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POD Network News: Newsletter September 1987

Marilla Svinicki

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Svinicki, Marilla, "POD Network News: Newsletter September 1987" (1987). *POD Network News*. 33.
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NETWORK

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

NEWSLETTER
SEPTEMBER, 1987

Welcome back to campus (unless you're like me and haven't been gone from it all summer)! If your campus is like Texas, there has been or soon will be a significant increase in the number of people in line at the Student Union and a significant decrease in the number of empty parking places. On the other hand, where would we be if this annual influx suddenly stopped? So the best cure for the "back to classes" syndrome is simply to plunge into it wholeheartedly. As an inspiration to you, I offer the following quote from Katherine Graham:

"To love what you do and feel that it matters - how could anything be more fun?"

THE CONFERENCE APPROACHETH

Believe me when I say that no one is more aware of the approach of the annual conference than everyone in our office. Karron Lewis, who is chairing the conference this year, has a firm grip on all the conference details (if not on her sanity) and with the help of several of our colleagues has planned a very interesting program of activities and sessions. So here are a few of the things to look forward to at the conference.

First of all, remember that the theme of the conference is "Innovations" and for the last few years we've tried to reflect the theme in the conference itself, so there will be some innovations as well as familiar activities. In fact I think one should approach this not as a conference (a la AAHE) but as a learning experience and an opportunity to try some new things.

The opening Thursday night activities have been planned by some of our most innovative members, headed by Linc. Fisch. Their purpose is to get everyone into the spirit of thinking innovatively as well as getting people introduced to one another to maximize sharing.

One of the "traditions" which is being repeated this year is the "Bright Idea" award, given to the individual who has had the best development idea of the year. Last year's coveted golden lamp went to Linc. Fisch for an idea about student input, with honorable mention and a magnificent light bulb going to Ann Lucas for her attempt to bribe the judges. I'm telling you this so you will come armed with your own bright idea entry and possibly be chosen as this year's winner.

A new "tradition" being tried this year is the idea of mentoring between old members and first time attendees. Each year approximately one-third of those attending the conference are first-timers. To help orient these newcomers to POD, this year we are establishing a mentoring program. Individuals who have been members of POD for at least three years and have attended two of the last

three annual conferences have been invited to be mentors. These mentors will be assigned one or two first-timers and have been sent a list of specific mentor responsibilities, like introducing the new members to other old members. If you fit the above qualifications, would like to be a mentor, and have not been contacted, please get in touch with:

Art Crawley
Office of Instructional Development
University of Georgia
Athens, GA 30602
(404) 542-8802

In addition to helping acclimate new members to POD, this program can be a learning experience for those who are considering establishing a mentoring program on their own campuses.

Our keynote address will be by Jack Lindquist of Goddard College, who will be giving us some of his thoughts on "Fostering Democracy Through Teaching" on Friday morning. Those of you who know Jack know what a wonderful job he has done at Goddard and the quality of the insights he has continued to offer the field. He will be followed by a full program of sessions of all types for new people, old people, faculty members, administrators and a multitude of others.

You'll be pleased to hear that no talent show is scheduled this year. Instead we have a night of Texas Two-stepping (and other dance styles of the past), a Mexican fiesta and, most important of all, "Wreck-ree-a-shun: Saturday Night Live in Kerrville, Texas." I won't go into the details, which are described in the attachment, but suffice it to say, this will be another interesting way to make a fool of yourself.

