

25th Annual Conference

Registration  
Booklet

## Brave New Millennium



November 8-12, 2000

Bayshore Westin  
Vancouver, British Columbia, Canada



**NETWORK**

Professional and Organizational Development Network in Higher Education

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

## **Mission Statement**

Approved by the Core Committee  
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 P.O.D. fosters human development in institutions of higher education.

Dear Colleagues,

You are invited to use the enclosed materials for registration to attend the 25th Annual Conference of the POD Network in Higher Education November 8-12, 2000. Thank you, on behalf of the planning team, for giving us this opportunity to acquaint you with the organization and our Millennial Conference.

“Brave New Millennium” serves as the conference theme which divides into three sub-themes. We will explore the *leadership* and courage it takes to move into a new millennium; we will develop new *relationships* with diverse populations and with technology; and we will foster those relationships through creative *mentorships*.

Words to the wise:

- **Passports.** For those coming from outside Canada, we recommend the use of a passport to enter and exit Canada. It provides three key information pieces: your place of birth, your current residence and photo.
- **Arrival and departure.** For regular conference attendees, the first paid meal is lunch, so arrive prior to noon on Thursday. The last paid meal is breakfast on Sunday. Those who participate in educational expeditions and pre-conference workshops should check the schedule found elsewhere in the booklet.
- **Registration.** Please send in your Westin Bayshore registration early. After October 16, our room-block is released. You can expect to pay a much higher package rate if you register with the hotel after October 16th.
- **Friday On Your Own (OYO).** One meal, Friday night, is not included in the price. The package rate already reflects this change.

If this will be your first POD Conference, might we offer some background? The conference has the philosophy and feel of a retreat: all meals, refreshments, entertainment, and “sightseeing” is done communally in the spirit of networking. This is the second time in twenty-five years that we will have gone outside the United States for a conference. The primary constituency is faculty and instructional developers from the U.S., Canada, and a dozen other countries. This conference will also attract teaching assistant developers, organizational developers, faculty members, higher education administrators, educational consultants, and publishers for this audience. Approximately 500 people will attend.

We look forward to seeing you in the beautiful, newly renovated Westin Bayshore in downtown Vancouver come November. Welcome to British Columbia.

Sincerely,

Virleen Carlson  
Conference Coordinator

Bill Burke  
Program Chair

Christine Stanley  
President

## Preliminary Schedule for the 2000 POD Conference

### **Tuesday, November 7 (Election Day, USA)**

3:00 p.m. Hotel Check-in  
6:00 p.m. Core Committee Meets for dinner

### **Wednesday, November 8**

Day/Evening Educational Expeditions  
8:00 a.m. - 5:00 p.m. Core Committee Meeting  
12:15 p.m. - 1:30 p.m. Lunch  
2:00 p.m. - 5:00 p.m. Pre-conference Workshops  
5:30 p.m. - 6:30 p.m. Pre-conference Welcoming Reception  
6:30 p.m. - 8:30 p.m. Dinner and President's Welcome Address

### **Thursday, November 9**

Morning Educational Expeditions  
7:00 a.m. - 9:00 a.m. Continental Breakfast  
8:00 a.m. - Noon Core Committee Meeting  
9:00 a.m. - Noon Pre-conference Workshops  
12:15 p.m. - 1:30 p.m. Lunch  
1:30 p.m. - 2:30 p.m. Concurrent Session A  
2:45 p.m. - 3:45 p.m. Concurrent Session B  
4:00 p.m. - 5:00 p.m. Roundtable Session 1  
5:00 p.m. - 6:00 p.m. Special Interest Meetings (Independent college, diversity, TA, POD finance committee, Community Colleges, etc.)  
5:00 p.m. - 6:00 p.m. Newcomers-Only Orientation  
6:00 p.m. - 6:45 p.m. Diversity Committee Hosts Welcome Reception for All  
6:45 p.m. - 8:00 p.m. Dinner and "Welcome to BC" Night  
8:00 p.m. - 9:00 p.m. Plenary Session — Speaker: Richard Tiberius

### **Friday, November 10**

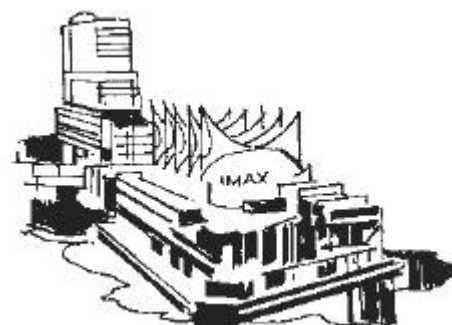
7:00 a.m. - 8:30 a.m. Continental Breakfast  
8:30 a.m. - 10:00 a.m. Concurrent Session C  
10:15 a.m. - 11:00 a.m. Plenary Session — History of POD, chaired by Peter Frederick, featuring Joan North  
11:15 a.m. - 12:00 p.m. Plenary Session—Dennis A. Williams and Sandra Yancy McGuire  
12:15 p.m. - 1:30 p.m. Lunch  
1:30 p.m. - 2:30 p.m. Concurrent Session D  
2:45 p.m. - 4:15 p.m. Concurrent Session E  
4:30 p.m. - 5:30 p.m. Concurrent Session F  
5:30 p.m. - 6:00 p.m. Set up for Materials & Resource Fair  
6:00 p.m. - 7:30 p.m. Materials/Resource Fair, Poster Sessions, Reception  
7:30 p.m. - ??? Dinner OYO (On Your Own)

### **Saturday, November 11 (Remembrance Day, Canada)**

7:00 a.m. - 8:30 a.m. Continental Breakfast  
7:30 a.m. - 8:30 a.m. Roundtable Session 2  
8:45 a.m. - 10:00 a.m. Keynote Address— Bharati Mukherjee  
10:15 a.m. - 11:45 a.m. Concurrent Session G  
12:00 p.m. - 6:00 p.m. Educational Expeditions  
12:00 p.m. - 1:00 p.m. Lunch  
1:15 p.m. - 2:15 p.m. Concurrent Session H  
2:30 p.m. - 4:00 p.m. Concurrent Session I  
4:15 p.m. - 5:15 p.m. Concurrent Session J  
5:30 p.m. - 6:30 p.m. Final Reception  
6:30 p.m. - 9:00 p.m. Banquet and Celebratory Events  
9:00 p.m. - Midnight POD Music & Dancing

### **Sunday, November 12**

7:00 a.m. - 8:30 a.m. Continental Breakfast  
8:30 a.m. - 9:30 a.m. Conference Summary and Closing



**Keynote Address: Bharati Mukherjee**

*Citizenship Skills in the New, New America*

Saturday, 8:45 a.m. -10:00 a.m.



