1990

POD Leadership: 15 Years of Service

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During this 1990 POD Conference, we are celebrating fifteen years of our Network. Beginning with the first national conference of professional developers in higher education at Airlie House, Airlie, Virginia, where POD was born, this booklet records those who have provided leadership during our history. In addition to a listing of Executive Directors and CORE Committee members, you will find the sites of each year's Conference.

You can see that the Professional and Organizational Development Network in Higher Education has steadily grown in numbers and member services. We hope this means it is an increasingly vital link for you to others in faculty, instructional and organizational development.

The Career biographies from past Executive Directors provide a sampling of changes in lives of some of those intimately involved with POD. No doubt careers of others in the organization would be as varied as our own careers.

Congratulations to all the individuals who constitute the on-going life and network of POD. We renew our energies looking forward to the next fifteen years with confidence that these too will be productive and satisfying years.

Delivee L. Wright
Executive Director - Administration
POD Network in Higher Education

Special thanks to Tim Siedell, journalism student at the University of Nebraska - Lincoln, for the design of this booklet.

POD Executive Directors

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<td>1976-77</td>
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Past POD Executive Directors

Delivee L. Wright

In 1977, when I first became Director of the Teaching and Learning Center at the University of Nebraska-Lincoln, I attended the Second POD National Conference at Illinois Beach State Park. After nine years of concentration on faculty instructional development first in secondary, and then in higher education, I was delighted to find a professional group of individuals with a common commitment to the improvement of higher education. I was impressed with the diverse strategies being used to explore possibilities and to produce change in our institutions.

Since that time, POD has been a constant source of renewal for me. It's conferences and publications are a dependable and constant source of ideas for program development; from details of elements to overall conceptualization. It has provided a network of friends and associates who share generously and who are supportive of my work.

During the past two years Rusty Wadsworth and I have shared, on a trial basis, the expanding duties of the Executive Directorship. I have assumed responsibility for membership and financial management while Rusty coordinated program development. The first year Rusty took care of representing POD to external audiences, and this year I have that role.

During the first year of this period the membership has grown by about one hundred people. Successful conferences and the introduction of the Teaching Excellence series has led to a stable financial condition for POD. Financial records are now managed on computer and we can analyze costs and income more easily. Increased member services have been provided without increasing the nominal dues.

Over the years I was a participating member in both conferences and individual interactions. Service on the CORE Committee followed by a two year term as Executive Director for Administration have provided an enhanced appreciation for all those who contribute in so many ways to this unique network called POD.

Emily (Rusty) Wadsworth

I first learned about POD in the spring of 1978. At that time I was the Coordinator of an unusual program the purpose of which was to serve as a catalyst for change, innovation, and experimentation in the university. One aspect of that catalytic program was an in-house faculty development fellowship for tenured faculty to design innovative responses to needs they identified in the university community. My participation in POD taught me much about professional development program within the context of the original catalytic program.

I have just started a new position as Associate Dean/ Humanities in a small community college. Here I am finding that all of what I have learned in POD is helping me to be a much more effective Associate Dean. More importantly, I can do more faculty, professional, and organization development from this position as a line administrator in the center of the mainstream of the organization than I was able to do as a Coordinator of Professional Development outside of that mainstream. Of course, I've only had this new position for a month and the difference may be the difference between the two organizations, not between the administrative positions.

I can't really say what "my" period of leadership has meant to POD because this is really "our" period of leadership, i.e., Del Wright's and mine. I think, perhaps, that the very fact that these last two years have been "our" time of leadership is in itself significant. During this time POD has spent some considerable time and effort, through the CORE Committee and at the conferences, talking about and working on how POD can maintain the networking closeness and warmth of the much smaller organization while we are growing into a large mature organization. I'm not so sure that we have it all worked out yet. I do think that the very fact that we are examining the issues connected with maturing and growing indicates that we have a good chance of forging an organization that is both proactive and visible in the academy and supportive of its own members.

