POD NETWORK NEWS

Spring 2010

President's Message

The second edition of *A Guide to Faculty Development* has just been published by Jossey-Bass and POD. Kay Gillespie and Doug Robertson, the volume's editors and long-time POD leaders, note in their preface that as a field we have not come to consensus about what to call our common work. Many of us do much more than "faculty development," but that phrase often is used as inadequate shorthand for our profession. Kay and Doug suggest this tension over naming the field "remains productive," and they do not impose a common term in the new Guide.

Kay and Doug's reflection reminded me of the periodic conversations we have about the name of our professional organization. Some of us seem to like the simple acronym, even if we cannot always remember what each letter means. Others cringe at the inevitable jokes about POD people.

Still others advocate for change. In all of these conversations about the organization's name, I have never heard a comment about one word in POD's title — the Professional and Organizational Development Network in Higher Education. Since the rise of that other famous network, the Internet, scholars have analyzed the philosophical foundations and the operation of networks, creating a vibrant field of network theory. I am hardly an expert in network theory, but with the able guidance of our colleagues Derek Bruff and Bryan Alexander, I have been dabbling in that literature. With a little creative analogizing, network theory aptly captures who we are as a field and suggests how both POD and our profession can continue to thrive.

Diversity is an essential characteristic of strong networks. The architecture of the Internet relies on multiple different nodes of connection to guarantee the stability of the network. That's true for POD, too. The more diverse we are, and the more connections we have

between our members, the stronger we are as a network. POD's Diversity Committee champions this issue, but we all share the responsibility for nurturing a diverse profession that spans not only ethnic origins and cultural traditions but also the many other ways POD members cross borders and contexts. This diversity sometimes can complicate our work together by forcing us to confront assumptions and privileges, but it is the foundation of our continued vitality.

Strong networks also have efficient means of sharing, cooperation, and collective action. Clay Shirky, an influential writer on networks, calls those three activities the central anchors of a networked community. POD has several excellent ways

A GUIDE TO
FACULTY DEVELOPMENT

SECOND EDITION

KAY J. GILLESPIE, DOUGLAS L. ROBERTSON, AND ASSOCIATES

Afterword by William H. Bergquist

Notes from the POD Office

To help you plan for the fall 2010 conference in St. Louis, Nov. 3-7, please see hotel information below. The hotel will be accepting reservations after June 1.

Location: Hyatt Regency St. Louis at The Arch, St. Louis, Missouri

(Call 314 655 1234 or 800-233-1234)

POD Group Room Rates: $149 (single or double)

As reported by the conference team in this newsletter, the Core Committee has approved a slight raise (approx 9%) in conference registration fees. Take advantage of the early-bird deadline (October 1) to get the lowest rate. Registration will open in mid-June to allow people to use end-of-year monies if and where possible.

Also approved by Core is an increase in the POD member mailing label and email address single-use fees. The fees are now $200 (POD Member) and $300 (Non-member). The Executive Director is authorized to provide mailing labels and/or email addresses of POD Network members to other nonprofit organizations, institutions, consultants, publishers, and other commercial enterprises so long as the intended use is consistent with the POD mission and does not jeopardize the organization's not-for-profit status.

All POD members who wish to become more involved are encouraged to join a committee of their choice. Please visit www.podnetwork.org/about/ committees.htm for a list of current committees and chairs. Just dive right in—the water's fine!

Best wishes for a great spring and summer.

– Hoag Holmgren, Executive Director

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for members to share information and expertise, including the annual conference, the POD-listserv, and publications like *To Improve the Academy*. However, Shirky notes, cooperation and collective action are progressively more difficult than sharing. Anyone with experience in POD's cooperative and collective efforts, ranging from members of the conference team to those guiding the creation of wikiPODia, can testify to the complexity, and also the pleasure, of cooperative work with a group of eager but busy volunteers. Sustaining and deepening these anchor activities of our network will be a central challenge for POD in a future of lean budgets and urgent demands on our home campuses.

Effective networks are founded on distributed leadership. This model of organization encourages creativity and community-building in ways that are impossible within traditional hierarchies. POD's founders understood this well before YouTube showed network theorists and venture capitalists its potential. POD's governance is based on voluntary and distributed leadership. For example, each year POD's members elect five colleagues to serve 3-year terms on the Core Committee. This year's new Core members are Derek Bruff, Dakin Burdick, Kevin Johnston, Angela Linse, and Deandra Little; those leaving Core this year, with our deep gratitude, are De Gallow, Wayne Jacobson, Joy Morrison, Kathryn Plank, and Doug Robertson. POD's presidency and our committees operate on similar cycle, drawing on the talents of new leaders each year, with our able Executive Director, Hoag Holmgren, providing stability to our operations. This distributed and voluntary leadership model sometimes appears to slow POD's decision-making, but it is essential to our culture, our community, and our future.

