POD Network News, Spring 2002

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President’s Column

Long before the hollyhocks and roses unfold in New England, I will have concluded my presidency of POD. On March 16, at the spring 2002 Core meeting in Chicago, I will become Past President, having welcomed in our new President, Roger Sell, Southwest Missouri State University.

I highly recommend the job. I’ve met wonderful colleagues, listened and contributed to many dialogues, and helped to set new directions for the management of the organization. I’ve also improved my skills at karaoke—a skill not to be underestimated. Most of all, I learned again what I’ve always known to be true: this organization has a magnificent membership and I’m proud to be part of it.

Since I’ve almost figured out how POD works, I thought I’d share a bit about the organization’s structure, strongly encourage you to join a committee or subcommittee (and we just may call you), and bid farewell. (See the enclosed “Handy-Dandy Guide to How POD Works.”)

Thank you for the opportunity to serve as President. Special appreciation goes to Christine Stanley, Roger Sell, Marilla Svinicki, my colleagues on the Core Committee, and all committee chairs and members for your commitment and collegiality. I’m especially grateful to Frank and Kay Gillespie, who joined the leadership team and moved the central office—lock, stock and barrel—from Florida to Colorado at mid-year. Their generosity, sage advice, and good humor have buoyed us through what we fondly call the “westward ho!” As we await spring, with its blue air, white clouds and glittering sunlight, POD, too, anticipates a bright, hopeful future that involves so many gifted people from all walks of this amazing organization.

Sincerely,
Mary Deane Sorcinelli

News from the Core

Each year, the composition of the Core Committee changes. This spring, we welcomed new members and bid goodbye to members who graciously gave of their time and leadership for three years.

New Members
Phyllis Worthy Dawkins, Johnson C. Smith University; Richard Holmgren, Allegheny College; Judith Miller, Worcester Polytechnic Institute; Allison Pingree, Vanderbilt University; Lynn Sorenson, Brigham Young University.

Outgoing Members
Laurie Bellows, University of Nebraska-Lincoln; Dee Fink, University of Oklahoma; Matt Kaplan, University of Michigan; Ken Grosse, US Airforce Academy; Brenda Smith, Generic Center, United Kingdom; Christine Stanley, Texas A&M University.

Some of you may not know that...
Laurie Bellows is a member of the Finance and Audit Committee, the History (Archives) Committee, and Co-Associate Chair of the TA Developers Subcommittee.
Dee Fink served as chair of the New Developers Subcommittee and assisted with the strategic planning process.
Matt Kaplan serves on the Electronic Communication and Resource Committee and is chair of our Guidelines Committee.
Ken Grosse is a member of the Awards and Recognition Committee.
Brenda Smith is chair of the International Organizations Subcommittee.
Christine Stanley is Past President, chair of the Awards and Recognition Committee, chair of the Nominations and Elections Committee, and member of the Policy Committee.

Laurie, Dee, Matt, Ken, Brenda, and Christine, we will miss your talents and leadership skills on the Core Committee.

Diversity Commission

The POD Diversity Commission has a specific goal, plus
an action plan, to attract potential new members who are from underrepresented groups to the POD Conference in Atlanta next October. As in years past, the Diversity Commission does this by offering travel grants—$800 that a grantee can use to subsidize his or her trip to the conference site.

Two of our travel grant recipients at the last conference, Gail Medford, from Bowie State University, and Pedro Luna, a graduate student in Higher Education from Syracuse University, wrote to tell us they were planning to continue their memberships in POD.

Gail wrote, in part: “Let me again offer my thanks for the travel grant and my introduction to POD. The conference was a wonderful experience, from which I learned a lot. At the time, I had just moved from 3 years in faculty development at where I started the program for faculty and staff, to coordinating outcomes assessment. I had no idea how much I would learn from POD about assessment and its link to faculty development in that short period. Attending the conference gave me a wonderful introduction to my new position and enough information to give me some direction for the academic year. I was particularly impressed with the sincere support and encouragement of the POD members.”

