Spring 2006

POD Network News, Spring/Summer 2006

POD NETWORK NEWS

President's Message

This is my first opportunity to write to you as the President of the POD Network. I am humbled and honored to represent the 1,600 members of POD, who are dedicated to enhancing learning through faculty and educational development. I will do my best to live up to the standards set by former POD Presidents—the "Elders" of our profession who live the spirit of sharing and caring that are POD's hallmarks.

When I attended my first POD conference 15 years ago, a group of 200 members attended. Today POD's annual conference attracts over 700 members. Membership has increased over 70% in the past 5 years, with 29% of four year colleges and universities represented. The number of two year colleges also continues to rise. This is indeed something to celebrate. The POD Network is currently experiencing the most significant growth in its 30 year history. Why the rapid increase? Much of this growth results from our national and regional outreach efforts, strong leadership, and exceptional member service. Another significant factor in POD's growth is we have a mis-

sion and a message whose time has come.

With growth, however, come challenges. We need to continue to build on our successes yet remain within sound financial parameters. We need to welcome and empower new members while retaining the tradition of caring, sharing, participating and supporting which are the "Spirit of POD." Maintaining connections will be important in the coming year.

POD members connect in many ways, through sharing best practices, via the networking for which we are celebrated, and in our shared common goals—the creation and support of high quality learning and enhanced professional and organizational development. As an organization POD is also forging connections. Former POD Presidents Dee Fink, Mary Deane Sorcinelli and Phyllis Blumberg, and myself, have been actively working with regional higher education accrediting agencies to demonstrate the value of faculty development in the accreditation process. POD is also forging connections with national organizations focused on higher education such as the Association of American Colleges

and Universities (AAC&U) and the Carnegie Foundation for the Advancement of Teaching.

POD is also connected to a growing number of international faculty and educational development organizations. As president I will represent POD at the Staff and Educational Development Association (SEDA) and International Consortium for Educational Development (ICED) conferences in the United Kingdom this summer. Our guest column in this issue comes from Julia Christen Hughes, president of the Society for Teaching and Learning in Higher Education (STLHE), in Canada. We have much to share with and learn from our international colleagues.

Temporal connections are important as well, and our links to the past influence our present and future. A new feature of the

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Time to say goodbye

"People in the POD Network have been extraordinarily fortunate for the last several years to have Kay and Frank at the helm. Their longtime dedication and commitment to the organization and profession, their skill and competence in so many areas of organizational life, and their readiness to connect with everyone in the organization are invaluable assets," wrote former POD President Dee Fink. Frank and Kay's many contributions were celebrated on March 24, 2006, at the spring Core meeting in Chicago, where the Gillespies were treated to a party with gifts, fun, and stories.

Former POD President Christine Stanley commented: "I met Kay and Frank when I was a graduate student, at the Great Plains Faculty Development Consortium meeting in 1989… I could not be the professional I am today, without the support, guidance, collegiality, and mentorship I received from them… It saddens me to see them leave, however, I remind myself it is now time for them to take care of themselves."

The Gillespies "embody a legacy that will continue to serve us well into the future," wrote former POD President G. Roger Sell. Among their many accomplishments, Frank and Kay:

♦ Created stability, dependability, and overall enhanced quality in POD's administrative operations;
♦ Generated outstanding growth in memberships and conference attendance;
♦ Contributed to a much healthier organization—financially, intellectually, professionally;
♦ Promoted increased networking and collaboration with other professional organizations (both within the U.S. and beyond its borders);
♦ Engendered realistic optimism for future growth and impact;
♦ Balanced competing (and sometimes conflicting) priorities with available resources in a changing environment for POD and, indeed, for all of higher education; and
♦ Worked effectively with a mix of different personalities and styles in POD leadership roles.

Their "leadership will be sorely missed, forever remembered, and deeply appreciated," said Sells.

Former POD President Mary Deane Sorcinelli, wrote: "There is a song in *The Sound of Music* that ends, 'Somewhere in my youth or childhood, I must have done something good.' Those lines reflect how incredibly fortunate I felt when Kay and Frank became executive directors of POD half way through my tenure as president. They were everything the organization needed at that moment in time—knowledgeable, enthusiastic, well organized, responsive, tireless, dedicated—the list could go on and on. They brought a tone and air of professionalism and personal warmth to the operation of the 'front office' that was instrumental to POD's dramatic growth and well-being as a professional association. On a personal level, I will forever cherish both of them as mentors and as friends."

"Although Kay and Frank are moving onto other ventures, they will never really leave us. In uncertain times, I believe that we would have faltered but for their dedication to POD. The spirit that they brought and gave so freely will remain with us like a hidden strength."

Grazie infinite.