A final component of strong networks is individual commitment to the network's common work. Wikipedia, for example, exists not because students around the world use it for research, but because a relatively small number of people freely contribute their expertise and time to build it together. Clay Shirky argues that Wikipedia, whatever its flaws, demonstrates a central principle of networks: "When people care enough, they can come together and accomplish things of a scope and longevity that were previously impossible" (*Here Comes Everybody*, 2008, p. 142). That's certainly true for the POD Network.

Together we have created a profession, nurtured a strong community of "faculty developers" (even if we can't agree on a name for our work), and positively changed higher education. However our field and our organization evolve in the future, we should continue to build on the foundation of our vital and diverse network.

–Peter Felten

Planning and preparations for the 2010 POD Conference are well underway! We hope that you will make plans to join us on November 3-7th at the Hyatt Regency St. Louis at the Arch.

Conference Theme: Gateways to New Directions

The iconographic Gateway Arch is a fitting visual symbol for the conference theme, for POD has served as a gateway to the educational development community since its inception. While the past decade has seen significant changes to POD—the community has grown immensely, it has become more of an international organization, and its members reflect an increasingly diverse range of disciplines and interests—at its heart POD remains a place for remembering past accomplishments, realizing current initiatives, and discovering new possibilities. We invite POD attendees to engage in a larger discussion about the many opportunities and challenges we face. Let's share our research outlining the ways we have successfully created new passageways through our practices at our institutions. We encourage the POD membership to reflect on the people and forces that have framed and continue to frame our professional culture. Where have we come from and where do we intend to go from here? What needs to be done to create new paradigms within our practice and our thought?

The Conference Location

The newly renovated Hyatt Regency St. Louis at the Arch, just steps away from the iconic Gateway Arch and overlooking the Mississippi River, promises to be another lovely venue for the annual POD conference. We fully anticipate that the accommodations and Hyatt staff services will rival last years' positive experience.

Beyond the conference walls, attendees will not want for things to do. Within walking distance of the hotel are numerous architectural attractions, including The Gateway Arch, Busch Stadium and the Cathedral Basilica of St. Louis. The St. Louis Art Museum, the Missouri History Museum, and the City Museum offer great cultural opportunities for POD visitors. For those who seek to venture further out on their own, The St. Louis Metrolink is only a few blocks from the hotel.

Sylvia Hurtado to Keynote

We are very excited to announce that Sylvia Hurtado, Professor in the Graduate School of Education and Information Studies at UCLA, in the Division of Higher Education and Organizational Change, will be one of our keynote speakers. She is currently Director the Higher Education Research Institute, which houses the Cooperative Institutional Research Program (CIRP). Her numerous publications focus on undergraduate education, student development in college, and diversity in higher education. She is past President of the Association for the Study of Higher Education (ASHE), and has served on the boards of the Higher Learning Commission and initiatives of the Association of American Colleges and Universities. Recent national projects include research on how colleges are preparing students to participate in a diverse democracy (U.S. Department of Education), the pathways of underrepresented students' in scientific research and professional careers (National Institutes of Health/National Science Foundation), and student and institutional outcomes of diverse and broad access institutions in higher education (Ford Foundation). She obtained her degrees from UCLA (Ph.D.), Harvard Graduate School of Education (M.Ed.) and Princeton University (A.B.).

Responses to the Membership

In response to member feedback, we are making the following changes and improvements:

· Several organizations have been invited to participate in the POD Conference, and participants can look forward to diverse sessions presented by groups such as the Association of American Colleges and Universities (AAC&U) and the Historically Black Colleges and Universities (HBCU) Faculty Developers Network.
· Many revisions and improvements have been made behind the scenes as we continue to improve organizational components of the conference. For example, conference proposal reviewers will notice a new form that will improve the blind-review process. And, a new evaluation system has been added to POD-Sponsored Sessions to help the conference team and the Core Committee continue to assess the effectiveness of these sessions.
· To help alleviate space issues, the conference team will work closely with hotel staff to provide the most seating possible at all sessions.
· The conference was scheduled a bit later in the short fall conference season, November 3-7, to avoid Halloween.

