1985

POD Network News, 1985

LuAnn Wilkerson

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Dear Colleagues:

If you were not with us at Asilomar for the annual conference, we missed you. If you were there, I hope that you had a wonderful time seeing friends, garnering new ideas and inspiration, and enjoying the beautiful scenery. John Anderson has been kind enough to summarize some of the highlights of the conference in this newsletter. POD is offering some new services and it is time to elect new members to the Core Committee. So—please read on.

TO IMPROVE THE ACADEMY, 1984

Laura Wilson and Lance Buhl served as editors for this year's edition of To Improve the Academy. Copies of the book were distributed at the Conference. If you were not present but have renewed your membership for the 1984-1985 year, you will soon receive a copy of the book in the mail. Additional copies are available for $7.00 each.

CALL FOR PAPERS, TO IMPROVE THE ACADEMY, 1985

The 1985 book of readings will be edited by Julie Jeffrey and Glen Erickson. They are inviting you to submit papers for consideration no later than March 1, 1985. Papers should be double-spaced and follow the APA format. The book is not copyrighted in order to encourage use of the papers by our membership although full citations will be required before copying. Topics should be of interest to POD members: descriptions of teaching or development methods, research, program evaluation, or think pieces. All are welcome. March 1, 1985, sounds like a long way off, but with the holidays, you might want to get started right away!

POD SUMMER INSTITUTE, 1985

In the summer of 1984, POD co-sponsored a training institute for persons interested in improving or initiating professional development activities. The Academy for Professional Development produced and directed this training experience and received rave reviews. We have asked them to offer the program again in the summer of 1985 with POD as a co-sponsor. They have agreed to offer two sessions, one on the West coast and one on the East. POD sponsorship will consist of $50 off of the already low registration fee for the first 10 members who sign up. Look for the program announcement early this spring.

We wish to offer our special thanks to the members of the Academy for Professional Development for the energy and enthusiasm invested in this project. Thanks to Bill Berquist, Sandra Cheldelin, Gene Rice, and David Halliburton.

LuAnn Wilkerson
New Pathway Project
Harvard Medical School
25 Shattuck St.
Boston, MA 02115
CALL FOR PROGRAM PROPOSALS

POD will also be encouraging the development and implementation of other training opportunities by and for its members with the initiation of a START-UP FUND. Proposals will be accepted for workshops designed to help our members improve their roles as professional development personnel. The funds can be used to cover costs and allow a low registration fee. POD will advertise the programs in its regular mailings. We invite you to submit proposals for consideration in one of two areas:

1. PRE-CONFERENCE WORKSHOP: In previous years, POD has offered a training workshop in conjunction with its annual conference. We would like to initiate this practice again in 1985. To do so, we need a member(s) to plan and offer such a workshop. Proposals will be judged on a competitive basis. Workshops can be on any legitimate POD subject (whatever that means) but you might note that since about one half of our conference participants are "first timers," a subject dealing with basics might be popular. Funding will be awarded to guarantee an honoraria of up to $300.

2. TRAINING OPPORTUNITIES: We invite you to consider planning and offering special training sessions in the areas of faculty, instructional and organizational development. Limited funds will be awarded to defray costs or be used as discounts for our members. Programs will be run in 1985 and 1986.

Proposals for either the preconference or the other workshops should be submitted to LuAnn by [February 1st] so that we can begin publicity at the AAHE meetings in March. Proposals should include:

a. Workshop objectives with a schedule of topics
b. Budget, including how the POD funds are to be spent
c. Evaluation plan
d. Publicity plans, including how POD's support will be described.

1985 MEMBERSHIP DIRECTORY

Remember how much I harassed you last year to complete the form for the Membership Directory? And remember how 2/3 of you did not get around to doing so? Now I hope that you saw the resulting directory and have decided that you want to be included this year as more than a name and address.

If you did send in your description sheet last year and you do not wish to make any changes, you do not have to do anything. If you wish to make changes in your entry from last year, please complete the attached sheet entitled MEMBERSHIP DIRECTORY. If you did not participate last year, here is a second chance. Please complete the MEMBERSHIP DIRECTORY sheet. All entries must be mailed to me no later than [February 1, 1985].

