1980

Sixth Annual National Conference Program

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SIXTH ANNUAL NATIONAL CONFERENCE
PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

CLAREMONT RESORT HOTEL
BERKELEY, CALIFORNIA

OCTOBER 16 - 18, 1980
SIXTH ANNUAL NATIONAL CONFERENCE

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

(POD NETWORK)

Managing Transitions In The '80s: Institutional And Professional

CLAREMONT RESORT HOTEL
BERKELEY, CALIFORNIA

OCTOBER 16-18, 1980
Welcome to
THE SIXTH ANNUAL POD NATIONAL CONFERENCE

We are glad that you decided to join us for the Sixth Annual POD Conference. The program is packed with exciting sessions. Five well-known personages who have done significant work in education and/or personal growth will add considerable interest and depth to this conference. We received more papers than we could accommodate from a call for papers which was announced in an early Spring edition of the Chronicle for Higher Education, and through a direct invitation to POD members. We appreciate your enthusiastic response.

In an effort to present as many papers as possible, we have expanded the number of concurrent sessions. The program is designed to minimize conflicts for those interested in specific themes such as Faculty Development, Curriculum Development, Managing Change, and Evaluation, but the numbers of papers on given topics make it impossible to avoid some conflicts.

This conference is designed to promote a sense of community which is part of the POD tradition. We hope the large number of special plenary sessions, networking through the formation of special interest groups, and contacts made during the Display Session and the Mixer will promote togetherness and offset the natural magnetism of San Francisco to pull us apart. At the same time, some "breathing room" has been programmed to allow the participants to enjoy the city on Friday night and on Sunday.

We recognize some of the trade-offs which we made in holding this conference at the Claremont Resort Hotel and we hope you will agree with us at the end of the conference that it was a wise choice. The positives of the Claremont include the cooperative staff, the ambience, the recreation facilities, the food, and the size of the facility. The location near San Francisco speaks for itself.

As conference chairman, I wish to thank the members of POD for their generous support in organizing this conference. I am especially indebted to Lance Buhl for his wise counsel and assistance, to Earle Bowen who so carefully organized the records of last year's conference and thereby simplified my job immensely, and to the members of the planning committee who have given so generously of their expertise, their creative talents and their time. It has been hard work and we are here to enjoy the harvest with all of you. I know that I speak for all members of the planning committee when I bid you welcome to a special event. We hope that you will find it a rewarding experience rich with new and valuable ideas and new and valuable friends.

THE CONFERENCE PLANNING COMMITTEE
Joe Clark, Chair Lance Buhl Michael Crump* Mike Davis Sandy Inglis Jack Lindquist
David Outcalt Gene Rice Clare Rice Steve Scholl David Whitcomb

THURSDAY, OCTOBER 16, 1980

12:00 NOON - 5:00 PM
GENERAL REGISTRATION

5:00 PM - 6:30 PM
CONFERENCE ENTRY ACTIVITY - SPECIAL INTEREST GROUPS - COCKTAILS
Activities Director, Jack Lindquist
Camp Counselors: Sandy Inglis, Michael Crump, and Jane Buckley

6:30 PM
DINNER
Welcome!
Lance Buhl, Executive Director, P.O.D.
Joe Clark, Conference Chair

Keynote: "DOES THE MISSION MEET THE NEED?"
Honorable John Vasconcellos, State Senator from California

8:30 PM
MOVING TOGETHER, DISCO, SWING AND BEYOND
Dale Scholl, Stacy Manolakis
(The Jazz Company, Sacramento)

FRIDAY, OCTOBER 17, 1980

7:00 - 8:00
BREAKFAST

8:30
"TRANSFORMATION, GROWTH & CHANGE IN ADULT LIFE"
ROGER GOULD, Psychiatrist and Author

9:30
REACTION TO ROGER GOULD'S PRESENTATION
GENE RICE, Moderator
FP1 • 10:30 - 12:00 NOON  
LANAI II

PANEL: THE CAMPUS TEACHING PROGRAM - DEVELOPING, CONDUCTING AND EVALUATING A PROGRAM TO IMPROVE TEACHING SKILLS

Chair: MARY LYNN CROW, Prof. & Director of Teaching Resources Center, University of Texas—Austin
RICHARD SMOCK, Head of Course Development Division, Office of Instructional Resources, University of Illinois-Urbana
EDWARD CLOUTIER, Head of Course Development Division, Office of Instructional Resources, University of Illinois-Urbana
STEPHANIE GOODWIN, Assistant Specialist in Education, Office of Instructional Resources, University of Illinois-Urbana
GREG SHARP, Assistant Specialist in Education, Office of Instructional Resources, University of Illinois-Urbana
KATHLEEN DALGAARD, University of Minnesota

Aspects of conceptualization, development, and operation of a program to improve the teaching competence of graduate teaching assistants and faculty will be discussed. Research on the program's effectiveness will also be presented.

PC1 • 10:30 - 12:00 NOON  
ALAMEDA

PANEL: CAREER TRANSITION FOR ADMINISTRATORS

Chair: DENNIS SCHAEFFER, Director, Program in Biomedical Communications, University of Texas Health Science Center
JOAN NORTH, Director, Small College Consortium
ROGER BIRKMAN, Birkman & Associates
IKE MORGULIS, Director, Center for Instructional Development, Ryerson Polytechnical Institute

This session will discuss the application of an assessment tool used in business for over 30 years (the Birkman Method) to the transition of professionals from education to business. Several aspects of this transition will be examined, including findings on the patterns of personality traits in small college administrators and those of successful executives, the likelihood that higher education administrators can manage the transition to business, and application of the information to improvement of managerial skills.