Hoag Holmgren to become new Executive Director

Hoag Holmgren of the University of Colorado at Boulder, will become the new Executive Director of the POD Network July 1, 2006. The search process began in October 2005, when the current Co-Executive Directors Frank and Kay Gillespie notified the Core Committee of their plans to retire. POD Past President Virleen Carlson chaired the search committee, composed of the Presidents, finance chair, member-at-large, and Core representative in accordance with the POD governance manual. The position was advertised and applications accepted during February and March. The Core Committee voted at the late-March meeting, accepting Holmgren's recommendation.

"I'm honored to be selected as the next Executive Director of POD. This is an exciting opportunity, and I am eager to work with POD officers, the Core Committee, chairpersons, and members to keep the organization thriving," said Holmgren. Hoag's colleague, former POD President Laura Border (Director of the Graduate Teacher Program at the University of Colorado) introduced Hoag to POD in 1999. Hoag commented that POD has been an important part of his professional development. His first conference was in the Poconos. Hoag brings several strengths to the position including his long association with POD, professional experience as Assistant Director of the Graduate Teacher Program at the University of Colorado, and his skills in writing, editing, program development, and conference planning.

Hoag will travel with the conference planning team to Portland, Oregon, U.S.A., in the coming months, and work closely with a transition team, as well as outgoing Executive Directors, Frank and Kay Gillespie. "I'm grateful for Kay and Frank's assistance," Holmgren said, "and look forward to working with them in the coming months. The organization is on firm footing thanks to their hard work."

POD Network News is the addition of a column on "Reconnecting with Our Past." Written by POD historian Dakin Burdick, this reflection helps us continue to learn from the legacy of the past as, together, we embrace a new future.

I would like to extend my thanks and appreciation to Virleen Carlson for all that she did during her tenure as President. Her concern for POD is praiseworthy and inspirational. I am certain Virleen's vitality and energy will continue to serve the organization well in her new role as Past-President.

I would also like to extend my thanks and appreciation to Dee Fink. I have known Dee for 10 years, and he has been both a mentor and role model to me since he first cornered me in a hotel room in Florida to convince me to host the Great Plains Consortium Regional Conference. As President and Past-President Dee has significantly

expanded POD's national and international outreach efforts; he has traveled the globe, promoting POD, faculty development, and significant learning.

Like any living system, our organization must also respond to change. We are in the process of making several transitions (continued next page).

Transitions at the POD Office

Frank and Kay Gillespie are retiring after 5 1/2 years of excellent stewardship and unmatched dedication as co-Executive Director of POD. Our solid financial footing and membership strength is in large part due to Kay and Frank. They have worked tirelessly on behalf of POD, embodying for all our members the care, support, and professionalism which are the "Spirit of POD." I extend my thanks to them and invite all of you to extend your own personal words of thanks

to Kay and Frank. They will assist the incoming Executive Director and will remain lifetime members of POD, surely participating in many conferences in the years to come.

Long time POD member Hoag Holmgren becomes the next Executive Director on July 1, 2006. Hoag brings many years experience in TA and faculty development to this position. He has been Assistant Director and Coordinator of the Preparing Future Faculty program at the Graduate Teacher Program at the University of Colorado at Boulder. We are excited to have someone of Hoag's experience and character joining POD's leadership team, and we expect a smooth transition.

The next year will be a challenging and, I am sure, fulfilling one. Stay connected and add your voice and talents to our organization as we continue to grow and develop.

Jim Groccia

HERDSA Guides

HERDSA Guides are a series of short, inexpensive guides published by the Higher Education Research and Development Society of Australasia (HERDSA), and POD works cooperatively with HERDSA and other such national networks.

The HERDSA Guides are easy to read and contain practical and innovative ideas and advice for immediate use by higher

and continuing education teachers and educational developers. They address particular challenges for teaching and learning and suggest ways in which those challenges can be resolved and managed.

Each HERDSA Guide is subjected to a refereeing and editorial process which seeks to ensure that it meets the criteria for publication and that it has wide applicability for the

intended audience.

Newly released HERDSA Guides include *Peer Observation Partnerships in Higher Education* and *Advising Ph.D. Candidates*. Upcoming titles include *Managing Student Teams* and revised editions of *Organising Academic Conferences* and *Up the Publication Road*. HERDSA Guides can be purchased online from HERDSA http://herdsa.org.au.

Use Your Directory, Build Your Networks!

All members current as of January 31st have recently received the annual *POD Directory and Networking Guide*, which is designed to encourage the development of networking within our organization. We encourage you to use it to do so. Examples of ways to use the *Guide* include the following:

- To find institutions similar to your own and thus find meaningful ways of developing comparative data (use the institutional listing).

- To identify nearby institutions with which you might be able to share resources, to bring in an outside speaker so as to lower costs, or to share workshop presenters and presentations (use the state/country listing).

- Feeling lonely? Use your POD Directory!

Conferences & Workshops:

Differentiating Instruction Through Learning Styles. June 9-13, 2006, Orlando, FL. The Learning Styles Network. For more information call 203-743-5743 or email susan_rundle@pclearn.com.