Professor Mukherjee was born in Calcutta to wealthy parents and educated initially in Bengali. Professor Mukherjee received her B.A. from the University of Calcutta, her M.A. in English and Ancient Indian Culture from the University of Baroda, and her M.F.A. in Creative Writing and Ph.D. in English and Comparative Literature from the University of Iowa. Dr. Mukherjee lived in Canada and taught at McGill University. She now teaches fiction writing in the Department of English at the University of California, Berkeley.

She is a winner of the National Book Critics' Circle Award, and author of fiction (*Darkness*, 1985, *The Middleman and Other Stories*, 1988; *The Holder of the World*, 1993; *Jasmine*, 1989, *Wanting America: Selected Stories*, 1995, and *Leave It to Me*, 1997) ) and nonfiction (*Days and Nights in Calcutta* and *The Sorrow and the Terror*, both co-written with her husband Blaise Clark). Dr. Bharati is also featured in a video with Bill Moyers, *Conquering America: Bharati Mukherjee*, 1994. Her work expresses her life as an "accidental immigrant," who is "anxious and querulous, convinced that every aspect of the writing profession-finding an authentic voice, an audience, a publisher, knowledgeable reviewers-weighs heavily against [her] because of [her] visibility as a stereotype." Her aim "is to find a voice that will represent the life I know in a manner that is true to my own aesthetic. . . [which] must accommodate a decidedly Hindu imagination with an Americanized sense of the craft of fiction." Her personal approach to skills in American citizenship has been crafted through her experience in many different neighborhoods in Canada and in the United States.

**Plenary Session 1: Richard Tiberius**

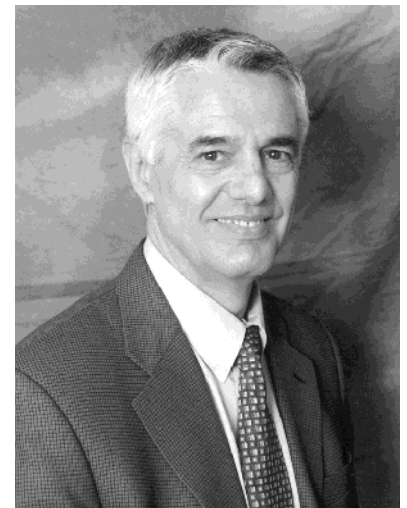
*Major Transformations in Our Approach to the Improvement of Teaching and Learning:*

*From 1945 to the Present*

Thursday evening: 8:00 p.m.-9:00 p.m.

A Canadian with over two decades of POD membership and conference attendance will offer the plenary session on the first evening of the main conference. Richard Tiberius's address traces decade by decade the profession we call faculty development. This thoughtful retrospective notes particularly the teacher-student relationship, the changing role of faculty, and how they intersect with the affective domain through the years. The session moves from one decade to the next using brief musical clips as transitions and is accompanied by visuals.

Richard Tiberius has a Ph.D. in Applied Psychology from the Ontario Institute for Studies in Education, University of Toronto. He holds the position of professor in the Department of Psychiatry and the Centre for Research in Education where he collaborates with medical faculty in designing and conducting educational research and faculty development. His scholarly work and consulting practice focuses on the improvement of the teaching and learning process, especially the role of the teacher-student relationship in learning. He has authored numerous journal articles, book chapters and books in US, Canadian, and British journals, and has conducted workshops and lectured throughout North America and Europe.



## Plenary Session 2: Silver Memories—Stories Both Old and New

*Joan North, First "President" of POD, and Company*

Friday morning: 10:15 a.m. - 11:00 a.m. Facilitated by Peter Frederick



The first "President" of POD will return to give a behind-the-scenes look at how the organization was founded over twenty-five years ago, and she is the first to say that there is some disagreement as to when and where, exactly, the counting should begin. Nonetheless, twenty-five years ago, the first POD Annual Conference was held. The Year 2000 Conference marks the Silver Anniversary of this occasion.

An "assortment" of POD stories will be shared. Hear how a dream developed, and an organization unfolded, through the voices of those who were part of it. Envision yourself having a role in history.

Joan DeGuire North has plowed the fields of academic administration for the past 20 years, leaving behind another 13-year career in faculty development. She was founding director of POD back in the mid 1970's when she was Director of the University of Alabama's Teaching/Learning Center and later part of a federal project to work with 50 small private colleges. She worked in administrative positions at two private colleges and has spent the past 15 years as Dean of the College of Professional Studies at University of Wisconsin-Stevens Point. With a bachelor's and master's in English and a Ph.D. in educational administration, she was an American Council on Education Fellow in 1972 and a

Senior Consultant to the Secretary of Health, Education, and Welfare (HEW) in 1976. In recent years, she has written and consulted on faculty vitality, women in management, post-tenure review, complexity in evaluation, colleges' commitment to teaching, and leadership issues.

## Plenary Session 3: Saundra Yancy McGuire and Dennis A. Williams

*The Millennial Learner—Challenges and Opportunities*

Friday morning: 11:15 a.m. - 12:00 p.m.

Faculty developers can learn much from colleagues who work in learning assistance programs on campus. Transforming universities into fully integrated learning communities is a requirement for promoting academic success in the new millennium. When the "millennial students" walk onto campus, it's time to call upon those who know them first hand.



