1-1-2003

POD Network News, Winter 2003

Change in Presidency

Roger Sell has resigned as the 2002-03 POD President due to the unanticipated demands and duties of a new professional position. Roger's resignation was accepted with understanding and regret by the Core Committee

In accordance with POD policies, Laura Border, the 2002-03 President Elect, assumed the office of President. A presidential statement from Laura, containing her organizational goals, is included in this newsletter. Mary Deane Sorcinelli, the 2002-03 Past President, agreed to continue for an additional year in that position.

On behalf of the Core Committee and all members of POD, we express our gratitude to Roger Sell for his many years of service to the organization and, in particular, for his service over the past year and a half as President Elect and President. He moved POD forward in its strategic planning and organizational efforts and will continue his involvement with the organization in different ways. In Roger's words, he will always be a "POD-der." We also express our collective gratitude to Laura Border and Mary Deane Sorcinelli for their past and present service and their willingness to serve in new and continued ways.

New President Elect

Welcome to Dee Fink, the new President Elect of POD! Dee is the director and founder of the Instructional Development Program and an adjunct professor of geography at the University of Oklahoma

Dee has been active in POD since 1981, serving on its Core Committee from 1999 to 2002, helping initiate its Summer Institute for New Faculty and, for the past 10 years, co-directing workshops at its annual conferences. Dee sees this opportunity to serve POD as "extremely exciting." He notes that, "Higher education is undergoing tremendous changes, prompted in part by new technology, but also by a greater awareness in society at large that

colleges and universities need to provide students with new and better kinds of learning. This inevitably means that the faculty will need to learn and develop as teachers. This is where the POD Network can play a vital role in shaping the future of higher education in this country and elsewhere."

New Core Committee Members

The following five individuals have been elected to the POD Core Committee for 2003-2006. They will assume their positions at the conclusion of the spring Core meeting in March. Each of them has already made significant contributions to POD, and they now assume a new leadership role to which they bring a wonderful variety of talent, expertise, and experiences. We also extend our thanks to those who served as candidates for election.

New Core Committee Members:

Elizabeth O'Connor Chandler, Director, Center for Teaching and Learning, University of Chicago, Chicago, Illinois

Milton Cox, University Director for Teaching Effectiveness Programs, Miami University, Miami, Ohio

Alan Kalish, Director, Faculty and TA Development, The Ohio State University, Columbus, Ohio

Michael Theall, Director, CATALYST (Center for the Advancement of Teaching And Learning at Youngstown State), Youngstown State University

Peggy Weissinger, Director, Instructional Design, Indiana University Purdue University, Indianapolis

TIA Associate Editor Opportunity

Members of POD are invited to apply for the position of Associate Editor for *To Improve the Academy*. Responsibilities will begin in academic year 2003-2004. The work involved is rewarding and of service to POD and the larger higher educa-

tion community. While duties are not overwhelming, it is a four-year commitment—two as Associate Editor and two as Editor. Responsibilities include, but are not limited to, distributing the Call for Proposals, selecting reviewers, reading and editing manuscripts, and communicating with Anker Publishing Co., Inc. Attention to detail and adherence to strict deadlines are essential. If you are interested in serving, please complete the enclosed application and mail it to Sandra Chadwick-Blossey by March 1, 2003.

New Developers' Workshop

Indiana University Purdue University Indianapolis (IUPUI) and the POD Network are pleased to announce the Fourth Institute for New Faculty Developers to be held June 28-July 2, 2003, in Indianapolis, Indiana, U.S.A. This five-day, intensive, hands-on residential program is designed to address questions posed by faculty developers, provide a framework for effective instructional development activities on your campus, and, most importantly, put new faculty developers at ease in their positions.

The institute is geared toward not only new faculty developers, but also toward persons interested in pursuing the field of faculty development, experienced faculty developers looking to add to their toolboxes, persons charged with the task of establishing a faculty development center, and those responsible for organizing, directing or chairing committees for faculty development activities. Institute staff include experienced faculty developers such as Nancy Chism, Dee Fink, Peter Frederick, Anastasia Morrone, Marilla Svinicki, and Donald Wulff.

