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POD Network News, June 2000

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President's Column

Dear Colleagues,

At the recent spring meeting of the Core Committee, I became President of POD. My tenure lasts a year and I find this an incredible, yet humbling, opportunity to give something back to the organization and individuals that I have come to value in my work as a faculty development professional. I am well aware that I tread the path of great past and future leaders. Many of you can recall people that have shaped your thinking or provided an opportunity for you to grow and develop as a professional. I, too, can recall such persons and am fortunate to have been mentored over the years by individuals I consider stalwarts in the field—Nancy Chism, Kay Herr Gillespie, Marilla Svinicki, and Mary Deane Sorcinelli. These women have served as personal and professional role models by being allies, navigating the pipeline and creating networks, and through their collegiality and support. This is my opportunity to publicly tell them, “Thanks for your continued support.”

Under the presidential leadership of Kay Herr Gillespie and Jim Eison, the Core Committee engaged in strategic planning for the organization. What started out in 1999 as mere conversations among members of the Core Committee, became a visioning document that was accepted at the recent Core Meeting. The POD Strategic Plan identifies four long-term goals, as well as objectives, for the organization and has tremendous implications for the work that each member does for POD in the future. I would like to share some of these goals and objectives with you.

The POD Strategic Plan

Goal 1. Support the professional development of POD members and constituency groups with the objective of identifying constituencies that POD should serve in relation to its mission (faculty developers, administrators, graduate students, and faculty).

Goal 2. Examine the function, structure, and organization of POD with the objectives of (1) enhancing diversity and multiculturalism within POD's mission, (2) identifying issues facing the higher education community that relate to faculty, instructional, and organizational development, and incorporating them into POD initiatives, (3) assessing the current structure of POD and how well we are able to meet our objectives as a professional association, and (4) strengthening the concept of organizational development within POD.

Goal 3. Promote the value of effective teaching and learning within higher education and beyond with the objectives of (1) continuing and developing communications and collaborations with national teaching initiatives (AAHE, PFF, NSF, etc.), (2) seeking new and creative ways to disseminate POD's work, and (3) strengthening POD's visibility as a clearinghouse of information.

Goal 4. Increase interaction with other organizations on the local, regional, national, and international levels with the objectives of (1) identifying and promoting collaboration with regional associations, (2) enhancing international connections and (3) establishing clear links with disciplinary associations.

I encourage you to consider these goals and objectives. If you have questions about them, suggestions regarding their fulfillment, or other ideas for us to think about, please do not hesitate to contact me or members of the Core Committee. (See below.)

I look forward to hearing from and collaborating with you in our efforts to make POD more responsive to the interests and needs of our members. You have my best wishes for a productive spring and summer.

Sincerely yours,

Christine Stanley, President

POD NETWORK NEWS

POD Core Committee Members

Laurie Bellows, University of Nebraska-Lincoln, lbellow@unlserve.unl.edu; Virleen Carlson, Cornell University, vmc3@cornell.edu; Jim Eison, University of South Florida, jeison@helios.acomp.usf.edu; Dee Fink, University of Oklahoma, dfink@ou.edu; David Graf, Nova Southeastern University, grafd@nova.edu; Jim Groccia, University of Missouri-Columbia, grocciaj@missouri.edu; Ken Grosse, U.S. Airforce Academy, ken.grosse.usafa.af.mil; Sally Kuhlenschmidt, Western Kentucky University, Sally.Kuhlenschmidt@wku.edu; Trish Kalivoda, University of Georgia, tlk@arches.uga.edu; Matt Kaplan, University of Michigan, mlkaplan@umich.edu; Devorah Lieberman, Portland State University, liebermand@pdx.edu; Liz Miller, Texas A&M University, l_miller@tamu.edu; Mathew Ouellett, University of Mass. Amherst, mlo@acad.umass.edu; Bente Roed, University of Alberta, bente.roed@ualberta.ca; Brenda Smith, Nottingham Trent University, UK, brenda.smith@ntu.ac.uk; Mary Deane Sorcinelli, University of Mass. Amherst, msorcinelli@acad.umass.edu; Christine Stanley, Texas A&M University, cstanley@coe.tamu.edu; Marilla Svinicki, University of Texas-Austin, msovinicki@mail.utexas.edu; Catherine Wehlburg, Stephens College, cwehlburg@wc.stephens.edu.

News from the Core

The composition of the Core Committee changes each year. This spring, we said “welcome” to new members and “good-bye” to members who had graciously given of their time and leadership for three years.

