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Fall 2002

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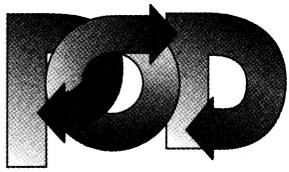
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President's Column

What Should POD Do in the Future?

Since it was formed in 1975, the POD Network in Higher Education has served its members well. We are the professional association home for academic developers of all types in postsecondary education—faculty and TA developers, instructional and educational technology developers, organizational and community developers. We welcome to our membership professional staff as well as faculty, graduate students, administrators, independent consultants, members of regional and national organizations, and others who are dedicated to improving higher education. In addition to performing a variety of roles, our members serve in diverse institutions and settings representing a broad range of geographical areas and cultures, both nationally and internationally. POD has welcomed many new developers, supported the work of experienced developers, and offered consultation and resources for initiating and operating academic development programs that meet new and continuing needs in colleges and universities.

While continuing to offer a collegial network for interaction and support, as our professional field has changed, so has POD. We are much larger than the organization that our founders created 27 years ago, now having about 1,200 members. Our national conference, in both topics and types of sessions, reflects the growing complexity and sophistication of professional development practices. Beginning with quite informal operations, the governance of POD now involves not only a Core Committee of 15 members elected by the general membership, but also an Executive Committee, a national office managed through the position of Executive Director, and a written set of policies and procedures. In addition to the POD conference, we have continued the tradition of publishing an annual volume titled *To Improve the Academy* along with new publications such as the essay series *Teaching Excellence* and occasional monographs such as the POD sponsored publication, *A Guide to Faculty Development: Practical Advice, Examples, and Resources* (Anker, 2002). We now have a Bright Ideas Network along with a POD Listserv, research and travel grants, and special recognition awards. Our Diversity Commission works

together with other key committees that include Advancement, Archives, Conference Planning, Electronic Communication and Resources, Finance and Audit, Grants, Membership, Nominations and Elections, Outreach, Policy, Professional Development, Publications, and Recognition and Awards.

The strategic issue for POD's future is to what extent the Network should continue to offer its current array of resources and services and to what extent the Network should change its emphasis and programs. Toward examining alternative futures for the POD Network, among the most important questions are the following:

Which major issues or forces, now and in the next few years, will influence the ability of colleges and universities to survive and thrive?

For each major issue or force that will strongly influence colleges and universities into the future, what are the most important challenges and opportunities for academic development?

What specifically can developers do to help their institutions thrive into the future, and how will these development roles and activities take place in different institutions?

Considering responses to the above three questions, what leadership and support should POD undertake to enhance the work of developers and their institutions?

It is precisely because of our POD history and achievements that we have the freedom and responsibility to ask: What is our POD Network strategy for the future? I hope you will be part of the conversation and related actions in shaping what POD will do in the future.

Roger Sell

POD Grant Program Call for Proposals

The POD Grant Program provides funding to members of POD attempting to contribute new knowledge or tools to the field of instructional, faculty, and orga-

nizational development. Individuals or groups can apply for funding of up to \$2,000 in support of projects that will result in knowledge that will benefit the profession of faculty development.

The Grant Program Call for Proposals is enclosed in this newsletter. Please consider submitting your ideas to the Grant Program for support. If you have questions about a possible proposal or idea or need to clarify any part of the grant application process, contact Karin Sandell, chair of the committee, at sandell@ohio.edu or by calling 740-593-2681. At the fall conference there was opportunity to meet with members of the Grant Committee and hear about research that has been conducted with funding through the POD Grant Program. The committee looks forward to your submissions.

POD Conference Corner

**27th Annual Conference, *Hold Fast the Dream*,
October 9-13, 2002, Atlanta, Georgia**
<http://www.podnetwork.org/conferences/2002/index.htm>

A good conference doesn't happen by accident, it happens by design. A significant component of the POD conference design consists of a web of volunteers—people who give of their time and talents in many different ways. There are people who do the big and public jobs such as serving as conference coordinator and program chair. However, they could not do their jobs without a cadre of persons engaged in a variety of other tasks. For example, there are people who serve as proposal reviewers, organize the educational expeditions, plan the food (and even go so far as to taste-test it beforehand), and prepare the layout for the resource fair. The list could become very long.

