President’s Message

The passing this year of Bob Diamond, Don Wulff, and now, very suddenly and sadly, Leora Baron, POD’s President Elect, reminds us of our capacity to welcome and accept the gifts of each and every member—for example, Bob’s discipline, Don’s openheartedness, Leora’s tenacity, weaving them into the fabric of our corporate life. POD literally is the contributions of our members. It also reminds us of our capacity to step in and move on, maintaining the collective intention and unique contribution to higher education we have sustained for more than thirty years.

How do we honor what has come before while responding to the challenges of what lies ahead? How do we sustain corporate intention while preserving our commitment to a shared leadership model and a culture of collegiality? The challenge of managing a constructive tension between old and new, individual and collective in service to a collective vision is not unique to POD. It is inherent in the tension between the academic values of autonomy and specialization on the one hand and collegiality on the other that plays out on our campuses daily, all too frequently not in service to a shared vision of collegiate learning.

In many ways, we have been very successful over the years in growing and sustaining POD: our membership has swelled from 20 to 1,800 members; with attendance approaching 800, our conferences have moved from rustic retreat centers to major cities, and the efforts of a conference planner and technology support our dedicated, volunteer conference team; we have a paid Executive Director now; our finances have become stronger, and we have investments to manage for the benefit of the membership; our conference sessions and publications have become more varied, sophisticated and professional as we have kept pace with the growing complexity and demands of faculty development; and we are forging more and more partnerships with organizations such as regional accrediting bodies and AAC&U that share our aspirations for collegiate learning.

In some areas, however, we have not made as good progress collectively as we would have liked, notwithstanding the important contributions of individual members: professional and organizational development are good examples. In these areas, possible projects are complex and more resource-intensive and require the orchestration of efforts of a number of individuals and sustained intellectual attention over a number of years. Projects in these areas have tested the limits of shared, volunteer leadership and effort.

To support our ongoing commitment to shared leadership, we are trying to strengthen our existing strategic planning process. (As President and Past President, Jim Groccia devoted much effort to the development of the strategic plan.) In the summer the Executive Committee issued a charge to the chairs of POD’s fifteen committees to develop a detailed five-year plan that responds to the goals, objectives and strategies of the 2007-2012 strategic plan (see insert, p. *) within their areas of responsibility. For each year, we are asking committees to provide a targeted and realistic list of projects and activities that respond to each objective as well as a requested budget that represents a reasonable and researched estimate of how much proposed projects and activities will cost with a succinct narrative justification for the plan. We intend to aggregate these requests to form a five-year plan and budget for POD as an explicit articulation of our collective intention. Further, we have revised the self-nomination process for President to include...

– Continued on page 2
Notes from the POD Office

Greetings from Nederland, Colorado

In July, POD purchased a virtual classroom subscription from Ellumin ate, a well-known online learning platform, to be used by POD’s many committees and publications. Available 24 hours a day, 7 days a week, it is hoped that this service will provide our committees and publications with valuable time to organize, plan, and conduct business throughout the year.

Congratulations to the most recent POD Start-Up Grant recipients, each of whom received $300 to support faculty development activities on campus:

Joyce Starr Johnson, Fontbonne University
Laurie Lye, Caspar College
Trish Hutchinson, Angelo State University
Cynthia Russell, University of Tennessee Health Center.

If you haven’t yet registered for the 2008 POD/NCSPOD joint conference, you have until September 19 to do so at the early-bird rate. Register here: www.podnetwork.org/conferences/2008/index.htm

Registrations have been rolling in and it looks like we’ll have another strong showing for another great conference. See the conference chairs’ report on Page 4 for more details.

See you in Reno,

– Hoag Holmgren,
Executive Director

Upcoming Conferences


Retaining and engaging students in large and medium sized classes are major challenges facing today’s faculty and administrators. This institute focuses on a unique course redesign model called the Living Course that redefines the way learners experience their courses. Faculty attend a series of tightly integrated workshops and work one-on-one with a teaching assistant as they convert their courses into a living course. Attendees will have an opportunity to see sample redesigned courses from a variety of disciplines and talk to instructors who have integrated the new model into their programs. Institutions are encouraged to send teams of instructors who may teach sections of a single course.

To learn more about the institute and to see a sample of the Living Course contact Dr. Peter Saunders 541-737-2803.