Saundra Yancy McGuire serves as the Director of the Center for Academic Success and Adjunct Associate Professor of Chemistry at Louisiana State University in Baton Rouge, Louisiana. She has taught chemistry for the past thirty years, and served as the Acting Director of the Center for Learning and Teaching at Cornell. Previous academic appointments were at The State University of New York, Brockport; The University of Tennessee, Knoxville; Alabama A & M University, Huntsville, and eleven years at Cornell University. She earned the Doctorate of Philosophy in Chemical Education from The University of Tennessee, Knoxville. She

has won an outstanding graduate teaching award as a master's candidate, a chancellor's citation for Exceptional Professional Promise as a doctoral candidate, and Cornell's Distinguished Teaching Award as a chemistry senior lecturer. A native of Baton Rouge, she is married to Stephen C. McGuire, and they are the parents of two daughters, and the grandparents of Joshua Bolurin Davis.



Dennis A. Williams is director of the Center for Minority Educational Affairs and a professorial lecturer in English at Georgetown University where he teaches an advanced fiction writing seminar as well as an interdisciplinary expository writing class. This class is part of the Community Scholars Program, which he directs, for incoming low-income, first-generation college students. Previously he directed the Learning Skills Center at Cornell University and was a senior lecturer in the John S. Knight Writing program there. Holder of an MFA degree from the University of Massachusetts, Mr. Williams is also the author of two novels, *Somebody's Child* (1997) and *Crossover* (1992)--both written while he was teaching full-time.

He is co-author with John A. Williams of *If I Stop I'll Die: The Comedy and Tragedy of Richard Pryor* (1991). A onetime national affairs writer and education editor for Newsweek magazine, his articles and essays have appeared also in *Emerge*, *Essence*, *Black Enterprise* magazines and other publications. A husband and father of two, he lives in Silver Spring, Maryland.

## Information on Advance Book Sessions at Conference

For the third time, two sessions are offered for which participants have read a particular book as a basis for discussion during the session. In offering this format, the 2000 Call for Proposals described an advance book session:

**Advance book session.** This format is especially useful for topics that are particularly applicable to the year's theme, newsworthy, or controversial. The session is designed as an in-depth discussion with active engagement of colleagues who have read a book prior to the conference. The prior reading of the book is considered to be a ticket of admission to the session. The session chair, not an author, could engage all participants in the discussion. A recorder might be designated for the session to identify and summarize the main points emerging from the discussion. This session format is available in a 90-minute time block.

The two advance book sessions offered at the 2000 POD Conference are as follows:

### ***Leadership Without Easy Answers*** by Ronald A. Heifetz

*Session facilitated by Lee Warren, Harvard University*

Heifetz defines leadership as an exercise of moving people to confront adaptive (as differentiated from technical) challenges, not about providing the answers. It is about the difficult, messy work that defies easy solutions. Leadership need not be exercised only from the top: Heifetz discusses how to exercise leadership with and without authority. He further describes ways to "stay alive" while exercising leadership: how to manage oneself, to see clearly, and to buttress oneself in order to exercise leadership effectively. In this active session, colleagues will explore the meanings and ramifications of this definition of leadership and its implications for ourselves and our clients. 90 minute session

To order this book direct from Harvard University Press call 1-800-448-2242. Ask for ISBN: 0674518586.

### ***The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*** by Parker J. Palmer

*Session Facilitated by Matt Ouellett, University Massachusetts--Amherst*

The book that provided the inspiration for the conference theme of "Brave New Millennium," Parker Palmer's 1998 text takes teachers on a journey toward reconnecting with their vocation and their students-and helps them to rekindle their passion for one of the most difficult and important human endeavors-teaching. This book has taken on a life of its own-- inspiring teachers heading into the profession as well as those who have taught more than a few years.

From the book jacket: Palmer guides us through the inner work of teaching to help us create communities of learning-and he calls on educational institutions to support teachers in this work: "To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world..." 90 minute session

To order this book direct from Jossey Bass call customer service 1-800-956-7739. Handy, but not necessary, is the ISBN: 0787910589

***This information is provided in the Advance Program and Registration Materials to prepare conference participants for the readings. If you plan to attend either of these sessions, please read the appropriate book(s) before the November conference.***