Many of these tasks and the people who complete them are highlighted in our conference program. We give them our public expressions of thanks at the conference. However, there are also those wonderful persons whose names won't appear on the formal list. This third component of the web consists of the people who willingly pitch in where and when they are needed (e.g., those who wander by as packets are being stuffed and wind up helping stuff for several hours, kindly offer to run an errand for someone who needs help, or welcome newcomers and bring them into the circle of POD hospitality).

At our annual conferences, volunteers and partici-

pants experience the reward of all this good work—an exciting, well planned and well executed event. Start thinking now about how you can become involved in our next conference in Denver, Colorado, October 8 - 12, 2003.

POD Materials

The publications sponsored by POD are designed to support faculty and organizational developers in their work and to provide outreach to administrators and faculty members.

POD's publications include the following:

- *To Improve the Academy*—an annual source-book distributed as a membership benefit to POD members
- *Essays on Teaching Excellence*—a series of eight scholarly essays available on a subscription basis in either print or HTML format
- Thematic Reading Packets—focused readings on twelve topics

In addition, by agreement with the National Education Association, POD supplies a series of bi-monthly articles on teaching and learning that appear in the *NEA Advocate*. This effort extends POD's outreach to the nearly 90,000 higher education members of the NEA.

For more information on POD publications, see the POD web site, <http://www.podnetwork.org>. POD's publication activities are guided by the Publications Committee, chaired by Virginia S. Lee.

Join the Research Subcommittee

The Research Subcommittee is seeking new members. The Subcommittee is designed to encourage faculty developers to examine the effectiveness of various activities and programs they support in their efforts to assist faculty. For further information, contact Karen Krupar, krupark@mscd.edu, who facilitates this group's efforts to validate professional development activities.

MIPOD (Michigan POD)

After the POD meeting last year, a group of faculty developers from around Michigan initiated discussions regarding collaborations and possibilities for

meeting one another. As a result, campuses began to directly invite other campuses to faculty development workshops. In May, a state-wide meeting was hosted by the Center for Teaching Excellence at Lansing Community College (LCC). The meeting was facilitated by Todd Zakrajsek, Director, Faculty Center for Academic Excellence, Central Michigan University, and Tracy Price, Director, Center for Teaching Excellence, LCC. Twenty-three faculty developers from 15 different institutions attended this inaugural meeting.

Position Announcement

The University of Michigan's Center for Research on Learning and Teaching (CRLT) seeks an Instructional Consultant for Science, Math, and Engineering to develop and implement programs and activities for the improvement of teaching; consult with faculty, graduate students, and academic units about curricular development and program evaluation; and assist with the dissemination of pedagogical methods appropriate for a diverse student body.

Qualifications: Candidates should have a Ph.D. and college teaching experience; faculty/instructional development experience in engineering, math and/or science; and sensitivity to teaching and learning needs at a major research university. Starting date: ASAP, but negotiable.

Interested persons should send a curriculum vitae and cover letter to: Chris O'Neal, Ph.D., CRLT, 610 E. University, 3300 SEB; Ann Arbor, MI, 48109-1259. For more information, see <http://www.crlt.umich.edu> or call 734-763-0159.

POD Members on the Move

The following POD members have changed positions over the past several months. If you have changed positions or relocated, please notify the POD office (see address on the back of this newsletter).

Leora Baron—from Florida International University to Director, Teaching and Learning Center, University of Nevada, Las Vegas, leora.baron@ccmail.nevada.edu.

Kathleen McKinney—from Director, Center for the Advancement of Teaching, Illinois State University,

to Cross Endowed Chair and Professor of Sociology, Illinois State University, kmckinne@ilstu.edu.