Prices/Registration

Online registration for this year's conference will open in June with full registration details. A partial list of registration fees includes the following:

"Early-Bird" member registration fee - $450
Regular member registration fee - $495
On-site registration fee - $535

All other rates (international, student, retired, one-day) can be found on the conference website when registration opens.

Questions?

For more information about the 2010 POD Conference, please visit the POD website, www.podnetwork.org and click on the conferences link. The Conference Team will happily answer questions and invite you to contact any of us:
Shaun Longstreet, Conference Co-Chair shaun.longstreet@utdallas.edu

Suzanne Tapp, Conference Co-Chair suzanne.tapp@ttu.edu

Michael Palmer, Program Co-Chair
mpalmer@virginia.edu

Martin Springborg, Program Co-Chair
martin.springborg@csu.mnscu.edu

POD partners with Epigeum

A new innovative agreement brings together POD, the largest professional association of practioners and leaders in U.S. higher education dedicated to enhancing teaching and learning, and Epigeum, publisher of high quality online training courses used by academic institutions around the world. This exciting arrangement offers many benefits to POD members, including a wealth of new resources and the opportunity to explore future online faculty training initiatives.

"We are thrilled at this partnership with POD," says David Babington-Smith, Managing Director of Epigeum. "They are THE partner of choice when working with learning and teaching in higher education in the U.S. We have been impressed by their enthusiasm to work with publishers such as ourselves to access affordable, high quality content for their members."

Benefits to POD members will include discounted rates on all Epigeum courses, free licenses to a select group of POD members to trial new online courses for a year, early-bird, discounted invitations to new Epigeum development groups, and opportunities to explore other online faculty training initiatves.

Over the coming months details of new online training courses and development group invitations will be circulated to POD members. Keep you eyes open.

Thanks and appreciation

As the conference planners point out, the past decade has seen significant changes to POD. Our membership has grown, continues to become increasingly international, and reflects an increasingly diverse range of disciplines and interests. Like the membership, the *POD Network News* has undergone significant changes in the past five years – incorporating color and graphics as well as new features, such as the international column exchange between the Presidents of POD, STHLE and HERSDA, and a historical feature, focusing on the many individuals who contributed in so many ways to the growth and development of our professional organization. Like the membership, the newsletter is dynamic and evolving, and, along with the POD listserv, is a key component of member communication.

Unselfish and noble actions are the most radiant pages in the biography of souls.

~David Thomas

For the past five years, Niki Young, Director of the Center for Teaching and Learning at Western Oregon University, has served as Editor of the newsletter, and her colleague, Sue Payton has served as Graphic Designer. In addition to her work with the newsletter, Young serves on the Core Committee, is the Chair of the Finance and Audit Committee, and serves on the Executive Committee. This issue of the newsletter is the last one Young and Payton will produce. Amanda McKendree, Assistant Director of the Kaneb Center for Teaching and Learning at the University of Notre Dame is the incoming Editor.

Please extend your thanks and appreciation for a job well done to Niki and Sue, and extend a warm welcome to Amanda.

Gardener, Sisyphus, or Cat Herder?
Metaphors for Educational Developers

What metaphor describes your work as an educational developer? That question was posed as part of the Post-It to POD activity outside the registration tables at the POD 2009 Conference in Houston, Texas. Participants stepped up to the proverbial plate and offered their insights, both inspiring and disheartening. We've sampled a few of the creative responses below. Sponsored by the Professional Development Committee and directed by Laurie Bellows of University of Nebraska Lincoln, this activity was intended to prompt discussion about our profession educational identities – how we conceptualize where we are and where we hope to be going. We hope that it provides good food for thought about the work you do and the work you'd like to do.
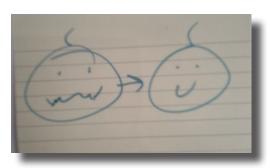

Centers for Teaching and Learning are a …

· Pedagogical trading post

· Breath of fresh air: sunny, pleasant, productive, helpful, refreshing, sustaining

As a Developer, I am…

· Gardening with fellow gardeners; Nurturing young seeds into vibrant lives

· A conductor-I place people and ideas in concert

· A collage artist; layering images, words, textures, found objects; bringing pleasure to some, not reaching all.