One special request for the conference comes from Sandra Holmes and David Taylor-Way. They were placed in charge of this year's session on working with problem clients. Last year this session consisted of two case descriptions of problem clients that everyone could recognize which were simply discussed by those in attendance. It was a great success because it gave those of us with consulting experience an opportunity to compare notes about what we would have done in that situation. This session is being repeated this year, and Sandra has asked those who are interested in participating in that session to send her a sample situation/client description as a possible case to be analyzed by the group. She says that the description does not have to be extensive, but should give the characteristics of the client/problem and as much supporting information as you would like to share. Please send this to her by the end of September at:

Sandra Holmes
Ctr. for Professional and Personal Development
University of Wisconsin - Stevens Point
Stevens Point, WI 54481

A few words about Texas in October and in general. It is very laid-back, so bring casual clothes. Suits would be awfully hot. And the Inn is not a fancy place, just a good-ole-place, so you might as well be comfortable. The weather will probably be in the '80's during the day, 60's at night. Hopefully, it won't be raining, probably not, but the Inn is also fairly compact, so you can walk from any point to any other point in about 5 minutes. Bring something appropriate for our sports night, jeans or tennis togs. Karron also asks me to tell you that a VCR will be available in the materials room if you want to bring a tape for people to see.

Now, if all this discussion of the conference has whetted your appetite, but you haven't registered yet, get cracking. "The Inn" can only guarantee rooms until October 1st, and we want to make sure we have all the necessary items (name tag, folder, etc.) ready for you when you arrive. If you still need registration materials, contact:

Karron G. Lewis
Ctr. for Teaching Effectiveness
Main 2200
The University of Texas at Austin
Austin, Texas 78712-1111
(512) 471-1488

If on the other hand, this discussion has frightened you off, Karron says to tell you that you need to cancel before September 25th to receive a refund. I hope that you choose to come, because we're looking forward to seeing ya'll in Texas real soon!

To Improve the Academy

Those of you at the conference will be receiving your volume of To Improve the Academy, 1987, in person. If you won't be there, I'll be sending 1987-88 members their copies shortly thereafter. If you haven't renewed your membership for 87-88, you'll need to do that before you can receive this year's issue. The volume is especially good due to the hard work of Joanne Kurfiss and her loyal reviewers. You'll be pleased to hear that Joanne has agreed to be the editor for one more year, while the Core Committee is in the process of changing the procedures for selecting the various POD program directors. Since she is already on the job, she asks that you begin thinking about submitting something for the 1988 volume. She has included a call for papers with this newsletter so you can get an early start.

POD Grants Program

As you know, last year the Core Committee initiated a small grants program to encourage members to explore new ideas and research. The first round of grants has been awarded, supervised by the Grants Program chair, Wini Anderson. I'd like to extend my congratulations to this year's recipients and wish them well as they use these funds to test out new ideas. This year's grant recipients are:

Ron Smith of Concordia University for a program on introducing faculty members to the issues of reflective practice as a way of improving teaching.

Susan Holton of Bridgewater State College for a program to explore the usefulness of videotaping and peer evaluation in giving feedback to faculty.

Linda Annis of Ball State University for a program using "teaching partners" as a feedback system for improvement.

Kate Brooks of Los Medanos College for a program to support a set of classroom research projects by instructors to improve the fit between teaching style and student learning style. (An interesting side note about the last project is that Kate was able to get matching funds from the President of the College, thus enhancing the impact of the small grants program.)

Each of the recipients has agreed to make the results of his or her program available to the POD membership at the next conference as well as in the book of readings. By this manner, we hope to expand the effect of these small grants.

The program will be continued next year, once again under the guidance of Wini Anderson. Members interested in applying for a grant should begin thinking about the type of project they would like to have funded. Details about the program will be available at the conference in the materials display area and will be included in the next newsletter (coming out in November). The timeline for the program will probably be submission in February of 1988 so now's the time to begin your planning.

Call for Program Descriptions: Please Respond As Soon As Possible!

