1979

Fifth Annual National Conference Program

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FIFTH ANNUAL NATIONAL CONFERENCE

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

OCTOBER 21-24, 1979

FAIRFIELD GLADE
FIFTH ANNUAL NATIONAL CONFERENCE

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

(IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION)

FAIRFIELD GLADE CROSSVILLE, TENNESSEE

OCTOBER 21-24, 1979
Welcome to

THE FIFTH ANNUAL POD NATIONAL CONFERENCE

We hope that you will find the facilities fun and the program stimulating. A call for proposals was issued to all current members of POD, people who attended previous conferences and people who requested information about POD or the conference, as well as through an ad in The Chronicle of Higher Education. Proposals were submitted and screened. Most of the presentations included in this year's conference program were selected through that process, although a few additional people were invited to give sessions because of their prominence in a particular area.

Two major criteria guided the program planning. We endeavored as much as possible to involve people who are new to POD or have not previously presented at our conferences. A second criterion was that each individual be the primary presenter in only one session. An effort was made to provide a balance of both topical areas and philosophies of professional development.

We also tried to achieve a balance in the type of session presented -- workshops, program descriptions, and so forth. This proved to be somewhat more difficult, since most people referred to their sessions as workshops. Hopefully, we have been reasonably accurate in describing the types of sessions that are being presented. Some sessions are labeled Workshops because the audience will participate in some activity of the workshop; others are called workshops because they are examples of what these people would do on their own campuses. Demonstrations of Model Programs are just that -- a form of "show and tell" where people will be describing the professional development program on their home campus. Some sessions contain multiple presentations that all relate to the same topic or a similar one. In some instances these presentations have been integrated through a host or moderator; in some cases, the presentations will be entirely separate. In all cases, we tried to make the program varied and topical.

You are invited to sample the displays in the conference center, throughout your stay at the conference. If you have additional questions or needs, please see members of the conference planning committee. We hope you will have a productive and enjoyable time at POD.

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<td>DINNER</td>
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<td>WELCOME!</td>
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<tr>
<td>GLENN R. ERICKSON, Executive Director, POD; Director, Instructional Development Program, University of Rhode Island</td>
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<tr>
<td>EARLE BOWEN, Conference Chairman, Vice Chancellor for Administration, The University of Tennessee Center for the Health Sciences</td>
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<tr>
<td>KEYNOTE: YOU AND TESTS AND GRADES</td>
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<tr>
<td>OHMER MILTON, Director, Learning Research Center, University of Tennessee, Knoxville</td>
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All sessions are listed by day and order of time presented. All locations are in the Conference Center except the Fire & Security Building and the Arts & Crafts Center. Times vary with each session so be aware of possible mismatches in sessions. Breaks will be provided at all sessions, mid-morning and mid-afternoon.

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<td>DALE W. LICK, President, Georgia Southern College</td>
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The purpose of this workshop is to provide an information base, skill building for participants and a framework for individuals to become more effective leaders and catalytic agents in the development of future cooperative arrangements in higher education among colleges and universities, agencies, and other related organizations. Special features of this workshop:
- Study of "Group Dynamics"
- Examples of Affiliation Documents
- Multi-Institutional Cooperation Model

Note: Enrollment limited to 20 participants. Sign up at Registration Desk.

THE CONFERENCE PLANNING COMMITTEE

Earle Bowen, Chair
Sherrye Hill, Coordinator
Luann Wilkerson
Manilla Svinicki

Glenn Erickson (ex officio)
Glenn F. Nyre, Evaluator
Bert Biles
Joe Clark
MONDAY, OCTOBER 22, 1979

8:30-11:30 A.M.                  FIRE & SECURITY BUILDING
WORKSHOP: DEALING WITH CONFLICT -- A CREATIVE CHALLENGE

SALLY ANN KOCHENDOFER, Assistant Professor, University of North Carolina-Charlotte

A brief theoretical presentation of Personal Needs vs. Relationship Factors influencing selection of response modes to conflict followed by videotape model of a Faculty-Administrator Conflict situation illustrating various ways of responding to conflict. Special features of this workshop are:
- Identifying "Back Home" Situations
- Role Playing
- Problem Solving Approach to Conflict Management

Note: Enrollment limited to 30 participants. Sign up at registration desk.