New Members

Virleen Carlson, Cornell University; Trish Kalivoda, University of Georgia; Sally Kuhlenschmidt, Western Kentucky University; Mathew Ouellett, University of Massachusetts Amherst; Marilla Svinicki, University of Texas, Austin

Outgoing Members

Laura Border, University of Colorado, Boulder; Lesley Cafarelli, The Collaboration for the Advancement of Teaching and Learning; Kay Herr Gillespie, CFK Associates, Colorado; Michael Hester, Guilford Technical Community College; Karin Sandell, Ohio University; Roger Sell, University of Northern Iowa.

Some of you may not know that...

Laura Border served as Program Chair for the Annual Conference in 1998 in Snowbird, Utah and as Conference Chair for the Annual Conference in 1999 at Split Rock in Pennsylvania. She is also a member of the Subcommittee for the Standards for Faculty Developers and Faculty Development Programs.

Lesley Cafarelli chaired the Finance and Audit Committee and worked closely with the Core Committee to provide oversight into POD's finances and fiduciary responsibilities. Lesley is also a member of the Diversity Commission.

Kay Herr Gillespie served as President of POD from 1998-1999 and was instrumental in leading the conversation for the development of a Strategic Plan for POD. She is also Editor of the *Teaching Excellence Essays* series and a member of the Committee for the Advancement of Program and Services.

Michael Hester served on the Finance and Audit Committee, is a member of the Grants Committee, and was elected as Chair of the Diversity Commission in 1999.

Karin Sandell chaired the Membership Committee and the Grants Committee during her last two years on the Core Committee.

Roger Sell was Conference Chair for the Annual POD Conference in 1998 in Snowbird, Utah. Laura, Lesley, Kay, Michael, Karin, and Roger, we will miss your talents and leadership skills on the Core Committee.

POD Fall Conference Notes

Information Update

The Bayshore Westin in Vancouver, British Columbia, is the site for the 2000 Conference. The conference will be held November 8-12. We will be on a "West Coast" schedule. People who want to attend the pre-conference events should arrive no later than 2 p.m. on Wednesday, November 8, and those who want to attend the conference itself should arrive prior to noon on Thursday, November 9. Departures should be planned for Sunday morning, November 12. The Summary and Closing will conclude at 9:30 a.m. on Sunday. We will be approximately 20-30 minutes by shuttle from the airport.

The Bayshore Westin is in downtown Vancouver and is approximately one block from the famous Stanley Park. (The park is named after the same man who gave us the Stanley Cup.) If you have friends or contacts in Vancouver, tell them you will be free on Friday evening for a Dinner On Your Own (OYO). Otherwise, all meals are included in the room rate.

Passports are something to think about for the many US citizens going to Canada. Conference planners encourage non-Canadian conference participants to bring a passport. Passport processing can take at least six weeks so this detail should be attended to by early fall.

Virleen Carlson, Conference Coordinator, is available by e-mail to discuss your concerns. She can be reached at Cornell University at vmc3@cornell.edu. Registration materials, have been mailed and anyone who received this newsletter should have received the registration forms. To add people to the registration mailing list, please contact the POD office at podnet@nova.edu or telephone 954-262-8690.

Volunteers Needed for Registration Table

Meet new friends and greet old ones by volunteering two hours of your time at the registration table at next November's conference!

If you'd like to help, please e-mail Fran Glazer at fglazer@email.njin.net.

Diversity Grant

The POD Diversity Commission announces the Spring 2000 Call for Proposals for the annual Faculty/TA Instructional Development Internship Grant Program. The program is designed to support member institutions in the development of campus-based initiatives that nurture opportunities for people of color to explore faculty development as a career. Recipients of the award have used the award to sponsor projects for both graduate students and faculty. Please note that the amount of the grant has been increased to \$4,000 this year (up from \$2,000 last year). We thank the leadership in POD for this significant increase in support and invite all interested members to consider applying for this grant. Proposals must be postmarked by August 28, 2000 and applicants will be notified by September 15, 2000. For more information on how to apply for this program, as well as selection criteria, please refer to the Call for Proposals that is inserted in this newsletter.

POD Grant Alert

Summer is a good time to dream about the exciting things that may happen in your program during the next academic year. Some of those dreams could become realities with the support of a POD grant. The purpose of the POD 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 2000, individuals or groups can apply for funding up to \$2,000.

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 current and prior related work, a

multi-university focus. To be eligible for a POD grant, 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.

It will be the responsibility of every grant recipient to produce a 5-10 page written report for the Core Committee, 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. In addition, grant recipients will be expected to present an update on the progress of their research at the following year's POD Conference.

The formal call for proposals will occur in the fall newsletter. Grant submissions will be due on November 15 with grant winners publicized in the spring newsletter 2001. Questions prior to the formal call should be directed to Karin L. Sandell, Director, Center for Teaching Excellence, Ohio University, 022 Scott Quad, Athens, Ohio 45701, telephone 740-593-2681, fax 740-597-2707, e-mail sandell@ohio.edu.

