)

**Ballroom Lobby Refreshment Break**  
 10:15 am - 11:00 am

**Golden Cliff, Lunch**  
**Eagles Nest, &**  
**Superior Lobby**  
 12:15 pm - 1:30 pm

**Concurrent Sessions**

**Thursday afternoon**

**Board Room Training of Peer Consultants: Faculty Self-Reflective Opportunities**  
 2:00 pm - 3:00 pm  
*Bente Roed, University of Alberta*  
 Experienced peer consultants developed, refined, and implemented a unique two-phase training program for prospective peer consultants. The program is also available to faculty members not interested in becoming peer consultants but who wish to acquire tools for self-reflection on their own teaching. This interactive session details the training program and its results.

**Ballroom 1**

2:00 pm - 3:00 pm

**Embedding Assessment and Quality Initiatives in a Faculty Development Program***Jeff Johnston, Barbara J. Millis, and Ken Grosse, US Air Force Academy*

An institution with widely-accepted educational outcomes and a commitment to quality finds support from an innovative faculty development program addressing assessment issues on three levels: (1) individual—Classroom Assessment Techniques; (2) departmental—assessment surveys; and (3) institutional—director's expertise as part of a Total Quality Education initiative.

**Ballroom 2**

2:00 pm - 3:00 pm

**Professional Development Begins at Home***Nancy Chism, The Ohio State University; Art Crawley, Louisiana State University; Jacqueline Mintz, University of California-Berkeley*

In this session, we will present the results of a study of how professional developers meet (or fail to meet) their own development needs. Participants will then generate ideas for additional ways in which we might provide growth opportunities for ourselves. The session will end with the formulation of an action plan by participants.

**Ballroom 3**

2:00 pm - 3:00 pm

**Teaching on the Web: Course Design and Delivery Through Collaboration***Bret R. Ellis and Dwight Miller, Brigham Young University-Hawaii*

Most universities now use the World Wide Web to help teach some courses. However, the use of proven approaches for achieving specific learning outcomes is not yet understood. This live Internet demonstration/discussion proposes approaches for teaching with Internet tools.

**Magpie A**

2:00 pm - 3:00 pm

**Accessing Teaching Information via the World Wide Web: Creating a Web of Faculty Development Centers***Sally Kuhlenschmidt, Western Kentucky University*

Development centers can increase faculty access to teaching information by joining an electronic Web network. Each center specializing in a teaching topic will achieve recognition as the source for that topic. The process of creating the network will be explored. Web page guidelines will be provided. Level: Web beginner.

**Maybird**

2:00 pm - 3:00 pm

**Reactive Patterns in College Classrooms: Implications for Effective Teaching***Charles Dzuiban, Pat Moskal, and Greg Wiens, University of Central Florida; Judy Dzuiban, Seminole County Florida Schools*

The presenters describe student reaction patterns in college classrooms according to the theory of William A. Long. Participants have the opportunity to use assessment instruments and consider research projects on effective teaching. This is an attempt to establish a national network focusing on Long's theory.

**Red Pine**

2:00 pm - 3:00 pm

**Service-learning and Graduate Assistant Development***Devorah Lieberman and Janelle D. Voegele, Portland State University (OR)*

Service-learning courses are becoming more commonplace in higher education, and GTAs have many opportunities to conduct or assist within these courses. This interactive session will allow participants to explore how GTAs from a variety of disciplines can receive training in theory and pedagogy, assessment strategies, and essential skills for facilitating service-learning courses.

**Superior A**

2:00 pm - 3:00 pm

**The Changing Teaching Role for Faculty: Views from the Administration**

*Norman D. Aitken, University of Massachusetts-Amherst*

Broad, sweeping changes in higher education are forcing changes in the traditional faculty teaching role. A panel of administrators (including Jerry Gaff and Joan North) will discuss their perceptions of the changes required of faculty, the forces that bring about these changes, and how they attempt to deal with these situations at their particular institutions.

**Superior B**

2:00 pm - 3:00 pm

**The Legacy of the Writing-Across-the-Curriculum Movement to the Teaching/Learning Process: 10 Years of Success**

*Joan McMahon, Towson State University (MD) and Barbara Walvoord, University of Notre Dame*

This session presents results of WAC research from three campuses. Using WAC strategies, the presenters model selected samples of faculty stories that reflect changes in the teachers themselves (i.e., changing course goals, changing types of assignments, monitoring student progress, etc.). Recommendations will be collected from the session participants on how faculty developers can improve their own WAC workshops.

**Wasatch A**

2:00 pm - 3:00 pm

**Undergraduates Learning from International Teaching Assistants: When it Works and When it Doesn't**

*Nancy Oppenheim, University of Texas-Austin*

This study utilizes a constructivist "Student Mediation Model of Learning" in lieu of an "Information Transmission Model of Learning" to explore contexts where undergraduates are more (and less) able to benefit from international teaching assistant (ITA) instruction. The implications of this study provide novel insights for optimizing undergraduate achievement and satisfaction with ITA teaching.

**Wasatch B**

2:00 pm - 3:00 pm

**Confronting Homophobia in the Academic Classroom and Office**

*Jan Smith, University of Minnesota-Twin Cities; Eric Kristensen, Berklee College of Music; Helen Rallis, University of Minnesota-Duluth; William Rando, Florida International University*

Academic institutions have begun to guarantee equal access to education and employment for gay, lesbian, bisexual and transgender (GLBT) students and employees. Nevertheless, GLBT students and employees often feel unsafe or invisible in the classroom or office. This session explores ways of facilitating change in homophobic behaviors on campus.

**White Pine**

2:00 pm - 3:00 pm

**Improving Classroom Observation Skills for the New Faculty Developer**

*Richard Hood and Michael McCreedy, Northeast Louisiana University*

If you are new to faculty development and one of your responsibilities involves classroom observations/consultations, this session is for you. It provides an overview of the research-based fundamentals of effective teaching—the common elements of effective instruction which are critical regardless of content. You will explore the science of teaching through a model developed at UCLA. You will also learn "Ten Critical Elements of Instruction" (a synthesis of the last 20 years of exemplary research on effective teaching) and use this information to plan a mini-lesson at the end of the session.

**Ballroom Lobby**

3:00 pm - 3:30 pm

**Refreshment Break**



## Concurrent Sessions

## Thursday afternoon

**Board Room**

3:30 pm - 4:30 pm

**The Portfolio: A Tool for Professional Development***Stacey Tice, Peter Englot, and Patricia Featherstone, Syracuse University*

This session is designed for faculty, graduate students, and administrators who are interested in exploring the uses and limitations of teaching (or professional) portfolios as tools for professional development. The discussion focuses on issues, examples, and concrete strategies from the facilitators' experience with successful portfolio use in preparation of graduate students for college and university faculty careers.

**Ballroom 2**

3:30 pm - 4:30 pm

**Organizational Development via Mega-Scale Collaborative Learning***Steven Richardson, Dana Shumacher, and David Graf, Iowa State University*

We used small-group collaborative learning methods to involve almost 4000 faculty and staff members in dialogue about our university mission in undergraduate education. We'll show how we did it, and discuss why it didn't work quite as well as we hoped, using insights from Bergquist's *Four Cultures of the Academy*.

**Ballroom 3**

3:30 pm - 4:30 pm

**Faculty Development and Distance Education: A Survey Instrument and Factors Promoting or Discouraging of the Use of Distance Education***Patrick Moskal, Barbara Martin, and Neill Foshee, University of Central Florida*

A survey instrument was developed to assess how faculty use educational technologies and distance education at one university and six community colleges. Survey results will be summarized. Discussion addresses the merits of the instrument itself (which everyone will receive) and the factors promoting/inhibiting faculty use of distance education.

**Magpie A**

3:30 pm - 4:30 pm

**Technology and Diversity: Parallel Challenges for Our Institutions***Matthew Ouellett, University of Massachusetts-Amherst; Amy Butcher, University of Massachusetts; Debrah Jefferson, Chicago State University; Christine Stanley, The Ohio State University; Lee Warren, Harvard University*

Instructional technology and diversity—two issues daunting in complexity and scope—present inevitable personal and organizational challenges. This session includes a panel discussion on experiences infusing faculty development with diversity and educational technology. An interactive brainstorming session will tease out the connections between diversity, technology, and faculty development work. Is technology a neutral entity, or is it laden with cultural assumptions and values? How does educational technology exacerbate existing social inequities, and how can it create new bridges?