Pedro wrote: “I had an excellent experience at the conference. I specifically liked talking to experienced experts in the field of learning and teaching. I had an opportunity to network with people who love learning and are dedicated to providing the best education to both graduate and undergraduate students. At the conference, I also had the opportunity to meet with different conference coordinators and they made me feel welcomed....In short, my experience at the POD conference motivated me to continue doing research in the field of learning and teaching. My hope is that as I continue growing as a professional, I will share my insights and findings with POD.”

We’d like POD members to keep an eye out for potential travel grant recipients. It’s never too early to start talking to people about POD and the conference. The summer newsletter will provide details about the application process.

Stephanie Nickerson
Diversity Commission Travel Grants Chair
stephanie.nickerson@nyu.edu

Resources for New Developers

At the 2000 POD Conference, the New Faculty Developers Subcommittee initiated a pilot project to aid newcomers who might want to see firsthand what faculty development centers look like and get a feel for their operations.

The centers currently listed on the pilot web site, http://www.uca.edu/divisions/academic/idec/pod/pod.htm, have indicated their willingness to host visits from faculty developers in their area. The web site provides you with the following information about each center: type of institution, size of institution, characteristics of the center, program features, and contact persons.

We encourage experienced and new POD members to visit the web site. For new members, we invite you to contact the centers listed in your area and use them as resources. For those POD members with established centers in other regions of the country, we invite you to contact Donna Silver (dsilver@uwsa.edu) if you are interested in creating a similar center profile for your area. Of course, it goes without saying that the more people we hear from, the more effective this web resource will be to the POD membership.

Bright Idea Award Winners, 2001

A Bright Idea Grand Award and six Bright Idea Recognition Awards were conferred at the POD annual meeting in St. Louis. Following are brief descriptions of the Bright Ideas and contact information for their originators. Complete descriptions are available at the Bright Idea Award website: http://atech2.uk.edu/skuhlens/bidea/index.html.

Thank you to all those who submitted bright ideas. You deserve applause for following the new guidelines and submitting your ideas a month before the conference. To those who were recognized, thank you for preparing materials for the conference Poster Session. Many people expressed their gratefulness for being able to take your ideas home with them.

Bright Idea Grand Award

Donna M. Qualters
Director, Center for Effective University Teaching, Northeastern University, d.qualters@neu.edu

Chalk Talk: Dear Jonas
“Dear Jonas” is a weekly teaching-advice column offered to all freshmen faculty who are part of the GE Master Teachers Initiative. Questions are solicited from the freshmen faculty in Engineering/Chemistry/Math and Physics; responses are constructed by a collabora-
tive effort of the Instructional Development Sub-
Committee of the Master Teachers’ Team and sent
weekly via e-mail.
http://gemasterteachers.neu.edu/documents/documents.h

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Bright Idea Recognition Awards

Phyllis Blumberg
Director, Teaching and Learning Center, The University
of the Sciences in Philadelphia pbblumbe@usip.edu

Document of Innovation
The Teaching and Learning Center annually compiles a
book of the teaching innovations developed and used by
the faculty. The director meets with all higher-level
administrators, deans, and chairs to highlight the innova­
tions of their faculty and gives each of them copies of

David Jaffee
Director, Office of Faculty Enhancement, University of
North Florida djaffee@unf.edu

Course Redesign for Effective Learning (CREL)
Workshop
Course Redesign for Effective Learning (CREL) is an
intensive one-week workshop intended to provide facul­
ty at University of North Florida with the time and
resources needed to construct a comprehensive course
redesign plan for a specific designated course they plan
to teach in the upcoming year. The workshop activities
are based on collaborative and active learning principles.
http://www.unf.edu/dept/ofe/crelpage.htm

Tracy Jirikowic
Research Consultant, Disabilities, Opportunities,
Internetworking and Technology (DO-IT), University of
Washington tracyj@u.washington.edu

DO-IT Prof Model Demonstration Project
Provision of six different types of in-servicing for facul­
ty and administrators on meeting the academic accom­
modation needs of postsecondary students with disabili­
ties. Models ranging from workshops to videotapes to
on-line Web and distance education.
http://www.washington.edu/doit/

Diane Jonte-Pace
Associate Vice Provost for Faculty Development, Santa
Clara University djontepace@scu.edu

The Director of Santa Clara University’s Residential
Learning Communities and I purchased a dozen copies
of Richard Light’s book, Making the Most of College.
We distributed the books to selected administrators and
to faculty teaching in the Residential Learning
Community and Core Curriculum, instructing them to
read the book and pass it on, creating a chain of readers.
We traced the chain and invited the group to a discussion
of the book over lunch.