Marilla Svinicki

After teaching Psychology for two years, I joined the UT-Austin Center as a consultant to faculty. A mere 1-1/2 years later I moved to being full-time Assistant Director and about a year after that joined POD.
Since I hadn't really had any training in faculty development and there was very little training available at that time, POD people became my source of information and training. I went to a workshop on consulting done by Bette Erickson and she was an inspiration. Shortly afterward, the CORE Committee elections were held, and for some reason, I went against my normal instincts and ran. It was the most important professional move I ever made. I was elected and thrust into the middle of things. Back at UT, I continued at the Center but began looking outside for information. I taught occasionally in C&I and Ed. Psych., but my primary responsibilities were to CTE. That pattern has continued steadily to this day.

Because of my work in POD, I began publishing; something I don't normally do. Whatever possessed me to become Executive Director, I don't know. I never believed I'd be up to the challenge. While I was ED, I continued the membership growth which had begun while Bette was ED. I think we started the Bright Ideas booklet then too. I think I also began the process of getting us to think more officially about budgets and organizational matters, simply because things were growing so rapidly. I believe that my activities as ED led me to more national recognition and have been responsible for a lot of my own growth as a professional and my confidence in myself and our work.

My membership has also been the source of all my really close friendships, more than I have in Austin. The Network has been very important to me psychologically. The growth of POD and my own seem inextricably tied together.

Bette LaSere Erickson

In 1973, when I left my position as a teacher of secondary English and enrolled in a graduate program in the University of Massachusetts' School of Education, I envisioned a career that would combine high school teaching with the preparation of secondary English teachers. I intended to fashion a course of study to that end. I signed on with the Clinic to Improve University Teaching because (a) Dwight Allen, the dean and my major professor, thought it was a good idea (I didn't think it wise to dismiss too lightly what one's dean and advisor thought a good idea) and (b) the Clinic's charge was to develop and test a model for working with individual faculty to improve their teaching. I believed the model would work in secondary schools to which I intended to return, so this fit with my goals. I soon discovered, however, that universities were exciting places, that professors were interesting people, and that I liked visiting their classes and talking with them about teaching and learning. I continue to find it exciting work, and especially so at the University of Rhode Island where I have been since 1975.

POD has been an important part of my life for a long time now—fifteen years; sixteen, if I count the year before the organization was officially created. Relationships that began at POD meetings have been lasting and a major source of professional and personal support for me. I continue to be amazed by the diversity of people, programs, and interests represented in POD, and I've never left a conference without some new ideas and renewed energy. In short, I have gained much and in great variety from POD. From time to time, I have tried to give something back.

Reading what some of the other former Executive Directors have written, I notice that none of us seems able to recall our terms in much detail. I do remember that I failed to accomplish the only goal I set—to return the position's title to "Coordinator." I thought it was more fitting for the role... I suppose because that's what we called Joan North, and I have always admired her leadership during that first year. She got people involved, created connections among them, and somehow enabled them to get important things done. That she kept the membership directory on notecards and the financial records on the backs of envelopes—some not even addressed to her—was perhaps not how many of us would have done it, but it certainly worked. I toyed with the idea of going back to that system, but it's not really my style, so I think I spent much of my term trying to keep the membership directory up-to-date and the financial records in order. Beyond that, I believe the important developments in POD were less tangible and more like those under Joan's leadership. More people joined POD, more agreed to work on POD committees and projects, and we did get important things done. The CORE Committee wouldn't go for changing the Executive Director's title back to Coordinator, but at least no one proposed we call it CEO. All in all, I think they were good years for POD. They certainly were for me.

Luann Wilkerson

In 1973, I joined the staff of the newly established Clinic to Improve University Teaching at the University of Massachusetts, Amherst, funded by Kellogg Foundation to design and study new models of faculty development. Under the guidance of Glenn and Bette
Erickson and other Clinic faculty. I was introduced to the growing field of faculty development and to POD as an emerging network of faculty development professionals. In 1976, I attended the first POD conference (at the Airlie House). Since this initial foray into faculty development, I have not changed career paths.

Upon graduation from the University of Massachusetts in 1977, I designed and initiated a Teaching and Media Resource Center for a state university in Kentucky. That was quite a challenge for a new faculty development professional and POD colleagues were an invaluable source of ideas and support. I served on the POD Core Committee from 1977 to 1980 as we struggled to become a viable organization. I remember at one point that the CORE Committee members paid their dues for several years in advance to create an operating budget!