Kathryne Mueller—from Academic Affairs, Missouri Western State College, to Academic Affairs, Kansas Board of Regents, kmuell@ksbor.org.

Ed Nuhfer—from University of Colorado—Denver to Director, Center for Teaching and Learning, Idaho State University, nuhfed@isu.edu

Ian Stewart—from Seattle Pacific University to Director, Faculty Center for Professional Development, Cal Poly, Pomona, istewart@csupomona.edu.

Catherine Wehlburg—from Stephens College to Director, Center for Teaching Excellence, Abilene Christian University, c.wehlburg@tcu.edu.

New Books by POD Members

Lyons, R. E., McIntosh, M., & Kysilka, M. L. (2002). *Teaching college in an age of accountability*. Boston: Allyn & Bacon.

Papalewis, R., & Fortune, R. (2002). *Leadership on purpose: Promising practices for African American and Hispanic students*. Thousand Oaks, CA: Corwin.

The Society for Teaching and Learning in Higher Education Green Guides

The Society for Teaching and Learning in Higher Education (STLHE) Green Guide series features a collection of engaging and practical guides to fundamental and widely practiced forms of university teaching. Written by some of Canada's leading proponents of excellence in teaching, each guide presents concise and useful ideas designed to make teaching more effective and rewarding. The titles currently available are listed below.

Green Guide No. 1, *Teaching Large Classes*, Allan J. Gedalof

Green Guide No. 2, *Active Learning*, Beverly J. Cameron

Green Guide No. 3, *Teaching the Art of Inquiry*, Bob Hudspith and Herb Jenkins

For information or to order copies of any or all of the Green Guides, please contact the Dalhousie University Bookstore by phone 902-494-6704, fax at 902-494-3863, or email bookstore@dal.ca. Each guide is \$10.00 Cdn for orders inside Canada, or \$9.00 US for all orders outside Canada. Unless otherwise requested, all orders will be sent via Canada Post. The shipping/handling rate for individual copies is \$3.00 and \$1.00 for each additional copy. Special shipping rates are available for bulk orders. Arrangements can be made to have shipments sent by courier. All orders must be prepaid.

Upcoming Conferences

"The Administrative Portfolio," hosted by the Center for Professional Development, Baldwin-Wallace College, Berea, Ohio, November 22, 2002, optional second day, November 23. For detailed program information and to register contact: Center for Professional Development, 440-826-2253, leaders@bw.edu, <http://www.bw.edu/academics/cpd>.

Lilly-West, March 14 & 15, 2003, Kellogg Center, Cal Poly, Pomona. Proposals due October 1, 2002 and registration due December 15, 2002.

Lilly Summer Institute, July 17, 18, 19, 2003, Ashland, Oregon. Three tracks: Developing Faculty Learning Communities, The Psychology of Learning, and Designing Preparing Future Faculty Programs.

All information available on the International Alliance web site:<http://www/iats.com>.

"The Teaching in Higher Education (THE) Forum: Keeping the Touch in Technology," April 27-29, 2003, campus of Louisiana State University. For more information, contact Barbara G. Danos, Center for Faculty Development, LSU 118 Himes Hall, Baton Rouge, Louisiana 70803, 225-578-1135, bdanos1@lsu.edu.

Call for Proposals POD Grant Program, 2002-2003

POD Grant Program Purpose

The Purpose of the 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. For this year, individuals or groups can apply for funding up to \$2,000 in support of projects that will result in

knowledge that will benefit the profession of faculty development. In particular, the Grants Committee has indicated an interest in proposals with the following qualities:

- Clearly defined purpose and/or products
- Identification of sufficient institutional support
- Evidence of prior success or experience in a similar project
- Identification of related work, current and prior
- A multi-university focus

Eligibility

One principal researcher must have been a POD member for at least 12 months. In the case of graduate students seeking dissertation support for work in the field of faculty development, applicants may identify an eligible POD member as a co-sponsor.

