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POD Network News, December 1997

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POD Conference Communiqués

1997 Conference

The 1997 conference, held at the Grenelefe Golf and Tennis Resort in Haines City, Florida, was a wonderful gathering of talent, experience, and knowledge! There were 398 conference attendees.

Serving as the conference coordinator placed me in the position of being an observer of the whole, and I could feel the wonderful degree of energy and creativity generated through this chance to come together. I heard so many people discussing ideas, issues, questions, concerns, successes, failures, programs, activities, research, and possibilities of collaboration. That list is very long; the willingness to share is one of the most powerful attributes of our organization. May we never lose that quality! I also heard fine comments about the plenary sessions and the concurrent sessions. A frequent remark as I passed through the hallways was, “Everything I’ve gone to so far has been great!”

The door of time has closed on our 1997 conference, but we now look forward to another exciting event in 1998 at Snowbird. Let’s carry a reinvigorated spirit of cooperation and encouragement with us throughout the year as we continue our work individually and collectively.

Kay Herr Gillespie
Conference Coordinator, Florida ’97
The POD Network, President-Elect

Thank you to Kay and the other conference volunteers for all their hard work. “Our voices and our vision: their past, present, and future,” was a great learning experience.

1998 Conference

The 23rd Annual Conference of the Professional and Organizational Development (POD) Network in Higher Education will be held October 15-18, 1998 at the Snowbird Resort and Conference Center near Salt Lake City, Utah. Our theme, which will be featured in sessions and activities throughout the conference, is “collaboration.”

At this past year’s annual conference, we took time during one lunch to share our personal meanings of collaboration and to generate topics related to collaboration that we would like to feature at next year’s conference. We are once again inviting you to help shape the theme and Call for Proposals for the 1998 POD Conference. Seven groups of topics and issues emerged from an analysis of member suggestions:

A. Understanding collaboration: What, who, how, why, and its impact,
B. Collaboration within colleges and universities (e.g., teaching centers with others on campus, collaboration between/among campus constituencies such as faculty, students, administrators, and staff in various academic and support units),
C. Collaboration with constituencies outside colleges and universities (e.g., other higher education institutions, schools, government agencies, vendors, accrediting associations, geographical and social communities from local to international),
D. Collaboration for support within POD (e.g., how we might better nurture our membership through publications, conferences, consulting, networking, and special projects),
E. Collaboration of POD with other groups and associations for advocacy and change (these could be state, regional, national, or international in focus),
F. Limitations and negative aspects of collaboration (e.g., when collaboration is not the best idea, risks to collaboration, the downside of collaboration, options to consider other than collaboration), and
G. How to do collaboration: Collaborative knowledge, skills, and values (e.g., challenges of collaboration amid differences, developing collaborative skills, preparing graduate students, TAs, and faculty to teach collaboratively, how to model collaboration).

We welcome your responses to these suggestions about the conference topics and issues. To be considered in the development of the Call for Proposals, please send your comments by January 3, 1998 to Roger Sell, 1998 POD Conference Coordinator, via e-mail roger.sell@uni.edu, fax 319-273-2974, or regular mail, Center for the Enhancement of Teaching, 441 Library, University of Northern Iowa, Cedar Falls, IA 50614.
Diversity Dimensions

In the following article, Peter Frederick, Professor of History at Wabash College, offers two examples of workshops on diversity that POD members might facilitate on their campuses. These suggestions are for faculty workshops, though all are adaptable for students.

An opening exercise for any kind of diversity workshop is one I have adapted from Lee Knefelkamp: marginality and mattering. First, ask participants to think of a moment (in the past month or week) when they felt marginal, unimportant, discounted, “the only one like me in a group.” Pair off or get in small groups to discuss: “How’d you know? How’d you feel? How’d you behave?” Then ask them to recall a moment when they felt like they mattered, or were important, privileged. Get back in pairs or small groups to discuss both questions and ask: “What patterns emerged? What aspects of your social identity loomed large in feeling either marginal or mattering?” Listen for unexpected as well as predictable ones of race, gender, etc.; the workshop can then shift to the students’ social identities and their experiences of feeling marginal or mattering.