A very important new project being undertaken both for the conference and for Rusty Wadsworth's book for new developers requires your immediate attention. As Executive Director, I get a lot of calls from people who are just starting up a program and want to know about what kinds of programs are currently extant across the country and who does what where. This kind of information is also useful to old programs who are trying to show administrators and others how their own program compares to similar institutions. Up to now this information has been haphazard at best, but now Glenn Erickson, Delivee Wright and Rusty are combining forces to collect this information systematically. I urge you to respond to the attachment they have included in this newsletter as quickly as you can. The information will be invaluable both for new people and to help us promote more networking among folks with similar programs. Glenn has asked for the responses by September 15th or as soon thereafter as possible. Send them to him at:

Glenn Erickson
Instructional Development Program
University of Rhode Island
201 Chafee Social Science Center
Kingston, RI 02881

Core Committee Activities

In an earlier newsletter I mentioned that the Core Committee will be considering some changes in the way POD's major project directors are chosen. That deliberation will be at the October meeting and its aim is to expand the involvement of non-Core members in the important projects of the organization. If you are interested in chairing an upcoming conference, editing the book of readings, directing the grants committee or being the Executive Director some time in the future, please let me or someone else on the Core Committee know of your interest.

At the October meeting we will also be discussing some of the potential future directions of the organization. What should our focus be, internal, external? How active should we be in promoting development interests outside our membership? Decisions on these issues will affect the types of programs we sponsor in the future. If you have opinions on these matters, once again, contact a Core member and express them. Your input is valued.

Other Conferences and Materials of Interest

As usual I have received several letters from members and other organizations letting me know about materials and conferences which might interest you, so here they are, for your information.

Faculty Development Self-Instructional Modules and Workshop Materials are available from Ron McBeath at San Jose State.

Foundations for Research technical reports on research to improve college education are now available from NCRIPAL at the University of Michigan.

SAM, an authoring system for CAI is now being offered at a reduced price to educational institutions by Mike Koffman, now at Learncom in Cambridge, MA.

Ninth Annual Sharing Conference of the Southern Regional Faculty and Instructional Development Consortium will be at the University of North Carolina at Chapel Hill, February 14-16, 1988. The conference theme, "What Have We Learned?" invites a retrospective analysis of teaching improvement projects and programs over the past fifteen years. If you would like to attend and/or make a presentation at the conference, please contact Ed Neal, Ctr. for Teaching and Learning, 316 Wilson Library, Campus Box 3470, UNC-CH, Chapel Hill, NC 27514; phone (919) 966-1289.

A Regional Conference on the Freshman Year Experience will be held in Tulsa, OK, November 19-21, 1987, sponsored by the University of South Carolina and the University of Tulsa. In addition there are national conferences scheduled in California in January and South Carolina in February plus other regional conferences in April in Illinois and New York. For more information about these conferences contact John Gardner, National Center for the Study of the freshman Year Experience, University of South Carolina, Columbia, SC, 29208.

Finally

That's all the news for now. Have a good beginning of the semester, and I'll see you in Kerrville.

Marilla Svinicki

THINGS FOR YOU TO DO

Send:	To:	Done?
Conference Registration	Karron Lewis	<input checked="" type="checkbox"/>
Program Description	Glenn Erickson	<input checked="" type="checkbox"/>
Membership Renewal	Marilla Svinicki	<input checked="" type="checkbox"/>
Wreck-ree-a-shun form	Glenn Ross Johnson	<input type="checkbox"/>
Problem case study (optional)	Sandra Holmes	<input type="checkbox"/>
Offer to be a mentor (optional)	Art Crawley	<input type="checkbox"/>

To Improve The Academy



Resources for Student, Faculty, & Institutional Development

A Publication of the Professional & Organizational
Development Network in Higher Education
1988

To Improve the Academy, 1988

Call for Papers

**Deadline:
January 15, 1988**

We are now accepting manuscripts to be considered for publication in the 1988 edition of To Improve the Academy, POD's annual collection of essays on professional and organizational development theory, research, and practice. Manuscripts are reviewed blind by three consulting editors.

