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POD Network News, January 2001

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POD NETWORK NEWS January, 2001

President's Column

As I write this column twelve days before the holidays and eighteen days before the beginning of another exciting year, I am somewhat in awe that it was only a few weeks ago that we celebrated POD's 25th Anniversary. Oh, what a celebration that was! The site was beautiful, the Westin staff truly accommodating, the fellowship and collegiality revitalizing, the choices of plenary and concurrent sessions outstanding, and our team of conference organizers absolutely smashing. I would like to take this opportunity to deliver another round of applause to everyone who helped make our anniversary a success, especially our Conference Chair, Virleen Carlson, from Cornell University, and our Program Chair, Bill Burke, from the University of Kentucky.

For those of you who were unable to attend this year's conference in Vancouver, British Columbia, there were many splendid memories from the conference and the space allotted for my remarks in this newsletter is too short to mention them all. However, I would like to call your attention to this year's Spirit of POD Award recipient and the Robert E. Menges Award Honored Presentations. It was our great pleasure to bestow this year's Spirit of POD Award on Joan DeGuire North from the University of Wisconsin, Stevens Point. Joan was the first President of POD and has made selfless contributions to POD and the field. The Robert E. Menges Award Honored Presentations went to Roger Sell, Sheryl Welte Emch, and Barbara Lounsberry at the University of Northern Iowa, and Maryellen Weimer at Berks Lehigh Valley College-Penn State.

This has been an incredible year for POD. Following are examples of the year's many accomplishments. We developed the organization's "Ethical Guidelines for Educational Developers." We adopted a Strategic Plan for the organization and plans are currently underway to recommend and implement several initiatives. We improved, and will continue to improve, our organizational website, thanks to our Webmaster, Frank Gillespie. We have a new location for our listserv, courtesy of the effort of Kevin Barry at the University of Notre Dame. Last, but not least, we accepted a proposal from and donated monies to the Love Library at the University of Nebraska, Lincoln to host the POD Historical Archives.

All these initiatives would not have been possible without the efforts of many able committee chairs, my fellow colleagues on the Core Committee, our Manager of Administrative Services, and other hardworking volunteer leaders who continue to put a lot of time and energy in helping to accomplish the mission and work of the organization. My heartfelt thanks to you all!

As we look forward to 2001, please mark your calendars for the 2001 Conference, October 10-14, at the Regal Riverfront Hotel in St. Louis, Missouri. Bill Burke has graciously accepted to be the 2001 Conference Chair and Sally Kuhlenschmidt from Western Kentucky University has agreed to be the Program Chair. Let me end my remarks by wishing you all a peaceful and blessed holiday season and a most prosperous 2001!

Cheers,
Christine Stanley, President

Thanks!

I'd like to thank POD for the wonderful opportunity to be the 2000 Conference Coordinator. The POD membership might not be aware of how the planning fits together. Many, many individuals deserve thank yous. David Graf from Nova Southeastern, our Manager of Administrative Services, served as my mentor and the "institutional memory," as well as the person who originally found the Westin Bayshore as a conference location. Laura Border from Colorado, Conference Chair in 1999, also served as a mentor. Bill Burke from Kentucky and Matt Ouellett from Massachusetts went beyond the "job description" and gave POD an exceptionally varied program. Christine Stanley from Texas A & M presided over this conference midway

through her term as POD President and stayed on top of everything. I was so thankful for my hectic, but enriching, year with the Conference, and the leadership it attracts.

Virleen Carlson, Cornell University

Bright Ideas Award Winners

Six Bright Idea Candle Awards and one POD Lamp Award were given at the POD Conference in Vancouver. Brief descriptions of the ideas and e-mail addresses of the winners are included below. Complete descriptions of each award-winning idea will soon be available online.

Candle Awards

Weekly Teaching Tip. Phyllis Blumberg, University of the Sciences in Philadelphia, p.blumbe@usip.edu
Every Friday, Phyllis uses the faculty listserv to give her faculty a teaching tip appropriate to that time in the semester (e.g., establishing rapport at the beginning, and preparing and grading exams near mid-semester).