Marie Revak, Barbara Millis, Ken Grosse
Center for Educational Excellence, US Air Force
Academy marie.revak@usafa.af.mil

Quick Course Diagnosis
The Quick Course Diagnosis (QCD) is a group inter­
view assessment technique. The QCD takes place in
the classroom where a facilitator guides 10 to 20 stu­
dents through two activities. Taking only 20 to 30 min­
utes, the QCD provides data on student satisfaction and
a rich description of program strengths and weaknesses
using student interaction and brainstorming.
www.usafa.af.mil/dfe/assessment_tools.htm (Click on
Quick Course Diagnosis)

Michele M. Welkener
Assistant Director, Center for Teaching and Learning,
Indiana State University ctlwelk@ruby.indstate.edu

Using Video Testimonials to Foster Interest and
Confidence in Teaching/Learning Center Services
Utilizing video testimonials from instructors who have
benefited from being involved in Teaching/Learning
Center activities and initiatives can offer an effective first
step toward garnering interest, establishing trust and rap­
port, and developing positive relationships with new fac­
ulty/teaching assistants. At the same time, it models one
example of an innovative teaching strategy. This idea
was implemented at a pre-semester workshop for gradu­
teaching assistants for the purpose of communicating
Center services via a non-traditional format.

Submitted by Laurel Willingham-McLain
Chair, Bright Idea Awards Committee

Call for Manuscripts & Proposals

You are invited to submit a manuscript on the theme of
“Preparing Future Faculty: Academic Careers for a New
Generation” to the Journal on Excellence in College
Manuscripts will be reviewed by a specially selected
review board and co-edited by Laura Border and Laurie
Richlin. Of particular interest are manuscripts demon­
strating results of participation in Preparing Future
Faculty (PFF) programs.
To help focus these manuscripts, the Lilly Conference on College and University Teaching - North (September 20 & 21, 2002) in Big Rapids, Michigan, will feature a special double track of presentations on the topic. The conference will be co-sponsored by the Professional and Organizational Development Network in Higher Education (POD). The due date for proposals is April 5, 2002. In addition to seminars and workshops, the conference will feature an “Exemplary Practice” poster session where PFF programs can display their materials and interact with each other and prospective PFF developers to discuss their programs.

Prospective authors are encouraged to submit a proposal for the special conference track. We encourage presentations and manuscripts including both PFF and cluster participants. Information on submitting manuscripts to the Journal and the Call for Proposals and further information on the conference can be found on the International Alliance of Teacher Scholars site at http://www.iats.com.

Position Announcement

Director, Center for Learning and Teaching, The American University in Cairo.

The American University in Cairo offers a unique opportunity for a visionary individual to develop, launch and direct a new Center for Learning and Teaching. As a unit of Libraries and Learning Technologies, the new center will help faculty by providing intensive instructional development in targeted areas and programs aimed at reaching all faculty, as well as creating opportunities for exploration of new uses of technology. The successful candidate will be an important part of the leadership team for university-wide planning for the application of appropriate uses of instructional and information technologies.

Duties and responsibilities include formulating the Center’s vision and mission within the context of the AUC’s future goals, developing policies and procedures for programs of the new Center, providing leadership in the application of educational technology, assisting in preparing grant proposals and research projects concerning learning and teaching, developing staffing plan and budget, providing instructional design consultation to faculty, consulting with academic departments on unit teaching enhancement programs, developing assessment systems to monitor teaching effectiveness, managing and coordinating multiple projects and project teams, leading activities as needed, and staying abreast of current developments in teaching practices, educational technology and learning theory.

