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TO IMPROVE THE ACADEMY • 1 9 9 3 •

Resources for Faculty, Instructional, & Organizational Development

A Publication of the Professional & Organizational Development Network in Higher Education

Volume 12

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To Improve the Academy

Resources for Faculty, Instructional, and Organizational Development

Volume 12, 1993

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The Professional and Organizational Development Network in Higher Education

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To Improve the Academy

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ORDERING INFORMATION

The annual volume of *To Improve the Academy* is distributed to members at the POD conference in the autumn of each year. Additional copies can be ordered at a cost of \$8.50 plus \$1.50 for shipping and handling. To order or to obtain more information, contact Doug Dollar, New Forums Press, P. O. Box 876, Stillwater, OK (Phone: [405] 372-6158).

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INSTRUCTIONS TO CONTRIBUTORS FOR THE 1994 VOLUME

Anyone interested in the issues related to instructional, faculty, and organizational development in higher education may submit manuscripts. Typically, manuscripts are submitted to the current editors in January or early February of each year and sent through a blind review process. Correspondence, including requests for information about guidelines and submission of manuscripts for the 1994 volume, should be directed to:

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Foreword

The theme of the 1992 POD Network's National Conference, "Building Community within a Changing Academy," called our attention to two converging perspectives in our colleges and universities. Last year the POD membership gathered to listen to presentations and attend a variety of sessions which examined what faculty developers do in facing change and building community. Facing, understanding, managing, and even nurturing *change* has been the hallmark of faculty development over the last decades. Likewise, faculty developers know the value of building communities which cross discipline lines, fostered to get things done. We have learned to encourage change in positive directions to benefit faculty, students, the academic community, and society at large. Across our campuses, POD therefore has been able to supply both leadership and resources, renewed—or new—interest in improving undergraduate education, and rewarding teaching.

To a large extent, the articles we have chosen for the 1993 Volume of *To Improve the Academy* reflect the role faculty development has played in bringing about change and building community among various constituencies on campuses. We have, therefore, arranged the writings of this volume as a reflection of different communities we might find in academia—some traditional, some newly forming, some unexpected, and some in need of nurturing. As M. Scott Peck (1987) writes in *The Different Drum: Community Making and Peace* (New York: Simon & Schuster), a true community is defined by its "inclusivity," "commitment," and "consensus" (pp. 61-64). The writings presented in this volume give us examples of how to address the needs of community from identifying to serving to leading.

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We encourage each of you to consider submitting your own ideas, programs, strategies, and tips so that they can be shared by the larger audience of faculty developers. Each year, editors of this volume seek your expertise so that this can continue to be a useful resource for us all. The quality of the volume can only be as good as the submissions from contributors. Think seriously about reflecting on your very best practice and writing about it for the next edition.

A great many individuals have participated in bringing this volume to completion. Acknowledgments should begin with the work the authors themselves put into conceptualizing, writing, revising, and proofing their articles as they developed. Special appreciation goes to the six associate editors—Beverly Black, Nancy Chism, Mary Pat Mann, Laurie Richlin, Charles Spuches, and Marie Wunsch—for the sensitive insights each brought from their own professional backgrounds, for hours of careful reading, and for timely feedback to authors during the review and revision. It would be remiss not to also acknowledge the importance of prior editors who have each contributed to our current expectations for *To Improve the Academy*.

We want to express a very special appreciation for the guidance, for the carefully documented process materials, and for the moral support provided by Donald Wulff and Jody Nyquist, the 1992 Editors. Also, the careful, expert technical help from Liz Banset, UNL Department of Agricultural Leadership, Education and Communication, was invaluable. Perhaps the person who deserves the greatest praise for helping us bring this project to completion is Shelley Everett, Teaching and Learning Center secretary, for her constant optimism, even under stress, and her commitment to doing the job well whether word processing, keeping records, or communicating with contributors and Associate Editors.

Doug Dollar of New Forums Press continues to bring his special expertise and support to the production of a high quality volume. The cover design was contributed by Kent Williams of the University of Washington, and provides a handsome image.

It is our best hope that each reader of this volume will be stimulated to put into practice a number of the ideas expressed here. They are rich with possibility and are adaptable to many campus cultures. Read and enjoy!

Delivee L. Wright, Editor Teaching and Learning Center Joyce Povlacs Lunde, Editor Office of Professional and Organizational Development

University of Nebraska-Lincoln Lincoln, NE August, 1993

Professional and Organizational Development Network in Higher Education (POD)

Mission Statement

Approved by the Core Committee on March 24, 1991

The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher educatin through faculty, instructional, and organizational development.

POD believes that people have value, as individuals and as members of groups. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal and professional learning growth, and change for the higher education community.

The three purposes of POD are:

- To provide support and services for its members through publications, conferences, consulting, and networking.
- To offer services and resources to others interested in faculty development.
- To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.

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About POD

The Professional and Organizational Development (POD) Network in Higher Education is devoted to improving teaching and learning in post-secondary education. Founded in 1975, the POD Network provides leadership for the improvement of higher education through faculty, administrative, instructional, and organizational development. The operating word in the title of the organization is "network." It is this commitment to connecting people with other people that characterizes POD and its members.

POD is an open, international organization. Anyone interested in improving higher education can join the diverse membership that includes faculty and instructional development center staff, department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants. POD members work in a variety of post-secondary settings: public and private institutions, two-year colleges and graduate universities, small colleges and multiversities, and educational services organizations.