· I try to be a Pied Piper, but I usually end up as the cat herder

· The village smith, hammering the red-hot ore of pedagogy on the anvil of change

At Times, It Feels like as an Educational Developer I am…

· Throwing lifelines to mountain climbers

· Managing a tower of Babel; helping the work crews find meaning in what they do

· Navigating a subway line with many points of access and entry for different constituencies

· Herding cats; getting faculty involved in collaborations when their inclination is to go in their own direction

· Pushing the rock uphill, then sliding down (repeat)

· Steering a ship with a dynamic and competent crew through treacherous seas to a destination I can clearly see and describe to the crew

· Channeling the rivulets to form stronger streams

· Matchmaking

· Floating alone on a raft, but not that worried

· Choreographing an intricately technical dance routine

As the image in the center illustrates, one respondent suggests developers also transform confusion into much happier outcomes not only for individuals, but also for learning.

— Therese Huston

Correction

In the Winter 2010 issue of POD Network News, Kathryn Linder (Ohio State University) was incorrectly attributed as the consultant on the Teagle Foundation project at Indiana University Bloomington. **Katherine Kearns** (Assistant Director, Campus Instructional Consulting, Indiana University Bloomington) serves as the consultant for the Teagle "Collegium on Inquiry in Action" where she helps graduate students develop, assess, and document their teaching innovations."

Guest Column

Continuing our series of international exchanges, our guest column is by Joy Mighty (Queens University), President of the Society for Teaching and Learning in Higher Education (STLHE) in Canada.

Crossing Borders/Bridging Minds: Implications for Education[1]

Joy Mighty

In my introductory remarks at a recent symposium on the topic of "crossing borders", I asked the audience of about 150 graduate students and faculty to stand if they had studied or worked in a city, province or country other than the one in which they were born or in which the symposium was being held. All but one member of the audience stood. In the ensuing discussion, we acknowledged that not only is it quite commonplace today to cross borders in a literal sense at some point during one's education or career, but also that many people unfortunately experience other types of "borders", for example psychological, social, political or cultural barriers, without necessarily crossing a geographical boundary. This realization led to a fascinating discussion about the implications for education of the now commonplace phenomenon of crossing borders, and especially the role of education in bridging minds in the context of changing domestic demographics and increasing internationalization that result from crossing borders.
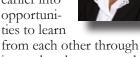
The human population has grown, and continues to grow, at such a rapid rate that the United Nations estimates that we will reach 9.1 billion by mid-century. In addition, advances in telecommunications and transportation, the collapse and/or reshaping of geographic borders, the expansion of capitalism, and numerous free trade and other agreements have resulted in unprecedented global mobility and economic and cultural integration. These global changes are reflected in increasing diversity. For example, results from the 2006 Census indicate that foreign-born people in Canada accounted for approximately 20% of the total population, the highest proportion in 75 years. Approximately 70% of the foreign-born population reported having a mother tongue other than English or French, Canada's official languages. Moreover, it is projected that the diversity of Canada's population will continue to increase significantly during the next two decades and, by 2031, the proportion of foreign-born in the total population would increase from 20% in 2006 to 46%, almost one-half of the Canadian population.[2] Of course, such diversity is not unique to Canada. It is a global phenomenon that is influenced by other factors apart from immigration. Similarly, there is increasing diversity in other dimensions of social identity, including race, gender, religion, language, sexual orientation, ethnicity, ability, age, and class.
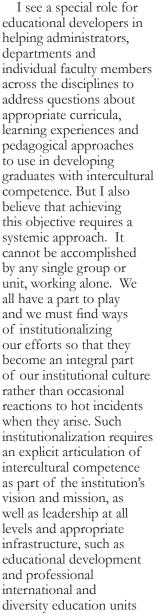
What are the implications of such diversity for education? In my view, those of us who are in education, at whatever level of the system, have an important role to play, indeed, a responsibility, to prepare students for living and working amidst such diversity at home and abroad. For example, we need to be intentional about seeking to develop intercultural competence which is the acquisition of culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. Individuals with intercultural competence have the capacity to work effectively in culturally diverse domestic and international settings. They are able to understand the impact of culture on human behavior and identity, and to examine and apply disciplinary knowledge from a cross-cultural perspective.[3]

A host of environmental, institutional, and personal constraints may prevent the implementation of relevant programs and activities for developing intercultural competence, especially in the face of diminishing resources, but we can help overcome such challenges by reframing them as opportunities to be seized. For example, we can turn the changing demographics mentioned earlier into opportunities to learn from each other through intercultural contact and connections.

