1977 National Conference Program Information
PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

NETWORK

1977
NATIONAL
CONFERENCE
OCTOBER 23-26

ILLINOIS BEACH STATE PARK LODGE

ZION, ILLINOIS
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I  TYPES OF SESSIONS

This year's POD National Conference is being designed with special features which should make it stimulating and useful for all who share the interests of the POD Network--the new and old faculty, organizational, instructional and institutional development program people, those who belong to faculty development committees, and college and university administrators. Several of the types of conference sessions are described below.

A. Demonstration Workshops

Since many of us are called upon to arrange or conduct workshops on our campuses, we have asked several POD members to demonstrate model workshops they have conducted. Workshop leaders will, insofar as possible, conduct their workshops as if they were conducting them on their own campuses. They will also allow time for discussion of their workshops--the elements of the workshop design, expected outcomes, potential problems, and any other questions which participants might raise. (Ticket sessions)*

B. General Sessions

A few of the sessions this year are designed primarily to help us gain perspective. The general session (Monday), the panel reporting on research (Wednesday), and the closing address (Wednesday) are opportunities to gain perspective on the "state of the art." The small group conference planning sessions (Sunday) and the report from the conference evaluators (Wednesday) are designed to help us gain perspective on the conference itself.

C. Program Samples

Several of us have found the POD conference a chance to keep informed about what professional and organizational development activities are being undertaken at other campuses. This year we invited POD members to submit proposals for sessions describing the particular models, approaches, techniques, or strategies they are using. A number of these proposals have been included in the program. Leaders for these sessions have been asked to describe their particular approaches, to discuss their advantages and disadvantages, and to allow time for questions or comments from participants.

D. Resource Area

The Terrace Room will be the location for our general sessions and will also house the resource materials. These materials will be available for browsing all day Monday and Tuesday. The nature of the available materials is described for you in Section III-D. Consulting services will function out of the resource area, too.

*When you register, you will have an opportunity to request tickets for these sessions. The nature of these sessions limits the number of participants.
E. Skill Building Sessions

As one POD member recently observed, "No matter how many competencies we have, there never seem to be enough. Success in one or a few areas always seems to prompt requests for services in other areas." Thus, many practitioners are continually searching for opportunities to develop new skills or to use old ones in new contexts. This year the conference includes several skill building sessions. Session leaders will describe or demonstrate the approaches they use. However, their major task will be to provide experiences which will enable participants to try out these approaches, to experiment with the procedures involved, and to practice the skills required to use these approaches and procedures. Because these will be relatively short sessions (3-6 hours), they will be more like introductions to skills than intensive training sessions. (Ticket sessions)*

F. Working Sessions

Several POD members have expressed their desire to work in collaborative problem-solving settings to address some of the issues and problems confronting professional and organizational development supporters. Thus, this year's conference includes several working sessions focused on some of these challenges. In most cases, a round table, panel, or facilitator will open the session by proposing contexts or perspectives within which these issues and problems might be addressed. However, the major portion of these sessions will be spent in working groups in which participants may think through the issues and problems together and may collaborate in their search for workable and respectable solutions. (Ticket sessions)*

*When you register, you will have an opportunity to request tickets for these sessions. The nature of these sessions limits the number of participants.
II CONFERENCE SCHEDULE

SUNDAY OCTOBER 23

9:00 to 4:00 p.m. POD Core Committee Meeting
4:00 to 5:00 p.m. Conference Registration, Main Lobby
5:00 to 6:00 p.m. Cash Bar
6:00 to 7:00 p.m. Dinner
7:15 to 9:00 p.m. Working Session No. 1: Small Group Sessions, "What Do I Want Out of This Conference and How Can I Get It?" Steve Scholl, Ohio Wesleyan University, Group Leader. Terrace Room

MONDAY TO WEDNESDAY~ SCHEDULED MEALS AND CONFERENCE BREAKS

7:30 to 8:30 a.m. Breakfast
Mid-Morning Coffee and Milk Break
12:15 to 1:15 p.m. Lunch
Mid-Afternoon Coffee and Milk Break
5:00 to 6:00 p.m. Cash Bar
6:00 to 7:00 p.m. Dinner
MONDAY, OCTOBER 24

9:00 to 5:00 p.m. Resource Materials -- Available for browsing in the Terrace Room.

Morning Sessions:

Concurrent Programs from Which to Choose:

8:30 to 10:00 a.m.
General Session No. 1: "Perspectives on Professional Development," Jack Noonan (Chairman), Virginia Commonwealth University; Linda Clader, Carleton College; Lawrence Alexander, Michigan State University. Garden Room A

8:30 to 12:00 noon

10:30 to 12:00 noon
Working Session No. 3: "Planning for Faculty and Organization Development," John Anderson, Bucknell University; Joan North, Small College Consortium; and Carol Paul, North Shore Community College. Michigan Room

OR

Program Sample No. 1: "The Instructional Development Program at the University of California, Santa Barbara," David Outcalt, University of California, Santa Barbara. Garden Room A

OR

Working Session No. 4: "What are Some Desirable Attributes of a Professional Development Specialist?" William C. McGaghie, University of Illinois Medical Center. Wisconsin Room*

Program Sample No. 2: "Faculty Development at Two Small Colleges: Training and Application," Marjorie Nickel, LaRoche College; and Joyce Povlacs, Huron College. Garden Room B

*Indicates Ticket Session.
MONDAY, OCTOBER 24 (Continued)

Afternoon Sessions:

Concurrent Programs from Which to Choose:

1:30 to 2:50 p.m.
Michigan Room

OR

Program Sample No. 4: "A Colleague as a Teacher Consultant," Gerald R. Bakker, Earlham College.
Indiana Room

OR

Program Sample No. 5: "An Institutional Approach to Faculty Development," William A. Mahler, University of Wisconsin, Oshkosh.
Garden Room A

1:30 to 3:00 p.m.
Working Session No. 5: Professionally Speaking, Growing Can Be a Pain," Wally Sikes, Center for Creative Change in Higher Education. Juniper Room

OR

Program Sample No. 6: "The Center for Instructional Development--Syracuse University," Paul E. Nickmann, Syracuse University. Lincoln Room

OR

Program Sample No. 7: "Organizational Development with a Learning Team: Improving a Class Through Better Communication Among Professor(s), Teaching Assistants, and Students," John Andrews, University of California, San Diego. Garden Room

3:00 to 4:20 p.m.
Program Sample No. 8: "Faculty Development for Adjunct and Part-Time Faculty: Pre-Service and In-Service Programs," Hugo Keesing, University of Maryland Univ. College and Rosemary Miller, Burlington County College.
Garden Room A

OR

Program Sample No. 9: "A Teaching Improvement Process: Application/Adaptations," Susan Cowan, McGill University; Michael Meink (Chairman), University of Illinois Medical Center; and Joel Noam Zickel, Consortium of East Jersey, Kean College of New Jersey; and Shay Jaggard, University of Kentucky Community College System.
Garden Room B

OR

Program Sample No. 10: "How to Win Faculty Interest, Support and Participation in Academic Change--and Have Fun Doing It! A Faculty Led Strategy for Academic Innovation," Carol Mann, North Shore Community College.
Lincoln Room

3:00 to 4:20 p.m.
Program Sample No. 11: "Putting Workshops in Perspective: One Program's Experience," Paul Munson and Jon F. Wergin, Virginia Commonwealth University.
Indiana Room

OR

Michigan Room

OR

Wisconsin Room
MONDAY, OCTOBER 24 (Continued)

Evening Sessions:

Concurrent Programs from Which to Choose:

7:30 p.m. to 9:30 p.m.

Demonstration Workshop No. 1: "Principles of Learning and Motivation," Robert Young, Virginia Commonwealth University. Garden Room A*

OR

Demonstration Workshop No. 2: "Part I, Evaluation of Student Learning: or, How to Find Out If You Taught What You Thought You Did and If Students Learned What You Thought You Taught," Clare Rose, Evaluation and Training Institute, Los Angeles. Indiana Room*

OR

Demonstration Workshop No. 3: "Using Small Groups in the College Classrooms," Elizabeth Hunter, Hunter College of CUNY. Garden Room B*

7:30 p.m. to 9:30 p.m.

Working Session No. 6: "Faculty Evaluation: Problems and Procedures," David J. King, Oregon State University. Michigan Room

OR

Working Session No. 7: "What Next for Careers, Vets?" Fred Gaige, Fairleigh Dickinson University. Lincoln Room

*Indicates Ticket Sessions.
TUESDAY, OCTOBER 25

9:00 a.m. to 5:00 p.m.  Resource Materials: Available for Browsing in the Terrace Room.

Morning Sessions:

Concurrent Programs from Which to Choose:

9:00 a.m. to 12:00 noon

Working Session No. 8: "Part I, Facing the Accountability Question," Robert Diamond, Chairman, Syracuse University; William Holzmer, University of Illinois; Edward Kelly, Syracuse University; H. Richard Smock, University of Illinois. Lincoln Room

OR

Working Session No. 9: "Part I, Action Research and Professional Development in Higher Education," Lance Buhl, Chairman, Project for Educational Development; John Carter, Case Western Reserve University; Richard Fenker, Texas Christian University; Sandy Inglis, Ohio Board of Regents. Michigan Room

9:00 a.m. to 12:00 noon

Skill Building No. 1: "A Case Study of a Departmental Intervention," Tony Grasha, University of Cincinnati. Wisconsin Room *

OR

Skill Building No. 2: "Part I, Consulting with Faculty on Instructional Problems: Diagnosis and Prescription," Lawrence T. Alexander and Allen J. Abedor, Michigan State University. Indiana Room *

*Indicates Ticket Session.
Afternoon Sessions:

Concurrent Programs from Which to Choose

1:30 p.m. to 4:30 p.m.

Working Session No. 8 (Continued): See participants and schedule under description of Working Session No. 8. Lincoln Room

Part II "The Evaluator and Accountability"

Part III "Evaluation Clinics"

OR

Skill Building No. 2 (Continued): See participants and schedules under description of Skill Building No. 2. "Part II, Consulting on Instructional Problems." Indiana Room*

OR

Skill Building No. 3: "Expanding Observation and Feedback Skills," Shay Jaggard, University of Kentucky Community College System; and Luann Wilkerson, Murray State University. Garden Room B*

3:00 p.m. to 4:30 p.m.

Program Sample No. 14: "Instructional Development Services: Cost or Benefit?" Dennis Schaffer, University of Delaware. Juniper Room

3:00 p.m. to 4:30 p.m.

Working Session No. 9 (Continued): See participants and schedule under description of Working Session No. 9, "Part II, Action Research," convene in Michigan Room for:

Session A, "Using AR in the Two-Year Sector" or
Session B, "Using AR in the Professional School" or
Session C, "Using AR in the University" or
Session D, "Show, Tell, and Conceive--War Stories and Brain Storming for Experienced AR Types."

