

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

POD Network Conference Materials

Professional and Organizational Development
Network in Higher Education

1985

Registration and Pre-Conference Materials

Follow this and additional works at: <http://digitalcommons.unl.edu/podconference>



Part of the [Higher Education Administration Commons](#)

"Registration and Pre-Conference Materials" (1985). *POD Network Conference Materials*. 177.
<http://digitalcommons.unl.edu/podconference/177>

This Article is brought to you for free and open access by the Professional and Organizational Development Network in Higher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in POD Network Conference Materials by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Tenth National Conference for the
Professional and Organizational Development Network in Higher Education
(POD Network)

and
First Joint Conference with
National Council for Staff, Program and Organizational Development
(NCSPOD)

ACTIVE LEARNING IN HIGHER EDUCATION

October 17th-20th, 1985
Lake Lawn Lodge, Delavan, Wisconsin

PROGRAM HIGHLIGHTS

The 1985 POD National Conference should be especially exciting because it is POD's tenth birthday and our first joint conference with NCSPOD. We expect that attendance will be larger by at least one third, increasing both networking opportunities and the variety and number of sessions. As you'll see in the attached "Preliminary List of Sessions," there is something for everyone—new professional developers, old hands, instructional developers, organizational developers, researchers.

This year, we are also offering two pre-conference workshops: "ADVOCATURE: Time-Mapping the Quest" and "Faculty Development Ideas for New Developers." For more details, please see the enclosed pre-conference workshop registration form.

Lake Lawn Lodge in Delavan, Wisconsin, is a beautiful, natural setting in the Heartland of the United States, famous for good cheese, beer, hearty food, blue skies and healthy air. The amenities at Lake Lawn Lodge include boating, swimming in an indoor pool, tennis, fishing, golf, and more. We'll try to schedule a bit of free time, and we encourage you to refresh yourself with non-intellectual as well as intellectual activities.

Ground Transportation: Approximate fare from Chicago O'Hare Airport to Lake Lawn Lodge is \$12.00 one way. Specific schedule information will be provided with registration confirmation.

Hotel Accommodations: Contracted room rates, American Plan (three meals a day) are \$65.00/person, multiple occupancy, and \$84.00/person, single occupancy. A hotel reservation card will be provided with conference registration confirmation. Please note that Lake Lawn Lodge must receive your hotel reservation card and deposit no later than September 16, 1985.

For additional information, please contact:

Program Information: Rusty Wadsworth, POD....312/583-4050 x424
Glenn Schmitz, NCSPOD...312/756-3110 x274

Registration: Robert G. Pierleoni.....312/942-7119

1985. POD/NCSPD National Conference

ACTIVE LEARNING IN HIGHER EDUCATION

Preliminary List of Sessions

The Use of Trained Simulated Students in a Faculty Development Program
S. Dennis Baker, OU-Com

Effective Instructional Techniques with Audiovisual Help
Ellworth Beckmann, Moraine Valley Community College

Videotapes of Foreign Teaching Assistants: An Exchange of Observations
Luisette Behmer and Richard Smock, University of Illinois, Urbana

Developing a Data Base
Luisette Behmer and Richard Smock, University of Illinois, Urbana

The Academic Game: A Simulation Focusing on Gender and Rank
Joanna B. Boehnert, University of Guelph

Coping with Resistances to Faculty Development
Robert Boice, California State University at Long Beach

Emotions, Interactions and Learning
Clark Bouton, Frederick, Maryland

Observing and Evaluating Active Learning: Principles, Practices, and Politics
Patricia Brams, Houston Community College System

The Role of Critical Questions in Activating the Learning Process
M. Neil Browne, Bowling Green State University

The L.D. Adult in the College Setting
Mary Busby, Linda Brandt, Karen Gordon, Moraine Valley Community College

Implementation of a Research-Based Instruction Model in a Business Institute
David W. Champagne and Ronald R. Sofo, University of Pittsburgh

Constructive Confrontation
Millie Clark Collins, Gulf Coast Jr. College

Psychological Types: Key to Active Learning and Implications for Teaching
Margaret L. Colucciello, University of Wisconsin-Oshkosh

