Summer 1980

Listing of Membership Research and Resources

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Listing of Membership
Research and Resources

summer 1980

Sponsored by POD Research Committee
INTRODUCTION

The "Listing of Membership Research and Resources" is the result of a survey conducted by me for the Research Committee of the Professional and Organizational Development Network during the spring and early summer of 1980. The project was undertaken because of a concern expressed during a meeting of the Core Committee for more networking activities. I was interested in what my colleagues were doing and in what we might share in terms of mutual interests and needs. Approximately forty persons responded to my plea for information. I have classified and summarized their responses here. You will need to check the current membership list for the addresses of the contributors.

I believe that the "Listing" will be a useful resource in a number of ways. First, you can find out who is doing research in what area or with whom you might share common research interests. Second, you can identify articles, books, reports, papers, and people who might be able to assist you in solving programmatic or instructional problems. And third, while perusing the "Listing," you might discover an idea in need of examination, a hypothesis in need of research, or an activity in need of implementation.

During your quiet moments at the Conference, I hope that you will glance through the listing and identify those persons with whom you would like to talk. If you are lucky, they will be at the Conference, too. You might also want to attend the session "Trials, Tribulations and Triumphs of Research in Faculty Development" sponsored by the Research Committee and meeting at 3:30 on Friday.

Finally, let me urge you to participate in the next survey. Fortunately, I am not responsible for that round! The final sheet in this "Listing" is a survey form. Just fill it in, rip it out and put Bob Young to work. As Coordinator for Research for POD, he needs your help in creating the second volume. Please follow the APA bibliographic style used in this volume and indicate the appropriate topical classifications for your entries as this will expedite the work of the editor. As you may have noticed, we have not bound this volume, but left you to select a convenient binder so that you can add to the topical resources as the information about one another grows.

Luann Wilkerson
Editor
TOPICAL CLASSIFICATIONS

Publications, Unpublished Documents, & Myself as a Resource

1. Adult Education
2. Administrative Development
3. Educational Technology
4. Faculty Development - General
5. Faculty Development in Specific Discipline
6. Health Professions Education
7. Instructional Development
8. General Education
9. Organizational Development
10. Program Evaluation & Needs Assessment
11. Research Design
12. Student Development & Retention
13. Teaching Assistant Training
14. Teaching Evaluation
15. Teaching - Skills and Methods
16. Other

Research in Progress

1. Administrative Evaluation and Development
2. Change, Innovation and Dissemination
3. Faculty Development Programs
4. Instructional Development
5. Needs Assessment
6. Retention of Students
7. Student Styles of Learning
8. Student Ratings of Instruction
9. Teaching - Faculty View and Attitudes
10. Teaching Methods
11. Medical Education
12. Other
Publications

I. ADULT EDUCATION

Clarke, John H. Adults in the college setting: deciding to develop skills. Adult Education, 1980, 30, 92-100.

Weathersby, Rita. Education for adult development: the components of qualitative change. In Berquist, O'Connell, and Greenberg (Eds.), Educating learners of all ages, New Directions for Higher Education, 1980, 22.


Whitcomb, David. Faculty development and mid-career revitalization. Paper presented to Faculty Development Intern Group at Miami University, Oxford, Ohio, April 7, 1980.

Weathersby, Rita. Recent research on adult development. Paper presentation, AAHE National Conference, March, 1980. (A tape of the session may still be available from AAHE.)

Unpublished Manuscripts

Weathersby, Rita. Designing for development: Four programs for adult undergraduates. (Available from Project Transition, University Without Walls, Loretto Heights College, 30001 South Federal Boulevard, Denver, Colorado 80236)

Whitcomb, David. The adult student of SCULB: A new challenge for faculty. Center for Faculty Development, California State University, Long Beach.

Whitcomb, David. Developing the faculty retraining component of faculty development. Center for Faculty Development, California State University, Long Beach.

