POD Network News

Professional and Organizational Development
Network in Higher Education

6-1-1997

POD Network News, June 1997

President's Column

Dear POD Members,

Greetings! It is almost summer and the time when many of us catch up on projects, take vacations, and generally unwind after a hectic academic year. For many POD committee members and volunteers, that means working on the responsibilities we assumed on behalf of the organization, such as our annual conference coming up in October. In this issue are various announcements from around North America, including an update on the fall conference. You will also find a call for conference sites from Larry Quinsland to which I hope you will take a moment to respond. And finally, we have the first installment of what will be a series of articles sponsored by our Diversity Commission.

I have recently returned from the International Consortium of Educational Development (ICED) Council meeting in Oxfordshire, England, where I had the privilege of representing POD. It was a good meeting, full of ideas for different kinds of national and multi-national regional networks from around the world. We are neither the biggest nor the oldest faculty development network around, and I was able to garner some good advice concerning POD's current stage of maturity, and what our next steps might be as an organization to further our mission and goals. These goals, included in POD's mission statement, are still a good guide for our future growth: To provide support and services for its members through publications, conferences, consulting and networking; to offer services and resources to others interested in faculty development; and, to fulfill a national advocacy role seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.

I look forward to working with you all as we advance the knowledge and practice of our profession.

Eric Kristensen
POD President

POD Conference Communiqués

1997 POD Conference

"Our Voices and Our Visions:

Their Past, Present, and Future"

This basic information on conference costs is provided for those who would like to encumber funds. *Full and detailed information will be given in the pre-registration information you will receive in late June*. This will include workshop and educational expedition information. The conference will be held October 15-19, 1997, at Grenelefe Golf and Tennis Resort in Haines City, Florida. (As a reminder, the closest airport is Orlando, Florida.) If you have any questions, please contact the conference coordinator, Kay Herr Gillespie, by telephone or e-mail: 914-446-7412, kaygi2@aol.com.

Airport shuttle:	$34 round trip, $20 one way
Registration fee:	$140 early bird (before Sept. 1)
	$170 regular (after Sept. 1)
	$190 on-site

(Non-members registration fee will include $50 membership fee.)

Hotel costs (including meals, taxes, and gratuities) *per day - per person*:

	single occ	double occ
deluxe room	$166.00	$116.50
one-bedroom villa	$199.00	$134.50
two-bedroom villa	$187.00	$128.50

POD Conference Registration Assistance Volunteers Needed

Registration assistance volunteers are needed to help at the registration desk throughout the 1997 POD Conference. The registration volunteers will not be doing conference registration; rather, each person will work at the registration desk for a two-hour period. They will assist by talking with people, trouble shooting, and providing general conference information. Contact Beverley Amick, Kean College of New Jersey, who is coordinating this activity, to volunteer. Beverley's e-mail address and telephone number are the following: bamick@turbo.kean.edu, 908-527-3113.

Future Conference Sites

The Long-range Conference Planning Committee would like your assistance in locating future POD conference sites. If you are aware of a potential conference location that meets the following criteria:

*minimum 325 guest rooms

*minimum 12 meeting rooms (capacity >40 classroom set-up)

*comfortable "networking" areas,

please forward the information to Larry Quinsland, Center for Arts and Science, NTID at RIT, 52 Lomb Memorial Drive, Rochester, NY 14623 or LKQ9999@ritvax.edu.

Diversity Dimensions

In 1993, in response to increasing calls from our members that POD be more reflective of the diversity of underrepresented groups and institutions in its membership, the Diversity Commission was formed under the strong support and recommendation of then President, Don Wulff, University of Washington. A subcommittee of the POD Membership Committee, the eleven member Commission has as its charge to work with the POD membership, suggesting ways in which POD can increase the diversity within the organization.

In striving to meet this goal, the commission has chosen to focus on (1) networking with and recruiting faculty developers from underrepresented institutions, such as Historically Black Colleges & Universities (HBCUs) and Native American Tribal Colleges; (2) instituting faculty development internship grants to encourage POD member institutions to support and develop internship programs for individuals of color who are interested in exploring a career in faculty development; (3) continuing to encourage scholarship and dialogue on diversity issues in our publications and conference sessions; (4) empowering the membership at large to embrace these goals; and, (5) serving as a resource for POD as we think through issues related to diversity and encourage a broader involvement in the organization.

