1982 ANNUAL CONFERENCE

Theme:
PERSONAL AND INSTITUTIONAL DEVELOPMENT IN ACADEMIC CRISIS

October 14-17, 1982
Château Montebello,
Montebello, Quebec, Canada

Sponsored By:
PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION
1982 ANNUAL POD CONFERENCE
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POD LIAISON, 1983 CONFERENCE
Julie Jeffrey Goucher College

WELCOME TO 1982 CONFERENCE
PROFESSIONAL AND ORGANIZATIONAL
DEVELOPMENT NETWORK

Welcome to Canada! This is the Annual POD Conference. We hope you will find the surroundings elegant and the program stimulating.

The program was selected from many proposals resulting from a Call for Sessions sent to all current POD members, those who attended last year’s conference, through an ad in University Affairs and to faculty developers in Ontario and Quebec.

There were two main criteria in selecting presenters for this conference. We chose only those sessions that were in a workshop format. If the original submission was unclear as to the format, we requested further clarification (some presenters will remember the 100 words abstract on our “blue” sheets).

Secondly we carried out the old POD rule that one presenter be involved in one session only. Prime consideration was given to topics on the main theme.

The theme of this conference, Personal and Institutional Development in Academic Crisis, chosen after a long brainstorming session at the Cincinnati Conference by the Core Committee and Program Committee.

We felt that you would be interested in how to survive in these stringent times. We believe these sessions will not only help you to survive but also will aid you to become more proficient in the craft of faculty development.

No need to remind you of those centres that have been closed and those in danger of being closed.

This year we tried a new format, The Idea-Seminar. Please let the conference evaluator know if you feel this format should be tried again.

I want to thank all the Conference Planning Committee, without whose help this conference would not occur. In particular I want to thank Doreen Hannah, Ryerson Polytechnical Institute, Norma Digiglio, Concordia University, Jayne Millett and Marie LaRicca, McGill University, for their assistance in handling the details involved in planning a conference.

We look forward to having a good conference.

Ike Morgulis
1982 Conference Chairman
GENERAL INFORMATION

REGISTRATION
The conference Registration Desk will be open during the conference as follows:
Thursday 2:00 pm — 6:00 pm outside Salle Canada
Friday 8:30 am — 6:00 pm outside Newfoundland Room
Saturday 8:30 am — 10:00 am outside Newfoundland Room

CONFERENCE OFFICE
POD Staff will be in the Conference Office, Newfoundland Room situated on the Confederation Mezzanine (Lobby Level) to provide assistance and answer participants’ questions.

MESSAGES AND ANNOUNCEMENTS
Messages and announcements about meetings not listed in the Final Program will be posted on a Bulletin Board opposite the conference registration area. Please check this Board periodically.

UPDATE
Additions and changes to the Conference Program are included on a separate sheet in your conference packet. Further updates will be listed on the conference Bulletin Board.

ADMISSION TO SESSIONS
All conference participants will receive a name badge upon registering. Please display the badge at all times, especially in the Dining Room — otherwise you will be charged for the meals.

MEALS
All meals will take place in the Main Dining Room. Please sit at the tables reserve for the POD Conference.

LIST OF REGISTRANTS
Copies of the list of individuals who registered for the conference are available in your registration package.

IDEA-SEMINARS
Idea-Seminars are scheduled during the breakfast and lunch hours. This presentation mode grew out of last year's successful experience in which participants shared ideas with experts, on current and important topics. The meal tables reserved for the Idea-Seminars will be designated by a numbered flag, so that participants can find the experts, and join the discussions during the meal time.

DRESS
Please remember that, casual dress is appropriate for the conference during the daytime hours. However, there is a strictly enforced rule that jackets must be worn in the dining room for the dinner meal.

ANNUAL BUSINESS MEETING
The Annual Business Meeting of POD will take place at Breakfast from 7:30 am — 9:00 am in the Main Dining Room, Sunday, October 17, 1982.

PROGRAM
All sessions are listed by day and order of time presented and by alphabetical order within the time slot. All sessions will be held on the Confederation Mezzanine, except three designated sessions that will be held in Salle Canada, one floor above. Breaks will be provided at all sessions, mid-morning and mid-afternoon.