# ***A Sample of Concurrent Sessions Planned for the 2000 POD Conference***

**The titles of some of the concurrent sessions under review for the conference are listed below.**

- A Research Study on New Pre-Tenure Faculty with Implications for Mentoring, Department Leadership, and Institutional Policies
- Addressing Diversity Issues in Faculty Development Programming
- Applying POD's Ethical Guidelines to Our Professional Practice
- Building Credibility: Key to Success for Faculty Developers
- Building Relationships & Instructional Support for New Adjunct Faculty
- Chair Development and Faculty Quality of Life
- Changing Practices in Evaluating Teaching
- Controversy and Consensus on the Scholarship of Teaching: Conceptualization from Experts and Regular Faculty
- Copyright and Higher Education: Fresh Perspectives on New Challenges in Teaching
- Courage to Change the Culture: Faculty Developers' Roles in Planned Departmental Change
- Courage to Create Community: Facing the Fear of New Relationships
- Courage to Teach and Learn Experientially
- Courses in Post Secondary Teaching for Students of Tomorrow
- Creating an Effective Model for Part-Time Faculty Development
- Critical Multiculturalism: Analyzing Theoretical Models and Multicultural Practices
- Defining the Scholarship of Teaching & Learning
- Developing Faculty for Effective Online Searching
- Dialogues for First-Year Student Success: Attempting to Make a Positive Impact on Retention
- Diversity Begins at Home: State and Regional Studies as One Gateway to Multiculturalism
- Everything (or at least some things) You Wanted to Know about Publishing: A Conversation with Three Publishers
- Experiential Learning Through Technology Collaboration
- Facilitating Collaborative Development - A Model for Promoting Shared Vision and Productivity
- Faculty Development and Diversity -- What is Working?
- Faculty Leading Developers Into the 21st Century: Faculty Learning Community Members Show the Way
- Faculty Mentoring Faculty: Teaching Circle Benefits Reported by Mid-Career and Senior Faculty
- Giving Them What They Deserve: Addressing the Changing Landscape of Adjunct Faculty Development
- Great Books (and Articles): A Selected Guide to Significant Literature for Faculty Developers
- Group Mind Mapping: A Collaborative Learning Tool for Engaging Students and Faculty in Developing a Whole Systems View of Complex Ideas and Concepts
- Heeding New Voices: Academic Careers for a New Generation
- "If I were balding, male, and wore a suit..." - Consulting with Women Faculty on Gender-Related Instructional Challenges
- Impacting Student Learning through a Faculty Mentoring Program
- Inclusion Ideas: Making Your Campus More Welcoming
- Individual Faculty Reflections: How Individual Actions Leads to Inclusive Academic Communities
- Institutional Reform Through Collaboration: Process and Product Throughout the Ranks
- Institutionalizing Preparation for Teaching as Part of Graduate Education: A Case Study of a Multiple-Unit Collaboration at a Research I University
- Integrating Learning How to Learn Strategies into Your Content Teaching
- Interdisciplinary Faculty Development: What Happens When Different Disciplines Teach (and Learn) Together?
- Leaders without Titles? Creating New Avenues for Faculty Engagement
- Leading a Change from a Traditional Curricula to an Ability Based One in a Peruvian University
- Models for Peer Group Discussions in Higher Education
- New Centers for a New Millennium: A Dialogue
- Nurturing the Spirit: The Faculty Developer as Regenerative Agent
- Online Workshops: Faculty as Cyber-Students
- Operational Diversity: Saying What We Mean, Doing What We Say
- Preparing Faculty for the 21st Century: Lessons in Institutional, Faculty & Graduate Student Mentoring
- Preventing Burnout in Faculty Development Professionals
- Professional Development as Democratic Practice: A Systems Approach
- Promoting the Development of a Campus Wide Diversity Network: Change from Within
- Remind Me: Why Did I Get Excited about Teaching? Faculty Change through the Creation of Cohorts
- Research-Based Practices in the Design, Offering, and Evaluation of Faculty and TA Workshops
- Shaping the Preferred Future of Faculty, Instructional and Organizational Development
- Student Ratings: What Students Think
- Taking Your Best Faculty Development Program Statewide in the 21st Century: Mentoring Other Campuses
- The Brave, New World of Online Teaching: A Report on Campus Collaboration and Systematic Implementation
- The Centrality of Learning in Higher Education
- The Courage to Relinquish Control: The Use of Undergraduate Peers in Instruction
- The Learning -- Teaching Center: A Model for Change
- The Scholarly Use of Technology in Instruction: A Case Studies Approach to New Millennium Issues
- The Scholarship of Teaching as a Framework for Graduate Student Program Development
- Types and Stereotypes: Knowing Ourselves through Diversity
- Using Electronic Delivery to Enhance University Linkages with the Rural Community
- What Academics Need to Know About Copyright

## Pre-Conference Workshops

You are invited to register for the following workshops offered on Wednesday afternoon and Thursday morning, November 8 and 9, prior to the formal beginning of the conference.

### Full-Day Workshops

#### W1: Getting Started

*L. Dee Fink, University of Oklahoma; Mona Kreaden, New York University*

**6 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m. AND Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

This workshop is for people who are new to instructional, faculty, or organizational development. It is intended for several audiences: (a) those who are starting (or considering starting) a new program at their institution, (b) those who are joining existing programs as professional staff, and (c) members of faculty advisory committees. The program will (a) provide an overview of the field of instructional and faculty development, (b) look at possible program activities, (c) address organizational, financial, and political issues in program operation, and (d) identify resources for additional learning on this topic. All participants will receive a copy of the POD *A Guide to Faculty Development* and videotape about the field of faculty development. **Fee: \$105.00.**

(Cancellations or onsite registrations for this workshop cannot be honored due to the high cost of materials provided.)

#### W2: Assessment: The Implications for Faculty Development

*Philip K. Way, University of Cincinnati; Barbara E. Walvoord, University of Notre Dame*

**6 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m. AND Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

The New Millennium demands brave faculty developers who can conquer faculty suspicions and remedy their lack of knowledge of assessment in order to help programs and institutions improve student outcomes. If you attend this practical and interactive session, you will learn the rationales for assessment, how to determine program goals, how to assess student outcomes in many different ways, how to use the results to enhance instruction and learning, and how to develop faculty assessment competencies. You will also learn the pros and cons of close links between faculty development and assessment. **Fee: \$80.00.**

#### W3: Toward Coherence from Alpha to Omega in the Scholarship of Teaching and Learning:

**Programs, Progress, Problems, and Prospects**  
*Samuel B. Thompson, Moya L. Andrews, Craig E. Nelson, & Rita C. Naremore, Indiana University*

**6 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m. AND Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

Objectives are to conceptualize and articulate scholarship of teaching and learning, conceive or augment campus initiatives, and construct developmental processes leading to scholarly productivity. Participants will review conceptual frameworks of prominent scholars of the last decade and examine issues of campus resource availability, promotion and tenure, and faculty participation in light of evidence of successful programs. Participants will also view video clips of scholars of teaching and then surface their own issues for scholarly projects, frame these issues, and consider investigative methodologies. Presenters mirror the target audience: faculty developer, faculty, doctoral student preparing for faculty development, and senior administrator. **Fee: \$80.00.**

#### W4: Strategic Performance: A Collaboration of Theater Training, Leadership Training and Faculty Development

*Lee Warren & Nancy Houfek, Harvard University*

**6 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m. AND Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

Many accomplished professional people feel themselves to be less effective than they wish they could be in the classroom, in presentations, and in meetings or discussions. This workshop will address this problem, by combining the insights gathered from theater performance techniques, leadership training, and faculty development. It will 1) teach participants techniques used in theater and leadership programs to enhance performance; 2) using role-plays of their own cases, coach participants in strategic management of discussion and presentations; 3) address how to produce such collaborative programs in participants' home institutions. Participants are encouraged to bring their own cases of personal ineffectiveness in public situations. **Fee: \$80.00.**

## Half-Day Workshops

### **W5: Teaching and Learning Autobiographies: A First Step to Becoming Critically Reflective Teachers in a Brave New Millennium**

*Laura Bush, Arizona State University*

**3 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m.**

Stephen D. Brookfield (1995) suggests that teachers can alert themselves to the "distorted" or "incomplete" assumptions that guide their instructional practices by viewing their teaching through four lenses: (1) their own autobiographies as learners and teachers, (2) their students' eyes, (3) their colleagues' experiences, (4) and their exposure to theoretical literature on teaching and learning. This workshop focuses on teaching and learning autobiographies, demonstrating practical methods for faculty and TA developers to facilitate workshops on constructing teaching philosophies and portfolios. In general, the workshop targets those who work in higher education and recognize the benefit-and biases-of critical self-reflection.