In 1979, I transferred my faculty development skills from the university to a medical education setting, joining the Ohio University College of Osteopathic Medicine as Director of Faculty Development in an office headed by Sandra Cheldelin (Inglis), a POD colleague. The annual POD conference, regional meetings, and the POD Quarterly (begun in the spring of 1979) provided a chance to reconnect with other faculty developers and to benefit from their ideas about individual and institutional improvement.

Although I have continued to work in the medical education setting, POD Colleagues have remained an important part of my professional life. I served on the CORE Committee again, this time as Executive Director (1984-1985) and immediate past Executive Director (1985-1986). During this period, POD came of age. We developed an organized membership directory and began to reach out more directly to recruit new members. Our financial footing was secured, To Improve The Academy became our professional publication, and the POD Newsletter was born to keep us all in touch with one another.

Since 1986, I have been somewhat less active in POD, not out of any loss of interest in or appreciation for the ideas and support provided by POD colleagues, but out of increasing involvement in two organizations for medical education professionals that meet at almost the same time as POD. In spite of this conflict, I have missed only 3 POD conferences since 1977! Even though in my current position as Director of Faculty Development for Harvard Medical School, I face somewhat different institutional challenges than most members of POD, I still share your commitment to helping faculty members to improve the quality of teaching and learning.

I have continued to find the conferences and readings a helpful source of ideas and inspiration and hope that I will be able to join you as we celebrate 15 years of professional collaboration.

Michele D. (Fisher) Marincovich

I entered faculty development in the fall of 1977 as a newly minted Ph.D. in History who had decided to try administration rather than teaching. My first position was as Assistant Director of the Center for Teaching and Learning at Stanford, an office founded in 1975 as part of several such initiatives set in motion by Danforth Foundation grants. My first boss and mentor was Professor David Halliburton of English and Modern Thought and Literature, a leading scholar in his field and an early and major figure in faculty development. I joined POD very early on as a result of recommendations from several of the faculty development figures that I visited in those first months and went to my first conference in 1978, in Oklahoma. Two years later I decided to become more involved by running for the CORE Committee. I was successful and served on the Committee for the next four years. At the time, POD was still struggling with a small membership and a limited array of services to our members. We had enormous enthusiasm and dedicated volunteers but our future appeared slightly uncertain. In 1981 I was approached about becoming executive director the next year. I agreed to do it if I did not have to take over until 1983. The then current Executive Director agreed to stay on for the extra year and I agreed to start taking things on, making for a long but successful transition.

As Executive Director, my goals were fairly simple—to put POD on a firm organizational basis, to stabilize and increase our membership, and to begin an expansion of our services. Since I came out of a research university background, I also hoped to increase the participation of these kinds of universities in particular. To a large extent, my goals—perhaps because they were pretty modest—were achieved by the time I finished up in 1984. Our membership almost doubled, we developed sound finances and a surplus, and we improved our services. Much of this was made possible by the wonderful conference that Bette Erickson put on during my year as Executive Director. Bette’s skill and resourcefulness drew a large and satisfied crowd and brought us much needed funds. I in turn had the satisfaction in turning the reins over to a wonderful successor, LuAnn Wilkerson. Indeed, I think POD has been ex
 extraordinarily lucky in its executive directors these last five or six years.

I am now an Assistant Dean of Undergraduate Studies as well as the Director of the Center for Teaching and Learning. Faculty development continues to play a large, though not exclusive, role in my professional life. POD continues to be the chief touchstone, for me, on the faculty development side. Although I'm a member of several other professional organizations and attend different conferences, it is with special pleasure that I look forward to a POD event and to my POD colleagues.

Michael Davis

I was introduced to the Professional and Organizational Development Network in Higher Education in the late 1970's by Gene Rice, then my colleague at the University of the Pacific. I was immediately impressed by everyone's openness and energy at the first POD conference I attended. At the same time, I was perplexed by the variety of perspectives individuals brought to that and subsequent conferences. I came to recognize that many of us had disciplinary training, and we were frustrated by the constraints of our disciplinary perspectives. Some of us wanted to abandon the disciplines' approaches altogether, and others chose to reinforce our disciplinary beliefs by borrowing and adapting from other disciplines. This was happening at the beginning of higher education's era of self examination, searching for clearer visions, and cultural redefinition and reintegration. Higher education, from my perspective, has not yet reached closure on many of these issues. Perhaps, hoping for closure - as many of us did - was both naive and unnecessary.