Since 1994, our networking and recruiting efforts have resulted in the participation of over fifteen faculty developers from HBCUs. Similar efforts have also resulted in the participation of over eight faculty developers from Native American

Tribal Colleges. In 1995, the Commission recommended that diversity internship grants of $1,000 be awarded to the University of Michigan and the University of Southern Colorado. At the University of Michigan, for example, the grant was used to support a graduate student of color who was interested in exploring faculty and instructional development by focusing on multicultural teaching issues and observing faculty developers in action.

POD continues to be an organization that prides itself on community, collegiality, tradition, and networking, along with an abundance of rich resources that is unmatched by many organizations. As we seek to encourage, reach out and invite the fellowship of institutions and faculty developers that have not been traditionally or historically represented in our membership, we invite you to join our efforts and welcome your input. We feel that a membership that is diverse brings a breadth and depth to the organization that is not only essential, but also truly enriches the POD spirit.

POD Diversity Commission Members:
Lesley Cafarelli, The Collaboration for the Advancement of Teaching, Minnesota
Elisa Carbone, University of Maryland
Virgie Chattergy, University of Hawaii, Manoa
Peter Frederick, Wabash College
Michael Hester, Saint Augustine's College
Edelma Huntley, Appalachian State University
Helen Rallis, University of Minnesota, Duluth
Bill Rando, Florida International University
Shari Saunders, University of Michigan
Christine Stanley, The Ohio State University (Chair)
Diane vom Saal Williams, University of South Florida

Regional Association Overview

California State University Faculty Development Council

The campus directors of faculty development or teaching and learning centers in the California State University (CSU) system have established the Faculty Development Council as a forum and network for sharing ideas, providing assistance to

new and continuing directors, and fostering collaboration on faculty development programs and events. The director of the CSU Institute for Teaching and Learning (ITL) is a non-voting member of the Council. The Council meets twice a year, usually with travel support from the Institute for Teaching and Learning, and in conjunction with an ITL conference for CSU faculty.

Often Council collaboration on projects involves some sub-set of the 22 CSU campuses in this large state. For example, 11 Southern California campuses have held annual one-day Symposia on University Teaching, with faculty from many disciplines and many campuses sharing results of innovations in their classrooms. Several campuses are collaborating on developing peer coaching programs. Another project has faculty from two campuses learning from a third campus how to assess the usability and learning outcomes of new media that they are developing for their courses.

Current topics of interest to the Council are supporting our faculty in enhancing teaching and learning with technology, assisting our faculty in conducting research on student learning in their courses and programs, including faculty development in campus and system strategic plans, and providing for the professional development of Council members, almost all of whom are faculty directing their campus center while continuing to teach a reduced load.

The Council members use a listserv to plan their meetings and stay in touch between meetings. At the meetings and via e-mail, Council members regularly share materials, plans, budgets, proposals, and other ideas that show what they are doing with various kinds of support. The Faculty Development Council works much like a Cal State version of POD, but the Council does not replace POD. We value the expanded opportunities, support, and models that POD provides.

New Web Page

Teaching Enhancement Center, Emporia State University, Emporia, Kansas
http://www.emporia.edu/www/tec/homepage.htm

Conferences

- The International Consortium for Educational Development in Higher Education (ICED), in conjunction with POD and the Center for Teaching Effectiveness at The University of Texas at Austin, is hosting its 2nd International Conference, April 19-22, 1998. The conference will be held in Austin, TX. A conference description and call for proposals is enclosed. The proposal submission deadline is September 30, 1997. Contact Karron Lewis at kglewis@mail.utexas.edu for additional information.

- For information on Regional Lilly Conferences on College/University Teaching contact Laurie Richlin, International Alliance of Teacher Scholars, Tel: 412-361-5425, FAX 412-362-6195, e-mail: Alliance@IATS.com

POD Teaching Excellence Essay Series

The POD Teaching Excellence Essay Series was begun in 1989 and has been well received by the POD membership and beyond. We are advancing the publication and distribution schedule this year so as to accommodate institutions on the early-semester system. The distribution schedule will be the following: catalogue and invitation to subscription—early June, packet of four essays for the fall—mid-August, and spring packet—mid-December. The authors and titles for the 1997-98 series are listed below. For more information, contact the Editor, Kay Herr Gillespie, at kaygi@uga.cc.uga.edu.

Essays on Teaching Excellence 1997-98

Virginia S. Lee, University of North Carolina-Chapel Hill. "Relating Student Experience and the Curriculum."

Ronald Teeples and Harvey Wichman, Claremont McKenna College. "The Critical Match Between Motivation to Learn and Motivation to Teach."

Nancy Van Note Chism, The Ohio State University. "Developing a Philosophy of Teaching Statement."