In addition to meeting the deadline, you can do several other things to help make my job easier this time. First, please type only WITHIN the lines. The page is cut on the lines and anything typed on or over the line will be omitted. If you wish to include a picture, it should be black and white and exactly the size and shape that will fit in the blank space to the left
of your name. Perhaps your audio visual department can help. Pictures are not essential and should not hinder you from submitting your description.


CORE COMMITTEE ELECTIONS
You may be asking, who does all of this POD work. POD is staffed entirely by volunteers—members who nominate themselves to serve on the governing body of the Network called the Core Committee. Once a year, we ask you to help us to select new members for this Committee. Terms last for three years so one-third of the group is replaced each year. This year we have 8 spaces to fill. Those who have nominated themselves are described in the pages that follow the newsletter. PLEASE VOTE BY JANUARY 15, 1984.

AAHE MEETING--POD SESSION
Each year, POD hosts a session at the annual meeting of the American Association of Higher Education. If you plan on attending that conference, March 17-20, 1985, in Chicago, please look for us in the program. We have requested Monday afternoon and Joanne Kurfiss is organizing an exciting program.

POD RESEARCH STUDY
Glen Erickson is heading up a study of existing faculty, instructional, and organizational development programs in the colleges and universities in the U.S. He has sent letters to the chief academic officer in each of the 1700 four-year colleges and universities and received 1300 replies containing the name or names of persons responsible for such activities on the campus. To date, 60% of the respondents have indicated that a formal program or committee exists with responsibility for programming. The next phase of the study involves the design of a survey instrument and a telephone interview format for a closer look at just what those programs look like. Ron Smith is conducting a parallel study of Canadian institutions. We have asked NCSPOD, our sister organization among community and junior colleges to consider extending the study into these institutions. If you have any ideas for the survey design, please call Glen or Ron.

1984 POD CONFERENCE
Our special thanks go to Steve Scholl-Buckwald and Jan Buckwald-Scholl for serving as coordinators for the 1984 annual Conference. I think that you will agree from the description that follows that they put a great deal of work into assuring that we had a rich and exciting program. Winnie Anderson also deserves a round of applause for handling registration. Somehow our out-of-the-way conference locations make special demands on the patience of the registrar! John Anderson has prepared a summary of the conference and included a listing of the program for those of you who were unable to attend. It follows the ballot.
1985 POD CONFERENCE

Rusty Wadsworth of Northeastern Illinois University has been selected to coordinate the 1985 POD Conference in Delavan, Wisconsin. This conference will be a special challenge since POD is cooperating with NCSPOD in putting on a joint conference. Rusty will work closely with the NCSPOD conference coordinator, Glenn Schmidt of Prairie State Community College in Chicago. A joint planning committee is being formed from members who have volunteered to Rusty. NCSPOD should add 100 additional attendees to our ranks but we hope the result will be increased program richness and a sharing of resources between the two organizations. Although it will mean that the conference will be slightly larger than usual, we are planning purposeful ways to keep the feeling small as in the past.

POD'S HEALTH

At the end of the 1983-1984 membership year, POD had slightly over 300 members. During the conference registration, we added 80 new members. New members also joined us this last year as a result of the Summer Training Institute and your spreading of the word. Unfortunately, many of our regular members have not yet renewed for the 1984-1985 year. We are currently reminding those who have not renewed of the necessity of doing so at this time. Thank you for your continuing interest and support for POD.

RESOURCES AND ANNOUNCEMENTS

1. NETWORKING--TA TRAINING: Several sessions of the 1984 POD Conference were addressed to the nature and needs of training programs for teaching assistants. The sessions could not cover all of the issues which were raised and, to help remedy this and aid in the future exchange of ideas, a mailing list was initiated. If you would like to receive a copy of the list and/or add your name to it, please write to: Dr. Larry Loeher, Office of Instructional Development, 80 Powell Library, UCLA, Los Angeles, CA 90024.

2. RESOURCE IN PROFESSIONAL DEVELOPMENT: A Personalized Professional Development Plan module has been designed by Neal A. Norris of Reading Area Community College. The Plan is to be used by faculty members in assessing previous professional accomplishments, determining current interests and needs (including financial support), and achieving future aspirations. You can obtain a copy of the Plan by writing Neal A. Norris, Coordinator of Curriculum Development, Reading Area Community College, Box 1706, Reading, PA 19603. (215) 372-4721.