Theall POD’s President Elect

Mike Theall (Youngstown State University) is POD’s President Elect. Theall replaces Leora Baron (University of Nevada Las Vegas) who passed away this summer.

Congratulations

To Joseph “Mick” LaLopa (Purdue University) on his induction into Purdue’s Book of Great Teachers. The book recognizes faculty who “are passion about teaching and making a difference in the lives of students both inside and outside the classroom,” says Provost Randy Woodson.
Call for Reviewers for To Improve the Academy 28

You are invited to shape your discipline by serving as a reviewer for To Improve the Academy 28. Since all communication will be electronic, reviewers will have at least six weeks (from early December 2008 to January 16, 2009) to evaluate 3 to 8 manuscripts. The number will depend on how many qualified colleagues volunteer to review. To qualify, you should have at least three years’ experience as a faculty, TA, instructional, or organizational developer (full- or part-time) and as a POD member. If you are interested and qualified, please email the Editor, Linda B. Nilson, at nilson@clemson.edu, and she will send you the Reviewer Self-Nomination Form as a Word file. Please return the completed form by Friday, November 21, 2008.

You need not apply if you reviewed for the forthcoming volume, To Improve the Academy 27, or if you already agreed to review for Vol. 28. Linda will assume that you still want to serve as a reviewer. But if you now know you cannot serve, please let her know as soon as possible.

CALL FOR MANUSCRIPTS
TO IMPROVE THE ACADEMY, Vol. 28

* Deadline for Submission: Friday, December 5, 2008 *

The Professional and Organizational Development (POD) Network in Higher Education invites submissions for the 2009 edition (Volume 28) of To Improve the Academy. Since its inception in 1982, this annual publication has showcased articles demonstrating scholarly excellence in research, innovation, and integration in faculty, instructional, and organizational development.

The audience for To Improve the Academy includes faculty and organizational development administrators and consultants, all of whom work to improve the climate for teaching and learning in higher education. Manuscripts should focus on informing and helping these professionals with their work. They may be research-based, programmatic, or reflective pieces, but those describing new approaches and programs must include evaluative information.

Manuscripts must be well written. To enhance the chances of acceptance, they should be professionally edited before being submitted.

Submission Requirements
- Maximum length of articles is 20 double-spaced pages in 12-point type, standard margins (1.25” on each side, 1” top and bottom).
- Manuscripts must be prepared according to the guidelines in the Publication Manual of the American Psychological Association, Fifth Edition (e.g., include running head and page headers; headings not numbered).
- Compose a title (up to 12 words) that clearly informs the reader about the content.
- Include an abstract of 100 words or less.
- Do not use footnotes.
- Electronic submissions only.

Submission Procedures
Please submit two (2) copies of the manuscript as email attachments in MS Word:
- one complete copy with a title page that includes the names (in the order in which they should appear), mailing addresses, telephone, faxes, and emails of all authors; and
- one “masked” copy without author name(s), institution(s), or contact information.

Name the two files starting with the last name of the lead author, e.g.: Smith CompleteMS, Smith MaskedMS.

Email submissions by December 5, 2008 to:
Linda B. Nilson, Ph.D., Editor, To Improve the Academy 28
Director, Office of Teaching Effectiveness and Innovation, Clemson University
nilson@clemson.edu
POD/NCSPOD Collaboration

For the first time since 1985, POD and The North American Council for Staff, Program and Organizational Development (NCSPOD) are coming together for our annual meeting. NCSPOD members primarily represent community and technical colleges across the continent.

Relevant to the theme of Weaving Patterns of Practice, we invite you to consider these questions:

• How do our patterns of practice reflect both the professional strands that persist across time and those that are emerging? In what ways do our practices intertwine the past, present, and future?

• What diverse disciplines and populations do we seek to bring together through our work? In what ways, for example, do we promote cross-cultural and cross-generational learning communities?

• Being pulled in so many directions, how do we as educators remain whole and strong? How do we integrate the various priorities of our lives?

Session Topics

Each year, new topics come to our attention. This year we have added to our list sessions relevant to wellness and work-life balance, and marketing and communication strategies. In the program, each session description includes keywords designating central topics.

Variety of Session Types

In addition to the now traditional plenary, pre-conference, interactive concurrent, roundtable and poster sessions, we invite you to participate in NCSPOD’s energizing GIFTS: Great Ideas for Training Staff. Come check this out on Saturday morning.