8:30-10:00 A.M.                  WINDSOR
PANEL: FINANCIAL ASPECTS OF FACULTY DEVELOPMENT
Moderator: STEPHEN KNEESHAW
Presentations:

ASSESSMENT AND EVALUATION IN FACULTY SMALL GRANTS PROGRAMS
Michael L. Davis, Assistant to the Academic Vice President, University of the Pacific
William R. Topp, University of the Pacific

FOSTERING INSTRUCTIONAL IMPROVEMENT THROUGH FACULTY DEVELOPMENT
Bartholomew J. Ciampa, Director of Graduate Studies, Wayne State College

FACULTY DEVELOPMENT ON A SHOE-STRING: WORKING WITHOUT MONEY
Stephen Kneeshaw, Coordinator of Faculty Development, School of the Ozarks

This panel will explore the impact of grants and other available resources on faculty development programs and institutions. Discussion will relate to how to facilitate a faculty development program with very little, if any, additional resources than those currently available to departments or schools. Discussion will reinforce the premise that successful faculty development programs don't "just happen" and cost "mega bucks".

8:30-10:00 A.M.                  DRUID
EVALUATING A FACULTY DEVELOPMENT PROGRAM: A CASE STUDY

John Sharpham, Director, Faculty and Instructional Development Program, Illinois State University
Lanny Morreau, Illinois State University

This session will explore the evaluation processes used in the Kellogg Project at ISU and the final year process will be described. The recent decision to institutionalize all developmental programs as one program, the Faculty and Instructional Development Program, will be examined.

8:30-11:30 A.M.                  DORCHESTER
THE HIGHER LEARNING FOR DIVERSE ADULTS (HILDA) PROJECT: COMPREHENSIVE MODEL FOR PROFESSIONAL AND ORGANIZATION DEVELOPMENT

Jack Lindquist, Director, Institute for Academic Improvement, Memphis State University
Tom Clark, Associate Director, Institute for Academic Improvement, Memphis State University

The session will present a professional and organization development model, its roots in Adult Development and Planned Change Theory, and its progress to date. Participants will experience life cycle and change agent roles exercises. Discussion will center around adaptation of this model to other professional and organization development projects.

8:30-9:30 A.M.                  CANTERBURY
MODEL PROGRAM: STRATEGIES FOR A QUICK START & LASTING IMPACT -- IMPLEMENTING A COLLEGE-WIDE INSTRUCTIONAL IMPROVEMENT PROJECT IN THE UNIVERSITY SETTING

Joyce T. Povlacs, Faculty Instructional Consultant, Teaching and Learning Center, University of Nebraska-Lincoln

The UNL College of Agriculture Instructional Improvement Program is a short-term project designed to produce long-term results. This presentation focuses on conditions necessary to change, how issues of ownership and acceptance were handled, and what strategies are being employed to insure lasting impact.
MONDAY, OCTOBER 22, 1979

8:30 - 9:30 A.M.  WILSHIRE
FOCAL QUESTION: AN APPROACH TO QUESTIONING STYLE & DISCUSSION FORMAT
JOHN ANDREWS, Director, Teaching Development Programs, University of California, San Diego

The Focal Question aims to improve discussions through the contribution made by the verbal form of discussion questions. When followed up by the instructor, this has impact on classroom interaction and student thought. The purpose of the session is to introduce the concept of the Focal Question, present the various ways it can be used, and to explore the instructor roles which help make it effective.

9:45-10:45 A.M.  CANTERBURY
ONE DEPARTMENT’S JOURNEY TOWARD REVITALIZATION - - - STEP-BY-STEP
ROBERT J. FALK, Associate Professor of Psychology, University of Minnesota

A case study of a department of 13 faculty on a coordinate campus of a major BIG TEN UNIVERSITY. This session will describe a linear step-by-step program leading to renewal and revitalization, what happened, including apparent successes and failures. Outcomes will be discussed and participants asked to share ideas.

9:45-10:45 A.M.  WILSHIRE
IMPROVING ACADEMIC PROGRAMS: MAKING MOUNTAINS OUT OF MOLEHILLS
DAVID OUTCALT, Dean of Instructional Development, University of California, Santa Barbara

This session is designed to present the strategies used by the Instructional Development Unit for involving faculty and instructional units in the evaluation and design of academic programs, and to describe the kinds of activities that are part of an effective, departmentally-based instructional improvement project.

10:30-12:00 Noon  WINDSOR
CRITICAL MOMENTS IN COLLEGE TEACHING
MARY DEANE SORCINELLI, Consultant, Indiana University

This session is designed to assist instructors in dealing with student-teacher problems likely to be encountered in a college teaching career. Video-taped incidents will be used to allow participants to analyze how they are inclined to respond to a dilemma and how that response might affect students.