N.B. We have tried to make this final program as complete and accurate as possible. Last minute changes may occur between the time of printing and the conference. Please consult your registration package and the Bulletin Board for last minute changes.
CONFERENCE ACTIVITIES

THURSDAY OCTOBER 14, 1982

2:00 pm-6:00 pm Registration Salle Canada

4:00 pm-6:00 pm Welcome Reception Salle Canada

6:00 pm-7:30 pm
14AI COMMUNITY BUILDING ACTIVITY Salle Canada
Lanie Melamed, Ontario Institute for Studies in Education

7:30 pm-8:30 pm Dinner Dinning Room

FRIDAY OCTOBER 15, 1982

7:30 am-9:00 am Breakfast Dining Room

9:00 am-10:30 am
15B1 PLENARY SESSION: PERSONAL AND INSTITUTIONAL DEVELOPMENT IN ACADEMIC CRISIS Salle Canada
John S. Daniel, Concordia University
Robert M. Diamond, Syracuse University
Charles E. Pascal, Sir Sandford Fleming College
James R. Stevens, Guelph University

10:30 am-10:45 am Coffee Break

10:45 am-12:00 noon
15C1 EVALUATING FACULTY RESEARCH AND PUBLICATION IN CRITICAL TIMES: PROMISES AND PITFALLS Nova Scotia
Robert Dennehy, Pace University
Peter Seldin, Pace University

To enhance our ability to meaningfully evaluate faculty research/scholarship, it is helpful to be aware of the policies and practices used in other colleges and universities.

This POD session, will enable participants to explore and contrast their own perceptions with administrative perceptions of effective research/scholarship.

Participant responses will be compared with results from a recent large-scale survey of the relative importance that department heads and deans place on such factors as journal articles, grants, papers at professional conferences, books, and awards from profession.

FRIDAY OCTOBER 15, 1982

15C2 INTERACTIVE TECHNOLOGY: IMPACTS ON TEACHING AND LEARNING IN COLLEGES AND UNIVERSITIES Ontario
Catherine Henderson, Sheridan College
Harv Honsberger, Sheridan College

In an era of financial restraint and reduced program hours, instructors are seeking methods of maximizing use of contact time with students. Myth has it that technology may have limited use in this endeavour, because it does not permit interaction between student and content. The aim of this workshop is to examine this belief.

Participants in this session will see demonstrations of such interactive technologies as videodisc, Telidon, and computer assisted learning, discuss applications and implications of each and participate in “hands on” experiences with the various media.

A MANAGEMENT STYLE THAT NOURISHES INSTRUCTIONAL DESIGN AND TEACHING BEHAVIOUR Quebec
Robert M. Barry, Loyola University of Chicago
Todd Hoover, Loyola University of Chicago
Gregory Sprague, Loyola University of Chicago

Teaching, learning, and management are three ongoing processes within the academic organization. While each process has its separate history, tradition, research and practitioners, the organization has suffered from the consequences of the separateness and isolation of these processes. The focus of this session will be on designing a unified vision in which, on the levels of theory and practice, teaching and learning and management will have a similar style. This unified style will enhance efficiency, productivity, and quality within the organization.

RELATIONSHIP OF LONG-RANGE PLANNING AND INSTITUTIONAL RESEARCH TO FACULTY DEVELOPMENT Manitoba
Frederick H. Gaige, Fairleigh Dickinson University
Carol Paul, Fairleigh Dickinson University
Eugene Rice, University of the Pacific

Faculty and staff development activities assist colleges and universities to make programmatic changes in the difficult years of the 1980's; these activities must be informed by institutional research and must be set within a long range planning framework.
TEACHING PROBLEM-SOLVING THROUGH “REAL WORLD” PROBLEM-SOLVING PROJECTS
Jack Lindquist, Goddard College

Most colleges emphasize education that focuses on only parts of the problem-solving, i.e. reflecting and conceptualizing the solution and so omits completing the “Kolb” problem-solving circle. The students must carry out in practice the concrete experience and active experimentation part as well, especially in a group process. The group processes become an integral part of the design — the group does this as a project team not as disparate individuals.

Social change and action is accomplished through action projects in which students design interventions in the real world.