I see a special role for educational developers in helping administrators, departments and individual faculty members across the disciplines to address questions about appropriate curricula, learning experiences and pedagogical approaches to use in developing graduates with intercultural competence. But I also believe that achieving this objective requires a systemic approach. It cannot be accomplished by any single group or unit, working alone. We all have a part to play and we must find ways of institutionalizing our efforts so that they become an integral part of our institutional culture rather than occasional reactions to hot incidents when they arise. Such institutionalization requires an explicit articulation of intercultural competence as part of the institution's vision and mission, as well as leadership at all levels and appropriate infrastructure, such as educational development and professional international and diversity education units

Preparing Future Faculty in a Day: The University of Michigan's PFF Conference

Stiliana Milkova, Center for Research on Learning and Teaching, University of Michigan

Nationwide, preparing future faculty (PFF) programs vary greatly in length, scope, and format (Austin, Connolly, & Colbeck, 2008). Their duration ranges from one week (University of Delaware, University of North Carolina at Chapel Hill), to a few weeks (five weeks at University of Michigan, five weeks at UC Berkeley), and to an entire semester or academic year (Arizona State University, UC Los Angeles). Program formats range from week-long seminars to a series of workshops or learning circles and from semester-long courses to spring or summer institutes. With the increased need to prepare future faculty faster, without lengthening graduate students' time to degree or interfering with their academic schedules (Cook, Kaplan, Nidiffer, & Wright, 2001), it is helpful for universities to offer condensed PFF programs, and the University of Michigan has offered such a accelerated PFF program since 2003. (This event was adapted from a similar conference offered at UC Irvine.)

The University of Michigan's Center for Research on Learning and Teaching (CRLT), together with the Horace H. Rackham School of Graduate Studies, offers each year a half-day Preparing Future Faculty Conference, "Getting Ready for an Academic Career." Within a day, this event introduces graduate students and postdoctoral scholars to different aspects of the academic job search and application process as well as to teaching, tenure, and faculty roles in different institutional contexts. The conference thus provides participants with an overview of the skills and knowledge necessary to embark upon and succeed in a faculty career at diverse institutions. This just-in-time approach serves the needs of those who are already on the job market or about to enter it. The conference also offers an introduction to the University's more extensive PFF offerings, such as a month-long seminar, a certificate program and a mentorship program (http://www.crlt.umich.edu/gsis/pff.php).

The PFF conference takes place in the early fall and the conference agenda includes a plenary session over lunch followed by three sets of interactive concurrent sessions on topics pertaining to the academic job search and faculty worklife. The audience for the conference consists primarily of graduate students from across the University (79% of participants in 2009) and postdoctoral scholars (17% in 2009). Many participants are already applying for academic jobs (34% in 2009) while the majority intends to apply for a faculty position in the near future (53% in 2009). Since its inception, the conference has been attended by an average of 240 participants a year.

Conference Goals and Design

The goal of the conference is to provide participants with an overview of the different stages of a faculty career together with concrete strategies and resources for succeeding at each stage. The conference also aims to address the discipline-specific needs of graduate students and postdoctoral scholars in the Humanities and Social Sciences and in the Science, Technology, Math, and Engineering (STEM) fields. A full conference agenda is available at http://www.crlt.umich.edu/gsis/onedayPFF.php.

Program Assessment

The assessment of the PFF one-day conference suggests that the condensed format has successfully introduced graduate students and postdoctoral scholars to the different aspects and stages of the faculty career – from the job application process to faculty worklife in different disciplinary and institutional contexts. Participants report that learning about different types of institutions, faculty work-life, and the tenure track process at those institutions, is one of the most valuable aspects of the conference. Furthermore, participants indicate that they received useful advice, practical tools, and resources for succeeding in the different aspects of the academic job search process. To allow greater access to more sessions, we make all conference materials available online and recently, we have started videotaping select panel presentations to post online after the conference. We plan to continue videotaping panel presentation and making them available on the web. Based on participants' recommendations, we also plan to include more sessions designed for postdoctoral scholars or for graduate students negotiating the need for a postdoctoral position in their discipline.

References

Austin, A.E., Connolly, M.R., & Colbeck, C.L. (2008). Strategies for preparing integrated faculty: The Center for the integration of research, teaching, and learning. *New Directions for Teaching and Learning*, 113, 69-81.

Cook, C.E., Kaplan, M., Nidiffer, & Wright, M.C. (2001). Preparing future faculty—faster. *AAHE Bulletin*, 34(3), 3-7.

Members on the Move

Kathleen P. King, is pleased to announce that she will be moving her university affiliation to University South Florida (Tampa) as a full professor in the doctoral program of higher education as of August 2010. Kathy has been professor of education at Fordham University's Graduate School of Education since 1997.