10:30-12:00 Noon  CANTERBURY
PERSONAL GROWTH AND INSTRUCTIONAL PRODUCTS: COMPONENTS OF AN EFFECTIVE PROFESSIONAL DEVELOPMENT PROGRAM
CONSTANCE M. GRECO, Instructional Developer, College of St. Benedict
NORMA DICKAU, College of St. Benedict

This case study traces the development of a close working relationship between an instructional developer and a media director at a small college. A description of the two roles and how they interface will be analyzed. A working model will be generated which gives equal emphasis to personal and professional growth for faculty and improvement of the academic program for which they are responsible.
MONDAY, OCTOBER 22, 1979

11:00 - 12:00 Noon

WILSHIRE

CONSULTANT BEHAVIORS RESPONSIVE TO CLIENT PERSONALITY TYPOLOGIES

JERRY K. STONEWATER, Assistant Professor, Instructional Design, Southern Illinois University
WILLIAM C. COSCARELLI, Assistant Professor, Southern Illinois University

The focus of this session is on Johnson's Decision Making Theory which enables the development of specific ways for responding to personality typologies in a facilitative manner. The theory will be described, examples of each typology presented and appropriate responses listed. A brief lecture presentation will be followed by small group practice opportunities.

12:00 - 1:30 P.M.

ST. GEORGE

LUNCH BUFFET

1:30 - 3:00 P.M.

DRUID

PANEL: EVALUATION OF TEACHING II

Moderator: CLARE ROSE, President, Evaluation and Training Institute

Presentations:

DIFFERENCES IN STUDENT RATINGS FOR VARIOUS ACADEMIC FIELDS

WILLIAM E. CASHIN, Education Development Specialist, Center for Faculty Evaluation and Development, Kansas State University

IMPROVING THE EVALUATION OF TEACHING IN HIGHER EDUCATION

LYNN MORTENSEN, Faculty Instructional Consultant, University of Nebraska-Lincoln

This panel is a continuation of the panel at 10:30 A.M. See that description for particulars.

1:30 - 4:30 P.M.

FIRE & SECURITY BUILDING

WORKSHOP: UTILIZING THE TEACHING IMPROVEMENT PROCESS: A CASE STUDY

LUANN WILKERSON, Director, Teaching and Media Resource Center, Murray State University

This workshop will introduce the Teaching Improvement Process developed at the University of Massachusetts as one way of providing one-to-one consultation to faculty members for the purpose of improving instruction. Participants will gain information on the process and develop skills in Data Analysis and Feedback.

1:30 - 4:30 P.M.

WINDSOR

WORKSHOP: HOLISTIC PRACTICES FOR GROWTH AND SELF MANAGEMENT

LARRY L. LAMBERT, Director, Educational Development, The University of Tennessee Center for the Health Sciences
MICHAEL W. W. CRUMP, Syracuse University
CAROL MANN, North Shore Community College
RONALD K. BOYER, University of Cincinnati

Holistic practices is a series of four experiential workshop sessions that share as their theme strategies and approaches for achieving greater mind-body integration. Both the Monday and Tuesday afternoon sessions will consist of opportunities to experientially try out the approaches, discuss the underlying theory and context and identify additional resources for further study. The sessions include:

- Managing Transitions
- Using Biofeedback
- Meditation
- The Inner Approach to Play and Work

Note: Enrollment limited to 25 participants. Sign up at registration desk. This workshop is continued Tuesday, 1:30-4:30 p.m.

1:30 - 2:30 P.M.

DORCHESTER

LEARNING, GRADES, AND STUDENT MOTIVATION

JIM EISON, Assistant Professor of Psychology, Roane State Community College

This session will describe an original pencil-and-paper scale for the assessment of student attitudes towards learning and grades. Use of this instrument in an investigation of student personality, motivation, study habits, and test anxiety will be reported. Implications of these findings for educational researchers, college teachers and students will be discussed.
MONDAY, OCTOBER 22, 1979

1:30-2:30 P.M.  CANTERBURY

FACULTY DEVELOPMENT: MAKING LEMONADE, GROWING ORANGES, OR CULTIVATING ROSES?

JIM HOLSCAW, Director of Faculty Development, Azusa Pacific College
RAYMOND ROOD, Coordinator of the Azusa Pacific Student Development Graduate Studies Program, Azusa Pacific College

This session will present the Lilly Endowment, Inc. supported program of faculty development based on the premise: "You can be no greater a teacher than you are or are becoming as a person---a whole person". The implications of this premise on faculty and students will be discussed.

1:30-2:30 P.M.  WILSHIRE

WALK A MILE IN SOMEONE ELSE'S MOCCASINS

DIANNE S. PETERS, Associate Professor in Higher Education, Auburn University
FRED McDONALD, Auburn University

This session will describe and analyze an interdisciplinary approach to undergraduate instruction in an advanced graduate course in higher education. Tracing the development of 25 graduate students, a case will be made for the insight and understanding gained by students and implications for future research in teaching and learning in higher education.

2:45-3:45 P.M.  DORCHESTER

COURSE MANAGEMENT AS AN INTEGRAL PART OF THE TEACHING-LEARNING PROCESS

WALT CRAIG, University Ombudsman, Ohio State University

This session will address problems caused by ineffective planning and management of the teaching-learning experiences. Thirteen specific recommendations of common sense ideas to improve course management will be presented and discussed.