The workshop will explore aspects of the problem-solving cycle with reference to such real world action projects.

12:30 pm-2:00 pm Lunch and Idea-Seminar Session*

15D1 Dining Room
*ADMINISTERING DEPARTMENTS IN CONDITIONS OF FINANCIAL CONTRAINT
C. Lloyd Brown-John, University of Windsor

A round-table discussion to explore ideas for organizing and structuring workshops or seminars for department heads and deans on ways to meet academic goals while financial limits are increasingly restricted.

15D2 Dining Room
*BUILDING AN INTERNATIONAL DIMENSION INTO YOUR FACULTY DEVELOPMENT
Nick Eastmond, Utah State University
Jacques Parent, Laval University

This seminar will develop a strategy for personal and program involvement in international collaborative work. The session will include a force field analysis of helping and hindering forces, a sharing of significant contacts in French and English realms, and group work to help each person formulate his or her own strategy for international involvement. Emphasis will be upon a deliberate strategy to involve yourself and your program in international aspects of instructional development.

*Idea-Seminars

15D3 Dining Room
*USES OF THE RASCH MODEL
Martin S. Friedman, University of Delaware

The Rasch measurement model is used with machine-scoreable tests. (Full use requires a computer and some sophistication with testing.) Uses to which the model has been successfully put include:

a) analysis of tests for re-writing
b) development of item bank
c) analysis of placement tests both for revision and to re-examine a cut score
d) analysis of a curriculum based upon the relative success and failure of students as a group on the various items of the test.

15D4 Dining Room
*WHAT SKILLS TRAINING FOR COMMUNITY COLLEGE FACULTY?
Beverley T. Amick, Kean College of New Jersey
Donald H. Amick, Rutgers, The State University of New Jersey

The results of a year-long study of community college faculty's perception of their skills training needs will be shared. Their answers to questions such as, what skills training has been useful in your professional and/or personal life? What additional skills training would you personally like? What skills training should be offered to community college faculty? will be presented. The implications of the findings of the study for staff development will be explored.

15D5 Dining Room
*WHERE DO FACULTY DEVELOPERS GO WHEN THE FUNDS RUN OUT?
Beth Ritchie, Mitel Corporation

This seminar will ask more questions than provide answers such as where do faculty developers go when the funds run out? Do they go to industry? If so, what is the interface between a high technology industry and academe? If there is a gap, how can it be overcome?

*Idea-Seminars
FRIDAY OCTOBER 15, 1982

2:00 pm-3:30 pm  
15E1 Salle Canada  
THE ACADEMIC GAME — A SIMULATION OF DECISION MAKING IN A UNIVERSITY  
Alan Blizzard, McMaster University  
Dale Roy, McMaster University  
This event simulates a university with roles for the president, departmental head, faculty members and students. A computer will be used to link the players at POD with a group at the NASAGA* conference at the University of Michigan playing the role of the Board of Governors.  
The objective of this session is to explore the value of a large-scale simulation in understanding the complex processes involved in making decisions in a university. Discussion following will focus on the possible uses of simulations and computer conferencing and the possible roles of POD people in organizational change.  
Number of participants: — 8 minimum to 18 maximum.  
*North American Simulations and Gaming Association  
15E2 Nova Scotia  
ANTICIPATING ISSUES AND CRISSES: PRODUCING FILMS TO TRIGGER DISCUSSIONS  
Line Fisch, Centre College  
Trigger films are short, open-ended vignettes designed to trigger and focus discussions. They can be particularly useful in training sessions by providing a non-threatening context in which participants can anticipate problems and issues, consider alternatives thereeto, and re-examine their own attitudes, behaviours and commitments.  
The workshop will examine trigger film characteristics, provide for development of trigger film ideas of participants and carry out the production of one episode using a simple video system.  
15E3 Quebec  
FACULTY RENEWAL IN TIMES OF INSTITUTIONAL CRISIS  
Denise Bourgeois, John Abbot College  
Morna Consedine, Dawson College  
Fernand Serre, Sherbrooke University  
The existence of an integrated professional development program for college faculty can be a vital source of stimulation during institutional crisis.  
This session will encourage participants to exchange information about various “in-house” faculty development programs. Among these, PERFORMA — a program offering a theoretical and practical background in college pedagogy — provides a model of integrated inservice education at the postsecondary level. Presenters will elaborate upon this model, outlining its philosophy, organization, curriculum and methods of ensuring transfer of learning into the college classroom.  
The session should also provide participants with the opportunity to establish a network that will facilitate the ongoing exchange of ideas in the field of faculty development.  
3:30 pm-3:45 pm Coffee Break  
3:45 pm-5:00 pm  
15F1 Salle Canada  
THE ACADEMIC GAME — A SIMULATION OF DECISION MAKING IN A UNIVERSITY  
Alan Blizzard, McMaster University  
Dale Roy, McMaster University  
Continuation of Workshop 15E1.  
15F2 Nova Scotia  
ANTICIPATING ISSUES AND CRISSES: PRODUCING FILMS TO TRIGGER DISCUSSIONS  
Line Fisch, Centre College  
Continuation of Workshop 15E2  