**Interactive TABS, or Interactive Computer-Based Evaluation Systems, or
Computer-Based Instructional Evaluation Systems for Techno-Neophytes**
Susan Cowan, Centre for University Teaching and Learning

Increasing Effectiveness in Written Communication
Noreen Coyan, North Iowa Area Community College

Influencing Group Actions: A Primer for New Faculty (And Not So New Faculty)
Art Crawley, Appalachian State University

Faculty Quality Circles for Decision-Making and Organizational Development
Robert R. Dove, Duff's Business Institute

Writing Anxiety: Placing English and Writing Back in the Humanities
Randy DeVillez and Sue Schreiber, Moraine Valley Community College

**Small Group Interviews for Instructional Evaluation in a Clinical Setting:
The Case of Veterinary Clinical Medicine at the University of Illinois**
Nancy Diamond and Richard Smock, University of Illinois, Urbana

Teaching for Survival: The Role of the Faculty Member
Robert M. Diamond, Syracuse University

The Learning Style Inventory: Helping Learners Understand Themselves
Nancy M. Dixon, University of Texas

Part-time Faculty Training: A Model That Works
Duane D. Dumbleton, Florida Jr. College

Teaching Via a New Tool—Video Disc—Computer Linkage for an Instant Response
Gerald G. Farr, Southwest Texas State University

Designing Interactive Instruction for Library "Online" Computer Catalogs
E. Curtis Fawson, Brigham Young University/Hawaii

**National Critiques of Higher Education: Implications for Instructional
Developers**
Dee Fink, University of Oklahoma

**Confessions of a Closet Thespian, or Lessons Learned From Life upon the Wicked
State that Can Make Teaching a Class Act**
Linc. Fisch, Eastern Kentucky University

Research Universities: Better Ways to Serve our Learners
Michele Fisher, Stanford University

Computer-Assisted Interactive Video: Application and Management
Barbara M. Florini, Syracuse University

Organizational Assessment of Colleges and Their Environments
David George, Moraine Valley Community College

The Art of One-on-One Teaching
Gretchen Holbrook Gerzina, Stanford University

Initiating an International Education Exchange Program
Marilyn "Murph" Harrison, Horry-Georgetown Technical College

**Computer Literacy Across the Curriculum: A Community College Program
Development Imperative**
Barton R. Herrscher, University of Houston

**Multi-Cultural Student Affairs: Creating and Maintaining a Positive Self and
Corporate Image**
Keith O. Hilton, St. John's University

Oppression and Social Issues: A Training Model
Sheryl Riechmann Hruska, University of Massachusetts, Amherst

**Motivating Student Responsibility in the Educational Process Through Active
Research Assignments: The Death of Procrustes**
Robert E. Hudson, Boston University

Faculty Development Ideas for New Developers
Glenn Ross Johnson and Libby Gardner, Texas A & M University; Marilla
Svinicki, University of Texas, Austin; LuAnn Wilkerson, Harvard Medical School

An Introduction to the Teaching Improvement Process
Mike Kerwin and Judy Rhoads, University of Kentucky

Designing Sequential Workshops in Writing Across the Curriculum
Stephen Kneeshaw, The School of the Ozarks

Using Quality Circles in the Classroom
Leonard Kogut, Pennsylvania State University

Grants Applications and Management
Ellen Kuhn, Moraine Valley Community College

Evaluating Staff Development Practices
Betty Kyger, Lincoln Land Community College

Bending the Twig: A Week-Long Teaching Seminar for New Faculty
Karron G. Lewis, The University of Texas

Integrating Critical Thinking into the Core Curriculum
L. Scott Lissner, New York Institute of Technology

Peace and Justice: A Faculty Development Concern
Tom LoGuidice, Carthage College

Revitalizing the Academy: Begin with Department Chair Training
Ann Lucas, Fairleigh Dickenson University

Designing Tutorials to Teach Computer Literacy to Staff
Maureen Lukenbill, Miami-Dade Community College, South

