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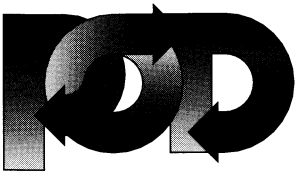
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President's Column

Last Dance!

My, how quickly the time has flown! These are my last remarks in the capacity of President. On Saturday, March 24, 2001, I became Past President of POD. I relinquished my duties to Mary Deane Sorcinelli at the University of Massachusetts, Amherst. This has been an incredible year for me, both personally and professionally.

Since my involvement in POD in 1990, I have learned a lot as a faculty development professional, met a host of wonderful colleagues and mentors, and seen and contributed to many dialogues and changes in the organization. One of the dialogues that I am most passionate about is leading the growth for change for POD as a multicultural organization.

We have had rich and ongoing dialogue within our field on models, strategies, and resources useful in fusing the best practices in multiculturalism and teaching development. Dialogues currently underway within the organization, and more specifically with the development of a strategic plan, provide a measure for our organization's state of readiness for further change initiatives. The strategic plan gives us an opportunity to assess how our organization functions, defines itself, and understand the need for change. This assessment will help POD to develop meaningful interventions and practical strategies that are more inclusive and extend the opportunities and benefits many of us have harvested from our association with POD and others.

The Diversity Commission has played a powerful and important role as an internal change team, but they cannot do this work alone. This is our work to do as educational change agents. As we lay the foundation for becoming a multicultural organization, I challenge each of us to stretch beyond our "comfort zone" and use the experiences we share in POD to create a vital, flexible learning community. Beyond your own

experiences and research, I invite you to continue this dialogue. Please continue to ask questions and talk to each other. Work to articulate a vision for the future for the organization. Do not be afraid to take risks. Be an effective educational ally for change.

In learning and working together, we will make mistakes; let us remember to practice respect and forgiveness. We have to consider what we are ready to do publicly and what we would rather do reflectively. POD offers a support system of collegiality and a network of professionals with whom to practice the development of these skills and behaviors in a context that is less risky than what most of us would find at our home institutions. In the words of Johnetta Cole, former president of Spelman College, "Let's make a difference about difference until difference does not matter any more."

Thank you all for allowing and trusting me to serve as President. I could not have accomplished what I did this year without the assistance of many hardworking and dedicated colleagues. I would like to thank Dave Graf, Mary Everley, Mary Deane Sorcinelli, Marilla Svinicki, all committee chairs and committee members, and my fellow colleagues on the Core Committee for your commitment, patience, and collegiality. I would especially like to thank Kay Herr Gillespie for being my mentor and safe haven this year. Her sage advice, friendship, and support helped me to make and endure decisions. Last, I would like to thank my professional mentor, Nancy Chism, for showing me the way, being an ally for targeted group members, and a good friend and colleague.

Cheers and thank you all,
Christine A. Stanley
President, 2000-2001

Leadership Institutions

Six POD institutions--The Evergreen State College, Indiana University-Purdue-University, Indianapolis, United States Air Force Academy,

University of Michigan, University of Nebraska, and Worcester Polytechnic Institute--were among sixteen colleges and universities recognized by the Association of American Colleges and Universities (AAC&U) for their visionary campus-wide innovations in undergraduate education. Conducted under the auspices of the Association's Greater Expectations Initiative, a rigorous national search identified colleges, universities, and community colleges that have put in place stimulating educational experiences for students. Dubbed "Leadership Institutions" for their role as models of best practice, the honored campuses will become part of the Greater Expectations Consortium on Quality Education. "In their applications--corroborated by thorough campus visits--the Leadership Institutions demonstrated strong commitment to a liberal education relevant for our contemporary world," said Andrea Leskes, vice president at AAC&U and director of Greater Expectations. "Each offers innovative programs and a systemic approach to improve learning by all students."

Editing Opportunity

Last year POD and *The National Teaching and Learning Forum (NTLF)* formed a strategic alliance aimed at improving universal access to information and expertise in the areas of faculty and instructional development. In brief, the partnership will guarantee that the library of information already compiled on the *NTLF* web site will be continually vetted, updated and improved. The *NTLF* web site is one of the most visited of its kind on the Web, and we expect that through this partnership many new members will be drawn to POD.

POD's role in the partnership will be to provide the experts who will review the library's contents and prepare additions and recommend "deaccessions." *NTLF's* role will be administering the collection, editing, marking and posting the material in conjunction with a liaison from POD. Ed Neal has agreed to serve as liaison.

Ed and James Rhem, *NTLF's* editor, have prepared a "job description" that describes how this cooperative effort will work. Section editors will be named from within POD's membership. Their responsibility will be to make the section of the library they supervise the most useful collection of materials on that topic or category area possible. Their work, and POD's role, will be prominently credited on the Web site.

The job description being written, the next step will be finding appropriate section editors. The call for volunteer self-nominations is enclosed in this newsletter. Read the job description carefully; if you have additional questions please direct them to James and Ed. In short, through this partnership we will divide up a huge task, work together, and bring into being something we have all wanted to see created.

Ed Neal, Sally Kuhlenschmidt, James Rhem

News from Around the World: South Africa

Kader Asmal, South African Minister of Education, appointed a Task Team of the Council on Higher Education (CHE) and charged it with the responsibility of producing recommendations about the reconfiguration of the higher education system. To aid its work, the Task Team commissioned a number of studies. An international comparative study on differentiation and diversity within higher education that looked at the rationale for investing in higher education, issues related to qualification structures, open learning and the use of information and communication technologies, combinations and mergers, and employment trends and high-level skill projections was included.

