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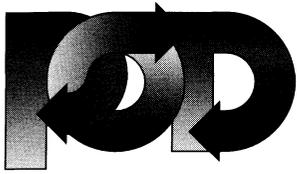
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President's Column

Dear POD Members,

Our POD fall focus was the annual conference, where we enjoyed a record attendance of about 500 persons. One could feel the Spirit of POD in the hallways, workshops, and break-out rooms, and at social events and in the beautiful mountain air. Due to a combination of factors, our conference this year was a true growth experience for our organization. We first talked about, then experienced, the complexity of issues related to diversity and our organizational values. In the next few months, we will engage in a review of our mission statement, and focus on the explicit statement of the values we share as members of POD.

The two and one-half days of Core Committee meetings were very productive. Among many other items of business, the policy review was completed, budget adopted, and financial procedures refined. The proposal for a new POD publication was accepted. The publication will be a monograph titled *New Faculty Initiatives*. Related to this publication, a survey to gather information about new faculty development efforts at members' institutions is enclosed. We request your timely response to this survey.

Another initiative is the formation of a Committee for the Advancement of Programs and Services. The charge of the Committee is the following: 1) to pursue external funding in support of existing programs and services; 2) to develop and recommend new programs and services; and 3. to serve as a liaison with other partner organizations or members seeking outside funding which involves POD. If this committee is of interest to you, please contact me. As always, we welcome your expression of interest in any of our committees. There's always room for more good people to be doing more good work! Also, please contact me at any time with comments or questions you have about POD business. I'll be glad to hear from you!

Kay Herr Gillespie, President

Time for Applause!

Two individuals were honored at the POD Fall Conference. Wilbert J. (Bill) McKeachie was presented with a lifetime achievement award. Bill, whose work began in the mid-40s, has been a leader in many ways. He has guided curriculum and teaching innovation at the University of Michigan, where he served as the director of the Center for Research on Learning and Teaching; promoted innovation in the teaching of psychology, not only at his own institution, but throughout the country and beyond its borders; and devoted his life's work to the understanding and improvement of educational practice. Bill is the author of *Teaching Tips*, now in its 10th edition, and has created a body of seminal scholarship related to teaching and learning.

Nancy Van Note Chism received the Spirit of POD award. This award recognizes that "indefinable something" that constitutes the spirit of POD—the spirit of "selfless volunteerism" and sharing. Nancy, also known as "No-Nonsense Nancy" in some circles, demonstrates this so well and so completely in everything she does within POD and beyond. She is Director for Faculty and TA Development at The Ohio State University, one of the leading instructional development centers in the United States. She has been President of POD and a member of the Core Committee, served on several committees within the organization, and given numerous conference presentations and workshops. Nancy has also contributed greatly to the scholarship of our field through her edited books, book chapters, papers, and presentations.

We are pleased to honor both Bill and Nancy. In so doing, we also honor the fine work, achievements, willingness to share, and "selfless volunteerism" of each of our members. That's what POD is all about!

Carnegie Teaching Academy

The American Association for Higher Education invites you to participate in the Carnegie Teaching Academy Campus Program—one part of a three-part project launched by the Carnegie Foundation for the Advancement of Teaching with support from the Pew Charitable Trusts. Interested institutions are encouraged to join Campus Conversations, the first step of the Campus Program, in which campuses consider the meaning of “the scholarship of teaching” and identify supports for and barriers to its practice. In a second phase of Campus Conversations, campuses will choose a particular issue related to the scholarship of teaching for study and action. A Colloquium on Campus Conversations at the AAHE National Conference (March 20-24 in Washington, DC) will enable participating campuses to consider together the Carnegie Teaching Academy’s goal: “public commitment to new models of teaching as scholarly work, to improve the quality of student learning and the status of teaching.” For more information about the Campus Program, visit the Teaching Initiatives section of the AAHE web site (www.aahe.org) or contact Teresa E. Antonucci, program manager at AAHE, at tantonucci@aahe.org or 202-293-6440 x34.

Regional Association Overviews and News

New England Faculty Development Consortium

This fall marks the inauguration of a new regional faculty development organization. Aptly named the New England Faculty Development Consortium, or NEFDC, this organization will build upon the decade-long success of the Massachusetts Faculty Development Consortium (MFDC). It is expected that membership will be drawn from across the New England and mid-Atlantic states and include faculty, faculty developers, and administrators.

The mission of the NEFDC is to enhance the professional development of faculty and administrators committed to excellence in teaching and learning. In support of this mission, the New England Faculty

Development Consortium will host an array of activities that promise to become annual events. A regional fall conference was held in November. Additionally, plans are underway for a spring drive-in workshop, and distribution of a regional newsletter.

More information about the NEFDC can be found at the NEFDC web site (<http://www.umass.edu/cft/nefdc.htm>). Membership information for faculty, administrators, and staff members interested in joining the NEFDC can be obtained by contacting Dr. Suzanne M. Barrett, Director, Academic Development Center, Boston College, Chestnut Hill, MA, 02167-3810 or by calling 617-552-0835.

Virginia’s Community Colleges Form Regional Center

What does a state community college system do when it has an award-winning faculty professional development plan? Work on improving it, of course. While offering statewide peer group meetings for faculty in the same disciplines, an annual education technology conference, and numerous grants, awards, and scholarships for individual faculty development, the Virginia Community College System (VCCS) came to acknowledge that the “sage-ing” of its faculty also required reviving their classroom practices. Virginia’s geographical size and the diversity of that geography, called for a regional solution. The resulting initiative, called Regional Centers for Teaching Excellence, divides Virginia into five regions, each center chaired by a faculty member appointed from among a pool of applicants.