**Ballroom 1**

3:30 pm - 4:30 pm

**Online Teaching: Myths, Issues, and Outcomes***Nancy A. Diamond and Marsha C. Woodbury, University of Illinois at Urbana-Champaign*

What works well and what doesn't when faculty integrate on-line, asynchronous learning networks (ALN) into their courses? This session addresses training, HELP, best uses, and evaluation. Participants should come away with a deeper appreciation of all that is involved in becoming a truly comfortable and effective online teacher.

**Magpie B**

3:30 pm - 4:30 pm

**Constructing Teaching Roles in the Context of Multiple Faculty Responsibilities: Implications for Faculty Development***Joseph J. Brocato, Ann E. Austin, Jonathan D. Rohrer, and Daniel Scott Dixon, Michigan State University; Karen Timmons Wilson, Delta College (MI)*

This session presents qualitative research and invites discussion concerning how faculty members construct their teaching roles in relation to, and in the context of, their various other personal and professional roles (including researcher, institutional citizen, and service provider). Participants will discuss faculty development strategies that address a range of faculty roles and responsibilities.

**Maybird**

3:30 pm - 4:30 pm

**Increase Your Effectiveness in the Organization: Work with Department Chairs***Ann Lucas, Fairleigh Dickinson University (NJ)*

Faculty development staff can become significant agents of change by organizing and implementing ongoing study groups in which department chairs increase their leadership and faculty development knowledge and skills. This session will focus on planning and facilitating such an intervention.

**Superior A**

3:30 pm - 4:30 pm

**Trigger Tapes for Teaching Development***Andy Farquharson, University of Victoria*

This interactive workshop will explore the use of ten NEW (June 1996) video vignettes, "Legends of the Fall Term." Previous tapes in this *Critical Incidents* series are now in use in more than 300 universities and colleges world-wide.

**Superior B**

3:30 pm - 4:30 pm

**Creating a Faculty Development Data Bank***James Groccia, Karen Gustavson, and Marilyn Miller, University of Missouri-Columbia*

This presentation discusses the need for and benefits of establishing an on-going data bank of faculty and organizational development activities. Data collection models developed by other professional organizations will be described. The possibility of establishing an on-going working group to develop a POD data bank will be discussed.

**Wasatch A**

3:30 pm - 4:30 pm

**Faculty Advisory Committees: A Key to Success in Faculty Development***Carol A. Weiss and Raymond F. Orzechowski, Philadelphia College of Pharmacy and Science; Judy Greene and Harold B. White, University of Delaware*

Are faculty advisory committees an important component of successful faculty development? Absolutely! A panel of faculty developers and advisory committee members will work with participants to address issues such as: selecting and orienting committee members; identifying the committee's roles; enhancing its relationship with center directors and academic departments; and ensuring its effectiveness.

**Wasatch B**

3:30 pm - 4:30 pm

**Preparing Doctoral Students to Teach: A Canadian Program Experience***Beverly Cameron and Lynn Taylor, University of Manitoba*

The University of Manitoba has initiated a Certificate in Higher Education Teaching (CHET) to help academic departments prepare doctoral students for the full range of faculty responsibilities. Using the CHET program as an example, participants will be asked to apply their ideas and experience to generate strategies for the design and implementation of programs to prepare future faculty.

**White Pine**

3:30 pm - 4:30 pm

**Interpreters in the Classroom: The Role of Peer Writing Tutors at the University***Deirdre Paulsen, Brigham Young University*

A student's introduction to the university can be overwhelming. Much like an anthropologist struggling to adapt to foreign languages and cultures, the student must learn to communicate in a variety of different disciplines. This presentation will discuss how peer writing tutors can serve as interpreters, helping to improve communication between professors and students in academic writing. A writing fellow program provides an invaluable service to faculty. It reduces faculty workload by improving student writing; it assists faculty in the design of writing assignments; and helps to raise the level of learning in classes of many disciplines.

**Red Pine**

3:30 pm - 4:30 pm

**Earning the Right: A Model for Transcultural Practice***Cynthia Gray, Wayne State College (NE)*

"Earning the Right," a model supported by video and guide, will be demonstrated. The model was developed for faculty and students in medical, educational, and human service-based programs. It focuses on the Lakota culture to demonstrate how tools of inquiry in liberal arts emerge as tools of cultural awareness in professional training.

**Newe****Thursday afternoon**

4:45 pm - 5:45 pm

6 Superior B

Using experiential learning theory, these small processing groups allow individuals to meet with participants several times throughout the conference for the purposes of exploring the conference theme and of learning vicariously from the conference experiences of others. This year the processing groups appear in their Rocky Mountain incarnation as *Newe* (pronounced "nay-way"), which is Goshute for "our people." The Goshute are a branch of the western Shoshone and are native to Utah.

The *Newe* are scheduled to meet a total of three times: late Thursday afternoon; late Friday afternoon; and at lunch on Saturday. Each conference participant has been randomly assigned to a *Newe*. **Your *Newe* affiliation is indicated on the back of your name badge; meeting locations are identified in your conference packet.** Experience has shown that each *Newe* will take on a life of its own. Consider your initial meeting as a point of departure with co-facilitators serving primarily as conveners with a set of directions but flexible agenda. As part of the Sunday morning Conference Summary Activities, there will be opportunity to share *Newe* experiences and insights.

**Ballroom Lobby & Atrium**

6:15 pm - 7:15 pm

**Opening Reception (for ALL conference participants)**

A hearty welcome to ALL newcomers to POD, especially those from Historically Black Colleges and Universities and from Native American Tribal Colleges!

*Florida A&M University**St. Augustine's College**Jackson State University**Salish Kootenai College**Johnson C. Smith University**Sinte Gleska University**Oglala Lakota College**Spelman College***Ballrooms 1, 2, 3**

7:15 pm

**Opening Dinner and Cinema Event**

### ***Cinematic Images of the Role of the Teacher***

What does our culture think of teacher as a societal role? A good place to look for an answer is in the movies, one of our most powerful, modern means of story-telling and myth-making. They show us our needs and hopes. When we look at the literature of film focusing on teaching—from “Goodbye, Mr. Chips” to “The Paper Chase” to “Mr. Holland’s Opus”—we find that our culture has a deeper and more sophisticated understanding of the teacher’s role than we may have thought. Even if Hollywood doesn’t fully comprehend or portray the subtleties of instruction, it does portray it as heroic. Through clips from a variety of films spanning 60 years, Rhem will show how the teacher in our culture is portrayed in film. (Friday morning at 8:30 am in Superior B, Stephen Brookfield, Stephen Preskill and James Rhem will open discussion of “Cinematic Images.”)

*James Rhem is Executive Editor of THE NATIONAL TEACHING AND LEARNING FORUM, a publication on college teaching which he founded in 1990. Rhem has played key roles in creating a number of publications for higher education, including “The Teaching Professor” and “Academic Leader.” He has taught English composition and literature at the University of Wisconsin (where he received his masters and doctorate) and a number of smaller colleges in the Midwest. Rhem also works as a book acquisitions editor for the ACE/Oryx Series on Higher Education. In addition, Rhem writes film criticism for a number of local and regional periodicals.*



## **Friday, October 18, 1996**

### **Meet in Atrium**

7:00 am - 8:00 am

### **Stretch & Walk**

### **Ballrooms 1, 2, 3**

7:00 am - 8:15 am

### **Continental Breakfast**

### **Atrium Lobby**

7:30 am - 11:00 am

### **Conference Registration**

## **Breakfast Roundtable Sessions**

**Friday morning**

### **Ballrooms 1, 2, 3**

7:15 am - 8:15 am

### **The Serious Side of Humor in the Classroom**

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

This roundtable discussion focuses on humor in the classroom: definitions, beliefs, theories, styles, benefits, guidelines for effective use, and principles for using humor. Participants will relate theory and research to their experiences.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Using E-Mail as a Formative Evaluation Tool***Mary Everley, University of Minnesota-Twin Cities*

The ease and convenience of E-mail can help make formative evaluation a natural part of teaching and program evaluation. In this interactive session, participants learn various ways E-mail can be employed as a formative evaluation tool and will receive suggestions for dealing with the people and technological issues inherent in its application.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Perceptions and Realities of Part-Time Faculty: Ways to Create a Climate of Inclusion***Meg Morgan and Charlynn Ross, University of North Carolina-Charlotte*

This session considers the conditions that surround employment of part-time faculty and ways faculty developers might provide training. Facilitators use scenarios, brainstorming, and demonstration, and present the results of an English department survey.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**The Proposed Paradigm Shift: From Teaching to Learning***Suzanne Brown, Pennsylvania State System of Higher Education*

"From Teaching to Learning: A New Paradigm for Undergraduate Education," an article by Robert Barr and John Tagg (*Change*, Nov/Dec, 1995), could change our lives! Copies of the article and a summary will be available at the roundtable discussion, which focuses on four questions: (1) Has the instructional development movement largely failed due to the structures of the existing paradigm, as the authors argue? (2) Are their recommendations for a new paradigm desirable? (3) Are the recommendations realistic? (4) What implications are there for faculty developers in the proposed paradigm shift?