International Consortium for Educational Development (ICED) 6th International Conference, June 11-14, 2006, Sheffield Hallam University, Sheffield, UK. Conference theme: Enhancing Academic Development – International Perspectives. The closing date for Early Bird Registration is 21 April 2006 and the final date for registrations is 26 May 2006. More information available at http://iced2006.shu.ac.uk.

Knowledge and its Communities. Society for Teaching and Learning in Higher Education (STLHE) Conference, June 14-17, 2006, University of Toronto, Canada. More information at www.utoronto.ca/ota/stlhe_sapes06

Seventh Annual FLC Summer Institute. Institute for New FLC Developers / Facilitators, June 21-23, 2006. Institute for Experienced FLC Developers / Facilitators, June 22-23, 2006. FLC Conference, June 24, 2006. Institute and Conference site, Claremont Graduate University, Claremont, California. For more information, please visit Miami University's FLC website at: http://www.muohio.edu/flc/.

Reconnecting with Our Past

Editor's Note: Our connections to the past influence our present and future. This column will be a regular feature in the POD Network News. Written by POD historian Dakin Burdick, these reflections help us continue to learn from the legacy of the past as, together, we embrace a new future.

William H. Bergquist and the Structure of POD
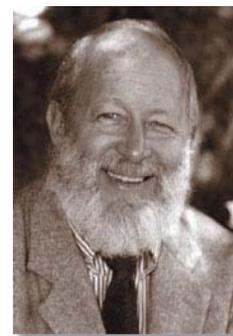
As the official historian of POD, I have been asked to contribute small articles on influential members of POD. I would like to begin that practice with one of the most important influences on POD's creation, "Bill" Bergquist.

Bill Bergquist greatly contributed to the founding and structure of POD in several important ways. Most significantly, he helped establish the model of centralized teaching centers. Bergquist & Steven R. Phillips convinced Bob Silverman, editor of the *Journal of Higher Education (JHE)*, to publish a huge article on faculty development in 1975, the largest article in the journal's history. "Components of an Effective Faculty Development Program," laid out the model of centralized faculty development used at many universities for the next twenty years.

In that article, Berquist and Phillips also established the tripartite foci of POD. Drawing upon the work of Goodwin Watson, they posited that faculty developers would be change agents at three levels: attitude, process, and structure. In creating this tripartite approach to faculty development, they drew upon Dwight Allen's teaching improvement laboratories at the University of Massachusetts at

Amherst, Jack Lindquist's "organizational development" work through the Strategies for Change project, and Robert Diamond's implementation of "instructional development" at the University of Syracuse. The tripartite model of faculty development first espoused by Bergquist and Phillips remains the core of the POD model. Personal development was reframed early in POD's history with professional development; but one still finds a balance of professional development, instructional development, and organizational development in POD.

Those who have been in faculty development for many years no doubt remember the tattered copies of the three volumes of *The Handbook for Faculty Development* that could be found in nearly every teaching center in the country. Those volumes were the product of Bergquist and Phillips. *The Handbook for Faculty Development* was first published in 1975, when Bill was a consultant for the Council of Advancement of Small Colleges (CASC), now known as the Council of Independent Colleges (CIC). The two men put together two more volumes (published in 1977, and 1981, respectively), which collected faculty development materials, with Gary H. Quehl (then

President of the CASC) editing the works. Along with McKeachie's *Teaching Tips*, those three volumes were among the best-known faculty development books of their day. I know from personal experience that a set that Mary Deane Sorcinelli brought to Indiana University in 1978 was still a valued part of the library at the Teaching Resource Center when I began working there in 2000.

Bergquist also contributed to the actual founding of POD. The article in *JHE* generated a great deal of interest in faculty development; and Bergquist met with Gary Quehl and Dyke Vermillye (then President of the American Association for Higher Education or AAHE) in Washington, D.C., convincing them to convene a national conference on faculty development at the Wingspread conference center in Racine, Wisconsin. The AAHE secured funding from the Lilly Endowment and the Johnson Foundation for the conference, and meeting participants discussed applied behavioral science in higher education and the possible creation of a national network focused on faculty development. As a result of that meeting, Bergquist and Bert Biles (then Director of Kansas

Guest Column

Strengthening the Scholarship of Teaching and Learning in Canada

The scholarship of teaching and learning (SoTL) is emerging as an important movement within higher education in Canada and around the world. This article provides a brief overview of the various SoTL activities with which STLHE is involved.

Two years ago STLHE formally adopted *Advancing the Scholarship of Teaching and Learning* as one of its four strategic directions. We also created a portfolio for its achievement, which is currently headed by Lynn Taylor from Dalhousie University. This direction is supported in several ways.

