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Call for Proposals

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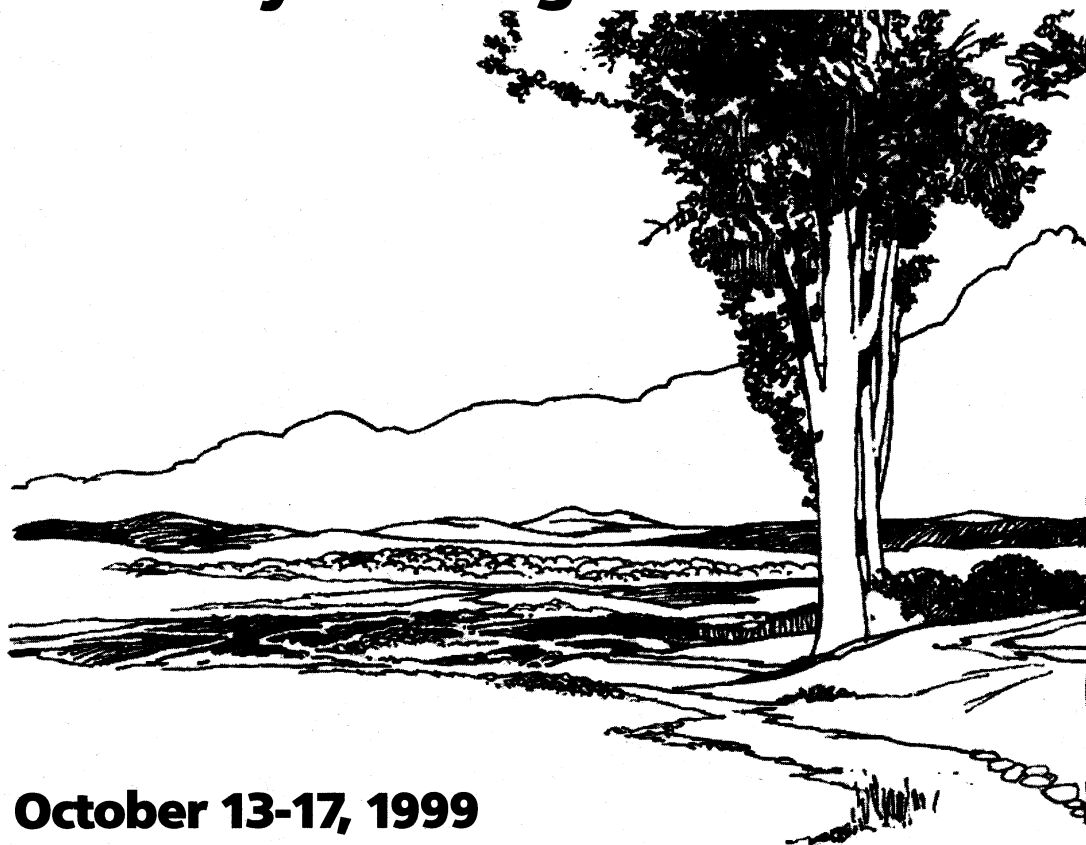
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24th Annual POD Conference

**Call for
Proposals**

Pathways Through the Field



October 13-17, 1999

**The Resort at Split Rock
Lake Harmony, Pennsylvania**



NETWORK

Professional and Organizational Development Network in Higher Education

Contents: 1999 POD Conference Call for Proposals

The POD Network	1
The POD Network Annual Conference	1
POD Mission	1
Conference Theme	1-2
Suggested Topics and Issues	2-3
Desired Qualities of the Conference and Its Sessions	3
Format Options for Conference Sessions	3-5
Session Format Options At-a-Glance	6
Criteria for Proposal Review and Selection	7
Instructions for Submitting Proposals	7-8
 Attachments	
Proposal Cover Sheet	9-10
“Blind Review” Proposal Form	11-12

Call for Proposals Pathways through the Field

The 24th Annual Conference of The Professional and Organizational Development Network in Higher Education

**October 13-17, 1999
Split Rock Resort
Lake Harmony, Pennsylvania**

The POD Network

POD supports a network of over 1,000 members—faculty and instructional developers, organizational developers, teaching assistant developers, faculty, administrators, consultants, and others who perform roles that value teaching and learning. While POD members come primarily from the U. S. and Canada, the membership also represents 13 countries. The POD Network and its members lead and support change for the improvement of higher education.