**Fee: \$40.00.**

### **W6: Helping Faculty (Re) Discover Their Great Teaching: How to Organize and Host a Great Teaching Seminar**

*Thomas Cunningham, Southern Utah University; Gary Parnell, Snow College; Mike McHargue, Foothill College; Pamela D. Bergeron, Lansing Community College*

**3 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m.**

The international success of Great Teaching Seminars, founded over thirty years ago by David B. Gottshall, results from adherence to a powerful model; it practices the notion that the best faculty development is well facilitated "shop talk." The unique format of a Great Teaching Seminar draws upon ideas, innovations, problems, and challenges of participants themselves-They are the experts. More importantly, they decide what is relevant to discuss. Participants at the POD workshop will learn how to organize and host a Great Teaching Seminar, and they will experience many of the activities. **Fee: 40.00.**

### **W7: Combining Cases with Cooperative Learning**

*Susan Ledlow, Arizona State University*

**3 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m.**

This workshop is a hands-on introduction to combining simple cooperative learning structures and activities with cases. The use of cooperative learning within a case discussion helps to maximize involvement by lowering anxiety about participation and increasing simultaneous interaction. Most of the session will be devoted to a model decision case discussion. An overview of principles of case teaching and cooperative learning will be provided and resources for case teaching and cooperative learning will be identified. **Fee: \$40.00.**

### **W8: Publish, Don't Perish: A Program to Help Scholars Flourish**

*Tara Gray, New Mexico State University; Jane Birch, Brigham Young University*

**3 hours: Wednesday, November 8, 2:00 p.m. - 5:00 p.m.**

It takes courage for new faculty and less productive scholars to take steps to publish more. It takes courage for faculty developers to help them. This workshop describes one program aimed at scholarship productivity, which has been tested and refined at two universities. The program holds participants accountable for writing daily for 30 minutes and getting regular, quality feedback from colleagues. Faculty enroll eagerly and are delighted to see their productivity increase. POD participants will learn how to facilitate this program; in order to "test-drive" the principles, PODers are invited to bring a 2-3 page-writing sample. **Fee: \$40.00.**

### **W9: Queer Courage: Identity, Integrity and Sex in the Classroom**

*David Krause, Columbia College, Chicago; David E. Ahlvers, Carthage College*

**3 hours: Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

Grounded in educational philosophies articulated by Parker J. Palmer, Jane Tompkins, bell hooks, and Henry A. Giroux, this session will explore the kinds of courage to teach and learn necessary within classrooms that authentically recognize the presence and voices of students and teachers with different sexual orientations. Beginning with a student's personal narrative of "coming out," this session will invite structured dialogue about how to engage questions of sexual orientation in our classrooms and how to design related faculty development initiatives. If learning is to "offer students a sense of identity, place, and hope" (Giroux), teaching practices will need to transcend or subvert the fear of diversity, the fear of conflict, and the fear of losing identity that Palmer finds inhibiting our classroom practices. This will demand courage, from both teachers and students, from both individuals and communities, from both queer and straight. **Fee: \$40.00.**

**W10: Building Relationships: Collaboration and Training of Graduate Peer Facilitators**

*William Rando, Yale University; Susie Brubaker-Cole, Stanford University*

**3 hours: Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

In this session, two people, the director of a Graduate Teaching Center and the coordinator of a group of graduate peer facilitators - herself a graduate student - will engage participants in a series of activities that demonstrate effective collaboration between graduate students and FD professionals, and between graduate peer facilitators themselves. These exercises will also demonstrate a training program for graduate peer facilitators that resulted in a cohesive team of teachers able to create bonds of trust and creative inquiry between themselves and their workshop participants. An opening exercise will help participants reflect on "peerness," authority and the spots of potential conflict these to imply. Subsequently, we will engage participants in the exercises (our sixteen hours of training give us over 25 individual exercises, interventions and activities to choose from) that allow our group to explore authority and to work through points of conflict. A final exercise will allow participants to reflect on what they have learned and to apply this to their own setting. **Fee: \$40.00.**

**W11: Building Learning Teams: The Key to Creating Productive Student Relationships in Large Classes (and small ones too)**

*Larry Michaelson, University of Oklahoma*

**3 hours: Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

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 working on the assigned task?
- One or two members dominating the group?

If so, students are not the problem. It's the way they are using the groups. In this session, you'll learn why and what you can do that will help both eliminate these kinds of problems and increase the effectiveness of the learning groups.

**Fee: \$40.00.**

**W12: Faculty Development in the New Millennium: Promoting Connections and Collaborations Among Instructional Technology and Faculty Development Programs**

*Karen Sandell, Sherrie Gradi, & Ann Kovalchick, Ohio University*

**3 hours: Thursday, November 9, 9:00 a.m. - 12:00 p.m.**

Focuses on building institutional collaborations among campus units that offer faculty development programs including instructional technology programs. The facilitators offer a model from their own collaboration across instructional technology, teaching excellence and writing excellence programs. Participants' work on three questions in terms of their own campuses: What do we want to accomplish and what are the challenges? What resources and structure can we build on? What is our vision and how can we begin to get there? Guided writings, discussions, case analysis and vision development enable participants to share thoughts and develop their own tentative plans. Numerous handouts are provided.

**Fee: \$40.00.**

**Please help our workshop presenters prepare enough handout materials by registering for these workshops prior to October 20, 2000.**



# Educational Expeditions

Our educational expeditions provide yet another kind of networking opportunity while participants enjoy scenic, historical, or cultural sites in the region. Expeditions are scheduled for Wednesday, Thursday, and Saturday, at times when other conference events are also occurring.

Registration is on a first-come, first-served basis and must be indicated on the registration form when you send it in.

Because of transportation scheduling and contracts, refunds for expeditions will be honored ONLY if you cancel your entire conference registration before October 20, 2000. Note that an additional fee is collected for on-site expedition registrations.

