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POD NETWORK NEWS May, 1996

1996 Conference Theme: Scaling the Heights

Building on the 1995 POD conference theme, "Charting a Course for Teaching and Learning," the 1996 conference offers the opportunity to use those charts in "scaling the heights" at the annual meeting, this year set in the Rocky Mountains near Salt Lake City, Utah at Snowbird Resort and Conference Center.

The 1996 POD conference allows maximum possibilities for growth in three areas: 1) "Traditional" faculty development (issues in teaching and learning, programs, research and practice, 2) organizational development (the "OD" in POD,) and 3) instructional technology.

Options for Conference Sessions

- Preconference Workshops: Either three-hour or six-hour skill-building sessions.
- Concurrent Sessions: 60- or 90-minute interactive session.
- Breakfast Roundtable Discussions: Informal mini-presentations.
- Poster Sessions: "show and tell" opportunities to present exemplary programs, practice, or relevant research.

Keynote Speaker

James Anderson's keynote address and subsequent concurrent session will examine the critical relationships of effective teaching, learning outcomes, curriculum development, and the presence/impact of diversity in the classroom. Anderson will discuss the concept of diversity in its broadest context: diversity of skill levels; learning styles/strategies; student motivational styles; and demographic factors such as age, gender, race, class and culture.

Anderson will pose the following questions: What extrinsic and intrinsic factors motivate faculty to consider diversity? What student outcomes should we expect when we apply diversity to the academic arena? Can curriculum be transformed without a transformation of pedagogy?

What is the relationship between teaching styles and diversity of student learning styles? Which classroom environments are more effective in terms of facilitating student differences in the classroom? What are the characteristics of effective teaching/learning models for diverse populations? Why has research on effective teaching generally ignored the concept of diversity?

Anderson directed the faculty development and teaching excellence initiative at North Carolina State University and is the team leader for Continuous Quality Improvement for undergraduate education. He was a Professor of Psychology at Indiana University of Pennsylvania and Chair of the Psychology Department at Xavier University where he developed the department from five majors to 85. He also served as an American Council of Education Fellow in the Office of the President, University of Richmond.

Plenary Session

Tom Angelo will present "Developing Learning Communities: Seven Promising Shifts and Seven Powerful Levers." In this session participants will reflect on what "learning communities" might look like, consider seven macro-level shifts already occurring in higher education that could help develop true learning communities, and suggest seven "levers" faculty developers and academic administrators can use to move campuses in that direction.

Tom Angelo is director of the Assessment Forum, a core project of the American Association for Higher Education (AAHE). From 1991-94 Angelo served as founding director of Academic Development Center at Boston College, where he also taught composition and graduate courses in higher education. He co-authored *Classroom Assessment Techniques: A Handbook for College Teachers*; edited *Classroom Research: Early Lessons from Success*, and has published more than a dozen journal articles and chapters on assessing and improving learning and on faculty development.

For further information access the POD Website @ http://www.li.suu.edu/pod/.

From the President

The Core Committee met in Chicago on March 16, and 17, 1996 prior to the American Association of Higher Education Conference. At this time each year the POD leadership positions change. Nancy Van Note Chism moved from the position of President to Past President. As President she guided the Core Committee in numerous organizational transformations positioning POD to meet the changing needs of its members. In her role as Past President Nancy will continue to share her talents with a specific focus on out-

reach activities. On behalf of the Core Committee and the membership, I would like to express my deep gratitude to Nancy for her many valuable contributions to our organization.

Karron Lewis finished her term on the Core Committee and as Past President. In the role of past year Karron served as Chair of the Grants Committee, the Awards Committee, the Outreach Committee and the Nominations and Elections Committee. In June she will represent POD at the International Conference, "Preparing University Teachers," in Finland. Thank you, Karron for your outstanding contributions over the last three years.

We also want to recognize other Core Committee members whose terms expired effective with the March meeting. These members are Jacqueline Mintz, Ed Neal, Beverly Amick, and Lynn Sorensen. New members also began their three year terms at the Core Committee. Congratulations to Jan Smith, Art Crawley, Erin Porter, William Randall, Joyce Weinshiemer. Welcome aboard.

News highlights from the Core Committee decisions:

- POD will be one of the co-sponsors of the 1997 TA Conference to be held in Minneapolis. Watch for further information in this newsletter.
- Time will be designated as committee work during the fall conference. In the next newsletter specific information will be available regarding committee structure to facilitate member's decision-making relative to committee participation.
- A process will be developed to recognize POD retirees. Please make your ideas known to a current Core Committee member.
- *The Handbook for New Practitioners* is currently being revised with a targeted fall completion date.
- The Program Descriptions will be updated and be placed on the WWW; hard copies will also be available at cost.