FRIDAY OCTOBER 15, 1982  

15E4 Alberta  
GETTING STUDENTS INVOLVED IN THE CLASSROOM: A WORKSHOP  
John Chaltas, University of New Hampshire  
Joyce Clark, Lehigh University  
Gary Goldstein, Saint Anselm College  
Many faculty report an increasing difficulty in getting students involved in the classroom. This workshop was developed to focus on two strategies for use in classes: 1) creating an atmosphere from the first day of class which sets the tone for student participation, and 2) developing skills and techniques (e.g. expressivity and other facilitative behaviours) that encourage student involvement. Participants will receive materials — and variations — needed to conduct their own workshops.  
15E5 Ontario  
TAKING RESPONSIBILITY FOR THE SHAPE AND DIRECTION OF OUR WORK LIVES: PERSONAL CHANGE IN THE MIDST OF INSTITUTIONAL PRIORITIES. PART I.  
Marilyn Taylor, Concordia University  
Shifting priorities and even drastic changes in institutional work settings can be experienced as occasions for personal developmental change and in particular provocations for us to take charge of our work lives. This workshop is a participative exploration of how our meanings and relationships to work change in adult life, and of how we might manage these changes to maximize personal creativity and satisfaction as well as social benefit. The workshop incorporates discussion of a personal change process model and preliminary findings from a study of employment termination experiences of corporate officers and executives.
FRIDAY OCTOBER 15, 1982

15F3 Quebec

FACULTY RENEWAL IN TIMES OF INSTITUTIONAL CRISIS
Denise Bourgeois, John Abbot College
Morna Consedine, Dawson College
Fernand Serre, Sherbrooke University

Continuation of Workshop 15E3

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Continuation of Workshop 15E4

15F5 Ontario

TAKING RESPONSIBILITY FOR THE SHAPE AND DIRECTION OF OUR WORK LIVES: PERSONAL CHANGE IN THE MIDST OF INSTITUTIONAL PRIORITYES. PART II.
Marilyn Taylor, Concordia University

Building on a discussion of a personal developmental change process as experienced by individuals, this section of the workshop is an exploration of the university environments practices and services which foster and inhibit maximally constructive work life re-orientations among faculty and staff.

6:30 pm-8:30 pm Dinner
Dining Room

8:30 pm-11:30 pm
Salle Canada

A NIGHT OF CANADIAN SONG AND DANCE
Andy and Lanie Melamed, Ian and his Friends

SATURDAY OCTOBER 16, 1982

7:30 am-9:00 am Breakfast and Idea-Seminar Sessions*

16G1 Dining Room

*CONSULTING WITH DEPARTMENTS IN CONFLICT
David Whitcomb, California State University, Long Beach
Susan Whitcomb, California State University, Long Beach

The presenters will share their experiences gained in providing organizational development consultation to more than a dozen academic departments in universities, in the west. The session will discuss the results of a follow-up study with these clients, to ascertain long-term benefits of the conflict management and team building strategies employed in these interventions.