2:45-3:45 P.M.  WILSHIRE

LEARNING STYLES -- THEIR EFFECTS ON PERSONAL INTERACTIONS

DANIEL WHEELER, Director, Faculty & Organizational Development-Omaha Teacher Corps Project, University of Nebraska

This session will include an introduction to learning styles including a comparison of Kolb and Gregoric Instruments. After taking and scoring the instrument, results will be discussed related to devising strategies to work with people from different learning styles in faculty development situations.

3:00-4:00 P.M.  CANTERBURY

SUPERVISION OF LANGUAGE TEACHING ASSISTANTS THROUGH VIDEOFEEDBACK

MARION R. FRANCK, Coordinator, Videofeedback Service, University of California-Davis
FABIAN SAMANIEGO, University of California-Davis

This session will describe, analyze and offer opportunity for experiencing a program of supervising TA's in the Department of Spanish at University of California, Davis. The method consists of videotaping a class followed by prompt replay and feedback by TA supervisor and videofeedback analyst. Advantages and disadvantages will be discussed.

3:30-5:00 P.M.  DRUID

USING A CONTENT/BEHAVIOR MATRIX IN THE INSTRUCTIONAL PLANNING PROCESS

MICHAEL KOFFMAN, Coordinator for Instructional Development, Northeastern University

This session will describe the development and use of a content-behavior matrix as an effective planning tool. Using one axis for major topics & subtopics for a course or program and the other axis for detailed lists of behaviors, faculty members can indicate appropriate levels of learning or mastery for the stated topics. Using such a matrix the instructional developer can systematically design appropriate instructional strategies and evaluation tools. Participants will see examples and have the opportunity to develop a content/behavior matrix of their own.
TUESDAY, OCTOBER 23, 1979

7:00- 8:30 A.M. ST. GEORGE
BREAKFAST BUFFET

8:30-11:30 A.M. FIRE & SECURITY BUILDING
WORKSHOP: THE USE OF SIMULATIONS IN FACULTY IN-SERVICE TRAINING: A PROBLEM-SOLVING SESSION
MARIYLIN CALLAN, Director, Lacolle Centre for Educational Innovation, Concordia University

This workshop is intended both to illustrate the use of simulations for skill-training and to introduce a methodology for systematic problem-solving. Participants will be involved in a short simulation designed to highlight various aspects of solving problems in groups and will then be presented with a theoretical model and have the opportunity to practice methods introduced. Session will end with a discussion on the use of simulations in in-service development.

Note: Enrollment is limited to 30 participants. Sign up at registration desk.

8:30-11:30 A.M. ARTS & CRAFTS BUILDING
WORKSHOP: EVALUATION OF INSTRUCTION
MARGARET B. WEBER, Professional Associate, Educational Testing Service

The purpose of this workshop is to introduce different approaches to the evaluation of instruction within the context of higher education using new and existing measurement programs, as well as to present basic tools for the development of such measurement programs within an institution. Geared toward addressing the problem of a changing student body, the Mastery Learning Strategy (a method of group-based instruction) will be presented, including discussions of criterion domain and objective referenced tests. Methods of individual student diagnosis and remediation will be reviewed, as well as strategies for developing and selecting tests.

Note: Enrollment is limited to 30 participants. Sign up at registration desk.

8:30-11:30 A.M. DRUID
RESEARCH COMMITTEE PANEL
Moderator: B. CLAUDE MATHIS, Director, Center for the Teaching Professions, Northwestern University

POD
FIFTH ANNUAL NATIONAL CONFERENCE
OCTOBER 21-24, 1979

Improving Teaching and Learning in Higher Education

FORMAL PRESENTATIONS:

Focal Question: An Approach to Questioning Style and Discussion Format M 8:30- 9:30 A.M.
Improving Academic Programs: Making Mountains Out of Molehills M 9:45-10:45 A.M.
Critical Moments in College Teaching M 10:30-12:00 Noon
Consultant Behaviors Responsive to Client Personality Typologies M 11:00-12:00 Noon
Learning, Grades, and Student Motivation M 1:30- 2:30 P.M.
Faculty Development: Making Lemonade, Growing Oranges, or Cultivating Roses? M 1:30- 2:30 P.M.
Walk a Mile in Someone Else's Moccasins M 1:30- 2:30 P.M.
Course Management as an Integral Part of the Teaching-Learning Process M 2:45- 3:45 P.M.
Learning Styles -- Their Effect on Personal Interactions M 2:45- 3:45 P.M.
Supervision of Language Teaching Assistants Through Videofeedback Using a Content/Behavior Matrix in the Instructional Planning Process M 3:00- 4:00 P.M.
Professor's View of Teaching and Teaching Improvement M 3:30- 5:00 P.M.
Personalizing the College Learning Climate T 8:30- 9:30 A.M.
The Birkman Method for Instructional, Faculty, and Organizational Development T 8:30-10:00 A.M.
The Personnel Function in Education and Business: An Instructional Model T 10:30-12:00 Noon
The Development of Coping and Communication Skills in the Learning/Teaching Environment: Role Playing and Discussion T 10:30-12:00 Noon
Staff Development in a Consortium Setting T 10:30-11:30 A.M.
Improving the Staff-Taught Multi-Section Course T 1:30- 2:30 P.M.
Improving the Quality of Committees & Meetings T 1:30- 2:30 P.M.
Learning Assistants for the Post-Secondary High Risk Student T 3:00- 4:00 P.M.
Ethical Issues in Faculty Development T 3:30- 5:00 P.M.
Faculty Development and Collective Bargaining: Mandated Evaluation W 8:30- 9:30 A.M.
A Targeted Approach to Faculty Development W 8:30-10:00 A.M.
Increasing Learning Effectiveness Through Enjoyable Involvement W 8:30-11:30 A.M.
Expanding the Impact of Instructional Development W 9:45-10:45 A.M.
The Life Cycle of a Class: Understanding Group Patterns for College Teaching W 10:30-12:00 Noon
WORKSHOPS:

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<td>Interinstitutional Cooperation</td>
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<td>Dealing with Conflict - A Creative Challenge</td>
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<td>Utilizing the Teaching Improvement Process: A Case Study</td>
<td>M 1:30- 4:30 P.M.</td>
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<td>Holistic Practices for Growth and Self Management</td>
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<td>The Use of Simulations in Faculty In-Service Training: A Problem-Solving Session</td>
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<td>Evaluation of Instruction</td>
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<td>Adult Learning Styles</td>
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<td>Guided Design: A Useful Tool in Faculty and Instructional Development</td>
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<td>Designing Case Studies and Handling Their Analyses</td>
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<td>Evaluation of Teaching I</td>
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<td>Evaluation of Teaching II</td>
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<tr>
<td>Problems, Promises and the Future</td>
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<tr>
<td>Special Problems in Higher Education for Professional and Organizational Developers</td>
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<td>Faculty Motivation</td>
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DEMONSTRATIONS OF MODEL PROGRAMS:

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<td>Evaluating A Faculty Development Program: A Case Study</td>
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<tr>
<td>The Higher Learning for Diverse Adults (HILDA) Project: Comprehensive Model for Professional and Organizational Development</td>
<td>M 8:30-11:30 A.M.</td>
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<tr>
<td>Model Program: Strategies for a Quick Start and Lasting Impact -- Implementing a College-Wide Instructional Improvement Project in the University Setting</td>
<td>M 8:30- 9:30 A.M.</td>
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<tr>
<td>One Department's Journey Toward Revitalization and Renewal --- Step by Step</td>
<td>M 9:45-10:45 A.M.</td>
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<tr>
<td>Personal Growth and Instructional Products: Components of an Effective Professional Development Program</td>
<td>M 11:00-12:00 Noon</td>
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<tr>
<td>Planning and Evaluating an Administrative Development Program</td>
<td>M 8:30-10:00 A.M.</td>
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<tr>
<td>Developing Teaching Skills: A Workshop Model Applied to the Lecture Method</td>
<td>W 8:30-10:00 A.M.</td>
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<tr>
<td>An Instructional Development Incentives Program</td>
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SPECIAL SESSIONS:

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<td>Business Meeting</td>
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<td>Editorial Boards</td>
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<td>Closing Session</td>
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TUESDAY, OCTOBER 23, 1979

8:30-10:00 A.M. CANTERBURY

THE BIRKMAN METHOD FOR INSTRUCTIONAL, FACULTY, AND ORGANIZATIONAL DEVELOPMENT

DENNIS R. SCHAFFER, Acting Director and Assistant Professor, University of Texas at Houston
JOAN NORTH, Director of Professional Development and Evaluation, Small College Consortium

The purpose of this session is for participants to assess the appropriateness of the Birkman Method for use in instructional, faculty, and organizational development. The Birkman Method is a system for measuring individual needs and strengths and applying the results to organizational and individual development. This method provides individualized information reports which describe each person's potential. The session will introduce the Birkman Method and demonstrate its use.