Last spring the Society partnered with the Centre for Higher Education, Research and Development (CHERD), to offer Canada's first "National Symposium on the SoTL." Featuring Richard Gale from the Carnegie Foundation as keynote speaker, the symposium attracted over 100 university and college administrators who came together to explore what the SoTL is, why it is important, and what administrators can do to support it at their own institutions. One of the outcomes of this symposium was the call for the development of a *National Framework* for supporting the SoTL in

Canada (for more information see www.mcmaster.ca/stlhe/documents/SoTL.strategy.paper.pdf)

In October the University of British Columbia and Malaspina University College hosted the 2nd annual conference of the International Society for the Scholarship of Teaching and Learning (ISSoTL) in Vancouver, British Columbia. STLHE's Gary Poole and Nancy Randall were the Canadian organizers, and the Society had a significant presence at the conference: the National Framework was further developed, with input from both Canadian and international colleagues. Lynn Taylor provided the keynote address, and I was asked to speak on a panel that reflected on the SoTL from various national perspectives. As I listened to my colleagues I was struck by the extent of government involvement in other countries and how "grass roots" the nature of the movement in Canada has been. Unlike elsewhere, within Canada there have been no multi-million dollar government grants or institutes created to support this work, or legislation introduced requiring faculty to participate in teaching development programs.

This lack of government involvement in Canada is likely due in part to the mandates of our Federal and Provincial governments. The SoTL can be viewed as both a research/scholarly activity (which is primarily the responsibility of the Canadian Federal Government) and as an approach to improving the quality of the student learning experience (which is primarily the responsi-

bility of the provinces). While the SOTL has the potential to bridge these mandates (something that badly needs to occur), unfortunately, it seems to have largely fallen between the cracks instead. Despite this situation, much activity is occurring across the country in support of the SoTL. For example:

- Many faculty developers are putting plans in place to support faculty interested in the SoTL.
- Some institutions have expressed interest in studying the effects of various "signature pedagogies" (e.g., co-op education, inquiry based-learning, learner-centredness) on student learning.
- The SoTL has begun to be explicitly acknowledged in faculty hiring, promotion, and tenure policies.
- Tenure track "teaching faculty" positions are being created, in which faculty are expected to engage in and provide leadership for the SoTL within their disciplines.
- Institutes for the SoTL have been founded on several campuses.
- Several institutions have either established private Teaching Chairs or sought to fill Canadian Research Chair (CRC) positions with people expert in the SoTL.
- Offices of Research have joined with Educational Development Centres to highlight the SoTL that is occurring on individual campuses.
- At least one Canadian graduate program requires its Ph.D. students to take a course on pedagogical theory and practice.

- Conferences dedicated to the SoTL are being planned across the country, including this year's winter conference of STLHE's Educational Developer's Caucus.
- National teaching awards coordinated by STLHE require evidence of the scholarship of teaching and learning.
- Representatives of the Federal government have been very supportive of STLHE's efforts to raise awareness of the SoTL at the national level.

These initiatives demonstrate growing interest in the SoTL across the country. However, many of these activities exist in isolated pockets, lacking coordination and, most importantly, meaningful financial support and recognition. The question that we now face as a Society is how can we best build on these efforts to create a truly national movement?

I had the opportunity to address this question at last November's National Dialogue on Higher Education, held in Ottawa and organized by the Canadian Federation for the Humanities and Social Sciences. In my presentation I called for enhanced cooperation; a new form of federal, provincial, and institutional partnership in support of an integrated national plan for supporting teaching and

POD Essays on Teaching Excellence

Toward the Best in the Academy

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.

Unlearning: A Critical Element in the Learning Process

Virginia S. Lee, Higher Education Consultant, Virginia S. Lee and Associates, L.L.C.

Prior knowledge is arguably the single most important factor in learning. Unless we as instructors engage prior knowledge—the good, the bad, and the ugly, we risk sabotaging the new learning we work so hard to put in place. Don't we marvel at the misunderstandings students embrace with conviction, despite ample classroom instruction and readings to the contrary (e.g., Harvard University's Private Universe project)? And any tennis player who has attempted to retool her backhand or golf player his golf swing will attest to the recalcitrance of prior learning. Before the new and far more devastating backhand can emerge, the older, less effective one must wither and die. Paradoxically, unlearning allows new learning to take hold.

The Underlying Theory

The major learning theories and theorists all have something to say about the role of prior knowledge and unlearning in learning. For behaviorists learning represents new stimulus-and-response sets forged through powerful external reinforcements. Unlearning occurs in two ways: 1) through a process of "extinction" or the removal of reinforcements (Ever try sticking to a diet when the pounds stop coming off?) and 2) the apposition of "reciprocal behaviors" or the introduction of a stimulus that evokes a response different from the usual response in a given situation (Why do pediatricians wear child-friendly ties?). In contrast, early cognitive theories examined the role of "proactive interference and inhibition" or the interference of old with new knowledge in the context of successive memorization of word lists. (During my Peace Corps/Sri Lanka language training, high-school French words would somehow find themselves into halting lines of Sinhala.)