3. MEETING: The O.D. Institute is holding the Fifteenth Annual Information Exchange on "What is Happening in Organizational Development" on May 14-17, 1985, at Williams Bay, Wisconsin. POD is a "participating organization" which gives you a reduced registration of $90 for early registration. There are also extra workshops -- Jack Gibb, David Meier on Whole Brain Accelerated Learning and Barry and Karen Oshry on Power and
4. MEETING: The Southern Regional Faculty and Instructional Development Consortium will be meeting in New Orleans on February 2-4, 1985. The Consortium is an organization of Centers in colleges and universities in the South with assigned staff and at least partial institutional funding, who provide more than media service and focus on improving teaching effectiveness. Organizational memberships are $100 per year. For additional information about the Consortium, contact Art Crawley, Center for Instructional Development, Appalachian State University, Boone, NC 28608. (704) 262-3040.

5. RESOURCES: Self-instructional modules based on college teaching workshop are now available on microcomputer diskettes. The modules are Developing Behavioral Objectives, Teacher Made Tests, Enhancing College Teaching, Delivering the Lecture, Cognitive Interaction Analysis System and Training Program. The modules run on IBM-PC double sided disks or TI-PC double sided. $150. Order from College Teaching, P.O.Box 13255, College Station, TX 77841. For information, call Glenn Ross Johnson.

6. REQUEST FOR INFORMATION: David Kegan of Elan Associates is collecting descriptions of legal issues that organizational consultants encounter. Such legal issues may include client's organizational issues from which legal problems arise, client's legal problems with organizational perspectives or policies, legal questions concerning your relationship with your client, or legal questions concerning your relationships with your organizational consulting colleagues. Contact Daniel if you have examples that you would be willing to share. His address is Elan Associates, 611 Asbury Avenue, Evanston, IL 60202. (312)491-0638.

7. NETWORK: A computer-users network was established at the POD conference. If you would like to be included, contact Ron Boyer, Assoc. Professor, Psychology, Univ. of Cincinnati, 334 Dyer Hall, Cincinnati, OH 45221.

I hope that you have made it through the entire newsletter. If so, congratulations. Surely it won't take you as long to read it as it does for me to write it! I would just like to remind you that we have a lot of deadlines listed throughout this letter. To help you in meeting those, see top of first page. We want each of you to be involved, and through that involvement to benefit both your professional growth and the activities of the POD Network.

For additional information, write or call:
LuAnn Wilkerson
New Pathway Project
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Flying at 37,000 feet...thinking back to the conference...the smells (ocean breezes mixed with oak logs burning in the fireplaces)...the noises (the bagpipes preparing for the Scottish Fling for the 250 Scots who were also there)...the sights...the feeling (maybe I should just list all of these)...deer feeding by the pathway (Richard later said, "I wonder if that is what the Bible meant when it talks about the lamb lying down with the lion")...Linc and his ever present camera case...the cold toast in the morning and beautiful salads at lunch...the Saturday night cookout with the cold wind whipping up the bonfire...Ric and Billie Barbara telling us what it's like to be from another planet...the walks on the beach and the strange quiet as waves break on the rocks...Jan sharing her cognac out of the goblet we gave her...singing the old songs (and realizing how sexist many of them are)...the Core committee meeting the people volunteering to do so many things (while they cut down a redwood outside our window)...knowing that some 165 attended the conference and that we have the money to provide more services to our members...the bright days (temperature in the 60's) and the fog that came in on Friday afternoon...finally finding the resting place for the Monarch butterflies (a decided non-event)...having two meditation sessions in less than 12 hours (to insure that we knew we were in California)...Steve's wine selection...tending bar...Winnie taking care of everything so easily (yet we know that it is not that easy)...Bob Diamond proclaiming, "We WILL return to Asilomar every four years"...the low redwood buildings that blend so well with the live oaks and giant pines (how did they get to twisted - does it hurt?)...wondering how the three rolls of film will turn out...waking up at 4 A.M. and being exhausted by 9:30 P.M. (you can have your jet set)...LuAnn's ability to assign responsibility and to get closure...beginning to plan what I might do to add to Bucknell's faculty development...having Ron and Tom be so patient with my confusion over Argyris' theory...Joyce being so understanding when people didn't have time to complete the midterm evaluation...Laura's concern about the printing quality of To Improve the Academy (and not listening when we said they had done a great editing job) watching the sunsets (but still not seeing the "green flash")...Joanne taking all of these pictures (what will happen to them?)...finding out how many friends have received promotions (and feeling glad that talent is being recognized)...knowing the amazing amount of work that Judy does on the membership mailing...Hoping that Glen does alright in the N.Y. marathon...missing old friends (especially Joan and Fred) but meeting so many new people (hope they will be back)...Bob Tannenbaum telling us what we have heard before ("know yourself before you begin to work with others") but also understanding how difficult that message is...looking forward to Bettie as new Executive Director next year (but sad that Michele will leave the Core committee and that LuAnn was Director for only one year)...Looking forward to Wisconsin next year (and enjoying Bob and Rusty already talking about the BIG birthday party)...but above all feeling that POD is on solid ground - we must be making some contribution or it wouldn't be our tenth birthday next year (and so much has happened in those ten years)...