Most faculty (and students) are most anxious about discussions, fearing an emotional explosion on some sensitive multicultural, gender or sexual orientation issue. What they need is, quite simply, to tell their stories and to learn from each others’ experiences, including both failures and successes: a “what works” and “what doesn’t” conversation. Ask each participant to describe a memorable, difficult, and emotionally or intellectually powerful incident from a class involving either diversity as content or diversity in the student participants. Identify issues in common, and exchange wisdom and specific strategies in handling those situations. Follow-up questions include: “What strategies work in opening up safe, honest, open discussions of diversity issues? How do our social identities and those of our students affect the way we deal with or avoid diversity in the classroom? How do we interpret and handle student silences in discussions of diversity issues? What do we do when a discussion of diversity dissembles and gets highly emotional?” (One answer is let it self-correct. A tricky part is knowing when to let it go and when to intervene)

Other workshop ideas include viewing and debriefing videos, and conducting workshops organized around the challenge of incorporating diversity and gender issues into science classrooms. For additional diversity resources, see below.

Diversity Resources

Books and Articles:
Videos:
Skin Deep -53 mins. (Talking About Race-two 12 min. excerpts), Iris Films, 2600 Tenth St., Berkeley, CA 94710
Race in the Classroom -19 mins., co-produced by Derek Bok Center for Teaching and Learning and the Office of Race Relations and Minority Affairs at Harvard University, Anker Publishing Co., P. O. Box 249, Bolton, MA 01740

Bright Ideas

Congratulations to the following winners of the Bright Ideas Awards!

Bright Idea Lamp Award: Tony Aretz, Ken Grosse, Barbara Millis, USAF Academy
Candle Winner: Marva Barnett & Judith Reagan, University of Virginia, Charlottesville
Candle Winner: Thelma Dye, Southwestern Oklahoma State University
Candle Winner: Kathleen McKinney, Illinois State University
A publication containing both 1996 and 1997 submissions is in the process of being produced. Many thanks to all who submitted entries.

Thanks, especially, to Barbara Millis for her tireless service. Barbara has chaired this committee for seven years, so long in fact that one of the bright idea suggestions was “FREE BARBARA MILLIS!”

Tara Gray of New Mexico State University is the new committee chair. The committee has made one policy change for 1998: all entries must be submitted BEFORE the POD annual conference to Tara Gray by e-mail: tgray@nmsu.edu or by FAX: 505-646-2827. With questions, call Tara at 505-646-1013. Everyone has bright ideas, so let your light shine!
To Improve the Academy

POD invites submissions for the 1998 edition of To Improve the Academy. This publication offers a venue for faculty developers to share their research, best practices, and reflections with colleagues. Articles submitted for consideration in To Improve the Academy will undergo blind review and will, therefore, count as juried publications. Articles should be between 2000 and 4500 words in length. The deadline for submissions is February 1, 1998. See the enclosed flyer, or contact Matt Kaplan (mlkaplan@umich.edu, 313-936-0644), for more information.

Second Call: Invitation to POD Retirees for Membership Emeritus/Emerita

If you are retiring from your position at your institution this year or are already retired, and if you have been a POD member for at least five years, POD wants to recognize your accomplishments and contributions. You are invited to apply for POD Member Emeritus/a status. To receive this recognition, please fill out the enclosed application form and return it along with a description of your accomplishments to the POD Manager of Administrative Services at the address on the bottom of the form. Just as POD members nominate themselves for the Core Committee, please do not be timid about identifying yourself as a retiree!

What are the benefits of being designated as a Member Emeritus or Member Emerita (M.E.)? As an M.E.,

• receive membership at reduced dues rates and remain a full member in POD.
• be eligible for special conference registration rates (1/2 regular member rate or same as the student rate).
• continue to be listed in the directory; receive the directory, the newsletter, and To Improve the Academy.
• receive ten percent off all other POD publications.
• be recognized in the POD Newsletter and at the POD Annual Conference.
• receive a certificate of your emeritus/a status.