Three major cognitive theorists also explored the role of prior knowledge in learning, each with a slightly different emphasis. Piaget, the great Swiss developmental psychologist, stressed the role of knowledge structures (or "schemata") and their reformulation through the processes of assimilation (i.e., incorporating new information into existing structures), accommodation (i.e., incorporating new information by revising existing structures), and equilibration (i.e., the overall interaction between existing ways of thinking and new experiences). Through successive reformulations we achieve states of more complex, satisfactory, and stable equilibria with the environment. The American philosopher and educator John Dewey explored the role of problematic experience in stimulating inquiry. During such experiences we feel confused and uncertain, unable to coordinate prior knowledge and habit to meet the demands of the present moment. A new mode of being, different from customary use and enjoyment, ensues—the reflective transformation of existing perception, thought, and action into ever more satisfactory wholes. And finally Vygotsky, the Russian psychologist, highlighted the role of social interaction in the reconstruction of prior knowledge. He explored the "zone of proximal development" or the difference between what a learner can do without help and the capabilities of the same learner in interaction with others. Using various forms of scaffolding, cognitive modeling, and mediational means (i.e., language, symbol), more experienced learners can bring less experienced learners into fuller participation in specialized communities of practice (e.g., scientists, architects, managers).

Types of Unlearning

Often when we think of learning, we think in terms of content: the various facts and concepts we know in a particular knowledge domain (e.g., history, physics, psychology). In fact, much of the research on the role of prior knowledge in learning has taken place in the context of conceptual misunderstanding in the sciences. For example, introductory physics students often describe the behavior of a ball tossed into the air as an initial upwards force that slowly dies out until it is balance out at the top of its trajectory. In contrast, physicists explain the same toss in terms of a single constant force,

> gravity that gradually changes the momentum of the ball.

While so-called "declarative knowledge" (i.e., knowing that) is certainly important, there are other areas of learning as well. "Procedural knowledge" (i.e., knowing how) refers to the various ways of operating on and acting upon information in any number of situations: for example, solving a math problem, carrying out emergency protocols, executing a play in football. Unless we are in the early stages of learning (e.g., a new driver learning manual transmission), such knowledge is often tacit and well out-of-reach of conscious awareness. And in crisis situations newer and less stable learning will cave into older learning, however misguided it is. Attitudes and their reflec-

tion in how we behave also represent an important domain of learning. If students believe that learning is a matter of natural ability rather than effort, they will be unlikely to try very hard in the face of the slightest adversity. Similarly individuals may have the ability to think critically, but lack the disposition to use it.

Ways of Promoting Unlearning

Behaviorist Tradition

Researchers and practitioners have suggested a variety of ways of promoting unlearning in the service of new and better learning. In the behaviorist tradition, instructors "condition" students: they stop rewarding older, less desirable responses and reinforce the newer, more desirable responses instead. Or instructors may allay first-year students' anxiety about taking introductory chemistry in a large class environment (double whammy!) by playing music as students come in, affecting a more relaxed and approachable teaching style, and learning students' names. In educational psychologists Gagne and Briggs' classic eight-point lesson plan, a fusion of the behaviorist and cognitive traditions, instructors engage students' prior knowledge early on before introducing new material.

Cognitive Tradition

In the cognitive tradition, instructors have exploited the explanatory power of analogies to address students' misconceptions, particularly in the sciences. The general idea is this: instructors develop two, related analogies to a desired "target" or new learning that a student does not initially accept. The first analogy is an "anchor," an example comparable to the target, but one that the student can accept based on intuition or day-to-day experience. The second analogy is a "bridge," an intellectual midway point that shares features of both the target and the anchor. For example, many introductory physics students cannot accept initially the existence of an upward force on a book resting on a table (target). They typically view the table as a rigid barrier rather than an elastic upward force. In the physicist's view, however, a hand or heavy-duty spring holding up the book are both analogies that the student, too, could accept (anchor). Two sawhorses supporting a board with a book resting on it provides a possible bridge. Rather than simply pointing students to these analogies in a textbook (the traditional approach), the instructor actually engages students in a process of analogical reasoning in an interactive teaching environment. And the instructor uses the analogies to enrich students' view of the target rather helping them view the target more abstractly.

In contrast a range of approaches—from the simple to the elaborate—exploit the cognitive dissonance between prior misconceptions and contemporary understanding to stimulate unlearning. In the absence of instruction people construct "plausible theories" of a range of natural phenomena based on their observations of these phenomena over a long period of time. Often these theories represent different models from those accepted by the scientific community or other professional bodies. They are also remarkably intractable, defying the momentary perturbations we apply as teachers. To help dislodge these misconceptions, instructors can exploit discussion and questioning strategies to identify student misperceptions and then contrast these with actual scientific explanations. Students can also become conscious of their preconceptions by making predictions based on them and then comparing their predictions to actual results and the accepted scientific explanation.