Plenary Sessions

“Beyond Critical Thinking to Becoming an Effective Change Agent: Trends Toward Sustainability Education and Action.”

Debra Rowe, President of the U.S. Partnership for Education for Sustainable Development

“Learning as a Community Endeavor.”

Dennis C. Jacobs, Vice President and Associate Provost, Professor of Chemistry and Biochemistry, University of Notre Dame

Educational Expeditions

Eight excursions feature a wide range of activities from museum visits to dinner theater to a half-day bus tour of Lake Tahoe to a morning mountain hike. These expeditions have been at the heart of the POD conference for decades. Many collaborative educational development initiatives have sprung from conversations on the bus.

POD and NCSPOD will hold their own award luncheons on Friday. Both organizations will then join for a closing banquet and dance on Saturday evening.

The Nugget

Each POD conference venue offers unique features. Last year in Pittsburgh, we met in a downtown, historic hotel. This year, we are meeting in the expansive Nugget Resort with a simple floor plan, plenty of space for informal gatherings and a fine view of the Sierra Mountains. The airport is a 15 minute, free-shuttle ride away from the hotel.

Kathryn Plank, The Ohio State University, Conference Co-Chair

Laurel Willingham-McLain, Duquesne University, Conference Co-Chair

Kevin Barry, Notre Dame, Program Co-Chair

Debra Fowler, Texas A&M, Program Co-Chair

POD Conference Informational Session on To Improve the Academy

Would you like to learn more about either submitting a manuscript for publication in To Improve the Academy 28 or reviewing for it? If so, Linda Nilson, Editor, and Judith Miller, Associate Editor, will be facilitating an informational roundtable session, “Getting Your Article Published in To Improve the Academy,” at the upcoming POD conference on Saturday, October 25, 2008, 2:00-3:15 PM. Please check the final conference program for the location.

Kathryn Plank, The Ohio State University, Conference Co-Chair

Laurel Willingham-McLain, Duquesne University, Conference Co-Chair

Kevin Barry, Notre Dame, Program Co-Chair

Debra Fowler, Texas A&M, Program Co-Chair
POD Network in Higher Education

Mission Statement

The Professional and Organizational Development Network in Higher Education encourages the advocacy of the on-going enhancement of teaching and learning through faculty and organizational development. To this end it supports the work of educational developers and champions their importance to the academic enterprise.

2007-2012 Strategic Plan: Goals and Objectives*

Goal 1: To enhance POD’s infrastructure and services to members

Objective 1: Continuously clarify the scope of POD’s work
Objective 2: Align POD’s staffing with current and future needs
Objective 3: Align committee structures and functions …
Objective 4: Develop a 5-year plan of revenue generation…
Objective 5: Develop policy and procedures for mentoring POD leadership

Goal 2: To support continuous professional development opportunities for POD practitioners

Objective 1: Define the knowledge and skills base necessary for practice in the profession…
Objective 2: Develop and support research and programs that investigate the multiple pathways and points of entry into the profession
Objective 3: Develop and support policies and procedures for graduate student preparation…
Objective 4: Develop a process capable of assessing and documenting the scope and quality of professional practice
Objective 5: Contribute to and support the dissemination of published literature…
Objective 6: Determine the needs of POD members regarding continuous professional development

Goal 3: To promote increased attention to organizational development

Objective 1: Enhance awareness, knowledge, and skills on organizational development…
Objective 2: Support and disseminate research on OD that supports teaching and learning

Goal 4: To enhance outreach and advocacy

Objective 1: Enhance existing relationships and develop new relationships with regional accrediting associations in U.S. and Canada
Objective 2: Expand relationships with other professional higher education organizations
Objective 3: Expand membership by engaging in outreach efforts to institutions without membership in POD
Objective 4: Enhance relationships with ICED and other national and international faculty development networks
Objective 5: Advocate for teaching, learning, faculty and organizational development

Goal 5: To support diversity within POD and throughout higher education

Objective 1: Enhance the creation of policies, procedures and structures within POD that value, support, and reinforce a diverse organization.

*You can find a complete copy of the strategic plan at http://www.podnetwork.org/*****
Call for Self-Nominations – POD Core Committee

If you have been a POD member for at least three years, you are invited to consider submitting your name as a candidate to the POD Core Committee.