5:00 p.m. to 6:00 p.m.

General Session No. 2: POD Business Meeting. Terrace Room

*Indicates Ticket Sessions.
TUESDAY, OCTOBER 25 (Continued)

Evening Sessions:

7:30 p.m. to 9:30 p.m.

Concurrent Sessions from Which to Choose:

7:30 p.m. to 9:30 p.m.

Demonstration Workshop No. 7: "Life Planning,
Nancy Barber, Franklin Pierce College.
Garden Room A*

OR

Skill Building No. 4: "Administrator
Development," Carol Zion, Miami-Dade Community
College. Garden Room B*

OR

Working Session No. 10: "Defending Your Program,
Simulation Game. Lincoln Room

Evening Sessions:

Concurrent Sessions from Which to Choose:

Demonstration Workshop No. 2 (Continued): See partici-
pants and description under Demonstration Workshop No.
2. "Part II, Evaluation of Student Learning."
Indiana Room*

OR

Demonstration Workshop No. 6: "College Classroom
Vignettes: A Video-Stimulated Discussion," Robert
Menges, Sue Nelson, and Meg Zacharias, Northwestern
University. Michigan Room*

OR

Working Session No. 11: "From the School of Hard Knocks:
Recommendations for Elevating Teaching," FIPSE National
Project III Associates. Indiana Room

WEDNESDAY, OCTOBER 26

Morning Sessions:

Concurrent Sessions from Which to Choose:

9:00 to 10:15 a.m.

General Session No. 3: "What can we learn from the
Research on Teaching, on Students and on Organiza-
tional and Personal Development?" Steve Phillips,
Panel Chairman. Terrace Room

9:00 to 10:15 a.m.

General Session No. 4: "What Happened Here? The
Conference in Retrospect." Glenn Nyre.
Terrace Room

10:30 a.m. to 11:00 a.m.

General Session No. 5: "Speculation About the
Future of Professional and Organizational Develop-
ment," Mary Lynn Crow. Terrace Room

9:00 to 10:15 a.m.

Skill Building No. 5: "Problem Solving--One in One,"
Donna A. Nickel, Valencia Community College.
Garden Room A*

OR

Demonstration Workshop No. 8: "Designing Growth
Contracts," Rose Gladney, New College, University of
Alabama. Michigan Room*

OR

Working Session No. 11: "From the School of Hard Knocks:
Recommendations for Elevating Teaching," FIPSE National
Project III Associates. Indiana Room

*Indicates Ticket Sessions.
III A. DESCRIPTIONS OF DEMONSTRATIONS WORKSHOPS

Demonstration Workshop No. 1: Monday, 7:30 to 9:30 p.m., Garden Room A*

"Principles of Learning and Motivation," Robert Young, Virginia Commonwealth University.

Research on learning and motivation provides an important basis for work in faculty and instructional development. College faculty and staff members usually have little time to read or hear recited the details of this research. But, general principles derived from educational and psychological research will be considered by busy academics. Faculty members armed with an understanding of these principles become their own developers of effective instruction.

This workshop will identify a set of principles and demonstrate one way they have been presented to campus groups. A discussion of the goals, strategies, materials, potential, and problems of a presentation on this topic will follow the demonstration.

Demonstration Workshop No. 2: Part I, Monday 7:30-9:30 p.m. Indiana Room*
Part II, Tuesday, 7:30-9:30 p.m. Indiana Room

"Evaluating Student Learning: Or, How to Find out If You Taught What You Thought You Did and If Students Learned What You Thought You Taught," Clare Rose, Evaluation and Training Institute, Los Angeles.

The purpose of this workshop is to broaden the participants' awareness of the purposes for evaluating student learning and the methods available that are appropriate for the different purposes. Participants will explore the differences between norm-referenced and criterion-referenced measurement, and various measurement strategies designed to help faculty measure student performance and improve their instructional programs.

Demonstration Workshop No. 3: Monday, 7:30 to 9:30 p.m. Garden Room B*

"Using Small Groups in the College Classroom," Elizabeth Hunter, Hunter College, CUNY.

This workshop will demonstrate some of the ways in which small groups of about two to six or seven persons can be set up and varied within the larger group. Some of the purposes of small groups will be demonstrated (i.e., getting to know the other members in a more intimate setting usually makes people more willing to speak in the larger group). Small groups will also be used to evaluate the session.

Demonstration Workshop No. 4: Tuesday, 1:30 to 4:30 p.m., Garden Room A*

"Learning Styles/Teaching Styles," Sher Riechmann, University of Massachusetts.

Participants will become familiar with a variety of conceptualizations of learning styles and teaching styles. Activities of the session will focus on exploring ones' own styles and their implications for the classroom.

*Indicates Ticket Session.
Demonstration Workshop No. 5: Tuesday, 1:30 to 4:30 p.m., Wisconsin Room*

"Leadership Development Workshop for Academic Department Chairpersons," Dorothy Miller, California State University and College System, and David B. Whitcomb, California State University, Long Beach.

This workshop will provide firsthand experiences in a few of the problem solving processes which have proved successful with department chair workshops within The California State University and Colleges. Institutions of higher learning have done little to assist the faculty member converted (however temporarily) into an administrator as department chair. There is no place where the persuasive skills of leadership are more necessary, for department chairpersons lead rather than direct, persuade rather than order, and operate among peers rather than as boss over employees.

