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Spring 2012

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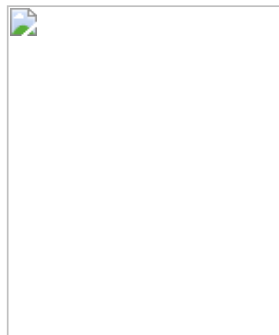
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**Vision Quest**

What would the world look like if POD had achieved its mission? This fascinating question has been on my mind for the past months. The five-year cycle of the POD strategic plan is concluding, which means the Core and Executive committees have been hard at work. Part of the work, of course, has involved reflecting on our vision and mission statements, as well as our values, and eventually the goals that instantiate the mission and the action steps to achieve the goals. Strategic planning can sometimes turn into an

exercise in futile corporate speak, disjoint from the daily life of the organization. Fortunately, we have benefited from the expertise of Angela Linse, POD's treasurer, who grounded our work by providing some framing ideas and guiding questions. She reminded us that an organization's mission is not an esoteric, grandiose statement. Instead, *your mission is what you do every day*. OK, I can work with that. Simply looking at the work of Core, Exec, and all the standing committees reveals quite a lot of what POD does. The budget too reveals a facet of what we do in terms of how we allocate our resources. We might have to finesse these elements into a well-articulated statement, but we have a good handle on that, because what we do is in our name. We develop and we network. We facilitate professional connections and creation and dissemination of knowledge around issues of faculty and organizational development. Out of this commitment flow our conference and institutes, our publications, our listserv and WikiPODia, our grants, internships, travel awards, our partnerships with other organizations, and the rest of our work.

But what about our vision? We know who we currently are, but who do we want to be? We already are the premiere faculty development society in North America, so where do we go from here? Once again, Angela challenged us with thought-provoking questions that opened new vistas of understanding. One of these questions was this column's opener—what would higher education be like if POD were no longer needed?

In my version of this utopia where there is no need for POD, learner-centered teaching is common practice and regarded as commonsensical. Good teaching is universally defined as creating the conditions that engender learning, and judged by how much learning actually happens. In my utopia, everybody shares this vision. Educators design, facilitate, and

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assess instruction with learning in mind; students actively take responsibility for their own learning and receive the support they need; administrators reward good teaching appropriately in time, salary, professional development and opportunities for advancement; and legislators fund education adequately and devise thoughtful and developmental accountability measures.

This exercise crystallized a fuzzy intuition for me. Ultimately, POD is an advocacy organization. We advocate for effective teaching. We advocate for learning as the litmus test of teaching. This emphasis on learning rests on an understanding of the world as imperfect but fixable, and a parallel understanding of learning and education as emancipatory and as empowering people to solve the world's problems. Similarly, we advocate for learning and access for all students, especially for members of groups traditionally excluded or oppressed. Finally, we advocate for teaching as a scholarly activity right next to research—an activity that can only be done well with proper training, that is improved by and indeed necessitates reflection, and that like other scholarly activities is of most value when it is publicly assessed and disseminated. Every article in "To Improve the Academy," every conference session we accept, every resource shared on our website or on WikiPODia, are all means of advocating for this vision.

Next to vision and mission, Core has worked on articulating the organization's values. Advocacy bubbled up as one of the shared values, particularly for issues of social justice around teaching and learning. Our values will guide us on how we react to upcoming issues on the horizon. For instance, the two newest things on my radar are the [Complete College America](#) initiative and the recent EEOC ruling affirming that transgendered individuals are protected under Title VII, which is sure to percolate down to higher education. As both events start shaping policy, POD will keep advocating for quality teaching and full inclusion rather than bean counting or mere compliance.

And you? What does your utopia look like? We will hold a membership meeting at the annual conference in Seattle, where I will be very interested to hear other people's vision and values as we keep shaping the future of POD. Happy vision quest!

—Michele DiPietro, POD President

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We hope to open registration for the 2012 POD Conference, October 24-28 in Seattle, by mid-June at the latest. If you know you're going to register and would like to register even sooner, please send an email to: [podoffice@podnetwork.org](mailto:podoffice@podnetwork.org).

Please note that the Core Committee approved a \$20 increase in conference registration fees this year. Early-bird registration will thus be \$470 in 2012. Single-day registrations will be increased by \$10. The increase was requested to cover the higher food prices in Seattle (\$15) and also an automated conference registration interface (\$5) which we hope will greatly

increase the convenience of registration by providing real-time credit card processing. We hope you'll still find POD a bargain, considering that all attendees receive three breakfasts, one lunch, two dinners, and two receptions (and don't forget the early morning yoga).

The diversity listserv is open to all POD members and provides a forum to discuss any and all matters related to diversity, including announcements about grants and fellowships. Click [here](#) to register for the diversity listserv and then select "Join or Leave POD-DIVERSITY."