Finally mediational learning theory provides a distinctive pedagogy that addresses the major issues of unlearning and relearning when individuals face change in their prior habits, skills, or concepts. It explains how instructors can control and redirect proactive inhibition and accelerated forgetting and thus control the unlearning process. The multi-step process proceeds as follows: presentation to students of a learning model that explains the need for mediational learning strategies; eliciting of students' knowledge, beliefs, and ideas of a concept; differentiation of words used in a technical manner from their common sense usage; explicit instruction of the concept with opportunities for students to rehearse important aspects of it; and the three separate phases of the conceptual mediation process in which the old and new concepts are compared from multiple perspectives and the new concept is generalized to at least six novel applications or problem solving situations.

Summary

Noting the "learning pervading other activities," Mary Catherine Bateson observed, "Mostly we are unaware of creating anything new, yet both perception and action are necessarily creative." In fact micro-cycles of unlearning and relearning punctuate the lives of the aware, making each moment an opportunity for excitement and growth. As instructors we can help students become more aware of and thus take control of this life-enriching process.

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Members on the Move

Dorothy Frayer retired as Director of the Center for Teaching Excellence and Academic Associate Vice President of Duquesne University in December, 2005. Laurel Willingham-McLain (former Associate Director) has been named the new Director.

Ambassador Program Launched

To welcome and assimilate new members and share the spirit of POD, Ambassadors will make personal contact with new members. Ambassadors will welcome new members, share information about POD's resources (encouraging new members to join the POD listserv, for example, and mentioning the upcoming POD conference), and be available to answer questions new members might have. Ambassadors will serve three year terms.

The Ambassador program will start out with the U.S. but soon will expand to beyond U.S. borders, starting with Canada and possibly beyond.

Ambassadors will be assigned a region, based on current POD membership levels (roughly 100 current members per region, except for Alaska and Hawaii) and geographic proximity. The 15 U.S. regions will be:
- New England;
- New York;
- New Jersey, Pennsylvania and Delaware;
- Maryland, the District of Columbia, West Virginia, Virginia, and North Carolina;
- South Carolina, Georgia, and Florida;
- Ohio and Michigan;
- Kentucky, Tennessee, Alabama, Mississippi, Louisiana, and Arkansas;
- Illinois and Indiana;
- Missouri, Iowa, Kansas, and Nebraska;
- Wisconsin, Minnesota, North Dakota, and South Dakota;
- Texas, Oklahoma, Utah, and Colorado;
- California, Nevada, Arizona, and New Mexico;
- Oregon, Washington, Idaho, Montana, and Wyoming;
- Alaska; and
- Hawaii.

Members interested in becoming POD Ambassadors should send their indication of interest to Dick Reddy, Chair of the Membership Committee, at reddy@fredonia.edu.

Save these dates

June 12, 2006
   Deadline, POD Network Grants.

August 10, 2006
   Deadline, POD Newsletter (Fall issue).

September 12, 2006
   Deadline, POD Innovative Awards.

October 25-29, 2006
   31st Annual POD Conference, Portland, Oregon, U.S.A.

Share your Innovative Ideas in Portland

Share your innovative idea for faculty development at the 31st POD Conference in Portland, Oregon this fall. Competition is tough, but the rewards are great for the annual POD Network tradition of recognizing innovative ideas in helping others to create exceptional learning opportunities for our students.

All POD members are eligible. Finalists will be notified by Tuesday, October 3, 2006. Award recipients are required to (a) present a poster session at the POD conference and distribute a handout describing their Innovation Award, and (b) attend the Saturday evening banquet and awards ceremony.

The criteria for this award include originality, scope/results, transferability, effectiveness, and cost/time needed to implement the innovation. Particular attention is given to submissions that are relatively easy to implement and that will have an impact at a variety of institutions. Others should be able to successfully implement the idea at their own institutions. Innovation Award categories include, but are not limited to teaching and learning, workshops/seminars/conferences, faculty development using technology, organizational development, consulting with faculty, and teaching assistant development. For examples of previous awards, please see the POD Innovation

Award Web site at http://www.wku.edu/teaching/db/podbi/.

The application deadline is September 12, 2006. Submit the application electronically either in the body of an e-mail or as a Microsoft Word attachment to zakra1t@cmich.edu. Please write POD Innovation Award in the subject line of the e-mail. Full submission guidelines and a more detailed description of this award can be found at the following website: http://www.podnetwork.org/grants&awards/innovative2005.htm.

Questions may also be directed to POD Innovation Award Chair, Central Michigan University, 989-774-2757, zakra1t@cmich.edu.

