News from the Core Committee

President-Elect Chosen

The Core Committee, acting on nominations from the general membership, chose Kay Herr Gillespie as the next President-Elect of POD. She will assume the status of President-Elect on March 16. We had several wonderful candidates. Thanks go to all who were willing to be considered and to all who wrote thoughtful nominations.

Kay is already playing a big role in the organization. She is presently chair of the next POD conference in Grenelefe, Florida (she has served as conference coordinator and/or program chair for three other POD conferences) and is the Editor of Teaching Excellence. She is Professor Emeritus of Germanic Languages and Literatures, and past Associate Director of the Office of Instructional Services at Colorado State University. Presently, she is Associate Editor of Innovative Higher Education.

Future Directions Survey Results

In a survey sent out with the last issue of the POD newsletter, the Core Committee asked for member opinion on three issues pertaining to the future direction of POD: international involvement, administrative outreach, and staffing for the organization. Although very few members (40) returned completed surveys, the pattern of response is summarized below.

International Involvement

Thirty-four members indicated that POD should pursue interactions with professional development associations in other countries and five were opposed (one had no response). In their comments, those favoring international involvement stressed the perspectives that would be gained, the new ideas and solutions to common dilemmas that would be generated, and the potential growth in stature of POD and the profession. Those opposing involvement expressed a concern with the cost of efforts and the differences in situation that would preclude collaboration or sharing of ideas.

Thirty-five members favored continued involvement in the International Consortium for Educational Development, while two opposed this (four had no response). Even among those favoring involvement, respondents suggested that POD move slowly and ensure that involvement is beneficial. Respondents were particularly hesitant to fund the travel of a POD representative to ICED meetings if other member benefits that were more pressing competed for these funds.

Administrator Outreach

Thirty-five respondents favored greater efforts on the part of POD to engage members in organizational issues facing higher education, while three were opposed (two had no response). Twenty-eight felt that POD should take an active role in working with administrators on these issues, compared with six who opposed this and six who did not express a preference. Members suggested a variety of ways in which POD could do such outreach, ranging from serving as a clearinghouse of information to doing joint conference presentations.

Staffing for POD

On a 5 pt. scale where 5 = increased reliance on professional staff and 1 = continued reliance on volunteers, members indicated substantial (mean = 3.74) support for increased professional staffing for POD. Some comments advocated paying clerical/conference support and keeping the intellectual leadership with volunteer professionals. Many stressed that the total funds available would be an important consideration in making personnel decisions.

POD Conference Thanks

Many thanks to Kathryn MacKay and her colleagues at Weber State University (Utah) who collected and analyzed the data from the October conference evaluations. Forms were distributed at (nearly) every session by individuals from Salt Lake City Community College and Brigham Young University; many thanks to these folks, too. Evaluation is always a big job during and after the annual conference and one which gets little-to-no glory. Let us be sure that these colleagues do not go “unthanked” for their important (but sometimes “thankless”) task!
Regional Association Overview

Great Plains Faculty Development Conference

In 1981, Dee Fink, University of Oklahoma, sent invitations to faculty and instructional developers in public universities with similar missions in the region of the Great Plains. They gathered together to discuss programs, approaches and issues. That first meeting became the model for annual conferences of this group which have rotated among the campuses.

Typically the meeting is extremely informal. People arrive on Friday and some take trips around the host campus. That evening the hosts provide a reception and dinner. Then, on Saturday, people share great ideas and/or problems from their programs with the rest of the group.

Early meetings focused on sharing of examples of programs and materials being used. This evolved into spending part of the day on "pressing issues"; for example, the need for the national TA Conference was an outcome of one of these sessions and The Ohio State University volunteered to host the first conference. More recently, the day is spent with each institution sharing one issue, question or idea. Materials are still shared generously.

This regional meeting provides a nice balance to the national POD meeting. At the national meeting, people focus primarily on general ideas and themes; at this meeting, the group is small enough that people can focus on the specific needs and activities of individual programs.