—Hoag Holmgren, Executive Director

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Jump right in; the water's fine! POD encourages any and all members to get more involved by joining a committee or volunteering to help with conference planning. [Here](#) is the list of committees—you can contact the chair directly or send an email to [podoffice@podnetwork.org](mailto:podoffice@podnetwork.org). If you've been a member for at least 3 years, consider nominating yourself for the Core Committee/Board of Directors. The call for nominations goes out in the fall and the deadline is in early November. POD relies on the dedication of member-volunteers and we're always grateful when new people express their interest to help.

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## Conference News



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# PENCILS & PIXELS

**21ST CENTURY PRACTICES IN HIGHER EDUCATION**  
37th Annual POD Conference | Seattle, Washington | October 24–28, 2012

The POD 2012 conference team was recently in Seattle planning for the fall conference, to be held **October 24-28, 2012** at the Sheraton Seattle, 1400 6th Avenue. The program for this year's fresh line-up of interactive and research sessions, workshops, posters, and roundtables is rapidly coming together from a *record number* of proposal submissions this year (390), many of which take innovative and exciting perspectives on this year's theme: *Pencils & Pixels—21st Century Practices in Higher Education*.

In addition to peer-reviewed sessions, our two **plenary speakers** this year are sure to offer new insights on the conference theme.

- Dubbed "the explainer" by Wired magazine, YouTube phenom **Michael Wesch** is a cultural anthropologist exploring the effects of new media on society and culture. After two years studying the implications of writing on a remote indigenous culture in the rain forest of Papua New Guinea, he has turned his attention to the effects of social media and digital technology on global society. Click [here](#) for more information on Professor Wesch.
- **Alex Soojung-Kim Pang** is Futurist in Residence at the Peace Innovation Lab at Stanford University, and an Associate Fellow at Oxford University's Saïd Business School. He began thinking seriously about "contemplative computing" in the winter of 2011 while a Visiting Researcher in the Socio-Digital Systems Group at Microsoft Research, Cambridge. For more information, explore Dr. Pang's [blog](#).

An enlivening **Sunday morning Anchor Session**, facilitated by **Derek Bruff** (author of *Teaching with Classroom Response Systems: Creating Active Learning Environments*) & colleagues will be well worth the wait! Look forward to interactive "backchannel"



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conversations (both in analogue and digital forms) throughout the conference, leading to a final Anchor Session offering a synthesis of our collective "backchannel" insights, as well as take-away lessons about using crowdsourcing and collaborative creation in our work as POD practitioners.

And due to last year's success, create@pod will be back this year. This lively event allows POD participants an opportunity to creatively express themselves through 3 minute digital stories or five minute 15 X 20 presentations.

After our visit, we're more excited than ever about Seattle—we just hope that conference attendees will find time to attend a few sessions in between formal and informal excursions! The Seattle Sheraton is located in the heart of downtown, with lovely views of Puget Sound and snow-covered mountain ranges. To name just a few attractions, **Pikes Place Fish Market** is only a few blocks away, with its world-famous fresh seafood, as well as artists, craftspeople, booksellers, and florists. (If you need a wake-up, the original **Starbucks** is there, too.) The **Monorail**, built in 1962 to transport people for the World's Fair, stops very nearby and takes passengers to the Seattle Center to visit the **Space Needle**, the **Pacific Science Center**, and, for grunge fans, the **Experience Music Project** housed in what has been called a metal Frank Gehry Rock Temple. The **Chihuly Garden and Glass** installation is currently under construction and will be open in time for the POD conference in October! Seattle natives report that a short **Ferry Boat Ride** on the Sound provides a quintessential experience of the city. **Archie McPhee's** is an offbeat destination in the Wallington neighborhood of Seattle for those craving gummy bacon, or finding that they forgot to pack their handkerchiefs for the conference.

[Registration](#) for POD 2012 will open in June. We're looking forward to seeing you in Seattle!

Natasha Haugnes, Conference Co-Chair

Cassandra Horii, Conference Co-Chair

Danilo Baylen, Program Co-Chair

Victoria Bhavsar, Program Co-Chair

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## Reconnecting with Our Past



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**INSIDE THIS ISSUE:**

*The Oral History Project works to record the voices of POD leaders and establish a professional history that can inform our future leaders.*

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**Linc Fisch**

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Linc Fisch has retired from 40-some years of teaching, program development, and administrative assignments in Ohio, Michigan, and Kentucky, but he continues to contribute to higher education through writing, conducting workshops for faculty, and designing films and interactive cases to trigger discussion. The Chalk Dust Collection (1996) is a compilation of 35 of his short educational articles and columns. He edited and contributed to Ethical Dimensions of College and University Teaching (1996). He wrote the "Ad Rem" column for The National Teaching & Learning Forum and the "Chalk Dust" column for the Journal of Faculty Development. He has a particular interest in issues of ethics and values in college teaching, as well as the teaching of values. He has been a featured presenter at the annual Lilly Conferences on College Teaching in Oxford, Ohio, since 1990, as well as at several regional Lilly Conferences and meetings of other educational organizations. His lifelong interest in choral music has included participation in The Lexington Singers and The American Spiritual Ensemble. He lives in Lexington, Kentucky. He may be contacted via e-mail at [linclx@gmail.com](mailto:linclx@gmail.com). This is a very short excerpt from an interview on August 7, 2007.