Organizational Renewal Through Change—An Organizational Development Approach
John Richard McKay, Sumter Area Technical College

Teaching to Potential: Achieving Writing Competency Among College Students
Thomas L. Millard, Montclair State College

Lights, Camera, Tape Rolling—Cue the Talent
Charlene Moskal-Burges, Cuyahoga Community College

Look into the Camera...See the Opportunities
Charlene Moskal-Burges, Cuyahoga Community College

Cross-Cultural Communication: Staff Development Potential
Samuel J. Mungo, Illinois State University, Normal

Conducting Lecturing Skills Workshops
Donna A. Nickel, Orlando

Involvement: A Key to Gaining and Maintaining Student Interest
Thomas Pasternack, Randolph-Macon Woman's College

Buyouts and a Career Transition Program as a Response to Retrenchment
Carol A. Paul, Fairleigh Dickinson University

Scholar-in-Residence: A Program Design that Works
Donald J. Plagens, Cuyahoga Community College

Enticing Students into the Joy of Inquiry
Eugenie Potter, Arizona Research Associates

The Invasion of MBTI
Joyce Povlacs, University of Nebraska, Lincoln

Development of a Part-time Faculty Orientation/Inservice Training Program
Paul L. Presha, Florida Junior College, Jacksonville

A New Variation on an Old Theme: Illustrating Concepts of Planning with Tinkertoys
V. Jean Ramsey, Western Michigan University

Supporting Innovative Curriculum Change in the Face of Resistance
Wayne Silverman, Guilford Technical Community College

Principles of Personal and Organizational Change
Walter Sikes, Yellow Springs, Ohio

War/Peace: Teaching to Hearts and Minds with Hearts and Minds
Louis Silverstein, Columbia College, Chicago

Taking Care of Ourselves: A Mini Career Development Workshop
Carol Payne Smith, Western Michigan University

Professional Development: Issues and Problems
Ron Smith, Concordia University

Examining the Conflicts Between Career Development and Teaching Development
Mary Deane Sorcinelli, Indiana University

Interactive Videodisc Repurposing for Community College Instruction
Suzanne P. Spahn, Sunrise, Florida

Faculty Evaluation: The Summative Report
Mary Rita Sullivan and Sharon Fritz, Moraine Valley Community College

Training in Business and Industry
Suzanne Tuthill, Delaware Technical Community College

Stress Management Training and Being a Change Agent
Suzanne Tuthill, Delaware Technical Community College

How Can Faculty Career Development Be Addressed in A Time of Diminishing Resources
Daniel W. Wheeler, University of Nebraska, Lincoln

The Values Audit: A Means for Clarifying Faculty Concerns Regarding Institutional Issues
David B. Whitcomb, University of California, Long Beach

When Funds Won't Stretch: Faculty Development and Organizational Development Projects for Miniscule Budgets
Susanne W. Whitcomb, University of California, Long Beach

Ethical Reasoning and Professional Development: A Four Component Model
Tom Wilson, University of California, Irvine

Values and Power: Uses and Abuses
Tom Wilson, University of California, Irvine

Professional/Personal Development Through the National Faculty Exchange
Betty Worley, Purdue University

Techniques for Training Group Leaders: Getting Work Done Through Groups
Roger Worsley, Anchorage Community College

Professional Development of New Faculty: How are They Different From Their Tenured Colleagues
Neil R. Wylie, Great Lakes Colleges Association

The Personal Profile System: A Multidimensional Development Tool
Richard D. Yarger, Edison Community College Charlotte Center

1985 POD/NCSPOD National Conference

PRE-CONFERENCE WORKSHOPS

Thursday, October 17th, 1985 (8:45 a.m. - 4:45 p.m.)
Lake Lawn Lodge, Delavan, Wisconsin

POD and NCSPOD are happy to sponsor two pre-conference workshops: "Faculty Development Ideas for New Developers" and "Advocature: Time-Mapping the Quest." Both workshops promise practical ideas, useful skills, lots of sharing, and a good deal of fun. The pre-conference sessions will begin at 8:45 a.m. and conclude by 4:45 p.m. on Thursday...in time for the opening conference events. The registration fee of only \$20.00 makes these sessions real bargains.