FRIDAY, OCTOBER 17, 1980  
BERKELEY

TE1 • 10:30 - 12:00 NOON

PANEL: THE ROLE OF EVALUATION IN HIGHER EDUCATION

Chair: GLENN NYRE, Vice President, Evaluation and Training Institute
ROBERT DIAMOND, Ass. Vice Chancellor, Syracuse University
PETER SELDIN, Professor, Management, Pace University
DOBBY HELLING, Coordinator, Teaching/Learning Center, St. Olaf College

Panelists will examine strengths and weaknesses associated with evaluation conducted by self, students, colleagues or administrators. Proper and improper use of instructional evaluation will be considered. Successful models will be described with specific advice regarding establishment and conduct of successful evaluation programs.

FP2 • 10:30 - 12:00 NOON  
PANORAMA

PANEL: FACULTY DEVELOPMENT AT RESEARCH UNIVERSITIES

Convenor: MICHELLE FISHER, Director, Center for Teaching & Learning, Stanford University
DAVID HALLIBURTON, Professor, Education, Stanford University
CLAUDE MATHIS, Director, Center for Teaching Professions, Northwestern University
SHERYL REICHEMANN, Asst. Professor, Education, University of Massachusetts
ROBERT SASANOFF, Assoc. Professor, Architecture, University of Washington

Members of the panel will suggest ways faculty development at research universities can flourish in an environment where the common imperatives for faculty development are lacking. Panelists will be concerned both with overall approaches and details of actual program implementation.

TC1 • 10:30 - 12:00 NOON  
LANAI III

WORKSHOP: CLASSROOM APPLICATIONS OF DEVELOPMENTAL THEORY

Chair: GLENN ERICKSON, Director, Instructional Development, University of Rhode Island
JOANNE KURFISS, Director, Instructional Development, Weber State College
RITA WEATHERBY, Assistant Professor, Business, U. of New Hampshire

Developmental theories have numerous implications for classroom teaching. Three models will be presented: cognitive development (Piaget), ethical development (Perry), and ego development (Loevinger). Convinced that a legitimate and attainable goal of college educators is to stimulate development towards a more cognitively sophisticated, ethically articulate, and socially responsible orientation to life, specific strategies for achieving such goals will be presented and discussed.
PC2 • 10:30 - 12:00 NOON
FACULTY RESPECIALIZATION THROUGH AUGMENTED LEARNING: WHAT ARE WE LEARNING?
Moderator: LUANNE WILKERSON
GENE DINIELLI, Asst. Chair, English, California State University-Long Beach
DAVID WHITCOMB, Director, Center for Faculty Development, CSULB
A project at CSULB providing retraining for faculty through a seminar arrangement will be described. Seminar leaders, representing the "receiving" or "home" department, aided in the retrainees' participation. Following completion of the semester-long program, each participant was evaluated by several means. An evaluation of the program also will be presented.

FM1 • 10:30 - 12:00 NOON
PANEL: GETTING EXCELLENT TEACHERS TO REVEAL SECRETS OF EFFECTIVENESS
Chair, MARILLA SVINICKI, Asst. Director, Center for Teaching Effectiveness, University of Texas at Austin
LYNN WOOD, Assistant Director, Teaching Innovation & Evaluation Services, U.C. Berkeley
BARBARA GROSS DAVIS, Assistant Research Psychologist, U.C. Berkeley
ROBERT WILSON, Director, Teaching Innovation & Evaluation Services, U.C. Berkeley.
The objective of this panel is to give a history of a "Teaching Evaluation and Consultation Service" project, including what things have worked well, problems encountered, and changes planned. The presenters believe that this service can be easily replicated at other colleges and universities.

12:15 PM
LUNCH

12:45 PM
"THE AQUARIAN CONSPIRACY, PERSONAL AND SOCIAL TRANSFORMATIONS IN THE 1980's"
MARILYN FERGUSON, Editor of Brain/Mind Bulletin, Author

1:30 - 2:30 PM
DISPLAYS & NETWORKING

FRIDAY, OCTOBER 17, 1980

FM2 • 2:30 - 5:00 PM
WORKSHOP: 80 WAYS TO JAZZ UP YOUR NEXT MEETING
KEN FISCHER, Executive Director, The Learners' Forum
A discussion of what to consider in putting on a conference, workshop, seminar, etc., and some ideas to add to your "bag of tricks." Highlighted will be ideas that engage conference in active learning, such as skits, case study competition, interviews, simulations, etc.

PP1 • 2:30 - 5:00 PM
WORKSHOP: DEALING WITH INDIVIDUAL AND ORGANIZATIONAL STRESS
SHERYL REICHMANN, Associate Professor, Higher Education, University of Massachusetts
WALTER SIKES, Center for Creative Change
This workshop introduces participants to concepts about stress, as related to personal/interpersonal behavior and to personal change and transitions. Through the use of a diagnostic instrument (Strength Deployment Inventory) participants will assess sources of stress in their own lives. Organizational factors which contribute to personal stress will be identified. Stress management techniques will be related to these findings.

PP2 • 2:30 - 5:00 PM
WORKSHOP: WOMEN AND MEN IN HIGHER EDUCATION — ISSUES OF COLLABORATION
MICHAEL W. W. CRUMP, Senior Consultant, Human Resource Associates
Participants and leaders will explore experientially, issues which interfere with constructive male/female relationship formations and maintenance. The thrust of the workshop is in making collective experience available to each member at insight and awareness levels as a direct contribution to each person's professional development. In particular, issues of mentoring, co-working, and competitiveness will be addressed. It is anticipated that participants may want to continue the workshop throughout the conference and the leaders expect to be available for additional meetings.
FRIDAY, OCTOBER 17, 1980

TE2 • 2:30 - 5:00 PM HAYWARD
WORKSHOP USING AN OBJECTIVE OBSERVATION SYSTEM TO DIAGNOSE TEACHING PROBLEMS (OR HARD DATA TO BACK UP SOFT OBSERVATIONS)
KARRON LEWIS, Faculty Development Specialist, The Center for Teaching Effectiveness, University of Texas at Austin
MARILLI SVINICKI, Assistant Director, Teaching Effectiveness Center, University of Texas at Austin
A system (Johnson's CIAS) used in classroom observation has been found to keep observations honest and objective and to give faculty a concrete way of thinking about their own teaching. The basis for this system and how it has been used will be discussed and the participants trained in its use.