**Burdick:** When was your first POD conference?

**Fisch:** It was the second Cincinnati conference (1981). I think it was the first one we had in the city and the last one we had in the city for quite some time after that. Because POD was really sort of a retreat kind of conference to start with. I'm just 70-80 miles down the road from Cincinnati. I had a call from Steve Scholl, who was in POD very early, but he has sort of disappeared. I haven't seen him in some years. He runs a restaurant out in California now, I think. But he was at the time was Dean of Men at Ohio Wesleyan University. He was in charge of the conference and said, "Well, we are going to need a lot of AV equipment. Could you bring that along?" I said, "Sure, I've got a VCR right here in the office." It was one of those big 80 pound ones. "And I'll need a film projector." "I've got that." And then there was a pause and he said, "Do you have access to any more equipment like that?" I just said,

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"Well, as a matter of fact, yes." He said, "The Westin Hotel is charging us an arm and a leg for all this stuff, and we don't know how we are going make our budget." And I said, "Well, what do you need? I will bring what I can." So I brought all of the video recorders and the film projectors. I know that sounds like an awful lot, but that conference was only about 96 people. Well, it was the smallest conference maybe of the early ones. It expanded very much in size after that. But I considered this little one to be the turning point for the organization. So I loaded the station wagon as much as I could and I said, "Well, I'm just going to commute. I am not going to stay at the hotel." And he said, "Tell you what, you are saving us so much money we'll pay for your room at the hotel as compensation." So I ended up doing that and supplied the equipment and hooked it up in various rooms. And we'll just say the rest is history.

It was an interesting kind of thing. I was happy to do it and was able to do it. I remember at one point, Peter Seldin wasn't able to get to my sessions, but he was interested in some videos I was showing. I managed to find one of the televisions and recorders that wasn't being used in a particular room and just sort of snuck in the back door while the session was going on and pulled them into the service hallway – behind the rooms. We conducted our own little two person session showing and talking about these films. Again, an unusual kind of thing. But I usually end up doing things that are sort of unusual.

**Burdick:** Okay, we can explore that.

**Fisch:** I don't know how I get into them. As I told you the other day, I don't know how I got to the conference because I didn't know about POD and I was not a member when I went to the first meeting. I became a member after that. The first thing I remember is Steve making the call asking for the AV equipment. At that session, I got to talking to a lot of people about membership and attendance. That was about 96 people. It was pretty easy to talk to most of the people. They said, "Why don't you run for the Core?" I said, "Wait a minute. I'm not even a member of this group. And people that you want on the Core, you want some experience." "No, we need new people." So I said, "okay." In those days, we were electing seven people to the Core and we only had five people who declared their candidacy. So we didn't even have to have an election. The five of us were automatically on and we had to scare up two more people to be appointed. A similar kind of thing happened at the end of my term. I guess they were three year terms. I said, "Well, if you don't have a candidate, I'll put my name down, but you should get some new people." And so my name got on and I was elected again. That was enough, two consecutive terms. That's two terms too many. They emphasized back in those days more developing consensus than I think they do now. I think they are still in consensus mode.

**Burdick:** They are.

**Fisch:** I had never really thought about consensus. But I soon found out that it takes them an awfully long time to make decisions. I resented the time but I liked the idea and tried to use it in some other ways. So I guess that is one benefit that I got from POD – the true idea of consensus. What a lot of people have is – school administrators in particular – is that consensus is a matter of manipulating. The people making the decisions kind of come out as the people who are running the thing. That's not consensus.

**Burdick:** What is consensus to you?

**Fisch:** Consensus is to arrive at a solution that may not be the first choice in its entirety for everybody, but is one that all of them can accept. There are enough things that are important to them and it incorporates the key things that they want to achieve. It is one that everybody can support.

**Burdick:** How would you describe yourself?

**Fisch:** If I were to select one word, I would probably use innovator. I use various titles facetiously like "Educational Ecologist" and some even worse than that. But yeah, I enjoy innovating.... I think probably POD attracted innovative people. Most of the people that I can think of were that way: Mary Lynn Crow, Steve Scholl, Bette Erickson, Glenn Erickson, Bob

Pierleoni, Peter Frederick. It was just natural for us to come together. I just very quickly decided that this was my kind of organization and these were people that I wanted to associate with. Once I got into it a little bit, the more I realized that in order to gain something socially with these people, it sort of came in direct proportion to what you gave. So I always tried to have something new for every conference. I think that lasted for most of the twenty-four conferences that I attended.

**Burdick:** I know you were involved with the sing-along and the Readers' Theater at the POD conference, but you also mentioned being involved in the talent shows. Could you discuss that for a bit?