Judith and Calvin Kalman, Concordia University. "Writing to Learn."

Barbara Duch, Deborah Allen, and Hal White, University of Delaware. "Problem-based Learning: Preparing Students to Succeed in the 21st Century."

Nancy A. Diamond, University of Illinois. "Adding On-line Computer Methods to Your Repertoire of Teaching Strategies."

Larry Michaelson, University of Oklahoma. "Keys to Using Learning Groups Effectively."

Roger G. Baldwin, College of William and Mary. "Academic Civility Begins in the Classroom."

New Books

Edington, S., & Hunt, C. (1996). *Teaching consultation process sourcebook*. Stillwater, OK: New Forums Press.

Grunert, J. (1997). *The course syllabus: A learning-centered approach*. Jaffrey, NH: Anker. (Foreword by Robert M. Diamond.)

Travis, J. E. (1995). *Models for improving college teaching: A faculty resource*. ASHE-ERIC Higher Education Report No. 6. Washington, DC: The George Washington University, Graduate School of Education and Human Development.

Walvoord, B., Hunt, L., Dowling, F., & McMahon, J. (1997). *In the long run: A study of faculty in three writing-across-the-curriculum programs*. Urbana: National Council of Teachers of English.

Member News

- Catherine Frerichs has been appointed Director of the Center for Faculty Learning and Teaching and Professor of English at Grand Valley State University, Allendale, Michigan, effective August 1997. Prior to this appointment, Catherine served as Senior Program Officer at the Great Lakes Colleges Association.

- Mona Kreaden has been named Director of the EQUAL Commission (a presidential commission for Enhancing the Quality of Undergraduate Academic Life) at New York University, after serving as its coordinator since 1994. She is also Director of the Returning Adult Program of the Gallatin School of Individualized Study at NYU.

For You to Do

- Enjoy the summer! *POD Network News* will return in the fall. Please submit your news items for the September issue by August 8, 1997. Pieces should be sent to Mary Everley at everl001@gold.tc.umn.edu., or at Preparing Future Faculty, University of Minnesota, 120 Fraser Hall, Minneapolis, Minnesota 55455. (E-mail is preferred.) Examples of the types of information that are of interest are the following:

- Send ideas for future POD conference locations
- Submit a proposal for the ICED conference
- 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

ICED
THE INTERNATIONAL CONSORTIUM FOR EDUCATIONAL DEVELOPMENT IN HIGHER EDUCATION

SECOND INTERNATIONAL CONFERENCE

"SUPPORTING
EDUCATIONAL, FACULTY & TA DEVELOPMENT
WITHIN
DEPARTMENTS AND DISCIPLINES"

in conjunction with

the Professional & Organizational Development Network in Higher Education and

The Center for Teaching Effectiveness at The University of Texas at Austin

Austin, Texas U.S.A.

April 19-22, 1998

INVITATION TO SUBMIT PROPOSALS FOR
PAPERS, SEMINARS, POSTERS AND WORKSHOPS
The conference language will be English

Submission deadline -- September 30, 1997

BACKGROUND AND AIMS OF THE CONFERENCE

Much faculty development and educational development has traditionally been generic and organized centrally within institutions, while most scholarship occurs within disciplines and departments. There are currently attempts, world-wide, to integrate educational development within disciplines (University of Washington, Harvard University, The University of Texas at Austin are examples of this movement in the U.S.A.) but this involves new forms of departmental organization and development practice and new roles both for faculty developers and for faculty. This conference will share new approaches for developing educational practice within disciplines and academic departments. Educational development practice has also traditionally been national while disciplines develop internationally. This conference will encourage global networking.

CONFERENCE THEMES

- Linking central and departmental educational/faculty/TA development initiatives.
- Supporting research into teaching and learning within departments.
- Developing departmental faculty as change agents.
- Running discipline-specific short courses and workshops.
- Funding and supporting educational/faculty/TA development projects within departments.
- Supporting educational/faculty/TA development within the disciplines.
- Peer consultation within and across departments.
- Incorporating technology to facilitate educational/faculty/TA development that is discipline-specific.
- The role of students in educational/faculty/TA development.

TYPES OF SESSIONS
(Since some of these may be peculiarly North American ways of describing Conference sessions, please feel free to direct questions about which format would be most suitable for your contribution to Karron Lewis, Conference Coordinator.)