Creative group problem solving will be demonstrated initially. Other processes which will be discussed and experienced briefly are "Imaging Potentialities," "Role Clarification," "Conflict Management," and "Traveling Teacher Counselor Project," an intercampus experiment for instructional improvement. We will discuss some of the dimensions of setting a participative, creative problem solving climate among workshop participants.

Demonstration Workshop No. 6: Tuesday, 7:30 to 9:30 p.m., Michigan Room*


College Classroom Vignettes are videotapes of unstaged classroom incidents designed to stimulate discussions about teaching in groups of college faculty and graduate students.

We will view and discuss a vignette which includes interviews with professors in two fields as well as samples of their classroom teaching. One uses structured classroom discussion and the other uses a problem-centered approach. We will examine the merits of each approach and the circumstances under which each is appropriate.

We will then consider the objectives served by this workshop approach, that is the use of tapes meant to evoke a diversity of views rather than to model the "correct" teaching style. What might such sessions contribute to a faculty development program? What skills are needed to lead such discussions?

*Indicates Ticket Session.
Demonstration Workshop No. 7: Tuesday, 7:30 to 9:30 p.m., Garden Room A.*

"Life Planning," Nancy Barber, Franklin Pierce College.

Life planning is a structured workshop design providing participants with an opportunity to examine life experiences, values, interests, and goals, and to plan a specific action or strategy to move toward goal achievement. The workshop includes fantasy, various forms of self-assessment and situational diagnoses, and a structured decision-making process. In this very brief session we will be able to cover a few typical tools and activities, which will serve as a springboard for a discussion for alternative techniques and work designs, variations for different populations, personal growth versus professional development emphases, and other concerns identified by participants.

Demonstration Workshop No. 8: Wednesday, 8:30 to 10:15 a.m., Michigan Room.*

"Designing Growth Contracts," Rose Gladney, New College, University of Alabama.

The purpose is to examine and experience necessary conditions for effective use of faculty growth contracts. We will examine sample growth contracts from three colleges. Participants will work with each other in simulated growth contract sessions and discuss reactions to this experience.

*Indicates Ticket Sessions.
B. DESCRIPTIONS OF THE GENERAL SESSIONS

General Session No. 1: Monday, 8:30 a.m. to 10:00 a.m., Garden Room A.

"Perspectives on Professional Development," Lawrence Alexander, Learning and Evaluation Service, Michigan State University; Linda Clader, Classics Department, Carleton College; Jack Noonan (Chairperson), Center for Improving Teaching Effectiveness, Virginia Commonwealth University.

This panel will discuss several approaches to professional development by illuminating the implications for faculty, for students, for institutions and for "developers" themselves. Questions and comments from the audience will be invited by the panel.

General Session No. 2: Tuesday, 5:00 to 6:00 p.m., Terrace Room.

POD Business Meeting.

Agenda provided at registration.

General Session No. 3: Wednesday, 9:00 to 10:15 a.m., Terrace Room.

"What Can We Learn from the Research on Teaching, on Students, and on Organizational and Personal Development?" Stephen Brock, Kansas State University; Charles Claxton, Memphis State University; Jack Lindquist, University of Michigan; and Steve Phillips (Chairman), University of Puget Sound.

Each of the four panelists will identify one or two major research findings currently emerging around teaching, learning, organizational and personal development and will then explore the implications of that research for professional and faculty development. Jack Lindquist, Project Director, Kellogg Use of Innovations Project, Center for the Study of Higher Education, the University of Michigan, will look at recent developments concerning the implementation of planned change in complex organizations; Charles Claxton, Associate Professor of Curriculum and Instruction, Memphis State University, will focus on the teaching/learning process as it will occur in a learning society and in lifelong learning; and Steve Brock, Educational Development Specialist, Center for Faculty Evaluation and Development in Higher Education, Kansas State University, will examine research on the role students have or might have in improving teaching. Steve Phillips, Coordinator of Faculty Development, University of Puget Sound, will chair the panel and also speculate on the implications of the research on adult development for professional and faculty renewal.
General Session No. 4: Wednesday, 10:30 to 11:00 a.m., Terrace Room.

"What Happened Here? The Conference In Retrospect,"
Glenn F. Nyre (Chairman), Evaluation and Training
Institute, Los Angeles; Susan Brock, St. Mary's Junior College;
Jon F. Wergin, Virginia Commonwealth University; and
Karen Marks, Dawson College.

Members of the POD Program Evaluation Committee will report on perceptions of the conference gained from interviews held with participants and solicit reactions and further ideas from the audience regarding future directions for both national and regional conferences and workshops.

General Session No. 5: Wednesday, 11:15 to 12:00 noon, Terrace Room.

"Speculation About the Future of Professional and Organizational Development," Mary Lynn Crow, University of Texas, Arlington, Executive Director for POD Network.
C. DESCRIPTIONS OF PROGRAM SAMPLES

Program Sample No. 1: Monday, 10:30 a.m. to 12:00 noon, Garden Room A.

"The Instructional Improvement Program at the University of California, Santa Barbara," David Outcalt, University of California, Santa Barbara.

The campus has developed and implemented an extensive, systematic program to improve instruction. The program provides incentives to parallel those of the research model and offers a student feedback component. The program is backed by fiscal resources, by an instructional consultation service, and by extensive media production and display facilities. Specific activities include: minigrants, major instructional grants, academic program evaluation and design projects, evaluation pilot and development projects, T.A. training, and student publications. Evidence indicates that the program has made substantial impact and that its elements should be adaptable to other universities.