**Fisch:** I wasn't heavily involved when we had talent shows, but I was involved a little bit. Bob Pierleoni was the key person on that. We had talent shows in '85 and '86, I think -- maybe '87. The first one was at the conference on Lake Geneva, Wisconsin. I remember that it was the first conference that Don Wulff and Jody Nyquist attended. They had arrived an evening early and I was there early and we went down to pick up dinner. I saw these two people and they looked like POD people. I went over and we introduced ourselves and that was their introduction to POD. The talent show was maybe the next night and there appeared in this talent show a guy dressed up in a ten gallon hat and a bandana and a beard. He was playing on a honky-tonk piano. He did songs like how I learned to yodel out behind the barn with that pretty little maid. The concert was also signed by people from Rochester Institute for the Deaf <sup>1</sup>. Miriam Nathan<sup>2</sup> was the person who was signing, if you could imagine how signing yodeling would be because first it is a low note and then a falsetto note that matches it. So she is going through all of these gyrations and the people were just roaring. The Montana cowboy and Miriam were doing this thing and they lost out to Marilla Svinicki and Karron Lewis, who were doing "The eyes of POD are upon you" to the theme of "The eyes of Texas are upon you." It was really a hilarious kind of thing. As it turned out this guy with the fake beard was Don Wulff. We didn't recognize him even. We had met him the night before -- two nights before. And in '86, we did the same kind of thing at that conference and it brought down the house again, the yodeling and signing. So we had talent shows a couple of times.

**Burdick:** A number of other interviewees remember those fondly as well. I wanted to make sure I asked you about the Spirit of POD award. I know you designed it. What was the mineral that you chose?

**Fisch:** It's Celestite. It's a light blue mineral formation, and it is mounted on a mahogany bucket.

**Burdick:** Why did you pick Celestite?

**Fisch:** I had a reason. I am not exactly sure why. It was modeled after an award that was given to Algo Henderson from way back in my Michigan days. When he retired we gave him a desk pen holder that had a fossil on it -- the trilobite. He was a great collector of fossils and he said that he had never found a perfect one and here is a perfect one. The ideal gift for him. But somewhere I ran into Celestite and I was just caught up in the color of it. It's not easy to find. There is a place in Colorado that usually has it.

**Burdick:** Ok. You were also the first winner of the Bright Idea Award (now the POD Innovation Award). I'm curious about the Bright Idea Lamp that goes along with that award. Where did that come from?

**Fisch:** Let's see, the original lamp which I have is just an old garage sale lamp that -- I forget who got it. We established a tradition that whoever won the previous year would construct the next year's award. So I found a garage sale and bought a lamp for a dollar and fixed it up for the next year and introduced the idea of candles and things like that. The person who won it the next year was John D.W. Andrews from the University of California in San Diego<sup>3</sup>. The reason I thought of it some moments back was because I think he was the person who started the friends of Bob's meeting. He was an alcoholic. It turned out that he was a stain glass artist. He produced the lamp and I kept wanting him to produce little tiny candle holders that people could keep permanently even though the main lamp passed on. But he

never got around to doing that. He died a tragic death. A lot of people have gone onto the great workshop in the sky I guess. He's one.

**Burdick:** Well, thank you so much for taking the time to chat with me! It's been a real pleasure.

**Fisch:** Okay. And good luck and continue your projects.

*Dakin Burdick is the Chair of the POD History Committee & Director of the Center for Teaching Excellence at Endicott College, MA.*



<sup>1</sup>National Technical Institute for the Deaf at Rochester Institute of Technology in Rochester, NY.

<sup>2</sup>Now Miriam Nathan Lerner.

<sup>3</sup>Andrews article on "The Verbal Structure of Teacher Questions" from the *POD Quarterly* (Winter 1980) can be read at <http://digitalcommons.unl.edu/podqtrly/32/>

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This is a thematic issue that includes a section on the Community-Campus Partnerships for Health's (CCPH's) initiative, Faculty for the Engaged Campus, and a section for articles related to presentations made at a conference held in November 2010 sponsored by the University of Guelph and CCPH called "Critical Junctures in Research, Practice, and Policy."

The articles focus on faculty development activities and other strategies to institutionalize respect, recognition, and visibility for community-engaged scholarship. The rationale for a thematic issue on these topics was to provide readers a critical mass of information

focused on lessons learned and best practices for higher education institutions interested in embracing – in intentional, thoughtful ways – strategies to support and encourage faculty members to do engaged research, and to inculcate the values and practices of engaged research in their graduate and undergraduate students.

The issue is over 200 pages long – more than twice the length of the *Journal's* issues when they were print-based rather than web-based. This robust issue will be useful to both researchers and practitioners of university-community engaged scholarship.

For more information, please contact:

Trish Kalivoda

Senior Associate Vice President, and Editor, *Journal of Higher Education Outreach and Engagement*

Office of the Vice President for Public Service and Outreach

The University of Georgia

[jheoe@uga.edu](mailto:jheoe@uga.edu)


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As a nonprofit organization, The IDEA Center continues to provide valuable resources at no cost, including [IDEA Papers](#) and [POD-IDEA Center Notes](#) on Instruction and Learning. Also, the IDEA Center has a refreshed [website](#), which has long been a repository of rich resources for teaching and learning, many of which have been written by POD members.

