

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

POD Network News

Professional and Organizational Development  
Network in Higher Education

---

5-1-1992

## POD Network News, May 1992

Daniel W. Wheeler

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

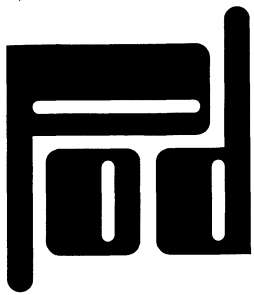


Part of the [Higher Education Administration Commons](#)

---

Wheeler, Daniel W., "POD Network News, May 1992" (1992). *POD Network News*. Paper 45.  
<http://digitalcommons.unl.edu/podnetworknews/45>

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 News by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.



# NETWORK

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT NETWORK IN HIGHER EDUCATION

May, 1992

Dear POD Colleagues:

## 1992 POD CONFERENCE

Frank Gillespie, Conference Chair, is developing an exciting and substantive conference October 22-25, 1992 at Saddlebrook Resort north of Tampa, Florida. Details will be mailed out by May 15.

Kay Herr is organizing the conference program addressing the theme of "Building Community Within a Changing Academy." Remember, session proposals are due May 15 to Dr. Kay U. Herr, Office of Instructional Services, Colorado State University, Fort Collins, CO 80523 (Phone: 303/491-1325; FAX: 303/491-6989). If you do not have a call for proposals, contact Kay or David Graf at 515/294-3808.

David Graf is handling mail registration for the conference and the pre-conference workshops. I encourage you to make an early registration. Registration materials and details will be mailed May 15.

If you have ideas for the conference or would like to volunteer to help in some way, contact Frank or Kay. By the way, Frank is looking for some volunteers to conduct onsite registration. Here's your chance to meet many POD people one-on-one.

Saddlebrook is a marvelous site – conference facilities, room, informal atmosphere, and many recreational opportunities. Hope to see you there!

## NOTES ABOUT THE CORE COMMITTEE

The Core Committee is the representative decision-making body of POD. I encourage you to suggest ideas, activities, concerns, and possibilities to the committee and to consider running for the CORE next year.

Outgoing Executive Director: On behalf of POD, I want to express our appreciation to **Ron Smith** from Concordia University for his leadership and ideas. We hope to see Ron and other past Executive Directors stay involved in other POD activities, possibly the new proposed projects.

Daniel Wheeler, Executive Director, 1992-93  
POD Network  
OPOD Office  
University of Nebraska-Lincoln  
131 Ag Hall  
Lincoln NE 68583-0701  
(402) 472-5558

David Graf, Manager of Administrative Services  
POD Network  
Media Resources Center  
15B Exhibit Hall South  
Iowa State University  
Ames, IA 50011  
(515) 294-3808

Completed Terms: We express our appreciation to eight members, including the Co-Executive Directors **Rusty Wadsworth** and **Del Wright** (1989- 1991), who have made important contributions and modelled the POD volunteerism that is so essential. Those members completing terms include:

**Laura Border**, University of Colorado  
**Nancy Chism**, Ohio State University  
**James Eison**, University of South Florida  
**Linda Hilsen**, University of Minnesota-Duluth  
**Marilyn Leach**, University of Nebraska at Omaha  
**Mary Deane Sorcinelli**, University of Massachusetts at Amherst  
**Rusty Wadsworth**, McHenry Community College  
**Delivee Wright**, University of Nebraska-Lincoln

New Terms: The following members became a part of the CORE Committee in January and participated at the Chicago CORE meeting before the American Association for Higher Education Conference. Their terms run from 1992-1995:

**Kate Brinko**, Appalachian State University  
**Deborah DuNann Winter**, Whitman College  
**Madelyn Healy**, Kean College of New Jersey  
**Charles Spuches**, SUNY College of Environmental Science and Forestry  
**David Way**, Cornell University  
**B.J. Wheeler**, University of South Dakota  
**Myra Wilhite**, University of Nebraska-Lincoln

We welcome these members and know they will be integral to what we do.