8:30-10:00 A.M. WINDSOR

PLANNING AND EVALUATING AN ADMINISTRATIVE DEVELOPMENT PROGRAM

LANCE C. BUHL, Director, Projects for Educational Development
LAURA A. WILSON, Projects for Educational Development
GEORGE JEFFRIES, North Central Technical College
JACK LINDQUIST, Director, Institute for Academic Improvement, Memphis State University

The purpose of this session is to provide: (1) information and workable strategies for developing a professional development program; (2) an opportunity to "try out" strategies for program planning, evaluation and problem solving; (3) ideas for overcoming personal/professional and institutional obstacles to professional development as administrators; and (4) a chance to compare the approach of this program to other approaches. Participants are given the opportunity to develop ideas for professional development programs for administrators with special emphasis given to the following categories:
- selection and screening of participants
- structure, format and content of training sessions
- relationship of program to institution
- necessary program resources
- evaluation for feedback and decision-making

TUESDAY, OCTOBER 23, 1979

9:45-12:00 Noon DORCHESTER

PANEL: PROBLEMS, PROMISES AND THE FUTURE

Moderator: BOB DIAMOND, Assistant Vice Chancellor, Syracuse University
Panelists:
- CAROL ZION, Director, Management and Organization Development, Miami-Dade Community College
- LUANN WILKERSON, Director, Teaching and Media Resource Center, Murray State University

This panel will address the improvement of teaching and learning from the perspectives of instructional development, faculty development and organization development. Challenges of the future and new directions will be explored. Participants will be encouraged to interact with the panelists concerning issues raised and directions to be taken.

10:30-12:00 Noon WINDSOR

THE PERSONNEL FUNCTION IN EDUCATION AND BUSINESS: AN INSTRUCTIONAL MODEL

WARREN A. HODGE, Assistant Professor of Educational Administration, University of North Carolina

Objectives of the presentation are to (1) explain a model for teaching the personnel function to instructors in education and/or business, (2) demonstrate varied instructional techniques that can aid in teaching concepts, processes, and procedures in personnel administration, and (3) discuss and illustrate activities that may be used by instructors of personnel administration during the teaching process.

Highlights:
- Guba/Getzels Social Systems Model
- Simulations (e.g. Exercise Supervise)
- Techniques (e.g. helping process)
- Activities (e.g. tasks identification)

10:30-12:00 Noon WILSHIRE

THE DEVELOPMENT OF COPING AND COMMUNICATION SKILLS IN THE LEARNING/TEACHING ENVIRONMENT: ROLE-PLAYING AND DISCUSSION

RICHARD HESS, Assistant Professor of Communication, Indiana University-Purdue University
DAVID SWITZER, Indiana University-Purdue University

This session will provide an opportunity for participants to role-play a response to videotaped incidents in the teaching-learning situation. A variety of coping skills will be illustrated and discussed relative to their application to similar situations in other critical incidents.
TUESDAY, OCTOBER 23, 1979

10:30-11:30 A.M.  CANTERBURY

STAFF DEVELOPMENT IN A CONSORTIUM SETTING

LEE ANN P. FELTWELL, Coordinator, RESA Staff Development Consortium, Frostburg State College

This session will describe the activities of staff development in a consortium consisting of three community colleges and one four-year state college with a graduate program in rural Appalachia. Faculty and deans will present their views of the multi-projected consortium effort which includes an Appalachian Folk Culture Center, Joint Biological Research Project and Field Center for Teaching and Research, and a two-college nursing project.

12:00-1:30 P.M.  ST. GEORGE

LUNCH BUFFET

1:30-3:00 P.M.  DORCHESTER

PANEL: SPECIAL PROBLEMS IN HIGHER EDUCATION FOR PROFESSIONAL AND ORGANIZATIONAL DEVELOPERS

Moderator: MARILLA D. SVINICKI, Assistant Director, Center for Teaching Effectiveness, University of Texas at Austin

Presentations:

IMPROVING URBAN EDUCATION: A FORD FOUNDATION FUNDED APPROACH TO FACULTY DEVELOPMENT

ALBERT J. HAMILTON, Associate Academic Dean, Saint Peter's College

ROBERT A. GRINCHUK, Director, Faculty Service Center, Saint Peter's College

NETWORKING A HIGHER EDUCATION COMMUNITY

BARBARA NADLER, Project Coordinator, Project Update

INFORMATION SHARING

NICHOLAS J. HIRSCH, Coordinator of Services for the Handicapped, Miami-Dade Community College

This panel will present special problems which challenge the faculty, instructional and organization developer. Case studies will be reported and issues discussed concerning: (1) working with faculty to develop strategies for educating poorly prepared minority students entering the student body of an urban institution, (2) continuing professional development for faculty members in special education at institutions of higher learning in New Jersey, (3) a model which proposes a concrete and practical effort aimed directly at faculty function with handicapped students. Discussion will pursue the implication of these challenges for higher education in the future and the roles of faculty, instructional and organization developers.