The POD Network Annual Conference

The POD Network's annual conference brings together experienced professionals, new developers, administrators, and other educators committed to continued growth and development. This Call for Proposals is an invitation to share your ideas, experiences, research, and practice with colleagues who are interested in the improvement of higher education. We want to thank you in advance for contributing to the POD Network tradition of excellent conferences.

POD Mission

The Professional and Organizational Development Network in Higher Education fosters improvement through faculty, instructional, and organizational development. POD believes in human development and values people as individuals and as members of groups. POD considers the development of students a fundamental purpose of higher education that 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.

Conference Theme

This year's conference addresses pathways through the fields of teaching and faculty development. Traditionally, the teaching path has begun in graduate school where graduate students begin the training and socialization that allows them to follow a well-trod path into their first job as an assistant professor, through promotion, tenure and retirement.

In contrast, the path taken by faculty developers has had neither a single starting place nor time; people from many different disciplines including non-academics have entered this field and have done so at the beginning, middle, and end of their careers. The pathway of a faculty development professional has been unpredictable and almost totally unstructured.

Today, traditions and pathways are changing. The most recent statistics show an explosion in the use of part-time, and other non-tenure track faculty positions. At the same time, disciplines are in flux and interdisciplinary departments are on the rise. Today, a minority of new faculty follows the traditional pathway, raising serious developmental issues for all faculty. Again in contrast, faculty development is

experiencing the type of standardization that is typical of a new and growing profession. Formal faculty development tracks are emerging, as are proposals for set curricula, professional certification, and a codification of core knowledge and practices for faculty developers. The faculty development professional of tomorrow may very well follow a path similar to the faculty member of yesterday.

This call for proposals invites you to consider the eclectic, stimulating nature of teaching and faculty development in our current environment. Sometimes we follow pathways that others have forged, but more often we plunge off the beaten track, providing leadership and inspiration to our campus colleagues, to students, and to many others. Many issues affect our work as faculty and TA developers: diversity and teaching for social justice; the preparation of future faculty and graduate education; pressures for accountability and assessment; new technologies, including distance learning initiatives; shifts in tenure policy, peer review, and adjunct hiring; linkages with K-12, corporations, disciplinary associations, and various constituencies in postsecondary education; the tension between research and teaching; and the changing needs of faculty as they pursue their professional journeys through academe.

Our own professional journeys as faculty developers may include peaceful pathways through charted territory, divergent twists, speedways, or even dead ends. The goal is to make the journey as smooth and productive as possible for ourselves and those who accompany us or who will follow. The 1999 conference will allow us to share maps, readjust compasses, and enjoy the stimulation of others who are similarly committed to the journey.

Suggested Topics and Issues

In contrast to recent POD national conferences that have used the concept of “session tracks,” we are suggesting an emphasis on collaboration that cuts across faculty development, instructional development, and organizational development. While we recognize that the topics of sessions may not be categorized easily or may fit within several categories, we have identified the following potential groupings of sessions from conversations among POD members:

- *Tending the Path: Faculty, instructional, and organizational development.* How can we provide appropriate support for graduate instructors, assistant professors, associate professors, full professors, mid-career faculty, instructors, lecturers, adjunct faculty, and retiring faculty? for women faculty, men faculty, faculty of color, disabled faculty? What kind of research should we be doing to make our activities appropriate to each level? What standards should we set and how should they mirror the standards set for faculty regarding teaching, research, service, promotion, and tenure? How should we support diversity, pluralism, and multicultural education? teaching for social justice? How can we influence national associations on teaching? How can we integrate student input into their programs? How can the roles, rewards, and personal/ professional growth of faculty developers be addressed? What do TA and faculty developers need to know, how should they work, where should they work? How can we provide support for service learning or learning for citizenship? How can faculty and TA developers learn from our international colleagues?
- *Clearing the Path: Teaching assistant development.* What is the role of the graduate school in the education and employment of graduate students and the preparation of future faculty? What are the in-service needs of graduate student instructors? Is there a difference in graduate courses on teaching and in-service activities? How can faculty and TA developers support graduate faculty in their mentoring roles or departmental faculty who are responsible for in-service support of teaching and courses on teaching? How can we better define the continuum of graduate instructor responsibility and preparation? better prepare graduate students to teach in a diverse, pluralistic, multicultural environment for social justice?

- *Taking Different Pathways: National, international, community, and campus conversations:* How can faculty developers contribute to campus conversations on the scholarship of teaching? help develop criteria for teaching excellence in universities and colleges? support inter-departmental cooperation? address parents' and other constituents' concerns? support cooperative ventures between local communities and campuses or K-12? support the exchange of faculty between universities? What do we need to know about corporate colleges in the business world?
- *Stirring up the Field: Faculty development and the disciplines:* How can disciplinary associations support faculty developers and faculty development centers? diversity, pluralism, and multicultural education? teaching for social justice? thought and practice on teaching? How can they infuse research on teaching and learning into their fields?
- *Building Electronic Pathways:* What do we need to know about new technologies and faculty development? What do we need to know about distance learning? How can we support faculty's use of technology? How can the use of technology support faculty development efforts?

Desired Qualities of the Conference and Its Sessions

Proposal submitters are reminded that participants in the POD annual conference include persons new to the field as well as experienced developers, faculty, administrators, and other interested persons. In addition, participants at last year's conference suggested using collaborative presenters and techniques in as many conference sessions as possible; including more empirical studies and reports in conference sessions; discussing conference topics more critically and in-depth; and actively engaging participants in all sessions.

We also encourage POD members to

- collaborate on session proposals with colleagues from diverse institutions
- invite the participation of campus teams (e.g., teaching center personnel, provost, dean, department head, faculty/university senate leader, information technology personnel, and/or student services representative)
- offer special workshops and/or other conference sessions for academic administrators (provosts, deans, department chairs), faculty/university senate leaders, educational and student services professionals, new developers, and experienced developers;
- invite an international guest to the conference;
- design one or more conference activities to demonstrate interdependence among participants;
- build sessions that bring more humor and laughter to the conference.

Format Options for Conference Sessions

In response to participant suggestions, an expanded number of format options are available for session proposals this year. Four session formats are continued from previous conferences (preconference workshop, presentation and discussion, roundtable, and poster) and three session formats are new this year (consultation, advance paper or book, and demonstration). Each format is described below, including items that should be considered in session proposals.

Preconference workshop session. This format emphasizes learning-by-doing, although brief presentations can provide useful background and contextual information. Reflective discussions can help to apply the knowledge, skills, and/or values that are objectives for the workshop. Workshop proposals might focus on one or more of the following target audiences: new or experienced developers; preparing future faculty; professional portfolio development for faculty developers; leadership; assessment; diversity, multicultural

issues, or teaching for social justice; or working with academic administrators, faculty/university senate leaders, student services professionals, library and information technology professionals. Workshop session proposals should include the target audience, maximum number of participants, intended outcomes, materials, and a description of the activities.

Presentation(s) and discussion session. This format, which has been used in typical concurrent sessions at POD conferences over recent years, combines both presentation and discussion. This session format is *not* the reading of papers or the delivery of lectures. Part of the session time is used for the presentation of a focused topic, whether one or more presenters are involved. The remaining session time is used to actively engage participants in the exchange of ideas around the session topic. The description of each proposed presentation and discussion session should specify the topic, the target audience(s), the objectives (intended outcomes), the activities that will occur, and whether it is proposed for a 60-minute or 90-minute time period.