Eric Kristensen finally made the jump to the west coast and is working on curriculum renewal in the University of British Columbia's MD program. He is happily exploring medical education's long tradition of faculty development and well-developed literature on teaching and learning. His spouse, Geoff Reid, is very glad to be home again and Eric became a Canadian citizen in early March.

Congratulations

Kathleen P. King will be the commencement speaker this May 2010 at Pennsylvania Institute of Technology, Media PA as well as receiving the Outstanding Alumni Award.

POD Network Supports Growth of New Knowledge through Grants

Proposals for POD Network Grants will be accepted until **Friday, June 4, 2010**. The purpose of the POD grant program is to provide funding to support POD members efforts to contribute new knowledge that can be applied to the fields of faculty, TA, instructional, and organizational development. The Core Committee has made a total of $7,000 available for multiple awards. The number and size of awards will be determined by the Grants Committee, based on the quality and potential impact of the work on the POD community and beyond. To learn more, see the guidelines at http://www.podnetwork. org/grants_awards/ grantprogram.htm.

The research of the current grant recipients is well underway:

· Utilizing Pedagogy to Help Graduate Students Write Effective Teaching Philosophy Statements *Beth Fisher & Pat Brown, Washington University in St. Louis,* $1500

· A Study Investigating Faculty Development Program Assessment Practices at Established Centralized Centers *Sue Hines, St. Mary's University of Minnesota,* $1500

· Creating Inclusive Professional Enhancement Programming for Geographically-Dispersed Faculty: Uncovering and Disseminating Best Practices *Emily Donnelli, Amber Dailey-Hebert, Jean Mandernach, Park University,* $3000

These projects represent various interests of the POD membership: graduate students, research on centralized centers, and inclusion of distance faculty in faculty development.

Should you have questions about the submission process, please contact the POD Grants Committee Chair, Laurel Willingham-McLain, willingham@duq.edu, 412.396.5177, Duquesne University.

Proposals Sought for Instructional Development Internship Program

The Professional and Organizational Development Network in Higher Education (POD) Diversity Committee enthusiastically invites proposals for the 2010 Faculty/TA Instructional Development Internship Program. The purpose of this grant is to provide a POD member institution with funding up to $5,000. The goals for the Internship Program are:

1. To provide a person of color with career exploration opportunities in Faculty/TA instructional development;

2. To support the intern's attendance either at the beginning of the grant at the 2010 POD Conference in St. Louis, Missouri (November 3-7, 2010) or at the end of the grant (at the 2011 POD Conference).

Institutions that are awarded the Internship grant must join POD as an institutional member before the 2010 conference. For POD institutional membership details, please visit http://podnetwork.org/ membership.htm.

For more information, contact Marie-Therese C. Sulit, Chair–POD Diversity Committee Grants Program, at sulit@msmc. edu, or Deborah L. Freckleton, Vice-Chair—POD Diversity Committee Internship Program, at freckled@cookman.edu.

and staff, to support whatever initiatives are implemented. In addition, institutionalization requires that we ensure that the diversity in the population is appropriately reflected at every level of our institution, including the highest levels of administration and across the academic ranks of faculty. In the final analysis, only the involvement and commitment of the entire institution, working together, will ensure that our students develop the intercultural competence that is necessary for making connections and bridging minds in the context of crossed borders.

(Footnotes)
1 Adapted from a keynote address presented at the 10th Annual Graduate Students in Education Symposium held at Queen's University in Kingston Ontario, Canada, on April 9, 2010.
2 Statistics Canada: http://www.statcan.gc.ca/daily-quotidien/100309/dq100309a-eng.htm. Retrieved, April 10, 2010.
3 Paige, R.M. (2009) Intercultural Perspectives on Internationalizing the Curriculum. Presented at the Cross-Faculty Teaching Forum, Queen's University, April 27, 2009.

The Donald H. Wulff Diversity Travel Fellowships Program

The Donald H. Wulff Diversity Travel Fellowships Program seeks to increase participation by people from underrepresented groups and/or institutions in the field of instructional development. Recently renamed in honor of Wulff, an early supporter of the Diversity Committee, the travel grant program awards up to $1,000 to individuals (and up to $2,000 for teams of two or more) to support their travel to the annual POD Conference. The 2010 POD Conference is in St. Louis, Missouri, November 3-7, 2010.

The POD Diversity Committee is particularly interested in individuals who will join POD and contribute to its mission over the long term. Former grant recipients who have not received more than one award in the past may also apply for a second grant, with priority consideration being given to second-time applicants who have remained active members of POD's Diversity Committee.