## Wednesday, November 8

### **E1: Annual Nature Extravaganza**

*Wednesday, November 8, 6:30 a.m.-5:00 p.m.*

**Depart Hotel at 6:30 a.m. to arrive at low tide.**

**Return to Hotel by 5:00p.m. in time for the 5:30 p.m. Welcoming Reception.**

**Fee: \$80.00 Minimum Enrollment: 15**

We will start by exploring at low tide the profuse invertebrate fauna and plants in the tidal pools of Vancouver's Lighthouse Park and hike through the park's virgin, old-growth forest. Then we will travel to Brackendale, where we will observe waterfowl and a spectacular concentration of Bald Eagles, the largest in North America. We will hike through old growth cedar forests. A third site is Shannon Falls area, with a waterfall and hiking trails. On the way we will travel on the Sea-to-Sky Highway, from which we will have spectacular views of Howe Sound, Squamish estuary, and the Tantalus Range with its distant glaciers. Finally, we will visit The Chief, a massive granite monolith with hiking trails and a sweeping view of the area. Participants should be able to hike short distances and climb stairs. Trip includes a box lunch provided by the hotel.

### **E2: Victoria's Secret: the City of Gardens**

*Wednesday, November 8, 6am-open ended*

**Depart Vancouver at 6:00 a.m. to arrive in Victoria at 10:00 a.m. with a scheduled return at 7:00 p.m.). Wheelchair accessible.**

**Fee: \$60.00 Minimum Enrollment: 15**

Victoria, named after Queen Victoria, is a regal seaside city rich in British history and architecture. There is no agenda so explore on your own. Possibilities include taking High Tea at The Empress Tea Lobby or seeing the meticulously groomed million-plus trees, plants and flowers in autumnal splendor at the world-famous Butchart Gardens (<http://www.butchartgardens.com/>). Touch the totem poles in Thunderbird Park and taste the locally smoked salmon or a sherry truffle by the sailboats in Inner Harbour. For more details see the websites (<http://www.city.victoria.bc.ca/>) and (<http://www.victoriabc.com/>).

Cost includes transportation to and from Victoria, to include ferry rides.

### **E3: Museum of Anthropology at the University of British Columbia**

*Wednesday, November 8, 2pm-5pm*

**Depart from Westin Bayshore at 1:00pm, return by 5pm. Wheelchair accessible.**

**Fee: \$15.00 Minimum Enrollment: 25**

The museum itself is an award-winning architectural wonder—a concrete and glass recreation of Northwest Coast First Nations post-and-beam structures. Inside you'll find a stunning array of traditional and contemporary Pacific Northwest Native art and artifacts including huge totem poles, canoes, ceremonial masks, jewelry, feast dishes, and an outdoor sculpture complex with two traditional Haida longhouses. And you won't want to miss Haida artist Bill Reid's enormous cedar sculpture of the Raven and the First Men creation myth. For more details see the MOA's website: (<http://www.moa.ubc.ca/main.html>).

## Thursday, November 9

### **E4: The Suspension Bridges of Lynn Canyon & Capilano Parks**

*Thursday, November 9, 8am-12noon*

**Depart from Westin Bayshore at 8:00am, return by 12 noon. Wheelchair accessible.**

**Fee: \$15.00 Minimum Enrollment: 25**

Take a walk on the wild side. These suspension bridges—constructed of sturdy cedar planks and steel cables—span 230 and 240 feet above their respective canyons. The Capilano sways near a 200 foot waterfall. See kayakers and salmon shoot the rapids below. In addition to inching your way across the bridges, you'll also have the opportunity to see the Douglas Fir rainforest at Lynn Canyon Park as well as the carving centre at Capilano Park.

### **E5: Deep Cove Guided Kayak Tour**

*Thursday, November 9, weather permitting*

**Depart from Westin Bayshore at 8:00am, return by 12:00 noon.**

**Fee: \$40.00 Minimum Enrollment: 20**

No experience necessary! In a safe, stable two-seater kayak, paddle out of a quaint, artsy fishing village 20 miles north of Vancouver. Glide around islands and along the majestic Indian Arm fjord. See harbor seals, eagles, and snow-capped mountain peaks. All Deep Cove kayak guides have a minimum of 3 years West Coast guiding experience and are trained in wilderness first aid. They will share with you their thorough knowledge of local history and folklore. Be sure to dress warmly with a Gore-Tex or some kind of rain-proof outer shell.

## **Saturday, November 11 (Canadian Remembrance Day)**

### **E6: Chinatown Culture Walk with Tai Chi & Calligraphy Workshops**

*Saturday, November 11, 12noon-6:00pm*

**Depart from Westin Bayshore at 12:00 noon, return by 5:00 pm. Wheelchair accessible.**

**Fee: \$20.00      Minimum Enrollment: 25**

Take a guided walking tour through Vancouver's exotic Chinatown, home to thousands of Cantonese-speaking Canadians. Visit a traditional Chinese herbalist, a Taoist temple, and the Sun Yat Sen Park. Along the way, taste a dim sum or a bubble tea, and don't forget to stock up on ginseng and powdered reindeer antler. End the expedition with a calligraphy workshop and an introduction to and chance to practice Tai Chi. Trip includes a box lunch provided by the hotel.

### **E7: British Columbia Rugby Game**

*Saturday, November 11, 12noon-6:00pm*

**Depart from Westin Bayshore at 12:00 noon, return by 6:00 pm. Wheelchair accessible.**

**Fee: \$20.00      Minimum Enrollment: 12**

Watch the ruggers ruck on the pitch. If you get close enough, you might just smell the scrummage. This is the real thing: genuine British Columbia rugby. We currently don't know who's playing whom, but it doesn't matter. Here's your chance to see first hand one of the most exciting and popular sports on the planet. Check [www.bcrugby.com](http://www.bcrugby.com) for schedules starting in August. Split the uprights! Trip includes a box lunch provided by the hotel.