Continuing CORE Members include:

**Judy G. Bailey**, University of Delaware (1990-93)  
**Beverly Black**, University of Michigan (1991-94)  
**Suzanne S. Brown**, Pennsylvania State System of Higher Education (1990-93)  
**Elizabeth F. Fideler**, Massachusetts Bay Community College (1991-94)  
**Peter Frederick**, Wabash College (1991-94)  
**Frank Gillespie**, University of Georgia (1991-94)  
**David Graf**, Iowa State University (Ex-officio)  
**Kay Herr**, Colorado State University (1990-93)  
**Karron G. Lewis**, University of Texas, Austin (1990-93)  
**Martin Nemko**, Berkeley, California (1991-94)  
**Richard J. Nichols**, Kean College of New Jersey (1990-93)  
**Thomas L. Pasternack**, Randolph-Macon Woman's College (1990-93)  
**Larry K. Quinsland**, Rochester Institute of Technology (1990-93)  
**Ronald A. Smith**, Concordia University (Past-Executive Director)  
**Diane R. vom Saal**, University of Missouri-Columbia (1991-94)  
**Daniel W. Wheeler**, University of Nebraska-Lincoln (Executive Director)  
**Donald Wulff**, University of Washington (Executive Director-Elect)  
**Marie Ann Wunsch**, University of Hawaii-Manoa (1991-94)

## THOUGHTS FROM THE EXECUTIVE DIRECTOR

The CORE Committee is making some decisions about a structure to enable the work of the organization to be accomplished and to create opportunities for members to have continuing professional development assignments. One decision is to create a few standing committees to ensure that we will continue to address our dual goals of developing ourselves as professional developers as well as providing services and materials to others involved in faculty development. The committees and chairs are:

Publications Committee - **Don Wulff**

Conference Site Selection Committee - **Kay Herr**

The Bob Pierleoni Spirit of POD Award - **Del Wright** (convener)

Ad Hoc Conference Planning Committee - **Marilyn Leach**

## AAHE/RECEPTION/POD SAMPLER

POD was a visible and active part of the American Association of Higher Education Conference in Chicago in early April. In addition to the spring CORE Committee meeting before the conference, POD sponsored a sampler of activities, a reception, and a booth in the Exhibit area.

**Mary Deane Sorcinelli** and **Larry Quinsland** organized the sampler which addressed the theme, "Reclaiming the Public Trust in College Teaching." **Liz Fideler**, **Marty Finkelstein**, **Bob Menges**, **Mary Deane Sorcinelli**, and **Del Wright** led concurrent sessions. The sampler was well received by those present, but due to greater workshop competition and a multitude of other activities, attendance was down. We will discuss scheduling with AAHE. Numerous other POD members were featured presenters in other sessions.

## SPECIAL PROJECTS

At the CORE Committee meeting, a decision was made to actively solicit proposals to improve and enhance the POD Network and faculty development practice. An example already begun is the Bibliographical Project by **Karron Lewis** called, "Articles on Teaching - By Discipline" which eventually might turn into an annotated bibliography or even an anthology. The following are suggestions of ways you can be involved in this project.

To assist in this project, please send complete citations of articles which you use in your consultations with faculty members in various disciplines. For example:

### *Engineering*

**Goulter, Ian C.** (1982). Effective Teaching: It Must Be Appreciated Before It Can Be Evaluated. *Engineering Education*. Feb 1982, pp. 377-379.

**Lindenlaub, John C. & Oreovicz, Frank S.** (1982). A Course Evaluation Guide To Improve Instruction. *Engineering Education*. Feb 1982, pp. 356-361.

If you wish to provide an annotation at this time, that would be wonderful.

The main goal of this preliminary request is to determine: (1) if there is enough interest among the members for us to start working on a publication such as this, and (2) if there are enough discipline-specific articles out "there" to make it feasible.

Please send your citations/annotations to:  
Karron G. Lewis  
Center for Teaching Effectiveness  
Main Building 2200 (12100)  
The University of Texas at Austin  
Austin, TX 78712-1111  
or E-mail: K.Lewis@UTXVM.CC.UTEXAS.EDU

This is an opportunity as an organization to not only enhance our networking but to address important issues and areas of our profession.