Register early and save $150.00! $1200 US early-bird registration ($1350 US after May 17, 2003) includes instruction facilitated by nationally-known experts, all session materials, private single room, most meals at University Place Conference Center Hotel, and free parking—all in the heart of downtown Indianapolis. For more information, go to http://opd.iupui.edu/ninfd/ or contact Institute Co-coordinators Terri Combs (tcombs@iupui.edu, 317-278-2241) or Peg Weissinger (pweissin@iupui.edu, 317-278-6231).

Bright Idea Award Recipients, 2002

The Bright Idea Awards committee received thirty-one outstanding submissions this year, creating a challenge to select seven for special recognition at the POD annual meeting in Atlanta. Thank you to all who participated.

A Bright Idea Grand Award and six Bright Idea Recognition Awards were showcased at the conference poster session and at the awards ceremony. Following are brief descriptions of these Bright Ideas and contact information for their creators. Descriptions of previous Bright Ideas can be found on the Bright Idea Award Web site: http://atech2.wku.edu/skuhlens/bidea/index.html.

Bright Idea Grand Award

Marlene Preston
Assistant Director, Center for Excellence in Undergraduate Teaching, Virginia Polytechnic and State Institution
mpreston@vt.edu

Color-coded Course Design
"Course Design to Foster Student Engagement and Learning" is a week-long seminar where faculty are encouraged to map the pacing of their courses and to avoid scheduling conflicts (for both faculty and students) by using multicolored Post-it notes to chart their various course components (e.g., course topics = yellow; assignments = pink; quizzes and tests = purple; student processing = blue; affective considerations = orange [such as placement interviews, faculty commitments, football schedules]). In an active-learning setting, faculty construct course-design grids for a 15-week course, rearrange the Post-it-noted components to achieve balance, and discuss their course design with colleagues.

Bright Idea Recognition Awards

Doris A. Christopher
Director, Center for Effective Teaching and Learning California State University, Los Angeles
dchrist@calstatela.edu

Team-Selection Process: Using the Interview Approach with Graduate Students
To reduce student complaints in team-based projects, this approach holds students accountable for the selection of group members. At the beginning

of a group project, students are asked to make a brief justification statement about why they should be chosen as a group member. Class members listen and note comments. The instructor then selects team leaders (10 in a class of 50), and these leaders are given the charge to interview/select their four group members.

Ruby Evans
Coordinator, Graduate Certificate in Community College Education, University of Central Florida
revans@mail.ucf.edu

Bring Your Own Bibliography (BYOB)
Students are required to write interactive posts and commentary, supported by citations from current literature, to build a "virtual" bibliography. As students post their comments, a useful topical bibliography with multiple-source citations is created. The instructor can analyze, synthesize, and redistribute the resulting bibliography to the entire list by electronically cutting and pasting. The list can also be used as supplemental reading in future semesters.

Frances S. Johnson
Interim Director, Faculty Center for Excellence in Teaching and Learning, Rowan University
JohnsonF@Rowan.edu

Progressive Dinner for New Faculty Orientation
A new faculty progressive dinner on campus provides a comprehensive view of the whole university. This dinner tour, hosted by college deans, is served in multiple courses, each enjoyed in a different building. Not only do deans provide monetary support for their part of the meal, but the dean of music provides the musical interlude by performing on his clarinet!