Submissions should reflect these characteristics of publication:

PURPOSE: To provide a publication outlet for articles that specifically address issues of professional and organizational development practice in higher education

AUDIENCE: Higher education professionals interested in teaching improvement, faculty development, organizational development, educational reform and related topics

DISTINCTIVENESS: Practical, timely, thoughtful articles that illuminate development issues and processes in higher education

STYLE: Lively, direct, active and positive

We are seeking contributions of the following types:

REFLECTIONS: Reviews of literature, annotated bibliographies, commentaries, overviews

CONCEPTUALIZATIONS: Theoretical analyses of significant issues; position papers; models

PRACTICE: Case studies, program descriptions, resource materials

RESEARCH: Reports of classroom research projects, experimental programs, qualitative or quantitative studies of teaching and academic life; analyses of methodological issues

Please refer to past issues for content, style, and bibliographic format.

Submit 4 copies of your article or direct inquiries to the Editor:

Joanne Kurfiss
Center for Teaching Effectiveness
132 Newark Hall
University of Delaware
Newark, DE 19716 (302) 451-2027

Program Description Project

Please help us gather program descriptions for one of the sessions at the conference and for the book for new developers currently being assembled by Rusty Wadsworth. The information may also be used to link similar programs and to respond to requests for information. When you have completed your program description, please send it as soon as possible to:

Glenn Erickson
Instructional Development Program
201 Chafee
University of Rhode Island
Kingston, RI 02881

Thanks for helping with this project.

Some sample program descriptions are included on the reverse of this sheet.

PROGRAM DESCRIPTION

We think that program descriptions are likely to be of most value to folks if they all include some of the same sorts of information. Moreover, we are certain that editing and compiling a set of descriptions will be eased if everyone cooperates by following a relatively standard format. Please think of someone editing a couple of hundred or more of these before you give in to the temptation to mail us that description you just happen to have in hand that includes pretty much all they want to know even if it runs a little long and doesn't slavishly follow the overly rigid and restrictive guidelines put together by someone without anything better to do . . .

- TYPING** -
1. Single space copy; double space between paragraphs
 2. Please do not indent paragraphs
 3. Use 1" margins left and right
 4. Do not exceed 9" of one page in length
 5. Please follow the recommended format

A. Program name, address, etc. - On the first line, type the name of your center, program, committee, whatever. On the next line(s), type the address. Finally, on a separate line, include the name, title, and phone number of the director, coordinator, chair, or other contact person.

B. Quick reference institutional information - Include all of the following information as the first one or two sentence paragraph.

NAME (of institution)
CARNEGIE CLASSIFICATION (recently listed in The Chronicle of Higher Education, July 8, 1987, pp. 22-30)
CONTROL (public or private)
FULL TIME EQUIVALENT (FTE) FACULTY
FTE UNDERGRADS
FTE GRAD STUDENTS

C. Some program information - In another paragraph, before your description of what you do, please include the following:

1. The year your program was created
2. Where the program is located administratively
3. Staffing information, including FTEs, type of appointments, whether permanent or rotating, etc.
4. Non-personnel budget information, including funding source (hard or soft monies), major or atypical budget lines
5. Other faculty/instructional/professional/organizational development programs or services offered by the institution, but not your program, that you'd like to note

D. Program goals and activities - At last, time to describe what you are trying to do and how. Try to be explicit and clear about your program's goals. It's probably not useful to list every activity, but some indication of the range of services, the extent of their use, and brief descriptions of the most central would be informative.

Sample Program Descriptions

Instructional Development Program
201 Chafee, University of Rhode Island, Kingston, RI 02881
Glenn R. Erickson, Director 401-792-5078

The University of Rhode Island (URI) is a public, Carnegie-classification research university II with about 700 FTE faculty, 11,500 undergraduates, and 2500 graduate students.

The Instructional Development Program (IDP) was established in the fall of 1975, supported in part by a grant from the Lilly Endowment. We report to the Academic Vice President and are monitored by the Faculty Senate's Teaching Effectiveness and Facilities Committee. Our staff includes a full time director and a full time teaching improvement specialist, without faculty appointments and hired from outside, and a full time secretary. Our operating budget is about \$8,000.00 a year, with about half of that going to cover printing and meeting costs for workshops and seminars. We are funded entirely by hard money and our budget does not cover a separate small grants program for instructional development.