For more information, contact Marie-Therese C. Sulit, Chair–POD Diversity Committee Grants Program, at sulit@msmc. edu, or Jeton McClinton, Vice-Chair—POD Diversity Committee Travel Fellowships Program, at jeton. mcclinton@jsums.edu.

Visit the POD web site (http://podnetwork.org) for additional information about POD grants, the organizational mission, and conference schedules.

Proposals Sought for 10th Annual Lilly Conference

An integral part of the Lilly Conferences on Teaching and Learning is the number of high-quality presentations addressing improving student learning. Come share what has been successful in your classes and what you have discovered about facilitating student learning. The deadline for proposal submissions is **Monday, June 14, 2010.**

The conference theme is Evidence Based Teaching and Learning, and includes four major subthemes: Advancing Active Learning; Teaching Responsibly with Technology; Creating Communities of Learners; and Preparing Future Faculty. More information is available at http://lillyconferences.com/tc/proposals.shtml

The conference is limited to 400 participants due to the size of the hotel and has sold out each year for the past several years. For more information about the conference http://lillyconferences.com/tc/default.shtml

Upcoming SoTL Event

"Creativity" 2010 National CASTL Institute for the Development of Scholars of Teaching and Learning June 2-5, 2010 at Creighton University: Omaha, NE, USA.

Keynote Speakers: Tony Ciccone (USA), William Brown (USA) and Craig Nelson (USA).

Join them by registering at http://www.creighton.edu/castl/registration/index.php

For more information on the institute: http://www.creighton.edu/castl/castltheme/index.php

2010 National CASTL Institute

"CREATIVITY"

June 2 - 5, 2010

Creighton University • Omaha • Nebraska
http://www.creighton.edu/CASTL

Creighton
UNIVERSITY

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POD Essays on Teaching Excellence

Toward the Best in the Academy Vol. 20, No. 5, 2007-2008

It Takes Discipline: Learning in a World Without Boundaries

Stephen Healey, University of Bridgeport

As Plato suggested, pedagogy is inextricably related to the polis. The learner and teacher are constituted by social, political, and economic bounds, and yet the twenty-first century polis is increasingly a world without boundaries. This is a perilous and exciting time to teach and learn. As agents of terror have shown, political boundaries are uncomfortably permeable. Economically, culturally, and religiously, globalization has reduced the power of nation-states and threatened erasure of their boundaries. Isolated identities—nationalistic, religious, linguistic, sexual—are under siege. Nothing is immune from alteration by these large-scale forces. Plato's insight is that the pressures and possibilities, which determine the larger context of life, reside in a condensed form in the classroom.

The primary learning challenge of the twenty-first century is to master this world without boundaries, especially as brokered by the Internet. The learning styles and challenges of students are increasingly shaped by the Internet's powerful qualification of boundaries. Students must confront the ease with which the Internet facilitates networking, makes information available, and increases the attractiveness of plagiarism. Twenty-first century pedagogy must search for the best ways to teach in the Internet Age.

This essay argues that old-fashioned and academic disciplines possess resources to frame Internet boundlessness and mine the world's resources. It concludes by suggesting that, for all that the Internet makes new, existential challenges continue to undergird learning in the Internet Age.

Search one: old-fashioned discipline

Teachers must adjust instructional methods because Internet technologies have ushered in a new student culture. As Maryanne Wolfe (2007) suggests in her book Proust and the Squid, the brain processes Internet-available information differently from reading hard copy books and articles. While instructors must adapt, Luddite ambivalence about the Internet has its place. Pedagogical strategies to prevent Internet-based plagiarism have been treated previously in this journal (Anson 2003-2004), but good instruction will occasionally counsel unplugging the Internet. Whereas the Internet promotes the value of the wandering eye, and interconnections discovered by distracted surfing can be immensely valuable, students—and teachers—need to learn or relearn the value of lingering over classics and other significant resources. Discerning the greatness of a book, or the adequacy of an argument, requires enhanced sensibilities that come from the disciplines of reading, thinking, analyzing, and responding. Learners are accustomed to faster and faster connection speeds, but good reading requires processing words and sentences, resituating newly added ideas or narrative components in larger and larger and perhaps subtly altered contexts, and remaining alert to primary meanings and arguments. Encouraging

students to read with appropriate patience and to think with sufficient depth has always been a challenge, but Internet power and the allure of easily accessible information can be distracting to the most committed learners. Overcoming distraction is perhaps the key element of old-fashioned discipline.