Past Core members have reported that serving on the Core has been an invaluable way to learn more about POD and a wonderful opportunity to work closely with other very talented people. It also allows people to make a contribution to the organization in return for the benefits they have experienced professionally and personally from POD.

The Core Committee is the primary governing body of POD and functions as its board of directors. It has primary responsibility for the finances, policies, and strategic direction of the organization, among other things. The Core Committee consists of 15 elected members (5 new members each year) plus the officers. It meets twice each year, once for 1 ½ days just before the annual conference and once in the spring for one day.

Role of members: Each member serves for a period of three years, beginning in the fall after the Core Committee election has occurred. Members are expected to attend all of the six meetings that occur during their term plus the spring Core meeting in 2009, for a grand total of seven Core meetings. For 2009, the Core spring meeting will be held on March 20 and 21 in Chicago. Many Core members also take the lead in at least one POD committee. Members receive the agenda, committee reports, action items for discussion, and pertinent reading materials prior to Core meetings. Between meetings, official POD discussion and business are conducted through electronic mail and occasionally through conference calls.

Financial support: Core members receive $150 per day toward expenses for the day(s) on which the Core Committee meets.

Election procedures: Interested members are asked to submit their names for candidacy no later than November 10, 2008 using the instructions for self-nomination found at the end of this newsletter. The POD office will then post the candidates’ information on the POD website, and ballots will be sent to all members by mid-November. Election results will be reported by the end of December.

POD Core Committee Self-Nomination Instructions

We welcome nominations for the 2009-2012 POD Core Committee. Candidates’ statements are to be submitted electronically and will be posted on the website for members’ view. Please send your self-nomination in the body of your email and not as an attachment. The election itself will be conducted online via Zoomerang. If for some reason you are not able to send your statement electronically, you can mail it to the POD office.

It must arrive no later than November 7, 2008.

To nominate yourself, please complete the information below and provide your answers to the two questions (no more than 300 words each). Then send your candidate’s statement to the POD office at podnetwork@podweb.org. Statements must be received by November 10, 2008.

Please note that statements received after November 10, 2008 will not be included, and statements longer 300 words will be returned to the candidate for editing. Your statement will be reproduced exactly as submitted. Do not include any graphics. To be eligible you must have been a POD member for at least three years. If you have any questions about this process contact the POD office or the chair of the POD Nominations and Elections Committee, Matt Ouellett at mlo@acad.umass.edu

Your statement should include:

Name, title, institution.

What is your background in professional and organizational development? (No more than 300 words.)

What would you like to see POD accomplish over the next three years? (No more than 300 words.)
In Memoriam, Leora Baron-Nixon

Sadly and shockingly, on July 29th, 2007, Leora Baron-Nixon, the President Elect of POD, died after a sudden illness; and collectively and individually we mourn her death.

Since 2002 Leora had been the Director of the Teaching and Learning Center at the University of Nevada-Las Vegas. She had previously held positions at Florida International University, William Penn University, and Seton Hall College, having moved into higher education from the corporate world. Wherever she was and whatever she was doing, Leora’s accomplishments, leadership, creativity, and innovation were her legacy.

Leora’s leadership in POD began with conference presentations and early and ongoing committee involvement including a very active involvement in the Diversity Committee and the Publications Committee, for which she served as Chair for several years. Her election to the Core Committee and subsequent selection as POD President Elect reflect the confidence of peers in her abilities, knowledge, experience, and leadership.

Among many accomplishments at UNLV can be counted the following: creation of a web site for part-time instructors; publication of the Creative College Teaching Journal; design and direction of the Nevada Regent’s Academy, a statewide faculty development effort; conduct of the Academic Integrity Faculty Forum; work with department chairs and academic advisors; and creation of a well-received learning technologies training program for graduate students. One could continue with the recital of such accomplishments.

However, in the words of the German, Jewish theologian Martin Buber, as expressed in his seminal work I and thou [Ich und Du], “The life of human beings is not passed in the sphere of transitive verbs alone. It does not exist in virtue of activities alone which have something for their object”.

Leora was so much more than someone who did things. Buber also wrote in Ich und Du that “[a] person makes his [or her] appearance by entering into relation with other persons.” It is the sudden breaking of the earthly relationship with Leora that causes the deep and searing pain in the hearts of colleagues, friends, and family.