FP3 • 2:30 - 3:20 PM PANORAMA
MEETING FACULTY AND STUDENT NEEDS THROUGH INSTRUCTIONAL DEVELOPMENT
LOUIS DECK, Associate Professor, U.C. Riverside
DAVID WHITCOMB, Director, Center for Faculty Development
Covers some of the successful organizational development models at CSULB. The models consider: (1) student needs through instructional development, (2) faculty needs through personal/professional development, and (3) the needs of the institution through organizational development.

TC2 • 2:30 - 3:20 PM CONCORD
THE COLLEGE STUDENT OF THE EIGHTIES: CONCEPTUAL AND COMMUNICATIVE STRATEGIES FOR PROFESSIONAL DEVELOPMENT
DAVID SWITZER, Assistant Professor, Department of Communications, Indiana University-Purdue University
This session will explore the conceptual and practical adaptations that the increase of mature and commuter students will necessitate in higher education. The presentation will survey the scope of the needed transitions and identify several specific techniques for implementing mandated changes.

TE3 • 2:30 - 3:20 PM LANAI I
EVALUATING GENERAL EDUCATION PROGRAMS: AN ASSESSMENT MODEL FOR THE 1980'S
BARTHOLOMEW CIAMPA, Director, Graduate Studies, Wayne State College
Wayne State College is one of 10 institutions in a FIPSE-funded project to evaluate general education models in higher education. This session will describe the process of arriving at institutional agreement regarding the goals of general education. It will also propose a process for achieving these goals and a procedure for gathering data to analyze and promote curricular change.

FRIDAY, OCTOBER 17, 1980

TE4 • 2:30 - 3:20 PM ALAMEDA
WHAT WE'VE LEARNED IN TEN YEARS OF USING STUDENT EVALUATION OF INSTRUCTION AS A FACULTY DEVELOPMENT TOOL
Chair: PETER SELDIN, Professor of Management, Pace University
RICHARD OWENS, Director, Office of Educational Improvement and Innovation, Kansas State University
VICKI CLEGG, Office of Education Improvement and Innovation, KSU
This session will summarize ten years of using IDEA (Instructional Development and Effectiveness Assessment). Among topics covered will be faculty reactions to the evaluation system, the effectiveness of services provided by the Office of Educational Improvement, and investigations of teaching behaviors which stimulate student motivation to learn.

FP4 • 3:30 - 5:00 PM PANORAMA
PANEL: ON DOING INTELLECTUAL WORK, TRIALS, TRIBULATIONS, AND TRIUMPHS OF RESEARCH IN FACULTY DEVELOPMENT (A session sponsored by the Research Committee)
Chair: ROBERT YOUNG, Associate Director, Center for Improving Teaching Effectiveness, Virginia Commonwealth University
ROBERT MENGES, Professor, Center for the Teaching Professions, Northwestern University
JOHN ANDREWS, Director, Teaching Assistant Development Program, University of California, San Diego
RON SMITH, Director, Learning Development, Concordia University
RITA WEATHERSBY, Assistant Professor, Business, University of New Hampshire
The panelists will share their experiences in faculty development research. Issues to be considered include (1) forces that shape specific research questions; (2) strategies for gaining the cooperation of those who provide data; (3) standards of scholarship; and (4) utilization of the results to influence others.

FM3 • 3:30 - 5:00 PM LANAI II
LEADING AN ACADEMIC DEPARTMENT OR SCHOOL THROUGH CHANGE
DOROTHY P. MILLER, Associate Dean, Faculty and Staff Affairs, The California State University and Colleges, Long Beach, CA.
This session will introduce participants to a new process for managing change which has been found to be most efficient. The process is based on the Kelley-Connor "Emotional Cycle of Change" placed side by side with a rational cycle of change.
FRIDAY, OCTOBER 17, 1980

PC3 • 3:30 • 5:00 PM
CONCORD
WORKSHOP, SIMULATED ASSESSMENT/EVALUATION OF FACULTY LEAVE AND EXCHANGE PROGRAMS

Convenor: MICHAEL DAVIS, Assistant to the Academic Vice President, University of the Pacific
GENE RICE, Professor of Sociology, University of the Pacific
WILLIAM TOPP, Professor of Mathematics, University of the Pacific

This workshop is designed to simulate the key features of evaluating a faculty leave program and to prepare participants to conduct such an evaluation.

NOTE: Enrollment is limited to 24 participants. Sign up at registration desk.

TES • 3:30 • 5:00 PM
ALAMEDA

PANEL: A MAJOR SURVEY OF FACULTY ATTITUDES TOWARD TEACHING EVALUATIONS: IMPLICATIONS FOR INSTRUCTIONAL DEVELOPMENT

Chair: STAN NICHOLSON, Instructional Consultation, University of California at Santa Barbara
RICK JOHNSON, U.C. Santa Barbara
DAVID OUCALT, Vice Chancellor, Academic Affairs, University of Alaska
LYNN WOOD, Assistant Director, Teaching Innovation and Evaluation Services, University of California at Berkeley

This panel will present the results and implications of a survey of all University of California faculty (64% return) and all department chairs (79% return) on four major topics: (1) level of satisfaction with current procedures for evaluating and rewarding teaching, (2) belief that measures should be taken to improve the way teaching is evaluated in the U.C. system, (3) attitudes toward a variety of different sources and kinds of evidence about teaching effectiveness, and (4) student end-of-course evaluations.