The POD Network was to me a group of professionals who reached within our institutions and asked important questions about professional life and goals, about educational mission and its consistency with institutional vision, about how we work with students and arrive at a clearer understanding of them and us. The POD meetings - national and regional - stimulated me to stretch from an applied psychologist and instructional development professional to become an organizational consultant. Working with UOP's professional development program, I gained insight and knowledge that allowed me to facilitate increased faculty participation in the University, to collaborate in program feasibility and implementation activities, and to consult with a variety of individual faculty, many of whom have become lifelong friends.

During this same period, and especially the two years I was executive director, POD grew from being a splinter group of higher educational professionals into developing its niche within higher education. We associated with AAHE and participated directly in AAHE programs. Members integrated their POD interests into junior/two-year college programs, into the debate over general education reform, into discipline-based instructional improvement, into university administration and management, into in-depth study of faculty and their adult development, and concern for values and morality as educational goals. POD began the publication of a series of edited readings on professional and organizational development in higher education. Our Canadian colleagues hosted their first POD convention, and the Network became international.

Most important to me was the continued openness and variety. The climate promoted friendship, learning, and making new working liaisons - a special quality that fosters community, clarification, renewal, and commitment. Leaving higher education when I did was especially difficult because of the friends that I developed through the POD Network. Now as an independent consulting psychologist, I work with business executives, families who are in business together, and a variety of individuals who are striving to improve their professional activities and the quality of life in the work place. The closeness and energy I found in the POD Network is missing. The networks are more "business" and less "community." I cherish the few years when POD was in my life and continue to look for something like it in the business environment.

Lance Buhl

Lance Buhl who served as Executive Director of POD in 1979-81 participated in the very first discussions leading to POD's creation along with folks like Jack Lindquist and Bill Berquist.

With a background in history, Lance engaged in professional development as Assistant Dean for Arts and Sciences at Cleveland State University in the early 1970's. He designed and founded the Center for Effective Learning at that institution. In 1974, he secured funds for a nationally prominent project which provided consulting and training services to 23 northeast Ohio colleges and
universities. Two years later, he founded and managed a tax-exempt public service organization and provided leadership for a variety of educational activities including institutional and program evaluations, training programs for Chairs, and reorganization of corporate contributions for Standard Oil, among others.

"Since my career has changed directions so radically since 1981, when I last was associated in any formal way with higher education (aside from paying outrageous freight to send son and daughter to private colleges), I'm far too out of touch to chance any suggestion about where POD ought to be heading. My only advice is what I insisted on throughout my earlier association with it: professional developers must be advocates for developmental philosophies and structures in education, or else their profession is hollow at the core."

Since leaving higher education, Lance has become Manager of Corporate Contributions for BP America, Inc. (formerly The Standard Oil Company) in Cleveland, Ohio.

Glenn R. Erickson

Past and present roles in faculty development. I've worked in faculty development programs since finishing graduate school at the University of Minnesota in 1972. At UMass/Amherst's Clinic to Improve University Teaching from 1972-1975, I was responsible for training graduate students as teaching improvement consultants, supervising their work, developing materials for their use, conducting evaluation studies, etc. Bette and I moved to the University of Rhode Island in 1975 to create the Instructional Development Program.

POD and my career growth. I'm not certain that I've had any "career growth," but the Network has certainly been the origin of a variety of close personal and professional relationships, of fascination with the diversity of approaches and programs for working with faculty, and of challenges to try out new ideas and different strategies at URI.

POD during my year as Executive Director. While I'm certain that it was the year of POD's greatest contributions to the field and to higher education, I'm a little fuzzy on the specifics—perhaps because our son was born that year. I do remember that it was the year when we got our legal and financial situations sorted out and formalized; we were incorporated, registered with the IRS, and hired an accountant. I don't remember that the CORE Committee made any significant decisions (have they ever?), but we learned a lot about ourselves and each other as we struggled to resolve everything by consensus. Their picture is still posted in my office, a reminder of POD's more intimate past.