### **Other Possible Projects**

- Who are we as a profession? What makes us professionals? What is our background/training? Are there particular strands in our profession that require certain competencies and skills? What is appropriate background and training to do our work? (There has been considerable discussion on the POD Electronic Network on this topic so this may move along quite well.)
- Evaluation of our work. What is our work and how do we know it makes a difference? How do we document this effectiveness in individual centers as well as a profession as a whole? With the greater pressures for accountability and the effort we have expended, we need to address this issue head on. We need to move beyond description and testimonials to designs and data.
- What help do new members need in establishing new programs? What is presently available that is helpful? What are the gaps or areas that need attention? Should POD provide more systematic attention to this area?
- Are there other usable, pragmatic materials (someone suggested items similar to Bergquist's and Phillips' "Handbooks") that we should consider? What are the areas?

These are some of the possible projects and questions that could be addressed. You may have other suggestions. Let's dialogue (exchange views, challenge our thinking to higher levels) and have some ideas developed over the summer that can be taken to the Core Committee in October. The Core Committee is interested in receiving formal proposals from members interested in pursuing these or other projects. A formal proposal process will be announced in the August newsletter. Contact Daniel Wheeler, Executive Director (FAX: 402/472-5854; E-mail: opod001@unlvm.unl.edu) or Ron Smith, Past Executive Director (FAX: 514/848-8766; E-mail: rasmith@vax2.concordia.ca) if you would like to discuss your idea.

## TO IMPROVE THE ACADEMY

The 1992 edition of *To Improve The Academy*, edited by **Don Wulff** and **Jody Nyquist**, is progressing well. It is dedicated to Jack Lindquist, a founder of POD and innovator in faculty development, who died last year. The 1992 edition will be distributed at the fall conference. **Nancy Chism** and **Nancy Single** from Ohio State University are the co-editors for the 1993 edition. You may want to start thinking about an article you want to submit (final date for submission will probably be February, 1993).

## POD MEMBERS KUDOS

**Karron G. Lewis**, Assistant Director of the Center for Teaching Effectiveness at the University of Texas-Austin who was named Journal Editor of The Journal of Staff, Program, and Organizational Development.

**Bob Boice**, Director of the Office for Faculty Instructional Support at SUNY at Stonybrook on the publication, The New Faculty Member, San Francisco, CA: Jossey-Bass. Congratulations to each of you.

If you have some milestone to celebrate with the POD Network, let me know and I will try to highlight the achievement.

## BRIGHT IDEAS

Enclosed is the Bright Ideas Booklet, a compilation of your ideas for effective teaching and faculty development. The list was designed and assembled by **Barbara Millis** from submissions at the 1991 POD Conference.

## PROGRAM DESCRIPTIONS

**Glenn Erickson** is updating the Faculty Development Program Descriptions. This is your opportunity to revise or include your program in the listing. See the enclosed examples and send your responses to Glenn Erickson, IDP 201 Chafee, University of Rhode Island, Kingston, RI 02881.

## JOB OPPORTUNITIES

Associate Director for Teaching Excellence Center at Rutgers University- Newark Campus. Contact Professor Rosa Oppenheim, Director, Teaching Excellence Center-Newark, Rutgers University, 92 New Street, Newark, NJ 07102. Phone (201/652-2343)

Director, Office of Faculty Development, University of Pittsburgh, Pittsburgh, PA.  
Contact: Associate Provost Elizabeth Barranger at the Office of Faculty  
Development, c/o Joyce M. Walsh, 1701 Cathedral of Learning, University of  
Pittsburgh, Pittsburgh, PA 15260.