Program Sample No. 2: Monday, 10:30 a.m. to 12:00 noon, Garden Room B.

"Faculty Development at Two Small Colleges: Training and Application," Marjorie Nickel, LaRoche College and Joyce Povilacs, Huron College.

What do LaRoche College in urban Pittsburgh and Huron College on the plains of South Dakota have in common? Each had a participant in the recently concluded Advanced In-Service Training Program in Faculty Development, sponsored by the Council for the Advancement of Small Colleges and funded by the Kellogg Foundation. As those participants, we will present our programs in the context of our CASC training and experience. One of us will focus on how that training did or did not apply on the home campus, while the other will discuss the beginnings and growth of a faculty development program over a three year period.

Program Sample No. 3: Monday, 1:30 p.m. to 2:50 p.m., Michigan Room.

"Career Planning and Career Change Programs for Faculty Members," Elmer Van Egmond, Illinois State University, and Joseph O'Connor, Wittenberg University.

This session will provide program samples from two university campuses, Illinois State University and Wittenberg University. Provisions for the reallocation of human resources through career assessment and career change for faculty members will be described. Program elements, strengths, weaknesses and start-up considerations will be considered in presentation and discussion.
Program Sample No. 4: Monday, 1:30 p.m. to 2:50 p.m., Indiana Room.

"A Colleague as a Teaching Consultant," Gerald R. Bakker, Earlham College.

For two years Earlham College has had a faculty member serving half-time as Consultant on Teaching and Learning, and in that time over half the faculty have made use of the Consultant's help. This session will focus on what the Consultant has done, what has contributed to the success of the program, and elements requisite for the idea to be successful at other institutions.

Program Sample No. 5: Monday, 1:30 p.m. to 2:50 p.m., Garden Room A.

"An Institutional Approach to Faculty Development," William A. Mahler, University of Wisconsin, Oshkosh.

The Oshkosh Faculty Development Program represents a model of how to adapt to changing environments without relying on new resources. Extensive amounts of time and more than $200,000 in institutional funds, plus several grants, have been allocated for curriculum development and research projects, interdisciplinary institutes, extended professional leaves, teaching for new audiences, and on-campus and off-campus seminars and workshops. The program is coordinated with an institutional planning process, a modularized calendar, consultants, and other support services. It encompasses instructional, organizational, and personal development and encourages professional growth through positive incentives and supportive environments. Problems of adoption and implementation will be discussed.

Program Sample No. 6: Monday, 1:30 p.m. to 2:50 p.m., Lincoln Room.

"The Center for Instructional Development, Syracuse University," Paul E. Zickmann, Syracuse University.

This presentation will briefly review the goals, organization, and procedures of the Center for Instructional Development, with emphasis being placed on the impact of the Center on the systems, structures, courses and curricula, as well as students of the institution and faculty with whom it has worked. Specific projects, as well as evaluation and research studies, will be covered. General comments regarding the effectiveness, potentials, and limitations of this approach to academic change will be made.
Program Sample No. 7: Monday, 1:30 p.m. to 2:50 p.m., Garden Room B.

"Organizational Development with the Learning Team: Improving a Class Through Better Communication Among Professor(s), Teaching Assistants, and Students," John Andrews, University of California, San Diego.

We treat the class as a work group having members with various roles to play and a learning task to accomplish. In addition to improving the teaching skills of instructors and TA's, we help students learn skills of participation; and we conduct organizational development activities with the temporary small organization which constitutes the class. This includes defining goals and expectations, and setting up channels of mutual corrective feedback so that those involved can let each other know how well things are going. We help the class as a whole evaluate feedback data and examine its own group process. This can be a basis for replanning and making modifications in how the class is conducted.

Program Sample No. 8: Monday, 3:00 p.m. to 4:20 p.m., Garden Room A.

"Faculty Development for Adjunct and Part-Time Faculty: Pre-Service and In-Service Programs," Hugo Keesing, University of Maryland University College, and Rosemary Miller, Burlington County College.

Part-time and adjunct faculty are fulfilling an increasingly expanding role in the operations of American colleges and universities. Lacking departmental ties, such faculty frequently have only minimal contact with and knowledge of their school's philosophy, policies and programs. Pre- and in-service programs, which indicate a school's concern and commitment for both faculty and the students they teach, are essential for fostering a reciprocal identification with institutional objectives. Such programs can raise the awareness, improve the instructional effectiveness, and boost the morale of the group once referred to as the "step-children" of the academic community.

Program Sample No. 9: Monday, 3:00 p.m. to 4:30 p.m., Garden Room B.

"A Teaching Improvement Process: Applications/Adaptations," Susan Cowan, McGill University; Michael Melnik, University of Illinois Medical Center; Joel Noam Zickel, Consortium of East Jersey, Kean College of New Jersey; and Shay Jaggard, University of Kentucky Community College System.

The Clinic to Improve University Teaching was first established at the University of Massachusetts, Amherst. Many post-secondary institutions have established services based on its teaching improvement process as part of their total program services. During this session, the basic Clinic Process will be described briefly, an overview will be presented of several process applications, and representatives of other institutions will discuss their uses of the Clinic Process with adaptations.
Program Sample No. 10: Monday, 3:00 p.m. to 4:20 p.m., Lincoln Room.

"How to Win Faculty Interest, Support and Participation in Academic Change...and Have Fun Doing It! A Faculty Led Strategy for Academic Innovation," Carol Mann, North Shore Community College.