Myself as a Resource

Ron Smith:
Attributional analysis of faculty activity

Rita Weathersby:
Application of adult developmental theory and research to teaching and program design
Publications

II. ADMINISTRATIVE DEVELOPMENT


Myself as a Resource

Dorothea D. Alexander:
.entry-level administrators in community colleges--skills and development

David B. Whitcomb:
Department chair leadership development processes
Publications

III. EDUCATIONAL TECHNOLOGY


Myself as a Resource

C.K. Knapper:
Instructional technology in higher education
IV. FACULTY DEVELOPMENT


McBeath, Ron J. Faculty self appraisal and development based on a model of transformational teaching. Paper presented at Sixth Annual Conference on Improving University Teaching, Geneva, Switzerland,


Siegel, Michael E. Faculty development: The personal odyssey of a young faculty member. POD Quarterly, 1980, 1, 32-37.


Unpublished Manuscripts

Clarke, John, & Roberts, Alton. Multifaceted approach to faculty development. Instructional Development Center, University of Vermont, 1980.

Haring, Ed. Newsletter on professional development. (8 issues per year) Elgin Community College.


Hebron, C.C. deWinter. What is the matter with Mary Jane?. A role-playing workshop workshop presented at EARDHE Seminar, Hamburg, April 1980. (subject--teacher counselling)

Hebron, C.C. deWinter. Workshop materials on Cindy Lou. (subject--student counselling)


Seldin, Peter. Faculty development--the American experience. Occasional paper, University of London, Fall 1976.

Wilkerson, Luann. The focus is on teaching improvement. University of Kentucky news and notes, December 1979, Office of Instructional Resources.


Young, Robert. How do VCU professors develop their teaching? Office of Instructional Development, University of North Dakota.

Young, Robert. Why Jerry can teach: A case study for college teachers and faculty developers. Office of Instructional Development, University of North Dakota.

Myself as a Resource

Robert R. Dove:
Consulting on the use of clinical supervision and/or peer teams for improving instruction in higher education

Michele Fisher:
Faculty development at a research university
Barbara B. Helling:
Classroom observation by peers or trained students

Ron J. McBeath:
Using the set of modules produced for the Faculty Self Appraisal and Development Project

Donn Neal:
Operating a consortial faculty development program: conferences and other activities on an interinstitutional level

William C. Nelson:
Effective approaches to faculty development based on research with AAC

Sheryl Riechmann:
Personal development as a component of staff or faculty development

John Sharpam:
I now head a large program with a staff of forty-five and a budget representing 1% of the University's budget. Perhaps others are interested in the different aspects of the program or the problems we face this decade.

Michael Eric Siegel:
Faculty development as a result of working with AAC project on effective programs

Vincent L. Tosemo:
Broad area of faculty development and evaluation

Luann Wilkerson:
Use of the Teaching Improvement Process developed at the University of Massachusetts
Publications

V. FACULTY DEVELOPMENT AND SPECIFIC DISCIPLINES


Gilliard, Fred. Faculty development with English departments: Composition resources. POD Quarterly, 1979, 1, 117-120.


Unpublished Manuscripts


Larson, K.J., & Young, R.E. What do I know about composition? I only teach it. Office of Instructional Development, University of North Dakota.


Young, Robert. Learners, not pupils. Professors, not teachers: Interviews with five economists. Office of Instructional Development, University of North Dakota.

Myself as a Resource

Howard B. Altman: Issues and options in foreign language teaching
VI. HEALTH PROFESSIONS EDUCATION

Inglis, Sandra C. The family practitioner as teacher. *Osteopathic annals*, 1980, 8, (March).

Kolevzon, Michael S. A conceptual framework for family therapy treatment and training research: Systems, strategy and communication. *Synopsis of Family Practice*, Spring, 1980. (overview of research design for evaluating effectiveness and process of three therapy models' treatment and training approaches)


Unpublished Manuscripts


Sorcinelli, Mary Deane. *Faculty attitudes at Indiana University School of Dentistry*. Indiana University School of Dentistry: Office of Faculty Development.

Myself as a Resource

Sandra Inglis:
Instructional and curriculum design, professional development in teaching for medicine related personnel

William C. McGaghie:
Measuring student achievement, particularly in settings of health professions education
VII. INSTRUCTIONAL DEVELOPMENT


Osterman, Dean N. Handling the nuts and bolts of instructional development and faculty development. Paper presented at Sixth International Conference on Improving University Teaching, Lausanne, Switzerland, 1980.