Consultation session. This format is especially useful to offer (and receive) advice and concrete help on a particular problem, project, or approach that is currently being faced or is probable for the future. A consultation session can be designed as (a) assistance to participants, where an “expert” offers consultation in a particular area of practice or (b) assistance to presenters, where participants (the audience) provide advice for the definition and/or solution of a particular concern that is identified in advance of the session. The description of a proposed consultation session should identify the specific topic or problem for consultation, who will be offering assistance (the presenters or the audience), the intended outcomes of the session, and whether a 60-minute or 90-minute time period is preferred.

Advance paper or book session. This format is especially useful for topics that are leading edge, controversial, or associated with policy development and implementation. The session is designed as an in-depth discussion of a key topic, with active engagement of colleagues who have reviewed a paper or book prior to the conference. The prior reading of the paper or book is considered to be a ticket of admission to the session. The author(s) of the reading may wish to make a brief opening statement, followed (or preceded) by brief remarks from one or more discussants. The large majority of session time should be allocated to discussion and the exchange of ideas and questions around the advance reading. A session chair, not an author or discussant, could engage all participants in the discussion. A recorder might be designated for the session to identify and summarize the main points emerging from the discussion. A potential product of this session could be a reflective paper on the session topic and its related discussion. The description of each proposed advance paper or book session should identify the paper or book selected for advance reading, the objectives (intended outcomes), the target audience(s), and the design for the session. This session format is available for the 1999 POD conference in a 90-minute time block only.

Demonstration session. This format is useful to display, explain, and familiarize the participants with a potentially useful tool or practice. This format is especially useful to enhance the diffusion of a new technology, approach, or process and thus open the door to new practices. One or more presenters can lead the demonstration and offer some “hands-on” time for participants to try out the “innovation.” The description of each proposed demonstration session should include identification of the “new tool or practice,” the objectives (intended outcomes), the target audience(s), the design of the session, and whether a 60-minute or 90-minute time period is preferred.

Roundtable session. This format is designed to engage a small-group (limited to no more than 12 participants) in the discussion of a project, practice, approach, or brainstorming session on a new concept. Presenters do not make a formal presentation but rather can offer participants a brief (one or two-page)

written summary of a project, practice, approach, or new concept. Participants are expected to exchange comments and questions about the topic selected as the focus for the roundtable. Individual presenters (or facilitators) are assigned a numbered table in a meeting room where interested persons select a table for small-group discussion. The description of each proposed roundtable should specify the topic, target audience(s), and the kinds of topic-related issues for active discussion during the session. This format is available for the 1999 POD conference in a 60-minute time block only.

Poster session. This format combines a graphic display of materials with the opportunity for individualized, informal discussion. Part of the poster display should include a brief abstract of a project, practice, or approach for discussion. Individual presenters (facilitators) are assigned a numbered space in a meeting room where conference participants circulate to explore topics of interest to them. The description of each proposed poster sessions should include the topic and target audience(s). This format is available for the 1999 POD conference in a 60-minute time block only.

Materials Information Fair. Conference participants are offered the opportunity to request space at the Materials and Resource Fair, where they can display and distribute information about their institutions, programs, projects, publications, and services. Presenters can also sell publications, videos, or computer programs at their stations.

The chart on the following page provides a snap-shot overview of the seven session formats. In addition to identifying key design features and offering comments on the general utility of each option, the chart includes time options for each format and some examples of topics and potential audiences which are suggestive (not prescriptive) for session proposals. Proposal submitters are reminded that the format (and methodology) should be appropriate to the session topic, goals, and audience.