I am pleased and honored to serve as POD's President for 1996-97. I have been an active member of POD since 1976 and have found it to be a meaningful and productive professional experience. In this role, I feel I can return to POD what it so richly has given me.

Have a relaxing and rejuvenating summer. Save time for reflection!

Marilyn Leach

Call for Manuscripts for *Face to Face*

The editors of *Face to Face: A source book of individual consultation techniques for faculty/instructional developers*, are planning a new edition to reflect changing times in higher education and to extend the usefulness into the 21st Century. The plan is to review and revise chapters in the original volume and to solicit manuscripts for additional chapters or for a companion volume.

How to submit manuscripts

Authors who contributed chapters to the first volume will receive an invitation to review their original work and to make any changes to update and improve.

Submission of manuscripts for chapters to be included in a second volume are also invited. The editors encourage individuals to e-mail or fax the area of interest and a brief description of topic choice as soon as possible.

A list of potential topics include:

- Consultation that is learner-centered
- Relationship between consultation for improving and rewarding teaching
- New roles for consultants in faculty development
- Consultation focusing on technology in the classroom and/or distance learning
- Discipline-specific consultation; course consultation
- Team consultation (e.g., for international faculty, an ESL person and a faculty developer)
- Connecting individualized consultation with other improvement activity (e.g., a workshop on multicultural diversity and classroom consultation)
- Knowledge base for instructional consultation – approaches and effectiveness
- Knowledge base for professional development programs
- Knowledge base for instructional consultation issues including: student evaluations of instruction, active learning, group learning, learning styles, etc.

For guidelines or questions about *Face to Face* contact:

Karron G. Lewis, Ph.D.
Center for Teaching Effectiveness
University of Texas at Austin
Main Building 2200 (G2100)
Austin, TX 78712
Ph: 512/471-1488
Fax: 512.471-0596
kglewis@mail.utexas.edu

Joyce Povlacs Lunde, Ph.D.
AgLEC/OPOD
300 Agricultural Hall
Univ of Nebraska-Lincoln
Lincoln, NE 68583-0709
Ph: 402/472-2174
Fax: 402/472-5863
opod005@unlvm.unl.edu

Web Pages

New World Wide Web pages on professional and organizational development:

- Cyber-Journal called Effective Teaching, Carolina Colloquy for University Teaching, University of North Carolina at Wilmington, http://cte.uncwil.edu/et/. Features articles, reviews of books and software, conversations, a "cybrary" of useful links, and other materials.

- New World Wide Web Database for Higher Education - The Academic Resource Network On-Line Database, ARNOLD©, http://arnold.snybuf.edu, replaces the National Faculty Exchange as a way for faculty to identify potential partners for reciprocal exchange or scholarly collaboration. ARNOLD also offers colleges and universities additional electronic visibility for postings and position openings. Until August 1, individual registrations and institutional postings are free. Contact Betty Worley at @ 219/436-2634, Fax: 219/436-5676, e-mail: bworley@serv2.fwi.com.

Meetings

Upcoming Conferences

- The Massachusetts Faculty Development Consortium will hold its annual conference on November 15 at the College of the Holy Cross in Worcester, MA. This year's theme is "Responding to Change in Higher Education: Making a Difference on Our Campuses." For information, contact Sue Barrett, e-mail, barrettsc@hermes.bc.edu or 617/552-0835.

- Lilly Conferences
  - Lilly New England - September 6-8 - Durham, NH
  - Lilly Northwest - October 25-27 - Portland, OR
  - Original Lilly Conference on College Teaching - November 21-24 - Oxford, OH

To register contact the International Alliance of Teacher Scholars 800/718-4287 or 412/362-6195 (fax), e-mail: richlin@vms.cis.pitt.edu

- Colloquium On Classroom Assessment & Classroom Research (a preconference event at the 1996 AAHE Conference on Assessment & Quality) Saturday, June 8, 1996 — 8:30 a.m. to 5:30 p.m. — in Washington, DC. Cost:: $100 for conference registrants; $175 for Colloquium only. The Colloquium's theme is "Celebrating a Decade of Classroom Assessment and Classroom Research: What Have We Learned? What Are The Next Steps?"

For more information on registration for the Colloquium and/or the Assessment & Quality Conference, call Liz Lloyd Reitz at 202/293-6440, x 21 or e-mail, ELloyd@AAHE.org.

For information on the Colloquium program, contact Tom Angelo directly at <angelo@clark.net>.