The Double-Response Homework-Check. Cynthia Desrochers, CSU, Northridge (CA), cdesrochers@csun1.csun.edu
This simple, 3-5 minute teaching strategy encourages students to read assigned chapters/articles before class so they are prepared to think at higher levels during class. Students answer 2-3 questions twice, once on each half of a sheet of paper. They give the professor one half of the sheet so he or she can diagnose student understanding, and the other half sheet is corrected by the students using a variety of methods.

Alumni Class Funding. Donna Llewellyn, Georgia Tech, donna.llewellyn@oars.gatech.edu
Donna wishes to cite the entire Center for the Enhancement of Teaching and Learning for this Bright Idea. The Center obtains funding for its programs from alumni classes in order to increase their program offerings and gain some independence from administrative support.

Absent Professor Program. Saundra Y. McGuire, Louisiana State University, smcgui1@lsu.edu
The Center for Academic Success collaborates with the Career Center to offer this program to all LSU faculty. When a professor needs to be away at a conference or other planned event, she/he can request a member of the Center's faculty to teach the class. The Center faculty member presents information on a general topic such as study strategies, time management, test taking, test preparation, reading comprehension, math anxiety, etc.

Internal Grant Proposal Writing Workshop. Libby Rankin, University of North Dakota, libby_rankin@und.nodak.edu
New faculty participate in a hands-on 3-hour workshop to learn how to write and evaluate proposals for internal grants available to faculty (e.g., instructional development grants, summer instructional development professorships, new faculty scholar--research awards, and University Senate scholarly activity awards).

Honoring Faculty. Tracy Price, Lansing Community College, tprice1@lansing.cc.mi.us
Tracy, along with Karen Gilluly and Carol Geer, promotes a culture of honoring faculty at Lansing Community College. They publish peers' commendations of instructors who have impacted colleagues and students in a positive way. They also provide a mechanism for students to send notes of praise and encouragement to their faculty and have a Faculty Appreciation Month, one day of which is devoted to honoring faculty with "no strings attached."

Bright Idea POD Lamp Award Winner

Graphic Syllabus. Linda B. Nilson, Clemson University, nilson@clemson.edu
A graphic syllabus supplements the traditional syllabus and, in its simplest form, is a flow chart of the organization of course topics. It visually illustrates both the logical and chronological

relationships among the weekly topics the course addresses. Often faculty become more creative and develop "graphic metaphors" for their courses, such as floor plans and other whimsical analogies.

POD Grant Program—Call for Proposals

Enclosed in this newsletter is the Call for Proposals for the POD Grant Program. 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, please do not hesitate to contact Karin Sandell, chair of the committee, at sandell@ohio.edu or by calling 740-593-2681. The committee looks forward to receiving your proposals!

Center Update

Northern Illinois University recently established the Office of Teaching Assistant Training and Development (TATD). The Office serves over 600 TAs campus-wide. TATD has developed a web-site with extensive links to teaching resources, held orientation and content-specific workshops, and developed a resource library that is housed in the Graduate School. In addition, a handbook was created for all new TAs. The handbook is available on the Office's website. For more information, contact Dr. Elizabeth Miller, Coordinator of TATD, at tatd@niu.edu or visit http://tatd.admin.niu.edu.

Member News

James J. Berg, formerly Director of the Center for Teaching Excellence at the University of Maine, has taken a new position as Program Director, Learning by Doing, at the Center for Teaching and Learning in the Minnesota State Colleges and Universities system. His new email address is james.berg@so.mnscu.edu and his new phone number is 651-649-5773.

Conference Notes

- "Engaged in Learning: Building Student Responsibility Through Active Learning," February 15-16, 2001, Radisson Hotel-South, Bloomington, MN. Sponsored by The Collaboration for the Advancement of College Teaching & Learning. For details, go to http://www.collab.org/.