Call for Papers

The *Community College Journal of Research and Practice (CCJRP)* is a peer reviewed archival forum that publishes papers from practitioners and scholars engaged in the study of community colleges and community college education. Essays explore problems and discuss issues in depth. Projects reported are at the cutting edge of progress and provide insights into ways and means of improving the modern practice of community college education. Research papers published in the *Journal* are clearly rooted in solid analytical methodologies, whether qualitative or quantitative.

Timely reviews of subjects and books of interest to faculty, administrators, counselors, researchers,

curriculum developers, scholars, and others will be considered for publication. All papers, including figures, tables, and references, must conform to the specifications contained in the *Publication Manual of the American Psychological Association, Fourth Edition, 1994*. Papers that do not adhere to this style will be returned. All papers should contain an abstract (single-spaced on a separate page) that does not exceed 250 words. An original manuscript (never published) and two copies should be submitted to D. Barry Lumsden, Editor, *Community College Journal of Research and Practice*, University of North Texas, P.O. Box 311337, Denton, Texas 75203-1337, telephone 940-565-4074, fax 940-369-7177.

News from Around the World

As chair of the international sub-committee, I thought it would be useful to have a regular column in *POD Network News* that is devoted to international teaching and learning issues and endeavors. In this edition, we look at the United Kingdom (UK).

A significant development in the UK is the newly established national Institute for Learning and Teaching (ILT), a professional body established to (1) enhance the status of teaching, (2) improve the experience of learning, and (3) support innovation in higher education. The ILT is a membership organization open to all those engaged in teaching and learning support in higher education and who share the objective of improving the status of teaching as a professional activity. Membership is open for experienced faculty who have three years full-time experience or its equivalent and have demonstrated expertise through a series of reflections on teaching and learning. Membership can also be obtained by undertaking an accredited university course.

The ILT offers regular publications including books and periodicals on both subject and generic issues, membership discounts from publishers and bookshops, a web site enabling access to digests of current research and key issues on learning and teaching, national and regional conferences,

networking opportunities--actual and virtual, and research databases on teaching and learning theory and practice. For further information, please visit the ILT Web-site found at <http://www.ilt.ac.uk>. The site is frequently undated and is worth checking every few weeks.

If you know of learning and teaching developments in different parts of the world please contact me at Brenda.Smith@ntu.ac.uk. I will look forward to your responses.

*Brenda Smith, Centre for Academic Practice,
Nottingham Trent University, UK*

Center Updates

- The Center for Teaching Excellence at Duquesne University celebrated its 10th Anniversary on April 13, 2000. A festive dinner was held to honor all those who had contributed to the Center's success. Among those invited were the members of the University Teaching Committee that had founded the Center and articulated its mission, 32 Creative Teaching Award winners, and some 150 colleagues who had presented workshops. Dorothy Frayer is the director of the Center and Laurel Willingham-McLain is the associate director.
- The Center For Teaching, University of Massachusetts Amherst, was named a 2000 Hesburgh Award winner. The Center was selected for its ability to foster teaching and learning communities across the different stages of a faculty career that support, uphold and enhance teaching and learning.
- The Faculty Center for Teaching Excellence (FCTE) at St. Cloud State University (Minnesota) is relocating into the new library facility, the Miller Center, in mid-August 2000. The FCTE's new address is the following: Miller Center--3rd Floor, St. Cloud State University, 720 Fourth Avenue South, St. Cloud, MN 56301-4498, telephone 320-654-5282, e-mail teaching@stcloudstate.edu.

- A new unit, the Service-Learning Academy (SLA), was established in March 1999 within the 25-year-old Faculty Development Center at the University of Nebraska at Omaha. The SLA was made possible with a start-up grant from the Nebraska Consortium for Service-Learning in Higher Education and is now sustained by the UNOmaha's Division of Academic Affairs. Marilyn Michels Leach and Nora Bacon co-direct the Academy. To learn about more about the SLA and service learning, see the UNOmaha SLA site: www.unomaha.edu/~srvlearn.

Member News

- Dorothy Frayer received the 1999 *Cause/Effect* Contribution of the Year Award for her article, "Creating a Campus Culture to Support a Teaching and Learning Revolution." The article can be found on the web at <http://www.educause.edu/ir/library/html/cem9923.html>. Dorothy was honored for her achievement at the EDUCAUSE conference. She can be reached at the Center for Teaching Excellence, Duquesne University, 312 Administration Building, Pittsburgh, PA 15282, telephone 412-396-5177, fax 412-396-6577, e-mail cte@duq.edu.
- Devorah Lieberman, Vice Provost & Assistant to the President and Director of Teaching & Learning at Portland State University, was awarded the 1999-2000 Carnegie/CASE Oregon Professor of the Year Award.
- Karen Thoms, Professor of Learning Resources & Technology Services, has been selected as director of the Faculty Center for Teaching Excellence (FCTE) at St. Cloud State University (Minnesota). Her appointment is effective in August 2000. The former director, Rosesanna Ross, will continue to work closely with the FCTE.