POD Authors

Hativa, Nira & Marincovich, Michele. (Eds.) (1996) *Disciplinary Differences in Teaching and Learning: Implications for Practice.* New Directions for Teaching and Learning *64.* San Francisco: Jossey-Bass. POD members Bill Cashin, Jennifer Franklin, Lisa Lenze, Harry Murray, and Mike Theall all contributed chapters.

Mintz, Jacqueline. *In a Class By Themselves: Graduate Student Instructors Teaching at UC Berkeley.* The video is available from Anker Publishing Company, P.O. Box 249, Bolton, MA 01740-0249.

Nilson, Linda B. (1996) *Teaching At Its Best: A Research-Based Resource For The Vanderbilt Teaching Community.* Nashville, TN: Vanderbilt University.

Holton, Susan A. (Ed.) (1995) *Conflict Management in Higher Education,* New Directions in Higher Education, San Francisco: Jossey-Bass.

New Books

Concepts and Choices for Teaching: Meeting the Challenges in Higher Education, by William M. Timpson and Paul Bendel-Simso. ISBN 0-912150-40-8, $24.95, soft cover, available July 1996.

Reaching Out: How Campus Leaders Can Communicate More Effectively with Their Constituencies, by Linda L. Weimer and Clay Schoenfeld in collaboration with Jean M. Lang. ISBN 0-912150-38-6, $37.95, soft cover, available July 1996.

Teaching and Performing: Ideas for Energizing Your Classes, by William M. Timpson, Suzanne Burgoyne, Christine S. Jones, and Waldo Jones. ISBN 0-912150-44-0, $24.95, soft cover, available August 1996.

For more information contact Magna Publications @ 800/433-0499.

New Journals

- *Teaching in Higher Education,* Len Barton, (Ed.) Volume 1, 1996, 3 issues, ISSN 1356-2517. Institutional Rate $178.00 North America, £108.00 EU.

- *Quality in Higher Education,* Lee Harvey, (Ed.) Volume 2, 1996, 3 issues, ISSN 1353-8322. Institutional Rate $148.00 North America, £98.00 EU.

- *Journal of Higher Education Policy and Management,* Volume 18, 1996, 2 issues, ISSN 1360-080X. Institutional Rate $124.00 North America, £70.00 EU.

For more information on this, or other journals, contact Rachel Lodge,
e-mail: rachel.lodge@carfax.co.uk.

Position Available

Associate Director, Derek Bok Center For Teaching And Learning, Harvard University

Full or half-time position starting in July, 1996. Reporting to the center's director, works on a broad range of issues related to improving undergraduate teaching in the Faculty of Arts and Sciences at Harvard University. Specific duties include implementing existing training programs and developing new ones for teaching fellows and faculty, especially in the natural sciences; reviewing classroom teaching and offering advice on its improvement; initiating or collaborating on related projects as needed.

To qualify, applicants must have substantial teaching and faculty development experience at the university level. Ph.D. and expertise in a specific science discipline highly desirable. Broad academic interests outside discipline are a plus. Additionally, candidates should possess initiative and flexibility, excellent interpersonal and consultative skills, a strong commitment to undergraduate education, and the ability to work well with an established team.

Please send cover letter relating the candidates skills to the job description, a resume, and a one-page statement of teaching philosophy by June 1 to James Wilkinson, Director, Derek Bok Center for Teaching and Learning, Harvard University, One Oxford Street, Room 318, Cambridge, MA 02138.

Special Thanks

Special thanks to Linda Pintrich, Middlesex Community College, who single-handedly compiled data from the 1995 conference evaluations. What a big job! Linda is one of the many devoted POD members working behind the scenes to make our conferences and services run smoothly! Thanks again to Linda and to all the volunteers!

POD NETWORK

POD Network News is published quarterly by the Professional and Organizational Development Network in Higher Education as a member service of the POD Network. Member contributions are encouraged and should be sent directly to the Editor.

Editor: Dr. Marilyn Leach, University of Nebraska, Omaha
Publisher: Dr. David Graf, Iowa State University

To Improve the Academy
Associate Editor/Reviewer Self-Nomination Form

Please Type

Name: _____

Title: _____

Department: _____

Institution: _____

Address: _____
(City, State,
Zip, Country) _____

_____

Office Phone: _____ FAX: _____

E-Mail: _____

Years of Membership in POD: _____

Check the position in which you are interested:

_____ Associate Editor (Note: The Associate Editor becomes the TIA editor the following year.)

_____ Reviewer (Note: TIA has twelve Reviewers, each of whom serve two-year terms. We will select six reviewers this year.)