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Low Cost, Labour-Efficient Feedback Tools***B. Gail Riddel, University of British Columbia*

Faculty developers are concerned about meeting needs of teaching colleagues. We devised labour and cost-sensitive ways of collecting feedback useful to the planning process. We'll discuss the use of tools like focus groups, follow-up sessions, student fora, and E-mail groups that help in setting centre directions.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Faculty Development at Small Colleges***Sandra Chadwick, Rollins College (FL) and Catherine Wehlburg, Stephens College (MO)*

While the goals of some faculty development programs are fairly consistent from institution to institution, the implementation may vary depending on school size. This roundtable focuses on the specific problems and concerns of faculty developers at small institutions. Participants will share their experiences on faculty participation, administrative structure, and the teaching-research balance.

*Guest  
with...*

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Friendly Persuasion: Helping Administrators Think "Organizational Development-ally" About Our Programs***Virginia S. Lee, University of North Carolina-Chapel Hill*

Often administrators view initiatives of teaching and learning centers separately from broader institutional issues. Using a case based on the experience of a real university, participants will develop strategies to help administrators view a program of a teaching and learning center in the context of larger, organizational development issues.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**What Questions Will Engage PODers...***Neil Fleming, Lincoln University (New Zealand) and Jim Eison, University of South Florida-Tampa*

This session's participants will identify issues that will engage PODers in the year 2006 (and beyond), and they will prioritize them.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Strategies for Setting and Solving Problems**

*Ronald Smith, Concordia University (Quebec); Lesley Cafarelli, Minnesota Private Colleges Research Foundation; Dan Rice, University of North Dakota*

People solve problems as they "set" them. This session uses a case to examine the impact of different perspectives on the way one sets (or defines) the problem to be solved and the strategies one employs to solve it. The theoretical perspectives are based on the work of Argyris and Schon, and Bolman and Deal.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Reaching New Heights in Teaching and Learning with Oral Communication Across the Curriculum**

*Colleen Garside and Richard D. Haley, Weber State University (UT)*

This roundtable session focuses on oral communication teaching strategies which enhance student learning and improve oral communication skills. Discussion will center on issues in implementing and maintaining an oral communication across the curriculum program.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Developing a Learning Organization to Achieve Pinnacles of Excellence**

*William Phillips, Brigham Young University-Hawaii*

This session discusses ways higher education communities can scale the heights of excellence by developing a learning organization. A model identifies eight steps which have resulted in building a culture which values collaboration and systemic change.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Reach for the Future: A Participative Model of Reorganization**

*Michael Reich and Robert L. Milam, University of Wisconsin-River Falls*

This presentation describes a major planning and reorganization effort designed to shift resources, enhance instruction, and improve efficiency at a comprehensive state university. Literally hundreds of faculty, staff, students and administrators have participated in this effort.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Interdisciplinary Service in the South Pacific as a Model for Collaborative Faculty Development**

*Jack Johnson and Elaine Spendlove, Brigham Young University-Hawaii*

Facilitators discuss the collaborative faculty development efforts between a private university and rural South Pacific high schools. We will explore both benefits and obstacles in establishing international and/or intercultural collaboration. We will explore ideas for local or international joint development projects with external organizations.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Student Focus Groups: Incorporating Student Voices on Multicultural Issues into Faculty and TA Development**

*Shari Saunders, David Ametrano, and Mark Chesler, University of Michigan*

Participants explore ways of acquiring and using student voices in workshops, departmental TA development programs, and other programmatic efforts. We will discuss the multiple uses of focus-group data, as well as participation of students in workshops for faculty and TAs.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Teaching Critical Thinking Combining Multi-media and Group Learning Techniques**

*Douglas Bell and Marleen Williams, Brigham Young University*

This session shares a model for teaching critical thinking to college students. The model will be demonstrated using Microsoft Powerpoint. Roundtable participants will see opportunities for the critical analysis of advertisements and literature.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**The National "Great Teachers" Movement**

*Gary Parnell, Snow College (UT); Karl Worthington, Utah Valley State College; David Gottshall, College of DuPage (IL)*

No "expert" can match the combined experience of 25-40 teachers who meet in skillfully - facilitated small groups and focus solely on strategies and problems of mutual interest/value. This program has a record of 28 years' success and consistently receives enthusiastic reviews from faculty in all disciplines where it has been used in North America.

**Concurrent Sessions**

Friday morning

**Superior B**

8:30 am - 10:00 am

**Talking Back: The Teacher in the Movies**

*James Rhem, National Teaching and Learning Forum*

Following up Thursday evening's plenary film event, James Rhem will be joined by the following panelists: Stephen Brookfield, Distinguished Professor of Education (University of St. Thomas [MN]), 1995 POD conference popular keynoter; and Stephen Preskill, Professor of Education (University of New Mexico), a cinema enthusiast who uses film clips to enrich his students' learning. The panel will open discussion of the themes in Thursday's film presentation. How North American culture views the role of teacher remains a topic of vital importance, influencing how effective we are in our work.

**Board Room**

8:30 am - 10:00 am

**Just Over the Next Ridge: Facilitating New Visions of Faculty Development**

*Chris Eleser, Southeastern Louisiana University and Sheila Chauvin, Tulane University (LA)*

This session offers hands-on activities designed to identify common perspectives about professional development and professional development activities preferred by faculties. Administrators and faculty contemplating or promoting new or reorganized faculty development programs will be particularly interested.

**Ballroom 1**

8:30 am - 10:00 am

**Demonstrating the Quality and Impact of Faculty Development Workshops**

*Jim Eison, University of South Florida-Tampa*

Workshops have been described as "the main staple in the instructional improver's cupboard" (Weimer & Lenze, 1991). Unfortunately, faculty development professionals have done relatively little to address Menge's (1980) observation that "workshops are . . . the least carefully evaluated instructional development activity." This interactive session examines strategies to demonstrate and document workshop impact.

**Ballroom 2**

8:30 am - 10:00 am

**Demonstrating and Fine-Tuning the In-Class Interview or SGID**

*G. Roger Sell, University of Northern Iowa*

The in-class interview technique, Small Group Instructional Diagnosis (SGID), is widely used to provide instructors with student feedback during a course. This session both demonstrates the technique and provides participants with an opportunity to share their experiences for improving the content, process, and reporting of in-class interviews.

**Ballroom 3**

8:30 am - 10:00 am

**Scholarly and Professional Writing: Our Colleagues/Ourselves**

*Carol Holder, California Polytechnic State University-Pomona*

What keeps you and your faculty colleagues from writing? No time? Trouble getting started? Knowing when to say "Done"? Think you have little to contribute? Think writing's a chore? Bring paper and pencil to this workshop and try a variety of approaches to writing and to creating an environment that permits writing-approaches to use yourself and to share with campus colleagues.

**Magpie A**

8:30 am - 10:00 am

**Classroom Assessment and Classroom Research Across Disciplines and Student Populations***Vicki Golich, Renee Curry, Vicki Fabny, and Regina Eisenbach, California State University-San Marcos*

Faculty representing four distinct disciplines—Management, Political Science, Literature Writing, and Biology—use empirical evidence to demonstrate how Classroom Assessment and Research Techniques (CATs) enhance student learning. Participants will experience a CAT, learn how to integrate CATs with other interactive teaching techniques, receive handouts with step-by-step instructions, and develop 1-3 CATs appropriate to their own disciplines, student populations, and preferred teaching styles.