Osterman, Dean N. Instructional development within the media center. Division for instructional development occasional papers, Association for Education and Technology, Winter, 1980.

Osterman, Dean N. Instructional development and the resource center. Northwest managers for educational technology, 1979, spring, 4-5.


Myself as a Resource

Arthur L. Crawley:
The Center for Instructional Development at Appalachian State University could be contacted on instructional development topics

Robert M. Diamond:
Instructional design and evaluation--the relationship of instructional development, faculty development, and organizational development

C.K. Knapper:
Instructional development programs, organization and evaluation

Dean N. Osterman:
Expertise in instructional development
Publications

VIII. GENERAL EDUCATION


King, David J. Liberal arts and vocationalism: Cooperation or competition. Panel member for Western Deans Conference, Portland, Oregon, January 1980.

Kolevzon, Michael S. Turning the curriculum upside down. *Liberal education*, 1979, fall.
Publications

IX. ORGANIZATIONAL DEVELOPMENT


Myself as a Resource

Sandra Inglis:
Birkman trainer--team building and management training

Michael S. Kolevzon:
Organizational analysis, particular as it relates to politics/strategies of change AND "burn out" phenomenon, of individuals as well as of organizations. Also manpower research, exploring career patterns, particularly as related to the fit between education and employment

Sheryl Riechmann:
Organizational development with academic departments or student services
X. PROGRAM EVALUATION


Unpublished Manuscripts


Diamond, R. & Sudweeks, R. Questions that should be considered in designing a comprehensive evaluation of a college course.

Myself as a Resource

Philip R. Christensen:
I would be happy to provide more information about the staff development needs assessment package described in my research.

Ed Haring:
Evaluating staff development activities and programs

Gary Saretsky:
Program evaluation

Vincent L. Tosemo:
Program planning and evaluation

David B. Whitcomb:
Program evaluation—a team building approach
Publications

XI. RESEARCH DESIGN


Unpublished Manuscripts

Menges, R.J., & Levinson-Rose, J. Why research tells us so little about interventions to improve college teaching. Center for Teaching Professions, Northwestern University.

Myself as a Resource

Bob Young:
As chairman of the POD Research Committee, I would like to do what I and the organization can to do encourage and support research by faculty developers and by others on learning, teaching, teachers, and faculty development. Please let us help you disseminate the nature and results of your inquiry.
XII. STUDENT DEVELOPMENT AND RETENTION


Myself as a Resource

Ed Haring:
Learning styles/instructional styles

Clyde A. Parker:
Faculty development and student differences
Publications

XIII. TEACHING ASSISTANT TRAINING PROGRAMS


Unpublished manuscripts

Andrews, John. Teaching Assistance: A handbook of teaching ideas. Teaching Assistant Development Program, University of California, La Jolla.

Young, Robert. Teaching assistant training: A practical approach. Office of Instructional Development, University of North Dakota.


Myself as a Resource

Michele Fisher:
TA training through a centralized office
Publications

XIV. TEACHING EVALUATION


Osterman, Dean N. The inaccuracies of student evaluations. The innovator, Fall 1980.


Unpublished Manuscripts

Tosemo, Vincent. Faculty evaluation: Establishing the framework. Office of Academic Services. Marist College, Poughkeepsie, N.Y.

Myself as a Resource

Dorothea D. Alexander:
Recognition of faculty and professional staff for professional growth activities

C.C. de Winter Hebron:
Evaluation of teaching

C.K. Knapper:
Evaluation of instruction

Peter Seldin:
Evaluating faculty performance for purposes of improving performance and promotion/tenure decisions

Al Smith:
Comprehensive faculty evaluation systems.
Growth contracting
Publications

XV. TEACHING—SKILLS AND METHODS

Altman, Howard B. Avoiding individualized destruction. One-to-one: Journal of the international congress for individualized instruction, 1979, II.

Andrews, John. The verbal structure of teacher questions: Its impact on class discussion. POD Quarterly


Hebron, C.C. deWinter. How lecturers see their teaching objectives. Bulletin of educational research, 1979 (Summer), 17.


Kolevzon, Michael S. The supervisory relationship and student performance in field instruction. Social work, 1979, 24, 241-244.