There are three new features that POD members might find useful. First, The IDEA Center has entered the Twittersphere and will be keeping you abreast of where staff and partnered faculty are presenting, when the latest IDEA Papers are published, and of upcoming events, such as the Chair Seminar and User Group Meeting. Please consider following The IDEA Center on Twitter: [@IDEACenterOrg](#). Additionally, POD members will be able to see the latest tweet on the homepage.

Second, The IDEA Center has launched the official [IDEA Blog](#). Every Tuesday morning POD members will be able to find the latest post by one of their staff blog team members. POD members can easily [subscribe](#) to have notices of postings come directly to their email account. We trust you will find these entries to be relevant and pertinent to you and your day-to-day work.

Finally, The IDEA Center has added a new type of presence to the website—the [IDEA Help Community](#). This is where POD members can talk to one another about IDEA feedback tools, ask questions about IDEA instruments and reports, or just browse the bank of topics and Frequently Asked Questions. We hope this will be instrumental in helping you to learn about IDEA, but also in helping us to learn from you, and for you to learn from each other!

For more information, please contact:

Shelley A. Chapman, Ph.D.

Vice President for Client Services

The IDEA Center

301 South Fourth St. Suite 200

Manhattan, KS 66502-6209

800-255-2757

[www.theideacenter.org](http://www.theideacenter.org)

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## Diversity Committee

The Diversity Committee (DC) was organized to support POD's efforts to 1) encourage and retain a diverse membership in POD and in the faculty/instructional development community more broadly and 2) cultivate greater critical attention to questions of diversity in our work (e.g. the needs of diverse faculty and students, inclusive pedagogies, diversity as it relates to SOTL, etc.).

The Diversity Committee (DC) is open to membership from all interested POD members. The POD President serves as an ex-officio member. The leadership team is elected from within the group; whenever possible, a member of the leadership team also serves as Core Liaison to the DC. All other paid POD members who are interested in the work of the DC may consider themselves DC Affiliates and may participate in discussion forums on the DC listserv and are invited to attend the annual DC business meeting at the national conference.

[Learn more about the DC.](#)

## POD DC LISTSERV

If you are interested in signing up for the DC listserv, click [here](#) and then select "Join or Leave POD-DIVERSITY"

## DC 2012 Executive Board

The current leadership of the Diversity Committee is:  
Lori Schroeder, Chair  
Stacy Grooters, Past Chair  
Marie-Therese Sulit, Vice Chair  
Harriette Richard, Core Committee Liaison  
Sandra Sgoutas-Emch, Diversity Grants Program Coordinator  
Lindsay Bernhagen, Assistant Coordinator for Travel Fellowships  
Donald Collins, Assistant Coordinator for Internship Grant  
Suzanne Weinstein, Assessment Coordinator

## Professional Development Sub-Committee

The POD Professional Development Sub-Committee and Jossey-Bass/Wiley Institute recently collaborated on a webinar event. The session was titled "**Getting to the Table: How Faculty Developers Can Become Key Players in Institutional Change**" and was held on Tuesday, April 17th. Deborah Lieberman, President, University of LaVerne and Nancy Chism, Professor Emerita, Higher Education and Student Affairs at Indiana University, discussed their journeys in faculty development and leadership roles in academia. This informal discussion was facilitated by James Groccia, Director, Biggio Center for the Enhancement of Teaching and Learning at Auburn University and former POD Network

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President. Dr. Lieberman and Dr. Chism reflected on their careers and how they came to be in positions that have influenced decisions about teaching and learning at their institutions. The POD Professional Development Sub-Committee hopes to host additional webinars in the future and looks forward to expanding these offerings.

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The Donald H. Wulff Diversity Travel Fellowships Program seeks to increase participation by people from historically underrepresented racial and ethnic groups in the U.S. and individuals from underrepresented institutions in the field of educational development (here used as an umbrella term to encompass what may also be called faculty development, TA development, instructional development, organizational development, etc.). Named to honor the memory of an early supporter of the Diversity Committee, Donald H. Wulff, the travel grant program awards up to \$1,000 to individuals (and up to \$2,000 for teams of two or more) to support their travel to the annual POD Conference. The 2012 POD Conference is in Seattle, Washington, on October 24-28, 2012. [Learn more about application guidelines.](#)

**Educational Development Internship Grant Program**

The purpose of this grant is to provide a POD member institution with funding up to \$5,000 in order to support an internship position related to educational development in higher education. The internship is meant to provide an individual with a broad introduction to the field of educational development (here used as an umbrella term to encompass what may also be called faculty development, TA development, instructional development, organizational development, etc.) [Learn more about application guidelines.](#)

**The POD Innovation Award: Call for Submissions**

The POD Innovation Award seeks to recognize innovative ideas that have improved teaching and learning, helped to enhance the effectiveness of higher education faculty, and contributed to the field of faculty development. Each year at the POD conference banquet, the committee recognizes up to 7 finalists, who present their innovative ideas in a poster session prior to the banquet, and one award recipient.