**Magpie B**

8:30 am - 10:00 am

**Supporting a Teaching and Learning Culture: Understanding the Influence of Deans and Chairs***Mary Ann Bowman, Western Michigan University and Liz Miller, Texas A & M University*

Administrators are influential in creating a supportive teaching climate but may fail to recognize their opportunities for communicating the value of teaching. This session will briefly report on relevant research, analyze short case studies involving deans and/or chairs, and brainstorm visionary strategies for creating a more positive teaching culture.

**Maybird**

8:30 am - 10:00 am

**Toward the Virtual University: Helping Faculty Help Students Scale The Web***Karin Sandell, Robert Stewart, and Candace Stewart, Ohio University*

This session examines ways to enhance the learning environment by offering students a means of navigating the Web to connect with useful information (rather than being overwhelmed by data). Through interactive demonstration, participants will explore the development and utilization of useful syllabi.

**Superior A**

8:30 am - 10:00 am

**“Faculty-Centered” to “Student-Centered:” A Case Study***Robert M. Diamond, Syracuse University*

Many research institutions are focusing their priorities on teaching. Significant change does not happen by chance. This session provides an in-depth study of how the culture at Syracuse University changed and the key role that the faculty/instructional development agency played in the process. Syracuse received the Hesburgh Award for (among other things) shifting from a faculty-centered focus to a student-centered environment.

**White Pine**

8:30 am - 10:00 am

**Scaling the Heights of Team Teaching***Bob Hurt and Kathy Harcharik, California Polytechnic State University-Pomona*

This workshop is designed for faculty and faculty developers interested in an initial exposure to team teaching. Facilitators present a team-taught case discussion, then explore the pros and cons of team teaching. Participants will begin the development of a team-teaching plan for their own campuses.

**Wasatch A**

8:30 am - 10:00 am

**Education as the Practice of Freedom***Joel K. Haack, Susan Hill, Scharron Clayton, and Linda Fitzgerald, University of Northern Iowa*

Presenters portray an interdisciplinary model of liberatory teaching as conceived by writer, teacher, and insurgent black intellectual Bell Hooks. Participants explore the implications of instituting pedagogical approaches which remove faculty from the center of activity and introduce shared responsibility in the learning process.



**Wasatch B**

8:30 am - 10:00 am

**Case-In-Point Teaching: Another Form of Reflective Practice***Lee Warren, Harvard University*

This session demonstrates an active pedagogy that first provides constant assessment of classroom behavior and then uses that assessment as the basis of reflective learning. "Case-in-point" teaching focuses attention on the action, behavior, and dynamics of the classroom, using cases to illustrate the topic, which is *Managing Diversity in the Classroom*. Learning occurs at multiple levels, is deep, and is transformational.

**Red Pine**

8:30 am - 10:00 am

**Put Your Best Foot Forward on a Shoestring Budget: Building the Image of a New Teaching and Learning Center***Roseanna Ross, Karen Thoms, and Michelle Weis, St. Cloud State University (MN)*

This participative session explores and applies specific strategies for building the image of a new teaching and learning center. Descriptions of specific strategies are provided: developing vision and goals, establishing an advisory committee, using focus groups, creating promotional materials, and choosing specific programs. Facilitators explore the strengths and challenges of strategies, providing examples and tips from first-year experiences—including resources and printed materials. Participants are invited to share ideas and experiences.

**Ballroom Lobby**

10:00 am - 10:30 am

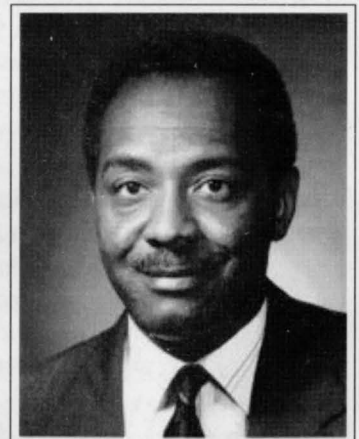
**Refreshment Break****Ballrooms 2 and 3**

10:30 am - 11:45 am

**Keynote Address*****Merging Teaching Effectiveness, Learning Outcomes, and Curricular Change with the Diverse Student Needs of the 21st Century****James A. Anderson,**Dean of Undergraduate Studies**North Carolina State University-Raleigh*

Anderson examines the critical relationships of effective teaching, learning outcomes, curriculum development, and the presence/impact of diversity in the classroom. Anderson discusses the concept of diversity in its broadest context: diversity of skill levels; learning styles/strategies; student motivational styles; and finally, demographic factors such as age, gender, race, class and culture. A discussion of diversity is just as critical when a student population seems homogeneous as when it appears heterogeneous.

*As dean, Anderson supports teaching excellence initiatives, faculty development, curriculum assessment and the First Year College at North Carolina State. He is the team leader for Continuous Quality Improvement for undergraduate education.*

**Cottonwood**

12:00 pm - 1:30 pm

**Lunch and Business Meeting***(Down the hill in the Snowbird Center)*

## Concurrent Sessions

Friday afternoon

**Cottonwood**

1:45 pm - 3:15 pm

**Discussion with James Anderson***James A. Anderson, North Carolina State University-Raleigh*

In this follow-up session, Anderson invites participants to respond to the following questions and to pose some of their own: What factors motivate faculty to consider diversity? What student outcomes can we expect when diversity is an important teaching/learning issue? Can curriculum be transformed without transforming pedagogy? What is the relationship between teaching styles and diversity of student learning styles? Which environments are more effective in facilitating student differences in the classroom? What are the characteristics of effective teaching/learning models for diverse populations? Why has research on effective teaching generally ignored diversity?

**Board Room**

1:45 pm - 3:15 pm

**Student Evaluation of Student Work: Starting at the Base of the Mountain***David Zierath, University of Wisconsin-Platteville*

This session introduces a process for instructing students on evaluating each others' written tests. After brief instruction, participants will practice the evaluation method using student take-home exam items. The presenter will provide results from three years of using this process.

**Ballroom 1**

1:45 pm - 3:15 pm

**Teaching Development and Assessment: Building Bridges Without Falling into the Ravine***Mary Deane Sorcinelli and Martha Stassen, University of Massachusetts-Amherst*

Current demands for development, evaluation, and assessment present particular difficulties for teaching centers. Can faculty development professionals link development and assessment without threatening the central mission of their offices? Using a real case describing one institution's effort to develop a system-wide student rating form for both developmental and evaluative purposes, participants will explore how teaching centers can negotiate their role in this new, assessment-focused, environment.

**Ballroom 2**

1:45 pm - 3:15 pm

**A Comprehensive Program for Training Teachers of Small Groups***Richard Tiberius, University of Toronto and Edward Neal, University of North Carolina*

This workshop enables participants to construct comprehensive programs for training small-group teachers. Handouts define the essential competencies required for teaching small groups and explain methods for teaching each competency. Some of the more subtle and unfamiliar methods will be demonstrated.

**Ballroom 3**

1:45 pm - 3:15 pm

**Creating and Managing Budgets for Faculty Development***Lesley Cafarelli, Collaboration for the Advancement of College Teaching and MN Private College Research Foundation*

In today's climate, maximizing funds for faculty development is critical, but for both new and experienced program directors, developing and managing budgets can be mysterious and frustrating. This session provides an overview of basic budgeting principles and practices that can help faculty development directors manage their resources effectively. Topics include approaches to budgeting; budget categories and assumptions; record-keeping and forecasting balances; maintaining flexibility; working with budget offices; and using other people's money. Participants will share information on approaches they have found useful and will receive handouts with sample budget tools and guidelines.

**Magpie A**

1:45 pm - 3:15 pm

**The Instructional Innovation Network**

*Susan Ledlow, Arizona State University; Chris MacCrate, Estrella Mountain Community College Center (AZ); and Barbara Millis, US Air Force Academy*

This session demonstrates the Instructional Innovation Network, a World Wide Web site of instructional innovation in higher education. The project is under development by a team of leading scholar/teachers who represent a diversity of institutions and academic disciplines. The Network includes classroom strategies (Case Teaching, Cooperative/Collaborative Learning, Creative and Critical Thinking, Instructional Technology, and Classroom Assessment) and campus-wide programs (Freshman Year Experience and Peer Coaching to Support Faculty Innovation).