Initially, the Great Plains Faculty Development Conference was organized for large, public universities with similar missions. Others have been included as interest is expressed. The "region" stretches from Ohio and North Dakota to Texas and New Mexico. Participation includes about 12-15 institutions and 2-3 dozen people. There is no organization, no dues, no registration fee; each participating institution takes its turn at hosting. The annual meeting persists because it serves a need for this informal dialogue among faculty developers.

New Web Pages

Center For Teaching, University of Massachusetts at Amherst
http://www.umass.edu/cft/

Center for Teaching Excellence, Providence College
http://www.providence.edu/cte/

Conferences

- Regional Lilly Conferences on College/University Teaching, Co-sponsored by Miami University, Coordinated by The International Alliance of Teacher Scholars, Inc.

  Lilly Conference on College/University Teaching - Atlantic, Co-sponsor: Towson State University, Towson, Maryland, April 4-6, 1997

  Lilly Conference on College/University Teaching - South, Special Track: Teaching in Professional Schools, Co-sponsor: University of Georgia, Athens, Georgia, May 23-25, 1997

  Lilly Conference on College/University Teaching - New England, Special Track: Teaching in Research-Intensive Institutions, Co-sponsor: University of New Hampshire, Durham, New Hampshire, September 12-14, 1997, Proposal Due Date: May 1, Registration Due Date: June 16

  Lilly Conference on College/University Teaching - Northwest, Co-sponsors: Portland State University & Portland Community College, Portland, Oregon, October 22-24, 1997, Proposal Due Date: June 2, Registration Due Date: July 14

  The Original Lilly Conference on College Teaching, Miami University, Oxford, Ohio, November 20-23, 1997, Proposal Due Date: June 17, Registration Due Date: October 1
For more information, contact Laurie Richlin, International Alliance of Teacher Scholars, Tel: 412-361-5425, FAX 412-362-6195, e-mail: Alliance@IATS.com

- McMaster University, Faculty of Health Sciences through the Programme for Faculty Development, offers the following workshops on Problem Based Learning. The workshops are suitable for non-health sciences educators and are applicable to various levels of education. “Teaching and Learning in the Clinical Setting,” April 17-18, 1997 and October 23-24, 1997. “Problem Based Learning in Small Groups,” April 28-29, 1997 and October 14-15, 1997. “Role of the Tutor in Small Group Learning,” April 30-May 1, 1997 and October 16-17, 1997. “Visitors’ Workshop,” June 9-12, 1997 and November 17-20, 1997. For further information, contact Ms. Annette F. Sciarra, Programme Administrator, Programme for Faculty Development, Room 3N51g, McMaster University, Faculty of Health Sciences, 1200 Main Street West, Hamilton, Ontario, Canada L8N 3Z5 Tel: 905-525-9140, ext. 22714, FAX 905-528-6552, e-mail: SCIARRA@fhs.csu.McMaster.ca

- Twenty-first Annual Course Design and Teaching Workshops sponsored by the Great Lakes Colleges Association. Workshop I: Teaching Our Students, Hope College, Holland, MI, June 1-6, 1997. Workshop II: Engaging Cultural Differences, The College of Wooster, Wooster, OH, June 22-27, 1997. For more information on either workshop, contact Catherine Frerichs, Senior Program Officer, Great Lakes Colleges Association, 535 W. William, Suite 301, Ann Arbor, MI 48103, Tel: 313-761-4833, FAX 313-761-3939, e-mail: frerichs@glca.org


- The National Council for Staff, Program, and Organizational Development, National Institute for Staff and Organization Development, and Company of Experts, are sponsoring the Berkeley Institute on Transformational Learning, July 9-11, 1997, Berkeley, CA. The Institute, limited to 105 participants, will create an environment in which two- and four-year college and university faculty, support staff, and administrators will explore practical strategies for helping organizations, classrooms, groups and teams, and individuals, learn how to learn in ways that facilitate our transformation as we enter the 21st century. For an electronic brochure, go to http://companyofexperts.com and click on “Berkeley Institute on Transformational Learning.” For a hard copy brochure, contact POD member, Nancy Stetson, Tel: 707-526-6691, FAX 707-526-6692, e-mail: nancy@sonic.net