I volunteered to put down these personal impressions of the conference in hopes that those who were not able to attend might know something about what we did. If this was helpful someone might want to do again this next year. The following pages are from the official conference schedule - space prohibits me from including the many planned (and unplanned) luncheon discussions. Have a good year...

John Anderson
Bucknell University
THE KAHUNA AS PROFESSIONAL DEVELOPMENT SPECIALIST
David Whitcomb and Susanne Whitcomb, California State University-Los Angeles
The process, values, and practices of the Kahunans of old Hawaii have striking relevance and power for professional and organizational development in higher education. The Kahunans were committed to the development of professionals, and although they came from another culture and another time, the universal principles carry their power to us in direct ways. Their wisdom will be explored in a session that combines information, application, experiential learning, and a question and answer period.

WHY TA TRAINING NEEDS INSTRUCTIONAL INNOVATION
John D. W. Andrews, University of California, San Diego
The TA role includes many functions that require fresh teaching approaches: the standard formats of lecture and recitation are simply too narrow. In this session I will present via video clips an array of innovative teaching techniques "field tested" by TAs on our campus. We will also discuss in terms of learning objectives how these methods are useful in helping TAs to do their jobs in more exciting ways.

MAXIMIZING EFFECTIVENESS OF THE UNIVERSITY COMMUNITY DURING AND AFTER A PERIOD OF RETRENCHMENT
Ann F. Lucas, Fairleigh Dickinson University
A guided discussion and exploration, the following topics will be included: identifying and dealing with the impact of termination on faculty who leave; providing support, coup strategies and bridges to alternative employment for terminated faculty; critiquing commercially available outplacement techniques and services; directing energy generated by retrenchment into productive channels; enhancing morale and effectiveness of the remaining university community; and maximizing internal resources through planned involvement and in-service education.

MAKING ACADEMIC COUNSELING WORK
Robert G. Pernauni, Rush-Presbyterian-St. Luke's Medical Center
Is it true that Joe and Jane College not only cannot read, but also cannot write, think critically, formulate concepts, solve problems, or make decisions? If these charges apply to our students, what are the implications for us as college teachers? The purpose of this session is to take a fresh look at the real—or perceived—basic skills deficiencies of our students, focusing on the teacher and his/her role as an academic counselor.

STRENGTHENING POD LINKAGES WITH AUDIO CONFERENCES
James L. Raitcliffe, Iowa State University
You can tap external resources quickly, construct a program development sequence that effects change, and can strengthen ties within the POD Network through audio conferencing. In this session, Jim will demonstrate the strategizing, development and use of audio conferences for faculty, staff, program and organizational development. The group will brainstorm ways in which the POD Network can be enhanced by this telecommunications medium.

CRITICAL THINKING, WRITING AND COLLABORATIVE LEARNING: CREATING ENVIRONMENTS FOR INTELLECTUAL DEVELOPMENT IN COLLEGE
Jancee Hays, University of Colorado, Colorado Springs
Joanne Kurfiss, Weber State College
Professors who work at developing students' discipline-related thinking and inquiry skills know the value—and frustrations—of using writing to achieve their goals. This value is increased, and frustrations reduced, when students experience themselves in a learning community with their peers in the college classroom. In this session we address challenges of collaborative learning and suggest strategies for establishing the kind of community that facilitates development of students' critical thinking and writing skills. Part one is an experiential introduction to the issues, part two provides guidelines for applications. Participants may attend either or both parts of the workshop.