POD 1999 Conference: Session Format Options At-a-Glance

<i>Format</i>	<i>Design Features</i>	<i>Especially Useful for</i>	<i>Examples of Topics & Audiences</i>
PRECONFERENCE WORKSHOP SESSION (3 hours, one day or 6 hours, two days)	Brief presentations; learning-by doing; reflective discussions; focus on particular knowledge, skills, and/or values	Improving abilities of a designated target audience with particular roles or tasks to perform	Any of the topic areas dealing with the conference theme as listed in this Call for Proposals, see pages 3 – 4
PRESENTATION AND DISCUSSION SESSION (60 minutes or 90 minutes)	Combination of lecture and small group or large-group discussion	Sharing ideas and information about theory or practice in a relatively homogeneous group	Any of the topic areas dealing with the conference theme as listed in this Call for Proposals, see pages 3 – 4
CONSULTATION SESSION (60 minutes or 90 minutes)	Participants as resources for one another	Offering and receiving advice and concrete help for a particular problem, project, or approach	Any of the topic areas dealing with the conference theme as listed in this Call for Proposals, see pages 3 – 4
ADVANCE PAPER OR BOOK SESSION (90 minutes only)	Read paper or book in advance; prepare critiques; active involvement of all participants; "record" of session optional	Issues or topics that are leading edge, are controversial, or deal with policy development and implementation	Any of the topic areas dealing with the conference theme as listed in this Call for Proposals, see pages 3 – 4
DEMONSTRATION SESSION (60 minutes only)	Display; explain, familiarize	Diffusion of a new technology, approach or process	Any of the topic areas dealing with the conference theme as listed in this Call for Proposals, see pages 3 – 4
ROUNDTABLE SESSION (60 minutes only)	Discussion should begin with a question appropriate for brainstorming and sharing of information	In-depth discussion of a focused topic of interest to a limited audience	Any of the topic areas dealing with the conference theme as listed in this Call for Proposals, see pages 3 – 4; for an audience limited absolutely to 12
POSTER SESSION (60 minutes only)	A primarily visual display, filling an approximately one meter square poster board; text should be readable from a distance of 5 feet (a minimum of 18 point, 23 point preferred)	Disseminating information about a particular project, practice, or approach	A research project; an evaluation of an instructional practice; or an evaluation dealing with any of the topic areas dealing with the conference theme as listed in this Call for Proposals, see pages 3 – 4
MATERIALS FAIR	Display institutional materials, books, materials for demonstration, information, or for sale	Disseminating information about your programs, publications, and projects	Displays at the Materials Fair offer information of interest to faculty, faculty and TA developers, instructional and organizational developers, and provide the POD Conference audience with the opportunity to purchase materials at an educational discount

Criteria for Proposal Review and Selection

The program committee takes seriously its charge from the Core Committee (POD's board of directors) to select the most important, relevant, and outstanding proposals to feature at the annual conference. **Each accepted session is expected to model exemplary teaching and learning practices.** As noted above, collaborative sessions are encouraged in accord with the conference theme and POD's emphasis on networking. Early collaboration in the design of a session can enhance its quality.

The following five criteria will be used in the review of proposals: (1) clarity and coherence in the description and plan for the conference session; (2) relevance to the interests of conference participants; (3) likelihood that the session will provide useful information, skills, and/or ideas; (4) contributions to new or innovative practices that could improve student, faculty, staff, and/or administrator development; and, (5) likelihood that the session will stimulate active engagement of participants. In addition, reviewers will be asked to offer their perceptions of the relevance of a particular proposal to the conference theme of collaboration.

Each proposal that is received by the due date will be checked for completeness and then assigned to readers for blind review. **Incomplete proposals will not be reviewed!**

The Program Chair and Preconference Workshop Chair, in consultation with the Conference Coordinator, are responsible for making the final selection of conference sessions, based on the judgments of proposal reviewers and the blend of sessions at the conference. Each proposal organizer is notified promptly of the outcome of the review process and receives reviewers' feedback on the proposal.

It is important that all POD conference participants have the opportunity to offer conference sessions. Thus, individuals are asked to submit only one proposal as the principal organizer for a conference session and to serve as a presenter in no more than two sessions. We expect that each proposal submitter will describe accurately in the abstract that is submitted the intent and process of a proposed session. We also expect that, if accepted for the conference, the proposed session will be implemented as described in the conference program (the published abstract) so that potential participants can make informed choices about which sessions to attend.