Mary Lynn Crow

For about fourteen years (till 1984) faculty and instructional development was the occupational focus of my life as Director of the Faculty Development Resource Center at the University of Texas at Arlington. I spent all my professional and emotional energy trying to create a better world by making a positive impact on higher education and specifically university faculty and students. It was a challenging, exciting, all-consuming passion that finally ended because of drastic budget cuts. Because I was a tenured full Professor, I returned to the Education faculty and attempted to refocus my energy on creating better elementary and secondary teachers. Even today, however, faculty colleagues still comment on the loss of orientation for new faculty, our faculty handbook, our instructional development library, our retreats, our inservice workshops, the individual assistance available upon request, etc. Overall, the loss of a symbolic commitment to the role of faculty and classroom instruction on our campus has been most significant!

I consider it an honor to have served as POD's first Executive Director; Joan North proceeded me with the title of Coordinator of the CORE Committee. Business as conducted out of the Faculty Development Resource Center at UTA and occasionally we even hosted CORE Committee meetings on campus. My primary contribution was to try to get our fledgling group organized. We added structure, organized and streamlined records and procedures, and tried to strike a balance between just meeting the personal/professional needs of the "developers" themselves or just being the organizational catalyst for a new force/movement within higher education. My hope was to keep us moving from a small network to a professional organization that could also meet personal needs. That "controversy" was sufficiently strong at times to nearly polarize members who felt strongly one way or the other. CORE Committee members who served with me like Gene Rice, Marilla Svinicki, and Claude Mathis hoped to bring some balance into the group.

Some important developments during those early years were attempts to avoid in-group/out-group feelings by having CORE Committee members serve as hosts to all conference newcomers as
opposed to spending so much time alone together, planning a really high-level professional conference in Oklahoma (coordinated by Claire Rose), and beginning to seek opportunities for maximal visibility and impact for the movement in our country and even abroad.

Joan North

The T group ended up being the most vivid memory I have of faculty development and POD. Bill (Bergquist), feeling I think a bit unconnected in his consulting/seminar profession, brought together an assortment of faculty development types to generally explore the role of the faculty developer on campus and more specifically share how we all FELT about our roles. The emphasis was on the feeling; this was a T-group after all (1975).

We met, ate, and lived on the St. Joe’s campus with virtually no one else in the building. We met in a room which was too small for our numbers, so we had to sit/lie/stand close together (there were only a few places to sit). The room had almost life-sized paintings of jungle animals on every wall. I often wondered about the coincidence. My memory fades over exactly who was there: Fred Gaige, Elizabeth Wells, Bob Diamond, Bert Biles, Bill Bergquist, Steve Phillips, John Anderson, Steve School, Sher Riechmann (now Hruska), Wally Sikes, Frank Wuest, and several others I can’t recall; it was led by NTL leader Charlie Seashore. Coming to that meeting, I was not the only one unprepared for experience; I speculated that the T-group had something to do with one’s immunological system. But it was a marvelously frank and open discussion of our personal joys and frustrations over faculty development or over life itself. Even Bob Diamond got into the spirit by drawing one of his cartoon characters directly on to Charlie Seashore’s belly.

Although many of us were strangers at first, we were intense, personal and close by the end and some found it difficult by then to make the transition to a content-oriented faculty development workshop down the hall at the College with people who had not just heard about our most intimate insecurities. It felt to me like bending, coming up too fast from the depths. Thus, the notion of forming some more permanent kind of organization for faculty developers. I don’t know who organized that meeting, but I think it might have been Bill Bergquist again. The goal was ambitious with the 20-30 people who expressed interest, and time ran out. A smaller group met later that day in someone’s room or suite. I remember sensing a lot of jockeying between several coalitions of people who did not seem to trust each other. I took notes and stayed out of the way. Eventually I think I became the only person in the room who was not affiliated with one warring group or another and my secretarial skills were clearly in evidence as I recorded the events of the meeting. So I was asked to serve as “Coordinator” of the Professional and Organizational Development Network in Higher Education. [You don’t think a name like that came from careful deliberation, do you?]

So, I went home to Alabama, conferred a lot with Bert Biles and Bill Bergquist about operational assumptions, printed some stationery with a design Bert send me, and mailed a membership solicitation. The membership was kept on 3x5 cards and everybody donated their time and supplies.

Not too long after, I moved to DC and we had our first annual workshop at Airlie House (1976). After two years in “office,” I turned over the 3x5 cards to Mary Lynn Crow. And the rest is history.

