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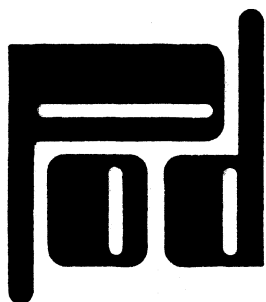
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NETWORK

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CALL FOR SESSIONS

POD 1983 National Conference

October 20-23, 1983

Airlie, Virginia

Dear Colleague:

POD is returning to Airlie House in Airlie, Virginia for its 1983 annual conference. Airlie House is a wonderful place--an old estate set on spacious grounds among the rolling hills of Virginia. We hope we'll see you there in October.

Meanwhile, we are soliciting proposals for sessions for the 1983 conference. The POD Network includes a diverse collection of people who play different roles in different academic (and, increasingly, non-academic) settings. The challenges they confront, the approaches they take, and the concerns they have also vary from person to person and from time to time. This year, we'd like to take stock of who we are and what we're up to these days.

We have some limits, of course, "Improving post-secondary education for extra-terrestrials" will NOT be a featured theme in the 1983 conference program. However, some viable possibilities have surfaced, including:

- learning styles and developmental stages among college students
- changing patterns in academic careers
- computers and higher education
- consulting skills for academic and non-academic settings
- current research issues and findings in higher education

Thus, we are eager to receive proposals in these areas, but we also hope you will submit proposals for sessions which reflect your current occupations and preoccupations.

If you have a workshop you'd like to demonstrate, a program you'd like to describe, some research you'd like to report or an issue you'd like to discuss, please complete the enclosed program proposal form and submit it by April 15th, 1983. We look forward to hearing from you.

Bette LaSere Erickson
for the POD 1983 Conference
Planning Committee

INFORMATION SHEET ON POD CONFERENCE TRACK
ON TRANSITIONS FROM ACADEME TO BUSINESS

To: POD Conferees

From: Lance C. Buhl

I thought it might be helpful to explain a bit more than the Agenda does the nature of the three Friday sessions which comprise the "academe to business transition" track I was asked to put together.

Here goes:

1. Training faculty for career shifts to business (10:15-11:45 a.m.)

Presentation and discussion session

Leader: Clinton W. (Butch) Kersey, Coordinator, Career Opportunities Institute, University of Virginia

Description: Since 1980, the Career Opportunities Institute has prepared a hundred or so faculty in the humanities and social sciences from across the country for making transitions out of higher education into business. As a result of his work, Butch has been commissioned by Dow Jones to write a regular column on careers for Business Weekly beginning January, 1984. At this session, Butch will explain why people seek Institute training, what that training is all about, what issues trainees face, and the five questions which businesses tend to ask of faculty who seek positions with them. Butch will lead problem solving discussions around situations suggested by people attending his session.

2. Personal reflections on getting out of academe and getting into other forms of professional craziness (1:30-3:00 p.m.)

Presentation and discussion session

Panel: Lance Buhl, Program Associate, Corporate Contributions, The Standard Oil Company (Ohio), and former historian and administrator (Harvard and Cleveland State Universities) and consultant/trainer in higher education

Charles Farmer, Senior Engineering Specialist, General Dynamics Corporation, and former professor of mathematics, associate vice president for academic affairs and director of institutional research, University of Tulsa

Leonard Hirsch, President, Institute for Strategic Management, and former director of organizational development for the Carter White House, staff of the Congressional Management Foundation, and faculty at Cleveland State University, American University and Harvard.

Moderator: Mary Lynn Crow, Director of the Faculty Development Resource Center and Professor of Educational Psychology, University of Texas at Arlington

Description: Lance, Charlie, and Len will reflect on the relationships between their respective moves away from higher education and issues of life transitions, life styles, philosophical orientations, work environments, and personal autonomy (control of time, relationship to power). Mary Lynn will comment on panelists' reflections from her perspective as a student of adult development and she will direct discussion between panelists and other participants in the session.