**Magpie B**

1:45 pm - 3:15 pm

**Linking Curriculum Development to Organizational and Faculty Development: The Case of the "Qualities of an Educated Person" Project**

*Jerome Soneson, Ira Simet, and Roger Sell, University of Northern Iowa*

Faculty development often occurs without strong linkages to organizational development or curriculum development. This session engages participants in exploring and drawing implications from a project, "Qualities of an Educated Person," which serves as a vehicle for connecting often-separated domains of activity.

**Maybird**

1:45 pm - 3:15 pm

**Women in the Classroom: Exploring Diversity through Video Cases**

*James Wilkinson, Jane Phipps, and Terry Aladjem, Harvard University*

Despite the progress made in accommodating women's concerns and ways of knowing in the college classroom, the climate remains chilly for many. We have recently developed a videotape depicting five different situations where gender may become an issue in learning. While it does not offer answers, the tape presents problems which can spark lively discussion. We intend to use two of the five vignettes to initiate such a discussion among participants. This workshop explores issues of women's education through active pedagogy that provides an opportunity for all to contribute.

**Superior A**

1:45 pm - 3:15 pm

**"Preparing Future Faculty:" Rationale and Praxis**

*Linda K. Worley and Bill Burke, University of Kentucky*

This session examines the rationale behind "Preparing Future Faculty" and describes a course developed as part of that program. Participants will engage in dialogue on the skills and knowledge base needed by graduate students as they look ahead to employment at a variety of post-secondary institutions.

**Wasatch A**

1:45 pm - 3:15 pm

**Faculty Consultation Session: Moving from Faculty Development to Organizational Development**

*William C. Rando, Florida International University and Barbara K. Hofer, University of Michigan*

This session is a continuation of the annual, very popular Faculty Consultation Fora, in which session leaders present actual, in-progress consultations. This year we have chosen cases with a slightly stronger organizational focus, although individual implications are still considered. As in the past, the cases raise issues of role boundaries, opportunities for intervention, and the interaction between organizations and individuals.

**Wasatch B**

1:45 pm - 3:15 pm

**Instructional Consultation in Higher Education: Past, Present and Future***Kathleen Brinko, Appalachian State University (NC) and Robert J. Menges, Northwestern University (IL)*

Instructional consultation with feedback is recognized as one method with the potential to fundamentally improve teaching in higher education. This session explores what we already know about the practice of instructional consultation, what research is needed to make consultation more effective, and what we can learn about our own effectiveness through self-assessment.

**White Pine**

1:45 pm - 3:15 pm

**“Grass Roots” Organizational Development***Suzanne Brown, Pennsylvania State System of Higher Education and Gail Bollin, West Chester University (PA)*

“Graduates” of a System-Wide Summer Academy for the Advancement of College Teaching (250 faculty at 14 universities) have become the “grass roots” promoters of change in the status of teaching on their campuses. A comprehensive evaluation of their impact and how it varies tells us something about the potential of—and the implications for—organizational development from the “bottom up.”

**Atrium Lobby,  
Ballroom Lobby  
& Superior Terrace**

3:15 pm - 3:45 pm

**Refreshment Break****Concurrent Sessions****Friday afternoon****Board Room**

3:45 pm - 4:45 pm

**Social Capital and the Enhancement for Academic Community***Thomas Morgan and Diane Pike, Augsburg College*

How can faculty development programs increase social capital and thereby strengthen the academic community? We introduce a systems model of the relationship among social capital, engagement in faculty development, and the quality of academic life. Participants will discuss applications of the model to their experiences.

**Ballroom 1**

3:45 pm - 4:45 pm

**What Do Faculty Really Want from the Faculty Developer-Client Relationship?***Christine A. Stanley, The Ohio State University and M. Erin Porter, University of Texas at Austin*

Faculty developers bring a repertoire of attributes, skills, knowledge, experience, and expertise which contribute to the development of good relationships with clients. What do faculty really want from the faculty developer-client relationship? What outcomes are most important to faculty? What skills or attributes do faculty clients expect faculty developers to possess? What do faculty clients consider to be the most important characteristics of an effective consultation process? This session will attempt to answer these questions by sharing the results of recent survey research conducted by two faculty development specialists at two major research universities.

**Ballroom 2**

3:45 pm - 4:45 pm

**Capturing More of the Data: Making Use of Students' Written Comments on Teaching Evaluation Forms***Michele Marincovich, David Halliburton, and Jett Pihakis, Stanford University*

In a teaching consultation, a faculty or TA developer usually reviews student's written responses to open-ended questions on the teacher's evaluation. It is often unclear how developers or peer reviewers should interpret and summarize these numerous, and sometimes conflicting, comments. This session presents several approaches.

**Ballroom 3**

3:45 pm - 4:45 pm

**Transformational Teaching: A New Paradigm for Development***Daniel Wheeler and F. William Brown, University of Nebraska-Lincoln*

Similarities between teaching and leadership provide new ways to view teaching. The truly excellent teacher, like the truly excellent leader, engages in relationships with followers which transcend techniques and skills, tapping into internal interests, aspirations, and motivations. This session explores this relationship and suggests some ways to implement transformational teaching.

**Magpie A**

3:45 pm - 4:45 pm

**It's a Wonderful Life: Using a Multi-media Approach Illustrating Real World Applications to Teach Affective Objectives***Forrest Williams and Loretta Palmer, Utah Valley State College*

Presenters from different academic disciplines demonstrate how teachers can use public-domain clips and multi-multimedia presentations to enhance student learning. The importance of sound instructional design will be demonstrated. Participants will discuss the practical application of these concepts. All levels of computer experience are welcome.

**Magpie B**

3:45 pm - 4:45 pm

**Improving Teaching: Future Faculty and Present Professors***Joyce Povlacs Lunde, University of Nebraska-Lincoln; Mary Everley, Jan Smith and Jane Lindsay Miller, University of Minnesota-Twin Cities*

The presenters of this session—who are involved in preparing graduate students for college teaching—believe that the mentoring or practicum portion of preparation for future faculty can and does have a strong faculty development effect. This session determines how current professors and future faculty can both benefit from this development intervention.

**Maybird**

3:45 pm - 4:45 pm

**We Make House Calls: Taking the Terror Out of Technology***Michael Sweet and Georgeanne Cooper, University of Oregon*

Encouraging new uses of educational technology on campus is often made difficult by wide ranges in teachers' levels of computer knowledge, computer apprehension, and departmental equipment. This session offers a strategy that has helped dozens of University of Oregon faculty and graduate student teachers successfully get "on-line."

**Wasatch B**

3:45 pm - 4:45 pm

**Getting Started on a Shoestring***Kathryn Watson, Eckerd College (FL)*

This session addresses the pleasures and pitfalls of the first year of implementing two elements of a Professional Development Program at a small liberal arts college, including New Faculty Seminars and Junior-Senior Faculty Mentors Project. The presenter describes these two elements, shows excerpts from videotaped interviews with participants, assesses the effectiveness of the program, and discusses unexpected joys and obstacles.

**Superior A**

3:45 pm - 4:45 pm

**It's a Small World: FD Networking around the Globe***Karron Lewis, University of Texas at Austin and Eric Kristensen, Berklee College of Music*

There is a wealth of information generated by faculty, instructional and organizational developers at universities and colleges around the world. Many in the U.S. and Canada may not have been exposed to international programs, ideas and research on teaching and learning. In this session we will give a brief overview of the ICED (International Consortium for Educational Development) meeting/conference and discuss some of the exciting ways we can share our own knowledge and learn from international colleagues. (The 1998 ICED Conference will be held in Texas.)

**Superior B**

3:45 pm - 4:45 pm

**From Faculty Development to Instructional Technology:  
Lessons Learned from Co-Sponsoring a “Computer Day”***Diane Vomsaal Williams, University of South Florida and Shirley Ronkowski,  
University of California-Santa Barbara*

In this session, presenters introduce faculty developers to ways teaching and learning can be enhanced through instructional technology events. Presenters highlight aspects to consider in initiating, implementing and following up on such activities. Participants will identify concerns about instructional technology events and ways to mitigate concerns. Video segments will be shown.

**Wasatch A**

3:45 pm - 4:45 pm

**University Professors at Mid-Life: Being a Part of... But Feeling Apart***Irene Karpiak, University of Oklahoma*

In recent interviews, “graying” professors discussed their satisfactions and struggles, not only in relation to their students and their academic work, but also in relation to the whole university and its administration. This session presents a model that captures their sense of meaning, mattering, marginality, and malaise.