Past Editing/Reviewing Experiences (with POD publications or in your field):

Briefly explain why you want to serve in the position indicated above:

(Please complete other side)

As much as possible, TIA editors try to match reviewers' special expertise with the manuscripts they are asked to review. Please check the areas listed below in which you feel particularly competent to judge manuscripts, and (if you like) add an explanatory phrase in the space provided:

_____ *general* faculty development issues _____

_____ *general* instructional development issues _____

_____ *general* organizational development issues _____

_____ *general* personal development issues _____

_____ peer evaluation of teaching _____

_____ student evaluation of teaching _____

_____ teaching portfolios _____

_____ faculty consultations _____

_____ graduate/professional teaching _____

_____ TA development _____

_____ gender and minority issues _____

_____ values and ethics _____

_____ TQM/CQI _____

_____ active learning _____

_____ experiential learning _____

_____ collaborative/cooperative learning _____

_____ case studies _____

_____ critical thinking _____

_____ distance education _____

_____ classroom assessment/research _____

_____ educational technology _____

In the space remaining, please list other topics or areas in which you have expertise:_____

_____

_____

_____

_____

Return to Deborah Dezure, Eastern Michigan University, 519 Pray-Harrold, Ypsilanti, MI 48197

Deadline August 16, 1996

POD Network
1996-97 POD Grant Program:

Enhancement of POD Network and Instructional/Faculty/Organizational Development Practice

PURPOSE

The purpose of the POD Grant Program is to provide funding to members of POD attempting to contribute new knowledge or tools to the field of instructional, faculty, and organizational development.

AVAILABILITY OF FUNDS

Total funds available for the 1996-97 POD Grant Program is $5000.00. It is expected that most awards will be between $1000.00 and $2000.00. Funds are not available for the purchase of equipment as part of the proposal. In addition, please note that the POD Network does not pay institutional overhead costs.

KINDS OF PROJECTS FUNDED

POD seeks to award grants for projects of broad appeal and ones that will benefit our organization and our profession. The Grants Committee has indicated that the following topics are of particular interest at this time:

- What is scholarship in Faculty Development? How do you measure it?
- Collaborative research efforts on the part of POD members related to how faculty development efforts or programs impact teaching and learning.
- Competencies and skills needed by faculty developers; models of practice; and the establishment of benchmarks to evaluate the effectiveness of faculty development programs.
- Critical analysis of research of teaching and learning styles as they relate to diverse populations.
- An analysis of how organizational structure and academic culture of an institution relate to how faculty development is practiced on campus.

ELIGIBILITY

Limited to those who have POD members for at least 12 months. Graduate students working collaboratively with POD members and proposals for work toward completing dissertations in the field of faculty/instructional/organizational development are eligible.

☞

REVIEW PROCESS

We will conduct a blind review of all proposals, so authors are asked not to use any identifying information in the text of proposals. All identifying information should be limited to the title page. The following criteria will be used in reviewing proposals:

1. Degree of importance to or impact on instructional/faculty/organizational development;
2. Applicability and utility to the work of instructional/faculty/organizational developers;
3. Relationship to POD as a professional organization;
4. Clarity of proposal;
5. Probability of success; and
6. Adherence to the format and guidelines (See p. 3 for proposal format information).

TIMELINES

The original copy with title page and five copies (without title page) of the grant proposal must be postmarked on or before Friday, September 6, 1996 ***(Faxed copies will not be accepted).*** Applicants will be notified of the disposition of proposals by October 31, 1996. Funds for selected projects will be available after November 15, 1996, and must be expended by June 30, 1997.

A written report of 5 to 10 pages documenting what was done, how the funds were expended, project results, and the effectiveness of the project must be submitted to Dr. David Graf on or before August 31, 1997. Additionally, awardees will be expected to disseminate results to the organization in appropriate ways, either through subsequent POD publications or at the annual POD conference.

Mail proposals to:

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

PROPOSAL FORMAT
for 1996-97 POD GRANT PROGRAM:

Enhancement of POD Network and Instructional/Faculty/Organizational Development Practice

Please use the following proposal format:

I. Title page should contain:

- Proposal Title
- Names of author(s) and co-author(s)
- Position titles
- Institution(s)
- Address(es)
- Brief paragraph describing pertinent professional experience or unique qualifications of author(s) or the proposal
- Signature of senior author
- Signature of each author's supervisor, if appropriate

II. The body of the proposal (maximum of four double-spaced pages) should include the following:

A. Problem statement

B. Brief summary of pertinent literature

C. Project objectives

D. Description of how this project is expected to contribute new knowledge or tools to the field of faculty, instructional or organizational development.

E. Procedures

F. Other resources (institutional facilities, personnel, equipment, etc.) available to the project.

G. Evaluation plan (How will you determine the effectiveness of this project?)

H. A projected timeline for the project

III. Budget (one page only)

A. Personnel

B. Operating