My husband Frank and I had become acquainted with Leora soon after she joined POD, and we then worked more closely with her while serving as POD co-executive directors. I also worked with her on other scholarly endeavors. Our memories of Leora include private and serious conversations, often including her deceased husband Shiloh; private and jocular conversations with amusing moments; many email exchanges – both personal and professional; and meetings in which her organizational skills, her knowledge, her experiences, her wit, her subtle and kind directness, her individuated charm, and her sense of honor and integrity emerged clearly and continuously.

Others have offered their reflections on the power of relationship with Leora on the POD listserv, where such comments as the following have appeared:

• Leora was a treasure to work with and her mix of insight, pragmatism, and humor was just right for getting things done and keeping us engaged.
• The passion that she had for her work is something that I will always remember.
• We in her office are stunned and cannot imagine Monday morning without her.
• Leora Baron gave with her whole heart and soul to whatever she engaged, and she engaged important things. A hole is left in our world and our hearts with her passing.

Each of us can be, if we so choose, a never-empty vessel of giving to others; and Leora gave so very positively and creatively to all those with whom she came in contact. We shall miss Leora greatly, and she will remain in our hearts. -- Kay Gillespie

Members on the Move

The Center for Faculty Excellence has recently been created at the University of North Carolina at Chapel Hill. This new Center absorbs the responsibilities of our renowned Center for Teaching and Learning, but will also provide faculty with advice and support in the areas of leadership training and research. Patrick Conway of the Economics Department has been appointed Director of the Center. Todd Zakrajsek will join the Center as Executive Director; he is moving from Central Michigan University, and will begin with the fall semester. For more information about the Center and its activities, visit http://cfe.unc.edu.

Temple University’s Teaching & Learning Center has two new colleagues. Carol Philips is the new Associate Director and Adael Baris Gunersel is the new Assistant Director. Philips comes to Temple from Walden University, where she was Faculty Chair of Doctoral Programs in Education. She was formerly Director of Teaching and Academic Support Programs at Harvard’s Graduate School of Education. Gunersel recently defended her dissertation in Educational Psychology at Texas A&M, where she also served for five years as the Research Assistant in the Center for Teaching Excellence.

Books by POD Members

POD Essays on Teaching Excellence

Toward the Best in the Academy Vol. 18, No. 4, 2006-2007

We continue featuring a selected POD Essay on Teaching Excellence in each issue of the POD Network News. The essay series is available by subscription, and reproduction is limited to subscribers.

Information Literacy: Imperatives for Faculty

Leora Baron-Nixon, University of Nevada, Las Vegas

As information resources, especially electronic ones, continue to proliferate and become more complex, faculty’s frustration seems to be growing in parallel fashion. What used to be standard assignment formats now seem to require a level of planning and of complexity that we, as faculty, are not accustomed to. It used to be so simple: assignments requiring any level of resource research would indicate the quantity and type of bibliographic sources students should access, how those sources should be utilized, and how they should be cited. Students would walk into the library, and with the help of knowledgeable librarians find the pertinent tomes or journals. This is no longer what’s involved in “library research.” With the advent of the internet, electronic databases, and scholarly electronic publications, even faculty have a hard time keeping up with the amount of new information, with credibility issues, and with modes of citing such resources. Information literacy is now required in order to make sensible and informed choices and avoid major pitfalls.

What is Information Literacy?

As defined by the American Library Association (1998), information literacy (IL) is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Six IL Standards were developed to help define what information literate individuals can do. They can:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and its sources critically;
- Incorporate selected information into one’s knowledge base;
- Use information effectively to accomplish a specific purpose;
- Understand the legal, social, and economic issues surrounding the use of information, and access and use information ethically and legally (including proper citation, paraphrasing, and related skills).

For a detailed description of specific skills and abilities associated with each standard, please see the ALA’s expanded outline at http://ala.org/ala/acrl/acrlstandards/information-literacycompetency.htm.

These standards are at the heart of the academic learning process. They are not new. What is new is the complex environment in which they are to be learned and eventually practiced. A complicated factor embedded in the definition of an information-literate person is the assumption that such a person is also library-literate, computer-literate, and Internet-literate. These embedded literacies are all necessary for the successful accessing and use of new information.