Director, Center for The Enhancement of Teaching, DePaul University, Chicago,  
IL. Contact Dr. Ira W. Krinsky, P.O. Box 93127, Pasadena, CA 91109-3127. Phone  
(818/568-3311)

### MEETINGS OF INTEREST

Second National Conference on Classroom Research and Classroom Assessment:  
Lessons from Success and Promising New Directions. July 10-11, 1992 in Berkeley,  
CA. Contact Faye Bishop, Education, UC Berkeley Extension, 2223 Fulton Street,  
Berkeley, CA 94720; Phone (510/642-1171; FAX 510/643-8683).

Seventh AAHE Conference on Assessment in Higher Education, June 21- 24,  
1992, Miami Beach, FL. Contact AAHE Assessment Forum, One Dupont Circle,  
Suite 360, Washington, DC 20036-1110; Phone (202/293-6440).

### NEW PUBLICATIONS OF INTEREST

Blackwell, Basin. 1991. Teaching Geography in Higher Education: A Manual of  
Good Practice. Available through National Council for Geographic Education, 16A  
Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

\*Seven authors from the British system suggest a number of ways to improve  
teaching of geography to present practitioners and graduate students. Many of  
the methods and suggestions are applicable to effective teaching in other  
disciplines.

Gibbs, Graham and Alan Jenkins. 1992. Teaching Large Classes in Higher  
Education: Maintaining Quality with Reduced Resources. London: Kogan Page.

\*The United Kingdom has been forced through cutbacks and mandated  
efficiencies to find techniques and priorities for delivering education to larger  
classes.

McBeath, Ron J. 1992. Instructing and Evaluating in Higher Education: A  
Guidebook for Planning Learning Outcomes, Englewood Cliffs, NJ: Educational  
Technology Publications.

\*Addresses various dimensions of course preparation, delivery, and student  
testing. Includes a comprehensive index and bibliography.

## TIAA-CREF ANNOUNCES FACULTY DEVELOPMENT AWARD

TIAA-CREF has announced The Hesburgh Award for Faculty Development Enhancing Undergraduate Teaching. The purpose of the Hesburgh Award is to acknowledge and to reward innovative, successful faculty development programs with a focus on undergraduate teaching. TIAA-CREFF will present the Hesburgh Award and \$25,000.00 to the college or university judged to have the most effective faculty development program that successfully advances undergraduate teaching and student learning. Special Recognition of Excellence Certificates will also be awarded to at least five other meritorious faculty development programs. A judging panel of preeminent individuals in the field of higher education will evaluate submissions and choose the awardee.

For more information about the Hesburgh Award, contact TIAA-CREF at 800-842-2733, Ext. 7302. Entries are due October 1, 1992.

### CHECKLIST: THINGS TO DO

- Send 1992 conference proposal to Kay Herr
- Register for 1992 POD Conference
- Send in housing reservations
- Make travel arrangements
- Volunteer to help with the conference
- Send your membership renewal for 1992-93 and your conference registration to David Graf
- Consider submitting a proposal to address one of the designated areas of future interest
- Thank CORE members for work done on your behalf
- Have a restful, reflective summer with some time for you!

*Daniel W. Wheeler*



May 1, 1992

To: **All POD Network colleagues**

From: Glenn R. Erickson, The University of Rhode Island

Re: **Updating POD's 1988 collection of single-page descriptions of our faculty, instructional, and organizational development programs**

POD's Core Committee has asked me to update the collection of descriptions of our members' faculty, instructional, professional, and organizational development programs. Some of your programs are not included in that original collection and we'd like to make it as comprehensive as possible. For those who were included, we expect that things have changed over the last four plus years and you are likely to need to make some revisions.

The collection is meant to give us a better idea of what our colleagues do and the varieties of ways in which they offer services and fit into their institutions. I find that information of interest mostly because I'm curious about differences in emphasis and strategy. More importantly, though, the descriptions should be useful to people who are thinking about starting up or adding to programs and want to know what others of similar circumstances and means are doing. One-page descriptions won't tell us all we want to know about programs we find intriguing, but they should help us decide who we want to contact for more detail.