TUESDAY, OCTOBER 23, 1979

1:30-3:00 P.M.  DRUID

PANEL: FACULTY MOTIVATION

Moderator: JANE H. BUCKLEY, TA Consultant, Syracuse University

Presentations:

PROFESSIONAL DEVELOPMENT FOR THE MARGINAL AND MINIMAL PERFORMER

ELMER VAN EGMOND, Director, Professional Development Center, Illinois State University

A REVIEW OF LITERATURE ON ORGANIZATIONAL CLIMATE AS RELATED TO FACULTY MOTIVATION AND SATISFACTION

EVELYN HOTH, Director of Curriculum Development Project, Madonna College

This panel will explore common myths, assumptions, and institutional practices regarding marginal performers in the faculty as well as stimulate discussion of a more proactive stance to attract such faculty members into development activities. In conjunction with exploring practices by institutions relative to faculty development, the organizational climate factors which contribute to faculty motivation and satisfaction will be reviewed. Discussion will center around the implications for the future in using scarce resources wisely.

1:30-3:00 P.M.  FIRE & SECURITY BUILDING

WORKSHOP: ADULT LEARNING STYLES

WILLIAM E. HOTH, Professor and Program Head, Adult Education, Wayne State University

In this session participants will complete a learning style inventory, then score and tabulate their results. This data will illustrate the range of learning styles as well as acquaint participants with their own learning preference. Discussion will focus on the significance of learning styles for teaching.

1:30-2:30 P.M.  WILSHIRE

IMPROVING THE STAFF-TAUGHT MULTI-SECTION COURSE

MARTIN S. FRIEDMAN, Instructional Development Consultant, University of Delaware

In this session, participants will be shown a number of approaches to assisting in curriculum development, staff development (i.e., helping the faculty develop into a working unit), and faculty development (i.e., helping the individuals improve their pedagogical skills) within the context of a staff-taught, multi-section course. Comparison will be made between the usual one-to-one consultation format and the multi-section faculty which develop their own interpersonal dynamics and difficulties.
TUESDAY, OCTOBER 23, 1979

1:30- 4:30 P.M. ARTS & CRAFTS BUILDING
WORKSHOP: GUIDED DESIGN: A USEFUL TOOL IN FACULTY AND INSTRUCTIONAL DEVELOPMENT
CHARLES E. WALES, Co-Director, WVU Instructional Fellows Program, West Virginia University
In this workshop the educational strategy of Guided Design is modeled, explained and illustrated with a film. Guided Design integrated with PSI makes it possible for teachers to simultaneously teach subject matter and develop the decision-making skills required to apply what has been learned to the solution of real world problems. Applications of this method and results obtained will be presented and discussed.
Note: Enrollment is limited to 30 participants. Sign up at registration desk.

1:30- 4:30 P.M. WINDSOR
WORKSHOP: HOLISTIC PRACTICES FOR GROWTH AND SELF MANAGEMENT
LARRY L. LAMBERT, Director, Educational Development, The University of Tennessee Center for the Health Sciences
MICHAEL W. W. CRUMP, Syracuse University
CAROL MANN, North Shore Community College
RONALD K. BOYER, University of Cincinnati
Holistic practices is a series of four experiential workshop sessions that share as their theme strategies and approaches for achieving greater mind-body integration. Both the Monday and Tuesday afternoon sessions will consist of opportunities to experientially try out the approaches, discuss the underlying theory and context and identify additional resources for further study. The sessions include: Managing Transitions, Using Biofeedback, Meditation, and The Inner Approach to Play and Work.
Note: Enrollment limited to 25 participants. Sign up at registration desk. First session is on Monday, 1:30-4:30 p.m.

1:30- 2:30 P.M. Canterbury
IMPROVING THE QUALITY OF COMMITTEES AND MEETINGS
JOAN NORTH, Director of Professional Development, Small College Consortium
This session will review principles and techniques which can be used in committees and other meetings to make the work more fun and productive. General topics include: (A) valid purposes for committees and implications for structure, (B) planning for committees, (C) structural interventions for meetings, (D) people issues. This session should be reproducible back-home.

3:00- 4:00 P.M. WILSHIRE
LEARNING ASSISTANCE FOR THE POST-SECONDARY HIGH RISK STUDENT
MARGARET HIRTZ, Associate Dean, Division of Learning Support Services, Miami-Dade Community College
This session will present a case study of the Division of Learning Support Services at Miami-Dade Community College. Experience with a basic-skills lab (assistance in reading, writing, math or all three) will be discussed. The lab has been in operation five years and has served approximately 1200 students each semester. The significance of this activity to the improvement of teaching and learning will be analyzed.