Osterman, Dean N. Five alternatives to lecturing in higher education. Pullman, Washington: Information Futures, 1980.


Unpublished Manuscripts


Cashin William. Motivating students. IDBA paper. Center for Faculty Evaluation and Development, Kansas State University, 1979. (Other papers in series. $.20 each)

Davis, Michael. *PSI: Some comments on its mismanagement*. Office of the Academic Vice President, University of the Pacific.


Inglis, Sandra, & Scholl, Steven. *Teaching in higher education: Resources for faculty*. Ohio University College of Osteopathic Medicine, 1979. ($6.95)

Tosemo, Vincent. *Faculty teaching styles and learning objectives*. Office of Academic Services, Marist College, Poughkeepsie, N.Y.

Wilkerson, LuAnn, & McKnight, Tom. *Writing a course syllabus: A self-study packet for college teachers*. Ohio University College of Osteopathic Medicine, 1979. ($2.00)

*Myself as a Resource*

Howard B. Altman:
- Issues and options in personalizing instruction

John D. Andrews:
- Generating effective discussions, group dynamics
- Teaching Strategies

Michael L. Davis:
- Personalized system of instruction (PSI)

Dean N. Osterman:
- Providing seminars and workshops in alternative teaching methods

Michael Eric Siegel:
- Innovative teaching techniques
Publications

XVI. OTHER


Unpublished Manuscripts

Biles, Bert. Tips for proposal writers. (Single copies free; multiple copies at cost.)


Tosemo, Vincent. The Role of the library in undergraduate education. Office of Academic Services, Marist College. Poughkeepsie, N.Y.

Myself as a Resource

Bert Biles:

developing innovative projects and preparing competitive grant applications
Research in Progress

I. ADMINISTRATIVE EVALUATION AND DEVELOPMENT

Dorothea D. Alexander:
(1) Analysis of role of entry-level administrator in community colleges
(2) Developing a framework for staff development activities for entry-level administrators
(3) Looking at perceived needs and skills required for entry-level administrators

II. CHANGE, INNOVATION & DISSEMINATION

John H. Clarke:
(1) Study of program innovation and cognitive style

Michael S. Kolevzon:
(1) Politics of curriculum development--interfacing existing theory with the author's experiences in a school undergoing accreditation review

Peter Seldin:
(1) At the thinking stage of a project concerned with the ethics and social responsibility factors in organizational development

III. FACULTY DEVELOPMENT PROGRAMS

Robert R. Dove:
(1) Analysis of a faculty development effort of a small liberal arts college in southwestern Pennsylvania

Sandra Inglis:
(1) Evaluation of faculty development activities with clinical faculty in a medical school

John Sharpham:
(1) Illinois State University Kellogg Project, Fourth Annual Report, 1979

Al Smith:
(1) Questionnaire survey of 100 community colleges who reported that they had fully evaluated their staff development programs in my spring 1979 survey. Purpose of this research is to identify model evaluation efforts in two-year colleges.

Richard Smock:
(1) A formal evaluation of the Campus Teaching Program is underway and expected to be completed by June, 1980. The Program is one that provides teaching assistants and faculty with help to become more effective teachers.

Mary Deane Sorcinelli:
(1) Study exploring the notion of realizing personal as well as professional growth through a "teaching consultation process"

Luann Wilkerson:
(1) Study of characteristics of faculty members volunteering to work with the "teaching consultation process" developed at the University of Massachusetts
David J. King:
(1) Case histories in professional development

IV. INSTRUCTIONAL DEVELOPMENT

John D. W. Andrews:
(1) Instructional and instructional development uses of the electronic student response system which enables students to answer instructor-posed questions by pushing desk console buttons.

C.C. deWinter Hebron:
(1) Development of "AID"--a behaviorally referenced, discipline-oriented student rating system for diagnostic use in instructional development. Expected to be commercially available by Christmas 1980.

Dean N. Osterman:
(1) Survey of the perceptions of instructional development and media resources throughout the nation

V. NEEDS ASSESSMENT

Philip R. Christensen:
(1) Developed a comprehensive staff development needs assessment package which uses management interviews and staff questionnaires as its primary sources of data. Exploring links to performance appraisal system and human resources databank which we are also developing.