Kina Mallard
Director, Center for Faculty Development, Union University
kmallard@uu.edu

Department Chairs' Collegium: Sharing the Vision of Faculty Development
The Department Chairs' Collegium is a two-day, pre-semester retreat for chair development. It uses case studies to focus on the changing roles of department chairs as they work with Faculty Development Centers to assist their faculty in areas of teaching, scholarship, and service. The collegium is a collaborative effort among the deans, department chairs, and Center for Faculty

Development. http://www.uu.edu/centers [Click on Faithful Leadership Chairs Collegium]

Mathew L. Ouellett & **Mary Dean Sorcinelli**
Associate Director & Director, Center for Teaching, University of Massachusetts, Amherst
mlo@acad.umass.edu

From Graduate Student to Faculty Member: A Future Faculty Development Seminar for Graduate Students of Color
This semester-long learning community (10-15 participants) offers graduate students of color who expect to pursue careers in higher education opportunities for mentoring and networking, career preparation, and teaching skills development. It is co-facilitated by two "lead" teaching assistants of color who draw upon the expertise of the Center staff to shape the syllabus, reading, and experiential activities, with a conscious effort to tailor the seminar to the interests and needs of current participants.

Todd Zakrajsek
Director, Faculty Center for Academic Excellence, Central Michigan University
zakralt@cmich.edu

A Method to Assess Implementation Following a Workshop
To assess the outcomes of faculty development, individuals attending a workshop receive a certificate of attendance. To determine which topics result in classroom innovations, faculty subsequently notify the Center when they have successfully implemented the topic of a workshop. The Center director then places an embossed, dated gold seal on the certificate, indicating that the workshop topic has been implemented. Faculty include these certificates in their promotion and tenure files as evidence of their efforts.

Cynthia Desrochers
Chair, Bright Idea Awards Committee

Southern Regional Faculty and Instructional Development Consortium

The Southern Regional Faculty and Instructional Development Consortium (SRFIDC) is an organization of faculty and instructional development programs (teaching centers, instructional technology

centers, faculty development committees, etc.) in two- and four-year degree-granting institutions in the greater South. Units in member institutions typically focus on improving instructional effectiveness, have assigned staff, are funded, at least in part, by the institution, and offer services such as teaching enrichment workshops, consultations, mentoring programs, and instructional technology support. The Consortium sponsors an Annual Sharing Conference, a three-day meeting held in February or March and hosted by a member institution.

Any individual affiliated with a faculty or instructional development program may obtain membership for his/her institution. The institution, rather than the individual, becomes a member. The membership form is available online. For additional information about the Southern Regional Faculty and Instructional Development Consortium, contact the Executive Committee Chairperson, Art Crawley, Director, Center for Faculty Development, 118 Himes Hall, Louisiana State University, Baton Rouge, LA 70803, 225-578-1135, [acrawle@lsu.edu].

Member News

Robert Diamond is the editor of a new book: Diamond. R. (Ed.) (2002). *Field Guide to Academic Leadership*. San Francisco: Jossey-Bass.

Tara Gray has been named the first director of the new Teaching Academy at New Mexico State University. What was previously the Center for Educational Development (a three-person office) has been folded into the new Academy. Tara can be reached at 505-646-1013, tgray@nmsu.edu, or www.taragray.com.

POD Conference Corner

Conference site selection is a rather complex process. As is the case with similar organizations, the site/facility for the annual POD conference must be selected well ahead of time. The site for 2003 is the Denver Tech Center Marriott, Denver, Colorado, U.S.A. The dates are October 8-12. We are now working on identifying and contracting the site for 2004; the geographical area will be the Northeast. When the 2004 site is contracted, we'll swing into action for 2005, as three years is the desirable time frame for advanced bookings.

Over the years, a regional rotation plan has been developed. There are three main regions—East, Central, and West. (Canada is included in these regions.) Each of the large regions is divided into three small areas, making a total of nine designated geographical areas. The rotation cycle, beginning with this year's conference in the Southeast (Atlanta, GA), proceeds as follows: Southwest, Northeast, Ohio/Illinois Valley, Mountain West, Midwest, Mid-Atlantic, Northwest, South.

Upcoming Conferences

"Establishing & Sustaining Faculty Development Centers," The 24th Annual Sharing Conference of the Southern Regional Faculty and Instructional Development Consortium, March 9-11, 2003, Clayton College and State University, Atlanta, GA. For further information on the conference, access http://www.utc.edu/Teaching-Resource-Center/SRFIDC/.