A twelve year old community college undertakes to overhaul its curriculum and teaching strategies. The challenge was to introduce academic change in a climate of hostility and low faculty morale, without hiring new personnel and utilizing existing financial and human resources.

This case study presents the creative work and perspective of that faculty member who took the critical role of training faculty in Competency Based Curriculum and promoting the concept college-wide.

Presentation includes discussion of strategy, reflections on the role of faculty leader as change agent, and documentation of a leadership style. Actual planning materials and evaluations will be shared to make our experience useful to others.

Program Sample No. 11: Monday, 3:00 p.m. to 4:20 p.m., Indiana Room.

"Putting Workshops in Perspective: One Program's Experience," Paul J. Munson and Jon F. Wergin, Virginia Commonwealth University.

This case study will focus particularly on faculty workshops--what they can do and cannot do for a program like ours, and what their ultimate effects are likely to be. It has been our experience that workshops are most valuable when used as a vehicle for our personal contact with faculty members and that often the results of such contacts are widely different from initial workshop objectives. We will illustrate these observations with brief sketches of current projects that have potential for significant impact, tracing their origin to points of first contact.

Program Sample No. 12: Monday, 3:00 to 4:20 p.m., Michigan Room.


What is it like to do long term internal consulting with academic and administrative departments? In this session we will describe the process and techniques professional development staff at Hartwick College have used to help five departments identify problems, clarify goals, and action-plan solutions.

Generalizing from specific cases, we will examine the relative advantages of using internal versus external consultants, identify the situations where we feel internal consultants can be most effective, and discuss the unpredictable and often frustrating impact that changes in institutional priorities can have on consultation with individual units.
Program Sample No. 13: Monday, 3:00 to 4:20 p.m., Wisconsin Room.


"Mutual Benefit Evaluation" describes an approach to faculty and administrator evaluation that combines well-tested instruments with sound principles of organizational development. Our book reprints the best instruments we could find after a nation-wide search, and describes a process that should help an institution-wide committee to install and maintain helpful, and humane faculty evaluation. Our approach to administrator evaluation is more speculative, mostly because we found so little systematic practice, in our search. But we try to move the art beyond M.B.O., and, again, to see evaluation in the context of both personal and organizational development.

Program Sample No. 14: Tuesday, 3:00 p.m. to 4:30 p.m., Juniper Room.

"Instructional Development Services: Cost or Benefit?"
Dennis Schaffer, University of Delaware.

Using a case study approach, I will present a practitioner's attempt to document the cost-benefit of the Instructional Development Services' program at the University of Delaware. Points to be covered during the presentation are: (1) a description of Instructional Development Services' approach to instructional improvement; (2) why and how the instructional development program was evaluated by faculty and administration; (3) how a cost-benefit model was derived; and (4) what heuristics have been found from the whole process of being evaluated.
D. DESCRIPTIONS OF RESOURCE MATERIALS

Terrace Room
Charles Goldsmid and Paula Goldsmid, Oberlin College

Once again, one feature of the POD Network Conference will be two areas containing resource materials of interest to conference participants. The first area will contain multiple copies of materials and you are welcome to pick up copies for your own use. The second area will contain single copies of other materials--these will be display copies. While you are welcome to browse, make notes, read, etc., these materials, they cannot leave the display area.

Where will the materials come from? From instructional, faculty and organizational development centers, programs, agencies and organizations throughout the country and from publishers, journals and other units who share our concerns. You will have received an invitation to send materials for these resource areas.

What materials will be on hand? Descriptions of kinds of services offered to faculty, administrators and students; materials used in working with those constituencies; newsletters; descriptions of colloquia, workshops, seminars; materials used in recruiting clientele; examples of special projects.

The location of these two separate areas will be prominently posted at the Conference.

We hope these resource areas are of assistance to you!
Skill Building No. 1: Tuesday, 9:00 a.m. to 12:00 noon, Wisconsin Room. *

"A Case Study of A Departmental Intervention." Tony Grasha, University of Cincinnati.

A case study of a complex organizational intervention in a small academic department will be examined. Participants will be given the opportunity to suggest how they would have responded to critical events in the consultation and a comparison of their responses to those consulting strategies actually employed will be discussed. The session will attempt to highlight selected principles for working with academic departments.

Skill Building No. 2: Part I, Tuesday, 9:00 a.m. to 12:00 noon, Indiana Room.*
Part II, Tuesday, 1:30 to 4:30 p.m., Indiana Room.

"Consulting with Faculty on Instructional Problems: Diagnosis and Prescription," Lawrence T. Alexander and Allan J. Abedor, Michigan State University.

Practitioners experienced in consulting with faculty on instructional problems require a model for diagnosis and prescription. This workshop provides a hypothesis-directed inquiry model, based upon principles of learning, which interrelates cues, problems and alternative solutions. To apply the model, participants will conduct several consultative interviews with other participants in role-play simulations. Each simulation exercise will be debriefed. Handout material will be distributed to all participants as required reading prior to the workshop.

Participants should have had experience in college teaching and in consulting with faculty.

Skill Building No. 3: Tuesday, 1:30 p.m. to 4:30 p.m., Garden Room B.*

"Expanding Observation and Feedback Skills," Shay Jaggard, University of Kentucky Community College System and Luann Wilkerson, Murray State University.

Can observations of teaching performance ever be objective and value-free? Should they be? Does feedback based on observation alone provide an accurate profile of instructional strengths and weaknesses? What is the most effective way to provide feedback to a teacher on his/her performance?