The committee invites new and experienced participants to submit an entry. Submissions will be evaluated on originality, scope and results, transferability, and effectiveness, and should be submitted electronically to Allison Boye, Innovation Award Sub-Committee chair, at [allison.p.boy@ttu.edu](mailto:allison.p.boy@ttu.edu) by **Wednesday, September 5th, 2012**. [Learn more about the submission process.](#)

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**Nancy Chism** has retired from Indiana University. She wishes to thank POD members, who have done so much to support her and enrich her practice. She knows that you will continue to do extraordinary things for higher education in the future.

**Jim Groccia**, Director of the Biggio Center for the Enhancement of Teaching and Learning at Auburn University, has had three new publications come to print in the past few months:

- Groccia, J.E., Alsudairi, M.A.T., & Buskist, W. (Eds.). (2112). [The handbook of college and university teaching: A global perspective](#). Los Angeles: Sage Publishing.
- Groccia, J.E., & Hunter, M.S. (2012). [The first-year seminar: Designing, implementing, and assessing courses to support student learning and success: Volume II—Instructor training and development](#). Columbia, SC: The National Resource Center.
- Buskist, W., & Groccia, J.E. (Eds.). (2011). [Evidence-based teaching](#). New Directions in Teaching and Learning, Vol. 128. San Francisco: Jossey-Bass.

**Virginia Lee**, principal and senior consultant, Virginia S. Lee & Associates, and former POD President (2007-2010), edited a New Directions for Teaching and Learning volume (no. 129) titled *Inquiry-guided Learning*, just published in April 2012. The volume includes contributions from a number of POD members. Click [here](#) for more information, including selected chapters available for review.

The volume includes eight case studies of colleges and universities, both U.S. and non-U.S., that have integrated inquiry-guided learning (IGL) throughout their institutions: **Texas A & M University, Marymount University, Virginia Wesleyan College, Miami University**



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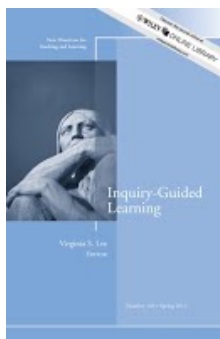
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(Oxford, OH), **McMaster University** (Canada), **University of Sheffield** (UK), **University of Gloucestershire** (UK), and a cross-institutional study from New Zealand. Virginia wrote the introductory chapter, "What is Inquiry-Guided Learning?" and a closing summary chapter that draws comparisons across the eight institutions.

The volume is significant because, it 1) addresses implementation of IGL at the institutional level (as opposed to the individual course- or department-level), 2) compares the implementation of inquiry-guided learning across institutions, and 3) compares implementation in both U.S. and non-U.S. institutions, which is unusual regardless of the nature of the reform initiative.

Virginia recommends the volume for institutions that have IGL initiatives in place or that are contemplating such initiatives. More generally, the volume provides useful insights into institution-wide, undergraduate reform regardless of the nature of the initiative. For example, the book will be useful for colleges and universities accredited by the Southern Association of Colleges and Schools (SACS) as they develop their quality enhancement plans (QEPs).

An excellent companion to the New Directions volume is a 2004 publication, **Teaching and Learning through Inquiry: A Guidebook for Institutions and Instructors**, that Virginia also edited based on the inquiry-guided learning initiative at North Carolina State University, which she led. The volume includes chapter contributions from more than thirty faculty, staff and administrators on the implementation of inquiry-guided learning at the individual course, department and school level. Click [here](#) for more information.



**Mike Theall**, Professor of Education at Youngstown State University, Youngstown, Ohio, USA, and former POD President, will be retiring from YSU at the end of the spring semester. Mike has been a faculty member and/or teaching-learning center director since 1976, and plans to continue to be involved in higher education issues through his company, **Higher Education Consulting Associates LLC**. His academic and consulting interests will focus on the professoriate as a "Meta-Profession," faculty evaluation and development, student ratings of teaching, faculty affairs, college teaching and learning, and higher education organizational development. Contact information is: Michael

Theall, Ph.D., 3409 Swallow Hollow Dr., Poland, OH, USA 44514, [mtheall@zoominternet.net](mailto:mtheall@zoominternet.net), 330-314-2445 or [mtheall@ysu.edu](mailto:mtheall@ysu.edu); 330-941-1320.

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## Center News



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### 50<sup>th</sup> Anniversary Celebration of the Center for Research on Learning and Teaching at the University of Michigan



Remarks of  
Constance E. Cook,  
Associate Vice  
Provost and  
Executive Director,  
CRLT

May 4, 2012

Oh, Happy Day!

What a joy it is to  
celebrate the 50<sup>th</sup>  
anniversary of the

Center for Research on Learning and Teaching with hundreds of friends and colleagues! We are very grateful that you all took time to join us in this celebration!

I should explain, for our many University of Michigan colleagues who do not know, that this is a celebration not only of CRLT, but, more importantly, of the development of university teaching centers. In 1962, the University of Michigan established the world's very first teaching center, as far as we know, and we are proud of the role that CRLT and Michigan have played in spawning the establishment of teaching centers all over the country and around the globe.