3. Personal preparation for making a transition to business (3:15-4:45 p.m.)

Presentation and discussion session

Panel: Robert Burnett, Director of Science Administration in the Division of Research and Development, Smith, Kline and French, and former staff of Center for Instructional Development and associate dean, School of Business, Syracuse University

Michael Crump, Director of Human Resources, Smith, Kline and French, and former graduate student and faculty in organizational behavior, Syracuse University

Jane Hiller, Internal Organizational Consultant, Sperry Univac, and former graduate student and faculty in organizational behavior, Syracuse University

Description: Bob, Michael and Jane will discuss, from their own experiences in making transitions to business settings and helping others to do so, how faculty and POD'ers in particular can prepare themselves successfully for the world of business. Topics will include matching career interests to real jobs, anticipating business reactions to typical academic career resumes, and identifying and using facilitating mechanisms (including networking) for career shifts.


WEBER STATE COLLEGE

INSTRUCTIONAL DEVELOPMENT

OGDEN, UTAH 84408
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MEMORANDUM

TO: Perry Network

FROM: Joanne Kurfiss, Director
Instructional Development 

SUBJECT: Conference-Within-a-Conference: Student
Development Track

DATE: June 27, 1983

In the last Perry Network Newsletter, Larry mentioned that I would be planning a developmentally oriented section of the 1983 conference of the Professional and Organizational Development Network in Higher Education (P.O.D.). I'm happy to report that we have an excellent program lined up for the conference as a whole, and that we will have seven (possibly eight) presentations relevant to student learning and development as an integral part of that program. Because of your interest in the use of developmental models in research and teaching, I thought you might want to know the details of this aspect of the program; if it looks appealing, and you are interested in the process of organizational change and faculty development in general, information on the rest of the program and registration will be provided on request.

The following presentations have been scheduled for the "mini-conference" on student learning and development:

Introduction to developmental theories: I will provide an overview of developmental theories, probably in a one hour session. I will include a discussion of the implications, in general, of using developmental models as a guide to instructional design.

Patricia King of Bowling Green State University will describe her research on the Reflective Judgment measure of intellectual development.

Robert Allen, West Virginia University, Dept. of Biology, will discuss the Perry model in relation to the teaching of scientific thinking skills.

Danielle Weinberg will describe the use of Piaget-based models to design instruction in Anthropology as part of the University of Nebraska-Lincoln's nationally known ADAPT Program.

Janice Hays, University of Colorado at Colorado Springs, will discuss the development of analytic writing ability using an empirically-based model

which synthesizes cognitive and writing development.

Sally Olsen, Mary College in Bismarck, will discuss a freshmen advising and orientation program based on developmental models. The program consists of a one semester, one hour course taught by faculty volunteers; it integrates both student affairs and academic concerns.

Jack Armstrong, Director of Project QUE (Quality Undergraduate Education) will reflect on a major national project which incorporates developmental concepts.

Finally, we'll plan a networking breakfast for those on the program and others interested in student development, either Saturday or Sunday.

In addition, I hope to have a presentation on women's development; this is presently being negotiated.

P.O.D. meetings emphasize informal, interactive presentations and lots of "networking" activity outside the scheduled sessions. We will have dozens of presentations on a variety of aspects of academic life, including sessions on academic career development (organized by Gene Rice, who has studied Danforth fellows' career development in particular), transitions from academic to nonacademic settings, and several other themes. Frank Newman, president of the University of Rhode Island, will give the keynote address.

The conference will be at Airlie House in Virginia (near Washinton, D.C.), October 20-23, 1983. Room and board for the three nights of the conference totals \$190 for single or \$160 for double occupancy; I'm told that Airlie House is a very congenial setting. First-timers register for \$70 before July 15; \$90 after that date, and receive a years' membership free.

This group is stimulating, involved, positive, and very supportive. I hope you'll give serious consideration to joining us this fall, and will also inform potentially interested colleagues. Feel free to contact me or the program coordinator, Bette Erikson (address below) if you'd like a conference brochure and registration form. Have a good summer!

JK/sh

Bette Erikson, Program Coordinator
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