"Good Work in Challenging Times," AAHE Learning to Change Conference, March 14-17, 2003, Washington, DC. Help inaugurate this major new conference unifying the best features of AAHE's Conference on Faculty Roles & Rewards and its National Conference on Higher Education, and focused on the nexus of learning and change. Conference details, information on how to register, and online registration can be found at www.aahe.org/learningtochange. Pre-registration ends March 1, 2003.

"Keeping the Touch in Technology," The Teaching in Higher Education (THE) Forum, April 27–29, 2003, campus of Louisiana State University. The Call for Proposals is currently in the mail. For additional information, contact Dr. Barbara Danos, 225-578-1135 or bdanos1@lsu.edu, or visit the website, http://www.celt.lsu.edu.

A Note from the POD Office

We want to keep you, the members, informed of what we're doing in the POD central office. By the time this newsletter arrives in your mailbox, we will have completed our first year as POD's Executive Directors. We began this work on January 1, 2002, and our primary goal at that time was to "respond to members' questions, concerns, needs, and interests as courteously and promptly as possible."

This remains our primary goal. We didn't promise perfection in the attainment thereof, but we sure have been trying. In the words of Johann von Goethe's famous Faust figure, "Der Versuch ist edel," [The attempt is noble]!

We would like to inform you about some routine procedures we are following. This information might save you a call or an email of inquiry. When we receive a membership payment or a materials order with payment, we will send you a sales receipt as a matter of routine. However, if we receive payment in response to an invoice (i.e., a bill sent to you), we do not generate a sales receipt unless it is requested. (We will be glad, however, to do so if you need a receipt.) These procedures arise from the way our relatively complex accounting system works.

We have enjoyed working with you over the past year—meeting new persons at the conference, seeing "old POD-ders" again, and talking with you on the phone or by email. We look forward to the next year of new and ever more refined activities and procedures

Frank and Kay Gillespie
Executive Directors

POD Connections Summary

There are several ways you can connect with POD. You can access the POD web site, subscribe to the POD electronic discussion list, participate in the annual POD conference, or contact the POD office.

POD Web Site
The POD web site contains information about the organization, membership, publications, and activities. The web site can be accessed at [http://podnetwork.org/].

POD Discussion List
The POD Network maintains an electronic discussion list hosted by the University of Notre Dame's John A. Kaneb Center for Teaching and Learning. Information about subscribing to the list is available at [http://listserv.nd.edu/archives/pod.html].

Annual Conference
The 28th annual conference of the POD Network will be held October 8-12th, 2003 at the Denver Tech Center Marriott in Denver, Colorado, U.S.A.. The most current information about the annual conference can be found at [http://podnetwork.org/conferences/2003/index.htm].

The POD Office
Contact information for the POD office is as follows:
  POD Network
  P.O. Box 9696
  Fort Collins, CO 80525
  Phone - (970) 377-9269
  Fax - (970) 377-9282
  e-mail - podnetwork@podweb.org

Presidential Statement

The Professional Development Network in Higher Education is the liveliest and most interactive professional association I know. I look forward to serving my term as president and serving this organization whose members I respect and admire. As a long-time participant in the POD Network, here's my perspective on what POD brings to you and what you can bring to POD. Since every new president should have some organizational goals, let me also share what mine will be as president of the organization.

What POD Brings to You

The POD Network is made up of almost 1100 faculty and TA developers. All have an unwavering faith in a teacher's desire to do the best possible job in the classroom. Most POD members believe that such development succeeds best with community support. Our members bring together a wealth of knowledge and experience, including expertise in teaching, research, and assessment and evaluation. The POD Network allows us to grow together by sharing our ideas and our dreams in a stimulating and supportive environment.

POD offers five major venues through which members may tap into the organization's shared

wisdom: our national conference, our web site, our POD listserv, our publications, and our connections with sister organizations regionally, nationally, and internationally.