Faculty Development Ideas for New Developers will introduce new developers to several strategies which they might use in their higher education settings: analyzing data and developing alternative teaching strategies, videotaping "scaled down" lessons and replaying them, collecting and analyzing verbal interactions in the classroom, developing assertiveness skills...and more. Workshop Leaders: Glenn Ross Johnson, Libby Gardner, Texas A & M University; Marilla Svinicki, University of Texas/Austin; LuAnn Wilkerson, Harvard Medical School.

Advocature: Time-Mapping the Quest will explore the future of staff, professional, and organizational development in higher education. Participants will create a vision of the future, identify the role of (S)POD in that future, construct a "Time Map" to give direction to the journey through time to that future, and practice a variety of advocacy skills, so that vision can indeed become a practical reality.

Workshop Leaders: Chuck Betts and Rich Brass, Brass, Richie, and Betts, Inc. of Iowa City, Iowa and Oak Park, Illinois.

Pre-Conference Workshop Registration Form

Name _____ Title _____

Institution/Organization _____

Address _____

City _____ State/Prov. _____ Zip/P.C. _____

Phone: Business _____ Home _____

Please reserve a place for me in...

____ Faculty Development Ideas for New Developers (\$20.00) \$ _____

____ Advocature: Time-Mapping the Quest (\$20.00) \$ _____

Your registration fee of \$20.00 must accompany this form to reserve a space in the workshop. Please return Registration Form and check (payable to "1985 NCSPOD/POD Conference") to:

Robert G. Pierleoni
Rush Presbyterian St. Luke's Medical Center
University Office of Continuing Education
600 S. Paulina Street
Chicago, Illinois 60612

PROGRAM PROPOSAL FORM

1985 PQD/NCSPQD Conference - October 17-20, 1985

NAME OF PROPOSER: _____

ADDRESS: _____

TELEPHONE: () _____

Others who will be involved: _____

Subject/Title: _____

Format of presentation: _____

Program description or abstract: _____

Special needs (space, arrangements, equipment): _____

Target Audience (e.g. Deans, Faculty members, New developers, "Old Hands")

Note: We will send you a request for a final session description in April. To guarantee a place on the program, send this proposal form to Rusty Wadsworth, Northeastern Illinois University, 5500 N. St. Louis Ave., Chicago, IL 60625 by April 1, 1985.

ACTIVE LEARNING IN HIGHER EDUCATION

A Joint Conference of
The Professional and Organizational Development Network in Higher Education
(POD Network)
and
The National Council for Staff, Program and Organizational Development
(NCSPOD)

October 17-20, 1985
Lake Lawn Lodge, Delavan, Wisconsin

Name _____ Title _____
Institution/Organization _____
Address _____
City _____ State/Prov. _____ Zip/P.C. _____
Phone: Business _____ Home _____

CONFERENCE REGISTRATION FEES

Current Member of POD or NCSPOD.....\$75.00 \$ _____

___ I am a member of POD

___ I am a member of NCSPOD

Non-Member Registration Fee.....\$105.00 \$ _____
(Includes one year membership
in NCSPOD and POD)

MEMBERSHIP RENEWALS

POD Membership Dues, 1985-1986.....\$25.00 \$ _____
(Remember, you may register as a member of POD,
only if you pay your membership dues now.)

1986 NCSPOD membership dues payable 1/1/86.

Total Enclosed \$ _____

Send registration form and check (payable to 1985 NCSPOD/POD Conference) to

Robert G. Pierleoni
Rush Presbyterian St. Luke's Medical Center
University Office of Continuing Education
600 S. Paulina Street
Chicago, Illinois 60612

(Phone: 312/942-7119)

Registration confirmation and hotel reservation card will be sent for
registrations received before September 1, 1985.
Registration fees will be refunded (less \$20.00) after the conference,
provided written request is postmarked no later than October 1, 1985.