VI. RETENTION OF STUDENTS

Michael S. Kolevzon:
(1) Comparing high and low grade inflated departments on demographic variables as well as patterns of instruction and evaluation of students

David B. Whitcomb:
(1) Characteristics of departments with high retention of students

VII. STUDENT STYLES OF LEARNING

C.C. deWinter Hebron:
(1) Learning styles and needs of part time students in higher education

John H. Clarke:
(1) Impact of humanistic, behavioral and self-designed programs on student learning and personality

Ed Haring:
(1) Possible relationships between student learning style, instructor's teaching style, student achievement and student persistence in a class

Clyde A. Parker:
(1) Teaching improvement through adaptation to student differences

Vincent L. Tosemo:
(1) Analysis of student retention, attrition, and achievement correlated with the profile developed through our Testing Program (Strong Campbell, Omnibus Personality, Survey of Study Habits)
VIII. STUDENT RATINGS OF INSTRUCTION

Greg Golden:
(1) Study of the relationship among community college instructors' selection and utilization of learning resources materials and student ratings of instruction

Bobbi Helling:
(1) Study of the effect of student expectations on teacher evaluations. Independent variables include teacher and course reputation, student objectives and confidence, course manageability.

IX. TEACHING--FACULTY VIEWS AND ATTITUDES

Robert R. Dove:
(1) College faculty members' perceptions of the effects of participating in peer teams trained in clinical supervision

William C. Nelson:
(1) Book in progress--Renewal of the Teacher-Scholar

Sheryl Riechmann:
(1) Needs of faculty returning for doctorates with a focus on instruction
(2) Personal growth for faculty: consequences on work and family

John Sharpham:
(1) Morale survey of Illinois State University faculty, 1979-1980
(2) Survey of non-tenured faculty at ISU

Ron Smith:
(1) Interviewing faculty to get their views of teaching and its improvement. Developing an attributional analysis of professor's attitude and response to improvement activities and evaluation

David B. Whitcomb:
(1) "Teaching Styles 1980"--a new set of vignettes from Cal State Long Beach. Louis Beck, primary developer

Robert E. Young:
(1) Identification of conceptions of self and students, subject matter and teaching that effect teacher behavior and student learning--teachers of composition. I have been interested particularly in how the interviewing in this research, and the results, can facilitate faculty development.
(2) Theoretical work on the factors that affect the behavior of faculty members, and consequently, their learning and development (see POD Quarterly 1 (3), 1979).
X. TEACHING METHODS

John D. W. Andrews:
(1) Computer-assisted instruction for teaching development

Michael L. Davis:
(1) Remediation in PSI courses

Michele Fisher:
(1) Methods and procedures to help female instructors deal with problems of establishing authority or "presence," handle expectations of greater empathy or understanding, decide on obligations to female students for mentoring or modelling.

Ron J. McBeath:
(1) Revisions of modules on--Conducting Discussions, Preparing Lectures, Improving Instructor-Student Relationships

XI. MEDICAL EDUCATION

Sandra Inglis:
(1) Student evaluation of medical instruction

Michael S. Kolevzon:
(1) Family therapy research

William C. McGaghie:
(1) Studies on measurement of student achievement, chiefly in medicine
(2) Research on the structure of content in the medical basic sciences

Luann Wilkerson:
(1) Study of learning styles of second year medical students
(2) Study of factors influencing speciality area choice of graduating medical students

XII. OTHER

Bert R. Biles:
(1) With John Murry, I have surveyed 93 universities concerning their practices in support of faculty grant seeking activities. We have identified 26 factors grouped in four dimensions which describe different aspects of support. Further analysis will seek to identify successful practices related to obtaining grants and contracts.