National Conference. Since its inception in 1975, POD has held 27 national conferences—evidence that the improvement of teaching is an ongoing phenomenon. Over the last ten years, the size of the national conference has continued to grow and we are now hosting more than 500 participants and offering more than 130 concurrent sessions. Pre-conference workshops have grown in popularity, indicating participants' interest in developing their professional skills in greater depth.

Web site. POD's web site provides a wealth of information on the organization including committee service, publications, grants, and networking opportunities. Visit us at [http://podnetwork.org].

Listserv. Our listserv is incredibly active and is a rich and immediate source of information. Many members use it as a sounding board against which to test ideas for workshops, research, or innovative approaches to assessment and evaluation.

Publications. POD members produce a variety of publications. Our newsletter, *Network News*, is distributed to all members. Our journal, *To Improve the Academy,* appears annually and is also distributed to all members. *Essays on Teaching Excellence* is a series of eight short and succinct scholarly essays distributed by the POD Network on an annual subscription basis. *A Guide to Faculty Development,* a new faculty development handbook written under the auspices of The POD Network, was recently released by Anker Publishing Company. POD also works closely with *the National Teaching and Learning Forum* to publish materials on faculty and TA development electronically.

Networking. Regional, national, and international networking has enriched POD and our membership. POD members have created regional groups in the northeast, Great Plains, and in the south. In the national forum, POD members interact with many other outstanding organizations, the American Association for Higher Education, the Association of American Colleges and Universities, Educause, and the Carnegie Institute, to name but a few. Internationally, POD networks with the Society of Teaching and Learning in Higher Education, The Higher Education Research and Development Society of Australasia, the Staff and Educational Development Association in Great Britain, and the International Consortium of Educational Development, whose membership is made up of representatives from over 20 international faculty development organizations. Links to these and many more fine centers, regional associations, and organizations are available on the POD web site.

What You Can Bring to POD

I invite all of our members to participate actively in POD.

The national conference team always needs help and welcomes the energy of newcomers to the organization. Check out the front pages of any conference program and you will find a list of conference committees that need your help. Choose one that fits your interests and contribute your best efforts to make the conference a success. Also, submit a proposal for a pre-conference workshop, a round table, or a concurrent session.

Visit POD's web site to identify a variety of committees that do the work of the organization. Volunteer to serve on one that fits your interests and skills. Share your ideas and comments about the web site with our executive directors, Kay and Frank Gillespie at [podnetwork@podweb.org].

Subscribe to the listserv and share your ideas, ask pertinent questions, and contribute to the on-going conversation on faculty, TA, instructional, and organizational development. Subscribe to the list at [http://listserv.nd.edu/archives/pod.html].

Contribute articles to one of POD's publications, or to another organization's journal about faculty development. You also might want to consider serving as an editor or contributor to the POD/NTLF web library initiative.

Attend and/or present at a regional, national, or international conference sponsored by one of our sister organizations. Network on up-to-date issues and research with colleagues at home and abroad. If you have ideas on how to effectively accomplish such liaisons, please contact or join POD's Outreach Committee.

My Goals as President

As president, my goals are to continue to develop POD, following in the footsteps of our former excellent leaders. My specific interests include:

Strategic Planning. Recent presidents have initiated a strategic planning process that, in my view, is extremely important for the long-term vitality of the organization. I invite the Core Committee, all other committees, and all members to continue to refine our thinking on the changing environment in which we operate, our intermediate action strategies, and potential ways to use the results of this process to direct our decision-making process. I will send out a recommendation from a national panel of respondents to our Strategic Planning Questionnaire for consideration and discussion by the committees.