5:00 • 6:00 PM
SOCIAL HOUR

6:00 • 9:00 PM
POOL PARTY

SATURDAY, OCTOBER 18, 1980

7:00 • 8:00 AM
BREAKFAST
HORIZON

8:30 • 9:30 AM
“BEYOND INSTITUTIONAL DEVELOPMENT, TOWARD A NEW CENTURY IN A NEW WORLD”
HERMAN BLAKE, Provost, Oakes College, University of California, Santa Cruz

FP5 • 9:40 • 10:30 AM
LANAI II
NEW SERVICES FOR STUDENTS, NEW ROLES FOR STAFF, NEW MARKETS FOR INSTITUTIONS, NEW ECONOMICS FOR PROVINCIAL/STATE SYSTEMS

JOHN SCHARF, Dean of Instruction, Fairview College
RUSS PACEY, Coordinator of Community and Agency Services, Grant MacEwan Community College

This session will discuss the “program brokering model” which can be used by a large college to expand its market and by a small college to expand its range of services. The model allows program flexibility, better utilization of facilities, improved instructional capability and accountability.

FP6 • 9:40 • 10:30 AM
LANAI III
THE FACULTY COLLEGE - A MODEL FOR CHANGE
M. KENT MAYFIELD, Dean, Academic Resources, Central YMCA Community College

The workshop will describe a program of the Central YMCA Community College designed to loosen the grip of academic bias, expose educational goals and methods to the judgment of faculty colleagues, and develop a cooperative approach to institutional curricular change.

FM4 • 9:40 • 10:30 AM
POOL
THE LOGISTICS OF DEVELOPING AND IMPLEMENTING A COMPREHENSIVE FACULTY AND PROFESSIONAL DEVELOPMENT PROGRAM
CELIA GYRO, Director, Faculty & Professional Development Program, College of Osteopathic Medicine, Michigan State University

Several aspects of developing and implementing a faculty development program will be considered. The process used to ensure that both faculty and administrators felt they had a role in the program’s development will be described, as well as considerations used to choose the program’s director. A third aspect will be a brief description of various workshops and seminars presented and a discussion of the evaluations of each.
PC4 • 9:40 - 10:30 AM
APPLIED ERIKSON, EGO, IDENTITY AND ACADEMIC CAREERS IN THE HUMANITIES

STEVEN WEILAND, Executive Director, Federation of Public Programs in the Humanities

This session will apply Erik Erikson's essays to the significant problems in the careers of academic humanists. The current status of academic careers and the utility of Erikson's work on both understanding and enriching them will be discussed.

PP3 • 9:40 - 10:30 AM
SYSTEMATIC PLANNING AS A WAY TO MANAGE CHANGE

PHILIP WINSTEAD, Coordinator of Institutional Planning and Research and Co-Director of Faculty Development Programs, Furman University

Through a grant-funded project, a large portion of the faculty at Furman University have used an appraisal technique which examines personal and institutional strengths, weaknesses, opportunities, and threats. The results are used to develop formal growth plans which contain measurable objectives and specific activities. This session will discuss this tested planning process which can be used as a basis for constructive, results-oriented change.

TC3 • 9:40 - 10:30 AM
INTERDISCIPLINARY, HOLISTIC TEACHING-LEARNING

ALVIN WHITE, Professor of Mathematics and Project Director, Harvey Mudd College

A project based on workshops, faculty discussions and seminars was conducted at the Claremont Colleges and neighboring universities to encourage instructors to adopt an interdisciplinary approach to the inquiry process and acquisition of knowledge. Details of the favorable faculty response to the project will be discussed. Suggestions for implementing such a program in other settings will be offered.

POD SIXTH ANNUAL NATIONAL CONFERENCE
OCTOBER 16 - 18, 1980

MANAGING TRANSITIONS IN THE '80s: INSTITUTIONAL AND PROFESSIONAL

FACULTY DEVELOPMENT PROGRAM (F)

FN • Needs Assessment
1. Potential Use of Needs Assessment, Action Planning and Training as Essential Components in a Comprehensive Management Development Program (Workshop)
2. Alternative Approaches to Assessing Instructional Needs

FP • Program Design
1. The Campus Teaching Program: Developing, Conducting and Evaluating a Program to Improve Teaching Skills (Panel)
2. Faculty Development at Research Universities
3. Meeting Faculty & Student Needs through Instructional Development
4. On Doing Intellectual Work: Trials, Tribulations, and Triumphs of Research in Faculty Development
5. New Services for Students, New Roles for Staff, New Markets for Institutions, New Economics for Provincial/State Systems
6. The Faculty College: A Model for Change
8. Impacting Faculty Teaching Styles: A Review of two Programs for Faculty Development at Morrist College

ROOM
Oakland
Richmond

S 10:40-12:00
S 1:30-2:20
F 10:30-12:00
F 10:30-12:00
F 2:30-3:30
F 3:30-5:00
S 9:40-10:30
S 9:40-10:30
S 1:30-3:00
S 3:30-5:00

Horizon I
Panorama
Panorama
Panorama
Concord
Hayward
Alameda
Concord
### PERSONAL AND PROFESSIONAL DEVELOPMENT (P)

<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Time</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>1. Career Transitions for Administrators (Panel)</td>
<td>Oakland</td>
<td>F 10:30-12:00</td>
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<td>2. Faculty Respecialization through Augmented Learning: What are We Learning?</td>
<td>Lanai I</td>
<td>F 10:30-12:00</td>
<td>F 3:30-5:00</td>
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<td>3. Simulated Assessment/Evaluation of Faculty Leave and Exchange Programs (Workshop)</td>
<td>Concord</td>
<td>F 3:30-5:00</td>
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<td>5. Career Transitions for Academics</td>
<td>Almeda</td>
<td>S 10:40-12:00</td>
<td>S 2:30-3:20</td>
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<td>6. Student-Teacher Transition</td>
<td>Lanai II</td>
<td>S 2:30-3:20</td>
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<td>7. The Values of Transitions: Professional Development Advocacy (Workshop)</td>
<td>Oakland</td>
<td>S 3:30-5:00</td>
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### PC • Career Transitions

1. Career Transitions for Administrators (Panel)
2. Faculty Respecialization through Augmented Learning: What are We Learning?
3. Simulated Assessment/Evaluation of Faculty Leave and Exchange Programs (Workshop)
4. Applied Erikson: Ego, Identity and Academic Careers in the Humanities
5. Career Transitions for Academics
6. Student-Teacher Transition
7. The Values of Transitions: Professional Development Advocacy (Workshop)