WWW Sites of Interest

• ARNOLD (Academic Resource Network On-Line Database) is an interactive database on the World Wide Web that allows faculty and administrators to identify partners for exchange and scholarly collaboration. Individuals can post information on themselves and search, through a series of delimiting parameters, for individuals with like interests and characteristics. http://arnold@snybuf.edu

• University Teaching and Learning Center, University of North Carolina at Greensboro (Note: The Center was formerly known as the Learning Resource Center. The new name reflects UNC-Greensboro's increased focus on faculty development.) http://www.uncg.edu/tlc

Conferences and Workshops

• Transforming Campuses into Learning Communities, Overcoming Barriers & Building Bridges, A Working Conference for Campus Teams, January 8-11, 1998, University of Miami, Coral Gables, Florida, co-sponsored by the University of Miami and the POD Network. For more information, call: 305-284-2727, Fax: 305-284-6279, e-mail: learncoms@umiami.miami.edu, or see the conference web site: http://www.miami.edu/learning-communities/

• Preparing Graduate Students to Teach, February 7, 8:30 a.m.-4:00 p.m., William and Ida Friday Center for Continuing Education, University of North Carolina at Chapel Hill. Co-sponsored by the Center for Teaching and Learning; The Graduate School, North Carolina State University; the Institute for Academic and Professional Leadership; and the Division of Continuing Education. For information contact Annette Madden 919-962-0336. To enroll call 800-845-8640 or fax 919-962-2061.

• 19th Annual Sharing Conference of the Southern Regional Faculty and Instructional Development Consortium, March 15-17, 1998, Kennesaw State University, Kennesaw, Georgia. Theme: "Tools for Effective Faculty Development." General info: SRFIDC Chair Linda B. Nilson, Director, Center for Teaching, Vanderbilt University, Box 1537-B, Nashville, TN 37235. Ph: 615-322-7290; e-mail: nilsonlb@ctrvax.vanderbilt.edu. Conference info/registration and proposals for interactive sessions (due Nov. 21): Lana Wachniak, Director, Center for Excellence in Teaching and Learning, Kennesaw State University, 1000 Chastain Road, Kennesaw, GA 30144. Ph: 770-423-6306; fax: 770-499-3423; e-mail: lwachnia@ksualmail.kennesaw.edu.

• International Consortium for Educational Development in Higher Education (ICED), April 19-22, 1998, Austin, Texas. Conference and hotel registration materials are included as an insert in this newsletter. See abstracts for sessions on the ICED Conference web page at: http://iced.cte.utexas.edu:8001. For additional information, contact Karron Lewis at kglewis@mail.utexas.edu or phone 512-232-1776.

• The International Conference on the Application of Psychology to the Quality of Learning and Teaching, Hong Kong, June 13-18, 1998. For more information, the submission form and details of the conference, contact the conference homepage at http://www.hku.hk/psychodp/conference/. The deadline for the call for papers is December 31, 1997.

• Summer Institute on Building Multiculturalism into Faculty Development, hosted by The University of Michigan and co-sponsored by POD, June 21-24, 1998. For more information, send e-mail to crlt@umich.edu, phone (313) 764-0505, check the web site http://www.umich.edu/~crltmich, or write CRLT, 3300 School of Education Building, 610 East University Street, Ann Arbor, MI 48109-1259.

• The Collaboration for the Advancement of College Teaching & Learning is currently offering more than two dozen full- and half-day workshops on a wide variety of topics related to the improvement of teaching and learning. These highly-interactive workshops, which are offered by request on campuses in Iowa, North Dakota, South Dakota, Minnesota, and Wisconsin, are facilitated by experienced presenters who can tailor their sessions to meet the specific needs of the host institution. For more information, see The Collaboration’s Web site (http://www.gac.edu/Groups/collab/workshop.html) or phone to request a brochure (612-228-9061).

New Books


Salute!

All faculty developers should rejoice in the US Air Force Academy’s recognition of our work. On 5 November 1997, at a special ceremony conducted in part by Dr. Daniel Hastings, Chief Scientist of the Air Force, Barbara Millis received the US Air Force Academy’s McDermott Award for Research Excellence in the Social Sciences and Humanities. Barbara put together a research portfolio, which contained nine letters from POD colleagues, with the theme “Research for the Sake of Service.” In it she documented how the things she does in the Center for Education Excellence reflect her research in cooperative learning, peer review, distance education, teaching portfolios, SGIDs, focus groups, and syllabus construction. It is a credit to the USAFA that the selection committee recognized this type of scholarship. Three of the letters of support, in fact, related her work to several categories of Ernest Boyer’s Scholarship Reconsidered.