Diversity. As president, I will continue to expand our commitment to diversifying the organization. Our Diversity Commission actively facilitates a discussion of diversity issues at our annual conference. Our travel grants for members of underrepresented groups or institutions have brought new friends and colleagues to our membership. Our internship grants are designed to broaden the ranks of practicing faculty and TA developers. As president, I will invite, and encourage you to invite, administrators and graduate students from our home campuses, including the Historically Black Colleges & Universities, the Tribal Colleges, and the Hispanic Serving Institutions, to participate in our national conference. Just as we seek to build community on our home campuses, we will profit from modeling such a community in our national organization.

TA to Professor to Academic Leader. Preparation for the roles of future faculty and future administrators begins in graduate school. I would like to help the organization more clearly articulate and support the varied roles individuals must fill as they move through the pipeline from TA to faculty to academic leader. To that end, I will encourage POD to work with the TA Development Subcommittee and the Council of Graduate Schools' continued Preparing Future Faculty efforts to open up discussion of the needs of graduate students and TA developers. I will also work with the AAHE to encourage more discussion of the development needs of faculty and academic administrators.

Collaboration within the POD Network, as well as Regional, National and International Collaboration. Our colleagues in Canada, Europe, Australia, Asia, and in many other areas have much to share with us. If we expand the size and character of our membership, and combine this with greater interaction with other organizations that exercise influence in higher education at home and abroad, we will have excellent prospects for making faculty development a significantly more powerful practice in colleges and universities everywhere. To that end, as president, I will join an international organization and attend an international conference. I will also maintain close contacts with ICED.

Publications. POD needs to continue its efforts to find new and better ways to make the many good ideas we have on teaching, faculty and TA development, and institutional change easily accessible to everyone who needs them—when they need them. This means exploring creative ideas for publications and online resources. I will continue POD's collaboration with NTLF and continue to develop POD's web site, as well. I invite you to submit ideas and articles and to serve as editors for our print and electronic publications.

I want to thank you all for giving me the opportunity to serve as the 24th president of the Professional and Organizational Development Network in Higher Education. I look forward to hearing from all of you on the listserv, via email, or on the phone. You all have good ideas and important questions and I'm eager to hear them.

Laura L. B. Border, President, POD
Director, Graduate Teacher Program and Colorado Preparing Future Faculty Network, University of Colorado at Boulder

Contacting the POD Office Winter 2003

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

Frank and Kay Gillespie, Executive Directors

POD NETWORK

Professional and Organizational Development Network in Higher Education

P.O. Box 9696
Fort Collins, CO 80525

To Improve the Academy
Associate Editor Self-Nomination Form

Please Type

Name: _____

Title: _____

Department: _____

Institution: _____

Address:
(City, State,   _____
Zip, Country)
                    _____

                    _____

Office Phone: _____ FAX: _____

E-Mail: _____

Years of Membership in POD:_____

Past editing/reviewing experiences (with POD publications or in your field):

Briefly explain why you want to serve in the position indicated above:

(Please complete other side)

As much as possible, TIA editors try to match reviewers' special expertise with the manuscripts they are asked to review. Please check the areas listed below in which you feel particularly competent to judge manuscripts, and (if you like) add an explanatory phrase in the space provided:

_____ *general* faculty development issues _____

_____ *general* instructional development issues _____

_____ *general* organizational development issues _____

_____ *general* personal development issues _____

_____ peer evaluation of teaching _____

_____ student evaluation of teaching _____

_____ teaching portfolios _____

_____ program assessment/evaluation _____

_____ faculty consultations _____

_____ graduate/professional teaching _____

_____ TA development _____

_____ multiculturalism and diversity _____

_____ values and ethics _____

_____ TQM/CQI _____

_____ active learning _____

_____ experiential learning _____

_____ collaborative/cooperative learning _____

_____ case studies _____

_____ critical thinking _____

_____ classroom assessment/research _____

_____ educational technology _____

_____ distance education _____

In the space remaining, please list other topics or areas in which you have expertise:

_____

_____

Return to Sandra Chadwick-Blossey
Rollins College
Campus Box 2636
1000 Holt Avenue
schadwick@rollins.edu   **Winter Park, FL 32789   Deadline: March 1, 2003**