Instructions for Submitting Proposals

Please note that proposals must be mailed in hard copy. No proposals will be accepted electronically or by fax. Each proposal should include the following materials:

- One (1) completed Proposal Cover Sheet
- Five (5) copies of the completed "Blind Review" form
- Five (5) copies of a two-page (maximum) proposal statement, with each copy stapled to a completed copy of the "Blind Review" form

**Proposals for all session formats must be postmarked by
Friday, March 26, 1999.**

All proposals for **preconference workshops** should be mailed to the Preconference Workshop Chairs:

Barbara Millis & Marie Revak

USAF Academy

2354 Fairchild Drive., Suite 4K25

USAF Academy CO 80840

Tel: (719) 333-3976

Fax: (719) 333-4255

Email: millisbj.dfe@usafa.af.mil

revakm.dfc@usafa.af.mil

All proposals for **concurrent conference sessions** should be mailed to the Program Chair:

Virleen Carlson

Office of Instructional Support

Cornell University

415 CCC

Ithaca NY 14853-2801

Tel: (607) 255-8427

Fax: (607) 255-1562

Email: vmc3@cornell.edu

All proposals for **roundtables and poster sessions** should be mailed to the Roundtable & Poster Session

Co-chair:

Ruth Streveler

Student Development & Academic Services

Colorado School of Mines

Golden CO 80401

Tel: (303) 273-3175

Fax: (303) 384-2009

Email: rstrevel@mines.edu

For general questions about the conference, contact the Conference Coordinator:

Laura L. B. Border, Director

Graduate Teacher Program

Norlin S461, Campus Box 362

University of Colorado at Boulder

Boulder CO 80309-0362

Tel: (303) 492-4902

Fax: (303) 492-4904

Email: border@spot.colorado.edu

If you know of others who you think would like to receive this Call for Proposals or registration materials for the conference, contact the POD Manager of Administrative Services:

David Graf

POD Network

Valdosta State University

Valdosta, GA 31698-0840

Tel: (912) 293-6178

Fax: (912) 293-6179

Email: podnet@valdosta.edu

Proposal Cover Sheet

Pathways through the Field

POD National Conference 1999

October 13-17, 1999

Split Rock Resort

Lake Harmony, Pennsylvania

1. Session title:
2. Principal organizer and contact person (*responsible for communication with co-presenters*):

Name: _____

Institution: _____

Mailing Address: _____

Phone: _____ Fax: _____

Email: _____

3. Co-presenter(s): List name(s), institution(s), and complete mailing address(es)

Continued on Other Side

4. Topic area (mark all that apply in both A and B)

A. With regard to the conference theme of *Pathways through the Field*
(see page 3 of the Call for Proposals)

_____ Clearing the Path: Teaching assistant development

_____ Tending the Path: Faculty, instructional, and organizational development

_____ Taking Different Pathways: National, international, community, and campus conversations

_____ Stirring up the Field: Faculty development and the disciplines

_____ Building Technological Pathways

B. With regard to POD focus (see definitions on the back cover of the Call for Proposals)

_____ Faculty Development

_____ Instructional Development

_____ Organizational Development

_____ Other (Specify): _____

5. Format of session (select only one and refer to pages 4-6 in Call for Proposals for descriptions of these formats)

_____ Preconference Workshop* (3 hr.)

_____ Consultation (90 min.)

_____ Preconference Workshop* (6 hr.)

_____ Consultation (60 min.)

_____ Presentation/Discussion (60 min.)

_____ Advance Paper (90 min.)

_____ Presentation/Discussion (90 min.)

_____ Advance Book (90 min.)

_____ Demonstration (60 minutes)

_____ Roundtable (60 min.)

_____ Demonstration (90 minutes)

_____ Poster (60 min.)

*Workshops will occur on the afternoon of October 13 and/or the morning of October 14.