Our emphasis has always been on providing expert and practical service to faculty interested in improving their classroom instruction. We have attempted that especially through teaching consultation for individual faculty, an annual Course Planning Workshop Series, and our Teaching Fellows Program.

The individual consultation service is the cornerstone of our program and the most time-consuming. We spend many hours each semester observing and videotaping classes, reviewing course materials, studying student evaluations, and meeting with faculty to review these data and to plan class activities. We think it is the most effective and powerful service we offer and about 25 faculty use it each year.

The Course Planning Workshops include five half-day sessions held the week before classes begin each fall. Each session focuses on a different aspect of instructional design, including: defining course goals and preparing a syllabus; presenting and explaining; selecting teaching methods and creating assignments that provide appropriate practice for course goals; testing and grading; and meeting the first class. Separate afternoon sessions for science lab TA's are being added in 1987. About 60-75 faculty and TA's attend one or more of the workshops each year.

The Teaching Fellows Program began about 10 years ago with the help of another grant from the Lilly Endowment. It provides an opportunity for 10-15 faculty to meet regularly and to explore in depth a variety of topics related to teaching and learning. Activities include: a day-long orientation meeting which focuses on college student learning styles; the course planning workshop series described above; a seminar on college teaching methods and issues which meets about twice a month throughout the year; individual consultation focusing on one course each semester; and a wrap-up session to reflect on the year's activities and to plan for the future.

We also coordinate the National Faculty Exchange for our campus, collaborate with other departments or committees to plan or conduct special workshops, consult with individuals or groups on curriculum review and design, and so on, but such activities are secondary to those described above.

Teaching and Learning Committee
Wabash College, Crawfordsville, IN. 47933
Peter J. Frederick, Chair 317-364-4314

Wabash College is a private, Carnegie-classification liberal arts college I with 75 FTE faculty and 900 undergraduates.

The Teaching and Learning Committee was created by the faculty in 1977 as an outgrowth of a Great Lakes Colleges Association (GLCA) consortial Faculty Development Program funded initially by the Lilly Endowment in 1974. The GLCA pilot program spawned a variety of different faculty development models in the 12 member colleges, including committees such as ours, half-time teaching consultants, and small centers serving multiple purposes for faculty development and the improvement of learning.

Our committee is composed of 7 or 8 faculty members with shifting membership and chairs. The only criterion defining the committee's composition, other than interest, is diversity of disciplines and experience. The Committee is funded from institutional faculty development funds administered by the Dean and three Division Chairs, funds primarily used for mini-grants to faculty but also available for workshops, colloquia, retreats, meals, and other activities that bring faculty together to talk about teaching, learning, scholarship, and their careers.

The primary function of the Committee is to sponsor activities devoted to enhancing teaching and learning. Between 1977 and 1982 the Committee organized several workshops and informal luncheon sessions toward that end. In recent years, there have been fewer "all-faculty" structured workshops and more focus on the special needs of new faculty and meetings with students to talk about teaching and learning issues. Two firm traditions established by the Committee are an annual late-August faculty workshop (variously on The First Day of Class, the Syllabus, Involving Students in the Classroom, Student Writing, Student learning, Discussion, etc.) attended by about 70% of the faculty, and a mid-fall discussion and dinner with new faculty to hear their successes and concerns.

In terms of faculty development generally the Committee has played a role in creating a Writing Center and other programs designed to improve student skills, in broadening the faculty's awareness of active learning alternatives to the lecture, and in stimulating annual developmental conversations by chairs and administrators with nearly all members of the community. Faculty development also occurs through the mini-grant program and in the weekly meetings of the 15 faculty members involved in each of two core course programs of the College. Faculty members also are served by the various Faculty Programs provided by the Great Lakes College Association.