### PP • Personal Growth

1. Dealing with Individual and Organizational Stress (Workshop)
2. Women and Men in Higher Education: Issues of Collaboration
3. Systematic Planning as a Way to Manage Change
4. Teacher Training for Teaching Assistants (Panel)

### TEACHING AND LEARNING (T)

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<tr>
<td>1. Classroom Applications of Developmental Theory (Workshop)</td>
<td>Lanai III</td>
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<td>2. The College Student of the 80's: Conceptual and Communicative Strategies for Professional Development</td>
<td>Concord</td>
<td>F 2:30-3:20</td>
<td>S 9:40-10:30</td>
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<td>3. Interdisciplinary, Holistic Teaching-Learning</td>
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<td>4. Using Guided Design to Encourage and Manage Transition: with High School and College Teachers and Practicing Professionals</td>
<td>Panorama</td>
<td>S 1:30-3:00</td>
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<tr>
<td>5. Producing Instructional Videotape Masterpieces for $5.00 (Panel)</td>
<td>Lanai I</td>
<td>S 2:30-5:00</td>
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<td>Almeda</td>
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<td>Almeda</td>
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### TE • Evaluation

1. The Role of Evaluation in Higher Education (Panel)
2. Using an Objective Observation System to Diagnose Teaching Problems (or, Hard Data to Back up Soft Observations) (Workshop)
3. Evaluating General Education Programs: an Assessment Model for the 80's
4. What We've Learned in Ten Years of Using Student Evaluation of Instruction as a Faculty Development Tool
5. A Major Survey of Faculty Attitudes toward Teaching Evaluations: Implications for Instructional Development (Panel)
6. Using Transactional Evaluation for Program Improvement
7. Multiple Purpose Evaluation for the 80's: A New Approach
8. Motivation, Quality of Effort, Special Skills in Teaching, Achievement: Definitions of Academic Excellence at Berehne-Cookman College
9. Student Talk - Professors Listen
10. The Intake Interview: Methods and Materials for Collecting Information
11. Midterm Student Feedback: A Door Opener to Instructional Development
12. Self-Appraisal Approach to Faculty Development at San Jose State University (Workshop)
13. The Application of Small Group Process to Midterm Evaluation of Classroom Experience

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**FM • Managing the Change**

1. Getting Excellent Teachers to Reveal Secrets of Effectiveness
2. 80 Ways to Jazz up Your Next Meeting
3. Leading an Academic Department or School through Change
4. The Logistics of Developing and Implementing a Comprehensive Faculty and Professional Development Program
5. Faculty Development Coupled to Institutional Mission (Panel)
6. Getting Faculty Involved in Professional Development: Challenge as Threat and Opportunity as Nuisance (Panel)
7. Reversing the Process & Reducing the Time Requirements for Strategic Planning
8. Faculty as Advocates of Instructional Development: A Matter of Survival? (Workshop)
9. Organizational Factors that Affect the Development of an Instructional Development Program (Panel)
10. A Practical Approach to Data Base Construction (Workshop)
11. Transitions into the 80s: Looking for Symbiosis among Academic Planners, Institutional Researchers, and Faculty Developers (Panel)
12. The Administrator's Role in Faculty Development (Panel)

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**PC • Career Transitions**

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**PP • Personal Growth**

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**POD CONFERENCE PLANNER**

Thursday, October 16, 7:00 PM — Keynote Speaker John Vasconelllos

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<td><strong>SESSION</strong></td>
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<td>Roger Gould</td>
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<td>Marilyn Ferguson</td>
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<td>Ken Eble</td>
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**SATURDAY, OCTOBER 18, 1980**

**TE6 • 9:40 - 10:30 AM**

**SESSION: USING TRANSACTIONAL EVALUATION FOR PROGRAM IMPROVEMENT**

Chair: RONALD SMITH, Coordinator, Learning Development Office, Concordia University, Montreal

TOM WILSON, Director, Instructional Development Services, University of California, Irvine

RICHARD REGOSIN, Professor of French, University of California, Irvine

This session will detail the use of Transactional Evaluation in a large Humanities Core program for Freshmen (N-600) and in a “smaller” (N-200) English course taught at the University of California, Irvine. TE involves program participants in building an evaluation instrument which is then administered to the participants. Its central use is to uncover areas of conflict among groups within the program and to use such conflicts to generate plans for improvement.

**TE7 • 9:40 - 10:30 AM**

**MULTIPLE PURPOSE EVALUATION FOR THE '80's: A NEW APPROACH**

Chair: ROBERT MENGES, Professor, Center for the Teaching Profession, Northwestern University

G. MANNY GUNNE, Director, The Study of Higher Education, University of Utah

KENNETH PETERSON, Chair of Elementary Education, University of Utah

An evaluation instrument (the Teaching Evaluation Triad) which produces three types of data will be described. The instrument provides data for institutional decision-makers to aid them in assessment of faculty, data for students to legitimize their input, and data for faculty for the improvement of teaching. Research data on this evaluation form will also be presented.

**FN1 • 10:40 - 12:00 NOON**

**WORKSHOP: POTENTIAL USE OF NEEDS ASSESSMENT, ACTION PLANNING AND TRAINING AS ESSENTIAL COMPONENTS IN A COMPREHENSIVE MANAGEMENT DEVELOPMENT PROGRAM**

DAVID KEST, Director, ACE/Higher Education Management Institute

DAVID WHITCOMB, Director, Center for Faculty Development, California State University at Long Beach

This session is designed to explore potential use of needs assessment, action planning and training as essential components in a comprehensive management development program. Opportunities arising from combining staff, faculty, management and institutional development into a comprehensive program will be emphasized.
FM5 • 10:40 - 12:00 NOON
PANEL: FACULTY DEVELOPMENT COUPLED TO INSTITUTIONAL MISSION
Chair: CLARE ROSE, President, Evaluation and Training Institute
ROBERT DE HART, President, DeAnza College
DONALD R. GERTH, President, California State U. Dominguez
JAMES W. CLEARY, President, California State U. Northridge
ERV F. METZGER, Past President, Grossmont College
CHARLES Z. WILSON, Vice Chancellor, UCLA
A group of senior administrators will gather to express their views about the relative importance of faculty development efforts at their respective institutions as it contributes to the achievement of institutional goals.