MATCHING LEARNING STYLES WITH THE "FEEDBACK LECTURE"
Dean N. Osterman, Oregon State University
When faculty match teaching and learning approaches, students excel. But how can you personalize a lecture? This session will demonstrate how the "feedback lecture" can reach four different learner types in a typical one-hour class. Participants will discuss learning styles and will be tested on their own teaching and learning inventory preference. This information will lead to a presentation of the feedback lecture and how it balances learning for all at least one-quarter of the time. Prepare to have fun and gain insights into why it works, how it works, and its challenging use. Repeated by request from the 1983 POD Conference.

RECRUITING AND RETRAINING "STUDENTS-AT-RISK": AN ECOCLOGICAL APPROACH
Richard W. Butchko, Christopher Newport College
This workshop aims at increasing understanding of how to recruit and retain student at academic risk, especially minority students. The focus include exploring "barriers and highways" in the creation of a college-wide support network, applying developmental and ecological systems models to understanding students during their transition from pre-college through their first year, and developing interventions to meet predictable developmental crises. We'll conclude by looking at the feasibility of instituting such programs at participants' campuses.

"WHAT? MARKET MY SUPPORT AGENCY?"
Barbara Frenini, Syracuse University
Elisabeth Kasper
Belle Marvin Zimmerly, Columbus College
Hard sell, advertising, profit making, door-to-door salespeople are just a few images brought to mind by the word "marketing." A closer look however, reveals marketing as a robust, broadly-conceived concept that can be employed with dignity to help produce useful outcomes for faculty and institutional support agencies. Following orientations in the domain of marketing and the "newsletter," participants will help develop a marketing approach for a nonprofit unit.
SUCCESSFULLY MANAGING ACADEMIC STRESS

Peter Selkin, Pace University

In managing academic stress, it is helpful to be aware of both causes and successful practices used by other faculty and administrators to cope with them. Through simulation exercise and group discussion, participants will explore and contrast their own perceptions of the causes and management of academic stress and then compare those with survey results of the relative importance that academics place on such factors as outside support systems, a "healthy life style," exercise, and meditation.

THE BEGINNING TEACHER

Lawrence T. McGill and James M. Shaffer, Northwestern University

This presentation concentrates on an interview study with graduate teaching assistants at Northwestern University. We asked GTAs what programs the university offered them and what others they felt they needed: how they perceived their roles as teachers; and how their lives compared with those of their supervising professors. By role-playing interviews and distributing selected responses, we will demonstrate how the interview can be implemented with other programs for beginning teachers as an intervention and assessment tool.

PACKAGING AND MARKETING YOUR CONSULTING

Elizabeth A. Kaspar, Western Illinois University
Helle Marvin Zimmerly, Columbus College

Wanna make a bet? You're more creative than you think. Hopefully you'll be surprised. Matrix thinking implies an ability to see interrelationships between situations and products, and to make the needed mappings. Think of the many different types of clients and projects we consult for. Each one is a marketing opportunity. Each one requires a different approach, with a different set of tools. How do you approach the problem? What makes a proposal acceptable to the client? How do you convince a client that you can help their company? And, of course, you need to do this in a way that stays fresh and interesting to your clients. That's the art of consulting. We'll talk about how to get the consultant's thinking off the page and into the client's mind.

EVALUATING A FACULTY DEVELOPMENT PROGRAM

Nichole Fisher and David Halliburton, Stanford University
Bob Menges, Northwestern University

The Program for Faculty Renewal is a nine-year old regional faculty development program at Stanford recently evaluated by Bob Menges and Claude Mathis. After a description of the evaluation and its most important results, the session will include a general discussion of the design of development programs, the methodology of evaluation for such efforts, and the significance of the outcomes. We hope participants will include program designers, directors, evaluators, and policymakers in the faculty development field.

EDUCATIONAL MEDIOCRITY: A HUMAN PROBLEM

Patty Kellen, Independent Educator, New Buffalo, Michigan

Does education as it currently exists make creative thinking impossible? An introduction to, and participatory exploration of educational mediocrity utilizing my understanding of the Krishnamurti/Johns approach to understanding human problems.