These and similar questions will be explored by participants in this skill building session. Videotaped segments of teaching and a case study centered around the Clinic to Improve University Teaching's Improvement Process will be used to provide a context for the application of observation and feedback techniques in the analysis and improvement of instructional skills.

*Indicates Ticket Sessions
Skill Building No. 4: Tuesday, 7:30 p.m. to 9:30 p.m. Garden Room B.*

"Approaches to Administrator Development," Carol Zion, Miami-Dade Community College.

Different ways of involving administrators in faculty development as well as models for administrators' development will be discussed.

Skill Building No. 5: Wednesday, 8:30 a.m. to 10:15 a.m., Garden Room A.*

"Problem Solving--One on One," Donna A. Nickel, Valencia Community College.

The Synectics problem solving process which will be modeled and practiced is a shortened form of the original, which included a considerable amount of metaphorizing. Its salient features are: it focuses on the person who may come for help on a course revision, a teaching, or a personal problem; and it is future directed so that a possible solution is accepted and action steps are planned immediately.

This is a "one on one" problem solving process which will appeal to the Behaviorist rather than the Rogerian.

*Indicates Ticket Sessions.
F. DESCRIPTIONS OF THE WORKING SESSIONS

Working Session No. 1: Sunday, 7:45 to 9:00 p.m., Terrace Room.

Small Group Session, "What Do I Want Out of This Conference and How Can I Get It?" Steve Scholl, Ohio Wesleyan University, Group Leader.

This session will provide an opportunity to share participants' expectations of the conference, review the program and make tentative attendance plans for various sessions, provide feedback to the conference staff, and establish a baseline for evaluating the conference. Bring your conference program.

Working Session No. 2: Monday, 8:30 a.m. to 12:00 noon, Juniper Room.


Many professional and organizational development programs are like field hospitals or brief R and R's in the war to improve college learning. We sew up a few wounds, give out some malaria vaccine, offer a bed on which to soothe shell-shock for a few hours or days. Meanwhile, education goes on the same old way all around our little medicine huts, and the casualties keep mounting. Few of us dare to study the educational impacts of our efforts, for we may not be making any discernible difference. We, as local staff and national network, are a good force and have established a beachhead, but now what?

This session invites experienced leaders of faculty, administrative, and organizational development programs to consider how they can move from periphery to center in a national effort to improve college educational experiences and outcomes for widely diverse postsecondary learners. Seminar leader Jack Lindquist will offer a model (based on his new book Strategies for Change) for making professional and organizational development a key force for educational improvement. That model will form the basis for initial discussion. Participants will be asked to share their own educational improvement purposes and strategies and to join with Lindquist in creating a synthesis which represents their best thinking regarding how to make a real difference in higher education. Participants, therefore, should be prepared for a three-hour working session which may continue during the conference until a model worth presenting more widely is generated.
Working Session No. 3: Monday, 10:30 a.m. to 12:00 noon, Michigan Room.

"Planning for Faculty and Organizational Development," John Anderson, Bucknell University; Joan North, Small College Consortium; and Carol Paul, North Shore Community College.

This session is designed for people new to program development or those reassessing their present programs. A model that demonstrates program evolution will be presented and discussed. A planning model for program development will be provided with experiential activities that allow the participants an opportunity to walk through the three planning stages of the model: (1) gathering information; (2) setting program goals; and (3) designing activities to achieve these goals. Handouts will be available so participants may have ready resources for their work on their own campuses.

Working Session No. 4: Monday, 10:30 a.m. to 12:00 noon, Wisconsin Room.*

"What are Some Desirable Attributes of a Professional Development Specialist?" William C. McGaghie, University of Illinois Medical Center.

Those who direct or work in professional and organizational development programs are expected to possess a variety of consultative skills. Interpersonal competence is essential and technical proficiency with diagnostic, problem-solving, and evaluation methods is often required. Participants in this working session will engage in activities intended to more clearly identify desirable attributes of a professional development specialist with particular reference to instructional consultation in settings of higher and professional education.

Working Session No. 5: Monday, 1:30 p.m. to 3:00 p.m., Juniper Room.

"Professionally Speaking, Growing Can Be a Pain," Wally Sikes, Yellow Springs, Ohio.

A presentation about the dynamics around being involved in a professional development program including complications for families, co-workers, supervisors, and other important people in one's life. Opportunity to share experiences of those at the session and to devise strategies for dealing with the problems which are being encountered. Discussion will include the principles and practices of building support groups.

Working Session No. 6: Monday, 7:30 p.m. to 9:30 p.m., Michigan Room.

"Faculty Evaluation: Problems and Procedures," David J. King, Oregon State University.

The presentation of a number of written case histories for small group discussion. Illustrations of various problems in faculty evaluation. Particular attention will be paid to the generalizations from the work of National Project III (FIPSE, Elevating the Importance of Instruction). The case histories presented will revolve around evaluative generalizations. Presentation of a short videotape case history of an individual faculty member. Discussion of the use of such a presentation to facilitate discussion among faculty regarding evaluation.

*Indicates Ticket Sessions.
Working Session No. 7: Monday, 7:30 p.m. to 9:30 p.m., Lincoln Room.

"What Next for Careers Vets?" Fred Gaige, Fairleigh Dickinson University.