Send one (1) copy of this completed cover sheet with the other materials for your proposal. Must be **postmarked** by Friday, March 26, 1999 to be considered for the 1999 POD Conference.

"Blind Review" Proposal Form

Indicate no names and no institutions on this form or in the proposal statement. Send five (5) copies of this completed form, with each form stapled as a cover sheet to a two-page, double-spaced statement of the proposal. See number 7 below for instructions on the proposal statement.

1. Session title: _____

2. Topic area (mark all that apply in both A and B)
 - A. With regard to the conference theme areas
 - ___ Tending the Path
 - ___ Clearing the Path
 - ___ Taking Different Pathways
 - ___ Stirring up the Field
 - ___ Building Technological Pathways

 - B. With regard to POD focus (see definitions on the inside back cover of the Call for Proposals)
 - ___ Faculty Development
 - ___ Instructional Development
 - ___ Organizational Development
 - ___ Other (Specify:)

3. Format of session: refer to pages 4-6 in Call for Proposals for descriptions of these formats. (Please indicate your priorities by signifying 1 = first choice, 2 = second choice, etc. If you do not want your proposal considered for any but your first choice, indicate "1" and leave the other selections blank.)

_____ Preconference Workshop* (3 hr.)	_____ Consultation (90 min.)
_____ Preconference Workshop* (6 hr.)	_____ Consultation (60 min.)
_____ Presentation/Discussion (60 min.)	_____ Advance Paper (90 min.)
_____ Presentation/Discussion (90 min.)	_____ Advance Book (90 min.)
_____ Demonstration (60 minutes)	_____ Roundtable (60 min.)
_____ Demonstration (90 minutes)	_____ Poster (60 min.)

*Workshops will occur on the afternoon of October 13 and/or the morning of October 14.

Continued on Other Side

4. Would you be willing to schedule your concurrent session during a time period when educational expeditions might be offered?

___ Yes ___ No

5. Abstract of proposal statement (no more than 100 words, including the objectives and target audience(s) for the session and how it will be conducted). This abstract will appear in the printed program if the proposal is accepted.

6. Equipment needed: Mark all that are essential for your proposed session (*Note: Generally, media other than a flipchart is not suitable for the structure and format of roundtable sessions.*)

___ Overhead transparency projector and screen

___ VHS player and monitor

___ Flipchart, pens, and easel

___ Carousel slide projector and screen

___ Other (Please explain. Equipment requests other than those items listed above must be approved before the proposal can be accepted.)

7. Attach a double-spaced, two-page (maximum) statement of your proposal that includes, in this sequential order: (a) a **rationale or need** for the session you are proposing; (b) a **statement of objectives** (intended outcomes) of the proposed session that responds to the rationale or need identified; (c) an identification of the **targeted audience(s)** for participation in the proposed session; and, (d) **how the session will be conducted** to accomplish the objectives with an engaged target audience(s). For preconference workshops, also include, (e) **maximum number of participants**, and (f) a **listing of the materials** that will be used.

Send five (5) copies of this completed "Blind Review" Proposal Form with the other materials for your proposal. Must be **postmarked** by Friday, March 26, 1999 to be considered for the 1999 POD Conference.

POD and Its Support for Faculty Development, Instructional Development, and Organizational Development

The Professional and Organizational Development (POD) Network in Higher Education provides a focus and visibility for three particular kinds of development critical for the continuing improvement of higher education: faculty development, instructional development, and organizational development. In its Mission Statement, approved by the Core Committee on March 24, 1991, POD described these three kinds of development as follows.

Faculty Development As envisioned by POD, faculty development encompasses activities that focus on individual faculty members first as teachers—as professionals engaged in fostering student development. A second theme in faculty development focuses on faculty members as scholars and professionals, and involves such tasks as career planning and development of various scholarly skills. A third area of faculty development addresses faculty members as persons, and involves activities that enhance a person's well-being such as wellness management, interpersonal skills, stress and time management, and assertiveness training.