POD was intertwined with my career and personal growth. I met lifelong friends. Through POD, I found help, consultants, books, tips, critics, opportunities for jobs, support. My husband Greg Markovich, proposed marriage to me at the POD Conference in San Francisco, even though my husband wasn’t even there. He wired the largest arrangement of flowers I have ever seen with a note “popping” the question. He told me later that he knew how much POD and my POD friends meant to me, so he wanted to make this change in our relationship, so I could be with them. The theme that year was transitions and Roger Gould and Marilyn Ferguson were some of our speakers. I was so overwhelmed with the congruence between the Conference theme and my personal situation and so full of emotion that I remember making an impromptu luncheon speech after which I took that huge flower arrangement and gave a flower to everyone in the room.

My life is less dramatic now; I probably have fewer friends; I don’t do anything impromptu anymore. Deanships do that to people. I like what I’m doing now, mostly. Earlier I wished for the power of a Dean to make the right things happen; now I long for the title of a faculty developer so that I can make a smaller arena of things happen right. I have the scope, the budget and the illusion of power, but I lost the intimacy, the intensity, and the crusade.
POD Core Committees

1990-91
Howard Altman
Beverly Amick
Judy Bailey
Laura Border
Suzanne Brown
Nancy Chism
James Eison
Loren Ekroth

Kay Herr
Linda Hilsen
Sandra Holmes
Glenn Ross Johnson
Marilyn Leach
Karron Lewis
Ed Neal
Richard Nichols

Thomas Pasternak
Larry Quinland
Mary Deane Sorcinelli
Sandra Tomlinson
Emily Wadsworth, E.D.
Delivee Wright, E.D.
Donald Wolff

1989-90
Howard Altman
Beverly T. Amick
Laura Border
Nancy Chism
Art Crawley
James Eison
Loren Ekroth
Linda Rae Hilsen

Susan Holton
Sandra Holmes
Glenn Ross Johnson
Marilyn Leach
Ann Lucas
Diane Morrison
Ed Neal

Mary Deane Sorcinelli
Marilla Svinicki
Sandra Tomlinson
Emily Wadsworth, E.D.
Daniel Wheeler
Delivee Wright, E.D.
Donald Wolff

1988-89
Howard Altman
Beverly T. Amick
Laura Border
Art Crawley
Robert Diamond
Loren Ekroth
Peter Frederick
Lion Gardiner

Linda Rae Hilsen
Susan Holton
Sandra Holmes
Glenn Ross Johnson
Ann Lucas
Diane Morrison
Ed Neal

Robert Pierleoni
Mary Ann Shea
Marilla Svinicki, E.D.
Sandra Tomlinson
Emily Wadsworth
Daniel Wheeler
Delivee Wright

1986-87
John Anderson
Winifred Anderson
Judith Aubrecht
Tony Cantanese
Robert Diamond
Robert Dove
Joanne Kurfiss
Marilyn Leach

Peter Frederick
Lion Gardiner
Linda Rae Hilsen
Sheryl Riechmann Hruska
Julie Roy Jeffrey
Glenn Ross Johnson
Emily Wadsworth
Bette LaSere Erickson, E.D.

1985-86
John Anderson
Winifred Anderson
Judith Aubrecht
Tony Cantanese
Robert Diamond
Robert Dove
Joanne Kurfiss
Marilyn Leach

Bobbi Helling
Sheryl Riechmann Hruska
Julie Roy Jeffrey
Glenn Ross Johnson
K. Paul Jones
Emily Wadsworth
LaAnn Wilkerson
Bette LaSere Erickson, E.D.

1984-85
John Anderson
Judith Aubrecht
D. Joseph Clark
Robert Dove
Bette LaSere Erickson
Lincoln Fisch
Michele Fisher
Barbara Florini

Bobbi Helling
Julie Roy Jeffrey
K. Paul Jones
Joanne Kurfiss
Marilyn Leach
Lynn Mortensen
Emily Wadsworth
Bette LaSere Erickson, E.D.

Ed Neal
Robert Pierleoni
Mary Ann Shea
Marilla Svinicki, E.D.
Emily Wadsworth
Daniel Wheeler
Delivee Wright

Roderick J. W. Michell
Lynn Mortensen
Robert Pierleoni
Mary Ann Shea
Wayne Silverman
Marilla Svinicki
Lincoln Fisch

Barbara Fiorini
The Professional and Organizational Development Network in Higher Education