*Idea-Seminars
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**SATURDAY OCTOBER 16, 1982**

**16G2  Dining Room**

*HANGING-ON IN FACULTY DEVELOPMENT*
Joe Clark, University of Washington

What is the survival curve for faculty developers? Great names like Tony Grasha, Bob Davis and Larry Alexander have left the scene. Will they be resurrected? Are there new people ready to take their place? Is faculty development on the decline or is there continued growth and merely a turnover of personnel? Answers to these questions and ways to survive during times of limited resources with and without Johnny Walker, Librium and the Magic Dragon will be discussed over Irish coffee.

**16G3  Dining Room**

*IDENTIFYING FACULTY INCENTIVES IN A TIME OF ACADEMIC CRISIS*
Delivee L. Wright, University of Nebraska-Lincoln

Participants will explore faculty incentives for participation in faculty development programs and will design plans for using these factors to maximize the impact of programs.

**16G4  Dining Room**

*THE USE AND EVALUATION OF CONTRACTUAL AGREEMENTS IN FACULTY DEVELOPMENT*
Terry Oggel, Northern Illinois University
Edwin Simpson, Northern Illinois University

Through a presentation and discussion of selected case studies, the session will focus upon contractual agreements as an aspect of faculty development within a senior university (graduate teaching/research).
In addition, the session will examine ways to evaluate a process of faculty development conceived as a mutual agreement between faculty members and their institution.

**16G5  Dining Room**

*USING LEARNING GROUPS FOR INSTRUCTION*
Donald Finkle, Evergreen State University
Stephen Monk, University of Washington

In this session, we want to exchange information on ways in which learning groups are being used to enhance college instruction. A national network on learning groups is being formed; several projects will be reported in a publication this fall.

*Idea-Seminars*
COMPUTER SMORGASBORD: AN INTRODUCTION TO
COMPUTER LITERACY
Barbara M. Florini, Syracuse University

Intended only for computer novices, this session begins with a
short lecture, accompanied by slides, which provides an
introduction to computers and their uses. A short question and
answer period is then followed by a series of demonstrations on a
microcomputer highlighting a few important applications.

IMPROVING TEACHING: HOW CAN INDIVIDUAL
CONSULTING BEST MEET THE NEEDS OF FACULTY?
Lynn Mortensen, University of Nebraska-Lincoln

From interviews with thirty-four faculty who have worked
with an instructional consultant, similar needs and concerns
were expressed by faculty who had been teaching about the
same number of years. Four categories emerged — faculty
teaching up to five years, from six to twelve years, from thirteen
to twenty years and twenty-one years or more.

Using case descriptions illustrative of these categories,
participants will discuss appropriate strategies for an
instructional consultant to use.

COMPUTER-ASSISTED TEACHING ASSESSMENT BY
STUDENTS (TABS) DIAGNOSIS
Michael Koffman, Northeastern University

What is possible when all faculty at an institution have access to
a large central computer via a terminal in their department or at
home? This session will discuss and demonstrate a version of
TABS (Teaching Analysis By Students) at Northeastern University,
complete with diagnostic analysis, comparisons and record-keeping
that is being implemented for faculty use.

A NON-TRADITIONAL SURVEY METHOD THAT OPENS
DOORS TO FACULTY CONSULTATION AND
CONSTRUCTIVE STUDENT EVALUATIONS
Winifred Anderson, University of California, Davis

Small Group Instructional Diagnosis (SGID) is an oral group
survey method which has proven extraordinarily effective in
producing constructive student evaluations, faculty consultations,
and positive changes in teaching. Part 1 will focus on the
unique advantages of the method and on basic “how to”
information. Part 2 will provide current and potential users with
an opportunity to discuss recent evaluations of SGID and to
exchange information on new applications, useful modifications,
and solutions to some of the more challenging consulting
problems.
THE FACULTY DEVELOPMENT COMMITTEE: HOW TO MAKE IT WORK
Joyce T. Povlacs, University of Nebraska-Lincoln

When faculty development is assigned to a committee, how does the job get done? Committee tasks may include everything from awarding mini-grants to offering a full range of professional development activities. We will consider such questions as: Money — how do you secure it or how do you live without it? What do your colleagues want from faculty development? How can the committee improve its own functioning? Participants are invited to bring their questions and share their experiences.