Qualifications: Experience as director or associate director with administrative experience in a campus-wide instructional enhancement or development service. Ph.D. in academic discipline required. A Masters degree or relevant experience in Instructional Design will be an asset. Five years teaching experience in higher education. Record of outstanding teaching, research and scholarship. Knowledge of implementation strategies for current best teaching practices and learning systems. Demonstrated ability to succeed within a collaborative management environment. Excellent interpersonal diplomacy and communication skills. Fluent English. Knowledge of Arabic a plus. Experience developing and administering budgets. Portfolio of completed projects is desirable.

Send letter of application with curriculum vita and names and addresses of three references to:
Dr. Earl (Tim) Sullivan, Provost, The American University in Cairo, 420 Fifth Avenue, Fl. 3-WEB, New York, N.Y. 10018-2729, or e-mail mrussell@aucnyo.edu

Chicago Area Faculty Development Network

The Chicago Area Faculty Development Network (CAFDN) now has a membership of approximately 40 institutions of higher education, including community colleges and universities (2- and 4-year, public and private). In the fall of 2001, 150 faculty members and faculty developers attended a one-day CAFDN workshop titled, “Perfecting the Craft.” The workshop focused on how to engage and motivate student learning in learning communities. The March 1, 2002 CAFDN workshop featured Dr. Judith M. Gappa of Purdue University and focused on moving adjunct faculty from invisible to valued.

For more information on CAFDN programs or the CAFDN organization, please visit the website at www.cafdn.net or contact Phil Kemp, President of CAFDN, at DePaul University by calling 312-362-6890 or emailing him at pkemp@wppost.depaul.edu.

Kudos to . . .

Christine Stanley, our POD Past President. Christine recently received the “Outstanding New Faculty Award” from the College of Education at Texas A & M University. Christine is an assistant professor in the Department of Educational Administration and Human Resource Development and associate director of the Center for Teaching Excellence. Congratulations, Christine!
Books and Reports by POD Members


Conference Notes

Lilly-East, April 12 & 13, Towson University, Towson, Maryland. Special Track: Teaching On Line.

Lilly Summer Institute, July 11-13, Ashland, Oregon. Choose one institute from: Craig Nelson—Critical and Creative Thinking, Milt Cox & Marti Stevens—Creating Faculty Learning Communities, Laurie Richlin—Publishing the Scholarship of Teaching.

Lilly-North, September 20 & 21, Ferris State University, Big Rapids, Michigan. Special Double Track: Preparing Future Faculty Programs. Co-sponsored by POD.

All information on the Lilly Institute and Conferences is at http://www.iats.com. We can be reached by phone at 800-718-4287.

“Faculty Development for Teaching, Learning and Technology: Principles to Practice,” June 17-20, co-sponsored by Portland State University, the POD Network, and the AAHE TLT Group. Only 30 individuals are accepted into the institute and the deadline for registration is April 1st. For more information, check the web site at http://www.oaa.pdx.edu/cae/smrist02.

AAHE 2002 Assessment Conference, June 20-23, pre-conference workshops and meetings June 19, Boston, Marriott Copley Place. For more information, contact Collin Stevenson at 202-293-6440 ext. 768 or esteven­son@aahe.org, or go to www.aahe.org.


In Memoriam

Linda Rae Hilsen died unexpectedly in her home Friday, January 25, 2001. Linda was an active, long-time member of POD. She served three terms on the Core Committee, edited To Improve the Academy, co-chaired the annual conference held in Minnesota, contributed articles to TIA, gave presentations at many conferences, and served as associate editor for the Handbook (recently up-dated and re-published as A Guide to Faculty Development). Like many who first came to POD in the 1970’s and 80’s, Linda viewed POD as an extended family and the conference as a family reunion. In her work at the University of Minnesota-Duluth, she founded and headed Instructional Development Services. There she provided one-to-one mentoring for university faculty, sitting in on their classes for an entire quarter and engaging them in conversations about teaching and learning. Those who knew Linda will miss her generosity, warmth, vibrant good humor, and dedication to excellence in teaching and learning.

The 12th Annual International Teaching for a Change Conference, June 16-19, 2002, Steamboat Springs, CO. For information, visit www.teachingforachange.com or email info@teachingforachange.com.
A Handy-Dandy Guide to How POD Works

Officers of the Core Committee act as the board of directors for POD. Each year, five members leave the Core Committee and five new members are elected; members are elected for a three-year term by a vote of the POD membership. (See below for a list of Core Committee members.)