Format

I. The Title page should contain:

- Proposal title
- Names of applicant(s)
- Position or title
- Institution(s)
- Address(es)
- Brief description of pertinent professional experience or unique qualifications of applicants
- Signature of all applicants

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

- A. Problem statement
- B. Summary of pertinent literature
- C. Project objectives and products
- D. Argument for the value of products or results to faculty development
- E. Procedures
- F. Budget request
 - Personnel costs
 - Operating/development costs including equipment, software, materials to be purchased and/or developed.
 - Sources and amount of outside funding/support available as matching
 - Note that overhead costs are not allowed as part of the budget request.
 - Special considerations
- G. Evaluation plan, to include a project time-line with special attention to the criteria for success and assessment methods.
- H. Dissemination and follow-up

Review Process

All grant applications will go through a blind review process by the members of the Grants Committee. It

is therefore necessary for applicants to limit all identifying information to one page. Reviewers will be directed to judge all grant application based on the following criteria.

Degree of importance. Reviewers will look favorably on proposals that successfully argue the urgency or critical nature of the problem.

Scope and/or utility. Reviewers will look favorably on proposals that successfully argue the broad reach or usability of the product of the work. A multi-campus focus is a good example of a characteristic that suggests increased range and applicability.

Quality of written proposal, clarity in definition of process and product. Reviewers will look favorably on proposals in which all the steps, players, budget items, and products of the process are clearly defined.

Awareness of related work, current and prior. Reviewers will look favorably on proposals that demonstrate an awareness of and are embedded in the literature or past projects.

Probability of Success.

- Evidence of sufficient institutional support. Reviewers will look favorably on proposals that delineate the source and extent of all resources required to complete the project.
- Evidence of prior success or experience in a similar project.

Timeliness and Procedures. Evidence that project can be completed in the time specified.

One original copy of the proposal with title page and five copies without title page must be received by December 16, 2002. (Proposals may be mailed or e-mailed; faxed copies will not be accepted.) Applicants will be notified of the disposition of their proposal by March 17, 2003.

All accepted proposals will be assigned to a Grants Liaison (GL), a member of the Grants Committee who is responsible for:

- Helping the recipient get funds
- Monitoring the recipient's progress
- Solving problems related to the Grants Committee or the Core Committee
- Working with recipient at the end of the project to produce a report for the Core Committee (see below) and publish or otherwise disseminate results.

It is the responsibility of every grant recipient to produce a written report for the Core Committee of 5–10 pages, documenting what was accomplished, how funds were spent, and how the results will be disseminated. This report must be submitted to the Grants Committee at a reasonable time after the completion of the project, to be negotiated with the Grants Liaison. In addition, grant recipients will be expected to present an update on the progress of their research at the following year's POD Conference.

Mail proposals to:

**Karin Sandell
Center for Teaching Excellence
140 Chubb Hall, Ohio University
Athens, OH 45701**

Or e-mail to: **sandell@ohio.edu**

POD Web Site

Have you checked out the new POD web site? It is changing all the time. Take a look at <http://www.pod-network.org>. If you have ideas about things that might be included in the web site, contact Bill Burke, chair of the Electronic Resources and Communications Committee, burke@uky.edu.

Comments from the POD Office

The POD central office moved January 1, 2002. Contact information for the new location is given on the back of this newsletter. Some correspondence is still being sent to the former site, so please check with your accounting office to make sure it has the correct POD address on file.

The POD Network is a wonderful organization, and our mission is very powerful and important for all of higher education. If you will be attending a meeting and would like to distribute some POD materials, please contact us, and we will provide you with POD packets.

We enjoy getting to know you electronically and by telephone and were able to meet many of our new members at the conference in Atlanta!

Frank and Kay Gillespie

Contacting the POD Office

Fall 2002

It is our goal at the POD office to respond to members' questions, concerns, needs, and interests as courteously and promptly as possible. Please contact us at the address below if we can assist you.

Frank and Kay Gillespie, Executive Directors

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