Being a faculty development facilitator is sometimes frustrating but always interesting. Sometimes, particularly if one is hired on soft money, the role is also uncertain. Even when the job is interesting and secure, some faculty development facilitators who are by nature restless may not view their work as a life-long career. What are the alternatives? Four individuals who have been in the career for some time invite you to join them in a discussion of the alternatives. Claude Mathis will discuss his experience as someone with a long-term commitment to the career. Bill Bergquist will discuss his private consulting experience and his explorations into the world of publishing. Steve Scholl will talk about line administration, such as a deanship, as an alternative. There are other alternatives to be discussed as well, and at least half of the two hour session will be devoted to open discussion among those who attend. Fred Gaige will introduce the session and moderate.

Working Session No. 8: Part I, Tuesday, 9:00 a.m. to 12:00 noon, Lincoln Room. Part II and III, Tuesday, 1:30 p.m. to 4:30 p.m., Lincoln Room.

Part I: "Facing the Accountability Question," Robert Diamond, Chairman, Syracuse University; William Holzemer, University of Illinois; Edward Kelly, Syracuse University; and H. Richard Smock, University of Illinois.

The accountability of an agency will, in the long run, determine the support it will receive and whether or not, during a period of diminishing resources, it will survive. During the morning session an attempt will be made to identify those criteria that are used and those criteria that should be used in determining the worth of faculty and instructional development units. This will be followed in the afternoon by a session structured to provide some practical suggestions, using the data collected in the morning, as to what questions to ask, what data to collect, and how to do it. This sequence of sessions is designed to be highly useful to those who must determine the worth of these agencies as well as to those who staff and direct them.

Part I

9:00 to 9:20 An Overview -- Robert M. Diamond

9:30 to 10:30 What Criteria Should be Used in Determining Accountability

Individual groups will identify those criteria that
a. they use
b. others use on them
c. they feel should be used
Working Session No. 8 (Continued):

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<tr>
<th>Work Session</th>
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<td>Work Session A</td>
<td>Administrators to whom faculty development and/or instructional development agencies report</td>
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<td>Work Session B</td>
<td>Project/Center Directors</td>
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<td>Project/Center Staff</td>
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<td>Work Session D</td>
<td>Faculty</td>
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11:00 to 12:00
Report from work sessions and discussion of the varying criteria.

Part II and III Personnel

Part I Personnel and Maurice Eash, University of Illinois; and Clare Rose, Evaluation and Training Institute, Los Angeles.

1:15 to 2:45
The Evaluator and Accountability (A Roundtable)

Based on the data collected in the morning sessions. The questions to ask, the data to collect and how to do it—with money and without—some practical suggestions.

3:00 to 4:30
Evaluation Clinic

Members of the panel will be available to meet individually with participants to discuss specific problems that they may have.

Working Session No. 9:

Part I, Tuesday, 9:00 a.m. to 12:00 noon, Michigan Room.
Part II, Tuesday, 3:00 to 4:30 p.m., Michigan Room.

"Action Research and Professional Development in Higher Education," Lance Buhl (Chairman), Project for Educational Development; John Carter, Western Case Reserve University; Richard Fenker, Texas Christian University; Sandy Inglis, Ohio Board of Regents.

We'll examine how we can turn a jargon phrase into a tool for generating data about, organizing it for, and using it with academics in the service of healthy personal, inter-personal and institutional change. We'll take a look at the rational and the socio-political foundations for effective action research and the hard and soft data forms which it can take.

Schedule:

9:00 to 9:30
Overview: What is This Thing Called AR? Lance Buhl
Working Session No. 9 (Continued)

9:30 to 10:15  Numbers Crunching 101, or Using Statistics Sensibly  Richard Fenker
10:15 to 11:00  People Sensing 100, or, Using Phenomenological Data Wisely  John Carter
11:00 to 12:00  Clarification Sessions
   A. Let's Go Over that Again--Questions and Answers about Hard Data Forms
      Session Leader: Richard Fenker
   B. You Say People Can Work without Colluding?--Questions and Answers about Soft Data Forms
      Session Leader: John Carter

3:00 to 4:30  Problem Analysis and Application Sessions
   (Convene in Michigan Room.)
   A. Using AR in the Two-Year Sector
      Consultant: Sandy Inglis
   B. Using AR in the Professional School
      Consultant: John Carter
   C. Using AR in the University
      Consultant: Richard Fenker
   D. Show, Tell and Conceive--War Stories and Brainstorming for Experienced AR Types
      Session Leader: Lance Buhl

Working Session No. 10: Tuesday, 7:30 to 9:30 p.m., Lincoln Room.

"Defending Your Program," Simulation Game.

This is a game designed for project directors (FIPSE commissioned it) in which the goal is to develop skill at explaining, selling, and defending your program/project. It is both fun and useful, and provides excellent opportunities for histrionics and caricaturing your favorite dean, faculty member, student or obtuse legislator.
Working Session No. II: Wednesday, 9:00 a.m. to 10:15 a.m., Indiana Room.

"From the School of Hard Knocks: Recommendations for Elevating Teaching," FIPSE National Project III Associates.

FIPSE National Project III has drafted a set of recommendations for institutions on the support, recognition and evaluation of teaching/learning--to be published in December. We would like feedback on these recommendations before the final version goes to press. Copies are available in the Terrace Room Resource Area.
There are few areas in higher education in which consultants are used more widely than in professional and organizational development. To help conference participants to identify and make contact with consultants attending the conference, a listing of those who have consulted successfully in specific fields will be made available. The listing will be initially compiled by the Core Committee. The names of others may be added to the listing by those who have been effectively served by a consultant.

Gene Rice will coordinate this activity, assisting you in making contact not only with consultants, but with the persons recommending the consultant.
A. **CORE COMMITTEE MEMBERS**

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