- "An Educational Odyssey: Preparing Students for the Future," the 22nd Annual Southern Regional Faculty and Instructional Development Consortium Sharing Conference, March 18-20, 2001, Chattanooga, Tennessee. Check out information online at http://www.utc.edu/Teaching-Resource-Center/SRFIDC/. Proposals for the conference are due by January 15, 2001 and can be submitted online from the above URL or by mail.

- "Transforming Learning: A Virtual Reality?" April 22-24, 2001, Louisiana State University. Sponsored by Teaching in Higher Education (THE) Forum. For information, contact Dr. Barbara Danos, Conference Coordinator, at 225-578-1135 or via e-mail, bdanos1@lsu.edu, or visit the web site at www.celt.lsu.edu and click on Center for Faculty Development.

Summer School

- "Civic Engagement and Interdisciplinary Learning: Building Learning Communities that Embrace the World," the Twelfth Annual Summer Institute, June 10-15, 2001, St. Olaf College, Northfield, MN. Sponsored by The Collaboration for the Advancement of College Teaching & Learning. The Collaboration is now inviting proposals from groups of college and university faculty, student affairs staff, administrators and students for the 2001 Summer Institute. The institute is open to both

Collaboration member and nonmember institutions. Participating teams from current member institutions will receive grant support of $500 toward each paid registration plus one free program registration ($850 value) for every five paid registrations. Proposals for the institute have a March 1, 2001 deadline. For additional information, contact The Collaboration at 651-690-6333 or visit www.collab.org.

- Arizona State University's Center for Learning and Teaching Excellence and the Office of the Provost are pleased to announce the second annual ASU Summer Institute on College Teaching. Each course is designed to give hands-on instruction in core areas. The classes involve active learning and will present opportunities to develop lessons, gain feedback, and work with other colleagues. Each one-credit-hour course can be applied to an ongoing degree or professional development. For more information see http://www.asu.edu/clte.

Traveling Workshops

Are you looking for resources to help support faculty development efforts on your campus? You may want to check out the Traveling Workshops Program sponsored by The Collaboration for the Advancement of College Teaching & Learning. The Collaboration's Traveling Workshop Program brings experienced facilitators to your institution to present a lively and engaging session. Over 20 workshops on a wide range of topics including assessment and evaluation, active learning strategies and writing across the curriculum are offered. Customized workshops on special topics to address more specific institutional issues may also be arranged.

The Collaboration's Traveling Workshop Program has been well received in its member region and among Historically Black and Tribal Colleges nationwide. This program is now being opened to all institutions nationally. POD members were recently sent copies of the latest catalog of workshop offerings. If you did not receive a catalog or are interested learning more about the program, contact The Collaboration at 651- 690-6333 or collab@stkate.edu.

Journal of Innovative Higher Education

The *Journal of Innovative Higher Education* offers an opportunity for publishing articles related to teaching and learning, faculty and instructional development, and other higher education topics. The journal's web page provides information on submitting manuscripts, "tips for authors," subscription guidelines, and a topical listing of articles (including authors and abstracts) from 1989-present. The URL is http://www.isd.uga.edu/ihe/ihe.htm. For additional information about the journal, contact Kay Herr Gillespie, Associate Editor, at kaygi2@aol.com.

Future Newsletter Items

Please submit your news items for the March issue by January 26, 2001. Pieces should be sent to Mary Everley at EVERL001@UMN.EDU. Call 612-626-0775 or e-mail Mary with questions.

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.

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Call for Proposals
POD Network
2000-2001

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

OVER

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.

1. **Degree of importance**. Reviewers will look favorably on proposals that successfully argue the urgency or critical nature of the problem.
2. **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.
3. **Quality of written proposal clarity in definition of process and product**. Reviewers will look favorably on proposals in which the all the steps, players, budget items and products of the process are clearly defined.
4. **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.
5. **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.
6. **Timeliness and Procedures**. Evidence the 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 January 15, 2001. (Proposals may be mailed or e-mailed; faxed copies will not be accepted.) Applicants will be notified of the disposition of their proposal by April 1, 2001.

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**