New Book

The Center for Teaching Excellence (CTE) at the University of Wyoming announces the publication of *The Ellbogen Experience: Essays on Teaching by Award-Winning University of Wyoming Faculty*, edited by James K. Wangberg and Jane Nelson. *The Ellbogen Experience* is available at the University of Wyoming Bookstore, P.O. Box 3255, Laramie, WY 82071-3255. Order toll free at 1-800-423-5809 or at 307-766-3264. The 24-hour fax is 307-766-4026. The cost is \$19.95, plus shipping and handling of \$5.95 per copy (Wyoming residents add 6% tax). For more information, contact Jane Nelson, Director of the Writing Center, Center for Teaching Excellence, University of Wyoming, Laramie, WY 82071, jnelson@uwyo.edu, 307-766-5004 or 307-766-4847.

Video Available

The POD Network and the Brigham Young University Faculty Center are pleased to make available the video, *Faculty Development: Who Needs It?* This 20-minute video is an excellent tool to orient new developers and others to the research, theory, and practice of faculty development. It is also a great way to introduce the field to groups who find these areas a bit foreign (e.g. boards, other academic support units, deans' councils, faculty senates, academic departments). The video lends credibility to a faculty developer's voice and raises important issues to initiate valuable discussion.

To find out more about the video and to read a transcript of the audio portion, visit <http://www.byu.edu/fc/pages/refmafr.html>. Click on "Faculty Center Library." Choose "videos," then *FD: Who Needs It?*

POD members receive a discount when purchasing the video, and the POD Network also receives a portion of all sales to POD members. The POD discount is available only by phone, 800-962-8061, M-F 8:00 a.m.-6:00 p.m. MDT. To receive the discount, POD members should

identify themselves when placing the phone order. (Note: the video cannot be ordered through the POD office.)

Conference Notes

The following programs are offered by The National Academy for Academic Leadership. For additional information, go to <http://www.thenationalacademy.org/Programs/programs.html>.

- "Program Design, Implementation, and Assessment: A workshop for deans, their chairs, and faculty leaders," July 21-26, 2000, Blue Mountain Lake, New York.
- "Effective Leadership in a Time of Unrelenting Change: A workshop for new deans." July 28-August 2, 2000, Blue Mountain Lake, New York.
- Academic Change and Strategic Resource Allocation: A workshop-retreat for chief academic and financial officers and, as appropriate to your needs, the president and one or more board members." November 19-22, 2000, St. Petersburg, Florida.

Future Newsletter Items

Please submit your news items for the September issue by July 28, 2000. Pieces should be sent to Mary Everley at EVERL001@TC.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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FACULTY/TA INSTRUCTIONAL DEVELOPMENT INTERNSHIP GRANTS

2000 CALL FOR PROPOSALS

"[The diversity internship]...allowed me to explore a new and different dimension of faculty and instructional development by focusing on multicultural teaching and observing expert faculty developers in action...."

-Grant Recipient, University of Michigan

The Professional and Organizational Development Network in Higher Education (POD) Diversity Commission invites the submission of proposals for the 2000 Faculty/TA Instructional Development Internship Program. This program is a part of POD's on-going effort to diversify its membership to represent faculty development efforts nationally.

PURPOSE

The purpose of the grant is to provide a POD member institution with funding of \$4,000 to support an internship for a person of color who wishes to explore career opportunities in faculty / TA instructional development. The sponsoring unit would then assist the intern in searching for a position in faculty development.

PAST POD MEMBER INSTITUTION RECIPIENTS

The University of Michigan's Center for Research on Learning and Teaching, the University of Southern Colorado's Faculty Center for Professional Development, the University of Massachusetts Amherst's Center for Teaching, and Ohio University's Center for Innovations in Technology for Learning.

ELEMENTS OF THE PROPOSAL

The selection committee will review proposals on the basis of the following elements:

- Overview or description of services provided by the unit.
- Goals of the internship.
- Experience and activities in which the intern would be engaged.
- Plan for establishing the internship.
- Process for recruiting the intern.
- Strategic Plan for sustaining the internship.
- Plans for assisting the intern in acquiring a position in faculty, TA and / or instructional development.

Award recipients are expected to share the outcomes of their internship experience in a final report and in POD publications, at the annual POD conference, and through other means.

Proposals should be postmarked by Monday, August 28, 2000. Applicants will be notified of funding by Friday, September 15, 2000.

For more information or to submit a proposal, contact:

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