Submissions

Submissions for the March, 1998 newsletter are due February 6, 1998 and should be sent to Mary Everley at the address shown below.
CALL FOR MANUSCRIPTS
for the 1998 Edition of

To Improve the Academy

Deadline for Submission: February 3, 1998

The Professional & Organizational Development (POD) Network invites submissions for the 1998 edition of To Improve the Academy. Since its inception in 1982, To Improve the Academy has provided a forum for articles on instructional, faculty and organizational development. Manuscripts are solicited on those three general areas and may be research-based, programmatic or reflective pieces.

The audience for To Improve the Academy is composed of several constituencies who share an interest in improving the climate for teaching and learning in higher education, including faculty and organizational development administrators and consultants. Articles should be designed to inform and assist these members of the academic community with their work.

Papers accepted for publication demonstrate scholarly excellence in research, innovation, integration, and/or inspiration about instructional, faculty and/or organizational development.

Submission Requirements

Articles may be between 2000 and 4500 words in length.

Manuscripts must be prepared according to the guidelines in the Publication Manual of the American Psychological Association, Fourth Edition.

- Include a title and an abstract of 100 words or less. See pages 8-11 of the APA Manual for guidance on how to write a good abstract.
- Citations appear in the references section at the end of the manuscript. See pages 174-222 for the format of different reference materials.
- In the text, sources are cited by author(s) and date, and page numbers for direct quotations. See pages 95-99 for citation formats.
- Headings, if they are used, are not numbered. See pages 90-93.
- When you describe new approaches and programs, please include evaluative information.

Submit two copies of the COVER SHEET (on the reverse side), two copies of your complete manuscript, and three copies that omit your name and any reference to your institution. Do not send a disk with the review copies. The editors will provide prompt feedback on all manuscripts. Early submission will permit more time for complete feedback and for revisions prior to publication.

If your manuscript is accepted for publication, we will ask you to send us the document (including all charts and tables) and a biographical statement on diskette in Word 6.0.

Please send inquiries and manuscripts to:
Matthew Kaplan, Editor
c/o Center for Research on Learning and Teaching
University of Michigan
3300 School of Education, 610 East University
Ann Arbor, MI 48109-1259
Phone: (313) 936-0644; Email: mlkaplan@umich.edu
MANUSCRIPT COVER SHEET  
1998 TO IMPROVE THE ACADEMY  

Deadline for Submission: February 3, 1998  

Title of Manuscript: 

Please enter the information requested below for all authors, listing the names in the order in which they should appear. Include additional pages if necessary. 

Name: 
Mailing Address: 

Telephone Number: Fax Number: 
E-mail Address: 

Name: 
Mailing Address: 

Telephone Number: Fax Number: 
E-mail Address: 

Name: 
Mailing Address: 

Telephone Number: Fax Number: 
E-mail Address: 

Deadline for Submission: February 3, 1998  

Send two copies of this form with five copies of the manuscript (two complete manuscripts and three without your name or institution) to:  

Matthew Kaplan, Editor  
c/o Center for Research on Learning and Teaching  
University of Michigan  
3300 School of Education, 610 East University  
Ann Arbor, MI 48109-1259  
Phone: (313) 936-0644; Email: mlkaplan@umich.edu
Application for
POD Retired Membership Status: Member Emeritus/a

Name: __________________________ Date __________________________

Position/Rank ____________________________________________________________

Institution __________________________________________________________________

Institutional Address __________________________________________________________________

Telephone _______________ FAX _______________ E-mail ______

Information related to retirement:

Preferred mailing address ____________________________________________________________

Telephone _______________ Fax _______________ E-mail ______

Day, Date of Retirement ____________________________________________________________

Institution and Position from which you are retiring (if different from above)

___________________________________________________________________________________

Number of years as a POD member: ______

Actual years of POD membership: _______________________________________________________

After you retire, what plans do you have (professionally, personally) that you would like to share with POD?

___________________________________________________________________________________

___________________________________________________________________________________

Please attach a one page description of what you consider your most important accomplishments to POD as an organization and to the field of professional development in higher education. (Your description of your contributions will become a permanent part of POD collected lore.)

POD Members Emeritus/a will be recognized in the POD Newsletter, at the POD Annual Conference, and by certificate.

Mail completed application (self-nomination) to:
David Graf
Manager of Administrative Services
POD Network
15B Exhibit Hall South
Iowa State University
Ames IA 50011