**White Pine**

3:45 pm - 4:45 pm

**Beyond Teaching Awards: Developing a Culture that Values Teaching***Anita Gandolfo, United States Military Academy*

As an alternative to teaching awards at this institution, the center has been developing ways to promote and celebrate a campus-wide culture of teaching excellence. This session describes and illustrates those activities and assists participants in developing a plan for such a culture at their own institutions.

5:00 pm - 6:00 pm

**Newe****Ballroom Lobby  
& Atrium**

6:15 pm - 7:15 pm

**Reception****Ballrooms 1, 2, 3**

7:15 pm

**Dinner (for ALL conference participants)**

(One dinner table will be specially marked for those who are interested in contributing to, and discussing, *Face-to-Face* (Vol. II). Editors Karron Lewis and Joyce Lunde will lead the table discussion during dinner.)

**Living Legends Multi-Cultural Performance**

*Ethnic music and dance-both traditional and contemporary-  
from North, Central, and South America and from the  
Polynesian triangle*

*Celebrating its 25th anniversary, the Lamanite Generation is proud to welcome the POD Network to Snowbird and to Utah. Each year hundreds of BYU students representing dozens of cultures audition for this premiere performing group, which has entertained thousands throughout the United States and in nearly 40 countries. Company members (all full-time students) maintain a rigorous training and performance schedule as they endeavor to preserve and keep alive their rich heritage.*



**Saturday, October 19, 1996****Meet in Atrium**

7:00 am - 8:00 am

**Stretch and Walk****Ballrooms 1, 2, 3**

7:00 am - 8:30 am

**Continental Breakfast****Atrium Lobby**

7:15 am - 9:00 am

**Conference Registration****Breakfast Roundtable Sessions****Saturday morning****Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**(Graduate) Women of Academe: Outsiders in the Sacred Grove?***Kathleen Kane and Dianne Lim, University of Hawaii-Manoa*

A TA developer and a TA introduce an innovative program for women graduate assistants who wish to make academe their life's work. This program is an extension of the Women's Faculty Mentoring Program. (Includes strong multi-cultural dimensions and handouts from program.)

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Ropes and Pitons for Faculty and Department Development: Using Teaching Grants on the Improvement Trail***Milton Cox and Muriel Blaisdell, Miami University-Ohio*

We will share our experiences in using grants for enhancing the teaching development of faculty and departments. Drawing from actual grant selection situations, we describe grant objectives, selection criteria, and potential for improving teaching and learning.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Interdisciplinary Clusters: A Model for Developing Teaching Scholar-Mentors***E. Fletcher McClellan, Elizabethtown College (PA)*

Begun in fall 1994 at a small, liberal arts college, the Interdisciplinary Clusters Project is a development program for faculty from a variety of disciplines who attend workshops, observe each other's classes, and consult regularly with each other over a two-year period. Its aims include promoting active teaching strategies; developing a supportive, non-threatening model of peer evaluation and mentoring; and interdisciplinary scholarship. This session examines the success and utility of the program.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Focus Group Methodology for Internal Customer Focus Within the University***James R. Wilcox, President of Communication Insights, Inc. and Ethel Wilcox, University of Toledo*

This session demonstrates focus-group methodology for university organizational development aimed at achieving internal customer focus. Focus-group methods are explained and demonstrated, showing how resistance to change may be understood, how academic units can better serve one another, how new technologies can be integrated, and how collaboration can increase.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Using an Autobiographical Lens to Reflect on our Practice: Implications for Inclusive Teaching***Heather MacKenzie and Olivia Rovinescu, Concordia University (Quebec)*

This roundtable is for faculty and faculty developers who wish to explore the idea of inclusive, integrated practice of teaching. Starting from the assumption that self-reflection and inclusive practice are linked, we will explore how our beliefs influence our practice and ask what the implications are for inclusive teaching.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**POD-LANs: Spreading POD Philosophy through “Local Area Networking”***Victoria L. Clegg, Kansas State University and Virleen M. Carlson, Cornell University*

Explore the idea of local networking or Local Area Networks. Visit over breakfast about starting POD-LANs on local campuses to link everyone from faculty and administrators to students and support staff in a larger constituency, supporting and promoting a culture that values teaching and learning. POD...all year long!

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Writing Centers: Keys to Improving Literacy Campus-Wide***Sundy Wantabe, Brigita Johnson, Megan Hanson, Mike Uier, and Ryan Buchanen, Weber State University (UT)*

Trained student tutors can promote literacy by implementing Writing Center programs. Here is an opportunity to discuss Writing Fellows, Group Presentations, and Peer Writing Instruction. Specific tools will be introduced and audience questions entertained. Come prepared to participate as writing assistants demonstrate how theory motivates action.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Cleaner Air, Clearer View: The Instructional Development Center as a Forum for Campus Issues***Joan Pritchard and Margaret Morgan, University of Central Arkansas*

By creating a safe atmosphere for discussion, a faculty development center can provide a place where faculty can freely consider issues of common concern. In this way, the center becomes an influence for organizational development. Facilitators will share examples of how such fora have influenced change on their campus, encouraging participants to add their own examples.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**The New Faculty Orientation: Maintaining Program Relevance***Li Tang, The Ohio State University; Neil Fleming, Lincoln University (New Zealand); Bente Roed, University of Alberta*

Our implicit assumptions about some established and routinely-offered faculty development programs often prevent us from noticing how actions may be incongruent with values and intentions. This session explores one such program, namely the new faculty orientation, to review its various formats and articulate their effectiveness.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Teaching For Autonomy***Dorothy Engan-Barker, Mankato State University (MN)*

“How many points do I need for an A?” “Will this be on the test?” If students rely on teachers for the answers to these questions, who really “owns” learning? This session describes a model for increasing student ownership of learning through shared decision-making and self/peer-assessment.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Communication Survival Skills for Current and Future Faculty***Shelley L. Smith, University of Minnesota*

This roundtable introduces participants to one university’s efforts to prepare faculty in the following ways: meeting multiple communication demands; examining interpersonal and professional communication issues; identifying political dynamics and conflicts that confront faculty members; and exploring solutions and strategies for improving communication with students and colleagues.



**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Educational Reform with Technology: Promises and Pitfalls***Frank Gillespie, University of Georgia*

Current calls for educational reform seek a fundamental change in both content and process. Information technology offers potential benefits for the enhancement of teaching/learning and is regarded by administrators, faculty, and instructional developers as a means to reform. This session examines reform approaches to instruction; the promises of technology to address many aspects of educational reform; and the costs/pitfalls associated with using information technology to bring about educational reform.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Mandated Peer-Evaluation Systems: Problems in Organizational and Faculty Development (A Tale of Two Universities)***Jeffrey A. Butts and Sally Atkins, Appalachian State University (NC); William Rando, Florida International University*

This session explores mandated peer-evaluation systems at two universities. Participants will brainstorm solutions for problems, anticipate the next steps in development of the programs, and consider how the experience of these two campuses can be used at their home institutions.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**Developing Future Faculty Developers***De Gallow, University of California-Irvine; Laurie Richlin, University of Pittsburgh; Joanna Norman, Northwestern University (IL)*

This session brings together people from centers for faculty/TA development to discuss two ideas: assessing what we currently do to prepare graduate students to enter academic careers, particularly careers in faculty development; and how we can develop this career path more systematically.

**Ballrooms 1, 2, 3**

7:15 am - 8:15 am

**World Wide Web: A Faculty Developers' Perspective***Bill Burke, University of Kentucky*

This session examines the use of the World Wide Web from two faculty development perspectives—assisting faculty with integrating the Web into their courses, and using the Web as an additional means of providing faculty development services.

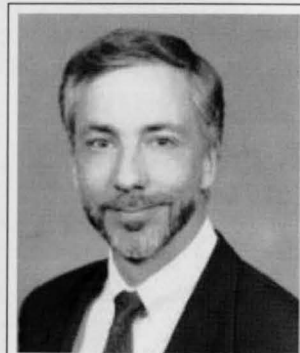
**Cottonwood**

8:45 am - 9:45 am

**Plenary Session****Developing Learning Communities: Seven Promising Shifts and Seven Powerful Levers***Thomas A. Angelo**Associate Professor and Coordinator, Higher Education Program, University of Miami (FL)*

Shifts in the economy and in society are changing higher education and academic culture. Despite some trends, there are promising signs of a renewed academic culture. Campuses may come to function as intentional "learning communities." What would such "learning communities" look like? What shifts are already occurring in higher education which could help us develop these learning communities? What "levers" can faculty developers and academic administrators use to move a campus culture toward a true "learning community?"