### **E8: Birding Trip to Burns Bog and Iona Park**

*Saturday, November 11, 12noon-6:00pm*

**Depart from the Westin Bayshore at 12:00 noon, return by 6:00 p.m.**

**Fee: \$60.00      Minimum Enrollment: 15**

Burns Bog is a protected, several square-mile wetland southeast of Vancouver. We will look for hawks and Bald Eagles, among other species, as we hike along trails and the boardwalk over areas of sphagnum bog. We may see deer, coyotes, raccoons, and if lucky, mink. From Burns Bog we will proceed to the Iona Park bird sanctuary, where, among other animals, we can expect to find large concentrations of Snow Geese. At Iona Park we will have panoramic views of Vancouver, Vancouver Island, and the Gulf Islands. On the way we will be able to see commercial cranberry bogs. Participants should be able to hike short distances and climb the equivalent of two flights of stairs. Trip includes a box lunch provided by the hotel.

### **Important Information for Nature Trip Participants**

Cameras, binoculars, and field guides to the geology, birds, mammals, and plants of the area will be helpful. Your institution's library may have them, even if you are coming from the East.





**THE WESTIN BAYSHORE**  
RESORT & MARINA  
Vancouver

**Room Reservation Form POD Network Conference 2000**  
**November 8th - 12th 2000**

**Accommodations**

The daily group package rate includes room accommodations and applicable taxes, gratuities, refreshment breaks, and all meals beginning with lunch on the day of arrival and ending with continental breakfast on the day of departure.

*\*\*Please note: Spouses and/or significant others must register with the resort and will be charged the package rate.\*\**

**Run of House Rate:** (rates include provincial room tax and 7% G.S.T.)

- Single Occupancy**      **\$299.52CDN per night**
- Double Occupancy**      **\$219.96CDN per person per night based on two persons sharing**

To get the exchange rate in your part of the world, use the handy electronic converter found on the Internet at <http://www.xe.net/ucc/>

2nd Name (if applicable): \_\_\_\_\_

**Send reservations and deposit to:**

**THE WESTIN BAYSHORE RESORT & MARINA**  
**Attention: RESERVATIONS DEPARTMENT**  
**1601 Bayshore Drive**  
**Vancouver, BC V6G 2V4 CANADA**

**HOTEL FAX: (604) 691-6980**  
**HOTEL TELEPHONE: (604) 687-3322**  
**TOLL FREE 1 800 WESTIN 1**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **Province/State:** \_\_\_\_\_ **Postal/Zip Code:** \_\_\_\_\_ **Country:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Fax Number:** \_\_\_\_\_

**e-mail address:** \_\_\_\_\_

**ARRIVAL DATE:** \_\_\_\_\_ **ETA:** \_\_\_\_\_

**DEPARTURE DATE:** \_\_\_\_\_ **NUMBER OF NIGHTS:** \_\_\_\_\_

**SMOKING OR NON SMOKING ROOM:** \_\_\_\_\_

**KING OR 2 DOUBLE BEDS:** \_\_\_\_\_

- **THE CUT-OFF DATE FOR RESERVATIONS IS October 16, 2000.** REQUESTS RECEIVED AFTER THIS DATE WILL BE ACCEPTED ON A SPACE AVAILABLE BASIS AND AT THE PUBLISHED RATE IN EFFECT ON THE GROUP ARRIVAL DATE.
- A FIRST NIGHT DEPOSIT IS REQUIRED BY October 16, 2000. THIS DEPOSIT IS REFUNDABLE IF THE RESERVATION IS CANCELLED WITHIN 48-HOURS OF THE ARRIVAL DATE.
- CHECK-IN TIME: 3:00 P.M.      CHECKOUT TIME: 12:00 P.M.
- METHOD OF PAYMENT:    \_\_\_\_\_ CHEQUE      \_\_\_\_\_ MONEY ORDER      \_\_\_\_\_ CREDIT CARD

We are pleased to honor the following credit cards:  
**AMERICAN EXPRESS, VISA, MASTERCARD, EN ROUTE, DINERS CLUB, DISCOVER & JCB**

CREDIT CARD: \_\_\_\_\_ CARD NUMBER: \_\_\_\_\_

EXPIRY DATE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

If any special needs are required, please advise the resort and we will try to accommodate your request.

## **Transportation Options**

The Westin Bayshore is located a few short kilometers from the Vancouver airport. A shuttle service leaves the airport for downtown hotels about every half hour at a cost of approximately \$10.00CDN. Reservations are not required. A taxi will cost about \$20.00CDN.

## **Roommate Assistance**

We offer roommate assistance as a way of helping people network while saving costs. We provide the names and addresses of other persons wishing to have a roommate for the conference. After that, the requesting parties will be responsible for the initial contact, the arrangement of schedules, and room arrangements with the Westin Bayshore. If you wish assistance in locating a potential roommate, send the information requested below to:

Hoag Holmgren, Assistant Director  
Graduate Teacher Program  
Norlin S461 Campus Box 362  
University of Colorado at Boulder  
Boulder, CO 80309-0362  
(303)492-4907 (303)492-4904(FAX)  
colpff@spot.colorado.edu

Please provide the following: name, phone/fax, e-mail, mailing address; whether you prefer smoking, non-smoking, or have no smoking preference; whether you snore and do/don't mind someone who snores; gender; and other noteworthy conditions.

## **Materials and Resource Fair**

On Friday evening, November 10, from 6:00-7:30 p.m., we will again offer a Materials and Resource Fair, where participants can display and distribute information about their programs, projects, publications, and services. This is an excellent way to share materials and practices from your institution as well as to gather new ideas from colleagues at other colleges and universities.

PLEASE NOTE: For additional information about the Materials & Resource Fair, contact Karron Lewis, Fair Chair, at [kglewis@mail.utexas.edu](mailto:kglewis@mail.utexas.edu) *Please DO NOT contact the hotel about this event.* Participants requesting a table to display/distribute materials must check the appropriate box on the conference registration form. Cloth covered tables will be provided. Easels, electrical connections, or audiovisual equipment must be ordered in advance at the presenter's expense. Specific information will be sent to those who indicate on the registration form that they wish to be a presenter in this event. Persons who display materials are expected to be at their tables to talk with conference participants during the entire session. Materials such as campus-produced handbooks, extensive handouts, etc. maybe sold to help defray production costs.

Persons displaying materials must be registered for the conference.

## **Climate and Dress**

Early fall in Vancouver is still pleasant. Daily high temperatures average 47 degrees Fahrenheit. We will be visiting Vancouver when the weather can be rather wet. The conference "gift" is not an umbrella, so it might be a good idea to bring one with you.