- “Preparing Graduate Students to Teach,” A Workshop at Stanford, July 10-13, 1997. Sponsored by the Stanford Center for Teaching and Learning and the Pew Charitable Trusts, this workshop is an intensive weekend experience that will explore the latest information in the fields of faculty development and teaching assistant training. For further information about the “Preparing Graduate Students to Teach,” workshop, call or e-mail Frederic Stout at 415-723-6487 or fstout@leland.stanford.edu.

- Pace University’s Center for Case Studies in Education announces its Fifth Annual Conference, “Using Cases and Classroom Assessment to Improve Teaching and Learning,” August 9-13, 1997, University of British Columbia, Vancouver, BC. The conference is designed to help faculty practice using case method and classroom assessment in a variety of disciplines. For more information, contact Rita Silverman at the School of Education, Pace University, 861 Bedford Road, Pleasantville, NY 10570, Tel: 914-773-3879, FAX 914-773-3878, e-mail: silverma@pace.edu

- The eleventh annual conference of the Massachusetts Faculty Development Consortium will be held at the Hogan Conference Center of the College of the Holy Cross on Friday, November 14, 1997. Faculty members and administrators interested in teaching development issues are encouraged to consider presenting a workshop. Conference details are available on the conference web site at: http://www.umass.edu/cft/mfdc.html
Call for Proposals

The Fourth National Historically Black Colleges & Universities (HBCU) Faculty Development Symposium will take place in Atlanta, Georgia, October 2-5, 1997, at the Radisson Hotel. The theme for the conference is “Networking to Enhance Teaching and Learning.” Proposals should be submitted for panel discussions and/or interactive workshops. Presentations should be based on the theme of the conference and the following symposium strands: collaborative models, teaching and learning strategies, curriculum design and revision, diversity and globalization, learning across the curriculum, educational technology, evaluation of assessment and learning, and community service/service learning. Proposals are due on or before March 17, 1997. Notifications of acceptance will be sent by April 25, 1997. For more information on this conference, please contact either Dr. Stephen Rozman, Tougaloo College, Tel: 601-977-7861, e-mail: strozman@aol.com, or Dr. Phyllis Worthy Dawkins, Johnson C. Smith University, Tel: 704-378-1287, e-mail: pwdawkins@msmail.jcsu.edu.

New Book and Videotapes

- Dr. Nira Hativa, of the University of Tel Aviv, has produced two new videotapes in her series on “Effective Lecturing.” (The previous two tapes covered “Clarity of Explanation in Science and Engineering Courses.”) The new tapes address “Getting Students’ Attention” through attention-getting content and attention-getting teacher behavior, and “Engaging Students” through active lecturing and encouraging students to think. Both tapes can be ordered from Anker Publishing, 601-532-7454.

Journal Available

The *Humanistic Mathematics Network Journal*, supported by the Exxon Education Foundation, is sent free to all individuals and libraries that request copies. The journal, among other things, contains information on teaching innovations in mathematics and bibliographies. For more information, contact Alvin White, Harvey Mudd College, Claremont, CA 91711, Tel: 909-621-8867, e-mail: awhite@hmc.edu

Member News

- Lisa Isleb has been named Coordinator of Teaching Technologies, Center for Teaching, University of Massachusetts Amherst. Lisa was formerly an assistant professor, School of Education, University of Texas, Pan American. She brings expertise in the applications of computers, telecommunications and multimedia in the college classroom.
- Mathew Ouellett was named Assistant Director, Faculty and TA Development, University of Massachusetts at Amherst, after serving as interim assistant director during the 1995-96 academic year. He also holds an adjunct professorship in the school of social work at Smith College. Matt brings expertise in the areas of multicultural education, faculty, teaching assistant and student development.