3:30- 5:00 P.M. DRUID
ETHICAL ISSUES IN FACULTY DEVELOPMENT
THOMAS McKNIGHT, Murray State University
DOROTHY GISH, Messiah Christian College
This session is designed to make participants aware of ethical issues faced in faculty development and to present suggestions for dealing with specific issues as they arise. Following brief presentations by the session leaders, participants will be asked to discuss in small groups how specific situations should be handled. This session will end with the development of a set of ethical standards for faculty development.

3:30- 5:00 P.M. FIRE & SECURITY BUILDING
WORKSHOP: DESIGNING CASE STUDIES AND HANDLING THEIR ANALYSES
JOHN P. FRY, Assistant Professor and Consultant on College Instruction, Learning and Evaluation Service, Michigan State University
This workshop will enable participants to gain techniques for gathering information to use in designing case studies. Using these techniques a case study will be designed and its use analyzed within a structure which is based on creative problem-solving.
Note: Enrollment is limited to 30 participants. Sign up at registration desk.

3:30- 4:30 P.M. DORCHESTER
BUSINESS MEETING
The Annual POD Business Meeting led by Glenn Erickson and a cast of a few Not-Ready-For-Prime-Time-Players. Emphasis will be placed on brevity.
TUESDAY, OCTOBER 23, 1979

4:00 - 5:00 P.M.  CANTERBURY
EDITORIAL BOARD: SO YOU WANT TO PUBLISH!
The Editorial Board of the POD Quarterly invites you to a
discussion, over refreshments, of the types of articles needed to
continue the quality of the Quarterly.

5:30 - 6:30 P.M.  CONFERENCE CENTER
COCKTAILS

6:30 - 7:30 P.M.  ST. GEORGE
DINNER

WEDNESDAY, OCTOBER 24

6:00 - 8:30 A.M.  ST. GEORGE
BREAKFAST BUFFET

8:30 - 9:30 A.M.  DORCHESTER
FACULTY DEVELOPMENT AND COLLECTIVE BARGAINING:
MANDATED EVALUATION
CHARLES P. KELLY, Asst. Professor, Kean College
CHARLES T. KIMMETT, Asst. Vice President for Administration, Kean
College
This session will present a model of a career development program
arrived at through collective bargaining. Presenters will focus on
contradictory forces inherent to negotiations and evaluation for
development. Kean College’s two year experience with the career
development program negotiated and agreed to by the Kean
College faculty will be discussed.

8:30-10:00 A.M.  WILSHIRE
A TARGETED APPROACH TO FACULTY DEVELOPMENT
PHILIP C. WINSTEAD, Director, Institutional Planning and Research,
Furman University
G. MELVIN HIPPS, Furman University
This session will disseminate ideas generated by Furman
University’s faculty development program for mid-career faculty
in which participants develop detailed career plans for a five-year
period. Also, will focus on the faculty development project for new
faculty and its four main phases.

8:30-10:00 A.M.  DRUID
DEVELOPING TEACHING SKILLS: A WORKSHOP MODEL
APPLIED TO THE LECTURE METHOD
KATHLEEN A. DALGAARD, Consultant for Faculty Development,
Lehigh University
NANCY DIAMOND, STEPHANIE S. GOODWIN, GREGORY SHARP, H.
RICHARD SMOCK, University of Illinois at Urbana
This session will demonstrate a model for instruction on teaching
methods in a faculty development program. The presenters will
use the lecture method as content. Participants will gain
information about lecturing skills and receive specific suggestions
on teaching those skills to other faculty and applying the model to
other teaching methods.
INCREASING LEARNING EFFECTIVENESS THROUGH ENJOYABLE INVOLVEMENT

THOMAS L. PASTERNACK, Associate Professor of Psychology, Randolph-Macon Woman's College

This session will demonstrate a variety of techniques which may be used to involve the total learner. The focus will be on the affective domain. A series of exercises including those designed to get the participants acquainted, develop trust, and affirm one another will be done to develop a supportive learning environment.

EXPANDING THE IMPACT OF INSTRUCTIONAL DEVELOPMENT

F. DALE BROWN, Instructional Designer, Southern Illinois University
LYNN MORTENSEN, Faculty Instructional Consultant, University of Nebraska

The presenters have developed and utilized at their respective institutions a process which provides an opportunity from the onset for clients to engage in activities which capitalize on their instructional development efforts. This process helps to specify instructional problems early, formalize the contract between client and consultant, and contribute to instructional improvement in content areas.

THE LIFE CYCLE OF A CLASS: UNDERSTANDING GROUP PATTERNS FOR COLLEGE TEACHING

JERILYN FISHER, Coordinator, Service Learning Project, National Women's Studies Association
FAITH GABELNICK, National Women's Studies Association

This session will provide a basic awareness of the class as a group. Focus will be on the three developmental stages: the class "birth", its mid-life crisis, and final evaluations. Ideas will be shared as well as styles, techniques, and suggestions.