We will be in the city itself, but the conference will have a "resort" feel which encourages casual clothing. Generally, conference participants tend to dress a bit more formally for the Saturday evening banquet which is our 25th Gala.

Parking is extremely scarce, so bring your walking shoes for quick trips to Stanley Park, or along the newly completed seawall, or the Friday Night On Your Own (OYO).



## 2000 POD Conference Registration Form

November 8-12, 2000  
Westin Bayshore, Vancouver, British Columbia

### ① Name badge and mailing information (use a separate form for each person)

Name \_\_\_\_\_ (for POD database)  
 Badge Name \_\_\_\_\_ (this name will appear on your name badge)  
 Title \_\_\_\_\_  
 Department/Unit \_\_\_\_\_  
 Institution/Organization \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 City \_\_\_\_\_ State/Prov. \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Work Phone ( ) \_\_\_\_\_ FAX ( ) \_\_\_\_\_ Electronic Mail: \_\_\_\_\_

### ② 2000-2001 POD Membership Dues

		Amount Enclosed
Regular	\$60	\$ _____
Institutional *	\$150	\$ _____
International	\$72	\$ _____
International Institutional	\$180	\$ _____
Retired	\$30	\$ _____
Student	\$30	\$ _____

\*Institutional membership covers up to 3 individuals from the same institution. Please provide complete address information for all members on a separate sheet. The individuals named do NOT have to attend the conference.

If your dues are being paid separately by someone else please enter that person's name here \_\_\_\_\_

*Note: Individuals attending the conference must be current members*

### ③ Conference Registration

	Early Bird (postmarked by Oct. 20)	Regular (postmarked after Oct. 20)	On-site	Membership Amount Enclosed
Member (must have paid 2000-2001 dues)	\$170	\$210	\$230	\$ _____
Non-member (includes 1 year membership)	\$230	\$290	\$320	\$ _____
Student or Retired	\$120	\$150	\$170	\$ _____
One Day Only __Thurs __Fri __Sat	\$130	\$140	\$170	\$ _____

#### Cancellation Policy

Full refunds of conference registration fees, less a \$20.00 administrative processing fee, will be made for refund requests received by October 20, 2000. Conference refund requests received after October 20, 2000 will be assessed a \$50.00 administrative processing fee. No refund requests will be honored after October 30, 2000. The POD Network is not responsible for room arrangements with the Westin Bayshore.

### ④ Pre-Conference Workshops [See descriptions]

- W1 Getting Started in Faculty Development @ \$105
- W2 Assessment: The Implications for Fac Dev @ \$80
- W3 Toward Coherence from Alpha to Omega... @ \$80
- W4 Strategic Performance: A Collaboration... @ \$80
- W5 Teaching and Learning Autobiographies... @ \$40
- W6 Helping Faculty (Re)Discover... @ \$40
- W7 Combining Cases with Cooperative Learning @ \$40
- W8 Publish, Don't Perish: A Program to Help... @ \$40
- W9 Queer Courage: Identity, Integrity... @ \$40
- W10 Building Relationships: Collaboration... @ \$40
- W11 Building Learning Teams: The Key... @ \$40
- W12 Fac Dev in the New Millennium:... @ \$40

Workshop Amount Enclosed \_\_\_\_\_

### ⑦ Educational Expeditions [See descriptions]

	pre-registration	on-site
<input type="checkbox"/> E1 Annual Nature Extravaganza	\$80	\$100
<input type="checkbox"/> E2 Victoria's Secret: the City of Gardens	\$60	\$75
<input type="checkbox"/> E3 Museum of Anthropology...	\$15	\$20
<input type="checkbox"/> E4 The Suspension Bridges...	\$15	\$20
<input type="checkbox"/> E5 Deep Cove Guided Kayak Tour	\$40	\$50
<input type="checkbox"/> E6 Chinatown Culture Walk...	\$20	\$25
<input type="checkbox"/> E7 British Columbia Rugby Game	\$20	\$25
<input type="checkbox"/> E8 Birding Trip to Burns Bog...	\$60	\$75

Expedition Amount Enclosed \_\_\_\_\_

### ⑤ Materials and Resource Fair

- Yes, please reserve a table for me. (No fee unless media is requested through the Fair Coordinator. You will be mailed a form along with your conference receipt/confir-mation.)

### ⑥ Special Requirements

- Special dietary needs:  vegetarian  other(\_\_\_\_\_)
- Sign interpreter
- TDD
- Wheelchair access

### ⑧ Method of Payment

- Purchase Order  Check  
(US Funds Only, payable to POD Network)

Charge my  VISA  Mastercard  
 Card# \_\_\_\_\_ Exp Date \_\_\_\_\_  
 Name as it appears on card \_\_\_\_\_  
 Signature \_\_\_\_\_

**TOTAL \$ \_\_\_\_\_**

Fax (954-262-3912) or mail this form and payment to: POD Network, Nova Southeastern University; 1750 NE 167th Street, Suite 318; North Miami Beach, FL 33162

# POD Network

## Institutional Membership List

Please add the names of up to two additional members to complete your institutional membership. The individuals named here do not have to attend the conference.

1.           Name \_\_\_\_\_  
              Title \_\_\_\_\_  
Department or Program \_\_\_\_\_  
              Institution \_\_\_\_\_  
              Address \_\_\_\_\_  
              Phone \_\_\_\_\_  
              Fax \_\_\_\_\_  
              Email \_\_\_\_\_

2.           Name \_\_\_\_\_  
              Title \_\_\_\_\_  
Department or Program \_\_\_\_\_  
              Institution \_\_\_\_\_  
              Address \_\_\_\_\_  
              Phone \_\_\_\_\_  
              Fax \_\_\_\_\_  
              Email \_\_\_\_\_

**If you would like another copy of this registration booklet sent to someone else, please contact**

**POD Network  
Nova Southeastern University  
1750 NE 163rd Street, Suite 318  
North Miami Beach FL 33162  
(954) 262-8690  
podnet@nova.edu**

**Cannot attend?**

**Not longer involved in faculty development activities?**

**Please pass this announcement on to those on your campus who are involved in faculty, instructional, and/or organizational development**