Instructional Development Instructional development strives to enhance individual faculty members' and their institutions' effectiveness by focusing on courses, the curriculum, and student learning. Instructors serve as members of a design or redesign team, working with instructional design and evaluation specialists, to identify course or curriculum strategies or processes appropriate to achieving stated outcome goals.

Organizational Development Organizational development focuses on the organizational structure and processes of an institution and its subunits. Organizational development seeks to help the organization function in an effective and efficient way to support the work of teachers and students. Leadership training for department chairs; effective use of group processes; review, revision, and active use of the mission statement; implementing organizational change processes; and institutional governance are representative topics that fall within the purview of organizational development.

Purposes of POD Drawing on these three kinds of development, the main purposes of POD are

- to provide support and services for 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.

Important Dated Material



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Ms. Delivee Wright
Director
University of Nebraska-Lincoln
121 Benton Hall
Lincoln, NE 68588-0623

24th Annual POD Conference
Pathways Through the Field
October 13-17, 1999
Lake Harmony, Pennsylvania

*Seeing with the Heart: Sustaining a Meaningful
Faculty Learning Environment*

Naomi
Olamunwa
Story

A few assumptions:

- Life is about change.
- Change occurs constantly, but it is often feared or uncomfortable.
- When we learn, we change; when we change, we learn.
- We learn from each other when there is respect, trust, time, and commitment to each other and to everyone's stories.
- Stories present opportunities for Learning and transformation.
- Knowing and being comfortable in one's place or space perpetuates identity and value with others and institutions.
- Not all *peoples* have a sense of comfort in social spaces, especially ethnic minorities.

Goal:

To create space and opportunity to share stories that foster

- discovery of shared knowledge and social values;
- collective intelligence and questions that matter;
- communities of Learners and Learning;
- evolving futures and organizations;
- powerful conversations and innovative strategies;
- networks of commitments and dynamic interconnectedness; and
- renewal and transformation of faculty spirit and commitment.

Questions to ponder:

How can we create and sustain opportunities when time and energy for Faculty dialogues are valued and everyone can share individual wisdom in an open, hospitable, warm, welcoming, dynamic, and safe place in your organization?

When we have a sustaining dialogue, how can we weave and honor individual stories with emerging themes and insights to foster transformation and commitment?

Some resources and stories to reflect on space and identities for faculty learning:

Alvarez, Julia (1998) *Something to Declare*, Essays

Bohm, David (1990) *On Dialogue*

Capra, Fritjof (1996) *The Web of Life*

Gardner, John W. (1981) *Self-Renewal: The Individual and the Innovative Society*

Gandhi, Arun (1997) *M.K. Gandhi's Wit and Wisdom*

Glazer, Steven, Editor (1999) *The Heart of Learning: Spirituality in Education*

Hammond, Sue Annis (1996) *The Thin Book of Appreciative Inquiry*

Lawrence-Lightfoot, Sara (1999) *Respect: An Exploration*

Masumoto, David Mas (1998) *Harvest Son*

Owen, Harrison (1997) *Open Space Technology: A User's Guide*

Palmer, Parker J. (1999) *The Courage to Teach; A Guide for Reflection and Renewal*

Takaki, Ronald (1993) *A Different Mirror: A History of Multicultural America*

[http:// www.theworldcafe.com](http://www.theworldcafe.com)

Yamauchi, Wakako (1999) *Songs My Mother Taught Me, Stories, Plays, and Memoir*

Quotes to reflect upon:

"The real voyage of discovery lies not in seeking new landscapes, but in having new eyes."

–Marcel Proust

"I suspect that there is a way to look at things so the truth clearly separates itself from the illusion."

–Wakako Yamauchi

"Never doubt that small groups of committed people can change the world. In fact, it's the only thing that ever has."

–Margaret Mead

Naomi Okumura Story, Ph.D.
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Mesa Community College
1833 W Southern Avenue, Mesa, AZ 85202
Email address: story@mail.mc.maricopa.edu