A NON-TRADITIONAL SURVEY METHOD THAT OPENS DOORS TO FACULTY CONSULTATION AND CONSTRUCTIVE STUDENT EVALUATIONS
Winifred Anderson, University of California, Davis

Faculty Development at Western Illinois University is organized around active participation of faculty members. This active participation takes the form of part-time assignments as faculty associates to the Faculty Development Office. As a result of these assignments and other contributions of faculty talent and support, the program has developed successful programs in computer literacy and computer-assisted instruction, course development, student course rating activities, a program of classroom observations, and is moving rapidly toward the implementation of a career development and placement program.

It is expected that there will be considerable time for interaction with the participants in order to determine the extent to which our experiences and methods can be adapted to other situations.

A college teacher’s first year on the faculty is a critical one. The way in which an academic career begins has a lasting effect on the rest of that person’s career, their students, and their institution. This seminar will report on the results of a nationwide study of 100 faculty members in their first year of college teaching. The effects of five major factors (type contract, teaching load, relationships with colleagues, etc.) on faculty performance and satisfaction will be analyzed.

The major purpose of this session will be to help participants develop the necessary knowledge and skills for planning, implementing and evaluating an effective faculty evaluation program. A second purpose will be to describe the University of Florida’s National Faculty Evaluation Project and how this project has helped eight colleges in seven states improve their faculty evaluation and development programs. Participants will have an opportunity to discuss and assess the quality of their institution’s faculty evaluation.

Using a small group discussion mode we will outline the forces pushing colleges toward service to adults — with an emphasis on rurality. We will then list ten institutional constraints to development with half a force-field diagram filled in. Through the small group, we will either analyze a case (College of Agriculture) or simply brainstorm appropriate “driving” responses. I will record the small group strategies for summation discussion.
SATURDAY OCTOBER 16, 1982

2:00 pm-3:30 pm

16K1 Quebec

ANTIDOTE FOR CRISIS: CREATING ENVIRONMENTS CONducive TO EFFECTIVE CHANGE

Thomas L. Pasternack, Randolph-Macon Woman's College

The need for change can create a crisis for institutions as well as for individuals. It can, however, also produce opportunities for growth. All growth involves change; most growth involves risk. Risk is more easily taken in a non-threatening, supportive environment. An environment of acceptance facilitates the non-defensive self-examination of one's beliefs, feelings, and behaviors. As a result, individuals and institutions can not only survive change, but even flourish while doing so.

Through a series of exercises and small group discussions this workshop will (1) demonstrate techniques for creating environments conducive to dealing with change and (2) enable the participants to become more aware of their reactions to change and the options available to them.

16K2 Manitoba

GUIDED DESIGN

Anne Nardi, West Virginia University
Charles E. Wales, West Virginia University

Many educators believe their students should learn not only subject-matter concepts but how these concepts are used in the decision-making process. Guided Design, which is one way to achieve this goal, is introduced and defined in this workshop and course operation is modeled. A film shows class sessions in anthropology, chemistry, theatre, and engineering plus students and faculty who discuss their experience with this strategy.

16K3 Alberta

INDIVIDUALIZED CONSULTING TO IMPROVE UNIVERSITY TEACHING

William Newby, University of Western Ontario
Richard G. Tiberius, University of Toronto

The workshop will focus on individualized methods of clarifying and solving teaching problems. It is designed to help each teacher improve his or her teaching within the actual situation, with all its complexity, and without sacrificing those personality characteristics that make each teacher a unique and interesting person. The lessons should apply equally to lecturing, small group teaching and one-to-one teaching.

3:30 pm-3:45 pm Coffee Break

3:45 pm-5:00 pm

16L1 Quebec

ANTIDOTE FOR CRISIS: CREATING ENVIRONMENTS CONducive TO EFFECTIVE CHANGE

Continuation of Workshop 16K1

16L2 Manitoba

GUIDED DESIGN

Anne Nardi, West Virginia University
Charles E. Wales, West Virginia University

Continuation of Workshop 16K2

16L3 Ontario

INDIVIDUALIZED CONSULTING TO IMPROVE UNIVERSITY TEACHING

William Newby, University of Western Ontario
Richard G. Tiberius, University of Toronto

Continuation of Workshop 16K3.
SATURDAY OCTOBER 16, 1982

16L4  Ontario
MAKING BEHAVIORAL OBJECTIVES CREDIBLE TO COLLEGE TEACHERS: A DEMONSTRATION WORKSHOP
John D.W. Andrews, University of California, San Diego

Continuation of Workshop 16K4.