The Executive Committee has the authority of the Core Committee between their meetings and consists of the President, immediate Past President, President Elect, Executive Directors, and Chair of the Finance and Audit Committee.

The Executive Directors, Frank and Kay Gillespie, (fgill1234@aol.com) (kaygi@aol.com), are responsible for numerous managerial, public-relations, record-keeping, publishing, and accounting tasks for the organization. This position had been Manager of Administrative Services, but the Core Committee voted a change in title after a review of work responsibilities and positions in similar professional organizations.

The Archives Committee evaluates all POD materials, records, and memorabilia to determine whether they should be preserved for historical value to POD and scholars of higher education.

The Awards and Recognition Committee oversees the selection committees for several awards through a range of subcommittees that include the Bob Pierlioni Spirit of POD Award, Bright Ideas Awards, and Bob Menges Award.

The Committee for the Advancement of Programs and Services pursues external funding to support existing programs; services, develops, and recommends new programs and services; and works as a liaison with other organizations seeking funding that involves POD.

The Conference Planning Committee is responsible for planning the annual conference, which will be held in 2002 at the Crown Plaza Ravinia in Atlanta, Georgia, October 9-13.

The Diversity Commission works to increase and sustain POD’s efforts toward valuing diversity by recruiting and retaining members of underrepresented groups and institutions, awarding travel grants and developing internship programs.

The Electronic Communication and Resource Committee is a newly formed committee that advises the Core Committee on the wise use of technologies in the organization.

The Finance and Audit Committee helps the Core Committee meet its financial responsibility by ensuring that POD’s assets are protected and its resources are used appropriately and effectively to fulfill the organization’s mission.

The Grants Committee oversees the review of proposals and recommends funding for grants that support the mission of the organization.

The Membership Committee advises the Core Committee on overall membership of the organization, retention, and related matters.

The Nominations and Elections Committee conducts the elections of the POD Core Committee and the President Elect, advises on the selection of other major positions, and proposes policies pertaining to elections.

The Outreach Committee works to promote a strong and representative national and international membership in POD and cultivates relationships between POD and other organizations. It includes subcommittees for international, national, and regional organizations.

The Policy Committee advises the Core Committee on issues pertaining to bylaws and official matters and oversees the updating of the Policy & Procedures Manual.

The Professional Development Committee advises the Core Committee on issues of personal and professional development through a range of subcom-
mittees (Developer Exchange, Experienced Developers, Professional Guidelines, New Developers, Research, and TA Developer Programs).

The **Publications Committee** oversees POD publications of print or electronic literature from conception through dissemination and makes recommendations concerning copyrights, pricing, agreements with publishers, and related issues.

**Note:** Committee chairs change on a regular basis. Please consult POD’s web site at [http://lamar.colostate.edu/~ckfgill/](http://lamar.colostate.edu/~ckfgill/) or [www.pod-web.org](http://www.pod-web.org) for current committee chair information.

**2002-03 Executive Committee**

President—Roger Sell, Southwest Missouri State University

Past President—Mary Deane Sorcinelli, University of Massachusetts Amherst

President Elect—Laura Border, University of Colorado-Boulder

Chair, Finance and Audit Committee—Marilla Svinicki, University of Texas-Austin

Executive Directors—Frank and Kay Gillespie

**2002-03 POD Core Committee**

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The POD office was relocated as of January 1, 2002, and the new contact information is below. It is our goal to respond to members’ questions, concerns, needs, and interests as courteously and promptly as possible.

Frank and Kay Gillespie, Executive Directors,
The POD Network, P.O. Box 9696, Fort Collins, Colorado 80525, U.S.A. Telephone 970-377-9269, fax 970-377-9282, e-mail podnetwork@podweb.org.

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Complete your library!
_To Improve the Academy_
Order Form

Our POD annual publication, _To Improve the Academy_, has proven to be an important resource for the theory and practice of faculty, instructional, and organizational development. This is an opportunity to fill in the gaps in your collection or your library’s collection!

We have copies of the following volumes available: volumes 1-11, volume 13-15, and volume 17. (There are no copies available of volumes 12, 16, or 18.)

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