Regional Centers for Teaching Excellence have been founded on several principles and derive their ideas from many teaching and learning centers around the country. They explore principles of collaborative learning, cultivate reflective teaching practitioners, reflect on collective ethical wisdom, and advocate for teachers teaching teachers across disciplines. Among the kinds of activities included in VCCS Regional Centers for Teaching Excellence are regional faculty colloquia, a quarterly journal called *Inquiry*, an Internet listserv, mentoring programs, and electronic clearinghouses for resources on community college teaching. For additional information on the Regional

Centers, contact Thomas L. Long, Chair of the Regional Center for Teaching Excellence/Tidewater, at LongT@TNCC.CC.VA.US or 757-825-3663, or contact Bernadette Black, Director of Professional Development, Virginia Community College System, nrblacb@nr.cc.va.us or 804-225-2290.

On the Move

The Collaboration for the Advancement of College Teaching & Learning, a Midwest regional alliance of colleges and universities that supports and promotes outstanding college teaching, has a new address. The Collaboration can be reached at 2004 Randolph Avenue, Mail # 4038, St. Paul, MN 55105-1789. New phone and fax numbers are 651-690-6333 (phone), 651-690-8623 (fax). You may also reach The Collaboration at collab@stkate.edu or on the web at www.collab.org.

Clarification

In the June, 1998 *POD Network News* article, "Chicago Area Faculty Development Network Continues Collaborative Efforts," the genesis of the Chicago Area Faculty Development Network (CAFDN) was attributed to the Searle Center for Teaching Excellence at Northwestern University. The idea for the CAFDN actually originated with the Faculty Development Program of University College (UC) at Northwestern University. Northwestern's staff approached individuals in the Searle Center with the concept, and the two entities worked together to launch CAFDN.

Office Established

Saint Mary's University, Halifax, Nova Scotia, established its first Office of Instructional Development in October. The Office will facilitate the on-going work of the Quality of Teaching Committee and become a repository for the Committee's collection of instructional materials. Margaret-Anne Bennett, former Assistant Director, Continuing Education, at Saint Mary's, and a member of the Quality of Teaching Committee for the past six years, is the Office's director. Contact information for the Office of Instructional

Development is the following: Office of Instructional Development, Saint Mary's University, Halifax, Nova Scotia, Canada B3H 3C3, Phone 902-420-5088, fax 902-420-5015, e-mail margaret-anne.bennett@stmarys.ca

IJAD Editorial Board

As a national network, POD is invited to nominate an individual for service on the editorial board of the *International Journal for Educational Development*. The responsibilities of the position are listed below. Interested persons are asked to submit a declaration of their interest and a summary of their qualifications to Kay Herr Gillespie, Office of Instructional Support & Development, University of Georgia, Instructional Plaza, Athens, GA 30602, or to kaygi2@aol.com. The final nomination will be determined by the Core Committee.

The main roles of the IJAD Editorial Board are, on behalf of the ICED Council, to:

1. Advise the editors on the content and style of the journal,
2. Identify and communicate to the editors possible authors and papers for the journal,
3. Assist local academic developers to develop and prepare papers for submission to the journal, in a mentor role,
4. Referee papers or find appropriate referees at the request of the editors, and
5. Liaise with their national educational development network to facilitate the local availability of the journal.

Editorial board members should be active and respected members of their national educational development network, with wide contacts in academic development. They should also have a record of scholarship in academic development or a closely related field. Members of the editorial board are appointed by the ICED Council, not by the national network.

TIA Review Team

Based on the recommendations of the POD Publications Committee, the following people will join the review team for *To Improve the Academy, 1999*: Bill Cashin, Kansas State University (emeritus); Julie Furst-Bowe, University of Wisconsin-Stout; Edmund Hansen, Emporia State University; Madelyn Healy, Kean University (emerita); William Timpson, Colorado State University; and Ben Ward, Western Carolina University.

Member News

- Carolyn Lieberg, Associate Director, Center for Teaching, University of Iowa, is the author of a new book: *Little sisters: The last but not the least*. Wildcat Canyon Press, Berkeley, 1998.
- Elisa Carbone is the author of three new books: *Teaching large classes: Tools and strategies.*, SAGE Publications, Thousand Oaks, CA, 1998; *Starting school with an enemy*, Knopf, New York, 1998; and *Stealing freedom*, Knopf, New York, 1998.

Future Newsletter Items

Please submit your news items for the March issue by February 5, 1999. Pieces should be sent to Mary Everley at everl001@gold.tc.umn.edu, or at Relocation Assistance Program, Office of Human Resources, 200 Donhowe Building, University of Minnesota, 319 15th Avenue SE, Minneapolis, Minnesota 55455-0106. (E-mail is preferred.) Examples of the types of information that are of interest are the following:

- News of personnel changes, new centers, etc.
- News of books authored by POD members
- News of conferences of interest to POD members
- Position announcements or other opportunities for POD members
- Requests from committees for assistance or ideas
- Professional development programs' web home page addresses
- Ideas to share

Ways to Contact POD

As a reminder, here are the ways you can contact the POD Network office:

- by phone at 912-293-6178
- by email at podnet@valdosta.edu
- by email vis our web site, located at <http://www.podnetwork.org>
- by fax at 912-293-6179



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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@gold.tc.umn.edu).

Publisher: David Graf
POD Network
Valdosta State University
Valdosta, GA 31698-0840
(pod@valdosta.edu)