16L5  Nova Scotia
MORE LEARNING FOR MORE STUDENTS MORE OF THE TIME
Joanne Kurfiss, Weber State University
Stephen Scholl, John F. Kennedy University

Continuation of Workshop 16K5.

16L6  Salle Canada
"WHAT, ME WORRY?" A.E. NEWMAN, MAD MAGAZINE
(SEPTEMBER 1952)
Frank T. Miosi, Canadian Academy for Studies in Humanities, Toronto

In the words of a popular rock song: “Another one bites the dust, AND another one bites . . .” Some wags have suggested that, in view of our ‘mortality’ rate of late, this be acclaimed as the theme song of educational and organizational developers within institutions of higher learning. Even though many of us are quite worried about the future, we often deride this suggestion and run intramural conferences where the most exotic topics are discussed in workshops — many of which are attended with the hope of finding that extra skill or piece of information that will enable us to successfully argue our raison d’être to the institutional powers back home.

In this workshop, we will examine the opportunities educational developers have to work with the educational community as a whole — to sell our skills and ourselves to a clientele every bit as challenging and deserving as the one that we have inadvertently come to regard as our destined milieu.

6:30 pm-8:30 pm Dinner  Dining Room

8:30 pm-12:30am  Bar
NETWORKING IN THE BAR

SUNDAY OCTOBER 17, 1982

7:30 am-9:00 am Breakfast  Dining Room

17M1
ANNUAL BUSINESS MEETING
Mike Davis, POD Chairman

SUNDAY OCTOBER 17, 1982

9:00 am-10:30 am  Nova Scotia
FACULTY DEVELOPMENT AT RESEARCH UNIVERSITIES
Michele Fisher, Stanford University
David Halliburton, Stanford University

Faculty developers at research universities face very specific problems in working for teaching improvement — the most obvious being the “second class” status of teaching at their institutions. This session will provide an opportunity for these developers to exchange tested solutions to their common dilemma and brainstorm new ways to attract faculty, administrative, and teaching assistant interest. A final goal will be to improve the lines of communication among such developers.

17N1  Manitoba
FEEDBACK LECTURE: IMPROVING THE LECTURE
Dean Osterman, Oregon State University
Presenting the design development, evaluation and research of the feedback lecture originated at Oregon State University.

17N3  Quebec
INNOVATIVE PROGRAMS AS FACULTY DEVELOPMENT
Barbara B. Helling, St. Olaf College

What impact does teaching in an innovative program have on faculty? Does it revitalize them? Change their teaching styles? Stimulate research? How can we increase the likelihood that time spent teaching in new programs will indeed be helpful and stimulating to individual faculty as well as institutions? Videotaped interviews describe how such an experience affected the professional lives of faculty in St. Olaf’s Paracollege.
SELF-ASSESSMENT OF INSTRUCTION VIA VIDEO
Maryellen Gleason, Pennsylvania State University

Based on a guide to video self-assessment developed by the Instructional Development Program at the Pennsylvania State University, this workshop will demonstrate a procedure which uses video as an instructional improvement strategy in ways that maximizes its potential and minimizes the risks. Using this method of assessment, participants will evaluate a sample of instruction. The session will also include information on relevant video research and alternative ways to use the demonstrated procedure.

SURVIVAL SKILLS FOR INSTRUCTIONAL DEVELOPMENT PERSONNEL
Patrick Babin, University of Ottawa

Budgetary restraints are being imposed on instructional development services. During the last few years, a number of services, particularly in Ontario, have been obliged to re-examine priorities; others have fallen by the wayside. What strategies must the “survivors” consider in their efforts to provide programs whose quality will not be affected by shrinking finances? Ingenuity and pronounced resourcefulness on the part of educational development personnel may be the answer. Exemplars relating to these two elements will be discussed.

10:30-10:45 Coffee Break

10:45 am-11:30 am Conference Closure

FACULTY DEVELOPMENT UNDER FIRE: PERSPECTIVE AND SOME PROPOSALS
William Bergquist, Centre for Organizational Studies at the Wright Institute

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