– Bergquist, continued from page 4

State University's Center for Faculty Evaluation and Development) decided to hold a workshop at Mount St. Joseph near Cincinnati in January, 1976. Bergquist, Lindquist, and several other faculty and organization development practitioners tried to drum up interest at this workshop in a new organization called POD-HE (Professional Organizational Development in Higher Education). About twenty people joined up during this workshop. In addition, a small group of participants were invited to participate in a T-group (training group) that preceded the workshop, and some of these later formed the basis of the first POD Core Committee. For this reason, this workshop is frequently described as the first POD conference. POD was formally organized at the AAHE conference in March, 1976, where the Core Committee was created and Joan North was selected as the first coordinator.

So Bill Bergquist was largely responsible for (1) the centralization of teaching centers, (2) the tripartite approach to change agency used by POD, (3) a set of reference materials used by a generation of POD members, and (4) the actual series of events that led to POD's creation. His influence has been felt on many levels, and his work in 1975 still informs our practice today.

Call for Contributors

If you would like to suggest a person to highlight for their contribution to POD, or if you would like to share your own early experiences in POD, please email me at **burdickd@iupui.edu**. Thank you!

Sources

North, J. & Scholl, S.C. (1979). POD: The Founding of a National Network. *POD Quarterly*, *1,*10-17.

Bergquist, W.H. & Phillips, S.R.. (1975). Components of an Effective

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by Dakin Burdick

Dues Increase

At the fall Core Committee meeting, a dues increase for membership in the POD Network was enacted, the first one in over 8 years. The need for this increase has become ever more apparent as the general cost of business has risen over the years and as our POD programs and activities have increased in scope. The new dues structure will take effect as of July 1, 2006, which is the beginning of the new fiscal year for POD.

As of that date, membership fees will be as follows:

- Individual membership (U.S.A, Canada, and Mexico) $80
- Institutional membership (U.S.A. Canada, and Mexico) $210 *(covers a minimum of 3 persons, additional persons @ $70)*
- International membership $95
- International institutional membership $240 *(covers a minimum of 3 persons, additional persons @ $80)*
- Retired/student membership (U.S.A., Canada, and Mexico) $40
- Retired/student membership international $48

The basis for the Core Committee's decision was a detailed cost analysis of the membership fee structure and membership benefits, and the recommendation for an increase had been endorsed by both the Membership Committee and Finance and Audit Committee. If any member would like a copy of this cost analysis, please contact the POD office podnetwork@podweb.org.

– Guest column continued from page 5

learning in higher education. Such a plan would ideally include support for the SoTL, curricular reform and innovation, training and development of the future professoriate.

Rather than waiting for such a plan to be developed, we can take concrete steps now to support the SoTL. These steps include:
- Developing a national research agenda for the SoTL in the disciplines, including the study of signature pedagogies (e.g., labs in the sciences, seminars in the humanities, case studies in management, and clinical rounds).

- Identifying sources of funds, including extending various national granting programs to support the SoTL.
- Extending the Canada Research Chairs program to explicitly include the SoTL.
- Introducing funding eligibility requirements that strongly encourage academic institutions to address potential barri-

ers to the SoTL, such as ensuring promotion and tenure processes explicitly value this work.

Response to these ideas was very positive, and we are now in the process of planning follow-up activities. This is important work for the Society and we are excited by the progress we have made to date. We also look forward to continuing to work with our sister organizations such as HERDSA and POD as we all endeavour to bring increased focus and support to the SoTL.

Julia Christensen Hughes

Contributors Invited

A new database of teaching/learning resources is being developed jointly by POD and the National Teaching and Learning Forum (NTLF). Housed on the NTLF website, this online teaching and learning resource center will be accessible, free of charge, to POD members and their faculties.

Ed Neal (Univerity of North Carolina, Chapel Hill) and Mark Evans (U.S. Military Academy, West Point) are the co-editors for this resource. They invite POD members to submit original, short articles to be considered for inclusion in the database, on the following topics:

- ♦ Course Development
- ♦ Course Management
- ♦ Curriculum Development
- ♦ Assessment
- ♦ Learning Technologies
- ♦ Teaching Strategies
- ♦ Psychological Foundations of T&L
- ♦ Graduate Student T&L Development
- ♦ Information Literacy

This is an ongoing project, so submissions can be sent in at any time. Submission should be sent in electronic form to mark.evans@usma.edu or ed_neal@unc.edu. If you wish to volunteer to contribute more fully as a topic or section editor, please email us with your information, thoughts, or ideas.

Submissions should include:

- ♦ Topic
- ♦ Author Information
- ♦ Topic Overview --- 500-1,500 words short essay describing key issues, history of practice, practice variations, beneficial attributes, controversial aspects
- ♦ An Annotated Bibliography of the most influential, current, and useful resources, 50-150 words per resource
- ♦ Additional Resources --- Citations of additional print, web, or video resources, without annotation.

Congratulations

To the Graduate Teacher Program's Lead Graduate Teacher Network at the University of Colorado at Boulder, winner of the TIAA-CREF Theodore M. Hesburgh Award for Exceptional Faculty Development Programs.