Concern that the South African higher education system was dysfunctional was the main reason behind the establishment of the Task Team. Factors leading to this concern included the following:

- very serious decline in the rate of enrollment of new entrants into higher education
- extremely poor graduation and annual pass rates relative to overall student numbers
- inability of many institutions to effectively collect student fees
- largely unregulated growth of the provision of private higher education
- skewed racial and gender distribution of students in the various fields of study
- extremely low research outputs of most institutions
- fragile management and administrative capacity

The Task Team's report was handed to the Minister toward the end of July 2000 and received wide national media coverage. With news column headings such as "A limited number of Oxforfs," "Academics slam proposals to shake up tertiary education institutions," and "Taking an elitist view of what a university should be," widespread uncertainty about the future was detected among the 36 higher education institutions. The two main proposals of the report are given below.

1. Institutions should have a range of mandates (principal orientations and core foci). Four tiers of mandates were suggested.
 - "bedrock" institutions (comprising the majority of institutions), whose foci would be undergraduate programmes, limited postgraduate programmes (up to taught Masters level) and research related to learning, teaching and curricula with a view to application.
 - institutions whose orientation is undergraduate programmes, extensive postgraduate taught and research programmes (up to Masters level) and selective postgraduate taught and research programmes (up to Doctoral level). Their research would be in selected areas.
 - institutions whose orientation is undergraduate programmes, comprehensive postgraduate taught and research programmes (up to Doctoral level), as well as extensive research capabilities (basic, applied, strategic

- and developmental) across a broad range of areas
- dedicated distance education institutions.
- There should be no closure of institutions, but the absolute number of institutions should be reduced through combinations and possible mergers.

Brenda Smith, Centre for Academic Practice, Nottingham Trent University, UK

Position Announcement

Associate Director, Center for Teaching Excellence, United States Military Academy.

The Center for Teaching Excellence supports the Academy's primary mission of classroom teaching. Candidates will be rated on the following factors: (i) An advanced degree (Ph.D.) and credentials suitable for appointment at the rank of Assistant Professor. (ii) Substantial experience in classroom teaching at the undergraduate level, and significant experience in the use of information technology in higher education and faculty development. Other expectations and responsibilities for this individual include outstanding oral and written communication skills; advising and assisting the Director regarding technology issues, new technologies, systems initiatives and long-term strategies for integration into teaching and learning; serving as an entry point for faculty to a broad range of technology and media services; providing integrated support to faculty in the area of instructional technologies and helping to develop a scalable infrastructure for supporting these technologies; working with academic departments and individual faculty members to provide assistance in using technology to support teaching and learning initiatives; supervising projects in the Advanced Technology Classroom and providing technical support as needed; and participating in collaborative educational research and development projects with faculty.

The successful candidate will assume her/his duties in the July-August time frame. To be considered for the position please send curriculum vitae, resume, letter of application, 3 letters of recommendation, and a DD 214 (if claiming veteran's preference) to the Office of the Dean, United States Military Academy, Bldg 600, ATTN: Mrs. Katie Hauserman, West Point, New York 10996-5000, email zk7069@usma.edu, telephone, 845-938-6316, fax, 845-938-4517. For additional questions please contact 845-938-6155 (Dr. Anita Gandolfo) and see the Military Academy's web site, www.usma.edu.

FD Video Available

The POD Network and the Brigham Young University Faculty Center are pleased to make available the videotape, "Faculty Development: Who Needs It?" The critically acclaimed 20-minute video is an excellent tool to orient new developers and others to the research, theory, and practice of faculty development. It is also a great way to introduce the field to groups who may find these areas a bit foreign (e.g. boards, other academic support units, deans' councils, faculty senates, academic departments). The professionally-produced video lends credibility to a faculty developer's voice and raises important issues to initiate valuable discussion. To find out more about the video and to read a transcript of the audio portion, visit <http://www.byu.edu/fc/pages/refmafr.html>. Click on "Faculty Center Library." Choose "videos," then "FD: Who Needs It?"

POD members receive a discount when purchasing this video and the POD Network also receives a portion from all sales to POD members. The POD discount is available only by phone, 800-962-8061, M-F 8:00 a.m.-6:00 p.m. MST. To receive the discount, POD members should identify themselves when placing the phone order. (Note: the video can NOT be ordered through the POD office.)

New Book

Prieto, L. R., & Meyers, S. A. (Eds.). (2001). *The teaching assistant training handbook: How to prepare TAs for their responsibilities*. Stillwater, OK: New Forums Press.

Conference Note

- "Teaching for a Change: Weaving the Web of Community," 11th Annual Faculty Development Conference, June 13-16, 2001, Steamboat Springs, CO. For information on the conference and two pre-conference retreats, The Heart of the Teacher and Leading From Within, based on the work of Parker Palmer, visit www.teachingforachange.com.

Future Newsletter Items

Please submit your news items for the June issue by May 18, 2001. Pieces should be sent to Mary Everley at EVERL001@UMN.EDU. Call 612-626-0775 or e-mail Mary with questions.



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Editor: Mary Everley, Relocation Assistance Program
Office of Human Resources
University of Minnesota
319 - 15th Avenue SE
Minneapolis, MN 55455-0106
(everl001@umn.edu).

Publisher: David Graf
POD Network
Nova Southeastern University
1750 NE 167th Street, Suite 318
North Miami Beach, FL 33162
(954) 262-8690