Gary Saretsky:
(1) Application of goal attainment scaling procedures to evaluating tutoring, remedial and developmental education programs

Rita Weathersby:
(1) Survey of women owners of small businesses in New Hampshire; the data will be used to make their training and educational needs visible to higher education institutions in the state, and also to make them visible to each other for networking and mutual support

Robert E. Young:
(1) With the coordinator of general biology programs at Virginia Commonwealth University, I have been surveying colleges and universities across the country to determine the character of instruction in the introductory biology course, the attitudes of faculty, and the skills that students need and lack for this course. We have also been experimenting with approaches to TA training for general biology labs.
Useful Resources

Knapper, C.K. If teaching is important...the evaluation of instruction in higher education. Toronto: Clarke, Irwin & Company, 1977.


Elton, Lewis. A set of self-instruction packages in teaching skills for use by beginning lecturers. Institute of Educational Technology, University of Surrey, Guildford, Surrey, England 902 9XH.


DeAnza Community College, California. Instructional strategies for effective learning (videotape series).

INPOD--Iowa Network for Professional and Organizational Development, University of Iowa.

NISOD--National Institute for Staff and Organizational Development, University of Texas, community college oriented.


AAHE--American Association of Higher Education.

Friedman, C.P. Computerized student data system. Office of Medical Studies, UNC School of Medicine, 322 MacNider Hall 202H, Chapel Hill, N.C. 27514.
I must begin this review with an acknowledgement of prejudice: Peter Seldin, Professor of Management at Pace University, Program Advisory Council member of IUT, and faculty evaluator extraordinary, is also my colleague (in IUT and elsewhere), and my friend. On the other hand, perhaps this isn't prejudice - for the qualities that make this book are precisely the qualities that have endeared him to me, and many others, over the last years - scholarship, thoroughness, humanity, urbanity, and plain common sense.

The book, as its Preface says, is aimed at enabling anyone in academic to have "an in-depth understanding of (its) subject". Its subtitle is A Practical Guide to Improve Faculty Performance and Promotion/Tenure Decisions. And this is precisely what it is. Step by step, it takes the reader through the often bewildering complexity of inter-related research findings and practices in a systematic, orderly manner, demonstrating what an institution can do, listing the options open over what it may do, and giving examples - often available for adaptation without prior permission - of what successful institutions do do.

This in itself - as I know from attempting mastery of the literature on student ratings alone - is a boon that will be appreciated by anyone seeking to make professional or organizational development decisions in higher education: but Professor Seldin does more than that. Patiently, over and over again, the book stresses the human side of faculty evaluation - the need to ensure that "professors ... 'own' the program that ultimately emerges" (p. 158), the need to obtain data from many sources, "to produce a three-dimensional professor, not a cardboard figure" (p. 159), and above all,
the certainty that "the bedrock reason for evaluation is the improving of teaching and learning. All other reasons are collateral" (p. 161). And that, as Professor Seldin makes clear, includes evaluation for tenure or accountability, no matter how important this may be in today's economic and social climate.

Of course the book isn't perfect: no book is. I could perhaps have wished - riding one of my hobby horses - that there had been more discussion of the methodological difference between student ratings based on satisfaction scales and those based on behavioural frequency counts. While there is a very full bibliography, the book lacks an index. But in the context of the huge task undertaken and the clarity and common sense with which the results are presented, this is more cavilling.

Successful Faculty Evaluation Programs is an invaluable handbook. It is also a humane and impressive book.

Chris de Winter Hebron
Faculty of Humanities
Newcastle upon Tyne Polytechnic
Lipman Building, Sandyford Road
Newcastle upon Tyne
ENGLAND NE1 8ST.
1. Publications and Presentations: (List articles, books, papers presented, research reports, bibliographies that you have published in 1979-1980. Please indicate TOPICAL CLASSIFICATION and follow the APA BIBLIOGRAPHIC STYLE used in volume I.)

2. Unpublished Manuscripts/Occasional Papers: Please indicate TOPICAL CLASSIFICATION and how each document might be obtained.

3. Research in Progress: Briefly describe any current projects and indicate TOPICAL CLASSIFICATION.

4. Useful Resources: Cite any exceptionally useful resources that you have discovered this year. Indicate TOPICAL CLASSIFICATION.

5. Myself as a Resource: Is there one area in which you could serve as a special resource to others members of POD? Please be as specific as you can. Also, indicate TOPICAL CLASSIFICATION.

PLEASE KEEP US INFORMED AS TO YOUR MOST CURRENT ACTIVITIES.