FM6 • 10:40 - 12:00 NOON
PANEL: GETTING FACULTY INVOLVED IN PROFESSIONAL DEVELOPMENT: CHALLENGE AS THREAT AND OPPORTUNITY AS NUISANCE
Convenor: ROBERT HOWELL, Associate Director, WMU-BC Teacher Corps
RICHARD HARRING, Project Director, WMU-BC Teacher Corps, Western Michigan University
JAMES BOSCO, Director, Center for Educational Research, Western Michigan University
This session focuses on the problems of getting faculty involved in development programs. The implicit assumptions embodied in various approaches to securing participation will be articulated and implications for faculty development explored. Experiences related draw from both institutional "hard money" programs and special project "soft money" programs.

PC5 • 10:40 - 12:00 NOON
PANEL: CAREER TRANSITIONS FOR ACADEMICS
Chair: GENE RICE, Professor of Sociology, University of the Pacific
Presenter: ROBERT BARRY, Director, Career Development Program, Loyola University of Chicago
Reactor: DENNIS SCHAFFER, Director, Program in Biomedical Communications, University of Texas Health Science Center
This session will examine, in particular, the Career Development Program at Loyola University. This program (1) places faculty and administrators in the corporate world for one year, (2) provides tools and skills to enable career shifts, and (3) provides services to assist faculty in improving the flow of their lives. This model will be compared with the experiences of faculty and administrators in other institutional settings.

SATURDAY, OCTOBER 18, 1980

TC4 • 10:40 - 12:00 NOON
PANEL: USING GUIDED DESIGN TO ENCOURAGE AND MANAGE TRANSITION: WITH HIGH SCHOOL AND COLLEGE TEACHERS AND PRACTICING PROFESSIONALS
Convenor: CHARLES E. WALES, Professor of Engineering and Education, Co-Director Instructional Fellows, West Virginia University
Panelists: BERNARD A. COYLE, Professor of Chemistry, City College of San Francisco (Director NSF Project for High Schools)
ANNE NARDI, Associate Professor Educational Psychology, Co-Director Instructional Fellows, West Virginia University
DEAN OSTERMAN, Director, Instructional Development, Oregon State University
Guided Design is a teaching-learning strategy designed to help people develop decision-making skills while they learn subject matter. The panelists will show how Guided Design can be used both to encourage and manage transition at a variety of educational levels.

TE8 • 10:40 - 12:00 NOON
MOTIVATION, QUALITY OF EFFORT, SPECIAL SKILLS IN TEACHING, ACHIEVEMENT, DEFINITIONS OF ACADEMIC EXCELLENCE AT BETHUNE-COOKMAN COLLEGE
Chair: JOYCE POVLACS, Faculty Instructional Consultant, University of Nebraska
VERNA LAWSON, Chairman, Division of Science and Mathematics, Bethune-Cookman College
CLEO HIGGINS, Vice President for Academic Affairs/Dean of Faculty, Bethune-Cookman College
The Basic Skills Program at Bethune-Cookman College is designed to individualize learning and teaching for freshmen, offering enhancement and reinforcement for the qualified freshman while providing remedial courses and experiences for the unprepared college student. This session will describe the program and techniques used to involve both faculty and students.

12:15 PM
LUNCH

12:45 PM
BUSINESS MEETING
LANCE BUHL, Executive Director, POD, President for Projects for Educational Development

EVALUATION OF CONFERENCE
LYNN MORTENSON, Faculty Instructional Consultant, Teaching and Learning Center, University of Nebraska, Lincoln
**SATURDAY, OCTOBER 18, 1980**

**FM2 • 1:30 - 2:20 PM**  
**RICHMOND**  
**WORKSHOP: ALTERNATIVE APPROACHES TO ASSESSING INSTRUCTIONAL NEEDS**  
NICK EASTMOND, Director, Northern Rockies Consortium for Higher Education, Utah State University  
Several alternative data collection procedures for assessing instructional needs for the purpose of designing faculty development programs will be suggested. Political considerations and time and budget constraints will be discussed. A simple model for conducting one type of needs assessment will be demonstrated, with an exercise and group discussion to follow.

**FM7 • 1:30 - 2:20 PM**  
**LANAI III**  
**SESSION: REVERSING THE PROCESS & REDUCING THE TIME REQUIREMENTS FOR STRATEGIC PLANNING**  
ROBERT COPE, Associate Professor, Higher Education, University of Washington  
This session will provide participants with a new approach to strategic planning. A seven-step planning process is augmented with a three-level, three-cycle participation process. The process which is being utilized successfully in industry will be applied to college and university settings.

**FM8 • 1:30 - 2:20 PM**  
**LANAI II**  
**WORKSHOP: FACULTY AS ADVOCATES OF INSTRUCTIONAL DEVELOPMENT: A MATTER OF SURVIVAL?**  
CONSTANCE ANN MELLON, Coordinator, Bibliographic Instruction, University of Tennessee at Chattanooga  
A theory of faculty involvement in instructional development programs growing out of extensive interviews with faculty who were clients of a major development center will be explained. The implications of this theory for instructional development and for the survival of an instructional development unit within the institution will be discussed. Participants will form small groups to consider these implications for their own settings.

**TE9 • 1:30 - 2:20 PM**  
**LANAI I**  
**STUDENTS TALK — PROFESSORS LISTEN**  
JAEL NOAM ZICKEL, Director, Center for Excellence in College Teaching, Kean College  
Achieving students' verbal feedback about teaching effectiveness through an intensive program will be described, as well as the consultant's role in this process.