We would like **everybody** to be represented in the collection. Please take a look at the two sample descriptions, one from The University of Rhode Island and the other from Wabash College (which I have not given them the opportunity to update). Then consult the *PROGRAM DESCRIPTION GUIDELINES* on the back of this page, write your description, and send it off to me. We want to have our loose-leaf compilation of descriptions all ready for our annual conference in October, so please write or revise your description and get it to me **ASAP--no later than July if possible**.

**PLEASE NOTE:**

1. Mail me a copy (IDP, 201 Chafee, URI, Kingston, RI 02881), or FAX one with my name on a cover sheet (401-792-2892).

2. If possible, send me an electronic copy on BITNET (ERICKSON @ URIACC) or INTERNET (ERICKSON @ URIACC.URI.EDU). It will save me the trouble of having to retype each description.

3. If you did an earlier description, can't find it and want a copy to revise, call me (401-792-5078) and I'll send it right out.

4. Please follow the *PROGRAM DESCRIPTION GUIDELINES*. That will save me a lot of time and effort and, I believe, make the set of descriptions more useful to everyone.

## PROGRAM DESCRIPTION GUIDELINES

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

**Typing** Please follow the format indicated below. It will make things much easier for me.

1. Use **12 pt type** and single space your lines.
2. Double space between paragraphs. Do not indent paragraphs.
3. Use 1" margins all around, **no more than one page**.

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

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

NAME OF INSTITUTION  
CARNEGIE CLASSIFICATION  
WHETHER PUBLIC OR PRIVATE  
# OF FULL TIME EQUIVALENT (FTE) FACULTY  
# OF FTE UNDERGRADUATES  
# OF GRADUATE STUDENTS

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

1. The year your program, center, or committee was created
2. Where it is located administratively
3. Staffing information, including FTEs, type of appointments (faculty or no, tenured or no, permanent or rotating, etc.)
4. Non-personnel budget info, including source (hard or soft monies), major budget lines
5. Any other faculty/instructional/professional/organizational development programs offered by your institution that you'd like to note

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

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

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

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

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

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

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

## Instructional Development Program

201 Chafee, University of Rhode Island, Kingston, RI 02881

Glenn Erickson, Director; Bette L. Erickson, Teaching Improvement Specialist 401-792-5078

The University of Rhode Island (URI) is a public, Carnegie-classification research university II with about 700 FTE faculty, 10,500 undergraduates, and 2500 graduate students.

The Instructional Development Program (IDP) was established in the fall of 1975, supported in part by a grant from the Lilly Endowment. We report to the Provost and are monitored by the Faculty Senate's Teaching Effectiveness and Facilities Committee. Our staff includes a full time director and a full time teaching improvement specialist, neither with a faculty appointment and both hired from outside, and a part time secretary. Our operating budget is about \$10,500.00 a year, with about half of that going to cover printing and catering costs for workshops and seminars. We are funded entirely by hard money. Our budget does not cover a separate small grants program for course development and experimentation.

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

The individual consultation service is the cornerstone of our program and the most time-consuming. We spend many hours each semester observing and videotaping classes, reviewing course materials, studying student ratings and comments, and meeting with faculty to review these data and to plan class activities. We think it is the most effective and powerful service we offer and 15 to 25 faculty a year use it.

The Course Planning Workshops include five half-day sessions held the week before classes begin each fall. Each session focuses on a different aspect of instructional design, including: defining course goals and preparing a syllabus; presenting and explaining; selecting teaching methods and creating assignments that provide appropriate practice for course goals; testing and grading; and meeting the first class. Separate afternoon sessions are held for science and math TAs. About 50 faculty and 65 TA's attend at least some of the workshops each year.

The Teaching Fellows Program began in 1978 with the help of another grant from the Lilly Endowment. It provides an opportunity for 10-15 faculty to meet regularly and to explore in depth a variety of topics related to teaching and learning. Activities include: an orientation which focuses on college student learning styles; the course planning workshops described above; a seminar on college teaching methods and issues which meets about twice a month; individual consultation focusing on one course each semester; and a wrap-up to reflect on the year and plan for the future. In alternate years we offer veteran Fellows an excuse to get back together to conduct classroom research or join in a seminar on teaching freshmen.

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