In the U.S., there now are nearly a thousand teaching centers, and you find them on all kinds of campuses: liberal arts colleges, community colleges, comprehensive universities, and research universities. Interestingly, it is research universities where you are most likely to find teaching centers. In fact, three-quarters of U.S. research universities now have one. We know of several hundred teaching centers on campuses abroad as well -- again, especially prevalent at research universities.\* Most teaching centers were established in the last decade or two, and CRLT has helped to create this new profession.

There must be many people in this room who are not really sure what a teaching center does

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because it is a relatively new profession. A teaching center's job is to improve student learning in our colleges and universities. People who work at teaching centers are often called faculty developers, and that is really a misnomer for two reasons: First, we do not work ON or DEVELOP our faculty colleagues. Rather, we work in PARTNERSHIP WITH and IN SUPPORT OF the brilliant people who serve on the faculty of this university or go to graduate school here. It is a real privilege to work everyday with people of this caliber, and help them do the innovative, excellent teaching that they want to do.

Second, pedagogical improvement is only part of what CRLT does. Our work also includes curricular reform, as well as the work of building more sense of community among our diverse faculty and graduate student instructors (TAs) and, through them, among the diverse students in our classrooms.

There is something else you should know about the work of teaching centers: We often stay backstage. In order to be effective, we make sure others are in the spotlight.

At CRLT, half of our work is university-wide: grants competitions, large programs, publications, our website, and consultations for any instructor who wants one. The other half of our work is done at the request of deans, department chairs, and other faculty leaders. It is discipline-specific work – designed to accomplish the goals that these leaders have articulated. The leaders who request our services deserve credit for taking the initiative to improve pedagogy and curriculum– and taking the responsibility to implement the improvements they desire.

When the dean requests that CRLT design a Teaching Academy for new faculty, the dean should have the credit. When the department chair requests that CRLT assess student learning in her department or help revise the curriculum, obviously it is the department chair who deserves the credit.

Teaching center people are the enablers, the facilitators, who operationalize good ideas. We offer insights and literature reviews; we do the research by generating hypotheses, and collecting and analyzing data. Then, we help plan the programs where faculty consider the data and decide how to proceed. Finally, we help faculty disseminate their good ideas beyond their own department or school or college.

We are often the difference between something that is just a good idea, as opposed to a good idea that has been implemented and shared on this campus and elsewhere. We are often the difference between a one-time improvement for one faculty member, or one academic unit, as opposed to an institutionalized improvement that is systematic, and lasts a good, long time.

But, it is unusual for a teaching center to take center stage. That almost never happens, which is why today is so exciting for us. Those of us at CRLT are very happy to be in the spotlight on this happy day!

\*My thanks to Sally Kuhlenschmidt from Western Kentucky University, who tracks the numbers of U.S. and international teaching centers on college and university campuses.

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Submissions should be sent to Suzanne Tapp, Chair, Professional Development Committee, at [suzanne.tapp@ttu.edu](mailto:suzanne.tapp@ttu.edu) by 5:00 pm (Central) on **Thursday, May 31, 2012**. Proposals submitted in hard copy form or incomplete proposals will not be considered by the review committee. [View Call for Proposals](#).

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**2013 Annual POD Conference**

November 6-10, 2013

William Penn Omni Hotel, Pittsburgh, PA

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*Toward the Best in the Academy Volume 22, Number 8, 2010-11*

*We continue featuring a selected POD Essay on Teaching Excellence in each issue of the POD Network News.*

### Teaching Assessment by Modeling Different Assessment Techniques

*Cynthia E. Tobery, Dartmouth College*

Getting feedback early and often helps us gauge what students are learning well or less well, what they are taking away from the class, and what changes we may want to make. Assessment techniques can be used before, during, and after a class to get this feedback. One of the goals of the Future Faculty Teacher Training Series offered through the Dartmouth Center for the Advancement of Learning is to model various instructional techniques that the participants may decide to use in their own classes. We include some type of assessment for each part of the series in addition to an overall evaluation. In this essay, I will share the assessments we use and the goals for each. Our sense is that this type of modeling communicates more completely, effectively, and persuasively the value of these assessment strategies.

### Pre-class Survey and Online Assignments

After graduate students and postdocs have registered for the series, they are asked to complete a questionnaire. The purpose of this pre-workshop survey is to determine their expectations for the series and to assess their knowledge in areas of teaching and learning, ranging from "no understanding ('not really sure what this means') to "thorough understanding ('ready and able to apply to my teaching as appropriate') of concepts such as backwards course design, principles of learning, and collaborative learning techniques. We use this information to adjust our lesson plans according to what they already know. On the first day we share our assessments of the aggregated responses and when we will address these concepts during the series. We clarify our goals for the series, indicate how the series will meet some of their expectations, and explain why often it will not meet all and offer suggestions for other ways to meet those.