**SATURDAY, OCTOBER 18, 1980**

**FP7 • 1:30 - 2:20 PM**  
**ALAMEDA**  
**PANEL: MEETING STUDENT NEEDS IN AN ERA OF DECLINING RESOURCES; A COMPREHENSIVE MODEL FOR PROFESSIONAL AND INSTITUTIONAL DEVELOPMENT**  
Chair: JACK LINDQUIST, Consultant in Higher Education  
LISA GRAY-SHELBERG, Director, Professional and Institutional Development, California State University at Dominguez Hills  
DAVID KARBER, Vice President of Operations, CSUDH  
WILLIAM GLISCHKE, Director of Institutional Research, CSUDH  
CHARMAYNE BOHMAN, Member of Steering Committee, CSUDH  
Presented will be a case history of a model professional and institutional development program designed to address "steady-state" conditions. The program was one of the first in the United States to integrate professional development with institutional research. Those aspects which are most "transportable" to other campuses will be delineated.

**FM9 • 1:30 - 3:00 PM**  
**BERKELEY**  
**PANEL: ORGANIZATIONAL FACTORS THAT AFFECT THE DEVELOPMENT OF AN INSTRUCTIONAL DEVELOPMENT PROGRAM**  
Convenor: DAVID OUTCALT, Vice Chancellor for Academic Affairs, University of Alaska, Anchorage  
Panelists: MICHAEL HOFFMAN, Vice Chancellor for Academic Affairs, U.C. Davis  
DIANE JOHNSON, Administrative Analyst, U.C. Santa Barbara  
ANDREA L. RICH, Director of Instructional Development, UCLA  
ROBERT WILSON, Director, Teaching Innovation & Evaluation Services, U.C. Berkeley  
This session will examine factors which affect the characteristics, quality and stability of an instructional development program. The initial and subsequent role of faculty involvement, as well as the placement of the program within the administrative structure, will be considered.
SATURDAY. OCTOBER 18, 1980

PC6 • 1:30 - 3:00 PM  OAKLAND
WORKSHOP: THE VALUES OF TRANSITIONS: PROFESSIONAL DEVELOPMENT ADVOCACY
LANCE BUHL, President, Projects for Educational Development
This workshop will encourage participants to identify valuable faculty development ideas for faculty and administrators in higher education. Participants will then examine the ideas with respect to (1) the value as perceived by the administrators or by the faculty; (2) ethical considerations which might affect implementation of the ideas; and (3) the power which those ideas communicate.

TC5 • 1:30 - 3:00 PM  PANORAMA
PANEL: PRODUCING INSTRUCTIONAL VIDEOTAPE MASTERPIECES FOR $5.00
Convenor: PETER HOFF, Director, Center for Teaching Excellence, University of Wisconsin
ROBERT CANARY, Project Director, “Masterpieces of Instructional Television,” University of Wisconsin
NELLO LANSOWNE, Video Producer, Clarke College
JYLAN HARRISON, Video Director, Clarke College
The panel will discuss program design, scripting, and production techniques, using portions of videotapes made for a freshman composition course to illustrate their points. Avoiding “talking head” lectures, the tapes are imaginatively scripted productions in a variety of modes. Also discussed will be problems involved in helping students learn via TV.

FM10 • 2:30 - 3:20 PM  LANAI III
WORKSHOP: A PRACTICAL APPROACH TO DATA BASE CONSTRUCTION
ALAN JOPLIN, Coordinator, Urban Education Program, Harris-Stowe State College
Academic support programs are beginning to develop all types of data regarding students, facilities, costs, and operations, for the purpose of making informed decisions. The pressures of declining enrollment and budget retrenchment encourage this process. This workshop will provide “how to” information for instituting a data-driven approach to educational management.

SATURDAY. OCTOBER 18, 1980

TE10 • 2:30 - 3:20 PM  RICHMOND
THE INTAKE INTERVIEW: METHODS AND MATERIALS FOR COLLECTING INFORMATION
DALE BROWN, Instructional Designer, Learning Resources Service, Southern Illinois University
Explains and demonstrates methods and materials used by the instructional design consultant during the initial interview(s). Shows how information thus gained provides an overview of the instructor and instructor and can be used for discussion, decision-making, reference, and client entry-exit level comparison.

PC7 • 2:30 - 3:20 PM  LANAI II
STUDENT-TO-TEACHER TRANSITION
JOHN D. W. ANDREWS, Director, Teaching Assistant Development Program, University of California, San Diego
The session will examine the psychological issues which are raised as the graduate student moves from the role of student to that of full-time instructor. Research data based on Kelly’s Role Construct Repertory Test will illuminate the manner in which students make the transition to instructor. Teacher-training strategies for teaching assistants which successfully facilitate this transition will be discussed.

TC6 • 2:30 - 5:00 PM  LANAI I
WORKSHOP: GUIDED DESIGN: A USEFUL TOOL IN FACULTY AND INSTRUCTIONAL DEVELOPMENT
CHARLES WALES, Director, Freshman Engineering, West Virginia University
ANNE NARDI, Co-Director, Instructional Fellows, West Virginia University
Guided Design, with independent study, allows the accomplishment of two educational goals which have resisted integration: (1) teaching subject matter and (2) developing the decision-making skills required to apply what has been learned to the solution of real world problems. In this workshop Guided Design will be modeled, explained, and illustrated with a film.
SATURDAY, OCTOBER 18, 1980

TE11 • 3:30 – 4:15 PM • LANAI III

MIDTERM STUDENT FEEDBACK: A DOOR OPENER TO INSTRUCTIONAL DEVELOPMENT
LYNN MORTENSEN, Faculty Instructional Consultant, Teaching & Learning Center, University of Nebraska-Lincoln

This session presents the rationale for collecting midterm student feedback, suggests five different techniques for gathering information, and analyzes the role of the instructional consultant in the process.