SHOESTRING INSTRUCTIONAL DEVELOPMENT

C. Lloyd Brown-John, University of Windsor

Here is a session for those who are committed to self-help (using on-campus faculty to assist and support the development of other faculty) as the basis for instructional development. We'll share ideas and experiences in finding techniques for dealing with the issues that confront all of us who operate on budgetary shoestrings. Open to old pros and initiates alike.

THE THREAT OF NUCLEAR WAR AND THE HUMAN CONNECTIONS—HOW TO TEACH ABOUT IT BY REACHING OUT TO HEARTS AND MINDS

Louis Silverstein, Columbia College, Chicago

As institutions of higher education and faculty ponder how to respond in an intellectual and vital way to the great issue of our times, the threat of nuclear war, I'd like to share knowledge and expertise with others in the liberal arts who wish to include the study of the nuclear threat in their curriculum in ways which incorporate heart and mind to the betterment of the human community. Role play, visualization, intellectual/emotional techniques will be included.

THE ACADEMIC GAME: A SIMULATION ON RANK AND GENDER

Joanna H. Boehmert, University of Guelph

This experiential game focuses on problems of rank and sex in academia. The several cognitive and affective objectives involve recognition and discussion of the ways in which these problems influence decisions made in higher education as well as in other social institutions. Session includes the game itself, "Beginning of the Year Party," at least three interaction rounds, committee meetings, a "Word Game" for junior faculty, and a debriefing session.
ALTERNATIVE LEADERSHIP STYLES: APPLICATIONS OF CURRENT RESEARCH

Michael Field and Russell Lee, Bemidji State University

Current research on leadership styles suggests that different kinds of leadership actions are most appropriate for different group situations, and that knowledgeable leaders learn to recognize which leadership styles are most appropriate at any given point in their group interactions. Our presentation will summarize current research in this area, including Fiedler’s and Hersey’s and Blanchard’s work on situational leadership. Participants will identify situations in their home institutions which we can discuss with regard to appropriate leadership behaviors.

Yard Rendin BUT FULFILLING SAGA OF FACULTY DEVELOPMENT

Donald Brodeur, Sacred Heart University Charles Eby, Sacred Heart University Michelle Loun, Sacred Heart University Carol Schuett, Sacred Heart University

From one to many... the trials, tribulations and successes of a faculty development program beginning with one faculty member and evolving into a multifaceted program impacting institutional policies. The personal growth of the directors, projects on campus and administrative involvement will be discussed, along with focus on critical thinking activities, videotaping of teaching and faculty computer literacy programs which became examples of faculty ownership of a program at a small college with limited funds.

HARD CASES

Lynn Mortensen and Joyce Powlas, University of Nebraska, Lincoln

All instructional consultants experience clients with challenges that aren’t easy to manage. Sometimes the individual stories have happy endings, sometimes not. This “nitty gritty” session will discuss some of these “hard cases.” Participants are expected to share an example of a “hard case” faculty member they have had to deal with in the role of consultant or department head. We’ll examine our own underlying assumptions and improve skills as consultants.

ALTERNATIVE EDUCATION: WITHIN AND WITHOUT TRADITIONAL EDUCATION’S BOUNDARIES

Mildred M. Henry, New College of California
William MacCreary, Sonoma State University
Jack Lindquist, Goddard College

We see this session as an opportunity to re-examine what is meant by ideas and practices surrounding educational ventures describing themselves as “alternatives” to the status quo. What are the goals, purposes of such ventures? How many are truly “clicé” ventures in the ways described by Grant and Rosenman in their recent book, The Peripatetic Dream? To what are these ventures in some sense “alternative”? There are sacred and profane aspects to moving beyond the traditional—what are they? Is it possible to talk about a “new logic” of education? Brief presentations and lots of discussion.

FACULTY CAREER SUPPORT GROUPS—Self Help for the Academy

Daniel Wheeler, University of Nebraska, Lincoln

Because so many of the old support systems (e.g., churches, social groups and sometimes family) are perceived as not useful, or even existent, faculty at University of Nebraska have participated in a support group to examine a range of career issues and to share resources. They’ve found the sessions useful for clarifying ideas and exploring alternatives. Session includes a participant simulation of a support group.