The final survey question - "Is there anything that you feel may hinder your success in this series or anything you want to tell us before the series starts?" - is one we hope each participant might also use in his/her own precourse surveys. A student group who is



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committed to seeking accessibility accommodations recommended this question to Dartmouth faculty. For our series, common concerns typically include: the worry about providing adequate time for completion of all assignments, ESL-related communication concerns or discomfort with public speaking.

We employ 'Just in Time Teaching' by asking participants to respond to prompts about the readings before they come to class (Novak, et al 1999). This encourages the graduate students, who are taking the series voluntarily, to engage with the readings and think about them in ways they might not if they were not asked to respond before class. Their responses give us insight into their thoughts about the reading, additional information useful for assigning them to groups for collaborative work, and ways to encourage some of the quieter students to talk by asking them about what they wrote.

### In-Class Assessments

In addition to the online assessments, we use a variety of classroom assessment techniques (CATs) either during a session or at the end of a session to check in with the participants (Angelo & Cross, 1993). While we use these assessments so that we can continue to improve the training series itself, we also want to model for participants a variety of techniques they may want to use in their own teaching. We use **clickers** to promote student engagement by collecting responses to opinion polls or to have them guess the results of an experiment about how people learn (Hodges, 2009). Sometimes the goals for the clicker questions are to have them reflect on the reading and other assignments and to start a discussion. We also use clickers for opinion polls about instructional methods used in class and to determine if the participants think they might use a particular method in their own teaching. The poll is either used to start or conclude brainstorming about specific applications of the method to teaching in their disciplines. Similar to the opinion poll on instructional methods, when we focus specifically on collaborative learning techniques, we ask the group to generate a pro & con grid.

A commonly used CAT is the **minute paper**. In order to suggest that they use it for regular classroom assessments, we use it multiple times in the series of workshops. The first day we use it in a rather standard form. We ask participants to tell us anonymously what they thought was most important, what they liked best, and what they liked least and/or are still confused about. We provide a visual representation of the responses in the next session by making a word cloud using Wordle.net. This helps the instructors and participants see the commonalities - which there is overlap in what some like best and some like least. We also use 'snowball fights' as another way to share the responses to a minute paper. The participants crumple the paper they wrote their responses on and throw them around the room. After everyone has made a few tosses, we ask them to read the response closest to them, and not to acknowledge if they happened to get their own paper back. This is one of the few times they hear word for word what the other participants said in their feedback. It is also a way to lighten the mood after what is sometimes a somewhat heavy discussion of critical moments for students and stereotype threat. Finally, we also use minute papers to get feedback on how we as instructors can improve a specific session. This prompts our participants to reflect on how the session was taught - not only what they think worked well or not, but also how they think we could make it better.

A variation of the minute paper that we use to find out what they thought was most important from a session is a **concept map**. While it is generally considered important to give a well-constructed prompt for a concept map, or at least suggest a word or phrase as a starting point, we have found that we learn more when we keep the instructions vague. We ask participants to reflect on that day's session and draw a concept map of the key ideas. They have the option to work in pairs or small groups if they prefer that to working individually. Although we do not ask them all to identify their work, we do ask for volunteers to share their concept maps with the entire group before leaving the session. When a couple people are willing to do this, we see the various ways people decide to organize their thoughts and if the main components are goals or content or methods and how they make the connections

between all these ideas.

Participants also do a short essay focusing on whether the readings and session on critical moments and stereotype threat will impact their teaching and if so, how. This is one of the few feedback pieces we ask them to put their name on so we can return them after reading their responses. Our hope is that these short essays will be useful to them in the future when writing a teaching statement and planning to teach.

### Putting Ideas into Practice

Since our goals for using frequent and varied assessment are both to get feedback on the series and to give participants ideas of ways to assess their own classes, the most rewarding feedback we get is when a graduate student or postdoc tells us they are using and learning from some of the assessment techniques they were exposed to in our workshops.

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*Cynthia E. Tobery is Associate Director for Professional Development for Future Faculty at the Dartmouth Center for the Advancement of Learning.*

### Essays on Teaching Excellence

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Since fall 2010, **Amanda G. McKendree** has served as editor of *POD Network News*. Amanda joined the Kaneb Center for Teaching and Learning at the University of Notre Dame as Assistant Director in August 2009 where her primary responsibilities include coordinating university-wide graduate student programming and managing a staff of Graduate Student Associates in developing and facilitating teaching assistant orientations, pedagogy workshops for faculty and teaching assistants, certificate programs, and teaching apprenticeships/fellowships. She also consults with graduate students, faculty, and departments, and provides research services on teaching and learning topics. Her teaching interests include presentations and argumentation, business communication, gendered communication, and integrated marketing communication. Her areas of research activity include crisis communication, business communication pedagogy, and graduate student preparation for the professoriate. She holds a BA in Global Policy Studies, an MPA in Nonprofit/Public Management, and a Ph.D. in Rhetoric.

Please direct any questions or comments to [amckendree@nd.edu](mailto:amckendree@nd.edu). She greatly appreciates your feedback!

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