TC7 • 3:30 – 5:00 PM • ALAMEDA

PANEL: MESHING STUDENT AND FACULTY DEVELOPMENT
STEPHEN SCHOLL, Dean of General Studies, John F. Kennedy University
MILDRED HENRY, Co-President, New College of California
JOSEPH KATZ, Director, Research for Human Development and Educational Policy, State University of New York-Stony Brook

Based on data collected on faculty observation of student learning, the presenters will suggest some new perspectives on how students grow and change, the ways in which their development is manifested in learning, and how faculty relationships with students vary depending on faculty personalities and stages of development. Also examined will be how faculty members might collaborate to make more effective use of these observations.

FP8 • 3:30 – 5:00 PM • LANAI II

IMPACTING FACULTY TEACHING STYLES: A REVIEW OF TWO PROGRAMS FOR FACULTY DEVELOPMENT AT MARIST COLLEGE
VINCENT TOSCANO, Assistant Dean for Learning Resources, Marist College

This session will share the results of two Marist College faculty development programs, one in faculty skills in multimedia production and one dealing with faculty involvement in the College Learning Center. Marist has an ambitious Freshman Testing Program which provides data on student values and attitudes toward learning; this data provides the basis for shaping and assessing the faculty development programs.

SATURDAY, OCTOBER 18, 1980

FM1 • 3:30 – 5:00 PM • OAKLAND

PANEL: TRANSITIONS INTO THE '80's: LOOKING FOR SYMBIOSIS AMONG ACADEMIC PLANNERS, INSTITUTIONAL RESEARCHERS, AND FACULTY DEVELOPERS

Chair: CAROL PAUL, Asst. Vice President for Academic Planning, Fairleigh Dickinson University
Panelists: ALAN JOPLIN, Coordinator, Urban Education Program, Harris-Stowe State College
LISA GRAY-SHELDUG, Director, Professional and Institutional Development, California State University-Sacramento
ROBERT COPE, Associate Professor of Higher Education, University of Washington

As we confront shrinking financial resources and declining student enrollments, we are called upon to plan, to justify, and to scrutinize all of our programs more carefully than ever. These processes have put us in touch with the diverse and unusual resources offered by academic planners, institutional researchers, and faculty developers. During this panel, we will explore our common concerns and the benefits we have to offer each other in order to delineate further our symbiotic relationships. Hopefully, we will inspire the audience to examine and pursue this approach upon their return to their campuses.

FM12 • 3:30 – 5:00 PM • OAKLAND

PANEL: THE ADMINISTRATOR’S ROLE IN FACULTY DEVELOPMENT

Moderator: EARLE BOWEN, Vice Chancellor for Administration, Center for the Health Sciences, University of Tennessee
FREDERICK GAIGE, Dean, College of Arts and Sciences, Fairleigh Dickinson University
RICHARD RUCH, Asst. Dean & Director of Graduate Studies, College of Business Administration, Kansas State University
JAMES TWEEDY, Asst. Vice President for Academic Affairs and Research, Southern Illinois University

This session will describe ways in which the administrator, through improved planning, communications, and leadership, can strengthen the college and university. Emphasis will be placed on ways in which the administrator can support current faculty and instructional development strategies to accomplish institutional goals.
SATURDAY, OCTOBER 18, 1980

PP4 • 3:30 - 5:00 PM
PANORAMA
PANEL: TEACHER TRAINING FOR TEACHING ASSISTANTS
Convenor: BETTE ERICKSON, Instructional Development Program, University of Rhode Island
Panelists: ROBERT MENGES, Professor, Center for the Teaching Professions, Northwestern University
RICHARD SMOCK, Office of Instructional Resources, University of Illinois-Urbana
SUZANNE MAC, Graduate Staff Associate, Teacher Training Program, University of Washington
The panelists will identify (1) needs for training as perceived by teaching assistants; (2) elements and activities of model programs; and (3) elements of those programs which are effective.

TE12 • 3:30 - 5:00 PM
HAYWARD
SELF-APPRAISAL APPROACH TO FACULTY DEVELOPMENT AT SAN JOSE STATE UNIVERSITY
RON McBEATH, Coordinator, Faculty and Instructional Development Office, San Jose State University
This session covers the design and implementation of a faculty self-appraisal and development program. A three-stage model of transformational change is used as the theoretical framework. The use of self-appraisal modules and videotape is demonstrated.

TE13 • 3:30 - 5:00 PM
LANAI III
THE APPLICATION OF SMALL GROUP PROCESS TO MIDTERM EVALUATION OF CLASSROOM EXPERIENCE
Chair: JOE CLARK, Director, Biology Learning Resource Center, University of Washington
WINNIE ANDERSON, T.A. Training & Program Coordinator, Teaching Resources Center, U.C. Davis
TOM WILSON, Director, Instructional Development, U.C. Irvine
MICHELLE FISHER, Director, Center for Teaching & Learning, Stanford University
The Small Group Instructional Diagnosis method of soliciting feedback from students in classroom settings at mid-term has been conducted many times in many different settings. The observations of those who have conducted the Small Group Instructional Diagnosis method of evaluation will be shared with the group. Application of the method in a wide variety of settings will be discussed. Insights into the elements of the dynamics which contribute to increased rapport between student and teacher, as well as limitations of the method, will be considered.

SOCIAL HOUR
6:00 PM
BANQUET
7:00 PM
"THE BEST OF TIMES AND THE WORST OF TIMES"
KEN EBLE, Professor of English, University of Utah
CLOSING REMARKS
LANCE BUHL, Executive Director, POD
JOE CLARK, Chair of 1980 POD Conference
STEVE SCHOLL, Chair of 1981 POD Conference.
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• Marilyn Ferguson, Ed. of Brain/Mind bulletin and author of The Aquarian Conspiracy
• Roger Gould, Psychiatrist and author of Transformations: Growth and Change in Adult Life.
• John Vasconcellos, State Senator from California

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