- PAPERS

Papers should summarize the range of practices within a country, describe particularly significant or innovative practices, provide conceptual overviews or report evidence of effectiveness of programs and practices. Papers will have sessions lasting 60 minutes (30 + 30 for questions and discussion) or 30 minutes (20 + 10 for questions and discussion). Papers of up to 3,000 words will be prepared in advance and circulated at the conference to allow presenters to focus on key issues and encourage discussion. Paper abstracts will be posted on the ICED Conference WWW page. Selected presenters will be invited to develop their papers for publication in a special issue of the *International Journal of Academic Development.*

- INTERACTIVE SEMINARS/ SYMPOSIUM/ PANEL DISCUSSIONS

These sessions will last 60 minutes and should be interactive discussions/discovery sessions. These sessions may use a variety of formats such as focus or discussion groups, case study critiques, and so forth. Panels made up of presenters from several countries providing international views on a topic are strongly encouraged. Seminar leaders are encouraged to use handouts. Selected presenters may be invited to develop papers for publication in a special issue of the *International Journal of Academic Development.*

- WORKSHOPS

Workshops will involve active learning and involvement of participants, for example through the demonstration of the processes used in programs for discipline-specific groups. They should be supported by handouts. Workshops will last 90 or 120 minutes.

- ROUNDTABLE DISCUSSIONS

Roundtable discussions will take place during the breakfast hour. This is a "working breakfast." Presenters should plan to lead a short discussion outlining a problem they have encountered, a program they have developed or anything they wish to get feedback on, and so forth.

- POSTER EXHIBITS ON INNOVATIVE PROGRAMS

Poster exhibits are a way to share information on innovative programs in an informal setting. Presenters who develop poster exhibits should develop visuals and handouts that will help those who visit the exhibit understand the program or study presented. The poster exhibits will be set up on 6-ft tables in a large room; one table per presenter. Conference participants will be able to visit several exhibits that are of particular interest to them during the time allotted for exhibits. Presenters with vertical displays will need to indicate their need for a "wall board" or may supply their own.

PROPOSAL SUBMISSION FORM
(e-mail submissions preferred)

Session Title (10 words maximum):

Format (choose one):
- Paper (30 min or 60 min)
- Interactive Seminar/ Symposium/ Panel Discussion (60 min)
- Workshop (90 min or 120 min)
- Roundtable Discussion (50 min)
- Poster Exhibit

Audience (choose as many as apply):
- General
- TA/ITA Developers
- Faculty and Educational Developers
- Administrators
- Faculty
- Other _____

Equipment needed:
(All rooms will be equipped with an overhead projector, screen, flip chart and pens. If you will need something besides these items, please indicate that need below.)

- "wall board" vertical display area for poster exhibit
- 1/2" VHS player and monitor (NOTE: NTSC ONLY)
- carousel slide projector and screen
- computer projection equipment (_may_ be available if demand warrants it)
- other _____ (may or may not be available at the site)

Theme (see list above):

Author(s):

Address for correspondence (including e-mail or fax):

50-75 word abstract that will appear in the program:

Brief description of how you will prepare this session for an international audience:
Please include a 1-2-page, typed summary of your session that includes:

a. STATEMENT OF THE TOPIC: What particular issue or concern will the session address? How does this relate to the topic of the Conference?

b. THE OBJECTIVE(S)/ INTENDED OUTCOME(S): What do you hope the participants will gain from (and contribute to) the session?

c. THE ACTIVITY(IES): What will participants do during the session?

d. PRESENTER(S): What relevant expertise and experience do you bring to the session?

SUBMISSIONS ACCEPTED THROUGH: SEPTEMBER 30, 1997
(Status of e-mailed proposals will be confirmed 4 weeks after they are received. Proposals submitted on paper may take a little longer because the reviewers are international.)

Send submissions to:

Dr. Karron G. Lewis, Assistant Director
Center for Teaching Effectiveness
Main Building 2200 (G2100)
The University of Texas at Austin
Austin, TX 78712-1111

e-mail: kglewis@mail.utexas.edu

fax: (512) 471-0596

PROPOSAL SCREENING

Proposals will be reviewed by an international panel representing all conference constituencies. Presenters should plan to attend the conference as paying participants. Conference organizers may approach proposal writers to request changes in their sessions to better fit conference needs.

CONFERENCE REGISTRATION MATERIALS

Conference registration materials will be available in September, 1997. For those who need advanced information about registration fees and hotel costs, they include the following:
      Conference Registration Fee $315 (US) (Includes all meals, breaks & some materials)
      Hotel $105/night for double or single
                                   (If sharing a room, each person pays $52.50
                                   plus state and local taxes.)