EVALUATING TEACHING EFFECTIVENESS OF TEACHING ASSISTANTS

Libby S. Gardner and Glenn Ross Johnson

Teaching assistants—those poor overworked, underpaid, untrained graduate students—teach 40-50% of the lower division credit hours at many universities. Programs to assist these fledgling instructors are often sporadic. A study involving over 150 TAs at Texas A & M identified commonalities in and relationships between variables such as student evaluations, self-evaluations, attitudes toward teaching and patterns of interaction in class.

THE EFFECT OF A DEVELOPMENTAL WRITING COURSE ON STUDENT PERSISTENCE AND ACHIEVEMENT

George R. Boggs, Butte College

A study of the persistence and achievement of freshman composition students over a five-year period clearly reveals the effectiveness of a previous developmental writing course. We will discuss the need for evaluation of such courses and the value of study of educational outcomes.

“ELECTRONIC CARROTS” IN THE FACULTY DEVELOPMENT CENTER

Gerald G. Farr, Southwest Texas State University

If designing a “computer center for faculty,” within your faculty development center interests you, come to this session. Come discuss the many spin-off activities such a center will provide your program and how it can draw faculty to you. Let us share each others’ successes and failures in encouraging faculty computer literacy through the use of microcomputers and mainframes.

APPLICATION OF THE ACTION-RESEARCH MODEL TO CURRICULUM DEVELOPMENT IN AN ALTERNATIVE DEGREE PROGRAM

Stephen M. Brown and Kenneth W. Wadowski, Lesley College

Our objective is to demonstrate how the action-research model can be utilized in the process of curriculum development. Specific areas include: how information can be utilized in curriculum development; the importance of feedback; and the need to field test and modify curriculum changes. The session should be of particular interest to teachers and administrators in higher education for adults.

ON A CLEAR DAY I CAN SEE HOW TO IMPROVE MY TEACHING

Elizabeth Games, Personnel Department, City of Omaha
Marilyn Leach, University of Nebraska at Omaha
Richard Wilcox, University of Nebraska at Omaha

An effective procedure in improving one’s teaching is modeling. Rarely does one have the opportunity to see the class room behavior of those who have been recognized for their outstanding teaching characteristics of 88 outstanding teachers were studied. Implicit and explicit characteristics of these outstanding teachers are discussed. Additional discussion of ways it relates to career development for faculty is present.

ALTERNATIVE LEADERSHIP STYLES: APPLICATIONS OF CURRENT RESEARCH

Michael Field and Russell Lee, Bemidji State University

Current research on leadership styles suggests that different kinds of leadership actions are most appropriate for different group situations, knowledgeable leaders learn to recognize which leadership styles are most appropriate at any given point in their group interactions. Our presentation will summarize current research in this area, including Fiedler’s and Hersey’s work on situational leadership. Participants will identify situations in their home institutions which we can discuss with regard to appropriate leadership behaviors.

FRIDAY, 7:30-9:30 PM

AN EVENING WITH RIC AND BILLIE BARBA MASTEN

Ric Masten writes his poetry to be heard rather than read, for oral presentation rather than the printed page, and when he presents his work live audience what he does is unique. It is more encounters than performance, for though we are witnessing a performance we are also an X-ray of the pages out of his own personal diary. He has eight books of poetry to his credit, among them Sings Off the Voice of the Hive and Speaking Poems. Our common humanity is a theme.

In her 40’s, Billie Barbara started a journal: from the first strands of memory and experience came a skein of emotions, dreams, explorations, chaos, a sense of an ordinary source of energy. This surge of power led to sketching it faces of fear and anger. Drawings became wood images, a recomposition to re-discover herself from the inside out. She too that phrase, “What do you presume I’d rather be young?” Author of The Beast and The Bad Girl and Billie Beethoven, she courage to pursue her goals with the inspiration. “Anything worth doing poorly.” She does it well.

Both people and their poetry will be available after the Friday performance and again Saturday morning for a workshop session.
PLEASE TYPE WITH ELITE

LAST NAME, FIRST
Title
Institution
Address
Phone

(a) Specific skills
(b) Recent Consultancy

Due FEBRUARY 1, 1985