Student and Faculty Challenges

The new information landscape requires that faculty reconsider and reconfigure ways of teaching that have been standard for a very long time. Rather than the traditional highly structured and well-defined approaches to interactions with information, students and faculty are now required to use multi-layered and nuanced methodologies. Consider, for example, the oft-assigned term paper. Traditional pedagogies have the instructor take one of two basic approaches. The first approach involves an assigned topic or a selection of topic by the student from a limited list of topics, followed by the actual development and submission of the completed paper at some deadline, usually toward the end of the academic term. In this model, the instructor’s expectations are that (1) students know how to structure and write a term paper, and (2) that the bulk of skills required are focused on developing ideas in writing. A second approach to term paper assignments is one in which the instructor participates in the process in a developmental role. In this model, students are required to follow prescribed steps such as topic selection, bibliography development, and thesis statement in drafting the paper, moving to each subsequent step after receiving constructive feedback from the instructor, and sometimes from classmates. In both models, the research component is seen as one of the basic and straightforward tasks—“identify three bibliographic resources” or “use at least two scholarly journals and one reference book” are typical guidelines provided for gathering bibliographic information.

The greatest challenge that faculty face in assigning a term paper and students face in preparing one is that two commonly held underlying assumptions are no longer practical. The identification and accessing of information is not a simple, streamlined process; and neither instructor nor student can assume with any certainty what resources will be found and where they will be found.

Integrating Information Literacy into College Courses

Information literacy competencies are closely related to emerging practices in college teaching. As we have been moving from teacher-centered to learner and learning-centered instruction, articulating learning outcomes, focusing on understand-
ing and capabilities rather than fact acquisition, and realizing the importance of preparing students for the application of knowledge in non-academic settings, we have set an agenda that has information literacy at its core.

Academic courses provide ample opportunities for the integration of information literacy at all levels of learning: acquisition, usage/practice, mastery, and application. The curriculum as a whole has information literacy at its core. We have set an agenda that provides ample opportunities for the integration of information literacy at all levels of the education curriculum, rather than fact acquisition, and realizing the importance of preparing students for the real-world tasks. For example: instead of a topical term paper in a business course, have students structure it as an annual report, or in a history course have the assignment done as a first-person diary.

Component Information Literacy-Based Assignments

Many types of assignments can enhance information literacy competencies. Such assignments are beneficial when they:

- Include library research;
- Present opportunities to explore the literature of the discipline;
- Include opportunities to compare types of publications such as trade, scholarly, or popular journals and magazines;
- Emphasize the process of research as well as the product;
- Require students to present information as evidence;
- Expect students to evaluate information for reliability and relevance;
- Teach citation and paraphrasing skills.

Imperatives for Faculty

Information literacy provides a beneficial set of skills for both faculty and students. Faculty benefits include increased productivity in scholarly activities, enhanced curricula, reduction in instances of plagiarism (as proper citation and paraphrasing are an important part of information literacy), and compliance with accreditation requirements. Students benefit by improving learning skills, becoming discriminating seekers of information (consumers/critics of knowledge production), preparing for life-long learning, and enhancing preparation for the professional careers.

References & Resources


For more information, visit: http://ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Leora Baron-Nixon (Ed. D., University of Massachusetts, Amherst) directs the University Teaching & Learning Center at the University of Nevada, Las Vegas.

Essays on Teaching Excellence Editor:
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University of Chicago echandle@uchicago.edu Subscriptions: Member, $100, or nonmember $120 annually (campus-wide reproduction rights); Individual, $15 annually. Teaching Excellence is published eight times annually. To order, send check or P.O. to POD Network at the address below, or contact us for further information.

The POD Network facilitates the exchange of information and ideas, the development of professional skills, the exploration and debate of educational issues, and the sharing of expertise and resources. For further information, contact:

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Contacting the POD Office

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.

POD Network News is published 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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Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at www.listserv.nd.edu/archives/pod.html. This electronic discussion list is hosted by the University of Notre Dame's John A. Kaneb Center for Teaching and Learning.

Attend the 33rd annual POD conference. It will take place in Reno, Nevada, U.S.A., October 22-25, 2008. The most current information about the annual conference can be found on the POD website at www.podnetwork.org under Conferences and 2008.

Bookmark POD’s Web site at www.podnetwork.org

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