Until July, 1996, Angelo was director of of the Assessment Forum, a core project of the American Association for Higher Education (AAHE). He was founding director of the Academic Development Center at Boston College, and assistant director, Harvard University's Seminars on Assessment. One of the nation's leaders in Classroom Research, Angelo has written extensively on assessing and improving college learning.



**Ballroom Lobby  
& Superior Terrace**

10:00 am - 10:30 am

**Refreshment Break****Concurrent Sessions**

Saturday morning

**Ballroom 1**

10:30 am - 11:30 am

**Case Studies in Peer Observation**

*Kathleen McEnerney and Jamie Webb, California State University-Dominguez Hills*  
Case studies are excellent vehicles for discussion of classroom situations. They are also effective in training faculty for peer coaching because they decrease apprehension about the peer observation process. Participants will take the role of the observer in a case study to discuss effective ways of giving reflective feedback after an observation.

**Ballroom 2**

10:30 am - 11:30 am

**Full Range Leadership: A New Paradigm for Change**

*Daniel Wheeler, University of Nebraska-Lincoln*

Transformational leadership, defined by Bass (1985), provides a new way to look at leadership, defining what in the past has been described as the "X Factor." Research shows that transformational leadership is particularly powerful in change situations to help people move beyond self-interest to higher levels of need or interest. This session provides a range of experiences to understand the concepts and application of transformational leadership.

**Magpie A**

10:30 am - 11:30 am

**Playing in the "Cyberspace Sandbox:" The Intersection for Human and Electronic Communities**

*Rena Palloff, John F. Kennedy University and Keith Pratt, Ottawa University (KS)*

Academic organizations are using more computer-mediated communication to deliver distance-learning programs. This case study/discussion will review the experience of a unique online seminar designed to explore the difficulties of electronic group process and their implications for successful distance-learning and community-building.

**Magpie B**

10:30 am - 11:30 am

**Working with Administration: Getting and Keeping Support for Faculty Development Programs**

*Marie Wunsch, University of Wisconsin Centers*

Conventional wisdom (and a good deal of research and analysis) confirms that the active support of administration is a crucial element to program success (or survival). This workshop looks at the compatible and competing assumptions, emphases, and expectations of administrators and faculty development specialists about their roles in development. Through self-assessment and problem-solving activities, participants will identify strategies to develop and maintain administrative commitment to and support of development programs on campus.

**Maybird**

10:30 am - 11:30 am

**Ethical Issues in Teaching via Interactive Television (ITV)**

*Karen Thoms, St. Cloud State University (MN)*

Teaching via ITV is much more than pushing buttons and using multimedia. Administrative, legal, and ethical issues abound. This session explores ethical issues relating to interactive television (ITV): faculty, transmission and reception, materials, access, marketing, class size, and payment.

**Superior A**

10:30 am - 11:30 am

**Faculty Teamwork: Why Don't I Teach the Way I Learn?***Katherine Sanders and Chris Carlson-Dakes, University of Wisconsin-Madison*

A unique, team-based faculty development program, created in a college of engineering, has strong, positive, lasting effects on faculty skill and motivation for pedagogical and curricular innovation. "Creating a Collaborative Learning Environment" (CCLE) provides a framework for faculty to work in teams to learn about learning and to translate those understandings to teaching. While participation is completely voluntary, with no external rewards, some faculty have continued in the program since 1993. CCLE has been awarded a FIPSE grant to expand to the entire physical sciences division.

**Superior B**

10:30 am - 11:30 am

**The Future Professorate Project: Lessons Learned***Peter Grey, Stacey Lane Tice, and Milene Morfei, Syracuse University (NY)*

This session informs faculty and administrators of assessment procedures and results of a project which was initiated in 1991 and sponsored by the Fund for the Improvement of Postsecondary Education (FIPSE) and the Pew Charitable Trusts. The project is designed to prepare graduate students for college and university faculty positions. Facilitators will present evaluation methods, an overview and discussion about our results, and will conclude with a broad discussion about assessment efforts and issues in this area.

**Wasatch A**

10:30 am - 11:30 am

**Getting Started: Organizing A Center From Scratch***Jeanne Ballantine and Alyce Earl Jenkins, Wright State University (OH)*

"Getting Started" provides participants with practical guidelines for planning, establishing and nurturing a teaching and learning center. The facilitators present worksheets and suggest timelines that respond to these issues: administrative structure, financing, advisory committee role, university support, programming priorities, collaborative relationships, assessment of service effectiveness, and promotion of center activities via newsletters, E-mail, and advertising.

**Cottonwood**

11:45 am - 1:00 pm

**Lunch with Newe****Depart from****Cliff Bell Desk**

12:00 pm - 5:45 pm

**Educational Expedition 9 (\$30.00)****Great Salt Lake and Antelope Island Nature Trip****Depart from****Cliff Bell Desk**

1:15 pm - 5:45 pm

**Educational Expedition 10 (\$20.00)****"This is the Place" State Park**

**Concurrent Sessions**

**Saturday afternoon**

**Wasatch B**

1:15 pm - 3:15 pm

**Mediation Skills for Academic Administrators**

*Jean Civikly-Powell, University of New Mexico*

This TWO-HOUR session is designed as a practicum in basic mediation management skills. The higher education community is not exempt from conflict and contentious interactions. Most conflicts are emotionally charged situations that produce stress, anxiety, and mental fatigue. Even with the best intentions, reaction to conflict may be more reflex than reflective response. Although administrators frequently perceive a need to manage conflicts, many express a lack of knowledge, skill, and/or confidence. The presenter is a certified and practicing mediator. She uses an elicitive instructional approach, including brief role plays, videotape demonstrations, interactive skills worksheets, and opportunities for mediation practice. The session materials will be included in a collection of resources and references distributed at the session.

**Superior A**

1:15 pm - 2:15 pm

**“Reflections on Practice:” A Fun, Interactive Faculty Development Tool**

*Patricia Hill, Millersville University (PA) and Gail Bollin, West Chester University (PA)*

Many professional development activities strive to get faculty to talk about their teaching successes and failures in an atmosphere of cooperative sharing and mutual support. An interactive game called “Reflections on Practice” does just this. Session participants will play the game and discuss its potential as a faculty development tool.

**Superior B**

1:15 pm - 2:15 pm

**Helping Faculty Make Large Classes Interactive**

*Barbara Walvoord, University of Notre Dame*

A new, award-winning faculty development video will be shown, demonstrating how faculty in five disciplines make their large classes interactive. Then discussion will center on how faculty developers can address the special needs of faculty teaching large classes.

**Wasatch A**

1:15 pm - 2:15 pm

**New Ways to get Comprehensive Course Feedback**

*Georganne Cooper and Michael Sweet, University of Oregon*

Using the University of Oregon’s Midterm Analysis of Teaching (both the teaching-behavior centered and new student-behavior centered versions) as a demonstration, this session offers ideas and strategies for encouraging instructors to get comprehensive student course feedback from students midway through the term while there is still time to change and improve their classes.

**Meet at**

**Adventure Park**

**Kiosk**

2:30 pm - 5:45 pm

**Educational Expedition 11 (\$15.00)**

**Snowbird Team Orienteering**

*(Between Cliff Lodge and Snowbird Center)*

4:00 - 5:30 pm Rm 302 *Deborah J. [Signature]*

## Concurrent Sessions

## Saturday afternoon

**White Pine**

2:30 pm - 3:30 pm

**Student Observer/Consultant Programs**

*Frank Morral, Carleton College (MN); Lynn Sorenson and Randall Thacker, Brigham Young University*

Several colleges sponsor programs in which a student who is *not* a class member provides feedback to the instructor on the teaching/learning of that class. Faculty invite trained student consultants to observe classes and to provide formative teaching evaluation through individual consultations. This feedback may take the form of reports, videos, interviews, or on-going conversations. In this session, two program coordinators briefly share their experience, and participants meet current student observers.

**Superior A**

2:00 pm - 3:00 pm

**Turning “Technophobes” into “Technofaculty”**

*Rosslyn Smith, Texas Tech University*

The session focuses on the fears and needs of many faculty regarding the use of instructional technology in the classroom. Participants will also discuss the role of the instructional development unit in addressing these concerns.