Such discipline furthers success in every type of career—and also serves as the basis of the examined life. The growing interconnection of the world suggests the importance of responding to the entire world's resources, and here the Internet is a profound resource.

Search two: bringing on the world

The Internet is an unsurpassed resource for helping students grapple with expanded realms of meaning. Even though most Internet searches are limited by region and language, despotic regimes can firewall entire countries, and the digital divide is cavernously wide, the Internet opens vistas unimaginable to previous generations of students. A student who is interested in Buddhism, for example, might spend an afternoon surfing sites related to Buddhist shrines, texts, and saints. He or she might read blogs written by new Buddhists or question-and-answer websites written by Dharma masters. He or she might explore emerging forms of Buddhism, such as the cybersangha. The most compelling lecturer would be hard pressed to equal the combination of text, image, and sound offered by many of these sites. Should such a student decide

to research Plato, quantum physics, Ibn Sena, or Al Qaeda, the Internet will oblige all of these requests, and more. Every directed search opens the possibility of unbounded inquiry in new directions. This wealth of possibilities again suggests the role to be played by discipline in the first sense. The easy accessibility of information might be used to cut down the time allotted to study, rather than allowing more to be learned in an equal amount of time (Healey 2006). To be good teachers in the Internet Age, we must develop strategies to help students maintain their focus, remain patient, and resist tangents.

Search three: academic discipline

Our academic disciplines ought to play a primary role in helping students master the world without boundaries. We must show them how to apply methods consistently, even when the object of inquiry is rapidly changing. The difference between random experience and studied analysis is academic discipline. Some disciplines, such as religious studies, are multidisciplinary, but this underscores the need for academic discipline. Whereas religious studies might use sociology, history, philosophy, literary analysis—and more—to engage in its analysis, ultimately religious studies analysis defines the objects of its enquiry and, in that act, constitutes itself as a discipline. Multidisciplinary work illustrates the need for academic discipline.

A few years ago I developed a course entitled Internet Religion that illustrates the significance of academic discipline. The course explores how and whether the Internet as a medium is shaping the message of religion and tests whether Marshall McLuhan's claim that the "medium is the message" is borne out by investigation. The investigation is primarily empirical—the class examines hundreds of websites, using a variety of strategies and methods—but the difference between raw experience

and empirical data is the role played by theory, method, and discipline. In the beginning of the semester, students observe, "Hey, that's cool. The door on the picture opens when I hover my mouse pointer over it." By semester's end, such students are observing that "This website shows life to be a struggle between two forces; it uses images and claims to insist on a fundamental in-group, out-group distinction." To move from raw experience to interpretive analysis requires the input of academic discipline. In this case, such a student needs to have grasped social identity theory and be able to practice socio-religious interpretation. By confining experience to the bounds of an academic discipline, empirical data are produced. So here discipline and boundary come back together in our pursuit of the Internet as a world of fluid or non-existent boundaries.

Search four: existential searching

Good teaching raises existential questions, the more challenging of which do not have empirical answers. The Internet Religion course pursues 'religion' on three levels. First, how are traditional religious communities using the Internet? Second, what new types of religious practice or religious community are emerging online? Third, in what ways do the secular concerns of the Internet point to religious questions? In the several times I have taught this course, the three levels are pursued with increasing interest. Students find comparing how Presbyterians, Mormons, and Roman Catholics use the Internet instructive. They find exploring new religious practices quite interesting. And they find considering the religious power of the Internet enriching, humorous, and powerful. From the Death Clock; to rate-my-this, rate-my-that sites; to dating, mating, and cheating sites; to social networking sites—nearly as a totality the Internet reverberates with psycho-spiritual meaning and potential. While a class in religious studies ought never seek to produce a reli-

gious change among students, there can be no question that such enquiry provokes existential questions. Good teaching in the Internet Age connects to this time-honored element of the learning process. Here Plato's polis is completed by his most compelling allegory: the life of wisdom as ascent from the cave of ignorance.

During a memorable session of the Internet Religion course, a student experienced existential shock when the normally humorous 'death clock' predicted he would live only another ten years. He called me to his computer workstation, clearly anxious, but attempting to mask his reaction with bravado. "Hey, Prof," he said with heavy affectation, "The death clock says I'll live only ten more years. Is this thing accurate?" I forget what I said in response. No matter, for in this instant the enduring power of boundaries (life-death), the Internet's seemingly boundless omniscience, the deliberately bounding role played by academic discipline, and authentic learning converged. That moment contained everything that has to be learned to master the Internet as a key learning polis of the twenty-first century.

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