To Miami University's Center for the Enhancement of Learning and Teaching, winner of a 3 year grant from the Ohio Learning Network to become a regional center to support institutional development of technology learning communities.

New members Sought for Electronic Communication and Resources Committee

The POD website is one of our primary means of communication and members of the Electronic Communication and Resources Committee are committed to making the website even more functional, attractive and effective. Member input is guiding the process every step of the way, with survey data from the membership informing decisions. Work will be contracted to a web service provider, and member input is still needed.

If you have an interest or experience in updating organizational web sites please contact Connie Schoeder, Committeee Chair, at (414) 229-5764 or connies@uwm.edu.

POD Committees

Our POD committees and subcommittees are extremely important for the conduct of our affairs, our programs, and our activities; and membership is open to all current members in these committees. For some committees the membership is proscribed, and there may not be a vacancy; but your statement of interest in the committee is welcome and will be kept on record. (See the *POD Governance Manual* on the POD website for complete information about committee/subcommittee charges, membership, and operating procedures.)

Listed below are the POD committees/subcommittees with an abbreviated statement of the charge of the committee and a contact person.

Awards and Recognition Committee, Virleen Carlson, vmc3@cornell.edu
Oversight for awards and recognition programs of the organization

Committee for the Advancement of Programs and Services. Christine Stanley, cstanley@coe.tamu.edu
Review of new ideas and suggestions for efforts/activities from the membership and assistance with the exploration of external grant opportunities in support of new or ongoing efforts

Diversity Committee, Lois Reddick, lar8@nyu.edu
Diversity activities and programs within the organization, including responsibility for the diversity internship grant and travel grant programs

Electronic Communications and Resource Committee, Connie Schroeder, connies@uwm.edu
Review of POD website and matters relating to electronic communications and publications

Finance and Audit Committee, Donna Ellis, donne@admmail.uwaterloo.ca
Organizational matters relating to finances, including budgets and budgeting

Governance Committee, Virleen Carlson, vmc3@cornell.edu
Annual review of policies and procedures with recommendations to the Core committee for changes

Graduate Student Professional Development Committee, Linda von Hoene, vonhoene@berkeley.edu
Focus on a variety of matters pertaining to the professional development of graduate students

Grants Committee, Alan Kalish, kalish.3@osu.edu
Oversight of the POD grants program

Membership Committee, Richard Reddy, reddy@fredonia.edu
Oversight of membership matters, including demographics and other pertinent information as well as promotional efforts

Nominations and Elections Committee, Virleen Carlson, vmc3@cornell.edu
Conduct of the Core Committee election and recommendations for the president elect

Outreach Committee, James Groccia, groccje@auburn.edu
International Organizations Subcommittee, James Groccia, groccje@auburn.edu; L. Dee Fink, dfink@ou.edu
National Organizations Subcommittee, James Groccje@auburn.edu
Regional Organizations Subcommittee, Todd Zakrajsek, zakra1t@cmich.edu; Milton Cox, coxmd@muohio.edu

Professional Development Committee, Virleen Carlson, vmc3@cornell.edu
Adjunct/Part-Time Faculty Subcommittee, Barbara Millis, millis@unr.edu; Joseph Gadbury, jgadber@jcc.edu
Experienced Developers Subcommittee, TBA
New Developers Subcommittee, TBA
Research Subcommittee, TBA
Small College Developers Subcommittee, Michael Reder, reder@conncoll.edu

Publications Committee, Leora Baron-Nixon, leora.baron@ccmail.nevada.edu
Oversight of all publications for POD

2006 Conference Planning Committee
Conference Coordinator, Michele DiPietro, dipietro@andrew.cmu.edu
Program Co-Chair, Peter Felten, pfelten@elon.edu
Program Co-Chair, Therese Huston, hustont@seattleu.edu
Oversight for all 2006 conference matters!

Books by POD members

Boyle, E., & Rothstein, H. (2006). *Effective College and University Teaching: A Practical Guide.* Vancouver: Granville Island Publishing.

Gillespie, K. (Ed.) (2002). *A guide to faculty development: Practical advice, examples, and resources.* Bolton, MA: Anker.
* This POD-sponsored publication has now appeared in Arabic translation. This translation is published by Obeikan Publishers, North King Fahd Road, P.O. Box 62807, Riyadh 11595, Saudi Arabia.

Seldin, Peter, and associates. (2006). *Evaluating Faculty Performance: A Practical Guide to Assessing Teaching, Research, and Service.* Bolton, MA: Anker.

Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at http://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 31st annual POD conference. It will take place in Portland, Oregon, U.S.A., October 25-29, 2006. The most current information about the annual conference can be found on the POD website at http://podnetwork.org under Conferences and 2006.

Bookmark POD's Web site at http://podnetwork.org
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