POD Network News Submissions

Please submit your news items for future issues of *POD Network News* to Mary Everley at the address shown below. Examples of the types of information that are of interest are the following:

- News of personnel changes, new centers, etc.
- News of books authored by POD members
- News of conferences of interest to POD members
- Position announcements or other opportunities for POD members
- Requests from committees for assistance or ideas
- Professional development programs’ web home page addresses
- Ideas to share
Sponsors: Center for Teaching Effectiveness, University of Delaware
Professional and Organizational Development Network in Higher Education

This institute is designed for individuals who want to become faculty or instructional developers or who are in their first years as full- or part-time faculty development professionals. Participants may include staff of instructional development programs, those about to be appointed to these positions, and those responsible for organizing, directing, or conducting faculty development activities in a two- or four-year college or university.

Goals: Attending the institute, will enable you (1) to acquire the conceptual framework and basic skills needed to establish and run faculty development programs and activities; and (2) to design and implement instructional development activities that appropriately meet the needs of your home institutions.

Methods: The institute will be facilitated by experienced faculty development professionals. The sessions will balance theory with hands-on, interactive practice. Active learning approaches, such as, case studies, writing, role playing, collaborative problem-solving, will be used to accommodate different learning styles. You will have opportunities to consult individually with institute faculty and to network.

The design of the institute will reflect the needs and interests of the participants. All registrants will receive a needs assessment survey to determine their experiences, objectives, and expectations. Expected topic areas include:

- Exploring the roles and impact of faculty development
- Developing an institutional environment that values and rewards teaching
- Designing programs: Meeting the needs, objectives and values of your institution
- Programming and promoting instructional development activities
- Forming partnerships with faculty, administrators and staff
- Consulting with faculty: What we need to know
- Integrating research on learning and teaching into faculty development
- Learning from students' perceptions of the teaching process
- Reflecting on our practice
- Preparing graduate students to teach (TA training and development)
- Exploring the relationship between teaching, learning and technology
- Utilizing faculty development resources, publications, and networks

Location: The institute will be held at the University of Delaware's Goodstay Conference Center in Wilmington, Delaware. Rooms have been reserved at the nearby Holiday Inn in Wilmington. The location is approximately 30 minutes from Philadelphia and 70 minutes from Baltimore.

A complete program brochure and registration materials will be mailed in early May. For further information about the institute, contact: Gabriele Bauer, Institute Coordinator, at the Center for Teaching Effectiveness, 111 Pearson Hall, University of Delaware, Newark, DE 19716.
Phone: (302) 831-2027
E-mail Address: gabriele@udel.edu or jgreene@udel.edu
The Long Range Conference Planning Committee (LRCPC) and the Core Committee are concerned that future conference sites accommodate the needs of all POD members. Recent feedback suggests that some individuals may have experienced funding problems or health issues due to the 1996 conference location. Your input is crucial in choosing conference sites for 1999 and beyond. To date, only 12% of the membership has responded to our earlier request for feedback. If you have not already done so, please take a moment to provide your input.

1. Previous POD conferences you have attended:

   - Overall cost of the conference (including registration fee, hotel & meal package but excluding airfare) has been:
     - (1) Very Inexpensive
     - (2) Inexpensive
     - (3) About Right
     - (4) Expensive
     - (5) Very Expensive
     - ESSENTIAL
     - To my decision to attend & my level of satisfaction
     - IRRELEVANT
     - To my decision to attend & my level of satisfaction

   Comments:

   - Airfare schedules have been:
     - (1) Unusually convenient
     - (2) Somewhat convenient
     - (3) Convenient
     - (4) Somewhat inconvenient
     - (5) Inconvenient
     - ESSENTIAL
     - To my decision to attend & my level of satisfaction
     - ERELEVANT
     - To my decision to attend & my level of satisfaction

   Comments:

   - Airfare costs have been:
     - (1) Unusually inexpensive
     - (2) Somewhat inexpensive
     - (3) Acceptable
     - (4) Somewhat costly
     - (5) Costly
     - ESSENTIAL
     - To my decision to attend & my level of satisfaction
     - IRRELEVANT
     - To my decision to attend & my level of satisfaction

   Comments:

   - Airfare costs and schedules have been
     - (1) ESSENTIAL
     - To my decision to attend & my level of satisfaction
     - ERELEVANT
     - To my decision to attend & my level of satisfaction

   Comments:

   - I fly out of __________________________ airport

   - The longest acceptable distance from the destination airport to the conference site would be:
     - (1) less than 1/2 hour
     - (2) 1/2 hour
     - (3) 1 hour
     - (4) 2 hours
     - (5) more than 2 hours

   Comments:
• Conference sites (amenities, food, facilities, staff) have been:

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<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
<td>Very Poor</td>
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(1) (2) (3) (4) (5) ESSENTIAL
To my decision to attend & my level of satisfaction

Comments

• I would prefer (circle one) single double accommodations.

• Educational expeditions have been:

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<td>Very inexpensive</td>
<td>Inexpensive</td>
<td>About Right</td>
<td>Expensive</td>
<td>Very expensive</td>
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(1) (2) (3) (4) (5) ESSENTIAL
To my decision to attend & my level of satisfaction

Comments

2. Future POD conferences you will attend:

• The LRCPC is considering moving to a series of 3-4 "permanent" regional sites (East, West, Southwest, Northwest, possibly Canada) through which the POD conference would rotate every few years. What do you think of this idea? (Please check whether you APPROVE or DON'T APPROVE and tell us your reasons)

___ I APPROVE, because ____________________________

___ I DON'T APPROVE, because ______________________

• I prefer (circle ONE):

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<td>Resort</td>
<td>City</td>
<td>Depends upon location, facilities</td>
<td>No Preference</td>
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• Please write your suggestions for future conference sites (to be considered, sites must have sleeping rooms and banquet facilities for 500 people):
3. Help us serve you by telling us:

- In which region is your institution located? (Circle ONE):
  (Southwest) (Northwest) (West) (Midwest) (Northeast) (Southeast) (Canada)
  (Other) please specify:_______________________

- Does your institution have reimbursement restrictions to Canada?  ___Yes  ___No

- Previous POD conferences attended (circle ALL attended):
  Arlie House, VA (’76) Montebello, QUEBEC Inn of the Hills, TX Red Lion Columbia River, OR
  Illinois Beach, St. Park, IL Airlie House, VA (’83) Villas-by-the-sea, GA Sea Crest Resort, MA
  Shangri-La St. Park, OK Asilomar, CA Granlibakken Center, CA Snowbird Resort, UT (’96)
  Fairfield Glade, TN Hidden Valley Lodge, PA Lakeview Resort, WV
  Claremont Resort, CA Lawn Lake Lodge, WI Saddlebrook Resort, FL
  Westin Hotel, OH Keystone Resort, CO Kahler Resort, MN

- My favorite conference sites have been (circle ALL favorites):
  Arlie House, VA (’76) Montebello, QUEBEC Inn of the Hills, TX Red Lion Columbia River, OR
  Illinois Beach, St. Park, IL Airlie House, VA (’83) Villas-by-the-sea, GA Sea Crest Resort, MA
  Shangri-La St. Park, OK Asilomar, CA Granlibakken Center, CA Snowbird Resort, UT (’96)
  Fairfield Glade, TN Hidden Valley Lodge, PA Lakeview Resort, WV
  Claremont Resort, CA Lawn Lake Lodge, WI Saddlebrook Resort, FL
  Westin Hotel, OH Keystone Resort, CO Kahler Resort, MN

Please return this survey by April 15, 1997 and send it directly to:

Brenda Manning, Ph.D.
Faculty Development
Center for Instructional Development & Distance Education
University of Pittsburgh
Pittsburgh, PA  15260

Thank you very much for your time.