**Wasatch A**

2:30 pm - 3:30 pm

**Shifting the Paradigm: Faculty Advising as Research, Teaching, and Learning**

*Ned Laff and Kathryn L. MacKay, Weber State University (UT)*

Facilitators outline a research/teaching model of advising and a database-website system (WIRE) which combine to create a collaborative learning community. The system allows users to find faculty with similar research/teaching interests on their own campus; facilitates the exchange of ideas across the curricula; provides a resource in support of faculty development; and helps students plan undergraduate education around areas of faculty expertise.

**Ballroom Lobby**

3:30 pm - 4:00 pm

**Refreshment Break****Meet at  
Adventure Park  
Kiosk**

3:45 pm - 5:45 pm

**Educational Expedition 12 (\$10.00)****Snowbird Chickadee Adventure Park**

*(Between Cliff Lodge & Snowbird Center)*

## Concurrent Sessions

## Saturday afternoon

**Wasatch B**

4:00 pm - 5:00 pm

**Exploring an Individual and Collective Perspective on Innovation in Higher Education**

*Kay Gillespie, University of Georgia*

Participants in a POD conference—no matter what their title, position, or responsibilities—are preeminently concerned with innovation in higher education. This session provides an opportunity to reflect on the concept of innovation, which is paradigmatic in our daily professional lives, and explores an enhanced understanding of this critical concept.

**Superior B**

4:00 pm - 5:00 pm

**Change is a Dirty Word: A Profile of Veteran Faculty***Jon E. Travis, East Texas State University*

Veteran faculty are prime candidates for faculty development. While change theory warns against a frontal assault on these colleagues, they need to update their skills and knowledge about learning. This session presents findings from a study of older faculty members' goals and priorities.

**Wasatch A**

4:00 pm - 5:00 pm

**Fostering Critical Self-Reflection in the Classroom***Edmund Hansen, Emporia State University (KS)*

The success of student self-evaluation activities is shown to be dependent on a course design that emphasizes reflective confrontation of students' misconceptions of course content. Experiences from two classes in different disciplines are analyzed, and recommendations are made for self-evaluation activities and types of student misconceptions to be addressed.

**Cottonwood**

6:30 pm - 7:30 pm

**Poster Sessions and Materials & Resource Fair****Ballrooms 1, 2, 3**

8:00 pm - 9:00 pm

**Final Banquet and Awards**

Recognition of Outstanding Contributions to the Field of Faculty Development: A Special Tribute to Humphrey Doermann, President Bush Foundation (Jerry Gaff, Association of American Colleges and Universities; and Nancy Chism, POD Network)

**Ballrooms 1, 2, 3**

until midnight

**Music/Dancing**

"Golden Oldies" of the 50s and 60s highlight this final evening activity. Watch, talk, and listen OR dance the night away!

**Sunday, October 20, 1996**

**Cliff Bell Desk Area Boxed Breakfast for the Road**

6:00 am - 7:30 am

**Meet in Atrium**

7:00 am - 8:00 am

**Stretch and Walk**

**Ballrooms 2 & 3**

7:15 am - 8:45 am

**Continental Breakfast**

**Depart from  
Cliff Bell Desk**

8:00 am

**Educational Expeditions 13 and 14 (\$15.00)**

***Mormon Tabernacle Choir and  
Mormon Tabernacle Choir "Plus"***

**Ballrooms 2 & 3**

8:30 am - 9:30 am

**Conference Summary Activities and Closing**

**Depart from  
Cliff Bell Desk**

9:45 am - 1:15 pm

**Educational Expedition 15 (\$15.00)**

***Salt Lake City Downtown and Temple Square***

**Golden Cliff**

10:00 am - 12:30 pm

**Core Committee Meeting**

**Eagles Nest**

12:30 pm - 1:30 pm

**Core Committee Lunch**

**Golden Cliff**

1:30 pm - 5:00 pm

**Core Committee Meeting**

**Aerie Private  
Dining Room  
(Level 10)**

6:30 pm

**Core Committee Dinner**

# More Changes as of October 18, 1996

This notice supersedes the printed program and the previous flyer ("Changes," Oct. 16)

## Saturday program changes

- 10:30 a.m.**    **Constructing Teaching Roles in the Context of Multiple Faculty Responsibilities: Implications for Faculty Development** (Brocato, Austin, Rohrer—moved from Thursday) Ballroom 3 (See p. 15 for description)
- Accessing Teaching Information Via the WWW: Creating A Web of Faculty Development Centers** (Kuhlenschmidt—moved from Thursday) Wasatch B (See p. 12)
- 1:15 p.m.**    **Faculty Development and Distance Education** (Moskal, Martin, Foshee—moved from Thursday) Maybird (See p. 14)
- New Ways to Get Comprehensive Course Feedback** (Cooper and Sweet)  
                  **Canceled** (was moved to Thursday)

## Weather considerations

1. NOT TO WORRY! One of the Utah's mottoes is "Greatest Snow on Earth!" (Eat your heart out, Colorado!) We are prepared for snow at Snowbird (It's our middle, oops! *first* name!). Utah has award-winning snow removal crews. The airport is at a lower elevation, will receive less snow, and will probably be fully operational. Don't worry your "pretty, little head" about this! It's going to be BEAUTIFUL!
2. All expeditions are GO (except #15 which last week was canceled for failing to meet the minimum number--refunds provided by mail next month). DRESS WARMLY FOR ANY EXPEDITION! If you choose not to attend an expedition for which you are registered, please note (as stated in the registration/information booklet): Because of transportation scheduling and contracts, refunds cannot be provided to conference attendees.
3. Canyon Transportation (Bob) tells us, "We WILL get you out of the canyon (to the airport)!" Last year the road was closed only once and that was in the dead of the winter when there was over a hundred inches of (accumulated) snow. There is *none* on the road now, and even the severest snowstorm does not lay down more than a foot. All the Canyon Transportation vans are winterized, have snowtires, etc. These folks are *used* to this--it's their job!

Call Canyon (**2161 on any Snowbird phone**) to reconfirm your departure shuttle service. The storm may require you to leave 1/2 to 1 hour earlier than planned; the Canyon Transportation folks know how to plan for any eventuality.

**CHECK THE BOARD NEAR THE POD DESK TO SEE IF THERE ARE ANY CHANGES (regarding expeditions, shuttles, etc.) DUE TO THE WEATHER.**



**IMPORTANT    IMPORTANT    IMPORTANT    IMPORTANT!!!!!!!!!!!!!!!!!!!!**

**!!!Changes!!!**

(since the program went to press)

**WEDNESDAY Pre-conference workshop(s)**

2:00 p.m. *Problem-based Learning..(Duch, et al)* now in **WASATCH B**  
(moved from Superior B)

**THURSDAY Preconference workshop(s) and concurrent sessions**

9:00 a.m. *Problem-based..(con't)* now in **MAYBIRD** (mvd. from Sup. B/Was. B)

2:00 p.m. *Accessing T. WWW (Kuhlenschmidt)* (moved to Sat.) replaced by  
**NEW WAYS TO GET COMPREHENSIVE COURSE FEEDBACK**  
(Cooper, Sweet) **MAGPIE A** (See. p 33 description.)

3:30 p.m. *Constructing T. Roles...Fac. Responsibilities* (Brocato, Austin,  
Rohrer (moved to Sat. )

**FRIDAY Reception** moved to **Golden Cliff/Eagle's Nest** (frmBlrm lobby/Atrium)

6:15 p.m.

**SATURDAY**

10:30 a.m. *A College Approach to Fac. Dev.* (North) **CANCELED**

10:30 a.m. **ACCESSING TEACHING INFORMATION VIA THE WWW:  
CREATING A WEB OF FACULTY DEVELOPMENT CENTERS**  
(Kuhlenschmidt--mvd. fr.Thurs)**WASATCH B** (See. p 12 description.)

3:30 p.m. **CONSTRUCTING TEACHING ROLES IN THE CONTEXT OF  
MULTIPLE FACULTY RESPONSIBILITIES: IMPLICATIONS FOR  
FACULTY DEVELOPMENT** (Brocato, Austin, Rohrer--moved from  
Thursday) **BALLROOM 3** (See p 15 for description.)

**IMPORTANT    IMPORTANT    IMPORTANT    IMPORTANT!!!!!!!!!!!!!!!!!!!!**